



OKLAHOMA STATE REGENTS
FOR HIGHER EDUCATION

Improving our future by degrees

Agenda

June 24, 2020

NOTE

This document contains recommendations and reports to the State Regents regarding items on the June 24, 2020 regular meeting agenda. For additional information, please call 405-225-9116 or to get this document electronically go to www.okhighered.org State System.

Materials and recommendations contained in this agenda are tentative and unofficial prior to State Regents' approval or acceptance on June 24, 2020.

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

655 Research Parkway, Oklahoma City

A G E N D A

Wednesday, June 24, 2020 – 10 a.m.
Via Zoom Video
Chairman Joseph L. Parker, Jr., Presiding

1. **Announcement of filing of meeting notice and posting of the agenda in accordance with the Open Meeting Act.**
2. **Call to Order.** Roll call and announcement of quorum.
3. **Minutes of Previous Meetings.** Approval of minutes from the previous meetings.
4. **Report of the Chairman.** A brief comment on current activities. (No Action, No Discussion.)
5. **Report of the Chancellor.** Report of the Chancellor's activities on behalf of the State Regents. (No Action, No Discussion.) Page 1.

FISCAL

6. **Tuition Review.**
 - a. Review of system-wide tuition requests. Page 3.
 - b. Presidents' Presentations. College and University Presidents present budget, tuition and mandatory fee requests. Page 5.

BREAK

7. **E&G Budget.**
 - a. Approval of FY21 Educational and General Allocations and Budgets for institutions, constituent agencies, the higher education centers, special programs, and other programs. Page 7.
 - b. Approval of allocation from Cigarette and Tobacco Tax Revenue for Oklahoma State University Center for Health Sciences and the University of Oklahoma Health Sciences Center. Page 9.

- c. Approval of the first year of five-year annually renewable grant commitment to the Oklahoma Historical Society for the Higher Education Archives Project for FY2020. Page 11.
8. **Tuition.**
- a. Approval of FY21 Academic Service Fees. Page 17. (Supplement)
 - b. Approval of FY21 Mandatory Fees and Tuition. Page 19.
9. **Policy.** Approval of a one-time exception to policy to waive certain academic service fees for the Fall 2020 semester in response to the COVID-19 pandemic. Page 21.
10. **EPSCoR.**
- a. Approval of INBRE Grant Allocations. Page 25.
 - b. Approval of NASA Matching Funds. Page 27.
 - c. Approval of Department of Energy Matching Funds. Page 29.
 - d. Approval of Contract and Allocation of Matching Funds for the National Science Foundation. Page 31.
 - e. Acceptance of the 2020 Oklahoma EPSCoR Advisory Committee Annual Report. Page 35.
11. **Capital.** Authorization of the Transmittal of Capital Improvement Projects to the State of Oklahoma Long-Range Capital Planning Commission. Page 41.
12. **Contracts and Purchases.** Approval of FY21 Contracts and Purchases in excess of \$100,000. Page 43.
13. **Deleted Item** Page 45.

ACADEMIC

14. **Program Deletion.** Approval of an institutional request for a program deletion. Page 47.
15. **Policy.**
- a. Approval of revisions to the Professional Programs policy. Page 49.
 - b. Approval of a policy exception request from Murray State College. Page 55.
 - c. Approval of an extension of the moratorium on function and mission changes or expansions. Page 65.
 - d. Posting of revisions to the Student Assessment and Remediation policy. Page 69.

16. **Oklahoma Tuition Aid Grant.** Approval of the 2020-2021 Oklahoma Tuition Aid Grant Award Schedule. Page 77.
17. **Oklahoma's Promise.** Adoption of emergency rule revisions for Oklahoma's Promise – the Oklahoma Higher Learning Access Program. Page 81.
18. **Temporary Assistance to Needy Families.** Allocation of funds to Oklahoma community colleges participating in the Temporary Assistance to Needy Families program pursuant to the contract with the Oklahoma Department of Human Services. Page 87.
19. **Scholars for Excellence in Child Care.**
 - a. Approval of contracts between the Oklahoma State Regents for Higher Education and the Oklahoma Department of Human Services to continue the Scholars for Excellence in Child Care program. Page 89.
 - b. Allocation of funds to Oklahoma community colleges participating in the Scholars for Excellence in Child Care program pursuant to contracts with the Oklahoma Department of Human Services. Page 99.

EXECUTIVE

20. **Task Force on the Future of Higher Education: Modernization, Efficiencies, and Innovations.** Extension of Voluntary Governing Board Merger/Partnership Deadline. Page 101.

CONSENT DOCKET

21. **Consent Docket.** Approval/ratification of the following routine requests which are consistent with State Regents' policies and procedures or previous actions.
 - a. Programs. Program Modifications. Approval of institutional requests. Page 105.
 - b. Suspensions. Approval of institutional requests. Page 113.
 - c. Reinstatement. Approval of request from Seminole State College to reinstate a suspended program. Page 115.
 - d. Reconciliation. Approval of institutional requests. Page 117.
 - e. Electronic Delivery.
 - (1) Northeastern Oklahoma A&M College. Approval to offer the following existing programs via electronic delivery: the Associate in Arts in Criminal Justice, the Associate in Arts in Early Childhood Education, and the Associate in Arts in Social Sciences. Page 119.

- (2) Seminole State College. Approval to offer the following existing programs via electronic delivery: the Associate in Applied Science in Business Operations, the Associate in Arts in Childhood Development, the Associate in Science in Computer Science, the Associate in Arts in Liberal Studies, the Associate in Science in Psychology, and the Associate in Arts in Social Sciences. Page 123.
- f. State Authorization Reciprocity Agreement. Ratification of an institutional request to begin participation in the State Authorization Reciprocity Agreement. Page 127.
- g. Operations.
 - (1) Ratification of purchases in excess of \$25,000 for FY2020. Page 129.
 - (2) Deleted Item. Page 130.1.
- h. Non-Academic Degrees.
 - (1) Ratification of a request from the University of Oklahoma to award an honorary degree. Page 131.
 - (2) Ratification of a request from Langston University to award a posthumous degree. Page 133.
- i. Resolutions. Approval of resolutions honoring retiring staff. Page 135.

REPORTS

- 22. **Reports.** Acceptance reports listed.
 - a. Programs. Current Status Report on program requests. Page 137. (Supplement)
 - b. Annual Reports.
 - (1) Report on Low Producing Programs. Page 139.
 - (2) Current Operating Income and Expenditures, Oklahoma State Colleges and Universities, Fiscal Year 2018-2019. Page 143.
- 23. **Report of the Committees.** (No Action, No Discussion.)
 - a. Academic Affairs and Social Justice and Student Services Committee.
 - b. Budget and Audit Committee.
 - c. Strategic Planning and Personnel Committee and Technology Committee.
 - d. Investment Committee.

BREAK

24. **Proposed Executive Session.** Page 149.
 - a. Possible discussion and vote to enter into executive session pursuant to Title 25, Oklahoma Statutes, Section 307(B)(4) for confidential communications between the board and its attorneys concerning Knox v. Oklahoma State Regents for Higher Education, CJ-2020-2383, Oklahoma County District Court if the board, with advice of its attorney, determines that disclosure will seriously impair the ability of the board to process the claim or conduct a pending investigation, litigation, or proceeding in the public interest.
 - b. Enter into executive session.
 - c. Open session resumes.
 - d. Vote to exit executive session.
25. **Officers.** Election of State Regents' officers for 2020-2021.
26. **Announcement of Next Regular Meeting** – The next regular meetings are scheduled to be held Wednesday, September 2, 2020 at 10:30 a.m. and Thursday, September 3, 2020 at 9 a.m. at the State Regents Office.
27. **Adjournment.**

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
June 24, 2020

AGENDA ITEM #5:

Report of the Chancellor.

SUBJECT: Report of the Chancellor's activities on behalf of the State Regents for the period of May 16, 2020 through June 12, 2020.

RECOMMENDATION:

This is an information item only.

ANALYSIS:

The following are the activities that Chancellor Glen D. Johnson has participated in on behalf of the State Regents for the period of May 16, 2020 through June 12, 2020:

- Participated in conference call with Dr. Stephen Katsinas, Director of the Educational Policy Center at the University of Alabama, to discuss higher education issues.
- Participated in conference call with Oklahoma State University (OSU) Senior Vice President and General Counsel Gary Clark to discuss higher education issues.
- Participated in conference call with Oklahoma Historical Society Executive Director Bob Blackburn to discuss higher education issues.
- Participated in conference call with Huron Consulting to discuss institutional fiscal viability reviews.
- Participated in call with Southern Regional Education Board (SREB) President Stephen Pruitt to discuss SREB's Postsecondary Education Recovery Task Force.
- Participated in conference call with Senate Appropriations Committee Chairman Roger Thompson to discuss higher education issues.
- Participated in conference call with Oklahoma Panhandle State University (OPSU) President Tim Faltyn to discuss higher education issues.
- Participated in conference call with House Appropriations and Budget Committee Chair Kevin Wallace and Representative Kyle Hilbert to discuss higher education and Quartz Mountain issues.
- Participated in conference call with Representative Mark McBride to discuss higher education issues.
- Participated in conference call with Senator Dewayne Pemberton to discuss higher education issues.
- Participated in conference call with Eastern Oklahoma State College (EOSC) President Steve Smith to discuss higher education issues.
- Co-chaired Southern Regional Education Board (SREB) Postsecondary Education Recovery Task Force videoconference meeting.
- Participated in conference call with Huron Consulting to discuss institutional fiscal viability reviews.
- Participated in conference call with Langston University (LU) President Kent Smith to discuss higher education issues.

- Participated in conference call with Southern Regional Education Board (SREB) President Stephen Pruitt to discuss SREB issues.
- Participated in Southern Regional Education Board (SREB) Executive Committee conference call to discuss SREB issues.
- Participated in conference call with Southern Regional Education Board (SREB) President Stephen Pruitt to discuss SREB Postsecondary Education Recovery Task Force issues.
- Chaired State Regents' Campus safety and Security Task Force videoconference meeting.
- Participated in conference call with Oklahoma City Community College (OCCC) President Jerry Steward to discuss higher education issues.
- Participated in conference call with Rose State College (RSC) President Jeanie Webb to discuss higher education issues.
- Provided presentation to University of Alabama Doctoral of Education class via Zoom.
- Participated in conference call with Oklahoma EPSCoR State Director Jerry Malayer to discuss EPSCoR issues.
- Provided presentation to Tulsa Higher Education Task Force via Zoom.
- Participated in conference call with Huron Consulting to discuss institutional fiscal viability reviews.
- Co-chaired Southern Regional Education Board (SREB) Postsecondary Education Recovery Task Force videoconference meeting.
- Participated in conference call with Southern Regional Education Board (SREB) President Stephen Pruitt to discuss SREB issues.
- Participated in conference call with Senator John Haste and Representative Jadine Nollan to discuss higher education issues.
- Participated in conference call with Rogers State University (RSU) President Larry Rice to discuss higher education issues.
- Participated in conference call with State Higher Education Executive Officers Association (SHEEO) President Rob Anderson to discuss higher education issues.
- Participated in conference call with Massachusetts Commissioner of Higher Education Carlos Santiago to discuss higher education issues.

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AGENDA ITEM #6-a:

Tuition Review.

This is an Oral Presentation.

Meeting of the
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AGENDA ITEM #6-b:

Tuition Review.

This is an Oral Presentation.

Meeting of the
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AGENDA ITEM #7-a:

E&G Budget.

SUBJECT: Approval of FY21 Educational and General Allocations and Budgets for institutions, constituent agencies, the higher education centers, special programs, and other programs.

RECOMMENDATION:

It is recommended that the State Regents approve the final allocations and approve the FY 2021 budgets for institutions, constituent agencies, higher education programs, special programs and other governance operations of the state system. It is recommended that the State Regents authorize the Chancellor to certify the budgets to the Office of Management and Enterprise Services. Budget detail is presented to the Regents as a supplement in the FY2021 E&G Budget Summary and Analysis.

BACKGROUND:

At the meeting of May 29, 2020, the State Regents allocated \$770,414,743 in state-appropriated funds for FY21 educational and general operating budgets for institutions, constituent agencies, higher education programs, specific special programs and other State Regents' operations. Budgets for these entities have been submitted and upon approval by the State Regents, a certified copy will be filed with the Office of Management and Enterprise Services for the establishment of allotments so institutions and programs may encumber and expend funds for the 2021 fiscal year. The Oklahoma's Promise Scholarship Fund will be funded from the State's dedicated general revenue in the amount of \$70 million in addition to the state appropriations allocation approved at the May meeting. The combined total of state appropriations, including the Oklahoma's Promise Scholarship Fund is \$840,414,743 and represents a decrease from the appropriations received in FY2020.

POLICY ISSUES:

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

ANALYSIS:

The supplemental report provides schedules that summarize each institution's budgeted amount for personnel services; travel; utilities; supplies and other operating expenses; property, furniture and equipment; library books and periodicals; and cash scholarships (tuition waivers are not included.) The objects of expenditure are provided for the primary educational and general operating budget, the sponsored budget and the special agency funds. Budget amounts are also available for the University Center of Southern Oklahoma (Ardmore), the University Center at Ponca City, Quartz Mountain, special programs and other operations of the State Regents.

State appropriations for total system operations decreased by 3.95 percent to \$770.4 million for FY2021. Federal stimulus Coronavirus Aid, Relief and Economic Security (CARES) funding has also been budgeted

by our institutions for FY2021 in the total amount of \$55.9 million. This source of funding is restricted to expenses directly associated with the significant changes in course delivery for both students and institutions and costs associated with health and safety requirements for students, faculty and staff throughout the COVID-19 pandemic. The portion of funding that was not expended in the final quarter of FY2020 is included in the institutional FY2021 budgets.

In FY2021, the institutions will be reimbursed at 95.1 percent of the actual concurrent enrollment waivers awarded to senior high school students. The Section 13 Offset Program was also impacted by the reduction of state appropriations, and will delay our institutions' abilities to address many deferred maintenance projects.

The primary educational and general operating budgets of the colleges and universities will decrease by a -0.2 percent or \$565,227, to \$2,458.6 million. Functions for the Academic Enterprise (Instruction, Academic Support, Student Services, Scholarships, etc.) have a combined decrease of \$28 million (-2.2%). The budgeted, system-wide average projected for enrollment is a net decline of -2.8 percent and represents a difference of 3,801 less full-time-equivalent students for the academic year.

The sponsored programs budget (E&G Part II) is budgeted to decrease by approximately \$54.6 million to \$549.6 million in FY21. The system still expects to generate a return on investment of 2.3 to 1 on the investment in the sponsored research category.

The institutions and consistent agencies, as well as the State Regents' office, will continue to be prudent in the expenditures of state revenue and cost savings will remain a focus throughout FY2021.

Supplements

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
June 24, 2020

AGENDA ITEM #7-b:

E&G Budget.

SUBJECT: Approval of allocation from Cigarette and Tobacco Tax Revenue for Oklahoma State University Center for Health Sciences and the University of Oklahoma Health Sciences Center.

RECOMMENDATION:

It is recommended that the State Regents approve the allocation of \$1,421,661.68 to Oklahoma State University Center for Health Sciences (OSU CHS) and \$1,421,661.68 the University of Oklahoma Health Sciences Center (OUHSC) from revenue collected from the taxes placed on the sale of cigarettes and tobacco products.

BACKGROUND:

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

POLICY ISSUES:

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

ANALYSIS:

The fund currently has on deposit \$2,843,323.36. This amount is sufficient for a transfer of \$1,421,661.68 each to OSU CHS and OUHSC. The OU Health Sciences Center will use their funds for debt service and operations of the Comprehensive Cancer Center. The OSU Center for Health Sciences will expend their funds on the following approved program components: (1) indigent patient clinical care, (2) telemedicine equipment and (3) facility upgrades.

The current accumulated allocation to each institution, including this allocation, totals to \$89,089,365.43. A five-year history of allocations by fiscal year is included below:

5-Year History of Allocations	Amount to Each Entity
FY2016 Total	\$5,704,842.55
FY2017 Total	\$5,707,375.33
FY2018 Total	\$6,185,257.93
FY 2019 Total	\$5,170,195.74
FY 2020 Y-T-D	\$5,455,784.70

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AGENDA ITEM #7-c:

E&G Budget.

SUBJECT: Approval of the first year of five-year annually renewable grant commitment to the Oklahoma Historical Society for the Higher Education Archives Project for FY2020.

RECOMMENDATION:

It is recommended that the State Regents approve a grant allocation in the amount of \$40,000 for year one of a renewable five-year commitment through 2025 to the Oklahoma Historical Society for support of the Higher Education Archives project and approve an Inter-Agency Agreement.

BACKGROUND:

In FY2003, the State Regents' approved grant funding for a five-year period in support of the development of the Higher Education Archives project of the Oklahoma Historical Society. In FY2010 and FY2015, the five-year grant was continued to provide support for and expansion of the Higher Education Archives project.

The project's primary objectives are to develop and establish a history of the Oklahoma State Regents for Higher Education, to enhance a comprehensive computerized database index of all higher education institutions, both public and private, to collect and preserve histories of Oklahoma institutions, and to provide public access to all elements.

POLICY ISSUES:

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

ANALYSIS:

This allocation is recommended as a grant to support the continued development of the higher education archives located at the Oklahoma Historical Society. The archives will include historical documents of the higher education institutions located in the State, both private and public, and highlight biographies of certain individuals who have been major contributors to Oklahoma Higher Education. Additionally, as part of this contract renewal, the Oklahoma Historical Society will:

- Maintain and add to the on-line and searchable data base for higher education leaders and institutions;
- Conduct oral histories with current regents for the searchable data base;
- Update the interactive video presentation about regents, historical leaders, and institutions located in the Oklahoma History Center;
- Curate, design, and install a new museum exhibit about the constitutional amendment; creating the Regents for Higher Education; and
- Provide two free uses of the banquet facilities at the Oklahoma History Center each year.

The attached inter-agency agreement is also presented for approval.

Funding Source: FY2020 allocation for Grants/Economic Development/OEIS.

Inter-Agency Agreement

The Oklahoma State Regents for Higher Education (OSRHE), an agency of the State of Oklahoma, and the Oklahoma Historical Society (OHS), an agency of the State of Oklahoma, share a common goal of developing and maintaining comprehensive archival records, artifact collections, research opportunities, and public exhibits and interpretations pertaining to the history and development of Higher Education in the State of Oklahoma. In support of that goal, the OSRHE and OHS enter into this Agreement. This Agreement supersedes any and all previous agreements to which the OSRHE and the OHS were parties, including a Memorandum of Understanding dated September 21, 2002; a Memorandum of Understanding dated December 17, 2008; an Inter-Agency Agreement dated September 9, 2009; and an Inter-Agency Agreement dated September 10, 2014.

Organizational Missions

- **Oklahoma State Regents for Higher Education**

With a current enrollment of more than 210,000 students, the Oklahoma State System of Higher Education is comprised of 25 colleges and universities and 11 constituent agencies and two university centers. The State System is coordinated by the Oklahoma State Regents for Higher Education and each institution is governed by a board of regents.

The State Regents prescribe academic standards of higher education, determine functions and courses of study at state colleges and universities, grant degrees, recommend to the state Legislature budget allocations for each college and university, and recommend proposed fees within limits set by the Legislature.

The State Regents also manage 23 scholarships and special programs. In addition, the State Regents operate OneNet, the state's information and telecommunications network for education and government.

- **Mission:** The mission of the Oklahoma State Regents for Higher Education is to build a nationally competitive system of higher education that will provide educational programs and services universally recognized for excellence, expand frontiers of knowledge and enhance quality of life.

- **Oklahoma Historical Society**

The Oklahoma Historical Society (OHS) is an agency of the State of Oklahoma. The OHS was formed in May 1893, 14 years before Oklahoma became a state, by the Oklahoma Territorial Press Association. The initial function of the OHS was to collect and distribute newspapers published in Oklahoma Territory. The society was declared an agency of the territorial government in 1895, and it became an official state government agency when Oklahoma reached statehood in 1907. The OHS is both a private, membership organization and an Oklahoma government agency. The OHS Board of Directors is made up of 25 members, 12 of whom are appointed by the governor and 13 elected by OHS members to three-year term Its mission is:

- **Mission: The mission of the Oklahoma Historical Society is to collect, preserve, and share the history and culture of the state of Oklahoma and its people.**

Article 1: The Archives of Higher Education Project

The joint project referred to in this Agreement and governed by the terms, conditions, and parameters contained herein will be known and referred to as "The Archives of Oklahoma Higher Education Project" (Project).

Article 2: Project Primary Objectives

The Project's primary objectives are as follows:

1. Develop and establish a history of the OSRHE.
2. Continue to enhance the comprehensive computerized database index of the OSRHE and institutional archives for all institutions of Higher Education, both private and public, in the State of Oklahoma.
3. Continue to collect and preserve hard copies, as available and appropriate, of the histories of Oklahoma institutions of Higher Education.
4. Provide public access to all elements contained in Article 2 items 1 and 2 as well as all other artifact and potential research materials collected under the auspices of the Project. All collected materials will be available to the public and researchers via the normal access procedures and policies of the OHS Library, the OHS Archives, and the Oklahoma Museum of History (OMH).
5. All Project documents, archives, artifacts and other tangible materials collected to represent the history of Higher Education in the State of Oklahoma will be deemed the property of the OHS and State of Oklahoma and subject to the normal policies and procedures of the OHS.
6. The Project will develop and maintain, where and when appropriate, computerized copies of items of historical significance relating to Higher Education, i.e. charters, court decisions, milestone changes, photographs, artifacts, etc.
7. The Project will establish a goal of developing and maintaining a database estimated to contain at least 1,000 individual biographies of major contributors to Oklahoma Higher Education. Individuals to be represented may include, but need not be limited to, the following: regents, administrators, professors, foundations, contractors, philanthropists, alumni and boards of visitors.
8. The Project will develop and maintain, as part of a larger comprehensive web-based Internet site, individual biographies of selected contributors to Oklahoma Higher Education.
9. The Project will support and assist the OHS/OMH in the development and implementation of public exhibits and programs that interpret the development of all aspects of education in the State of Oklahoma.

Specific deliverables associated with this five-year renewable Inter-Agency Agreement include:

- Maintain and add to the on-line and searchable data base for higher education leaders and institutions;
- Conduct oral histories with current regents for the searchable data base;
- Update the interactive video presentation about regents, historical leaders, and institutions located in the Oklahoma History Center;
- Curate, design, and install a new museum exhibit about the constitutional amendment; creating the Regents for Higher Education; and
- Provide two free uses of the banquet facilities at the Oklahoma History Center each year.

Article 3: Identification of Target Project Audiences and Beneficiaries

The following list outlines some, but not necessarily all, of those benefitting from this joint Project.

1. Students, teachers, and researchers of Higher Education with an interest in or about Oklahoma education.
2. Regents, university or college presidents, and members of the Legislature.
3. People associated with or participating in aspects of or relating to Higher Education, i.e. presidents, registrars, academic deans, marketing and public relations firms, alumni directors, foundation executives, etc.

4. Residents of the State of Oklahoma.
5. Visitors to and participants in exhibits presented by the OHS.
6. Economic development researchers and theorists.
7. Philanthropic individuals and organizations.
8. Businesses and corporations pursuing the development of contracts and various relationships.

Article 4: Specific Project Responsibilities of the OHS.

1. The OHS will provide appropriate office and support spaces for a Project Archivist position. Additional office and support space or areas for other Project staff will be provided as required and requested subject to space availability, other OHS operating parameters, and appropriate Project funding. Unless otherwise specified in the annual operating budget, Project-associated utility and office space costs will be assumed by the OHS as in-kind contributions to the Project.
2. The OHS will provide Project staff with appropriate access to and use of office support elements, such as but not limited to, telephones, fax machines, internet access and support, photo copier access, and so forth. Should the Project require dedicated or special equipment beyond the normal scope of office operation, those equipment costs will be funded by the Project and listed in the approved annual Project Operating Budget.
3. The OHS will provide Project staff with secretarial support necessary for the Project.
4. The OHS Executive Director will hire Project personnel as and when required to meet objectives of the Project. All Project staffing is contingent upon appropriate funding availability, and with final authorization to proceed required from the OHS Executive Director and the OSRHE Chancellor or his designee.
5. The OHS Executive Director will be the Project Coordinator and supervisor for all staff and contractors assigned to the Project. The OHS Executive Director will follow all appropriate and relevant personnel rules and regulations governing State contract employees as outlined and enforced by the Office of Management and Enterprise Services: Human Capital Management. Part time Project staff will be designated as contract Project-specific staff.
6. The OHS will provide, as required and appropriate, storage space for the archives, records, artifacts and other such materials as may be collected relevant to the Project.
7. The OHS will develop and implement exhibits and programs which interpret the education history of the State of Oklahoma.
8. The OHS will provide Project staff with all relevant and required training consistent with the normal and regular implementation of policies and procedures OHS and standard collections/program activities. Project staff will follow the procedures and policies of the OHS.
9. The OHS Executive Director, working with the support and participation of the OHS Office of Finance, will coordinate and monitor all Project budgets, expenses and revenues. The Project Archivist, with support and approval of the OHS Executive Director and the OSRHE Chancellor or his designee, will develop annual Project budgets. Annual budgets will require the authorization of the OHS Executive Director and the OSRHE Chancellor or his designee prior to implementation.

Article 5: Specific Project Responsibilities of the OSRHE.

1. It is the intent of the OSRHE to allocate, from its annual appropriation, funding sufficient to fully support all direct expenses for the Project in an amount not to exceed Forty Thousand Dollars (\$40,000.00) per year until expiration or termination of this Agreement; however, the OSRHE does not commit to allocating all of any of such funding from any annual appropriation it receives. These expenses may include, but are not limited to, Project staff salaries, travel or automobile expenses, miscellaneous office curatorial supplies, Project office furniture, artifact storage, archival storage shelving, Project postage, Project-related computer equipment, technical consultant fees, and other such expenses as may be mutually agreed upon or represented in the annual approved Project budgets.

In the event that the OSRHE does not allocate the necessary funds, the OHS is not obligated to continue the project and may conclude Project operations.

Article 6: Term or Duration of Agreement

This Agreement will be in place for an Initial Term of one (1) year commencing on the date of approval by both parties with four (4) one-year renewal options with written approval of the parties. Upon expiration of the Initial Term, the Agreement and Project duration may be extended upon mutual written agreement. The parties will review the terms and conditions of the Agreement annually.

Article 7: Quarterly Reports

Written quarterly reports on the status and progress of the Project shall be made attachments to the quarterly reports provided to the OHS Board of Directors and shall be provided to the OSRHE upon request.

Article 8: Agreement Amendment

This Agreement may be amended at any time by joint agreement of the parties involved. Any revision to the Agreement must be in writing and signed and dated by the appropriate representative of both parties before it becomes effective. The OHS Executive Director and the OSRHE Chancellor or his designee are the appointed representatives authorized to sign any and all amendments.

Article 9: Entirety of Agreement

The articles and information contained within this Agreement represent the entirety of the agreement between the OHS and the OSRHE.

Article 10: Termination of Agreement

Either party, with or without cause, may terminate this Agreement. Termination of the Agreement will occur sixty (60) days after written notice of the intent to terminate the Agreement is provided to the other party.

This Agreement is approved and authorized by the following designated representatives of the OHS and the OSRHE.

Dr. Bob Blackburn, Executive Director
Oklahoma Historical Society

Date

Glen D. Johnson, Chancellor
Oklahoma State Regents for Higher Education

Date

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
June 24, 2020

AGENDA ITEM #8-a:

Tuition.

SUBJECT: Approval of FY21 Academic Service Fees.

RECOMMENDATION:

It is recommended that the State Regents approve all institutional requests for changes to academic services fees for Fiscal Year 2021 as reported in the supplemental schedules.

BACKGROUND:

Constitutional and Statutory Provisions for the Coordination of Higher Education Tuition and Fees

Article XIII-A of the Constitution of the State of Oklahoma establishes the Oklahoma State Regents for Higher Education as the coordinating board of control for all public institutions in The Oklahoma State System of Higher Education. Among others, specific powers enumerated include the power to prescribe and coordinate student fees and tuition within limits prescribed by the Legislature. The State Regents are authorized to 1) establish resident tuition and mandatory fees at levels less than the average rate charged at public institutions in the Big Twelve Conference for research universities and less than the average rate charged at peer institutions for regional universities and community colleges, 2) establish academic services fees, not to exceed the cost of the actual services provided, and 3) make a reasonable effort to increase need-based financial aid available to students proportionate to any increase in tuition, as well as annually report on tuition and fees.

State Regents' policy lists February 1 of each year as the deadline for submission of requests for changes in academic services fees to be charged the following academic year. Institutional requests for changes to academic services fees for Fiscal Year 2021 were posted at the State Regents' meeting held April 22, 2020. A public hearing was held on Thursday, May 29, 2020 at the State Regents' office for the purpose of receiving views and comments on the requested changes to academic services fees and the legislative limits for resident and nonresident tuition and mandatory fees.

POLICY ISSUES:

This item is consistent with the State Regents' policy and procedures relating to tuition and student fees.

ANALYSIS:

The supplemental schedule lists institutional requests for changes to academic services fees for Fiscal Year 2021. Institutions assess special fees for instruction and academic services as a condition of enrollment and as a condition of academic recognition for completion of prescribed courses. These fees are required for all students receiving certain courses of instruction or academic services as designated by the institution.

Institutions have provided justifications for the requested increases in academic services fees, the total revenue to be collected from the fees, and the use of increased revenues.

Of the twenty-five public institutions in The State System, nineteen requested changes in academic services fees for Fiscal Year 2021 and six had no requests for changes in these fees. The institutions requested 71 changes in Special Instruction Fees, 12 changes in Facility/Equipment Utilization Fees, 22 changes in Testing/Clinical Services Fees, 179 changes in Classroom/Laboratory Supply and Material Fees, and 95 changes in various Other Special Fees. A total of 379 changes have been requested to academic services fees for Fiscal Year 2021, a decrease of 206 requests (54%) when compared to FY20 requests. The fee requests consist of 79 new fees, 238 modifications to existing fees, and 62 deletions of current fees. The complete listing of requests for posting is attached.

It is recommended that the State Regents approve these institutional requests for changes to academic services fees for Fiscal Year 2021.

(Supplement)

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
June 24, 2020

AGENDA ITEM #8-b:

Tuition.

SUBJECT: Approval of FY21 Mandatory Fees and Tuition.

RECOMMENDATION:

It is recommended that the State Regents approve the institutional tuition and mandatory fee requests for resident and nonresident undergraduate, graduate, and professional programs and for guaranteed tuition rates for FY21 as reported on the attached schedules.

BACKGROUND:

Constitutional and Statutory Provisions for the Coordination of Higher Education Tuition and Fees

Article XIII-A of the Constitution of the State of Oklahoma establishes the Oklahoma State Regents for Higher Education as the coordinating board of control for all public institutions in The Oklahoma State System of Higher Education. Among others, specific powers enumerated include the power to prescribe and coordinate student fees and tuition within limits prescribed by the Legislature. The State Regents are authorized to 1) establish resident tuition and mandatory fees at levels less than the average rate charged at public institutions in the Big Twelve Conference for research universities, and less than the average rate charged at peer institutions for regional universities and community colleges, 2) establish academic services fees, not to exceed the cost of the actual services provided, and 3) make a reasonable effort to increase need-based financial aid available to students proportionate to any increase in tuition.

During the 2007 legislative session, the Oklahoma Legislature passed House Bill No. 2103 authorizing the establishment of a guaranteed tuition rate for first-time, full-time resident students beginning with the 2008-09 academic year. The law was amended during the 2008 legislative session by House Bill No. 3397 which removed community colleges from this requirement. Institutions providing four-year programs must establish undergraduate resident guaranteed tuition rates which shall not exceed 115 percent of their nonguaranteed undergraduate resident tuition rate. These rates will be guaranteed for four years, or the normal time-to-completion period of the program, as determined by the institution, if greater than four years. Resident students have the option to participate in the guaranteed tuition rate program at the time of initial enrollment and must subsequently maintain full-time enrollment during the fall and spring semesters. Mandatory fees are required in addition to guaranteed tuition.

An analysis of tuition and fees charged at public institutions in the Big Twelve Conference, like-type public institutions in surrounding and other states, public community colleges receiving no local tax funding in surrounding and other states, and for professional programs was conducted for each respective tier and for professional programs for use in establishing nonguaranteed tuition and mandatory fee rates. The University of Central Oklahoma, in recognition of its status as a regional urban university, has its own regional peer group, as well as the University of Science and Arts of Oklahoma, in recognition of its status as the state's premier regional liberal arts college. The *FY21 Legislative Peer Limits for Tuition and Mandatory Fees*

schedule reflects the results of the analysis. These statutory limits were posted at the State Regents' meeting on April 22, 2020, and a public hearing was held on May 29, 2020, for the purpose of receiving views and comments and to comply with policy and statute. Institutions and governing boards submitted their requested increases for tuition and mandatory fees in June, after the higher education appropriation was determined and the legislative session concluded. Following State Regents' action on the attached schedules of FY21 Tuition and Mandatory Fees, State Regents' staff will complete a tuition compliance audit of institutions' published tuition and fee schedules to ensure compliance with State Regents' action.

POLICY ISSUES:

This item is consistent with the Policy and Procedures Relating to Tuition and Student Fees.

ANALYSIS:

- The average percentage increase for undergraduate resident tuition and mandatory fees is 1.3%.
- Resident undergraduate tuition and mandatory fees were held flat at fourteen institutions.
- The average dollar increase for a full-time undergraduate resident student is \$79.96 for thirty credit hours.
- The average per credit hour increase for an undergraduate resident student is \$2.66.
- The largest resident undergraduate percentage increases are 5.8% at Murray State College and 5.7% at Western Oklahoma State College.
- Proposals by University of Oklahoma, Oklahoma State University, Langston University, and University of Science and Arts of Oklahoma to continue flat-rate tuition based on fifteen credit hours for undergraduate students taking between twelve and eighteen credit hours per semester, and between twelve and twenty-one credit hours per semester at University of Oklahoma are included.

FY21 TUITION AND MANDATORY FEE REQUESTS

The attached listing details each institution's resident and nonresident undergraduate, graduate, and professional programs' tuition and mandatory fee requests and their requests for undergraduate resident guaranteed tuition rates for FY21.

The overall system-wide average increase in undergraduate tuition and mandatory fees for resident students is 1.3% and for nonresident students the increase is 0.6%. The average increase for undergraduate mandatory fees alone is 2.0%.

Research Universities

Average percentage change at main campus programs will not exceed

- *0.0% (\$0.00) for undergraduate resident tuition and mandatory fees*
- *0.0% (\$0.00) for undergraduate nonresident tuition and mandatory fees*
- *0.0% (\$0.00) for graduate resident tuition and mandatory fees*
- *0.0% (\$0.00) for graduate nonresident tuition and mandatory fee*

University of Oklahoma

At the University of Oklahoma, undergraduate resident tuition and mandatory fees will remain the same (0%) for the cost of 30 credit hours. Undergraduate nonresident tuition and mandatory fees will also remain the same (0%) for the cost of 30 credit hours.

OU Flat-Rate Tuition University of Oklahoma has implemented the flat-rate tuition and mandatory fees since fall 2013 based on a 15-credit hour semester rate for all full-time undergraduate students carrying between 12 and 21 credit hours per semester at OU Norman campus.

At the University of Oklahoma, graduate resident tuition and mandatory fees will remain the same (0%) for the cost of 24 credit hours. Graduate nonresident tuition and mandatory fees will also remain the same (0%) for the cost of 24 credit hours. For graduate students, there is a proposed revenue neutral shift in tuition and mandatory fees designed to reduce costs for graduate assistants on campus. Fees are lowered and the tuition rate is increased in order to offset the reduction in fees, thus reducing the cost for graduate assistants through tuition remission on grant proposals.

Oklahoma State University

At the Oklahoma State University, undergraduate resident tuition and mandatory fees will remain the same (0%) for the cost of 30 credit hours. Undergraduate nonresident tuition and mandatory fees will also remain the same (0%) for the cost of 30 credit hours.

OSU Flat-Rate Tuition Oklahoma State University has implemented the flat-rate tuition and mandatory fees since fall 2014 based on a 15-credit hour semester rate for all full-time undergraduate students enrolled between 12 and 18 credit hours per semester at OSU Stillwater campus and Tulsa campus.

At Oklahoma State University, graduate resident tuition and mandatory fees will remain the same (0%) for the cost of 24 credit hours. Graduate nonresident tuition and mandatory fees will also remain the same (0%) for the cost of 24 credit hours. The resident and nonresident Oklahoma State University online graduate programs tuition and mandatory fees will remain the same (0%) for 24 credit hours.

OU & OSU Constituent Agencies

Undergraduate resident tuition and mandatory fees at the constituent agencies will remain the same at OU Health Sciences Center and OSU-OKC. Rates will increase by 4.0% at OSU-IT, or \$223.50 for 30 credit hours. Undergraduate nonresident tuition and mandatory fees will increase by 2.0% at OSU-IT, or \$223.50 for 30 credit hours. Meanwhile they will remain flat at OU-HSC and OSU-OKC.

Graduate resident tuition and mandatory fees at the constituent agencies will remain flat at OU-HSC and OSU Center for Health Sciences. Graduate nonresident tuition and mandatory fees at OSU-CHS and OU-HSC will likewise remain flat. The Center for Health Sciences online graduate program's tuition and mandatory fees will remain flat (0.0%) for resident and nonresident student.

Regional Institutions

Average percentage change at main campus programs will not exceed

- 1.0% (\$73.35) for undergraduate resident tuition and mandatory fees
- 0.6% (\$88.86) for undergraduate nonresident tuition and mandatory fees
- 1.0% (\$67.82) for graduate resident tuition and mandatory fees
- 0.7% (\$105.41) for graduate nonresident tuition and mandatory fee

Undergraduate resident tuition and mandatory fee requests for regional institutions range from remaining flat to an increase of 3.0%, an increase ranging from \$0.00 to \$217.50 for the cost of 30 credit hours. Undergraduate nonresident tuition and mandatory fees will range from remaining flat to an increase of 3.0%, a flat rate ranging to an increase of \$427.50 for the cost of 30 credit hours.

Graduate resident tuition and mandatory fee requests for regional institutions range from remaining flat to an increase of 3.0%, an increase ranging from \$0.00 to \$210.00 for the cost of 24 credit hours. Graduate nonresident tuition and mandatory fees will range from remaining flat to an increase of 3.0%, a flat rate ranging to an increase of \$402.00 for the cost of 24 credit hours.

Langston University Flat-Rate Tuition Langston University has implemented the flat-rate tuition and mandatory fees since fall 2014 based on a 15-credit hour semester rate for all full-time undergraduate students enrolled between 12 and 18 credit hours per semester at Langston main campus, Oklahoma City and Tulsa campuses.

USAO Flat-Rate Tuition University of Science and Arts of Oklahoma has implemented the flat-rate tuition and mandatory fees since fall 2014 based on a 15-credit hour semester rate for all full-time undergraduate students enrolled between 12 and 18 credit hours per semester.

At the University of Central Oklahoma, undergraduate resident tuition and mandatory fee increases for Nursing Program, CBA Program, Language Pathology Program, and Professional Teacher Education Program range from 0.8% to 3.1%, an increase ranging from \$64.50 to \$2253.50 for the cost of 30 credit hours. Undergraduate nonresident tuition and mandatory fee increases for Nursing Program, CBA Program, Language Pathology Program, and Professional Teacher Education Program range from 0.3% to 1.3%, an increase ranging from \$64.50 to \$253.50 for the cost of 30 credit hours. Graduate resident tuition and mandatory fees for the MBA, Business Analytics, and Language Pathology Programs increase by 1.6%, 0.6%, and 0.6% respectively, increases of \$154.80 and \$51.60 for 24 credit hours. Graduate nonresident tuition and mandatory fee for the MBA, Business Analytics, and Language Pathology Programs increase by 0.8%, 0.3%, and 0.8% respectively, increases of \$154.80 and \$51.60 for 24 credit hours.

At Cameron University, the graduate resident and graduate nonresident differential tuition rates for the Online MBA and Online MSOL Programs will remain flat.

Southeastern Oklahoma State University is no longer requesting differential tuition rates for undergraduate programs. However, they continue to request differential rates for certain graduate programs: MBA, M. Ed., and M. of NAL & SPRT; all of which did not increase tuition and mandatory fees for FY21.

The Adult Degree Completion Program will continue to be offered by Cameron University, East Central University, Langston University, Northeastern State University, Northwestern Oklahoma State University, Rogers State University, Southeastern Oklahoma State University, Southwestern Oklahoma State University, and the University of Central Oklahoma. Resident tuition will increase 3.1% with an increase of \$240.00 for full time students. Nonresident tuition will increase 3.1% with an increase of \$540.00 for full time students. As previously established, no mandatory fees will be charged to students in addition to the tuition.

Community Colleges

Average percentage change at main campus programs will not exceed

- 2.2% (\$99.38) for undergraduate resident tuition and mandatory fees
- 0.5% (\$44.38) for undergraduate nonresident tuition and mandatory fees
- 3.7% (\$43.13) increase in undergraduate mandatory fees

Undergraduate resident tuition and mandatory fees at community colleges will range from remaining flat to an increase of 5.8%. Six community colleges are keeping rates flat for both resident and non-resident students for FY21.

Resident and nonresident tuition and mandatory fees at Northern Oklahoma College in Stillwater (NOC/OSU Gateway Program) will remain flat, with \$1,356.50 in mandatory pass-through fees paid to Oklahoma State University.

Rose State College's University of Oklahoma Development program is requesting to increase tuition and mandatory fees 4.9% for resident students and 2.1% for nonresident students. The two schools work in collaboration under a Memorandum of Understanding.

University Center of Southern Oklahoma (Ardmore)

University Center of Southern Oklahoma will continue to charge separate tuition rates for lower and upper division courses. Murray State College provides lower division courses at University Center of Southern Oklahoma. Lower division resident tuition and mandatory fees will increase 4.9% at Murray for the cost of 30 credit hours. Lower division nonresident tuition and mandatory fees will decrease 3.7% at Murray for the cost of 30 credit hours.

Southeastern Oklahoma State University provides upper division courses at University Center of Southern Oklahoma. Upper division resident tuition and mandatory fees at SEOSU will remain flat for the cost of 30 credit hours. Upper division nonresident tuition and mandatory fees at SEOSU will also remain flat for the cost of 30 credit hours.

Professional Programs

Average percentage change at main campuses will not exceed

- 1.2% (\$206.54) for professional program resident tuition and mandatory fees
- 1.3% (\$431.81) for professional program nonresident tuition and mandatory fees

Resident tuition and mandatory fee increases for professional programs range from 0.0% to 3.6%, an increase ranging from \$0.00 at twelve programs to \$2,727 at the OU Doctor of Dental Science. Changes in nonresident tuition and mandatory fees for professional programs range from 0.0% to 4.9%, a change ranging from \$0.00 to \$2,727.00 for the academic year.

Guaranteed Tuition

Undergraduate resident guaranteed tuition rates at institutions offering four-year degree programs shall not exceed 115 percent of the institution's nonguaranteed resident tuition rate. These rates will be guaranteed for four years, or the normal time-to-completion period of the program, as determined by the institution, if greater than four years. Resident students will have the option to participate in the guaranteed tuition rate program at the time of initial enrollment and must subsequently maintain full-time (30 credit hours) enrollment during the fall and spring semesters. Guaranteed tuition rates at four-year institutions range from \$4,993.53 at Langston University to \$7,680.00 at Northwestern Oklahoma State University. Among "Other" programs at four-year institutions, guaranteed tuition ranges from \$4,350.00 at OSU-OKC to \$7,733.40 at University of Central Oklahoma's Language Pathology program.

Compliance with Legislative Limits

All institutions are in compliance with the statutory requirement to remain less than the combined average of tuition and mandatory fees of their respective legislative peer limits for both resident and nonresident undergraduate, graduate, and professional programs. All institutions offering four-year programs are also in compliance with the statutory requirement that guaranteed tuition rates not exceed 115 percent of their respective nonguaranteed resident tuition rate.

It is recommended that the State Regents approve these institutional tuition and mandatory fee requests for FY21 resident and nonresident undergraduate, graduate, and professional programs and for FY21 undergraduate resident guaranteed tuition.

Attachments

- List of Schedules:
- I — FY21 Rates and Legislative Limits Comparison
 - II — FY21 and FY20 Tuition & Mandatory Fees Comparison
 - III — FY21 Undergraduate Tuition and Mandatory Fees
 - IV — FY21 Graduate Tuition and Mandatory Fees
 - V — FY21 Professional Tuition and Mandatory Fees
 - VI — FY21 Guaranteed Tuition per Credit Hour & Full-Time
 - VII — FY21 Guaranteed Tuition and Legislative Limit Comparison
 - VIII — FY21 Guaranteed Tuition Rates
 - IX — FY21 and FY20 Guaranteed Tuition & Mandatory Fees Comparison

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June 24, 2020

AGENDA ITEM #9:

Policy.

SUBJECT: Approval of a one-time exception to policy to waive certain academic service fees for the Fall 2020 semester in response to the COVID-19 pandemic.

RECOMMENDATION:

It is recommended that the State Regents approve a one-time exception to policy to waive certain academic service fees in order to relieve the unexpected costs associated with the shift to online courses and/or services that are unavailable to students for the 2020 fall term.

BACKGROUND:

On March 13, 2020 a national emergency was declared in response to the outbreak of the corona virus. The result of the national emergency was that the all public colleges and universities moved immediately to an on-line course delivery format for the remainder of the Spring 2020 semester and for the Summer 2020 semester to ensure the safety of students and prevent the spread of the virus. As institutions begin the planning to return to campus for fall courses, they are planning to deliver courses in a variety of methods, including a blended format that will have some in-person sessions and some online course sessions. Since the courses are being structured by the institution, and students aren't able to choose one format over another, these institutions are requesting to waive or have the ability to waive, the listed academic service fees for the fall 2020 semester.

The following institutions requested to waive certain fees for the fall 2020 term in order to provide financial relief to students: the University of Oklahoma, Seminole State College, and, Tulsa Community College.

POLICY ISSUES:

State Regents' policy (4.18.6 – D) states, "Fees may neither be assessed nor waived unless authorized by general policy or by specific authorization of the State Regents." The listed academic service fees were previously approved by the State Regents for students enrolled in the courses at each corresponding institution. These institutions are requesting an exception to policy in order to waive the fees for students enrolled in specific courses for the fall 2020 term and to remain in compliance with State Regents' policy.

ANALYSIS:

Each institution has indicated that although there is a cost impact of waiving these fees they will absorb the revenue impact through the use of budgeted reserves in order to relieve any hardship of having only online courses available to their students.

The University of Oklahoma has requested that approval of their waivers be subject to the University being required to return an online only course format. In the event that COVID-19 public health crisis

necessitates the University to close in-person delivery of courses, then they will waive the listed academic service fees associated with equipment use, use of specialized facilities, use of consumable laboratory supplies and use of art supplies and materials. They will continue to charge the fees under normal campus operations.

The table below lists the name of the fees that have been requested for waiver consideration for the Fall 2020 semester:

Institution	Name of Fee	Amount of Fee	How Fee is Charged	Type of Fee
Tulsa Community College	BIOL 1114	\$22.00	Per Course	Academic Service Fee
Tulsa Community College	BIOL 1224	\$22.00	Per Course	Academic Service Fee
Tulsa Community College	BIOL 1314	\$22.00	Per Course	Academic Service Fee
Tulsa Community College	BIOL 1324	\$22.00	Per Course	Academic Service Fee
Tulsa Community College	BIOL 1404	\$22.00	Per Course	Academic Service Fee
Tulsa Community College	BIOL 1604	\$22.00	Per Course	Academic Service Fee
Tulsa Community College	BIOL 2134	\$22.00	Per Course	Academic Service Fee
Tulsa Community College	BIOL 2154	\$22.00	Per Course	Academic Service Fee
Tulsa Community College	BIOL 2164	\$22.00	Per Course	Academic Service Fee
Tulsa Community College	BIOT 1113	\$22.00	Per Course	Academic Service Fee
Tulsa Community College	BIOT 1314	\$22.00	Per Course	Academic Service Fee
Tulsa Community College	BIOT 1533	\$22.00	Per Course	Academic Service Fee
Tulsa Community College	BIOT 2202	\$22.00	Per Course	Academic Service Fee
Tulsa Community College	BIOT 2245	\$22.00	Per Course	Academic Service Fee
Tulsa Community College	BIOT 2334	\$22.00	Per Course	Academic Service Fee
Tulsa Community College	CHEM 1315	\$22.00	Per Course	Academic Service Fee
Tulsa Community College	CHEM 1365	\$22.00	Per Course	Academic Service Fee
Tulsa Community College	CHEM 1415	\$22.00	Per Course	Academic Service Fee
Tulsa Community College	CHEM 2145	\$22.00	Per Course	Academic Service Fee
Tulsa Community College	CHEM 2245	\$22.00	Per Course	Academic Service Fee
Tulsa Community College	GEOL 1014	\$22.00	Per Course	Academic Service Fee
Tulsa Community College	GEOL 1024	\$22.00	Per Course	Academic Service Fee
Tulsa Community College	GEOL 2021	\$22.00	Per Course	Academic Service Fee
Tulsa Community College	PHSC 1114	\$22.00	Per Course	Academic Service Fee
Tulsa Community College	PHYS 1114	\$22.00	Per Course	Academic Service Fee
Tulsa Community College	PHYS 1214	\$22.00	Per Course	Academic Service Fee
Tulsa Community College	PHYS 2034	\$22.00	Per Course	Academic Service Fee
Tulsa Community College	PHYS 2124	\$22.00	Per Course	Academic Service Fee
Tulsa Community College	GEOG 1014	\$22.00	Per Course	Academic Service Fee
Tulsa Community College	CHEM 1114	\$22.00	Per Course	Academic Service Fee
Tulsa Community College	CHEM 1134	\$22.00	Per Course	Academic Service Fee
Seminole State College	Distance Education/Outreach	\$25.00	Per Credit Hour	Academic Service Fee
Conditional Request for return to Online Courses Only:				
University of Oklahoma	Online Fee	\$40.00	Per Credit Hour	Academic Service Fee
University of Oklahoma	Facility/Equipment Utilization Fees	varying	Per Course	Academic Service Fee
University of Oklahoma	Classroom/Laboratory Supply & Material Fees	varying	Per Course	Academic Service Fee

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AGENDA ITEM #10-a:

EPSCoR.

SUBJECT: Approval of INBRE Grant Allocations.

RECOMMENDATION:

It is recommended that the State Regents approve an allocation of \$250,000 to participating universities for the National Institutes of Health OK-INBRE (“Oklahoma IDeA Network of Biomedical Research Excellence”) grant award.

BACKGROUND:

The Institutional Development Award (IDeA) program broadens the geographic distribution of National Institutes of Health (NIH) funding. The program fosters health-related research, enhances the competitiveness of investigators, and provides statewide research infrastructure in states for which the aggregate success rate for applications to NIH has historically been low. The IDeA program increases the competitiveness of investigators by supporting faculty development and statewide research infrastructure enhancement at institutions in 23 states and Puerto Rico, which includes Oklahoma. The NIH IDeA program is similar in many respects to the National Science Foundation’s EPSCoR program. The primary goal of the Oklahoma INBRE Program is to establish a statewide biomedical research network between various primarily undergraduate, community college, and research-intensive institutions. INBRE funds research programs for faculty and students at ten campuses in Oklahoma: Southeastern Oklahoma State University, Northeastern State University, Langston University, the University of Central Oklahoma, Cameron University, Southwestern Oklahoma State University, Oklahoma City Community College, College of the Muscogee Nation, Redlands Community College, and Tulsa Community College. The INBRE program also funds interdisciplinary science curriculum development to modernize and upgrade the educational opportunities for students at the undergraduate campuses.

In 2018, The University of Oklahoma Health Sciences Center successfully competed for and was awarded an NIH IDeA renewal award for \$18 million to continue the “Oklahoma IDeA Network of Biomedical Research Excellence” (OK-INBRE) program through the year 2024, bringing the total federal award to \$80 million. The OK-INBRE application included a letter of State Regents’ commitment of \$250,000 per year for INBRE activities upon funding by the NIH.

POLICY ISSUES:

This section is consistent with State Regents’ policy and actions.

ANALYSIS:

State Regents’ funding has greatly expanded the INBRE network to include more institutions in the NIH-funded Oklahoma INBRE program. While the six primarily undergraduate campuses and four community colleges cited above are formally included in the INBRE network, five other campuses have only been able

to participate due to support by the State Regents. These include East Central University, Northwestern Oklahoma State University, Rogers State University, Oklahoma Panhandle State University, and the University of Science and Arts of Oklahoma. State Regents' funds are requested to be continued for the following INBRE initiatives for institutions both within and outside of the INBRE network as follows: 1) support of one-year research and equipment grants submitted by faculty. These applications are subjected to rigorous peer-review by a panel of biomedical research experts from throughout the state and only those judged to be highly meritorious are eligible for funding. 2) Support to add additional students to the ongoing INBRE undergraduate summer research program. 3) Assistance in recruiting new science, technology, engineering and math (STEM) faculty with active research programs to Oklahoma. 4) Support for grant writing and interdisciplinary curriculum development. 5) Faculty career and research development and presentation of research findings.

State Regents' funding will further enhance the research and scholarly endeavors at all of Oklahoma's primarily undergraduate universities, improve the science curriculum and STEM education offered to undergraduate students, encourage students to consider STEM careers, and enhance the biomedical research pipeline in the state of Oklahoma. The requested funds will extend State Regents' support for INBRE activities during the first year of the five-year renewal award.

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AGENDA ITEM #10-b:

EPSCoR.

SUBJECT: Approval of NASA Matching Funds.

RECOMMENDATION:

It is recommended that the State Regents approve EPSCoR matching funds in the amount of \$163,000 to participating institutions for NASA EPSCoR projects.

BACKGROUND:

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

POLICY ISSUES:

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

ANALYSIS:

In January 2017, the State Regents committed \$150,000 in matching funds for a three-year NASA EPSCoR program for the proposal "*Space-borne Antennas & Circuits for Condensed Radars and STEM (SPACERS)*." In June 2018, the proposal submitted by Oklahoma State University was awarded federal funding in the amount of \$750,000 over the three-year period. It is recommended that the State Regents approve the allocation of \$50,000 for the third year of this award.

In March 2018, the State Regents committed \$189,000 for a three-year award through the NASA EPSCoR Research Infrastructure Development Program. The proposal was selected for funding in the amount of \$375,000 from NASA EPSCoR. It is recommended that the State Regents approve the allocation of \$63,000 for the second year of this award.

The State Regents have also committed \$150,000 for a three-year award sponsored by the NASA EPSCoR program for the proposal "*Engineering Thin Film Solar Cells for Radiation Hardness, Lifetime and Efficiency*." In May 2019, the proposal submitted by the University of Oklahoma was selected for funding. It is recommended that the State Regents approve the allocation of \$50,000 for the second year of this award.

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AGENDA ITEM #10-c:

EPSCoR.

SUBJECT: Approval of Department of Energy Matching Funds.

RECOMMENDATION:

It is recommended that the State Regents approve EPSCoR matching funds in the amount of \$48,000 to the University of Oklahoma for the third year of a three-year Department of Energy EPSCoR award.

BACKGROUND:

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

POLICY ISSUES:

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

ANALYSIS:

In May, 2018, the State Regents committed matching funds for the proposal "Hot Carrier Dynamics in Low-Dimensional Systems" at the University of Oklahoma. The proposal was submitted to the U.S. Department of Energy and received approval beginning September, 2018 in the amount of \$674,000 in federal funding. The State Regents' EPSCoR allocation will provide matching funds of \$48,000 per year for each year of the award. The recommended allocation is for the third year of the award.

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AGENDA ITEM #10-d:

EPSCoR.

SUBJECT: Approval of Contract and Allocation of Matching Funds for the National Science Foundation.

RECOMMENDATION:

It is recommended that the State Regents approve an agreement with Oklahoma State University to serve as the fiscal agent for matching funds for the National Science Foundation (NSF) EPSCoR Research Infrastructure Improvement Award (RII) and an allocation of \$800,000 for this program for FY 2021.

BACKGROUND:

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

POLICY ISSUES:

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

ANALYSIS:

Oklahoma has been awarded a five-year NSF EPSCoR Research Infrastructure Improvement award beginning July 1, 2020 in the amount of \$20 million. The grant application provides a matching commitment of \$800,000 per year from the Oklahoma State Regents of Higher Education.

The award continues infrastructure improvements for the Science and Technology centers, encourages the success of minorities and women as professionals in science and engineering and promotes university-private sector partnerships.

Other areas of special focus include:

- the creation of a stable base of R&D funding for Oklahoma higher education;
- the recruitment and retention of high quality science and engineering faculty; and
- the enhancement of the public visibility of the state's research and graduate programs.

The Research Infrastructure Improvement award focuses on the theme of climate research. The award, "Socially Sustainable Solutions for Water, Carbon, and Infrastructure Resilience in Oklahoma" will

facilitate research and learning opportunities for college faculty, college students and K-12 students. The NSF award is a multi-institutional collaborative project that includes researchers from Oklahoma State University, The Samuel Roberts Noble Foundation, the University of Oklahoma and the University of Tulsa.

The attached agreement formalizes Oklahoma State University's role as the fiscal agent for the new award.

**Agreement Between the
Oklahoma State Regents for Higher Education
and
Oklahoma State University
Pertaining to
Experimental Program to Stimulate Competitive Research**

This agreement is between the Oklahoma State Regents for Higher Education (OSRHE), the party of the first part, and Oklahoma State University (OSU), the party of the second part, executed this 25th day of June 2020.

WHEREAS the Oklahoma EPSCoR Advisory Committee, together with Oklahoma State University, the University of Oklahoma, the Samuel Roberts Noble Foundation, initiated a Research Infrastructure Improvement Plan proposal under the Experimental Program to Stimulate Competitive Research (EPSCoR) of the National Science Foundation;

WHEREAS the National Science Foundation has made an award of monies based on scientific merit for the Oklahoma EPSCoR proposal;

WHEREAS the Oklahoma State Regents for Higher Education have allocated monies for EPSCoR sufficient to provide matching funds for this project; said allocated monies will be distributed by OSRHE for this program pursuant to the constitutional authority vested in OSRHE, the coordinating board of control for higher education;

WHEREAS the expanding number of Oklahoma EPSCoR programs and activities have likewise achieved a degree of statewide and national visibility;

THEREFORE, the parties agree that:

- 1) The OSRHE, as the coordinating board of control for higher education, shall allocate a sum of monies up to \$800,000 for the period of July 1, 2020 through June 30, 2021. Said monies represent the matching monies to the National Science Foundation grant to the Oklahoma EPSCoR Program and to institutional monies allocated to the purposes of the project.
- 2) OSU will act as the fiscal agent for this program for the term referenced above and shall distribute monies as appropriate to the other program participants including the University of Oklahoma and the Samuel Roberts Noble Foundation, subject to the following provisions:
 - a. The Principal Investigator (PI) shall have final budget authority for all expenditures of State Regents matching funds.
 - b. OSU shall provide monthly reports in a timely manner of all expenditures on the award to the PI.
 - c. OSU shall request prior approval from the PI for any State Regents matching funds expenditure that differs from those listed in the budget submitted to NSF.
 - d. A no-cost extension may be requested for any unspent funds at the end of this agreement.

- e. OSU shall provide an annual report in a format to be determined jointly by the OSRHE and OSU, accounting for all monies expended under the terms of the agreement.
- 3) This agreement shall be subject to continuing approval by the National Science Foundation of the scientific and technical merits of the program.
- 4) OSU further agrees that by accepting said funds it will abide by the terms and provisions of the National Science Foundation grant.

THE PARTIES HAVE READ THE TERMS AND PROVISIONS OF THIS AGREEMENT AND HEREBY GIVE THEIR VOLUNTARY CONSENT TO THAT AGREEMENT.

Oklahoma State University

Oklahoma State Regents for Higher Education

By: _____
Vice President for Research

By: _____
Chancellor

Date: _____

Date: _____

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AGENDA ITEM #10-e:

EPSCoR.

SUBJECT: Acceptance of the 2020 Oklahoma EPSCoR Advisory Committee Annual Report.

RECOMMENDATION:

It is recommended that the State Regents accept the 2020 Oklahoma EPSCoR Advisory Committee Annual Report.

BACKGROUND:

In July 2000, the Oklahoma Established Program to Stimulate Competitive Research (EPSCoR) Advisory Committee was codified by statute as an advisory committee to the State Regents. The Committee is chaired by the Chancellor. The purpose of the Committee is to promote cooperative research efforts among public and private universities in Oklahoma; promote private sector involvement in university research and encourage technology transfer; promote human resource development in science and engineering within the Oklahoma State System of Higher Education; recommend research projects when only a limited number may be submitted by the State of Oklahoma; and appoint the EPSCoR director. In accordance with Title 70 O.S. 2001 § 3230.4, the Oklahoma EPSCoR Advisory Committee has submitted their annual report, which includes information concerning their activities for the preceding year.

POLICY ISSUES:

The recommendation is consistent with State Regents' policy.

ANALYSIS:

During 2019 and 2020, Oklahoma participated in federal EPSCoR or equivalent programs administered by the National Science Foundation, National Institutes of Health, National Aeronautics and Space Administration, United States Department of Agriculture, and the Department of Energy. The attached report provides detailed information on Oklahoma's participation in each of these programs.

Annual Report of EPSCoR-IDeA Activities - 2020

Submitted to Oklahoma State Regents for Higher Education

By the Oklahoma EPSCoR Advisory Committee

Oklahoma's EPSCoR-IDeA Program remains very active in 2019-2020, directly participating in federal EPSCoR-IDeA or equivalent programs administered by the National Science Foundation, National Institutes of Health, National Aeronautics and Space Administration, and the Department of Energy. We have outstanding leaders for the various programs, including Dr. Darren Akins (NIH-IDeA), Dr. Andrew Arena (NASA EPSCoR) and Dr. Raymond Huhnke (NSF EPSCoR), who continue to operate at a very high level across Oklahoma and nationally.

National Science Foundation

The National Science Foundation (NSF) Research Infrastructure Improvement Award (RII) Track-1 is the largest of the NSF EPSCoR awards and very significant to our efforts to build competitive infrastructure. The most recent five-year program theme is "Enhancing the Resilience of Socio-Ecological Systems to Climate Variability in Oklahoma", examining the interlinked focus areas of complex human, climate, and natural resource systems. This project continued our efforts to develop the capacity and capability to conduct nationally and internationally competitive research in the State of Oklahoma. At this point the goals and objectives of that five-year program have been accomplished. To date, this effort has generated \$331.6 million in new research funds for Oklahoma (total does not include RII or State funds). A major outcome was the M-SISNet, a network of more than 1,500 geolocated households across Oklahoma, developed through EPSCoR to provide data on citizens' perceptions and responses to agricultural, hydrological, and meteorological systems. This information is critical for decision makers and provides dynamic, research-quality data to scientists.

Following planning efforts during the second half of 2018 we engaged the services of a consulting firm, The Implementation Group, to develop a new proposal based on similar themes. An excellent team was assembled and a new proposal submitted at the end of July 2019, which was subsequently approved for funding. In July 2020, building upon the accomplishments of the previous program, including the M-SISNet, we begin a new five-year, \$20 million program entitled, "Socially Sustainable Solutions for Water, Carbon, and Infrastructure Resilience in Oklahoma", continuing our theme of understanding the linkages among complex human, climate, and natural resource systems.

The RII program integrates research and education offering research opportunities for college faculty, undergraduate and graduate students, in addition to educational outreach initiatives aimed at K-12 public schools. Events such as the Annual Oklahoma Research Day, Research Day at the Capitol, Women in Science Conferences and other grant writing workshops receive support. The EPSCoR staff developed many of these initiatives in partnership with other NSF grants and State programs that also seek to enhance Oklahoma's R&D competitiveness and serve to support the broadening of participation of underrepresented minorities. Oklahoma NSF EPSCoR outreach and education programs reached over 46,200 Oklahomans since 2018.

The RII program also includes the Oklahoma Cyberinfrastructure Initiative (OCII), which provides cyberinfrastructure resources to users at 24 institutions (including 11 of Oklahoma's 13 public universities). Recognized as a national model for intrastate collaboration, the initiative has served over 100 institutions and facilitated over \$300 million in external funding. Every researcher in Oklahoma has access to state-of-the-art supercomputing facilities through the OCII. A University of Oklahoma astrophysics team discovered

the first planets outside the Milky Way in 2018 and supercomputing developed through EPSCoR made it possible.

National Institutes of Health

The National Institutes of Health (NIH) administers three programmatic activities under its Institutional Development Award (IDeA) Program. The IDeA program is an NIH award program similar to the NSF EPSCoR program. Under the Centers of Biomedical Research Excellence (CoBRE) grant program, Oklahoma has 9 current awards (13 total) valued at over \$166 million over the lifetime of the awards. Under the Clinical and Translational Research (IDeA-CTR) program, Oklahoma has 1 current award (limit) with total value of \$40.5 million over its lifetime. Under the IDeA Network of Biomedical Research Excellence (OK-INBRE), Oklahoma has 1 current award (limit) with total value of \$83 million over its lifetime. The INBRE grant continues through 2023. The IDeA-CTR continues through 2024.

The CoBRE programs, as well as the INBRE and IDeA-CTR programs, generate, complement, and enrich Oklahoma's research strengths by leveraging NIH investment in personnel, equipment, core facilities and student programs to solve health problems, build research capacity, and build a better student pipeline for the next generation of physicians, healthcare workers, and scientists. Clinical and translational research supported by the IDeA-CTR program seeks to reduce health disparities in underserved and understudied populations.

Impact of NIH/IDeA in Oklahoma

Research

- Fundamental discovery from NIH awards leading to: New diagnostics, Treatment protocols, Biotech
- Infrastructure for junior clinical and research investigators to launch their careers (IDeA awards)
- Building translational research from bench-to-bedside-to-bench: Precision Medicine (IDeA-CTR, IDeA awards, Research grants)

Education

- Builds a pipeline of new healthcare providers for next generation (INBRE/IDeA-CTR)
- Working with Physicians to enhance best practices in rural communities (IDeA-CTR)
- Enhancing STEM degrees – thousands of teacher and student interactions (INBRE)

Workforce Development

- Biotechnology program development and improvement in Oklahoma (INBRE)
- Producing scientists, educators, etc... for Oklahoma and the country (CoBRE, INBRE, IDeA-CTR)
- Working with tribal groups to train health care workers to improve healthcare for OK tribes (IDeA-CTR interaction with OCAITHB)

Public Health

- Phase I Clinical Cancer Trials Program (NCI's National Clinical Trials Network)
- Enhancing SCC research to achieve NCI Cancer Center Designation (Research grants, NCI's National Clinical Trials Network, IDeA-CTR, CoBREs, INBRE)
- Clinical and translational research to improve health and healthcare for underserved and underrepresented populations and all citizens (IDeA-CTR)

- IDEa-CTR leveraged a \$14.8 million award from AHRQ to disseminate best practices to reduce cardiovascular disease throughout Oklahoma (partnership with 300 physicians and clinics throughout Oklahoma)

National Aeronautics and Space Administration

The NASA EPSCoR Research Infrastructure Development (RID) program enables jurisdictions to build and strengthen relationships with NASA researchers. The RID has a three-year base period of performance with a potential single, two-year renewable period of performance. The NASA EPSCoR group, led by Dr. Andrew Arena, recently received a continuation grant for the program. The RID core federal award, is for \$125,000 annually through 2021. The OSRHE approved matching funds of \$63,000 annually. The aggregate funding for this program from federal, university and OSRHE sources totals approximately \$750,000.

The NASA EPSCoR Cooperative Agreement Notice (CAN) for Research Awards solicits topic-specific proposals addressing high-priority NASA research and technology development needs. Awards are up to \$750,000 for a three-year performance period.

In anticipation of the 2020 call for proposals, we are in the midst of a state-wide open competition involving review by members of the State EPSCoR Advisory Committee and will select the top project for submission. In the 2019 competition, the Oklahoma proposal, “Robust and High-Data-Rate Hybrid RF/Optical Communications for Lunar Missions” led by Dr. Sabit Ekin, Assistant Professor, School of Electrical and Computer Engineering, at Oklahoma State University, with a team representing the University of Oklahoma, University of Tulsa, and Oklahoma State University, was submitted and we expect a decision in early July. If funded, the OSRHE approved a commitment of \$50,000 annually in matching funds for the three-year award.

Department of Energy

In 2018, the Department of Energy accepted proposals for EPSCoR-State/National Laboratory Partnerships. These partnerships are to advance fundamental, early-stage energy research collaborations with the Department of Energy national laboratories and provide \$750,000 in federal funds over three years. Dr. Ian Sellers of the University of Oklahoma, with a team representing the University of Oklahoma, University of Tulsa, and Oklahoma State University, was awarded a grant for the project titled, “Hot Carrier Dynamics in Low-Dimensional Systems”. The OSRHE approved a commitment of \$48,000 annually in matching funds for the three-year award.

Department of Defense

Following a multi-year effort, the Congress has reauthorized the Defense EPSCoR (DEPSCoR) program. With the support of key members of the U.S. Senate, including Senator Inhofe, the program received an appropriation of \$12 million in 2019 and 2020. These funds are allocated to 3 programs: a plus-up of the Defense University Research Infrastructure Program, a plus-up of the Defense New Investigator Program, and a new competitive grant award program intended to promote partnerships with the Defense Department Research Laboratories.

Future Outlook

The new NSF RII Track-1 research program is very exciting and brings together an excellent team of researchers from multiple institutions. Water, carbon and infrastructure resilience are critical issues for Oklahoma and developing world-class research programs to address these issues benefits Oklahoma and

the Nation. We expect continued excellence in outreach and education efforts. With respect to the other EPSCoR and the IDeA programs, we continue to be one of the most successful among the EPSCoR-IDEA states.

The budget outlook for EPSCoR-IDEA at the Federal level continues to be stable. The Congress continues steady support for R&D programs in general. The current aggregate funding for all EPSCoR and IDEA programs is \$700 million. Our own Oklahoma Congressional delegation have been excellent supporters and we meet with them annually to discuss the program impacts and accomplishments. There is strong support for EPSCoR-IDEA, as well as for NIH, NSF and the other research and development programs in Congress and we hope to maintain level funding in the programs. In fact, we saw recommended increases in funding for the EPSCoR and IDEA programs in the recent 2021 spending bills, thanks to efforts of Congressman Cole and others in support of the value of these programs to Oklahoma and other eligible states. It should be kept in mind that aggregate funding for EPSCoR-IDEA programs across all federal agencies amounts to less than 1 percent of the nondefense R&D budget.

We continue to review and evaluate ways to maximize the potential impact of EPSCoR programs on our state. With the continued support of the State Regents, Oklahoma EPSCoR-IDEA is poised to continue as one of the key components of Oklahoma's research and development portfolio, enhancing both economic development and educational opportunities for our students.

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AGENDA ITEM #11:

Capital.

SUBJECT: Authorization of the Transmittal of Capital Improvement Projects to the State of Oklahoma Long-Range Capital Planning Commission

RECOMMENDATION:

It is recommended that the State Regents authorize the transmittal of institutional capital improvement plans for the eight (8) fiscal years 2021-2029 to the State of Oklahoma Long-Range Capital Planning Commission. The institutional capital improvement plans are presented in the supplement to this agenda.

BACKGROUND:

The State of Oklahoma Long-Range Capital Planning Commission was created during the 1992 legislative session (62 O.S., Section 901) and revised in 2014. Its purpose was to establish a capital planning process that would result in an annually updated state capital improvement plan addressing all agency and institutional needs covering the next eight years. The statute provides that the Oklahoma State Regents for Higher Education shall cooperate with the Commission by collecting from each institution and entity in The Oklahoma State System of Higher Education a detailed list of all capital projects anticipated for the next eight years. Institutional listings identify projects that will require funding from state appropriations, as well as projects that will be self-funded by the institution from sources such as Section 13 and New College funds, revenue bond proceeds, auxiliary enterprise revenues and Section 13 Offset.

POLICY ISSUES:

None.

ANALYSIS:

Based on the information submitted by institutions and agencies, the Commission, submits prior to each legislative session, a state capital improvement plan to the Governor and legislative leadership that contains two sections. The first section includes projects identified by institutions and agencies that the Commission recommends for funding from state appropriations. The second section includes all self-funded projects that were identified by institutions and agencies.

The Commission's approach for development of a state capital improvement plan focuses on projects for which state appropriations are required. The Commission's evaluation process has, in prior years, placed a high priority on projects relating to telecommunications and technology, asset preservation, health and safety, and renovation of facilities.

A total of 584 capital projects are identified by State System institutions for submission to the Commission. These projects are summarized by institution in the supplement provided at this meeting and total approximately \$3.4 billion for the eight-year period.

Supplement

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AGENDA ITEM #12:

Contracts and Purchases.

SUBJECT: Approval of FY21 Contracts and Purchases in excess of \$100,000.

RECOMMENDATION:

It is recommended that the State Regents approve FY-2021 purchases for amounts that are in excess of \$100,000.

BACKGROUND:

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

POLICY ISSUES:

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

ANALYSIS:

A number of agency purchases for equipment maintenance, network circuits, lease of office space, memberships, professional services, and postage must be in place on July 1st of each year due to vendor requirements for renewal or payments that must be made in July. Several of these purchases are in excess of \$100,000 and require State Regents' approval prior to issuing a purchase order.

Purchases Over \$100,000

Core

- 1) Ellucian in the amount of \$140,189.00 for FY21 maintenance and support of the Banner software system. Banner is the agency accounting and human resource systems. (Funded from 210-Core).
- 2) SAS in the amount of \$136,678.33 for FY21 maintenance and support of the visual analytics cloud-based business intelligence program with dashboard and scorecard capabilities, online analytical processing, query and report writing, data mining, predictive analytics, and data warehousing for the Strategic Planning and Analysis department. This purchase supports the implementation of predictive analytics on a system-wide scale in accordance with recommendations from the Task Force on the Future of Higher Education. (Funded 210-Core).
- 3) Xerox Corporation in the amount of \$102,595.60 for the FY21 lease on the production black and white and color copiers in Central Services. (Funded from 210-Core).

OCAP

- 4) Educational Credit Management Corporation, in the amount of \$1,090,510.00 for FY21 for use of an integrated software system and services for administering student loans for the Oklahoma College Assistance Program (OCAP), as well as providing federally required Federal Family Education Loan Program default aversion services performed on behalf of OCAP (Funded from 701-OCAP).

Endowed Chairs Program

- 5) Mercer in the amount of \$389,000.00 for FY21 investment consulting services on the Endowed Chairs, Academic Scholars and the Retirement Trust Fund. (Funded from 707-Endowed Chairs Program).

OneNet

- 6) Copper River in the amount of \$320,698.00 for maintenance renewal to provide support for ADVA network equipment that is integrated into the OneNet network. The cost of these services will be recovered through OneNet user fees. (Funded from 718-OneNet)
- 7) Presidio in the amount of \$772,950.00 for Juniper maintenance renewal to provide support for Juniper network equipment that is integrated into the OneNet network. The cost of these services will be recovered through customer user fees. (Funded from 718-OneNet)
- 8) University of Indiana in the amount of \$500,000.00 for network monitoring services provided by the Global Research Network Operating Center (GRNOC). The cost of these services will be recovered through customer user fees. (Funded from 718-OneNet).
- 9) Galt in the amount of \$150,000.00 for temporary staffing for OneNet Front Desk, Business Department and Provisioning. The consultant staff augments the existing OneNet provisioning staff through assistance with the circuit provisioning process. The process includes solicitation of price quotes, circuit order placement, follow up and implementation of all service to end user premises. The cost of these services will be recovered through OneNet user fees. (Funded from 718-OneNet)
- 10) Norlem Technology Consulting in the amount of \$170,000.00 for Palo Alto firewall licenses to support the schools/libraries which have requested managed firewall service. The cost of these services will be recovered through OneNet user fees. (Funded from 718-OneNet).

Multiple Funds

- 11) Bank of America in the amount of \$116,000.00 for FY21 P-Card expenditures. The funds for P-Card expenditures must be encumbered prior to using the P-Card for purchases. (Funded from 210-Core, 701-OCAP, 718-OneNet, 720-OCAN, 730-GEAR UP).

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AGENDA ITEM #13:

Deleted Item.

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AGENDA ITEM #14:

Program Deletion.

SUBJECT: Approval of an institutional request for a program deletion.

RECOMMENDATION:

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

BACKGROUND:

Rose State College (RSC) requests authorization to delete the program below:

- Certificate in Administrative Office Professional (321)

POLICY ISSUES:

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

ANALYSIS:

RSC requests authorization to delete the Certificate in Administrative Office Professional (321) effective immediately. This program was approved at the September 6, 2018 State Regents' meeting. RSC reports:

- There has been a lack of student interest in the certificate.
- There are currently no students enrolled in the program.
- No courses will be deleted.
- Funds will be reallocated to support the operating budget for the new Certificate in Supply Chain Management and Logistics (150) program.

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AGENDA ITEM #15-a:

Policy.

SUBJECT: Approval of revisions to the Professional Programs policy.

RECOMMENDATION:

It is recommended that the State Regents approve the proposed revisions to the Professional Programs policy.

BACKGROUND:

The Oklahoma State Regents for Higher Education's Professional Programs policy includes specific program requirements for admission, curriculum, retention, graduation, and other standards of those programs which require State Regents' oversight, including the University of Oklahoma College of Law (OU-LAW). The OU-LAW Functions policy was adopted May 1, 1970 and revised October 28, 1974 and June 25, 2009. The OU-LAW Admission Standards policy was revised February 12, 1965, January 24, 1972, June 27, 1997, and June 25, 2009.

POLICY ISSUES:

The proposed revisions amend the Professional Programs policy.

ANALYSIS:

The faculty of the University of Oklahoma College of Law seeks permission to pursue acceptance of graduate school admissions test results in addition to those produced by the Law School Admissions Test (LSAT). Primarily, the faculty desires to accept scores from the Graduate Record Examination (GRE). While LSAT results would still be accepted, the ability to assess results from the GRE would enhance recruitment opportunity. OU-LAW reports that national and school-specific studies have shown the GRE to be a valid and reliable test for law school admissions, as required by the American Bar Association (ABA). OU-LAW asserts that approval of the proposed revisions to the Professional Programs policy would increase the pool of potential candidates to the College of Law, increase the number of applicants for admission to the OU College of Law; provide flexibility to interested students over which examination to take; and increase the diversity of incoming-student backgrounds and experiences.

Fifty-six law schools currently accept the GRE for law school admission purposes. The trend began with the University of Arizona in 2016, quickly followed by Harvard University the following year. The closest law school competitors to the OU College of Law (both in student profile and geographically) are Southern Methodist University Law in Dallas, Texas and Texas A&M University Law in Fort Worth, Texas. These are schools with which OU-LAW regularly and aggressively competes for incoming, highly credentialed students. Both rank higher than OU-LAW in the current U.S. News and World Report rankings, and both spend significantly more per student in scholarship and institutional expenditures. Further, they are located in a key center for recruiting and career placement. Roughly one-fourth of each incoming class at OU-LAW

comes from the North Texas region, and roughly the same number returns there to work upon graduation. OU's ability to compete in this market is essential.

Applications to all three Oklahoma law schools (OU, Oklahoma City University, and the University of Tulsa) have dropped by 50 percent over the past 15 years. In 2005, there were more than 4,200 applicants to Oklahoma law schools; in 2019, there were approximately 2,100 applicants.

From 2018 to 2019, OU-LAW experienced a 13 percent drop in applications; as of April 8, 2020, the College of Law was down an additional 16 percent in applications. This is partially attributable to the State of Oklahoma's late acceptance (still in progress) of the Uniform Bar Examination (UBE). Every state surrounding Oklahoma has either adopted or announced plans to adopt the UBE, a fact being used by surrounding law schools to lure applicants away from Oklahoma law schools. While the UBE issue is being addressed, it is currently an impediment to OU-LAW's recruiting efforts. Accepting the GRE would provide additional, quality applicants each year to add to the profile of OU-LAW's incoming class.

The OU College of Law faculty would like to continue to serve as innovators and leaders in legal education by accepting the GRE for admission. A 3-member faculty committee would still vote on admission for all applicants, and would continue to ensure that all applicants held the capacity to complete OU-LAW's program of legal education and be admitted to the bar in accordance with ABA Standards. In addition, and in accordance with ABA Standards, OU-LAW would continue to follow sound admissions policies and practices, including consideration of admission test scores, undergraduate course of study and grade point average, extracurricular activities, work experience, performance in other graduate or professional programs, relevant demonstrated skills, and obstacles overcome.

Proposed revisions to the Professional Programs policy to allow additional admissions tests are summarized below. It is recommended that the State Regents approve this item.

3.24.13-OU College of Law	<ul style="list-style-type: none">Updated subsection B (Admission) to allow "other graduate school admission test of suitable rigor" for admission in addition to the LSAT. Replaced a reference in the advanced standing admission portion with "admission test."
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Attachment.

[POLICY EXCERPT]

3. ACADEMIC AFFAIRS POLICY

3.24 Professional Programs

3.24.13 OU College of Law

A. Functions

The authorized functions of the Law Center at the University of Oklahoma shall be as follows:

1. To provide a three-year first-professional program of professional training in law culminating in the awarding of the Juris Doctor degree.
2. To provide advanced graduate and professional degree programs in the Law School designed to produce research scholars and specialists.
3. To provide continuing legal education for members of the bench and the bar through special courses, institutes and seminars, including the publication of appropriate materials in support of this function.
4. To provide nonprofessional legal training degree programs, vocational programs and programs designed for persons already qualified in professions other than the legal profession, which programs, when authorized, may culminate in the awarding of degrees or certificates of achievement.
5. To provide, upon request, service courses in law for institutions in The Oklahoma State System of Higher Education, with academic credit for such service courses to be granted by the requesting institution.
6. To provide a law library which supports the scholarly and instructional activities of the Law Center's faculty, staff, and students and which serves the informational needs of the University, the legal community, and the public.
7. To provide for the publication of legal periodicals such as, but not limited to, the Oklahoma Law Review, the American Indian Law Review, and the Oklahoma Journal of Law and Technology with the proceeds from the sale of such periodicals, together with royalty payments or charges for permission to use copyrighted material there from, to be held by the Law School for its exclusive use.

B. Admission

1. An applicant for admission to the College of Law must have a baccalaureate degree and must have taken the Law School Admission Test (LSAT) or other graduate school admission test of suitable rigor; provided that a limited number of students with

superior undergraduate grades and LSAT admission test scores may be eligible for admission to the Law School after the successful completion of 90 hours of undergraduate study.

To be eligible for admission to the College of Law with advanced standing, applicants must have satisfactorily completed at least one full semester or equivalent of work at an American Bar Association accredited law school.

2. The number of students to be admitted shall be determined in accordance with physical facilities and financial resources available by the President of the University upon recommendations of the Dean of the College of Law.
3. Undergraduate College Grade Point Averages and scores on the LSAT or other graduate school admission test of suitable rigor shall be used as the primary factor in the screening and selection of students for admission purposes. Other factors, such as proven leadership ability, real life experiences, and success in college extra curricular activities may be considered.
4. Nonresident freshman enrollment shall be limited so that the number of nonresident students enrolling in the College of Law shall not exceed 15 percent of the total law student enrollment. Upon request of the Oklahoma State Regents for Higher Education or the Chancellor, a report on the number of nonresident students admitted each year with subsequent retention, graduation, and placement information will be provided.
5. Any student who has been admitted to the College of Law to begin his or her study with a given class but who cannot enter because of military service shall be re-admitted at the first enrollment after the expiration of his or her original term of military service upon renewal of his or her application.

OU and OSU Colleges of Medicine Admission Standards: Approved June 26, 1989. Revised August 16, 1994. Revised February 12, 2009. OU College of Medicine: Approved May 27, 1981. Revised September 8, 1995. Revised September 9, 2010. OSU College of Osteopathic Medicine: Approved April 22, 1981. Revised April 11, 1997; March 29, 2018; May 31, 2019. Graduation Criteria Revised December 3, 2009. OU College of Dentistry: Approved January 19, 1971. Revised September 9, 2010. Admission Standards Revised December 3, 2009. OU College of Dentistry Functions: Approved January 19, 1971. Revised September 9, 2010. Revised December 3, 2009. OU Doctor of Pharmacy: Approved May 5, 1990, Revised December 9, 1994. Revised December 3, 2009. NSU College of Optometry Admission Standards: Approved July 23, 1980. NSU College of Optometry: Approved July 29, 1981. Revised December 3, 2009. OSU College of Veterinary Medicine: Revised fall 1971; June 20, 1975; February 8, 1995; April 3, 1998; April 1, 2004; December 1, 2016. OU College of Law Functions: Approved May 1, 1970. Revised October 28, 1974. Revised December 3, 2009. OU College of Law Admission Standards: Revised February 12, 1965; January 24, 1972; June 27, 1997; Revised December 3, 2009; June 24, 2020. Nurse Education Programs: Approved December 15, 1970. Revised December 3, 2009. Health Education with External Clinical Component: Approved April 28, 1980. Business Programs: Approved May 26, 2000. Revised December 3, 2009. SWOSU Doctor of Pharmacy: Approved May 25, 2012. OUHSC Doctor of Audiology, Doctor of Nursing Practice, Doctor

*of Physical Therapy, Doctor of Public Health, and Doctor of Science in Rehabilitation Science and LU
Doctor of Physical Therapy: Approved March 7, 2013.*

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AGENDA ITEM #15-b:

Policy.

SUBJECT: Approval of a policy exception request from Murray State College.

RECOMMENDATION:

It is recommended that the State Regents approve a policy exception for a pilot project proposed by Murray State College allowing the institution to admit certain high school juniors and seniors who do not meet policy minimum requirements for admission.

BACKGROUND:

In 1977, the State Regents adopted policies for institutions to offer concurrent enrollment opportunities to high school seniors. In 1989, the State Regents expanded the policy to permit qualified high school juniors to concurrently enroll and to allow the offering of off-campus and electronic media courses for concurrent enrollment.

In 1993, the State Regents approved several revisions to the concurrent enrollment criteria, including new language specifying that off-campus concurrent enrollment should be taught by a regular faculty member whose primary employment a faculty member of the institution delivering the course.

In 1996, the State Regents expanded the criteria to further delineate the definition and requirements of providing a collegiate experience for concurrently enrolled students.

In 2002, to meet the rising demand for concurrent course offerings at off-campus sites, new language was added to provide flexibility to the regular faculty member requirement. The changes specified that “exceptions (to the regular faculty requirement) may be considered upon request to the Chancellor.” This change provided a mechanism for qualified individuals, who are not regular faculty, to teach off-campus concurrent enrollment courses with approval from the Chancellor.

In 2005, the State Regents approved revisions to the Student Tuition and Fees policy to align with amendments to 70 O.S. §628.23. This statutory amendment established a program for high school seniors to receive a tuition waiver for up to six hours of concurrent coursework per academic term.

On May 26, 2017, the State Regents approved revisions that moved the concurrent enrollment policy language from the Institutional Admission and Retention policy to a new stand-alone Concurrent Enrollment policy. Revisions were made to the admission and course placement criteria to expand access to concurrent enrollment. Additionally, new off-campus concurrent enrollment standards were established to increase guidance to institutions wishing to offer concurrent enrollment at high schools and other off-campus locations.

In 2018, Senate Bill 1196 amended 70 O.S. § 628.13, the statutory provisions related to concurrent enrollment in Oklahoma. This legislation served several purposes, including opening concurrent enrollment opportunities to more Oklahoma students by removing the statutory reference to “students of exceptional ability” and implementing new concurrent enrollment reporting requirements for the State Regents. Most notably, SB 1196 clarified the number of hours of college credit for which high school seniors can have tuition waived from six per semester to 18 per year. The bill also allowed high school juniors to have up to nine hours of tuitions waived, subject to available funding.

POLICY ISSUES:

This action is an exception to the Concurrent Enrollment policy.

ANALYSIS:

The State Regents approved revisions to the Concurrent Enrollment policy in May 2017 which considerably broadened the opportunities for Oklahoma high school juniors and seniors to take college coursework. This has resulted in a large increase in the number of concurrently-enrolled high school students taking courses at State System institutions in recent years. For the most part, these students take lower-division general education coursework which puts them on track to finish a transfer associate or bachelor’s degree. However, the opportunities for high school students planning to pursue technical degrees and certificates at State System institutions is relatively limited. This is likely due, in large part, to the fact that many Oklahoma high schools are served by the technology center districts administered by the Oklahoma Department of Career and Technology Education (ODCTE), also known as CareerTech. For students in high schools not served by a technology center who want to pursue careers requiring technical career training, a disparity exists. These technical students may not be interested in taking general education coursework that is intended to transfer in a bachelor’s degree and, because their intention was not to seek a bachelor’s degree, these students may not meet the minimum performance requirements to take college coursework in high school, even if they desire to do so. Since these students cannot enroll in a technology center program in their local community, they are placed at a distinct disadvantage in preparing for their careers.

Murray State College (MSC) serves high schools not located in a technical district, and requests an exception to the Concurrent Enrollment policy to allow students from certain high schools in the institution’s service area to enroll in college coursework during their junior and senior years without meeting the minimum performance requirements for admission set forth in the policy. Specifically, MSC requests that high school juniors and seniors with a 2.50 grade point average from the following high schools be allowed to enroll in courses leading to the Associate of Applied Science in Manufacturing Technology:

- Kingston High School;
- Milburn High School;
- Mill Creek High School; and
- Tishomingo High School.

Students from these high schools with the minimum requisite GPA would be permitted to enroll in up to 13 credit hours of manufacturing coursework at MSC and, if the students meet the requirements approved by the State Regents in MSC’s assessment plan, they would also be permitted to take courses in English and Mathematics that are required for the AAS in Manufacturing Technology. MSC is currently working on a proposal for a certificate for students who complete the manufacturing coursework before high school graduation. A copy of the memorandum of understanding (MOU) between MSC and the participating high schools is attached. MSC plans to fund this pilot project as part of its regular concurrent enrollment budget. For academic year 2020-2021, MSC will waive tuition for up to six credit hours for high school juniors; tuition for high school seniors will continue to be covered up to 18 credit hours. MSC will continue to absorb the costs of any concurrent enrollment above what is reimbursed by the State Regents. As with other

concurrently enrolled high school juniors and seniors, students will be responsible for the costs of course fees and materials.

Oklahoma Works lists manufacturing jobs as one of the top critical occupations in the Southern Oklahoma Region, and manufacturing is the third top employing industry in MSC's service area. MSC reports that Michelin, Nitro Lift, Martin Marietta, Kirby-Smith, Oklahoma Steel and Wire, Commercial Metals Company, Cardinal Glass, and Eagle Suspension are some of the businesses that have advised the institution in meeting employment needs through development of the Manufacturing Technology Program. By allowing students to take the courses they need to gain employment with these companies while still in high school, MSC would be empowering these students' futures while also meeting an economic need in the region.

MSC requests that the proposed pilot project begin with the Fall 2020 semester and conclude at the close of the Fall 2025 semester. MSC will be required to report data on the success of the project to the State Regents annually. Based on the opportunities it will provide for students and the great potential to meet an economic need in the region, it is recommended that the State Regents approve MSC's request for a policy exception.

Attachment.

ATTACHEMENT



From Here... Go Anywhere.

MEMORANDUM OF UNDERSTANDING

Murray State College Manufacturing Technology High School Pilot

PURPOSE:

The purpose of this agreement is to establish a partnership between Murray State College and Tishomingo Public School that provides opportunities for qualified high school students to earn college credits through MSC. To ensure academic quality and integrity in awarding college credit to concurrently enrolled students, this Memorandum of Understanding establishes the procedures for MSC offering college credit courses at a high school facility.

MURRAY STATE COLLEGE'S RESPONSIBILITIES:

1. Murray State College will admit high school students to the college according to the Murray State College Manufacturing Technology Admission Pilot Program.
2. Murray State College will offer courses in the field of manufacturing combining online curriculum and hands-on experiences.
3. Murray State College will use credentialed and qualified instructors to teach courses offered by MSC.
4. Murray State College will work closely with each instructor to ensure they are adequately trained and prepared.
5. Murray State College will evaluate each instructor teaching concurrent students in the same manner as MSC instructors on campus.
6. Murray State College will make available to all concurrent students the same success resources that are available to MSC students on campus.
7. Murray State College will maintain a college transcript for each concurrent student.
8. Murray State College will develop course schedules with input from high school representatives.
9. Murray State College will make appropriate arrangements for college classes to be conducted in high school facilities.
10. Murray State College will work with high school representatives to relay instructional equipment requests.
11. Murray State College will comply with high school facility guidelines.

12. Murray State College will provide concurrent enrollment material and information to students, parents, and appropriate high school representatives.
13. Murray State College will provide assessment, advising, and registration services to concurrent students.
14. Murray State College will provide orientation to first-time faculty members.
15. Murray State College will provide confirmation of course schedules, class rolls, four and eight-week grades, and final grade reports to the high school as allowed by FERPA.
16. Murray State College will provide appropriate collegiate level accommodations for concurrent students based on documentation of disability and approved by the MSC ADA Compliance Officer.
17. Murray State College will provide a collegiate experience with the same rigor as classes taught on the MSC campus.
18. Murray State College will provide general education courses that are the same cataloged courses offered on the MSC campus with the same course syllabus and student learning outcomes.
19. Murray State College will hold concurrent students to the same standard of achievement as students on the MSC campus.
20. Murray State College will counsel concurrent students on issues concerning academic success and higher education goals including course transferability, college majors, pathways to Associate Degrees, and workforce certifications.
21. Murray State College will administer courses in an 8-week format and students will follow the established MSC calendar as it relates to add/drop dates, withdrawal dates, holidays, and unscheduled closings.
22. Murray State College will provide an early alert system via email to the high school personnel who have authorized and signed the concurrent enrollment form.
23. Murray State College will provide an orientation to first semester students of the program in the Manufacturing Success Strategies Class.

INDEPENDENT HIGH SCHOOL DISTRICT RESPONSIBILITIES:

1. Tishomingo Public Schools will coordinate with MSC representatives about the scheduling needs of the concurrent students.
2. Tishomingo Public Schools will have a designated contact person year-round.
3. Tishomingo Public Schools will provide the necessary classroom space equipped for college-level instruction, including adequate board space, multimedia equipment, computers with Internet access that lifts firewall restrictions upon request.

4. Tishomingo Public Schools will provide MSC students with a qualified high school support instructor to assist students with technology, academic support, and ensuring Academic Integrity while adhering to MSC policy when needed.
5. Tishomingo Public Schools will provide facility access to high school support instructors and MSC students even when the high school facility is closed after hours if needed.
6. Tishomingo Public Schools will provide a classroom environment equivalent to an MSC classroom on campus.
7. Tishomingo Public Schools will provide a facilitator in the case of an ITV or Zoom class that will ensure Academic Integrity adhering to MSC policy and will not provide unauthorized assistance.
8. Tishomingo Public Schools will make an effort to limit absences from school-related activities.
9. Tishomingo Public Schools will provide official contact to MSC instructors for any needs that may arise with instructional equipment/media/internet access requests.
10. Tishomingo Public Schools will allow concurrent students to access MSC email, MSC online course materials, and access to printers.
11. Tishomingo Public Schools will allow MSC students to travel to MSC during the school day for hands-on assessment when necessary.
12. Tishomingo Public Schools will provide an MSC instructor with an orientation, before each semester. The orientation should include procedures for security of the facility at the end of each class and all facilities rules, including any instructor or student restrictions. Orientation should also include introductions to any key personnel, computer network passwords and IDs, and other information that may be unique to the site that faculty will need to teach their classes.
13. Tishomingo Public Schools will evaluate and allow appropriate dual credit for concurrent students taking college credit from MSC.
14. Tishomingo Public Schools will provide concurrent students and parents with any enrollment or concurrent material provided by MSC.
15. Tishomingo Public Schools will provide appropriate collegiate level accommodations, by arrangement with MSC's ADA Officer for concurrent students with disabilities enrolled in MSC classes taken on the high school campus.
16. Tishomingo Public Schools will communicate clearly to the parent and student regarding financial responsibilities and the college environment.
17. Tishomingo Public Schools will notify the director of concurrent enrollment of any personnel changes and arrange for appropriate personnel to come to MSC for orientation and training.

18. Tishomingo Public Schools will provide physical evidence in a designated area such as outside the door to the MSC classroom that identifies the site as an MSC course site with brochures, guides, posters, and promotional materials for the Manufacturing Technology Program.
19. Tishomingo Public Schools will ensure high school support instructor communicates regularly with MSC faculty and follows the requirements for effective student support.
20. Tishomingo Public Schools will allow the concurrently enrolled students to comply with the MSC student policies and resources handbook during MSC class time. Note: Any student suspended or expelled from the high school will be expected to continue participating in his or her SMC class(es).

IT IS MUTUALLY AGREED THAT:

1. Representatives of both parties will meet as necessary for planning for and evaluating academic and administrative aspects of concurrent enrollment and discussing any problems and matters regarding the relationship of the parties to this agreement.
2. This agreement shall become effective the date it is signed, and shall continue for one year. The agreement may be terminated at any time by the mutual consent of both parties. Either party may terminate the agreement by giving six months' written notice.
3. Collaborate to articulate curricula between the high school and the college.
4. Collaborate to provide program information, communication, promotional materials, and activities.
5. Work closely together when advising a concurrently enrolled student to ensure the student is apprised of all educational options.
6. Collaborate to develop guided pathways of academic course offerings. The course schedule will be reviewed annually.
7. Collaborate to ensure all employees involved are trained and equipped with the tools needed for student success.

High School Support Instructor Responsibilities:

1. Attend MSC faculty meeting/professional development activities.
2. Become familiar with Blackboard, AMATROL, and other MSC technology.
3. Meet with MSC instructor and/or full-time faculty liaison before the beginning of the semester to review the course curriculum and materials.
4. Notify the course instructor if the student has missed three days of classes.
5. Provide individual tutoring or help students seek tutoring when needed to reinforce success in courses.

6. Assist students with time management, study skills, and technology issues.
7. Avoid intervening in the student's day-to-day work. Although the course is taking place at a high school, students are expected to work independently and to behave as responsible college students.
8. Monitor student progress by checking Blackboard grades and AMATROL accounts throughout the semester.
9. Alert the student and the high school counselor if the student's grade drops below 70%.
10. Support the MSC instructor's syllabus and MSC Student Handbook.
11. Communicate with MSC instructor regularly.
12. Enforce a classroom environment that is conducive to studying. If necessary, work with the course instructor and appropriate high school personnel to dismiss a student who consistently disrupts the designated study time.
13. When appropriate, facilitate group discussions, study sessions, or workshops.

MSC Instructor Responsibilities:

1. Meet with, prior to the semester beginning, appropriate high school personnel for any training, scheduling, or orientation needed to conduct classes in the high school.
2. Meet with high school support instructor prior to the beginning of the semester to review the course curriculum and materials.
3. Communicate with the high school instructor frequently throughout the semester – once a week the first four weeks of the semester, less frequently after.
4. Follow the college syllabus template and departmental standards.
5. Provide Blackboard access to the high school support instructor.
6. Provide student feedback in a reasonable amount of time.
7. Incorporate best practices for engaging students in online classes as well as lab settings.
8. Report students to the high school support instructor and appropriate high school personnel when a student is in danger of failing.

Student Responsibilities:

1. Apply for admission into the MSC concurrent enrollment program.
2. Acceptance into the dual credit enrollment program requires: High school cumulative GPA of 2.5 with approval from high school administrator and student parent/guardian. Concurrent packet must be completed before enrollment.
3. Sign the Student acceptance Letter indicating that they understand the requirement of the Manufacturing Technology Program.

4. Enroll and attend the Manufacturing Student Success Strategies Course on the MSC campus.
5. Purchase required course materials.
6. Complete MSC Concurrent Enrollment Packet with FERPA Student Record Release Form to allow communication between MSC and high school.
7. Students should be prepared to complete assignments on the first day of the semester.
8. Students will follow assignment deadlines, follow course syllabus, and seek additional help when needed.
9. Students will be required to attend the MSC campus in Tishomingo for hand-on assessments and practice of manufacturing equipment.
10. Provide Blackboard grade report to the high school support instructor every 2-3 weeks.
11. Pay appropriate MSC course fees when necessary.
12. Attend the high school's dedicated class period throughout the entire semester.
13. Communicate any concerns or issues to the MSC instructor, high school support instructor, or high school counselor.

Murray State College

Independent High School District

Vice President for Academic Affairs

Principal or Designee

Date

Date

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
June 24, 2020

AGENDA ITEM #15-c:

Policy.

SUBJECT: Approval of an extension of the moratorium on function and mission changes or expansions.

RECOMMENDATION:

It is recommended that the State Regents extend the moratorium on consideration of any requests for function change/expansion and mission expansion through June 30, 2021, unless action is taken to further extend the moratorium's duration.

BACKGROUND:

The Oklahoma Constitution (Article XIII-A) directs the Oklahoma State Regents for Higher Education (State Regents) to determine the functions and courses of study in the Oklahoma State System of Higher Education (State System). The *Functions of Public Institutions* policy was adopted in February 1970.

Institutions must make requests to the State Regents for approval of any function change from the stated functions in policy for each institution. Function change requests can alter the level of instruction and academic programs offered by institutions, as well as the associated costs for such instruction and related expenses. In addition, institutions must make requests to the State Regents for approval of any mission expansion from their current degree program inventory. Mission expansion requests can expand the level of instruction and academic programs offered by institutions, such as adding graduate programs to institutions only offering undergraduate programs, or adding associate degrees to institutions historically offering only baccalaureate degree programs, as well as additional associated costs for such mission expansion. In both scenarios, institutions are also required to fully explore collaborative opportunities with institutions already holding the requisite functions and missions in their service area.

Historically, certain regional universities, including Cameron University, Langston University, Oklahoma Panhandle State University, and Rogers State University, have an approved two-year function. Subsequently, function statements for branch campuses have been added, and, over time, institutional function changes were approved including: Rogers State University (previously Rogers State College – Master of Business Administration); Langston University (Doctor of Physical Therapy); Northeastern State University (Doctor of Optometry); Northwestern Oklahoma State University (Doctor of Nurse Practice); Southwestern Oklahoma State University (Doctor of Pharmacy and two-year function following closing of Sayre Community College); University of Central Oklahoma (limited Associate in Applied Science degrees); and the addition of language setting a special statewide liberal arts and sciences function for the University of Science and Arts of Oklahoma.

Oklahoma State University–Oklahoma City (OSU-OKC) and Oklahoma State University Institute of Technology (OSUIT) in Okmulgee are constituent agencies by policy (not community colleges) with authorization by state statute and the State Regents to carry out certain programs and projects under the administrative jurisdiction of Oklahoma State University. In 2004, the State Regents approved a function

change for OSUIT to offer three specific bachelor of technology (BT) degrees (BT in Information Technologies (094), BT in Instrumentation Engineering Technology (095), and BT in Civil Engineering Technology (096). In 2006, the State Regents adopted a new policy format and incorporated the institutional and branch campus functions into the *Functions of Public Institutions* policy. Also in 2006, the State Regents approved a function change for OSU-OKC to offer one BT degree (BT in Emergency Responder Administration (102).

In March 2010, the State Regents imposed a “moratorium” on actions regarding function change requests pending a policy review. In the 2010-2011 academic year, a study and review of the *Functions of Public Institutions* policy and the *Academic Program Approval* policy was conducted and revealed several issues that relate directly to the function policy and other related policies addressing academic degrees, assessment, and remediation. Significant discussions and analyses occurred concerning the role of joint degrees, the importance of economic development needs, the role of certificate programs, the differentiation of applied baccalaureate degrees from traditional degrees, the differentiation of Associate in Applied Science degrees from Associate in Arts/Associate in Science degrees, and concerns for institutional capacity and quality assurance. This process resulted in policy revisions that were approved by the State Regents at their meeting on June 21, 2012, which are currently found in the Chapter 3 of the State Regents Policy and Procedures Manual.

On March 23, 2017, given the changing landscape of higher education, the State Regents tasked Chancellor Glen D. Johnson with the formation of a citizens’ Task Force on the Future of Higher Education (Task Force) to undertake an extensive planning initiative to position the State System to better meet current and future challenges. The efforts of the Task Force emphasized the State System’s focus on modernization, efficiencies, and innovation, and conducted a systematic and thorough review of the current status of higher education in Oklahoma. The 68-member Task Force examined existing initiatives and best practices, and reported findings and recommendations on strategies that would best support improving quality, access, affordability, and efficiency in the State System.

The work of the Task Force was conducted primarily through four subcommittees, focusing on the following priorities:

- College degree completion and workforce development initiatives;
- Academic program innovations and online education;
- System structure; and
- Fiscal solutions, efficiencies, affordability, and technology.

The Task Force unanimously approved its final *Report on the Future of Higher Education* at its meeting on January 31, 2018, and the State Regents subsequently accepted the Task Force report and recommendations at their meeting on February 1, 2018. Among these recommendations, the Academic Program Innovations and Online Education Subcommittee’s first recommendation was “accelerate the development and expansion of joint degree programs and statewide seamless transfer articulation agreements between and among institutions.” Additionally, the report stated that “where opportunities for developing joint degrees exist, they should be developed to enhance affordability for students and reduce unnecessary duplication of resources needed to deliver especially high-cost degrees.” These recommendations were consistent with the 3.4 *Academic Program Approval* policy which specifically states that “Alternative forms of delivery, including but not limited to consortial, dual, or joint degrees, are encouraged.”

At the May 25, 2018 meeting, the State Regents approved the recommendation to defer consideration of any requests for function change/expansion or mission expansion through June 30, 2019 unless action is taken to extend the moratorium. In addition to establishing the moratorium, the State Regents’ Chair created a subcommittee of the State Regents’ Academic Affairs Committee to review and analyze national trends, best practices, and the recommendations of the State Regents’ Task Force on the Future of Higher

Education. The State Regents' Function Change and Mission Expansion Subcommittee was comprised of presidents, chief academic officers, and State Regents, along with facilitation from Dr. Brit Kirwan, Consultant with Association of Governing Boards (AGB) and Chancellor Emeritus of the University System of Maryland and past President of Ohio State University. After a series of subcommittee meetings during the Fall 2018 semester, the subcommittee had its final meeting on January 17, 2019. At this meeting, the subcommittee unanimously approved revisions to the State Regents' *Functions of Public Institutions* policy, with comments from the consultant and members indicating that the revisions provided transparency in the process, flexibility for institutions and the State Regents, while ensuring rigorous review and accountability.

At the June 27, 2019 meeting, the State Regents approved a recommendation to defer consideration of any requests for function change/expansion or mission expansion through June 30, 2020 unless action was taken to extend the moratorium. As the State System emerged from a systemic review by the Task Force on the Future of Higher Education in Oklahoma, coupled with the work of the subcommittee of the State Regents Academic Affairs Committee with revisions to the *Functions of Public Institutions* policy, it was determined to be prudent to take time to review these and related issues in context and make strategic decisions moving forward. Several of the recommendations included in the Task Force on the Future of Higher Education's final report focus on the value and efficiency of academic credentials offered by institutions, the charge to develop joint degree offerings, and the structure of the State System that will offer these credentials. The Task Force report also recommended governing board mergers/consolidations to encourage increased institutional collaboration in various areas, including degree offerings as well as attention to fiscal viability of institutions.

Due to discussions regarding voluntary governing board mergers/consolidations at the time, and the potential impacts on degree offerings, the State Regents approved extending the moratorium and deferring consideration of any requests for function change/expansion and mission expansion through June 30, 2020 to coincide with time allowed for fiscal reviews and long-term viability assessments on each institution.

POLICY ISSUES:

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

ANALYSIS:

Through a tumultuous time, the 2019-2020 academic year provided robust opportunities to consider the structure of the State System, a review of the fiscal viability of each institution in depth, discussions on academic innovations, and the State System response to a pandemic. All of these discussions will be instructive in future decisions regarding functions and missions of institutions.

Since the June 27, 2019 State Regents action to extend the moratorium, there have been ongoing discussions regarding voluntary governing board mergers and consolidations, with legislation to enable such changes viable in the 2020 Legislative Session. To date, no voluntary agreements have been solidified and the legislation did not move through the process during the session.

In the *OSRHE Comprehensive System Report: Financial Fiscal Review and Long-term Viability Assessment Discussion Document* presented at the May 28, 2020 State Regents meeting, Huron Consulting Group Inc. and Affiliates concluded that in order to minimize the burden of revenue declines for FY2021, institutions will need to significantly cut expenditures, dip into reserves, or begin consideration of the following strategies: mergers and/or closures; reduction/realignment of academic programming; reorientation of programs towards job markets; mission right-sizing; administrative cost reduction strategies; and space utilization analyses. This summary report and accompanying detailed reports on each institution provide

important information to inform future decisions, recognizing that these data reflect a “pre-COVID-19” world that may be radically changed by the virus and pandemic.

Over the past year, focus for Academic Affairs staff has been on academic innovation in light of the rapid expansion of online learning, collaborative and alternative credentialing opportunities, and recognition of learning attained outside the traditional classroom. State Regents’ policy revisions were approved on June 21, 2012 in the *Academic Program Approval* policy to provide language to define and encourage consortial, dual, or joint degree programs across State System institutions. To date, no institution has leveraged this opportunity. In addition, online degree offerings have grown at every institution, with most institutions offering at least one fully online degree program. As online offerings expand access to degree programs across the state, the result is declining demand for multiple institutions to offer duplicate degrees programs that are available online at other State System institutions. At the same time, institutions are exploring creative ways to increase completion through math pathways, transfer articulation, online learning innovations, and expanded services to support student success. These efforts are validated by another conclusion found in the fiscal viability reports emphasizing the efficacy and return on investment of retaining current students to completion, rather than a singular focus on new student recruitment.

Finally, the 2019 novel coronavirus disease (COVID-19) outbreak thrust all institutions into both comprehensive online learning and severe financial constraints. As institutions rapidly upscaled online offerings as a means to complete the Spring 2020 semester and protect students from losing educational progress, these same institutions incurred massive financial costs with simultaneous loss of revenue. The financial viability assessments were concerning for institutional stability after four years (FY15-FY18) of successive cuts to state appropriations for Oklahoma higher education in excess of \$219,000,000. Existing financial constraints will be compounded by the impacts of COVID-19 on enrollment and auxiliary services on every campus in the State System.

Based on these unrealized opportunities of joint, dual and consortial degree opportunities, the extension of time for voluntary governing board mergers, increasing online offerings that expand existing degree program offerings, and the uncertain financial future of the institutions, the state, and students, it is prudent to allow more time for institutions to explore multiple options available within their current function and mission parameters. Therefore, it is recommended that the State Regents extend the moratorium on consideration of any requests for function change/expansion and mission expansion through June 30, 2021, unless action is taken to further extend the moratorium’s duration.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
June 24, 2020

AGENDA ITEM #15-d:

Policy.

SUBJECT: Posting of revisions to the Student Assessment and Remediation policy.

RECOMMENDATION:

This item is for posting only.

BACKGROUND:

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

Revisions to the Student Assessment and Remediation policy adopted by the State Regents in recent years are summarized below:

- April 15, 1994 – revisions added a section requiring concurrently enrolled high school students to meet assessment requirements before enrolling in courses in each subject area.
- August 16, 1994 – revisions included allowing exceptions by the president or the president’s designee to the 24-hour limit regarding remedial coursework.
- June 28, 1995 – revisions defined graduate student assessment and removed the option for secondary assessments for concurrent students; outlined the procedures for removing a history curricular deficiency.
- June 28, 1996 – revisions included requiring all concurrently enrolled high school students to meet the same requirement, including those from accredited high schools, private non-accredited high schools, and students receiving home-school instruction; prohibited institutional secondary assessments for concurrently enrolled high school students.
- June 29, 2006 – revisions included changing the term “mid-level” assessment to “general education” assessment and moving specific reporting requirements to the Academic Affairs Procedures Handbook; reorganized the policy, updating the language referring to the four guided electives, and updating the language to reflect the required 15 high school units.
- October 22, 2015 – combined the Assessment and Remediation policies to create the Student Assessment and Remediation policy; defined purpose and principles of assessment and remediation; restructured assessment plan and reporting requirements.

POLICY ISSUES:

The proposed revisions amend the Student Assessment and Remediation policy.

ANALYSIS:

In 2011, Oklahoma joined Complete College America (CCA), the most comprehensive and ambitious higher education initiative ever undertaken by the state of Oklahoma. The goal of Oklahoma’s participation in CCA is to increase the number of degrees and certificates earned in Oklahoma by 67 percent by 2023 to meet Oklahoma’s workforce needs and keep Oklahoma competitive in a global economy. Significant progress has been made toward this goal to date. A major CCA initiative undertaken by the State Regents was to transform student assessment and remediation. Activities include better assessments, summer bridge and gateway programs, redesigned college-level courses that address student deficiencies without the need for a remedial course, and redesigned developmental education that allows more students to become proficient in a shorter amount of time. State and national data show that, by getting students through remediation in a more timely manner, those students are more likely to complete their degree. During the past several years, institutions have worked to implement a corequisite model of remediation, which places students in non-credit support work along with college level courses, as opposed to the traditional model of students first taking only non-credit coursework before moving on to college level work. Preliminary data on this model of remediation suggest that students in the State System are more likely to complete a gateway college-level course than in the traditional model. The proposed changes summarized below update the Student Assessment and Remediation policy to reflect this model of remediation.

3.20-Throughout Policy	<ul style="list-style-type: none">• Updated all references of “ACT” to “ACT/SAT” in recognition of the fact that either assessment is accepted at State System institutions.
3.20.2-Definitions	<ul style="list-style-type: none">• Added definition of “Corequisite Support.”• Updated definition of “Remediation.”
3.20.3-Principles	<ul style="list-style-type: none">• Changed name of subsection C from “Developmental Education” to “Remediation.”• Updated subsection C to reflect definitions of “Corequisite Support” and “Remediation.”
3.20.4-Entry Level Assessment and Course Placement	<ul style="list-style-type: none">• Updated section to add references to “Corequisite Support.”• Updated section to reflect revised definition of “Remediation” to replace “Developmental Education.”• Removed requirement that students must take an additional three-hour course to satisfy a high school history or citizenship skills deficiency• Eliminated references to specific requirements for concurrently enrolled high school students; referred to the Concurrent Enrollment policy for this information.

These policy revisions were approved by the Council on Instruction on April 9, 2020 and by the Council of Presidents on May 6, 2020.

Attachment.

[POLICY EXCERPT]

3. ACADEMIC AFFAIRS POLICY

3.25 Student Assessment and Remediation

3.25.1 Purpose

Assessment of students fulfills two purposes: (1) Improvement of teaching and learning; and (2) Accountability and institutional effectiveness. Assessing individual students at various points in their academic careers provides feedback to them on how well they are performing in relation to stated learning goals and, at the same time, provides information to faculty and staff on how to improve student success. Student assessment also provides information regarding the value of Oklahoma higher education through the use of measures that are comparable among institutions and other states.

Accountability to the citizens of Oklahoma and external accrediting bodies and continuous improvement of student learning and institutional effectiveness, measurable through assessment programs, are the responsibilities of the State System and each institution.

This policy also specifies how students with curricular and basic academic skills deficiencies in the areas of English, mathematics, reading, and science will remediate them within the State System.

3.25.2 Definitions

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

“Academic Program Learning Outcomes Assessment” (or major field of study assessment) measures student learning in the major based on stated program goals and objectives.

“Accountability and Institutional Effectiveness” refer to evaluating and demonstrating an institution’s capacity to fulfill its mission and improve the quality of education.

“Assessment of Student Learning” is the process of gathering, analyzing, and interpreting data on student learning and development for the purpose of evaluating educational impact and improving programs, and, ultimately, improving the institution.

“Basic Academic Skills” are minimum required skills for college success in English, mathematics, science, and reading.

“Basic Academic Skills Deficiencies” refer to assessment results below required level to enroll in college-level courses in the subject area.

“Concurrent Enrollment” refers to a high school student enrolled in college-level coursework.

“Corequisite Support” is a process in which students who are below college-ready in math, English or reading enroll in a gateway general education course and receive additional non-credit academic support. The non-credit academic support may include, but is not limited to, an additional course, tutoring, an online lab, and peer study groups.

“Curricular Deficiencies” refer to high school curricular requirements for college admission that have not been met by the student in high school.

“Curricular Requirements” are the units of high school coursework required for admission to public colleges and universities in the State System found in 3.9 *Institutional Admission and Retention*.

“Developmental Education” refers to courses or academic services that do not carry college credit and are designed to raise students’ competency in the subject area to the collegiate level.

“Entry Level Assessment and Course Placement” is an evaluation conducted to assist institutional faculty, advisors, and students in making decisions regarding course placement.

“General Education Assessment” measures competencies gained through the general education program as described in 3.15 *Undergraduate Degree Requirements* and HLC standards indicating student’s breadth of knowledge, skill and intellectual inquiry.

“Remediation” is a process for removing curricular or basic academic skills deficiencies through developmental education ~~that leads to demonstration of competency and success in college-level courses~~ or corequisite support.

“Student Engagement and Satisfaction” are measures of current and former students’ perceptions of programs and services.

3.25.3 Principles

A. Improvement of Teaching and Learning

For the purpose of improving teaching and learning, each college and university shall assess students using criteria approved by the State Regents and including at least the following four categories: (1) entry level to determine academic preparation and course placement; (2) general education assessment; (3) academic program learning outcomes assessment; and (4) student engagement and satisfaction. Assessment applies to all students including those admitted through adult admission (refer to Adult Admission in the *Institutional Admission and Retention* policy). Assessment will be consistent with the HLC Criteria for Accreditation and Core Components and consistent with 3.7 *Academic Program Review*.

B. Accountability and Institutional Effectiveness

Assessment for accountability and institutional effectiveness should, whenever possible, be compared to external benchmarks. Data in each category of assessment will be reported to the State Regents annually and will include detailed information designed to demonstrate the effectiveness of the assessments consistent with the mission and programs of the institution. Reports may include the annual student assessment report and national assessment reports for comparing institutions and State Systems.

As institutions develop criteria and select assessment measures that demonstrate institutional effectiveness, each assessment should be coordinated and complement the improvement of teaching and learning.

Institutions should evaluate the validity and reliability of the assessments.

In recognition of varying institutional missions and student populations served, assessment for accountability and institutional effectiveness should include the institutional characteristics that produce the most meaningful comparisons and useful information for improvement. Assessment programs should also consider the needs of special populations in the development of policies and procedures.

C. ~~Developmental Education~~ Remediation

Certain disciplines, most notably English, mathematics, and science, build on requisite knowledge. College courses in such disciplines assume a student knowledge base gained in high school or other previous academic experiences. It is therefore imperative that students who are not enroll in college level courses in the fields when lacking that knowledge college ready participate in developmental education or corequisite support course(s). The developmental education and corequisite support course placement eligibility criteria shall be detailed in the institution's State Regents' approved assessment plan.

~~Students should not enroll in college level courses, such as history or other elective courses, without a necessary foundation in reading and writing.~~

Students, who can demonstrate competency in an academic field, even though they did not take the required course(s) in high school, will have the curricular deficiency waived. Such students will be allowed to enroll in the respective discipline's college-level courses.

Within the State System, the community college tier is officially designated as responsible for ~~developmental education~~ remediation. Although institutions in other tiers, with the exception of regional universities with assigned community college functions, do not have ~~this developmental education~~ a remediation responsibility, such institutions may also offer ~~developmental education~~ remediation.

Developmental education and corequisite support at all state system institutions shall be fully supported through student fees.

3.25.4 Entry Level Assessment and Course Placement

A. High School Curricular Requirements

The State Regents' *Institutional Admission and Retention* policy lists high school curricular requirements for admission to programs leading to associate in arts, associate in science, associate in applied science, and baccalaureate degrees. The policy requires institutions admitting students with one or more curricular deficiencies to provide the means to satisfy those deficiencies and to remediate these deficiencies within the first 24 college-level credit hours attempted.

Students with curricular deficiencies in English, mathematics, reading, and science who fail to demonstrate adequate curricular competence through a minimum ACT/SAT subject score or institutional secondary assessment will be required to participate in developmental education or

corequisite support designed to remedy the deficiency. Students must achieve a competency equivalent to a "C" or better to remove the deficiency.

Students with a curricular deficiency in history or citizenship skills, who present an ACT/SAT reading subject score 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 regular admission students. These students will be required to complete an ~~additional~~ additional three-hour college-level history or citizenship skills course to ~~make up~~ satisfy the high school deficiency.

Students with an elective deficiency may also be admitted as regular admission students as specified in the State Regents' *Institutional Admission and Retention* policy, but will be required to take an additional three-hour collegiate course in an elective subject area(s).

These course placement requirements will be communicated regularly to high school students, parents, schools teachers, counselors, and administrators for the purpose of informing them of the proficiency levels in the basic academic skills areas needed to be adequately prepared for college-level work.

B. Basic Academic Skills Requirements

Student competency may be demonstrated and deficiencies removed in basic academic skills English, mathematics, reading and science—through the use of State System ACT/SAT scores ~~in the four subject areas of science, English, and mathematics and reading~~, or high school assessments predictive of college course success. Institutions may, within their approved assessment plans, establish higher standards by requiring additional testing of those students meeting or exceeding the minimum ACT/SAT subject test score requirement. The system ACT/SAT subject scores are reviewed by the State Regents and communicated annually. Each institution will use measures for course placement as approved by the State Regents.

~~A student~~ Students scoring below the ACT/SAT subject score minimum level will be reviewed with additional information, as approved by the State Regents, to determine the level of readiness for college-level course work or ~~successfully complete developmental education~~ remediation in the subject area. ~~A student~~ Students who is not college ready must begin remediation of basic academic skills deficiencies during the first semester and continue until prepared for college-level course work in the respective subject area. Institutions are responsible for directing students to complete ~~developmental education~~ remediation within the first year or 24 college-level credit hours. The president or the president's designee may allow exceptions on an individual basis for students with extenuating circumstances. All exceptions will be reported to the State Regents.

C. Concurrently Enrolled High School Students

High school students wishing to enroll concurrently in college courses must meet the course placement requirements detailed within the State Regents' Concurrent Enrollment policy. ~~designated score in English,~~

~~mathematics, and science or they will not be permitted enrollment in the corresponding college subject area. A student scoring below the established ACT score in reading will not be permitted enrollment in any collegiate course (outside the subjects of science, mathematics, and English). Concurrent enrollment students are not eligible for secondary institutional assessments and may not enroll in developmental education.~~

D. Adult Students

Institutions must assess adult students' academic competence through the evaluation of basic academic skills or curricular requirements as appropriate. This must be done through participation in the ACT/SAT or the review of additional information. If indicated by the course placement information, adult students must be remediated consistent with this policy. Institutions are responsible for directing students to complete developmental education within the first year or 24 college-level credit hours.

E. Course Placement and Developmental Education Evaluation

Institutional entry level assessment programs should include an evaluation of past academic performance, educational goals, study skills, values, self-concept and motivation. Student assessment results will be utilized in the placement and advisement process. Tracking systems for evaluation of institutional assessment programs must be in place. The purpose is to validate that information from assessment and course completion is used to evaluate, innovate and strengthen programs in order to accelerate student achievement and development. The data collection activities must be clearly linked to instructional improvement efforts. These data will be included in the annual assessment report.

F. Limits

The president or the president's designee may allow a student who has been regularly enrolled to continue to enroll in college-level courses work in addition to developmental coursework beyond the 24 college-level credit hour limit, provided the student has demonstrated success in the college-level coursework. Such exceptions must be appropriately documented and a report made available upon request.

3.25.5 General Education Assessment

The results of general education assessment will be used to improve the institution's program of general education. This assessment is designed to measure the student's academic progress and learning competencies in areas such as communication, critical thinking, mathematics, reading, and writing.

Depending on specific degree requirements and mission of the institution, general education assessment measures include those chosen by faculty to improve teaching and learning in the general education core and in broad areas such as communication, critical thinking, mathematics, reading, and writing (refer to the *Undergraduate Degree Requirements* policy). Examples of appropriate measures include academic standing, standardized and institutionally developed instruments, portfolios, etc. In addition, all institutions will conduct a general education assessment using measures approved by the State Regents to externally benchmark student progress.

3.25.6 Academic Program Learning Outcomes Assessment

Selection of the assessment instruments and other parameters (such as target groups, when testing occurs, etc.) for undergraduate and graduate academic program learning outcomes assessment is the responsibility of the institution. Assessment findings will be reported in program reviews as indicated in State Regents' *Academic Program Review* policy. When available and appropriate, nationally standardized instruments will be used (see the *Academic Affairs Procedures Handbook* for examples of nationally standardized instruments). The following criteria are guidelines for the selection of assessment methodologies:

- A. Instrument(s) should reflect the curriculum for the major and measure skills and abilities identified in the program goals and objectives.
- B. Instrument(s) should assess higher level thinking skills in applying learned information.
- C. Instrument(s) should be demonstrated to be reliable and valid.

3.25.7 Student Engagement and Satisfaction

Student and alumni perceptions are important in the evaluation of academic and campus programs and services. Such perceptions are valuable because they provide an indication of the students' subjective view of events and services which collectively constitute their undergraduate experiences. Evaluations of student satisfaction can be accomplished via surveys, interviews, etc. Resultant data will be used for the improvement of programs and services. Results from standardized measures will be reported at least every three years to the State Regents and will be included in the annual report.

For examples of programs/activities to be included in this level of assessment refer to the *Academic Affairs Procedures Handbook*.

3.25.8 Planning and Reporting

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

Annually, institutions shall submit to the State Regents' a student assessment report containing information related to this policy and the institution's approved plan. Refer to the *Academic Affairs Procedures Handbook* for details regarding the reporting requirements.

Approved October 4, 1991. Revised April 15, 1994; June 28, 1995; June 28, 1996; October 22, 2015, XXX XX, 2020.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
June 24, 2020

AGENDA ITEM #16:

Oklahoma Tuition Aid Grant.

SUBJECT: Approval of the 2020-2021 Oklahoma Tuition Aid Grant Award Schedule.

RECOMMENDATION:

It is recommended that the State Regents approve the proposed 2020-2021 award schedule for the Oklahoma Tuition Aid Grant program.

BACKGROUND:

The 1971 Oklahoma Legislature created the Oklahoma Tuition Aid Grant (OTAG) program. OTAG is a need-based grant program that currently provides awards for both full-time and part-time undergraduate students. The maximum award is \$1,000 at public institutions and \$1,300 at private institutions. The program currently serves about 20,000 students with a total budget, including carryover funds, of almost \$17 million. The award is available to students attending State System institutions, non-profit accredited private institutions and public career technology centers.

POLICY ISSUES:

OTAG continues to play an important role in providing college aid to Oklahoma students with the least financial resources, including a significant number of adult students.

ANALYSIS:

As shown in the attached document, the proposed award schedule reflects the following:

- Awards will initially be limited to students with an Expected Family Contribution (EFC) of 1700 or less and can be extended if funds are sufficient. The EFC is the amount that the student and their family are expected to pay “out of pocket” toward the student’s college costs. The amount is determined by a formula utilized for the federal student financial aid application.
- From FY2015 to FY2020, state appropriations for OTAG were reduced by 22 percent from \$19.3 million to \$15 million.
- For FY2020, funding for OTAG was sufficient to serve only about 47 percent of potentially eligible students.
- The maximum award level will remain at \$1,000 for students attending public institutions and \$1,300 for students attending private/independent institutions. The maximum award for students attending public institutions has remained unchanged at \$1,000 for thirty-eight years (since 1982).

- Students apply for the OTAG award by submitting the Free Application for Federal Student Aid (FAFSA). Beginning with the 2017-2018 academic year, the FAFSA became available on October 1st of each year rather than January 1 as in previous years. This new process allowed students to apply earlier for the upcoming year using complete tax data for the “prior-prior” year (2017 taxes were used for the 2019-2020 FAFSA beginning October 1, 2018.) This change required an adjustment of the OTAG application deadline.
- To accommodate the FY2020 funding level, awards for 2019-2020 were made to students on a first-come, first-served basis with an expectation to fund students applying at least through January 31, 2019. For 2018-2019, the application deadline was set at January 15, 2018 and extended to February 15, 2018 for spring only awards.
- The proposed schedule will continue to exclude graduate students. Graduate student eligibility was initially suspended in 2003-2004 due to budget cuts. Due to the inability to fund all eligible undergraduate students, it is recommended that graduate students remain ineligible for the award.
- The proposed schedule includes an option for offering awards for summer enrollments if funds remain available after all Fall and Spring disbursements have been paid.
- While the highest EFC for awards is 1700, a maximum eligible EFC is determined in order to identify the total eligible OTAG applicant pool. The maximum EFC is 5711, which is consistent with eligibility for federal Pell Grants in 2020-2021.

Attachment

**OKLAHOMA TUITION AID GRANT PROGRAM
PROPOSED 2020-2021 AWARD PAYMENT SCHEDULE
EFC-DRIVEN NEED ANALYSIS FORMULA**

Expected Family Contribution (EFC) as calculated for federal student financial aid programs is the basis for determining Oklahoma Tuition Aid Grant program (OTAG) award eligibility. The Oklahoma State Regents for Higher Education (OSRHE) set an annual award payment schedule. The applicant's EFC is incorporated into the payment schedule to determine the percentage of enrollment costs (tuition and mandatory fees charged to all students) the applicant is eligible to receive. The percentage is then applied to the appropriate standard OTAG enrollment cost for the school. Based on their EFC, an applicant is eligible for up to 75 percent of their enrollment costs. This percentage is applied to the school cost amount for the student's enrollment status to determine the maximum OTAG award amount.

Maximum Award Amount is 75 Percent of Enrollment Costs, not to Exceed \$1,000 For Students Attending Public Colleges, Universities and Career Technology Centers or \$1,300 for Students Attending Non-Profit Private Colleges and Universities

<u>EFC RANGE</u>	<u>PERCENT OF ENROLLMENT COSTS</u>
0 – 1700	75%
1701 – 2000	75%
2001 – 2500	75%
2501 – 3000	70%
3001 – 3500	65%
3501 – 4000	60%
4001 – 4500	55%
4501 – 5000	50%
5001 – 5500	45%
5501 – 5711	40%

- Shaded area represents initial 2020-2021 funding cutoff for applicants. The EFC cutoff may be extended if funds remain available.
- EFCs greater than 5711 are ineligible in 2020-2021.
- In setting the annual schedule, an EFC cap (highest EFC an applicant can have and be eligible for OTAG) is based on the highest EFC a student can have and be eligible to receive federal Pell Grant funding.

2020-2021 Awarding Priorities:

Only undergraduates will be considered for awards in 2020-2021.

1. Undergraduate applications with receipt dates of December 1, 2019 or earlier and EFC's from 0 through 1700 will be awarded. If funds are not available to award all eligible undergraduate applications with EFC's from 0 through 1700 received through January 15, 2020, those with the earliest application receipt dates will receive priority consideration.
2. If funds remain available after awarding eligible undergraduate applications meeting priority 1 above, the application receipt date cutoff may be extended beyond January 15, 2020 and/or the EFC cutoff may be extended above 1700.
3. If, after all fall and spring disbursements have been paid, funds remain available, the OSRHE may authorize the payment of awards for summer enrollments. If the OSRHE determine that funds are available to offer summer awards, institutions will be notified. At the time of notification, summer award amounts will be announced.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
June 24, 2020

AGENDA ITEM #17:

Oklahoma’s Promise.

SUBJECT: Adoption of emergency rule revisions for Oklahoma’s Promise – the Oklahoma Higher Learning Access Program.

RECOMMENDATION:

It is recommended that the State Regents make a finding of an emergency and adopt proposed emergency rule revisions for Oklahoma’s Promise – the Oklahoma Higher Learning Access Program (Oklahoma’s Promise).

BACKGROUND:

These same rule revisions were adopted by the State Regents as proposed permanent rule revisions at their April 22 meeting and submitted to the Legislature and Governor on April 23. However, due to the timing of the submission of the permanent rule revisions, the Legislature and Governor did not take action on the permanent revisions during the 2020 legislative session. The permanent rule revisions will be carried over to the next legislative session and will be acted on by the Legislature and Governor in 2021. A finding of an emergency and adoption of the emergency rule revisions will permit homeschooled students and students attending unaccredited high schools to utilize ACT “superscores” to enhance their ability to qualify for Oklahoma’s Promise in the 2020-2021 school year rather than waiting for permanent rule approval that won’t be effective until the 2021-2022 school year.

Oklahoma’s Promise was created in 1992. Students must enroll in the program in the 8th, 9th, or 10th grade. The program requires students to complete a 17-unit core curriculum, achieve at least a 2.50 GPA in the core curriculum and a 2.50 GPA overall, attend school regularly, and refrain from drug abuse or delinquent acts. Students completing the requirements qualify for a scholarship equal to public college tuition. Participation is limited to students from families with an income of \$55,000 or less at the time of application to the program (the income limit will increase to \$60,000 beginning in 2021-2022). The student’s family income must also not exceed \$100,000 while the student is enrolled in college.

POLICY ISSUES:

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

ANALYSIS:

The proposed emergency rule revisions are necessary for two reasons:

1. Incorporation of recent changes in ACT’s testing policy: On October 8, 2019, ACT announced that beginning in September 2020, ACT will calculate and officially report a student’s “superscore” if the student takes the test more than once. The “superscore” will be calculated based on the student’s highest score on each individual section (English, math, reading, science) taken from the multiple tests. In addition, after a student has taken the complete test a first time, the student will be able to retest in one or more of the individual sections without having to retake the entire test. The Oklahoma’s Promise statutes require that homeschool students and students graduating from a nonaccredited high school achieve a composite score of 22 or higher on the ACT test. The proposed rule revision specifies that a student’s “superscore” as reported by ACT will be considered for purposes of eligibility for the Oklahoma’s Promise award.
2. Correction of “scrivener’s error”: In the most recent version of the Oklahoma’s Promise rules published by the office of the Secretary of State, a phrase stating, “through a cooperative agreement between a public technology center and an institution of The Oklahoma State System of Higher Education,” which was deleted in 2018 due to legislation passed in 2017, was inadvertently restored to the rules. Per discussions with the Office of Administrative Rules, the proposed amendment to delete this phrase in 610:25-23-7 is necessary to return the rule to its correct wording.

Title 610 - State Regents for Higher Education

Chapter 25 - Student Financial Aid and Scholarships

Subchapter 23 – Oklahoma Higher Learning Access Program

610:25-23-1. Purpose [no changes]

610:25-23-2. Eligibility of participants [no changes]

610:25-23-3. Applications [no changes]

610:25-23-4. Program requirements

(a) Students shall agree to abide by the following provisions throughout the remainder of their school years or educational program:

- (1) Attend school regularly and to do homework regularly, meaning the student was in attendance at least eighty percent (80%) of each school year, excluding absences excused by the school;
- (2) Refrain from substance abuse, meaning the student was not adjudicated delinquent as a juvenile nor convicted of a crime as an adult by a court of law for an offense involving a controlled dangerous substance, as defined by 63 O.S. § 2-101(8);
- (3) Refrain from commission of crimes or delinquent acts, meaning the student was not adjudicated delinquent as a juvenile nor convicted of a crime as an adult by a court of law;
- (4) Have school work and school records reviewed by mentors designated pursuant to the program;
- (5) Provide information requested by the Oklahoma State Regents for Higher Education [OSRHE] or the State Board of Education; and
- (6) Participate in program activities. [70 O.S. § 2605]

(b) The student's parent(s), custodial parent(s), or guardian(s) shall witness the student's agreement and further agree to:

- (1) Assist the student in achieving compliance with the agreements;
- (2) Confer, when requested to do so, with the school contact person, other school personnel, and program mentors;
- (3) Provide information requested by the OSRHE or the State Board of Education; and
- (4) Assist the student in completing forms and reports required for program participation, making application to institutions and schools of higher learning, and filing applications for student grants and scholarships. [70 O.S. § 2605]

(c) Students in the program graduating high school in 2010 and thereafter must complete the following 17-unit core curriculum with a minimum 2.50 grade-point-average (GPA) on a 4.00 grading scale, by the time they graduate from high school. For the purpose of calculating the required core curriculum GPA, core courses in English, lab science, mathematics, history and citizenship skills, foreign or non-English language, computer technology, or "additional" subject areas must be transcribed with a letter grade that has a corresponding numerical value. If the school district assigns a course a grade of "pass" without a numerical value, the OSRHE will assign a letter grade of "D" or the lowest passing grade that the high school assigns to courses. If the required one unit, year, or set of competencies in fine arts (music, art, or drama) or speech is fulfilled on a pass/fail or competency basis, the course(s) will be accepted and excluded from the required core curriculum GPA calculation.

- (1) Four units, or years, of English (grammar, composition, literature; should include an integrated writing component);

- (2) Three units, or years, of lab science (biology, chemistry, physics, or any lab science certified by the school district; general science with or without a lab may not be used to meet this requirement);
 - (3) Three units, or years, of mathematics (Algebra I, Algebra II, geometry, trigonometry, math analysis, pre-calculus, statistics and probability [must have completed geometry and Algebra II], calculus, Advanced Placement Statistics);
 - (4) Three units, or years of history and citizenship skills (1 unit of American history and 2 units from the subjects of history, economics, geography, government and/or non-Western culture);
 - (5) Two units, or years, of a foreign or non-English language (both units, or years, of the same language), or Two units, or years, of computer technology (courses in programming, hardware, and business computer applications such as word processing, databases, spreadsheets and graphics will qualify; keyboarding and typing classes do not qualify);
 - (6) One additional unit, or year, of subjects listed above, or any Advanced Placement course except AP courses in applied fine arts (art history and music theory will count; studio art courses will not count);
 - (7) One unit, year, or set of competencies of fine arts (music, art, or drama) or speech.
- (d) The program curricular requirements for English, science, mathematics, history and citizenship skills are identical with the curricular requirements for college admission set by the OSRHE. Any change by the OSRHE to the curricular requirements for college admission shall also apply to the program curricular requirements.
- (e) Advanced students who complete core courses in earlier grades will not be required to take additional courses for purposes of the requirements of this program.
- (f) Strict parameters regulate the substitution of applied courses (OSRHE policy on Institutional Admission and Retention).
- (g) Exceptions to the required core curriculum will be considered according to the following:
- (1) Students attending schools, or homeschool students participating in other educational programs, which do not offer all the core curriculum courses will be allowed to satisfy the requirements subject to the following provisions:
 - (A) Core curriculum requirements which are also required for regular college admission (OSRHE policy on Institutional Admission and Retention) will be subject to the OSRHE Policy on Remediation and Removal of High School Curricular Deficiencies.
 - (B) Any other core curriculum requirements must be satisfied during the first twenty-four (24) hours of college coursework. Any exceptions to the twenty-four (24) hour limitation must be requested in writing and shall be subject to approval by the Chancellor.
 - (2) Students who have documented proficiency in a non-English language equivalent to at least two (2) units of high school study may be exempted from the requirement of two (2) units of a foreign or non-English language.
 - (3) Any other requests for exceptions to the core curriculum requirement must be submitted in writing to the Chancellor. Upon approval of the exception, the student may be eligible for program benefits; provided, such approval may require the satisfaction of any core curriculum requirements omitted in high school or other educational program.
- (h) Students must attain a minimum 2.50 cumulative GPA on a 4.00 grading scale for all work attempted in grades nine through twelve.
- (i) Homeschool students and students graduating from a high school not accredited by the State Board of Education must achieve a composite score of 22 or higher on the ACT test or the equivalent SAT test score. Only ACT and SAT test scores reported on an official test report issued by ACT from for tests-administered on national test dates prior to the student's high school graduation will be considered. Beginning September 1, 2020, all test scores reported by ACT, including "superscores" as defined by ACT, will be considered. Scores from ACT residual tests will not be considered. SAT test scores will be considered in a manner comparable to ACT test scores.

610:25-23-5. Securing Program benefits [no changes]

610:25-23-6. Retaining eligibility in postsecondary education [no changes]

610:25-23-7. Payment of awards; policies and limitations

- (a) Eligible students enrolled at an institution in The Oklahoma State System of Higher Education shall have an award equivalent to their undergraduate resident nonguaranteed tuition paid to the institution on the student's behalf by an allocation from the Oklahoma Higher Learning Trust Fund [70 O.S. § 3953.1];
- (b) Eligible students enrolled in a duly accredited private Oklahoma institution of higher education [70 O.S. § 4103] shall have awards paid to the institution on the student's behalf by an allocation from the Oklahoma Higher Learning Access Trust Fund in an amount equivalent to the average undergraduate resident nonguaranteed tuition if the student were enrolled in a comparable institution of The Oklahoma State System of Higher Education. Comparability of institutions shall be determined by the OSRHE;
- (c) Eligible students enrolled in a postsecondary career technology program that meets the requirements to be eligible for federal student financial aid and is offered by a technology center school supervised by the State Board of Career and Technology Education ~~through a cooperative agreement between a public technology center and an institution of The Oklahoma State System of Higher Education~~ shall have an award equivalent to tuition paid, not exceeding the average amount the student would have received for comparable enrollment at a two-year institution within The Oklahoma State System of Higher Education, to the school or institution on the student's behalf by an allocation from the Oklahoma Higher Learning Access Trust Fund;
- (d) Funds shall be transferred by the OSRHE from the Oklahoma Higher Learning Access Trust Fund to the institution in which the student is enrolled. No funds shall be paid directly to the student;
- (e) Payment will not be allowed for courses taken in excess of those required for a baccalaureate degree;
- (f) Beginning with students graduating high school in 2017-2018 and thereafter, payment will be limited to 129 semester credit hours, or the equivalent, except as provided in the following. Students enrolled in a baccalaureate degree program that requires in excess of 129 semester credit hours or the equivalent, may receive payment for the number of semester credit hours required by the degree program. Students without a baccalaureate degree who are enrolled in a first professional degree program that does not require completion of a baccalaureate degree and that requires in excess of 129 semester credit hours or the equivalent, may receive payment for the number of semester credit hours required by the degree program up to a maximum of 150 semester credit hours or the equivalent. The Chancellor may approve exceptions to the limit for extraordinary or hardship circumstances including, but not limited to, sickness and injury.
- (g) Students will be eligible for the benefits outlined in this policy for five (5) years from the first date of postsecondary enrollment. The Oklahoma State Regents for Higher Education may award the Oklahoma Higher Learning Access Program benefits for courses of postsecondary units taken more than five (5) years after the student's first semester of postsecondary enrollment only in hardship circumstances; provided, however, no Oklahoma Higher Learning Access Program participant may receive benefits beyond a cumulative time period of five (5) years [70 O.S. § 2604]. Hardship circumstances may include, but are not limited to, sickness, injury, required military service, or service required by the student's religious or cultural traditions;
- (h) There will be no limit to the number of awards other than the amount of funds available or the number of eligible students. If sufficient funds are not available to provide awards for all eligible applicants, the OSRHE shall make awards on the basis of need;
- (i) Students who have previously received awards shall have priority over students applying for initial awards;
- (j) The Oklahoma State Regents for Higher Education shall take into consideration other grants and scholarships received by an eligible applicant when making awards [70 O.S. § 2604]. Award recipients may not receive financial aid in excess of his/her cost of attendance as determined by the institution in which the student is enrolled. The cost of attendance determined by the institution shall be consistent with

regulations for federal Title IV student financial aid programs. If necessary, an award shall be reduced by an amount which makes the student's total financial aid equivalent to the student's identified cost of attendance.

(k) Beginning with the 2018-2019 academic year, an award shall not include payment for non-credit remedial courses.

(l) If a student withdraws from a class in which he or she has received an award from the Oklahoma Higher Learning Access Program, the awarded funds shall be returned to the Oklahoma Higher Learning Access Program. This provision shall only apply to awarded funds when the student withdraws prior to the end of the add/drop period for the session in which the student is enrolled.

610:25-23-8. Administrative responsibilities [no changes]

610:25-23-9. "Heroes Promise" [no changes]

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
June 24, 2020

AGENDA ITEM #18:

Temporary Assistance to Needy Families.

SUBJECT: Allocation of funds to Oklahoma community colleges participating in the Temporary Assistance to Needy Families program pursuant to the contract with the Oklahoma Department of Human Services.

RECOMMENDATION:

It is recommended that the State Regents approve the community college TANF allocations in the amounts set forth herein pursuant to the contract between the Oklahoma Department of Human Services and the Oklahoma State Regents for Higher Education.

BACKGROUND:

Since the 1996 Welfare Reform Act was legislated, employment training programs at the community colleges tailored for recipients of TANF have been operational through funding provided through a contract between the Oklahoma Department of Human Services (OKDHS) and the Oklahoma State Regents for Higher Education (OSRHE). Ten community colleges have programs at 15 sites. There is also a TANF program at Oklahoma State University's (OSU) two technical branches, OSU Institute of Technology (OSUIT) and OSU-Oklahoma City (OSU-OKC).

Since July 1999, OKDHS and the OSRHE have entered into a separate contract to offer a job readiness program for TANF recipients at OSU-OKC. On July 1, 2018 the contract to offer a job readiness program was merged with the contract that offers employment training at the community colleges. The purpose of the job readiness program remains in effect and continues to offer intense job readiness skills and subsequent job search assistance to help TANF recipients become employed within 4-6 weeks. Many of the TANF recipients referred to this program have already received vocational training and have been unable to find employment.

POLICY ISSUES:

All State Regents' policies are observed in this program. This action is consistent with the State Regents' continuing commitment to enhance educational opportunities, credential and degree completion, and encourage coordination and cooperation between the OSRHE, State System institutions and other state agencies.

ANALYSIS:

A review of the community college TANF program continuation applications for FY21 by OKDHS and State Regents' staff resulted in the recommended amounts listed:

INSTITUTIONAL ALLOCATIONS

College	Amount
Carl Albert State College	\$280,318.66
Connors State College	\$110,413.37
Murray State College**	\$406,078.20
Northeastern Oklahoma A& M College	\$181,974.10
Northern Oklahoma College-Enid	\$169,105.00
Oklahoma City Community College	\$219,836.00
Oklahoma State University Institute of Technology – Okmulgee	\$149,871.00
Oklahoma State University – Oklahoma City	\$262,436.00
Redlands Community College	\$290,065.60
Rose State College	\$371,790.00
Seminole State College	\$181,186.50
Western Oklahoma State College*	\$103,500.00
* joint program with area technology center	
** a total of 4 program sites	
<hr/>	
Total Institutional Allocations	<u>\$2,726,574.43</u>

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
June 24, 2020

AGENDA ITEM #19-a:

Scholars for Excellence in Child Care.

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

RECOMMENDATION:

It is recommended that the State Regents approve the Scholars for Excellence in Child Care Scholars scholarship contract renewal in the amount of \$924,686 and program contract in the amount of \$1,466,426.

BACKGROUND:

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

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

POLICY ISSUES:

All State Regents' policies are observed in this program. This action is consistent with the State Regents' continuing commitment to enhance educational opportunities, credential and degree completion, and encourage coordination and cooperation between the OSRHE, State System institutions and other state agencies.

ANALYSIS:

The Scholars Program has achieved success since its inception. Through summer 2019, there have been approximately 443 child care providers that, through taking courses at the community colleges, have obtained a Child Development Associate, a nationally recognized credential; approximately 3,735 have earned a certificate of mastery and 1,159 an associate degree through the Scholars program initiative. There have been 383 directors/assistant directors who have obtained a Director's Certificate of Completion awarded through

the Scholars program. Twenty-eight scholars have received a bachelor's degree through the bachelor's scholarship.

Since spring 2007, the inception of the Early Education Pathway to Your CDA curriculum, area technology centers have offered on-line and classroom training to prepare students for the national CDA Credential. The Scholars program has provided a scholarship to assist with the cost. Since June 2019, approximately 471 child care providers in the state have obtained a national CDA Credential.

The contract and contract renewal will continue the program through FY21.

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

Attachments

STATE OF OKLAHOMA

DEPARTMENT OF HUMAN SERVICES

FIRST RENEWAL AND SECOND MODIFICATION OF CONTRACT

This Renewal of the current contract 20000526, PO# 0600526 is entered into by and between the Oklahoma Department of Human Services (“Department”) and the Oklahoma State Regents for Higher Education (“OSRHE”).

WHEREAS, on or about July 1, 2019, the Department and the OSRHE entered into an agreement effective July 1, 2019 through June 30, 2020 whereby the OSRHE agreed to administer the Scholars for Excellence in Child Care (Scholars), a comprehensive scholarship program for eligible child care providers attending two year colleges and technology centers pursuing education toward a Child Development Associate (CDA), Certificate of Mastery, Director’s Certificate of Completion, and associate of arts or science in child development/early childhood education, or a bachelor’s degree. (“Agreement”);

WHEREAS, the original contract is an amount not to exceed \$924,686

WHEREAS, the Contract Term section of the Agreement provides that after the initial one-year period, the Agreement may be renewed for three one-year periods at the level of services outlined in Attachments A&B;

WHEREAS, the Modification section of the Agreement provides that any modifications or amendments to the Agreement shall be in writing and agreed to by both the OSRHE and the Department;

WHEREAS, both parties desire to renew the Agreement for a one-year period and modify the Agreement as set forth below.

NOW, THEREFORE, in consideration of the premises, the mutual covenants hereinafter contained, and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the parties agree as follows:

I. Renewal

The contract amount is not to exceed \$924,686

Attachments A & B of the Agreement are hereby amended by deleting them entirely and substituting, in lieu thereof, the following:

See “Attachments A & B” attached hereto.

This Agreement shall be renewed for the first of three (3) one-year renewal periods. This renewal period shall be in effect for a period beginning July 1, 2020 and ending June 30, 2021.

Except as expressly amended and modified by this First Renewal and Second Modification, all provisions of the Agreement and Second Modification shall remain in full force and effect.

IN WITNESS WHEREOF, the parties have each caused this First Renewal and Second Modification to be executed as of the latter date written below as evidenced by the signatures of their respective duly authorized officers.

Oklahoma Department of Human Services

Oklahoma State Regents for Higher Education

By: _____
DHS Representative

By: _____
Glen D. Johnson, Chancellor

Date: _____

Date: _____

State of Oklahoma
Department of Human Services

CONTRACT

This agreement is entered into, effective July 1, 2020, by the Oklahoma Department of Human Services (hereinafter OKDHS) and the Oklahoma State Regents for Higher Education (hereinafter OSRHE). The OSRHE hereby offer and agree to provide education/training opportunities to assist child care employees in obtaining a Child Development Associate (hereinafter CDA) credential, Certificate of Mastery, Director's Certificate of Completion, an associate degree in early childhood education/child development or a bachelor's degree as described in Section V in accordance with the following terms and conditions.

I. Contract Allowable Cost And Payment Schedule

For and in consideration of the performance of this contract by OSRHE, OKDHS agrees to pay an amount not-to-exceed \$1,466,426 (One million four thousand sixty-six, four hundred twenty-six dollars) on for services agreed upon-herein (budget Attachment A). Payments will be made in accordance with written authorization by OKDHS on a quarterly basis. Billing shall be submitted in the format and in accordance with procedures prescribed by OKDHS. Payment for all services required herein will be made in arrears. OSRHE will be allowed to transfer budget authority from within the initial line items. Changes to budget authority greater than 10% must have prior approval from OKDHS. OKDHS will not make any advance payments.

II. Contract Term

It is agreed by both parties this agreement will be in effect for a period beginning July 1, 2020 and ending June 30, 2021. This agreement may be renewable for three one-year periods at the level of services outlined in Attachment A.

III. OSRHE will agree to provide the following:

1. Review, coordinate, and approve operating budgets for each institution's program;
2. Assist with the coordination of the State System community college and ~~pilot~~ four-year college programs in accordance with contract guidelines;
3. Assure compliance with contract requirements;
4. Reimburse program costs to approved participating community college and ~~pilot~~ four-year university programs;
5. Notify the Colleges of the assurances and responsibilities that the Colleges are obligated to meet pursuant to the contract. Approval of any subcontract will not relieve OSRHE of any responsibility for performance under this contract.
6. Assure accountability measures through the Scholars for Excellence in Child Care (Scholars) program's database to determine the project's success. In addition, information will be evaluated to determine any needed program adjustments.
7. In collaboration with OKDHS, and with input from institutions, continue to refine the duties and expectations for the position of scholar coordinator.

8. Conduct campus site visits or other evaluative measures as agreed upon by OKDHS on a yearly basis, or more frequently as needed, for the purposes of monitoring program goals, objectives and fiscal compliance to assure adherence to the contract and program guidelines.
9. Update the Scholars website within 30 days of significant program changes.
10. At the end of each semester provide a summary of activities and statistical data as submitted by the scholar coordinators; and at the end of the contract period provide a formal report detailing services that have been provided in the format prescribed by OKDHS. The annual report is due as part of claims documentation for the final billing.

IV. OSRHE will oversee and coordinate with community colleges to:

1. Assure all early childhood/child development courses that are appropriate incorporate Child Development associate (CDA) competencies established by the Council for Professional Recognition.
2. If not incorporated into courses taken toward CDA credential, offer CDA preparation workshops to be conducted by scholar coordinators or advise them to enroll in the Pathway to Your National Credential (Pathway) preparation module.
3. Provide an 18-credit hour certificate of mastery program consisting of 15 credit hours in early childhood education/child development and 3 hours of English composition for child care staff currently working in licensed child care facilities that articulates toward an associate of arts or science degree in early childhood education/child development in order to facilitate articulation to a four-year institution. A Certificate of Mastery could be earned through an associate of applied science degree if that degree articulates to a bachelor's degree without loss of any credit hours.
4. Assure the 28-credit hour Director's Certificate of Completion articulates toward an associate of arts or associate of science degree in early childhood education/child development in order to facilitate articulation to a four-year institution and toward an associate of applied science degree in child center administration.
5. After appropriate student assessment, ensure literacy is woven into all of the early childhood education/child development courses which may include, but not be limited to: independent reading and writing assignments, reading groups, computer-aided instruction, learning resource center assignments, instructional tutoring, etc.
6. Provide additional support services for students having difficulty or deficiencies with reading, writing, and math, as appropriate.
7. Offer early childhood education/child development courses in a variety of educational delivery modalities including, but not limited to: accelerated coursework (i.e., an 8-week period), non-traditional class times, distance learning or on-site training opportunities.
8. Ensure a seamless transfer of coursework equivalent to 6 credit hours, if a CDA credential has been received through a technology center, to an early childhood education/child development associate of arts or associate of science degree program to facilitate articulation.

9. Annually submit for approval to the State Regents' staff a detailed budget outlining the cost for the scholar coordinator's salary and benefits and anticipated operating costs to manage and oversee the program for 12 months.

10. Provide a program plan that details the scholar coordinator's program operations as outlined below (Attachment B-1- B-8).

11. Serve a minimum number of active program participants per semester as outlined in the OSRHE Scholars Guidebook (Attachment C);

12. Request approval from OSHRE and OKDHS for out of state travel for scholar coordinators, if applicable;

13. Ensure all financial aid and/or loans are applied to the scholar's educational costs prior to applying the program scholarship.

14. Ensure two-year colleges employ a scholar coordinator with, at a minimum, a bachelor's degree in early childhood education or child development. If the scholar coordinator is attending graduate school a copy of the class schedule must be submitted to OSRHE two weeks prior to commencement of classes.

15. Responsibilities of the scholar coordinator include, but are not limited to, the items contained in the Scholars for Excellence in Child Care Guidebook (Attachment C) under the "Program Guidelines" tab further identified under the heading "Scholar Coordinator Program Guidelines". Additionally, scholar coordinators must adhere to all requirements set forth in the Guidebook.

V. OSRHE will oversee and implement a bachelor degree scholarship program:

1. Eligibility for regional and comprehensive institutions to receive scholarship support will require an approved transfer agreement, by OSRHE and OKDHS staff, reflecting program-to-program acceptance of coursework with no loss of college hours for the scholar.

2. The participants must have been on the Scholar's program and graduated from a two-year college with an associate degree in early childhood education or child development, or an associate in applied science degree in ECE/CD administration or ECE/CD that meets the program-to-program transfer requirement.

3. OSRHE will employ an administrative support person who will work with the institutions that meet the program-to-program transfer standard.

4. OSRHE will provide copies of transfer agreements (or degree plans) to OKDHS prior to the approval of any scholarships for the bachelor's degree.

5. OSRHE will ensure all financial aid and/or loans are applied to the scholar's bachelor's degree educational costs prior to applying the program scholarship.

6. Will ensure that the administrative support person will have at a minimum a bachelor's degree.

A. VI. Department agrees to provide the following:

1. Conduct site visits to the participating college campuses as needed for the purposes of assessing or monitoring program, and to assure adherence to approved program purposes, goals and objectives;
2. Review and approve proposed SECC program plan and budgets in consultation with OSRHE's staff prior to OSRHE's approval.
3. At the six-month interval, evaluate programs from OSRHE's reports, monitoring reports and on-site visits, if needed, for program continuance or in developing a corrective action plan.

VII. OKDHS Financial Commitment

OKDHS will provide funding, based on approved institutional budgets, on a monthly reimbursement basis for a coordinator (salary and benefits) and the associated operating costs. An amount not to exceed 13.175% of program costs will be provided to OSRHE as an administrative fee.

VIII. Reporting/Accountability

It will be the responsibility of each institution's scholar coordinator to maintain reports/documentation in a form agreed upon by OKDHS and the OSRHE.

1. Institutions will be expected, among other things, to submit reports/documentation to the State Regents' staff on a monthly or semester basis or upon request, if needed. Documentation for monthly invoicing will be due by the 10th of the month.
2. OSRHE staff will submit invoice amounts to OKDHS no later than 45 days following the end of the month or quarter.
3. OKDHS will transfer funds to the OSRHE staff within 45 days upon receipt of an invoice.
4. OSRHE agrees that it has not contracted with another state agency to provide similar services as outlined herein.

IX. General Provisions

B. Billing

This is a cost reimbursement contract. Claims for reimbursement of services shall be submitted within (90) calendar days of the provision of services. Supporting encumbrances will be canceled upon a lapse of six months from the actual provision of services, unless specified otherwise in the contract. All claims for reimbursement must be submitted no later than October; after this date all funds will be canceled.

The State of Oklahoma has 45 days from presentation of a proper invoice to issue payment to the OSRHE.

In the event that any cost items claimed by the OSRHE are subsequently disallowed by OKDHS as cost items of the contract, the OSRHE shall repay OKDHS, on demand, the amount of any such disallowed items. At the discretion of OKDHS, OKDHS may deduct such amounts from subsequent payments to be made to the OSRHE without prejudice to the OSRHE's right to establish the allowability of any such item of cost under the contract.

The difference between the contract negotiated indirect rate and the federal allowable indirect rate is an in-kind state funded contribution made by two-year institutions.

B. Travel

The travel expenses to be incurred by the OSRHE pursuant to this contract for services shall be included in the total amount of the contract award. OKDHS will only pay travel expenses (including per diem) specified in and charged against the total amount of the contract award. In addition, OKDHS will not reimburse travel expenses in excess of the rate established by the Oklahoma State Travel Reimbursement Act, OKDHS policy. The OSRHE shall be responsible for all travel arrangements and providing supporting documentation when submitting claims for reimbursement.

C. Modification

Any modifications or amendments to the contract shall be in writing and agreed to by both the OSRHE and OKDHS.

D. Termination

It is agreed by both parties that this agreement may be terminated by notice in writing by either party 30 days before termination date.

E. Sub-Contracting

The service to be performed under this contract by OSRHE and the institutions shall not be subcontracted, in whole or in part, to any other person or entity without the written consent of OKDHS. The terms of this contract and such additional terms as OKDHS may require shall be included in any approved subcontract, and approval of any subcontract shall not relieve OSRHE of any responsibility for performance under this contract.

F. Disallowance of Claims

In the event that any payments are subsequently disallowed by federal or state authorities due to negligence/performance of OSRHE (and on behalf of the colleges), OSRHE agrees to reimburse OKDHS in an amount equal to the disallowance.

G. Supporting Documentation

The OSRHE assures that all costs billed will be supported by documentation that will include copies of paid invoices, payroll records and time reports and approved methods for application of indirect costs. The OSRHE further assures that all billings will be based on actual costs incurred. All costs billed will be supported by documentation that will include copies of invoices dated within the contract period.

H. Unavailability of Funding

OKDHS cannot guarantee the continued availability of funding for this Contract, notwithstanding the consideration stated herein. In the event funds to finance this Contract become unavailable, either in full or in part, due to insufficient funding, OKDHS may terminate the contract, or reduce the contract consideration, upon notice in writing to Contractor. The notice shall be delivered by certified mail, return receipt requested, or in person with written proof of delivery. OKDHS shall be the final authority as to the availability of funds. The effective date of such contract termination or reduction in consideration shall be specified in the notice, provided, that the funding adjustments stated in this paragraph shall not apply to payments made for services satisfactorily completed prior to the effective date of the termination or reduction. In the event of a reduction in Contract consideration, Contractor may work with OKDHS to reduce the Scope of Work proportionately or cancel this contract as of the effective date of the proposed reduction, upon advance written notice to OKDHS. Both parties shall make a good faith effort to reach mutual agreement on reasonable phase-out costs upon notice of termination or reduction of contract.

The OSRHE represents that it has, or will have by the date services are delivered, under its control, the personal services, labor and equipment, machinery or other facilities to perform work required from it pursuant to this agreement.

X. Assurances

OKDHS and OSRHE and Colleges will comply with Titles VI and VII of the Civil Rights Act of 1964, Executive order 11246, as amended, the Federal Regulations set forth in Title 45, Code of Federal Regulations, Part 80 (which implement PL 38-32), Civil Rights Act of 1964, Part 84 (which implements PL 93-112), Rehabilitation Act of 1973, part 90 (which implements PL 94-135), Age Discrimination Act of 1975), and Americans with Disability Act of 1990.

XI. Marketing

OKDHS retains ownership to all names, artwork, publications, web content and web domains associated with the services provided by the contractor on behalf of OKDHS. OKDHS will determine the overall branding of services (may include, but not limited to: name of the service, artwork or logos) provided by contractor on behalf of OKDHS. OKDHS and the Contractor agree to collaborate on the marketing of services provided by the contractor on behalf of OKDHS. OKDHS agrees that there may be reference to the contractor or designee in certain marketing publications.

All major publications or web content associated with a service provided on behalf of OKDHS, or paid by OKDHS, will be furnished to OKDHS prior to use or distribution.

Contractor agrees that the marketing terms will be complied with by all sub-contractors or grantees of the contractor providing services on behalf of OKDHS.

Representative for the
Oklahoma Department of Human Services

Glen D. Johnson, Chancellor
Oklahoma State Regents for Higher Education

Date: _____

Date: _____

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
June 24, 2020

AGENDA ITEM #19-b:

Scholars for Excellence in Child Care.

SUBJECT: Allocation of funds to Oklahoma community colleges participating in the Scholars for Excellence in Child Care program pursuant to contracts with the Oklahoma Department of Human Services.

RECOMMENDATION:

It is recommended that the State Regents approve the community college Scholars for Excellence in Child Care Program FY21 allocations in the amounts set forth below pursuant to the contract between the Oklahoma Department of Human Services and the Oklahoma State Regents for Higher Education.

BACKGROUND:

Since June 2000, the Oklahoma State Regents for Higher Education (OSRHE) and the Oklahoma Department of Human Services (DHS) have contracted to allow State System community colleges to participate in the Scholars for Excellence in Child Care (Scholars) program. Eight community colleges and Oklahoma State University-Oklahoma City have a Scholars program in place.

POLICY ISSUES:

All State Regents' policies are observed in this program. This action is consistent with the State Regents' continuing commitment to enhance educational opportunities, credential and degree completion, and encourage coordination and cooperation between the OSRHE, State System institutions and other state agencies.

ANALYSIS:

A review of the community college Scholars program continuation applications by DHS and State Regents' staff resulted in the following recommendations for FY21:

Community College	FY21 Allocation
Carl Albert State College	\$107,151
Northern Oklahoma College	\$157,863
Murray State College (Part-time)	\$33,671
Oklahoma City Community College	\$72,888
Oklahoma State University-Oklahoma City	\$76,395
Redlands Community College	\$125,322
Rose State College	\$97,666
Tulsa Community College	\$150,960
Western Oklahoma State College	\$83,680

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
June 24, 2020

AGENDA ITEM #20:

Task Force on the Future of Higher Education: Modernization, Efficiencies, and Innovations.

SUBJECT: Extension of Voluntary Governing Board Merger/Partnership Deadline until June 30, 2021.

RECOMMENDATION:

Based on the fiscal viability reviews of all 25 colleges and universities in the Oklahoma state system of higher education conducted by Huron Consulting, it is recommended that the State Regents extend the voluntary governing board merger/partnership deadline until June 30, 2021, to allow the State Regents time to fully evaluate the reports for each institution so that recommendations for mergers will be based on a thorough and comprehensive analysis of unique institutional strengths, challenges, and operational contexts.

BACKGROUND:

Given the changing landscape of higher education, at their meeting on Thursday, March 23, 2017, the State Regents approved the formation of a citizens' Task Force on the Future of Higher Education to undertake an extensive planning initiative that will position the Oklahoma state system of higher education to better meet current and future challenges. The efforts of the Task Force emphasized the state system's focus on modernization, efficiencies, and innovation.

The State Regents accepted membership for the Task Force on the Future of Higher Education at their meeting on Thursday, April 20, 2017. The Task Force was comprised of the State Regents, private citizens, college and university representatives, and the designees of Governor Mary Fallin, Speaker of the Oklahoma House of Representatives Charles McCall, and Senate President Pro Tempore Mike Schulz. Citizen members of the Task Force were well-respected Oklahomans who come from a variety of professional and educational backgrounds and represent different geographic regions within the state.

Dr. William E. "Brit" Kirwan, Chancellor Emeritus of the University System of Maryland, served as lead advisor to the task force. Dr. Kirwan is a senior fellow at the Association of Governing Boards of Universities and Colleges (AGB) and previously served as president of The Ohio State University and the University of Maryland. Dr. Sally Mason, President Emerita of the University of Iowa, and Mr. Ken Kneeven also served as AGB consultants to the Task Force.

The Task Force convened in May 2017 to begin developing recommendations that would best position Oklahoma's state system of higher education to meet the future challenges of maintaining accessibility and affordability without compromising educational quality.

The work of the Task Force was primarily conducted through four subcommittees:

- College Degree Completion and Workforce Development Initiatives;
- Academic Program Innovations and Online Education;
- System Structure; and
- Fiscal Solutions, Efficiencies, Affordability, and Technology.

Members were assigned to one of these four subcommittees, which met regularly from June through November 2017. During subcommittee meetings, members studied best practices across the nation and in Oklahoma and discussed how to develop recommendations that could be successfully implemented in Oklahoma. Subcommittee progress reports were provided during meetings of the full Task Force on September 6, 2017 and October 18, 2017.

While each subcommittee had a specific focus, certain common themes emerged from the work of the subcommittees. These included:

- The power of predictive analytics.
- Development of microcredentials to meet workforce needs in real time.
- Increased financial support from the Legislature for the concurrent enrollment program to advance degree completion efforts.
- Dedicated focus on adult student programs, scholarships, and credit for prior learning.
- Scaling delivery of online education.
- Consolidation of administrative structures and functions.
- Reemployment of cost savings to support the mission of the institution.

After months of study and deliberations, the Task Force unanimously voted to approve all subcommittee recommendations and the full report at its meeting on January 31, 2018. At their meeting on February 1, 2018, the Oklahoma State Regents for Higher Education unanimously accepted the Task Force on the Future of Higher Education's *Report on the Future of Higher Education*, which outlines the Task Force's assessment process and recommendations to strengthen Oklahoma public higher education.

POLICY ISSUES:

The System Structure Subcommittee of the State Regents' Task Force on the Future of Higher Education reviewed institutional governance models, missions, and geographic service regions. System Structure Subcommittee recommendations focused on streamlining academics, student services, and administration through the consolidation of certain institutional governing boards. Specifically, the System Structure Subcommittee made the following recommendation:

Governing boards with authority for a single institution should be given a period until June 30, 2019, to enter into voluntary mergers/partnerships with the University of Oklahoma Board of Regents, the Oklahoma A&M Board of Regents, or the Regional University System of Oklahoma Board of Regents. After June 30, 2019, the State Regents will recommend that remaining institutions be governed by or merged with the University of Oklahoma Board of Regents, the Oklahoma A&M Board of Regents, or the Regional University System of Oklahoma Board of Regents, with the exception of any two-year community college that is a land-grant institution (Northern Oklahoma College) or receives local ad valorem funding (Oklahoma City Community College, Rose State College, and Tulsa Community College), which would retain their own respective governing boards. Two-year community colleges or governing boards with a single

institution should be governed by or merged with the University of Oklahoma Board of Regents, the Oklahoma A&M Board of Regents, or the Regional University System of Oklahoma Board of Regents. Following the merger, regents and trustees currently serving on the governing boards for single institutions will be converted to advisory board positions with gubernatorial appointments.

ANALYSIS:

While several discussions have been ongoing between institutions regarding the merger/partnership of governing boards, it must be acknowledged that such a significant change in higher education governance should not be undertaken lightly.

Accordingly, at their meeting on June 26, 2019, the State Regents extended the voluntary merger period until June 30, 2020, to provide time for Huron Consulting to complete the fiscal reviews and long-term viability assessments of all 25 state system colleges and universities. These reviews resulted from the recommendations of the State Regents' Task Force on the Future of Higher Education.

In the *OSRHE Comprehensive System Report: Financial Fiscal Review and Long-term Viability Assessment Discussion Document* presented at the May 28, 2020, State Regents meeting, Huron Consulting concluded that in order to minimize the burden of future revenue declines, institutions will need to significantly cut expenditures, dip into reserves, or begin consideration of the following strategies:

- mergers and/or closures;
- reduction/realignment of academic programming;
- reorientation of programs towards job markets;
- mission right-sizing;
- administrative cost reduction strategies; and
- space utilization analyses.

This summary report and accompanying detailed reports on each institution provide important information for the State Regents to utilize in making comprehensive and strategic recommendations regarding future mergers within Oklahoma's state system of higher education.

Given the amount of data provided by Huron Consulting, a considerable amount of time will be required from the State Regents and staff to analyze the financial positions of each institution, solicit input from key stakeholders, and form final recommendations for institutional mergers/partnerships. Additionally, this process must take into account the significant financial strain that the COVID-19 pandemic has placed on Oklahoma's public colleges and universities, which was not reflected in the original reports prepared by Huron Consulting due to the timing of the pandemic. The production of updated supplemental reports providing this information may be required.

Accordingly, it is recommended that the deadline for governing boards with authority for a single institution to enter into voluntary mergers/partnerships with the University of Oklahoma Board of Regents, the Oklahoma A&M Board of Regents, or the Regional University System of Oklahoma Board of Regents be extended until June 30, 2021, to allow the State Regents sufficient time to analyze the data produced by Huron Consulting and develop a long-term strategy for the structure of Oklahoma's higher education system.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
June 24, 2020

AGENDA ITEM #21-a:

Programs.

SUBJECT: Program Modifications. Approval of institutional requests.

RECOMMENDATION:

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

BACKGROUND:

University of Oklahoma (OU)
1 degree program option addition

University of Oklahoma College of Law (OU-LAW)
1 degree program requirement change

Rogers State University (RSU)
29 degree program requirement changes

Southeastern Oklahoma State University (SEOSU)
3 degree program requirement changes

Oklahoma State University Institute of Technology (OSU-IT)
1 degree program requirement change

Seminole State College (SSC)
1 degree program requirement change

POLICY ISSUES:

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

ANALYSIS:

OU - Master of Human Relations in Human Relations (329)

Degree program option additions

- Add options:
 - Diversity, Equity, and Social Justice.
 - Inclusive Leadership.
- The proposed options will better prepare students for employment.
- Two new courses will be added and no courses will be deleted.

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

OU-LAW – Juris Doctor in Law (148)

Degree program requirement change

- Change admission criteria:
Accept other graduate school admission tests of suitable rigor, such as the Graduate Record Examination (GRE), in addition to the Law School Admissions Test (LSAT).

This proposed change will increase the diversity of applicants.

Requested changes is contingent on approval of the change to OU College of Law admission policy modification (see associated agenda item).

No new courses will be added and no courses will be deleted.

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

RSU - Associate in Arts in Social Sciences (019)

Degree program requirement changes

Remove ORIE 1151, PSY 3023, and SBS 3033.

Add UNIV 1152, PSY 3413, and SOC 3413.

- The proposed changes will improve first-time-entering freshman retention and degree completion.

Three new courses will be added and three courses will be deleted.

Total credit hours for the degree program will change from 65 to 67.

No funds are requested from the State Regents.

RSU - Bachelor of Science in Social Science (110)

Degree program requirement changes

Remove SBS 3033 and ORIE 1151.

Add UNIV 1152.

Change credit hours required for Program Core from 24 to 21.

Change credit hours required for Free Electives from 8-14 to 5-11.

- The proposed changes will improve first-time-entering freshman retention and degree completion.

One new course will be added and one course will be deleted.

Total credit hours for the degree program will change from 124 to 120.

No funds are requested from the State Regents.

RSU - Bachelor of Science in Biology (112)

Degree program requirement changes

Remove ORIE 1151 and add UNIV 1152.

- The proposed changes will improve first-time-entering freshman retention and completion.

Change credit hours required for Selected Electives from 11 to 9.

One new course will be added and one course will be deleted.

Total credit hours for the degree program will not change.

No funds are requested from the State Regents.

RSU - Bachelor of Arts in Communications (114)

Degree program requirement changes

Remove ORIE 1151 and add UNIV 1152.

Change credit hours required for Free Electives from 4-10 to 2-8.

- The proposed changes will improve first-time-entering freshman retention and completion.

One new course will be added and one course will be deleted.
Total credit hours for the degree program will not change.
No funds are requested from the State Regents.

RSU - Bachelor of Arts in Liberal Arts (109)

Degree program requirement changes
Remove ORIE 1151 and add UNIV 1152.
Change credit hours required for Free Electives from 10-16 to 8-14.

- The proposed changes will improve first-time-entering freshman retention and completion.

One new course will be added and one course will be deleted.
Total credit hours for the degree program will not change.
No funds are requested from the State Regents.

RSU - Bachelor of General Studies in General Studies (126)

Degree program requirement changes
Remove ORIE 1151 and add UNIV 1152.
Change credit hours required for Free Electives from 1-19 to 0-17.

- The proposed changes will improve first-time-entering freshman retention and completion.

One new course will be added and one course will be deleted.
Total credit hours for the degree program will not change.
No funds are requested from the State Regents.

RSU - Bachelor of Fine Arts in Visual Arts (119)

Degree program requirement changes
Remove ORIE 1151 and add UNIV 1152.
Change credit hours required for Free Electives from 0-6 to 0-4.

- The proposed changes will improve first-time-entering freshman retention and completion.

One new course will be added and one course will be deleted.
Total credit hours for the degree program will not change.
No funds are requested from the State Regents.

RSU - Bachelor of Arts in History (127)

Degree program requirement changes
Remove ORIE 1151 and add UNIV 1152.
Change credit hours required for Free Electives from 13-19 to 11-17.

- The proposed changes will improve first-time-entering freshman retention and completion.

One new course will be added and one course will be deleted.
Total credit hours for the degree program will not change.
No funds are requested from the State Regents.

RSU - Bachelor of Arts in Military History (124)

Degree program requirement changes
Remove ORIE 1151 and add UNIV 1152.
Change credit hours required for Free Electives from 6-12 to 4-10.

- The proposed changes will improve first-time-entering freshman retention and completion.

One new course will be added and one course will be deleted.
Total credit hours for the degree program will not change.
No funds are requested from the State Regents.

RSU - Bachelor of Arts in Public Affairs (123)

Degree program requirement changes

Remove ORIE 1151 and add UNIV 1152.

Change credit hours required for Free Electives from 3-9 to 1-7.

- The proposed changes will improve first-time-entering freshman retention and completion. One new course will be added and one course will be deleted. Total credit hours for the degree program will not change. No funds are requested from the State Regents.

RSU - Bachelor of Science in Community Counseling (120)

Degree program requirement changes

Remove ORIE 1151 and add UNIV 1152.

Change credit hours required for Free Electives from 2-8 to 0-6.

- The proposed changes will improve first-time-entering freshman retention and completion. One new course will be added and one course will be deleted. Total credit hours for the degree program will not change. No funds are requested from the State Regents.

RSU - Bachelor of Science in Business Administration (113)

Degree program requirement changes

Remove ORIE 1151 and add UNIV 1152.

Change credit hours required for Selected Electives from 11-20 to 9-18.

- The proposed changes will improve first-time-entering freshman retention and completion. One new course will be added and one course will be deleted. Total credit hours for the degree program will not change. No funds are requested from the State Regents.

RSU - Bachelor of Science in Sport Management (122)

Degree program requirement changes

Remove ORIE 1151 and add UNIV 1152.

Change credit hours required for Selected Electives from 18-19 to 16-17.

- The proposed changes will improve first-time-entering freshman retention and completion. One new course will be added and one course will be deleted. Total credit hours for the degree program will not change. No funds are requested from the State Regents.

RSU - Bachelor of Science in Allied Health Sciences (025)

Degree program requirement changes

Remove ORIE 1151 and add UNIV 1152.

Change credit hours required for Selected Electives from 5-8 to 3-6.

- The proposed changes will improve first-time-entering freshman retention and completion. One new course will be added and one course will be deleted. Total credit hours for the degree program will not change. No funds are requested from the State Regents.

RSU - Bachelor of Science in Business Information Technology (108)

Degree program requirement changes

Remove ORIE 1151 and add UNIV 1152.

Change credit hours required for Selected Electives from 12 to 10.

- The proposed changes will improve first-time-entering freshman retention and completion. One new course will be added and one course will be deleted. Total credit hours for the degree program will not change. No funds are requested from the State Regents.

RSU - Bachelor of Technology in Applied Technology (107)

Degree program requirement changes

Remove ORIE 1151 and add UNIV 1152.

Change credit hours required for Selected Electives from 9 to 7.

- The proposed changes will improve first-time-entering freshman retention and completion.

One new course will be added and one course will be deleted.

Total credit hours for the degree program will not change.

No funds are requested from the State Regents.

RSU - Bachelor of Science in Justice Administration (115)

Degree program requirement changes

Remove ORIE 1151 and add UNIV 1152.

Change credit hours required for Selected Electives from 3-10 to 1-8.

- The proposed changes will improve first-time-entering freshman retention and completion.

One new course will be added and one course will be deleted.

Total credit hours for the degree program will not change.

No funds are requested from the State Regents.

RSU - Associate in Science in Biological Science (003)

Associate in Arts in Elementary Education (011)

Degree program requirement changes

Remove ORIE 1151 and add UNIV 1152.

- The proposed changes will improve first-time-entering freshman retention and completion.

One new course will be added and one course will be deleted.

Total credit hours for the degree programs will change from 64 to 66.

No funds are requested from the State Regents.

RSU - Associate in Arts in Liberal Arts (023)

Associate in Arts in Secondary Education (012)

Associate in Arts in Accounting (043)

Degree program requirement changes

Remove ORIE 1151 and add UNIV 1152.

- The proposed changes will improve first-time-entering freshman retention and completion.

One new course will be added and one course will be deleted.

Total credit hours for the degree programs will change from 62 to 64.

No funds are requested from the State Regents.

RSU - Associate in Arts in Business Administration (004)

Associate in Arts in Criminal Justice Studies (121)

Degree program requirement changes

Remove ORIE 1151 and add UNIV 1152.

- The proposed changes will improve first-time-entering freshman retention and completion.

One new course will be added and one course will be deleted.

Total credit hours for the degree programs will change from 65 to 67.

No funds are requested from the State Regents.

RSU - Associate in Applied Science in Applied Technology (111)

Degree program requirement changes

Remove ORIE 1151 and add UNIV 1152.

- The proposed changes will improve first-time-entering freshman retention and completion.

One new course will be added and one course will be deleted.
Total credit hours for the degree program will change from 61 to 62.
No funds are requested from the State Regents.

RSU - Associate in Science in Physical Science (028)

Degree program requirement changes
Remove ORIE 1151 and add UNIV 1152.

- The proposed changes will improve first-time-entering freshman retention and completion. One new course will be added and one course will be deleted.
- Total credit hours for the degree program will change from 62-64 to 64-66.
No funds are requested from the State Regents.

RSU - Bachelor of Science in Nursing (128)

Degree program requirement changes
Remove ORIE 1151 and add UNIV 1152.

- The proposed changes will improve first-time-entering freshman retention and completion. One new course will be added and one course will be deleted.
- Total credit hours for the degree program will change from 123 to 125.
No funds are requested from the State Regents.

RSU - Bachelor of Science in RN to BSN (118)

Degree program requirement changes
Remove ORIE 1151 and CHEM 1315.
Add UNIV 1152.

- Add Anatomy and Physiology as an alternative for BIOL 3204.
- Change required credit hours for Science and Mathematics from 12 to 11-12.
- Change required credit hours for Electives from 3 to 3-4.
- The proposed changes will improve first-time-entering freshman retention and completion and provide students with more flexibility.

One new course will be added and one course will be deleted.
Total credit hours for the degree program will change from 120 to 122.
No funds are requested from the State Regents.

RSU - Associate in Science in Computer Science (097)

Degree program requirement changes
Remove ORIE 1151 and add UNIV 1152.

- The proposed changes will improve first-time-entering freshman retention and completion. One new course will be added and one course will be deleted.
- Total credit hours for the degree program will change from 65-66 to 67-68.
No funds are requested from the State Regents.

SEOSU – Master of Business Administration in Business Administration (075)

Degree program option additions and degree program requirement changes

- Add options:
 - Data Analytics.
 - Project Management.
 - The proposed options will enhance students' marketability in the career field.

Remove MNGT 5453 and MNGT 5773.

- Change credit hours required for Core Courses from 30 to 24.
- Change credit hours required for Concentrations from 6 to 12.

Add MNGT 5453 and MNGT 5773 to the Management, Entrepreneurship, Health Care Information Systems, General MBA, Marketing, International Business, and Accounting Concentrations.

Add SFTY 5123 and SFTY 5153 to the Safety Concentration.

Add FIN 5643 and FIN 5523 to the Finance Concentration.

Add AVIA 5103 and AVIA 5203 to the Aerospace Logistics Concentration.

Add COMM 5133 and COMM 5143 to the Strategic Communication Concentration.

Add COMM 5573 and COMM 5583 to the Women in Leadership Concentration.

Remove NAL 5013 and add NAL 5123, NAL 5153, and NAL 5223 for the Native American Leadership Concentration.

Remove MNGT 5443 and add MNGT 5463 and MNGT 5873 for the Human Resource Management Concentration.

Remove MNGT 5533 and add MNGT 5453 and MNGT 5773 for the Hospitality Management Concentration.

- The proposed changes will better prepare students for employment.

Sixteen new courses will be added and no courses will be deleted.

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

SEOSU – Master of Science in Occupational Safety & Health (107)

Degree program requirement changes

- Change admission criteria:

Add Certified Safety Professional (CSP) or Certified Industrial Hygienist (CIH) designation as an alternative for a bachelor of science degree in Occupational Safety and Health or a related field.

For applicants that do not have an undergraduate degree in safety and health or related field, a CSP or CIH designation, little or no safety related job experience:

- Remove requirement to attain a minimum of a 2.75 GPA on all undergraduate work completed and 3.0 minimum GPA in all occupational safety courses completed.
- Remove requirement to complete Introduction to Occupational Safety and Health, and Introduction to Fire Science courses.
- Add requirement to complete leveling courses with a minimum of a C or better.
- Add caveat that some subject matter leveling courses may be waived at the discretion of the department chair based on safety job experience.

Remove conditional admission option.

- The proposed changes will clarify admissions requirements for prospective students and better align the program's admission criteria with that of the School of Graduate and University Studies.

No new courses will be added and no courses will be deleted.

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

SEOSU – Master of Education in Curriculum and Instruction (110)

Degree program requirement changes

- For the English Education option:

Remove EDUC 5113.

Add ENG 5103, ENG 5203, ENG 5323, ENG 5533, and ENG 5943 as alternatives for ENG 5113, ENG 5403, and ENG 5983.

Add requirement to choose 12 credit hours for the Emphasis.

- The proposed changes will provide students with more flexibility and better prepare them for their career goals.

One new course will be added and no courses will be deleted.

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

OSU-IT - Associate in Applied Science in Industrial Maintenance Technologies (112)

Degree program requirement changes

- Remove SEIM 2433.
- Add SEIM 1233.
- For Natural Gas Compression Technologies option:
 - Remove SEGC 1233.
 - Add SEGC 1313.
- For Plant Maintenance Technologies option:
 - Change required credit hours from 15 to 18.
 - Add SEIM 2433.
 - Change credit hours for Electives from 12 to 9.
- The proposed changes are recommendations from the program's advisory committee and better prepare students for their career goals.
- One new course will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

SSC – Associate in Science in Agriculture (234)

Degree program requirement changes

Change the credit hours required for Major Field Electives and Support from 6-8 to 6.

The proposed changes will improve students' ability to transfer to an agriculture program at a four-year institution.

Four new courses will be added and seven courses will be deleted.

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

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AGENDA ITEM #21-b:

Suspensions.

SUBJECT: Approval of institutional requests.

RECOMMENDATION:

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

BACKGROUND:

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

- Certificate in Biotechnology (261)

POLICY ISSUES:

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

ANALYSIS:

TCC requested authorization to suspend the Certificate in Biotechnology (261).

- TCC reports low student demand, and suspension of the program will provide time to determine the future of the program.
- This suspension is effective beginning the 2020-2021 academic year.
- TCC will reinstate or delete the program by June 30, 2023.

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AGENDA ITEM #21-c:

Reinstatement.

SUBJECT: Approval of request from Seminole State College to reinstate a suspended program.

RECOMMENDATION:

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

BACKGROUND:

Seminole State College (SSC) requested authorization to reinstate the Associate in Applied Science in Applied Technology (120) which was suspended May 30, 2015.

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

POLICY ISSUES:

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

ANALYSIS:

The Associate in Applied Science in Applied Technology (120) was suspended May 30, 2015 due to low enrollment. SSC indicates plans to create program options in high need areas through new cooperative agreements with career technology centers that will attract new students.

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

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

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AGENDA ITEM #21-d:

Reconciliation.

SUBJECT: Approval of institutional requests.

RECOMMENDATION:

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

BACKGROUND:

The University of Oklahoma (OU) requested degree program modifications for the Bachelor of Fine Arts in Musical Theatre (342) to reconcile institutional practice with official degree program inventory.

POLICY ISSUES:

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

ANALYSIS:

OU requested degree program modifications for the Bachelor of Fine Arts in Musical Theatre (342), which were approved by the State Regents at their April 28, 2020 meeting. The item incorrectly indicated to add MTHR 4162 to the Musical Theatre Performance Emphasis. The correct course to be added is MTHR 4173. In addition, the item did not indicate that DRAM 1411 will be added and the number of drama electives will be changed to three credit hours for the Drama Support Emphasis. This action will correct these errors and reconcile institutional practice with official degree program inventory.

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AGENDA ITEM #21-e (1):

Electronic Delivery.

SUBJECT: Northeastern Oklahoma A&M College. Approval to offer the following existing programs via electronic delivery: the Associate in Arts in Criminal Justice, the Associate in Arts in Early Childhood Education, and the Associate in Arts in Social Sciences.

RECOMMENDATION:

It is recommended that the State Regents approve Northeastern Oklahoma A&M College's requests to offer the following existing programs via electronic delivery: the Associate in Arts in Criminal Justice, the Associate in Arts in Early Childhood Education, and the Associate in Arts in Social Sciences.

BACKGROUND:

Northeastern Oklahoma A&M College (NEOAMC) is currently approved to offer the following degree programs via electronic delivery:

- Associate in Science in Business Administration (008);
- Associate in Applied Science in Business Administration Technology (032);
- Associate in Arts in General Studies (110);
- Certificate in Management and Marketing (Less than Two Years) (082);
- Certificate in Management and Marketing (Less than One Year) (100);
- Associate in Arts in Enterprise Development (675); and
- Associate in Science in Enterprise Development (676).

NEOAMC's governing board approved offering the Associate in Arts in Criminal Justice (013), the Associate in Arts in Early Childhood Education (120), and the Associate in Arts in Social Sciences (044) online at their December 7, 2018 meeting. NEOAMC requests authorization to offer these existing programs via electronic delivery, as outlined below.

POLICY ISSUES:

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

ANALYSIS:

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

Associate in Arts in Criminal Justice (013)

Demand. The Associate in Arts in Criminal Justice (013) program is designed to prepare students for transfer to a bachelor's degree program in criminal justice or related fields. The program also serves students who are seeking an associate degree for entry into the workforce or who desire to apply for training programs that require an associate degree for admission, such as the highway patrol academy. According to Oklahoma Employment Security Commission (OESC) data, employment for probation officers and correctional treatment specialists will grow 4.8 percent with an average of 120 openings per year across the state and employment for detectives and criminal investigators will grow 6.8 percent with an average of 60 openings per year in Northeast Oklahoma from 2016 to 2026.

NEOAMC offers three sections of American History online and three sections of American Government online each fall and spring semester. These courses meet general education requirements for multiple degree programs, including the Associate in Arts in Criminal Justice (013) program. Enrollment in these sections are full with 30 students each semester. Additionally, NEOAMC offers one section of American History and one section of American Government online each summer session. These sections average 28-30 students every summer. Considering the significant demand for online courses at NEOAMC and the employment demand in Oklahoma in this field, there will be great student interest in online delivery of this program at NEOAMC.

Associate in Arts in Early Childhood Education (120)

Demand. The Early Childhood Education (120) program serves participants in the Oklahoma Scholars for Excellence in Child Care program. Students with a Child Development Associate credential receive six (6) hours of credit applicable to the degree program through prior learning assessment. In addition, students who complete the Certificate in Child Development (121) program can apply all 18 credit hours to the associate degree program. A majority of the students with one or both of these credentials are working in the field. The option to complete the associate degree online will provide these students the flexibility to continue their education while working. OESC data suggest that employment for preschool teachers will grow 11.3 percent statewide and 7 percent in northeast Oklahoma from 2016 to 2026.

Associate in Arts in Social Sciences (044)

Demand. The Associate in Arts in Social Sciences (044) program is designed to prepare students for transfer to a bachelor's program in secondary education, social sciences, pre-law, and other liberal arts programs. The social science courses may be taken by students in other majors to meet the general education requirements and specific program requirements. All courses can be used to meet the requirements for the General Studies program, previously approved for electronic delivery. Enrollment in NEOAMC's online social science course sections fill quickly every fall, spring, and summer semester.

Graduates with a social science degree may pursue a number of occupations in various fields with promising projections for employment. For example, OESC data suggest that employment of teacher assistants will grow 7.7 percent, employment of social and human services assistants will grow 11 percent, and employment of library technicians will grow 9.5 percent from 2016 to 2026. In addition, the OESC projects

that employment in local government agencies, excluding casinos, casino hotels, education and hospitals will grow 10.1 percent over the next few years.

Delivery method. Courses required for these programs will be delivered through Canvas. Features used will include, but will not be limited to, announcements, modules, discussions, assignment upload, quizzes/exams, email, calendar of due dates, and the syllabus. Students can also access Smarthinking online tutoring through Canvas. NEOAMC faculty adopted ProctorU as the proctoring service for proctored exams from a distance. Additionally, faculty have a Zoom Pro account that may be used for synchronous conferencing.

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

Duplication and impact on existing programs. A system wide letter of intent was communicated by email on April 6, 2020. None of the State System institutions notified State Regents' staff of a protest to the proposed delivery method of the existing programs. Due to employment demand, approval will not constitute unnecessary duplication.

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

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AGENDA ITEM #21-e (2):

Electronic Delivery.

SUBJECT: Seminole State College. Approval to offer the following existing programs via electronic delivery: the Associate in Applied Science in Business Operations, the Associate in Arts in Childhood Development, the Associate in Science in Computer Science, the Associate in Arts in Liberal Studies, the Associate in Science in Psychology, and the Associate in Arts in Social Sciences.

RECOMMENDATION:

It is recommended that the State Regents approve Seminole State College's requests to offer the following existing programs via electronic delivery: the Associate in Applied Science in Business Operations, the Associate in Arts in Childhood Development, the Associate in Science in Computer Science, the Associate in Arts in Liberal Studies, the Associate in Science in Psychology, and the Associate in Arts in Social Sciences.

BACKGROUND:

Seminole State College (SSC) is currently approved to offer the following degree programs via electronic delivery:

- Associate in Arts in Enterprise Development (675);
- Associate in Science in Enterprise Development (676); and
- Certificate in Early College (232).

SSC's governing board approved offering the existing the Associate in Applied Science in Business Operations (114), the Associate in Arts in Childhood Development (228), the Associate in Science in Computer Science (226), the Associate in Arts in Liberal Studies (205), the Associate in Science in Psychology (202), and the Associate in Arts in Social Sciences (215) online at their May 21, 2020 meeting. SSC requests authorization to offer these existing programs via electronic delivery, as outlined below.

POLICY ISSUES:

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

ANALYSIS:

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

Associate in Applied Science in Business Operations (114)

Demand. The Associate in Applied Science in Business Operations (114) prepares students to obtain entry level positions in business settings. According to the Oklahoma State Regents for Higher Education (OSRHE) Workforce and Development Profile, business management and administration students from SSC are employed at a rate of 80.47 percent. The Oklahoma Employment Security Commission (OESC) projects growth from 2016 to 2026 for some positions that might attract program graduates such as tax preparer (16.5 percent), billing and posting clerk (10.3 percent), and loan interviewer and clerk (17.2 percent).

Offering the Associate in Applied Science in Business Operations (114) program online will help SSC to attract more students who work during the day. In addition, SSC faculty have plans to meet with Gordon Cooper Career Technology, Wes Watkins Career Technology, and Pontotoc Career Technology to create agreements so that students can receive credit at SSC for specific courses taken at the career technology centers that will meet requirements for this program.

Associate in Arts in Childhood Development (228)

Demand. The results from the Child Development (228) degree program review in 2016-17 indicate that approximately 51 students select the program each year and about 14 successfully complete the program annually. Relative to the number of students declaring Child Development as a major, the graduation rate is 27.5 percent. The average graduation rate across all degree programs at SSC is 27 percent. Although the face to face program is successful, offering the program completely online will provide additional students the flexibility to complete the degree while working. Additionally, OESC data suggest that employment for preschool teachers will grow 11.3 percent statewide from 2016 to 2026.

Associate in Science in Computer Science (226)

Demand. Enrollment in the Computer Science (226) program has increased over the past few years. The results from the program review in 2016-17 indicate that approximately 28 students select the program each year and about five students graduate from the program annually. According to OSRHE's Workforce and Development Profile, computer science students from SSC are employed at a rate of 83.5 percent. OESC data suggest that employment of web developers will grow 10.6 percent, and employment of computer network support specialists will grow 11.5 percent from 2016 to 2026. In addition, web developer is considered a critical occupation in Oklahoma. Considering the strength of the Computer Science (226) program and high employment demand, there will be great student interest in online delivery of this program at SSC.

Associate in Arts in Liberal Studies (205)

Associate in Science in Psychology (202)

Associate in Arts in Social Sciences (215)

Demand. The Associate in Arts in Liberal Studies (205), Associate in Science in Psychology (202), and Associate in Arts in Social Sciences (215) programs are designed to prepare students for transfer to bachelor's degree programs in English, psychology, sociology, and other liberal arts programs. Enrollment

in these three degree programs has been strong over the past five years (i.e., 598 declared majors for the Liberal Studies (205) program, 143 declared majors for the Psychology (202) program, 139 declared majors for the Social Sciences (215) program). In addition, graduates from these programs typically fare well in the job market. According to OSRHE's Workforce and Development Profile, Psychology (202) program graduates from SSC are employed at a rate of 77 percent and Social Sciences (215) program graduates are employed at a rate of 63 percent. There are promising projections for employment in a number of occupations in various fields that graduates from the three degree programs may pursue. For example, OESC data suggest that employment of teacher assistants will grow 7.7 percent, employment of social and human services assistants will grow 11 percent, and employment of library technicians will grow 9.5 percent from 2016 to 2026. Online delivery of these programs will enable SSC students who work full-time to more easily complete their degrees and prepare for transfer to four-year institutions.

Delivery method. The Desire2Learn Brightspace learning management system will be used for asynchronous learning. The major features that facilitate learning include announcements, discussion board, service desk, and tutorials. Zoom, Microsoft Teams, and GoTo Meeting will be used for synchronous learning.

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

Duplication and impact on existing programs. A system wide letter of intent was communicated by email on April 13, 2020. None of the State System institutions notified State Regents' staff of a protest to the proposed delivery method of the existing programs. Due to employment demand, approval will not constitute unnecessary duplication.

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

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AGENDA ITEM #21-f:

State Authorization Reciprocity Agreement.

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

RECOMMENDATION:

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

BACKGROUND:

On May 29, 2015, the State Regents approved Oklahoma’s participation in the State Authorization Reciprocity Agreement (SARA). The Southern Regional Education Board approved Oklahoma as a SARA state on June 29, 2015, and most recently renewed that approval on June 5, 2019.

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

POLICY ISSUES:

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

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

STAFF ANALYSIS:

Prior to June 24, 2020, State Regents’ staff received a SARA application from Bacone College. As a result of meeting the SARA eligibility requirements, Bacone College was approved by the Chancellor to participate in SARA. State Regents’ ratification is requested.

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AGENDA ITEM #21-g (1):

Operations.

SUBJECT: Ratification of purchases in excess of \$25,000 for FY2020.

RECOMMENDATION:

It is recommended that the State Regents ratify purchases in amounts in excess of \$25,000 but not in excess of \$100,000 between April 29, 2020 and June 8, 2020.

BACKGROUND:

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

POLICY ISSUES:

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

ANALYSIS:

For the time period between April 29, 2020 and June 8, 2020, there is 1 purchase in excess of \$25,000 but not in excess of \$100,000.

Core

- 1) Dell in the amount of \$29,998.83 for Dell Latitude 5401 Laptops and Dell Docking stations WD19 130w Power Delivery. (Funded from 210-Core).

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AGENDA ITEM #21-g (2):

Deleted Item.

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AGENDA ITEM #21-h (1):

Non-Academic Degrees.

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

RECOMMENDATION:

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

STAFF ANALYSIS:

A request has been made from the University of Oklahoma (OU) to award an Honorary Doctor of Humane Letters degree to Mr. Christopher C. Gibbs.

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

- conferral of honorary degrees only at the highest level for which an institution is authorized to award earned degrees;
- conferral of honorary degrees that are distinguishable from earned degrees;
- conferral of honorary degrees not to exceed the number specified in the policy;
- conferral of honorary degrees upon individuals who are not faculty, administrators, or other officials associated with the institution as specified in the policy; and
- conferral of honorary degrees upon individuals who have made outstanding contributions to society through intellectual, artistic, scientific, or professional accomplishments.

The OU request meets the requirements of the Oklahoma State Regents for Higher Education's policy. The proposed diploma for the honorary degree is attached for State Regents' ratification.

*The Oklahoma State Regents for Higher Education
Acting Through*

The University of Oklahoma

Confers
The Honorary Degree of Doctor of Humane Letters

on
Christopher C. Gibbs

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

*Issued at the University of Oklahoma
this eighth day of August, two thousand twenty*

For the State Regents

Chairman

Secretary

Chancellor

For the University

Chairman, Board of Regents

President of the University

Provost

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
June 24, 2020

AGENDA ITEM #21-h (2):

Non-Academic Degrees.

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

RECOMMENDATION:

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

STAFF ANALYSIS:

A request has been made from Langston University (LU) to award a Master of Science in Rehabilitation Counseling degree posthumously to Mr. Lowell J. Williams.

State Regents' Granting of Degrees policy states that posthumous degrees can be awarded "recognizing the meritorious but incomplete earned work of a deceased student, generally a student who was deceased in the last semester of work." At the time of his death Mr. Williams lacked nine hours to complete his degree requirements. The approval was based on the recommendation of the president.

State Regents' ratification is recommended.

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

THE OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION ACTING THROUGH

Langston University

have admitted

Lowell J. Williams

to the degree of

Master of Science

Rehabilitation Counseling

Posthumously Awarded

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

Issued at Langston University at Langston, Oklahoma on
the sixteenth day of May, two thousand and twenty.

FOR THE STATE REGENTS

SEAL

FOR THE UNIVERSITY

SEAL

Chairman

Secretary

Chancellor

Chairman, Board of Regents

President of the University

Registrar

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
June 24, 2020

AGENDA ITEM #21-i:

Resolutions.

SUBJECT: Approval of resolutions honoring retiring staff.

This item will be available at the meeting.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
June 24, 2020

AGENDA ITEM #22-a:

Programs.

SUBJECT: Current Status Report on program requests.

RECOMMENDATION:

This item is for information only.

BACKGROUND:

The Status Report on Program Requests tracks the status of all program requests received since July 1, 2019 as well as requests pending from the previous year.

POLICY ISSUES:

This report lists requests regarding degree programs as required by the Oklahoma State Regents for Higher Education's Academic Program Approval policy.

ANALYSIS:

The Status Report on Program Requests lists all program requests received by the State Regents and program actions taken by the State Regents within the current academic year (2019-2020).

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

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

Supplement available upon request.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
June 24, 2020

AGENDA ITEM #22-b (1):

Annual Reports.

SUBJECT: Report on Low Producing Programs.

RECOMMENDATION:

This is an informational item only.

BACKGROUND:

By State Regents' policy, all academic programs are required to be reviewed by faculty on a five-year cycle to ensure quality and currency of each program's content. In January 1996, the State Regents revised the Academic Program Review policy, which added a requirement that degree programs meet minimum productivity standards or be triggered for early review (see table). These minimum productivity standards promote the efficient and effective use of limited resources by requiring institutions either to justify the continuance of a low-productivity program or to request that it be deleted. Institutions review low-productivity programs on an annual basis.

	Minimum Degrees Conferred	Minimum Majors Enrolled
Associates in Arts or Sciences	5	25
Associates in Applied Sciences	5	17
Baccalaureate	5	12
Master's	3	6
Doctoral	2	4

First low-productivity program review cycle. In June 1996, institutions were informed of degree programs that did not meet the minimum productivity standards. State Regents' staff worked with institutional staff to complete the project. Based on these standards at the time adopted, 25 percent of the programs offered in 1996-97 fell below the minimum productivity standards.

Continuing low-productivity reviews. Since the first review cycle in 1996, institutions have revitalized, consolidated, justified, or deleted programs not meeting the minimum standards. In June 2011, the policy was revised to refine the review and continuation criteria for low producing programs as follows:

1. New programs provisionally approved with a specified period of time to operate and meet certain criteria may be granted an exception until the program gains full approval.

2. Liberal Arts and Sciences Programs. These liberal arts and sciences programs support the general education component and other degree programs, i.e., the continuation of a program may be justified as exempt based on the subject matter and/or service/support function.
3. Offline Programs. Programs scheduled for deletion or suspension.
4. Restructured Programs are expected to meet minimum productivity within a given time period.
5. Special Purpose Programs. The programs are designed to meet the special needs of the state and its constituents (e.g., Women's Studies, Native American Studies, Process Technology, Wind Turbine Technology and Technical Supervision and Management).
6. Data Discrepancies. This includes other factual issues that can be verified.
7. No Cost/Justifiable Cost Programs. Programs that require no additional cost or justifiable costs are not expected to meet minimum standards for productivity as listed in 3.7.5.B.3 of the Program Review Policy.

In March 2020, institutions were informed of programs not meeting the minimum productivity standards for the current cycle. Following these program reviews, only 1 percent of institutional programs did not meet the minimum productivity standards.

Reviewing low producing programs according to the program review criteria, including the criteria for exceptions for low producing programs, listed above, institutions make recommendations regarding appropriate measures to reduce their low producing program inventory. The following table describes the status and/or recommendation each institution has made for its low producing programs.

POLICY ISSUES:

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

ANALYSIS:

A table showing Low-Productivity Degree Programs by Institutions and Disposition begins on the next page.

Low-Productivity Degree Programs by Institutions and Disposition

Institution	Total Programs Offered (as of May 29, 2020)	Low Producing by Number and Percent		Disposition*by Number of Programs			Exceptions for Low Producing Program Granted (See Exception Categories Below)						
		#	%	DEL	SUS	EXP	1	2	3	4	5	6	7
OU	325	5	2%			5				3	1		1
OUHSC	62	2	3%	2					2				
OU-LAW	13	0	0%										
OSU	299	7	2%			7	1	2		3			1
OSU-OKC	54	0	0%										
OSUIT	44	0	0%										
OSU Vet Med	1	0	0%										
OSU-CHS	9	0	0%										
ECU	62	0	0%										
NSU	113	0	0%										
NWOSU	55	0	0%										
RSU	33	0	0%										
SEOSU	51	2	4%			2		1					1
SWOSU	69	1	1%			1				1			
UCO	127	1	1%			1			1				
CU	47	1	2%			1		1					
LU	36	0	0%										
OPSU	34	0	0%										
USAO	25	0	0%										
CASC	31	0	0%										
CSC	25	1	4%			1				1			
EOSC	32	1	3%			1		1					
MSC	30	0	0%										
NEOAMC	47	1	2%			1					1		
NOC	28	1	4%			1							1
OSCCC	66	0	0%										
RCC	30	0	0%										
RSC	78	1	1%			1		1					
SSC	25	0	0%										
TCC	113	1	1%		1				1				
WOSC	21	0	0%										
Totals	1985	25	1%	2	1	22	1	6	3	7	3	1	4

* Disposition headings: DEL = deleted or scheduled for deletion. SUS = suspended or scheduled for suspension. EXP = exception for low producing program granted.

EXCEPTION CATEGORIES:

1. New program.
2. Liberal Arts and Sciences Program.
3. Offline Program.
4. Restructured Program.
5. Special Purpose Program.
6. Data Discrepancies.
7. No Cost/Justifiable Cost Program.

DISPOSITION:

1. **Deleted programs.** Two of the low producing programs (8 percent) have been deleted or is scheduled for deletion.
2. **Suspended programs.** One of the low producing programs (4 percent) have been suspended or are scheduled for suspension. Suspensions allow institutions to study and assess the viability of a program, keeping it available for students currently in the program to complete, but no new students are allowed to enroll. It is understood that the suspended programs will be reactivated or deleted within three years of the suspension date.
3. **Restructured or justified programs.** Twenty-two (88 percent of the 25 low producing programs) have been restructured or justified. Restructured programs are revised to meet current student or industry demands, and are expected to meet the minimum productivity standards within a given time period. Justified programs with low-productivity are not expected to achieve minimum productivity standards. However, the institution has made a compelling case regarding the continuation of such programs, and the programs will be placed on the regular five-year review schedule. For example, an institution may have several humanities degree programs that provide excellent liberal arts courses that are inherent to the institution's offerings with little saving if they were deleted. Some justified programs serve a unique and sometimes small population, and provide an important program to the local community. It is understood that each program's low-productivity will be addressed, and continuation, if recommended by the institution, must be justified.

The minimum productivity standards have strengthened the State Regents' Academic Program Review policy and Academic Planning/Resource Allocation initiative by focusing on the need to justify low-productivity programs. Program review remains the most effective way to improve the quality of degree programs and ensure the efficient use of resources.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
June 24, 2020

AGENDA ITEM #22-b (2):

Annual Reports.

SUBJECT: Current Operating Income and Expenditures, Oklahoma State Colleges and Universities, Fiscal Year 2018-2019.

RECOMMENDATION:

This is an informational item only.

BACKGROUND:

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

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

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

This publication reports the income and expenditures for FY2018-2019 with comparisons to FY2017-2018 and FY2015-2016.

POLICY ISSUES:

This report is consistent with the State Regents policy.

ANALYSIS:

This Income and Expenditure Report for FY2018-2019 details institutions' total income and expenditures for Educational and General Part I, Auxiliary Enterprises, Student Aid, Sponsored Research and Other Sponsored Programs, Hospitals and Clinics and Agency Special Activities. The following tables summarize data from this report.

Twenty-Five Colleges and Universities:

<i>Total Educational and General Part I Income: FY2019 Compared to FY2018</i>				
<i>25 Colleges and Universities</i>				
<i>Income:</i>	<i>FY2019</i>	<i>FY2018</i>	<i>\$ Change</i>	<i>% Chg</i>
<i>Tuition and Student Fees</i>	1,213,444,948	1,164,826,884	48,618,064	4.2%
<i>State Appropriations</i>	482,299,007	483,760,924	-1,461,917	-0.3%
<i>Gifts and Grants</i>	73,949,054	106,241,397	-32,292,343	-30.4%
<i>Other Sources</i>	148,437,418	110,509,478	37,927,940	34.3%
<i>Total Income</i>	1,918,130,427	1,865,338,683	52,791,744	2.8%
<i>Columns May Not Add Due to Rounding</i>				

<i>Total Educational and General Part I Expenditures: FY2019 Compared to FY2018</i>				
<i>25 Colleges and Universities</i>				
<i>Expenditures</i>	<i>FY2019</i>	<i>FY2018</i>	<i>\$ Change</i>	<i>% Chg</i>
<i>Instruction</i>	777,180,308	750,716,989	26,463,319	3.5%
<i>Research</i>	82,015,832	71,971,756	10,044,076	14.0%
<i>Public Service</i>	26,117,869	24,226,440	1,891,429	7.8%
<i>Academic Support</i>	245,834,912	252,224,243	-6,389,331	-2.5%
<i>Student Services</i>	128,049,400	127,324,257	725,143	0.6%
<i>Institutional Support</i>	122,987,857	135,453,528	-12,465,671	-9.2%
<i>Physical Plant</i>	226,451,791	233,097,296	-6,645,505	-2.9%
<i>Scholarships</i>	268,193,401	260,991,901	7,201,500	2.8%
<i>Total</i>	1,876,831,370	1,856,006,410	20,824,960	1.1%
<i>Columns May Not Add Due to Rounding</i>				

For the fiscal year ending on June 30, 2019, Educational and General – Part I income for the twenty-five colleges and universities were reported at \$1,918,130,427, an increase of \$52.8 million (2.8 percent) over fiscal year 2017-2018. In FY2019, total income was comprised of \$1,213,444,948 (63.3 percent) from tuition and student fees, \$482,299,007 (25.1 percent) in state appropriations, \$73,949,054 (3.9 percent) in gifts and grants, and \$148,437,418 (7.7 percent) from other income sources.

From FY2018 to FY2019, tuition and student fees increased \$48.6 million (4.2 percent). State appropriations decreased \$1.4 million (-0.3 percent), gifts and grants decreased \$32.3 million (-30.4 percent), and other sources increased 37.9 million (34.3 percent).

For the fiscal year ending on June 30, 2019, Educational and General Part I expenditures for the twenty-five institutions were reported at \$1,876,831,370, an increase of \$20.8 million (1.1 percent) over fiscal year 2017-2018. In FY2019, total expenditures were comprised of \$777.2 million (41.4 percent) for instruction, \$82.0 million (4.4 percent) for research, \$26.1 million (1.4 percent) for public service, \$245.8 million (13.1 percent) for academic support, \$128.0 million (6.8 percent) for student services, \$123.0 million (6.6 percent) for institutional support, \$226.4 million (12.1 percent) for physical plant, and \$268.2 million (14.3 percent) for scholarships.

From FY2018 to FY2019, expenditures for instruction increased \$26.4 million (3.5 percent), research increased \$10.0 million (14.0 percent), public service increased \$1.9 million (7.8 percent), academic support decreased \$6.4 million (-2.5 percent), student services increased \$725.1 thousand (0.6 percent), institutional support decreased \$12.5 million (-9.2 percent), physical plant decreased \$6.6 million (-2.9 percent) and scholarships increased \$7.2 million (2.8 percent).

Total Educational and General Part I Expenditures: FY2019 Compared to FY2018				
25 Colleges and Universities				
Expenditures	FY2019	FY2018	\$ Change	% Chg
Teaching Salaries	408,938,120	403,959,864	4,978,256	1.2%
Professional Salaries	279,695,347	274,870,858	4,824,489	1.8%
Other Salaries & Wages	178,977,796	182,344,348	(3,366,552)	-1.8%
Fringe Benefits	297,804,155	291,807,668	5,996,487	2.1%
Sub-Total	1,165,415,418	1,152,982,738	12,432,680	1.1%
Professional Services	28,128,665	26,701,878	1,426,787	5.3%
Travel	23,675,948	23,527,350	148,598	0.6%
Utilities	68,091,216	67,289,927	801,289	1.2%
Supplies & Other Operating Expenses	223,417,093	199,791,694	23,625,399	11.8%
Property, Furniture & Equipment	63,979,967	55,652,328	8,327,639	15.0%
Library Books & Periodicals	21,010,427	23,018,804	(2,008,377)	-8.7%
Scholarships & Other Assistance	273,198,184	267,369,993	5,828,191	2.2%
Transfers & Other Disbursements	9,914,452	39,671,698	(29,757,246)	-75.0%
Sub-Total	711,415,952	703,023,672	8,392,280	1.2%
Total	1,876,831,370	1,856,006,410	20,824,960	1.1%
<i>Columns May Not Add Due to Rounding</i>				

For FY2019, salaries and fringe benefits totaled \$1,165,415,418, an increase of \$12,432,680 (1.1 percent) over FY2018. Other operating costs total \$711,415,952, an increase of \$8,392,280 (1.2 percent) over FY2018.

- Teaching salaries total \$408,938,120, an increase of \$5.0 million (1.2 percent) over FY2018.
- Professional Salaries total \$279,695,347, an increase of \$4.8 million (1.8 percent) over FY2018.
- Other Salaries and Wages total \$178,977,796, a decrease of \$3.3 million (-1.8 percent) over FY2018.
- Fringe Benefits total \$297,804,155, an increase of \$6.0 million (2.1 percent) over FY2018.
- Professional Services total \$28,128,665, an increase of \$1.4 million (5.3 percent) from FY2018.
- Travel expenditures total \$23,675,948, an increase of \$148.6 thousand (0.6 percent) over FY2018.
- Utilities total \$68,091,216, an increase of \$801.6 thousand (1.2 percent) over FY2018.
- Supplies and Other Operating Expenses total \$223,417,093, an increase of \$23.6 million (11.8 percent) from FY2018.
- Property, Furniture & Equipment total \$63,979,967, an increase of \$8.3 million (15.0 percent) over FY2018.
- Library Books and Periodicals total \$21,010,427, a decrease of \$2.0 million (-8.7 percent) from FY2018.
- Scholarships and Other Assistance total \$273,198,184, an increase of \$5.8 million (2.2 percent) over FY2018.
- Transfers and Other Disbursements total \$9,914,452, a decrease of \$29.7 million (-75.0 percent) over FY2018.

Ten Constituent Agencies:

<i>Total Educational and General Part I Income: FY2019 Compared to FY2018</i>				
<i>10 Constituent Agencies</i>				
<i>Income:</i>	<i>FY2019</i>	<i>FY2018</i>	<i>\$ Change</i>	<i>% Chg</i>
<i>Tuition and Student Fees</i>	169,043,134	156,038,232	13,004,902	8.3%
<i>State Appropriations</i>	174,014,799	175,026,608	-1,011,809	-0.6%
<i>Federal Stimulus</i>	10,724,922	12,979,826	-2,254,904	-17.4%
<i>Gifts and Grants</i>	63,845,950	53,824,628	10,021,322	18.6%
<i>Other Sources</i>	82,143,286	54,271,388	27,871,898	51.4%
<i>Total Income</i>	499,772,091	452,140,682	47,631,409	10.5%
<i>Columns May Not Add Due to Rounding</i>				

<i>Total Educational and General Part I Expenditures: FY2019 Compared to FY2018</i>				
<i>10 Constituent Agencies</i>				
<i>Expenditures</i>	<i>FY2019</i>	<i>FY2018</i>	<i>\$ Change</i>	<i>% Chg</i>
<i>Instruction</i>	194,266,022	192,489,414	1,776,608	0.9%
<i>Research</i>	46,254,960	42,288,072	3,966,888	9.4%
<i>Public Service</i>	54,604,336	51,726,219	2,878,117	5.6%
<i>Academic Support</i>	51,508,288	42,977,979	8,530,309	19.8%
<i>Sub-Total</i>	346,633,606	329,481,684	17,151,922	5.2%
<i>Student Services</i>	15,207,197	17,610,636	-2,403,439	-13.6%
<i>Institutional Support</i>	46,931,879	43,268,141	3,663,738	8.5%
<i>Physical Plant</i>	47,722,094	54,271,337	-6,549,243	-12.1%
<i>Scholarships</i>	16,207,949	13,435,622	2,772,327	20.6%
<i>Sub-Total</i>	126,069,119	128,585,736	-2,516,617	-2.0%
<i>Total</i>	472,702,725	458,067,420	14,635,305	3.2%

For the fiscal year ending on June 30, 2019, Educational and General – Part I income for the ten constituent agencies were reported at \$499,772,091, an increase of \$47.6 million (10.5 percent) over FY2018.

In FY2019, total income was comprised of \$169,043,134 (33.8 percent) from tuition and student fees, \$174,014,799 (34.8 percent) in state appropriations, \$10,724,922 (2.1 percent) in federal appropriations, \$63,845,950 (12.8 percent) in gifts and grants, and \$82,143,286 (16.4 percent) from other income sources. There were no federal stimulus funds received in FY2018 or in FY2019.

From FY2018 to FY2019, tuition and student fees increased \$13.0 million (8.3 percent). State appropriations decreased \$1.0 million (-0.6 percent), federal appropriations decreased \$2.2 million (-17.4 percent), gifts and grants increased \$10.0 million (18.6 percent) and other sources increased \$27.9 million (51.4 percent).

For the fiscal year ending on June 30, 2019, Educational and General Part I expenditures for the ten constituent agencies were reported at \$472,702,725, an increase of \$14.6 million (3.2 percent) over fiscal year 2017-2018. In FY2019, total expenditures were comprised of \$194.3 million (41.1 percent) for instruction, \$46.2 million (9.8 percent) for research, \$54.6 million (11.6 percent) for public service, \$51.5 million (10.9 percent) for academic support, \$15.2 million (3.2 percent) for student services, \$46.9 million (9.9 percent) for institutional support, \$47.7 million (10.1 percent) for physical plant, and \$16.2 million (3.4 percent) for scholarships.

Total Educational and General Part I Expenditures: FY2019 Compared to FY2018				
10 Constituent Agencies				
Expenditures	FY2019	FY2018	\$ Change	% Chg
Teaching Salaries	91,878,171	90,898,808	979,363	1.1%
Professional Salaries	98,130,559	95,722,426	2,408,133	2.5%
Other Salaries & Wages	49,446,802	50,164,320	(717,518)	-1.4%
Fringe Benefits	84,428,775	81,782,213	2,646,562	3.2%
Sub-Total	323,884,307	318,567,767	5,316,540	1.7%
Professional Services	6,931,018	4,495,629	2,435,389	54.2%
Travel	4,573,852	4,264,325	309,527	7.3%
Utilities	13,409,567	14,056,693	(647,126)	-4.6%
Supplies & Other Operating Expenses	70,764,184	70,707,552	56,632	0.1%
Property, Furniture & Equipment	9,439,111	8,093,783	1,345,328	16.6%
Library Books & Periodicals	5,420,533	5,585,238	(164,705)	-2.9%
Scholarships & Other Assistance	16,628,010	13,612,816	3,015,194	22.1%
Transfers & Other Disbursements	21,652,143	18,683,617	2,968,526	15.9%
Sub-Total	148,818,418	139,499,653	9,318,765	6.7%
Total	472,702,725	458,067,420	14,635,305	3.2%

For FY2019, salaries and fringe benefits totaled \$323,884,307, an increase of \$5.3 million (1.7 percent) from FY2018. Other operating costs total \$148,818,418, an increase of \$9.3 million (6.7 percent) over FY2018.

- Teaching salaries total \$91,878,171, an increase of \$979.3 thousand (1.1 percent) from FY2018.
- Professional Salaries total \$98,130,559, an increase of \$2.4 million (2.5 percent) over FY2018.
- Other Salaries and Wages total \$49,446,802, a decrease of \$717.5 thousand (-1.4 percent) over FY2018.
- Fringe Benefits total \$84,428,775, an increase of \$2.6 million (3.2 percent) over FY2018.
- Professional Services total \$6,931,018, an increase of \$2.4 million (54.2 percent) over FY2018.
- Travel expenditures total \$4,573,852 an increase of \$309.5 thousand (7.3 percent) over FY2018.
- Utilities total \$13,409,567, a decrease of \$647.1 thousand (-4.6 percent) from FY2018.
- Supplies and Other Operating Expenses total \$70,764,184, an increase of \$56.6 thousand (0.1 percent) from FY2018.
- Property, Furniture & Equipment total \$9,439,111, an increase of \$1.3 million (16.6 percent) over FY2018.
- Library Books and Periodicals total \$5,420,533, a decrease of \$164.7 thousand (-2.9 percent) from FY2018.
- Scholarships and Other Assistance total \$16,628,010, an increase of \$3.0 million (22.1 percent) over FY2018.
- Transfers and Other Disbursements total \$21,652,143, an increase of \$2.9 million (15.9 percent) over FY2018.
- Total FY2019 expenditures total \$472,702,725, an increase of \$14.6 million (3.2 percent) over FY2018.

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

Total Income for the 25 College and Universities and the 10 Constituent Agencies FY2019 Compared to FY2018				
<i>Income</i>	<i>FY2019</i>	<i>FY2018</i>	<i>\$ Change</i>	<i>% Chg</i>
<i>E&G Part I</i>	2,417,902,518	2,317,479,365	100,423,153	4.3%
<i>Sponsored Research</i>	557,555,748	515,353,149	42,202,599	8.2%
<i>Student Aid</i>	365,067,646	359,861,693	5,205,953	1.4%
<i>Auxiliary Services</i>	774,469,154	786,021,331	-11,552,177	-1.5%
<i>Hospitals and Clinics</i>	828,464,377	704,212,198	124,252,179	17.6%
<i>Agency Special</i>	131,816,257	75,713,522	56,102,735	74.1%
Total	5,075,275,700	4,758,641,258	316,634,442	6.7%

Total Expenditures for the 25 College and Universities and the 10 Constituent Agencies FY2018 Compared to FY2017				
<i>Expenditures</i>	<i>FY2019</i>	<i>FY2018</i>	<i>\$ Change</i>	<i>% Chg</i>
<i>E&G Part I</i>	2,349,534,095	2,314,073,830	35,460,265	1.5%
<i>Sponsored Research</i>	557,576,925	513,948,582	43,628,343	8.5%
<i>Student Aid</i>	348,091,315	341,662,827	6,428,488	1.9%
<i>Auxiliary Enterprises</i>	645,826,611	641,178,582	4,648,029	0.7%
<i>Hospitals and Clinics</i>	708,891,972	694,723,506	14,168,466	2.0%
<i>Agency Special</i>	99,353,858	70,100,515	29,253,343	41.7%
Total	4,709,274,776	4,575,687,842	133,586,934	2.9%

For the fiscal year ending on June 30, 2019, the total operating income for the twenty-five colleges and universities and ten constituent agencies totaled \$5,075,275,700, an increase of \$316.6 million (6.7 percent) over fiscal year 2017-2018. Income made in fiscal year 2018-2019 include \$2.4 billion (47.6 percent) for Educational and General Part I, \$557.5 million (11.0 percent) for Sponsored Research and Other Sponsored Programs, \$365.0 million (7.2 percent) for Student Aid, \$774.4 million (15.3 percent) for Auxiliary Enterprises, \$828.4 million (16.3 percent) for Hospitals and Clinics and \$131.8 million (2.6 percent) for Agency Special.

From fiscal year 2017-2018 to fiscal year 2018-2019, total income increased by \$316,634,442 (6.7 percent). Income for Educational and General Part I increased \$100.4 million (4.3 percent), Sponsored Research and Other Sponsored Programs increased \$42.2 million (8.2 percent), Student Aid increased \$5.2 million (1.4 percent), Auxiliary Enterprises decreased \$11.5 million (-1.5 percent), Hospitals and Clinics increased \$124.2 million (17.6 percent) and Agency Special increased \$56.1 million (74.1 percent).

For the fiscal year ending on June 30, 2019, the total operating expenditures for the twenty-five colleges and universities and ten constituent agencies totaled \$4,709,274,776, an increase of \$133.6 million (2.9 percent) over fiscal year 2017-2018. Expenditures made in fiscal year 2018-2019 include \$2.3 billion (49.9 percent) for Educational and General Part I, \$557.6 million (11.8 percent) for Sponsored Research and Other Sponsored Programs, \$348.1 million (7.4 percent) for Student Aid, \$645.8 million (13.7 percent) for Auxiliary Enterprises, \$708.9 million (15.1 percent) for Hospitals and Clinics and \$99.3 million (2.1 percent) for Agency Special.

From fiscal year 2017-2018 to fiscal year 2018-2019, total expenditures increased by \$133,586,934 (2.9 percent). Expenditures for Educational and General Part I increased \$35.4 million (1.5 percent), Sponsored Research and Other Sponsored Programs increased \$43.6 million (8.5 percent), Student Aid increased \$6.4 million (1.9 percent), Auxiliary Enterprises increased \$4.6 million (0.7 percent), Hospitals and Clinics increased \$14.1 million (2.0 percent) and Agency Special increased \$29.2 (41.7 percent).

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
June 24, 2020

AGENDA ITEM #24:

Proposed Executive Session.

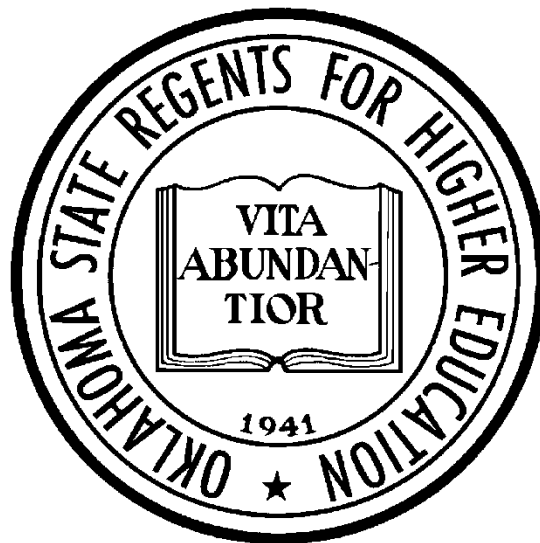
SUBJECT: Possible discussion and vote to enter into executive session pursuant to Title 25, Oklahoma Statutes, Section 307(B)(4) for confidential communications between the board and its attorneys concerning Knox v. Oklahoma State Regents for Higher Education, CJ-2020-2383, Oklahoma County District Court if the board, with advice of its attorney, determines that disclosure will seriously impair the ability of the board to process the claim or conduct a pending investigation, litigation, or proceeding in the public interest.

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

655 Research Parkway, Oklahoma City

MINUTES

Eight Hundred and Sixth Meeting



May 29, 2020

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

Minutes of the Eight Hundred and Sixth Meeting
May 29, 2020

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

**Minutes of the Eight Hundred and Sixth Meeting
of the
Oklahoma State Regents for Higher Education
May 29, 2020**

1. **ANNOUNCEMENT OF FILING OF MEETING NOTICE AND POSTING OF THE AGENDA IN ACCORDANCE WITH THE OPEN MEETING ACT.** The Oklahoma State Regents for Higher Education held a special meeting at 10:00 a.m. on Friday, May 29, 2020, via Zoom videoconference. Notice of the original meeting had been filed for May 29, 2020 on November 21, 2019 and was amended as a special meeting via Zoom due to COVID-19. This special meeting was filed with the Secretary of State on May 22, 2020. A copy of the agenda for the meeting had been posted in accordance with the Open Meeting Act.
2. **CALL TO ORDER.** Chairman Jody Parker called the meeting to order and presided. Present for the meeting via Zoom videoconference were State Regents Jack Sherry, Ron White, Jay Helm, Jody Parker, Ann Holloway, Dennis Casey, Jeff Hickman, Michael C. Turpen, and Steven W. Taylor.
3. **MINUTES OF THE PREVIOUS MEETINGS.** Regent Taylor made a motion, seconded by Regent Helm, to approve the minutes of the State Regents' meeting on April 22, 2020. Voting for the motion via roll call were Regents White, Helm, Parker, Holloway, Casey,

Hickman, Turpen, and Taylor. Regent Sherry abstained. Voting against the motion were none.

4. **REPORT OF THE CHAIRMAN.** Chairman Parker began by stating that he was grateful that all of the State Regents and Oklahoma State Regents for Higher Education staff appear to be in good health given the current pandemic. He stated that operating meetings via Zoom allows the State Regents to move forward with their business, but that it has a dehumanizing effect and that he is greatly looking forward to meeting with all of the State Regents in person next month.

5. **REPORT OF THE CHANCELLOR.** Chancellor Glen D. Johnson began by stating that he is also looking forward to seeing everyone in person at the June meeting. He then discussed the impact of COVID-19 on everyone's lives, particularly those in higher education, and its impact on the legislative session. He thanked policy leaders for their efforts in structuring the FY21 budget with the 3.95 percent reduction. He also thanked policy leaders for their support with House Bill 2749 and House Bill 2750 for the authorization to raise the limit which will address the backlog in the Endowed Chairs program and he added that he is looking forward to working with policy leaders next year for funding for that bond issue. Chancellor Johnson briefly discussed the hearing on tuition and fees that took place earlier in the day, mentioning that all twenty-five institution presidents would appear at the June 24, 2020 State Regents meeting to bring forward any requests that they may have regarding tuition and fees. Finally, Chancellor Johnson mentioned his work as co-chair on a COVID-19 recovery task force for SREB and that they are optimistic that the task force will bring forward good recommendations that could

be utilized by the campuses, governing boards, and State Regents. In conclusion, Chancellor Johnson praised institution leaders, administration, faculty, and staff for their transition to virtual format and allowing students to continue their educations during this unprecedented time.

6. **STATE REGENT.** Regent Parker introduced State Regent Jack Sherry from Holdenville, who will be filling the position of former State Regent Toney Stricklin. Regent Parker provided a brief background of Regent Sherry and welcomed him to the State Regents.

7. **AWARDS.**

- a. **Chancellor Hans Brisch Scholarship Program Awards.** Regent Holloway made a motion, seconded by Regent White, to approve the individuals selected as 2020 Chancellor Hans Brisch Scholarship Program honorees and ratify payment of the scholarship award. Voting for the motion via roll call were Regents Sherry, White, Helm, Parker, Holloway, Casey, Hickman, Turpen, and Taylor. Voting against the motion were none.
- b. **Council for Online Learning Excellence Awards.** Regent Holloway made a motion, seconded by Regent Casey, to recognize the 2020 Council for Online Learning Excellence Awards to honor outstanding faculty, staff, institutions, teams, or groups for their work in advancing online learning in Oklahoma. Voting for the motion via roll call were Regents Sherry, White, Helm, Parker, Holloway, Casey, Hickman, Turpen, and Taylor. Voting against the motion were none.
- c. **Newman Civic Fellows.** Regent Holloway made a motion, seconded by Regent Helm, to recognize the 2020 Newman Civic Fellows. Voting for the motion via roll call were Regents Sherry, White, Helm, Parker, Holloway, Casey, Hickman, Turpen, and Taylor. Voting against the motion were none.

8. **E&G BUDGET.**

- a. Regent Holloway made a motion, seconded by Regent Turpen, to approve the allocation of state appropriated funds in an amount that totals \$770,414,742 to institutions and programs for FY2021 and to accept FY21 Budget Principles and Guidelines. Voting for the motion via roll call were Regents Sherry, White, Helm, Parker, Holloway, Casey, Hickman, Turpen, and Taylor. Voting against the motion were none.
- b. Regent Holloway made a motion, seconded by Regent Turpen, to approve the FY2020 Supplemental Allocation to Quartz Mountain Arts and Conference Center in the amount of \$210,000. Voting for the motion via roll call were Regents Sherry, White, Helm, Parker, Holloway, Casey, Hickman, Turpen, and Taylor. Voting against the motion were none.

9. **POLICY.**

- a. Regent Holloway made a motion, seconded by Regent White, to approve a two-year pilot program for expansion of the resident tuition waiver cap for two academic years beginning Fall 2020 through Summer 2022. Voting for the motion via roll call were Regents Sherry, White, Helm, Parker, Holloway, Casey, Hickman, Turpen, and Taylor. Voting against the motion were none.
- b. Regent Holloway made a motion, seconded by Regent Turpen, to approve a one-time exception to policy to waive certain academic fees for the Summer 2020 semester in response to the COVID-19 pandemic. Voting for the motion via roll call were Regents Sherry, White, Helm, Parker, Holloway, Casey, Hickman, Turpen, and Taylor. Voting against the motion were none.

10. **TUITION.** Regent Holloway made a motion, seconded by Regent Turpen, to approve the FY21 Tuition and Mandatory Fee Principles and Guidelines for dissemination to state system presidents and governing boards. Voting for the motion via roll call were Regents Sherry, White, Helm, Parker, Holloway, Casey, Hickman, Turpen, and Taylor. Voting against the motion were none.

11. **CONTRACTS AND PURCHASES.** Regent Holloway made a motion, seconded by Regent Turpen, to approve the FY21 Contracts and Purchases in excess of \$100,000. Voting for the motion via roll call were Regents Sherry, White, Helm, Parker, Holloway, Casey, Hickman, and Turpen. Regent Taylor abstained from the AT&T items and voted yes on all other items. The motion passed.

12. **INVESTMENTS.** Regent White made a motion, seconded by Regent Helm, to approve a new investment manager and allocation of funds for the endowment trust fund. The committee's recommendation is to commit \$7 million to Clayton, Dubilier & Rice Fund XI. Voting for the motion via roll call were Regents Sherry, White, Helm, Parker, Holloway, Casey, Hickman, Turpen, and Taylor. Voting against the motion were none.

13. **NEW PROGRAMS.**
 - a. Regent Turpen made a motion, seconded by Regent Holloway, to approve a request from Oklahoma State University to offer the Graduate Certificate in Dietetics and the Certificate in Learning and Motivation. Voting for the motion via roll call were Regents Sherry, White, Helm, Parker, Holloway, Casey, Hickman, Turpen, and Taylor. Voting against the motion were none.

- b. Regent Turpen made a motion, seconded by Regent Taylor, to approve a request from the University of Oklahoma to offer the Bachelor of Science in Computer Science in Tulsa. Voting for the motion via roll call were Regents Sherry, White, Helm, Parker, Holloway, Casey, Hickman, Turpen, and Taylor. Voting against the motion were none.
- c. Regent Turpen made a motion, seconded by Regent White, to approve a request from the University of Oklahoma Health Sciences Center to offer the Master of Arts in Nutritional Sciences via electronic delivery. Voting for the motion via roll call were Regents Sherry, White, Helm, Parker, Holloway, Casey, Hickman, Turpen, and Taylor. Voting against the motion were none.
- d. Regent Turpen made a motion, seconded by Regent Holloway, to approve a request from Northeastern State University to offer the Graduate Certificate in Training and Development, the Graduate Certificate in Leadership, the Graduate Certificate in American Indian Leadership, and the Graduate Certificate in Classroom Teaching via traditional and electronic delivery, in Tahlequah and Broken Arrow. Voting for the motion via roll call were Regents Sherry, White, Helm, Parker, Holloway, Casey, Hickman, Turpen, and Taylor. Voting against the motion were none.
- e. Regent Turpen made a motion, seconded by Regent Hickman, to approve a request from Rogers State University to offer the Master of Science in Community Counseling. Voting for the motion via roll call were Regents Sherry, White, Helm, Parker, Holloway, Casey, Hickman, Turpen, and Taylor. Voting against the motion were none.
- f. Regent Turpen made a motion, seconded by Regent Holloway, to approve a request from the University of Central Oklahoma to offer the Master of Public Health in Community Engagement. Voting for the motion via roll call were Regents Sherry, White, Helm, Parker, Holloway, Casey, Hickman, Turpen, and Taylor. Voting against the motion were none.

- g. Regent Turpen made a motion, seconded by Regent Hickman, to approve a request from Murray State College to offer the Associate in Applied Science in Manufacturing Technology. Voting for the motion via roll call were Regents Sherry, White, Helm, Parker, Holloway, Casey, Hickman, Turpen, and Taylor. Voting against the motion were none.
14. **PROGRAM DELETIONS.** Regent Turpen made a motion, seconded by Regent Hickman, to approve the following requests for program deletions: a request from the University of Oklahoma Health Sciences Center to delete the Bachelor of Science in Health Studies and the Master of Science in Allied Health Sciences and a request from Rogers State University to delete the Associate in Applied Science in Emergency Medical Service, the Certificate in Paramedic Studies, and the Associate in Applied Science in Nursing. Voting for the motion via roll call were Regents Sherry, White, Helm, Parker, Holloway, Casey, Hickman, Turpen, and Taylor. Voting against the motion were none.
15. **STUDENT ASSESSMENT PLANS.** Regent Turpen made a motion, seconded by Regent Taylor, to approve changes to the Carl Albert State College Student Assessment Plans as required by the Assessment and Remediation policy. Voting for the motion via roll call were Regents Sherry, White, Helm, Parker, Holloway, Casey, Hickman, Turpen, and Taylor. Voting against the motion were none.
16. **OKLAHOMA'S PROMISE.** Regent Turpen made a motion, seconded by Regent Taylor, to accept the Oklahoma's Promise COVID-19 response report. Voting for the motion via roll call were Regents Sherry, White, Helm, Parker, Holloway, Casey, Hickman, Turpen, and Taylor. Voting against the motion were none.

17. **ACT.** Regent Turpen made a motion, seconded by Regent Holloway, to approve the 2020-2021 ACT Agreement. Voting for the motion via roll call were Regents Sherry, White, Helm, Parker, Holloway, Casey, Hickman, Turpen, and Taylor. Voting against the motion were none.
18. **POLICY.**
- a. Regent Turpen made a motion, seconded by Regent Holloway, to approve revisions to the Teacher Education policy. Voting for the motion were Regents Sherry, White, Helm, Parker, Holloway, Casey, Hickman, Turpen, and Taylor. Voting against the motion via roll call were none.
 - b. Regent Turpen made a motion, seconded by Regent Holloway, to approve revisions to the Institutional Admission and Retention and Concurrent Enrollment policies. Voting for the motion via roll call were Regents Sherry, White, Helm, Parker, Holloway, Casey, Hickman, Turpen, and Taylor. Voting against the motion were none.
19. **STATE AUTHORIZATION.**
- a. Regent Turpen made a motion, seconded by Regent Hickman, to authorize an out-of-state institution to operate in Oklahoma. The institution requesting authorization was Arkansas Colleges of Health Education. Voting for the motion via roll call were Regents Sherry, White, Parker, Holloway, Casey, Hickman, Turpen, and Taylor. Voting against the motion was Regent Helm. The motion passed.
 - b. Regent Turpen made a motion, seconded by Regent Hickman, to re-authorize an out-of-state institution to operate in Oklahoma. The institution requesting re-authorization was Wichita State University. Voting for the motion via roll call were Regents Sherry, White, Helm, Parker, Holloway, Casey, Hickman, Turpen, and Taylor. Voting against the motion were none.

20. **ANNUAL DEGREES CONFERRED.** Regent Helm made a motion, seconded by Regent White, to accept the Degrees Conferred in Oklahoma Higher Education 2018-2019 Report. Voting for the motion via roll call were Regents Sherry, White, Helm, Parker, Holloway, Casey, Hickman, Turpen, and Taylor. Voting against the motion were none.
21. **CONSENT DOCKET.** Regent White made a motion, seconded by Regent Holloway, to approve the following consent docket items:
- a. Programs.
 - (1) Program Modifications. Approval of institutional requests.
 - (2) Suspensions. Approval of institutional requests.
 - b. Reconciliation. Approval of institutional request.
 - c. Cooperative Agreement Programs. Ratification of institutional request.
 - d. Transfer Courses. Approval of transfer courses from Oklahoma technology centers for technical degree programs.
 - e. High School Courses for College Admission. Ratification of a request to approve a high school course for college admission.
 - f. Electronic Delivery.
 - (1) Oklahoma State University. Approval to offer the Bachelor of Science in Agricultural Sciences and Natural Resources in Agricultural Leadership via electronic delivery.
 - (2) Southeastern Oklahoma State University. Approval to offer the following existing programs via electronic delivery: the Bachelor of Science in Recreation Sport Management and the Bachelor of Business Administration in Accounting.
 - (3) University of Central Oklahoma. Approval to offer the Master of Public Administration in Public Administration via electronic delivery.
 - g. State Authorization Reciprocity Agreement.

- (1) Ratification of an institutional request to renew participation in the State Authorization Reciprocity Agreement.
- (2) Ratification of institutional requests to begin participation in the State Authorization Reciprocity Agreement.
- h. Operations. Ratification of purchases in excess of \$25,000 for FY2020.
- i. Resolution. Approval of a resolution honoring retiring staff.

Voting for the motion via roll call were Regents Sherry, White, Helm, Parker, Holloway, Casey, Hickman, Turpen, and Taylor. Voting against the motion were none.

22. **REPORTS.** Regent Helm made a motion, seconded by Regent Turpen, to accept the following reports:

- a. Programs. Current Status Report on program requests.
- b. Report. Acceptance of Financial and Long-Term Viability Assessments – Rose State College, Southeastern Oklahoma State University, Southwestern Oklahoma State University, Cameron University, Oklahoma Panhandle State University, Langston University, Oklahoma City Community College, Northeastern State University, and the University of Central Oklahoma.
- c. Annual Reports.
 - (1) Acceptance of the Chiropractic Education Scholarship Program 2019-2020 Year End Report.
 - (2) Acceptance of the Future Teachers Scholarship Program 2019-2020 Year End Report.
 - (3) Acceptance of the Tulsa Reconciliation Education and Scholarship Program 2019-2020 Year End Report.
 - (4) Acceptance of the William P. Willis Scholarship 2019-2020 Year End Report.
 - (5) Acceptance of the National Guard Tuition Waiver Program 2019-2020 Year End

Report and Institutional Reimbursement.

Voting for the motion via roll call were Regents Sherry, White, Helm, Parker, Holloway, Casey, Hickman, Turpen, and Taylor. Voting against the motion were none.

23. **REPORT OF THE COMMITTEES.**

- a. Academic Affairs and Social Justice and Student Services Committees. The Academic Affairs and Social Justice and Student Services Committees had no additional items for Regents' action.
- b. Budget and Audit Committee. The Budget and Audit Committee had no additional items for Regents' action.
- c. Strategic Planning and Personnel and Technology Committee. The Strategic Planning and Personnel and Technology Committee had no additional items for Regents' action.
- d. Investment Committee. The Investment Committee had no additional items for Regents' action.

24. **ANNOUNCEMENT OF NEXT REGULAR MEETING.** Regent Parker announced that the next regular meetings are scheduled to be held Wednesday, June 24, 2020 at 10:30 a.m. and Thursday, June 24, 2020 at 9:00 a.m. at the State Regents Office in Oklahoma City.

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

ATTEST:

Jody Parker, Chairman

Jeff Hickman, Secretary

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

MINUTES OF THE
COMMITTEE-OF-THE-WHOLE
Thursday, May 28, 2020

1. **ANNOUNCEMENT OF FILING OF MEETING NOTICE AND POSTING OF THE AGENDA IN ACCORDANCE WITH THE OPEN MEETING ACT.** The Committee-of-the-Whole met via Zoom videoconference at 10:30 a.m. on Thursday, May 28, 2020. Notice of the original meeting had been filed for May 28, 2020 on November 21, 2019 and was amended as a special meeting via Zoom due to COVID-19. This special meeting was filed with the Secretary of State on May 22, 2020. A copy of the agenda for the meeting had been posted in accordance with the Open Meeting Act. A copy of the agenda had been posted as required by the Open Meeting Act.
2. **CALL TO ORDER.** Participating in the meeting via Zoom videoconference were Regents Jack Sherry, Jay Helm, Jody Parker, Ann Holloway, Dennis Casey, Michael C. Turpen, and Steven W. Taylor. Regent Parker called the meeting to order. Regent Ron White joined the meeting in progress via videoconference at 10:40 a.m. Regent Jeff Hickman joined the meeting in progress via videoconference at 11:15 a.m.
3. **MERCER.** Ms. Beth Johnson, Mr. Tim Westrich, and Mr. Matt Reckamp from Mercer provided an update on the status of higher education-related investments.

Mr. Westrich began by discussing the market environment in March and that differing stimulus packages and improvements in restrictions led to a pretty strong bounce back in April, with double digit returns across most equity markets but that it still left markets across the board in negative numbers. He stated that it is projected that this will be a longer recovery period and that despite continuing to receive negative news, the markets are starting to see some recovery. He stated that we are probably looking at the end of 2021 before we see the GDP levels and employment levels back to where they were before the pandemic, but that there could be some permanent changes.

Discussing how far the portfolio is down year-to-date, Ms. Johnson added that we are down 6 to 7 percent year-to-date from the high in February and probably close to flat from a year ago. She mentioned that in May, the SNP is up almost 5 percent and that international markets have not fared as well and ignoring withdrawals, that we are down a little under 10 percent in April and that there will be a little tick up for May. A discussion began about growth to value with Mr. Westrich discussing certain sectors such as streaming and online services, but that for the broader market this time has been difficult for most industries. Addressing a question about the high-water mark, Mr. Westrich mentioned some withdrawals from the first quarter which brought the denominator down. He noted that on a year-to-date basis through April, the portfolio was down about 7 percent and that May is probably down around 5 percent year-to-date for

performance. Ms. Johnson added that there were quite a few withdrawals in January and February.

Briefly discussing private equity, Mr. Reckamp stated that looking calendar year to calendar year, private equity firms are raising significant dollars but that exit activity has seen a decline. He stated that this directly relates to valuations and that private equity valuations have definitely increased.

Looking at recommendations, Ms. Johnson discussed a re-up with a manager that OSRHE already has a commitment to. Mr. Reckamp provided background on the private equity firm Clayton, Dubilier & Rice, their strategies, and OSRHE's history with this firm. He then discussed Mercer's recommendation that OSRHE commit \$7 million to CD&R Fund XI.

Ms. Johnson discussed the 6.7 percent target return of the endowment and that she believes the managers themselves will bring that number up and that the number can also be brought up by investing appropriately and consistently with managers that are out-performing in private market space. She also discussed asset allocation and the need to look at what liquidity we have that is flexible.

4. **BREAK.** Five minutes break for videoconference meeting. Following the break, the meeting was called back to order and the roll was called. Participating in the meeting were Regents Sherry, Turpen, Parker, Holloway, Taylor, Helm, White, and Casey.
5. **TASK FORCE ON THE FUTURE OF HIGHER EDUCATION.**
 - a. **FISCAL VIABILITY REVIEW.** Mr. Glenn McLaurin, Ms. Lilly Leyh-Pierce, and Mr. John Curry from Huron presented a summary presentation of the fiscal viability reviews conducted for the state system of higher education.

Mr. Glenn McLaurin began by discussing that the report is divided into three sections, comparing metrics for all institutions, identifying and analyzing system-wide trends, and then discussing the current response to the COVID-19 crisis and the future. He stated that the greater purpose of the system-wide review is to help identify how to make students, institutions, and the state of Oklahoma successful. Mr. McLaurin discussed three key drivers that are related to the decrease in state appropriation funding across the state system in the FY14 through FY18 time period and stated that the financial position of each institution has been shaped by these drivers.

Ms. Leyh-Pierce stated that the system-wide average CFI score for FY19 with the foundation included is 2.71, which indicates that institutions are turning the corner from evaluating their operations for institutional effectiveness, to the implementation of initiatives that promote financial sustainability. Discussing the FY19 primary reserve ratios, she noted that 14 institutions have primary reserve ratios above the target of 0.4, indicating that they have significant expendable

resources that can be tapped to support operating expenses in FY21. For the viability ratio, which measures an institution's ability to settle its long-term debt solely using reserves, she added that 17 institutions have improved their viability ratios as institutions have sought to shore up financial stability and reduce leverage in the face of recent state funding reductions. Looking at net operating revenue ratios which indicate whether an institution can cover its operating expenses with its operating revenues, 15 institutions currently maintain negative margins. Lastly, Ms. Leyh-Pierce discussed the return to net position ratio which describes the change in net position generated by an institution and she stated that there are only four institutions who have experienced negative bottom-line changes in FY19.

Ms. Leyh-Pierce stated that Huron identified four preliminary risk indicators, including significant historical operating expense reductions and an increasing debt burden, to calculate an overall score for each institution. These risk indicator factors are: expendable reserve metric, operating performance metric, net position metric, and debt leverage metric. She stated that institutions meeting multiple risk factors will have limited financial flexibility in coming fiscal years. She noted that seven of the ten institutions that met at least two risk factors are community colleges, suggesting that two-year institutions may be the most susceptible to future financial distress given state budget cuts in coming fiscal years. There was discussion about this being a national trend but that there could also be a potential trend to see higher enrollment for community colleges as students may prefer to live at home and not in student housing in light of the current pandemic.

Ms. Leyh-Pierce stated that based on the change in CFI score over time, it is evident that there is a larger decrease in CFI score in the northwest quadrant of the state, which is also the least densely populated region of Oklahoma. She also discussed tuition and fee price impacts as well as enrollment changes based on tier. She noted that two-year community colleges have experienced the largest declines in enrollment across the system, despite their relative affordability and similar pricing increases to other four-year institutions. A discussion began about the correlation between unemployment rates and enrollment and it was noted that additional concerns about health and social distancing could push enrollment declines by 15 to 20 percent for the Fall 2020 semester. Mr. Curry added that it is also important to focus on the impact of enrollment declines on auxiliary enterprises such as housing and dining revenues, bookstores, athletics, and in some cases, university medical centers.

Ms. Leyh-Pierce discussed that reductions in state appropriations have constrained growth in EBIDA margins for four-year institutions, though significant cost reductions at many two-years have allowed for large improvements despite revenue challenges. She added that reversing EBIDA declines at many four-year institutions will be key to meeting debt service requirements and addressing capital asset needs. She stated that maintaining adequate liquidity should be a priority for institutions as unrestricted cash and

investment resources can be utilized to ‘bridge the gap’ and meet operating expenses in the near term. She noted that statewide trends suggest that institutions with improving operating results have been more successful in improving their days cash on hand ratio, while others have struggled to grow unrestricted cash and investments. She reiterated that maintaining liquidity to hedge against future financial shocks will continue to be increasingly important.

Mr. McLaurin discussed financial and nonfinancial metrics that should be used to assess institutional health. He highlighted leading nonfinancial indicators, including new student and transfer applications, admission and yield rates, and first year and second year retention rates. Looking at leading financial indicators, Mr. McLaurin mentioned line of credit availability, tuition and housing deposits, prior year unrestricted net assets/budgets, deferred maintenance estimates, and scholarship/institutional aid budgets. He also noted nonfinancial and financial lagging indicators, stating that these reflect past activity but also provide a clearer connection to outcomes and performance. He discussed how these key performance indicators can help OSRHE improve oversight of financial conditions. Mr. McLaurin reviewed how analysis of key performance indicators can help identify institutions facing the greatest risks associated with debt management, cash flow, enrollment, and other challenges relative to the system.

Regarding the current COVID-19 pandemic, Mr. McLaurin discussed how Huron is tracking institutions nationwide to understand how the industry is responding to the current climate. He discussed four crisis response pillars that have been identified as integral to the stabilization of institutions and will require thoughtful consideration as a plan for the state system is being developed: people, mission, operations, and environment.

In regard to Oklahoma’s system, Huron identified four opportunities for system-level reforms that will help drive efficiency and effectiveness across the state, keeping the current nationwide crisis top of mind. Mr. McLaurin mentioned coordinated strategic planning, evaluating opportunities for maximizing economies of scale, an analysis and repositioning of how state funding is allocated, and guidance and support for optimizing financial aid to improve yield and enrollment. Mr. Curry discussed economies of scale.

There was a brief discussion about how to best disseminate the data to respective governing boards, as well as how to continue updating key performance indicator information. Mr. Curry suggested that Huron could develop an electronic reporting format, so institutions can routinely complete it online on a routine basis.

In his conclusion, Mr. McLaurin presented projections including the 3.95 percent cut for FY21 with the potential for additional mid-year cuts based upon uncertainty with oil and gas revenues and Oklahoma state tax revenue as it correlates to average oil prices. He then presented a forecasting model

demonstrating an expected nationwide decline in enrollment as well as a model demonstrating steeper declines in enrollment and continued depression of oil revenues. Mr. McLaurin concluded by discussing future expense reduction capacity of the institutions by tier, noting that community colleges have cut expenses at the highest rate, constraining opportunities to further material reductions and potentially creating the need for significant actions. He stated that in order to minimize the burden of these declines, institutions will need to significantly cut expenditures, dip into reserves, or begin consideration of mergers and/or closure, reduction/realignment of academic programming, reorientation of programs towards job markets, mission right-sizing, administrative cost reductions strategies, and space utilization analysis.

State Regents expressed their desire to have Huron present in-person at the June meeting to discuss next steps.

- b. **BREAK.** Five minute break for videoconference meeting. Following the break, the meeting was called back to order and the roll was called. Participating in the meeting were Regents Sherry, White, Helm, Parker, Holloway, Casey, Hickman, Turpen, and Taylor.
- c. **MICRO-CREDENTIALS.** Senior Vice Chancellor for Academic and Student Affairs Dr. Blanke presented on the progress toward the development of micro-credentials.

Dr. Debbie Blanke began by presenting a survey from Strada that shows that a large portion of 18 to 24-year olds are changing their education plans but that it seems that adults are still following their educational plans. She noted that those with a postsecondary degree or credential are more likely to enroll in all types of education in order and that those already in the workforce are looking for additional skills through online opportunities.

She discussed what badging and micro-credentials are, stating that they are competency-based digital forms of certification that could be used for professional development, coursework, or training. She noted that these micro-credentials could be bundled or stacked and could support employers who are looking for employees with certain professional learning experiences. Dr. Blanke then discussed the structure of a micro-credential, describing how they are issued, what they are comprised of, and the expected outcomes in terms of requirements and competencies. She mentioned examples of how the micro-credentials could work and discussed micro-credentials and certificates and that they are viewed as complimentary. She then discussed the benefits of micro-credentials, noting that they are transferable, digital, provide more specificity to employers on skills and competencies, and provide students with ongoing professional development. Dr. Blanke also discussed state benefits, including strengthening transfer across the state system, expanding the data at the OSRHE, increasing opportunities to leverage data analytics, shortening the time to degree completion, expanding

opportunities with employers, and that on the national lens micro-credentials are seen as ways to close some equity gaps.

Dr. Blanke mentioned other initiatives that micro-credentials would align with and discussed the next steps to develop and implement the credentials. There was continued discussion about degrees, certificates, and micro-credentials.

- d. **COLLEGE DEGREE COMPLETION.** Senior Vice Chancellor for Strategic Planning, Analysis, Workforce and Economic Development Tony Hutchison presented the Degrees Conferred Report.

Mr. Hutchison began by reminding Regents about how dramatically less people are unemployed if they have a college degree and how much more weekly earnings tend to be for those who have degrees. He mentioned that some people are stacking graduate certificates in lieu of pursuing master's degrees. He then highlighted the top five fields for Bachelor's degrees, noting that the vast majority of degrees are in STEM and healthcare degrees followed by business, liberal arts, and education.

Mr. Hutchison also highlighted the percent of degrees conferred among minorities, noting the increase in the Hispanic population in high school and that though this population is helping to keep the rate of high school graduates steady, many of the Hispanic students are not going directly to college and that there needs to be more done to market to these students and helping them navigate their way to college. He noted the large portion of females earning degrees in Oklahoma. He also noted the increase in STEM degrees in Oklahoma over the last few years but cautioned that some STEM graduates who are not U.S. nationals cannot stay and work in the areas of aerospace and defense and are leaving.

There was a discussion regarding remediation and working with K-12 to receive transcript data. Mr. Hutchison concluded by stating that a degree is still valuable in the economy. The presentation ended with a discussion on how to better present the essential information to the public in a concise form.

6. **BREAK.** Five minute break for videoconference meeting. Following the break, the meeting was called back to order and the roll was called. Participating in the meeting were Regents Sherry, White, Helm, Parker, Holloway, Casey, Hickman, Turpen, and Taylor.
7. **COVID-19.** Chancellor Glen D. Johnson provided an update on higher education's response to COVID-19.

Chancellor Johnson stated that Oklahoma higher education has been very aggressive and responsive throughout the wake of COVID-19. He stated that the State Regents' office has played a large role in coordinating with the twenty-five institutions, coordinating weekly meetings with the presidents, the creation and daily update of a campus response document, and a frequently asked questions document. He discussed institutions' future

plans for the Summer and Fall 2020 semesters, noting that all institutions were planning to continue online courses for the summer and many had already stated their intent to return to in-person in the fall. He then highlighted the institutions' response in regard to housing, their community impact, their grading policies, and their use of federal stimulus dollars.

Chancellor Johnson mentioned his selection to co-chair the SREB task force on the response and recovery to COVID-19. He stated that the task force focused on four key areas: funding and cost, safety and health, online and distance education technology, and student support both financial, academic and personal support. He mentioned that Oklahoma State University President Burns Hargis presented to the SREB regarding their institution's plan to reopen in the fall and the protocols they will implement.

There was then discussion on how the institutions gave CARES Act money to students and the general criteria institutions looked at.

8. **BUDGET REPORT AND REVENUE UPDATE.** Chancellor Glen D. Johnson and Interim Vice Chancellor for Budget and Finance Sheri Mauck reported on the State budget, gross production tax, and revenue.

Chancellor Johnson began by stating that he was pleased and appreciative of the 3.95 percent reduction. Ms. Mauck stated that the April revenue has been noted as a historic miss for the state's collection of general revenue. She added that the oil and gas decline, the economic shutdown due to COVID-19, and the postponement of the income tax deadline all added to this decline. She stated that the April collections were down \$416.2 million or 44 percent below the estimate. For total general revenue taking the collections for the first ten months of the fiscal year, they were down \$486.9 million or 8.5 percent, and so we did reach a revenue shortfall at the end of April. She noted that the legislature and the Governor had anticipated that so they agreed to measures to access the one-time revenue stabilization and rainy-day funds to ensure that FY20 state appropriations were met. She added that for July through April, the income tax revenue was down 5.9 percent, gross production was down 29.5 percent, and sales tax was down 7.5 percent and motor vehicle taxes were up 41.4 percent, for a total shortfall of 8.5 percent decline in state general revenue for the period.

9. **LEGISLATIVE UPDATE.** Vice Chancellor for Governmental Relations LeeAnna McNally provided the legislative update.

Ms. LeeAnna McNally began by stating that 176 pieces of legislation advanced to the Governor's desk compared to 535 pieces of legislation last year, demonstrating the impact of COVID-19 on the session. She briefly touched on companion bills House Bill 2753 and House Bill 4141, relating to the transfer of Quartz Mountain to the Department of Tourism. She stated that House Bill 2753 provides details of the transfer effective October 1, 2020 and House Bill 4141 which provides approximately \$508,000 to implement the transfer as outlined in House Bill 2753. The \$508,000 is not part of the State Regents appropriation and is specifically addressed in the legislation to pay off the

outstanding debt service. Chancellor Johnson added that when the transfer occurs on October 1, 2020, the funding will fully go to the Department of Tourism.

Ms. McNally also mentioned two bills relating to the Endowed Chairs program, House Bill 2749 and House Bill 2750. She noted that House Bill 2749 caps the state matching funds for the program at no more than \$671.2 million, sunsetting the program. She added that this amount includes the current backlog of \$161 million. She stated that companion bill House Bill 2750 authorizes increasing the bonding amount for the endowed chairs program to cover the current state matching backlog, thus providing the infrastructure for funding of the current backlog of \$161 million into the future.

10. **TASK FORCE REPORTS.**

- a. **Online Education Task Force.** Senior Vice Chancellor for Academic and Student Affairs Dr. Debbie Blanke discussed the Online Education Task Force meeting earlier in May, mentioning a couple of presentations at the meeting. She noted that Mr. Gary Dotterer at Rogers State University was selected as the new COLE Chairperson during the Online Education Task Force meeting. Dr. Blanke updated State Regents on the online consortium, noting that 23 out of 25 of the institutions are now members and that work is ongoing on a website, logo development, and portal for Noodle courses on professional development. She added that the OCO has offered 16 webinars with 3,000 participants so far this spring, and that the number of participants has increased in light of COVID-19. She added that OCO and COLE are planning a collaborative workshop to do some strategic planning for next year and that the Online Education Task Force is next scheduled to meet on June 25.
- b. **State Regents Campus Safety and Security Task Force.** Associate Vice Chancellor for Communications Angela Caddell provided an update on the Campus Safety and Security Task Force, mentioning the ongoing planning for the Campus Safety and Security Summit scheduled for October 29, 2020 at the Reed Center in Midwest City but that they are making contingency plans in the event that they are not able to hold the summit as they usually do. She stated that they are continuing to work closely with their partners and that if they are able to hold the summit in a face-to-face venue, that it is their goal to work with the Midwest City police department to execute a live exercise scenario. Ms. Caddell stated that they have been able to engage with their keynote speaker, Mr. Scott Lewis from TNG, who is a nationally recognized expert in helping optimize campus behavioral intervention teams. She stated that they are also hoping to engage a representative from a campus that has experienced a recent incident to discuss best practices and lessons learned. She added that other content options that they are looking to cover are: maximizing table-top exercises, Title IX considerations, tactical response, campus incident communication plans, preventing and dealing with ransomware and cyber-attacks, and several fronts in partnership with mental health. She concluded by stating that the next meeting is set for Wednesday, June 3.

11. **BEST OF HIGHER EDUCATION.** Regents received the May 2020 update on institutional activities via e-mail on Thursday, May 28, 2020.
12. **CALENDAR OF EVENTS.** Regents received the Calendar of Events via e-mail on Thursday, May 28, 2020.
13. **ADJOURNMENT.** With no other items to discuss, the meeting was adjourned.

ATTEST:

Jody Parker, Chairman

Jeff Hickman, Secretary

STATE REGENTS FOR HIGHER EDUCATION
Research Park, Oklahoma City

**PUBLIC HEARING
on Tuition and Fees**

Friday, May 29, 2020
Zoom Videoconference

Regent Jody Parker: We're going to begin the public hearing on tuition and fees. Chancellor has this meeting been filed and posted as required, and you might consider the extent of your response commensurate with yesterday's, I think.

Chancellor Glen D. Johnson: Yes, this meeting, Mr. Chairman and Regents, has been posted and filed as required by law within the time frame specified by the law, and so we are appropriately in this session this morning.

Regent Jody Parker: Thank you. I would like to call this public meeting to order. Before we start the public hearing portion of the meeting, let's review the tuition and fee items that will be the focus of the testimony. The information has been posted on the State Regents' website. Chancellor, would you like to comment on these issues?

Chancellor Glen D. Johnson: I will, Mr. Chairman and Regents. We all know that if our state is going to remain economically competitive, we have to have the best educated and most productive workforce that we can assemble. To that end, the State Regents have made a very strong commitment that if a student has demonstrated that he or she has the ability to achieve in college, as a state and as a State Regents body, we want to give them the opportunity and the access to go to college, and certainly commensurate with that is keeping college affordable. It may be helpful to look back over the last ten-year period in terms of, with the Regents being their responsibility with regard to tuition and mandatory fees, to look at what action has been taken. You can see that over this last ten-year period, even during times of very difficult budgets during that time, tuition and mandatory fees have averaged 4.68 percent or under 5 percent, which is remarkable given the fact that many states during this same time, you witness double digit tuition increases in many states, including Arizona and certainly the state of California that had back-to-back increases with double digits, Georgia, Illinois and other states.

So, State Regents in our higher ed system, with the components of setting tuition and fees, this hearing being one of the major components today, have kept tuition under 5 percent. If you look at some of the national information with regard to Oklahoma higher education's affordability, the most recent U.S. News and World report in its Best States report, ranked Oklahoma as the twelfth lowest in the nation in tuition and fees and thirteenth lowest for student debt at graduation. To that end, I might add that the story on student debt in Oklahoma is a different and much better story than the national story on student debt. First and foremost, half of our graduates in Oklahoma from Oklahoma colleges and universities leave our colleges and universities with zero student debt. That ranks us tenth in the nation in terms of our students leaving our colleges and universities with the least amount of student debt, well below the national average in that space. So, on these key indicators of college affordability and low student debt, Oklahoma higher education performs exceedingly well in comparison to the national pictures, certainly exceedingly

well on a regional basis, and we come to this hearing today with the understanding that we think that the topic of tuition and fees is really key to college affordability, are very interested today in what our presenters and those that will be appearing in our public hearing have to say with regard to their views on tuition and mandatory fees. To that end, Mr. Chairman and Regents, I would like to ask Sheri Mauck, our Interim Vice Chancellor for Budget and Finance, to explain the items that we will be addressing on the agenda today. Sheri?

Sheri Mauck: Thank you, Chancellor. Mr. Chairman and Regents, in order to fill both the statutory and policy requirements, the State Regents are authorized to establish resident and non-resident tuition and mandatory fees within limits prescribed by the legislature. Each year, staff compiles data of the tuition and mandatory fee rates charged at peer institutions within each respective tier. The FY21 legislative peer limits for tuition and mandatory fees for undergraduate, graduate, and professional programs were posted at the April 22nd State Regents meeting and are currently available on our website. The peer limits are defined by each respective tier: research, regionals, with two unique categories within the regional tier, the urban four-year institution UCO and the four-year liberal arts university USAO, and the two-year community college tier. Professional programs also have unique peer limits defined by the specific programs offered. The FY21 peer limits for undergraduate resident students represent increases from the FY20 peer limits of 1.9 percent for the research tier, 3.2 percent for the regional tier, and 4.4 percent for the two-year community colleges. Oklahoma institutions will submit their requests for FY21 tuition and mandatory fees for approval in June. Those rates may not exceed the average of the respective peers as shown in the table included in your packets and posted to our website.

The second item to be addressed today was also posted at the April 22nd meeting and is also available on the website. It is a list of institutional requests for changes to academic service fees for fiscal year 2021. The academic service fees are required in addition to tuition and mandatory fees for students enrolled in certain courses of instruction. An example would be a laboratory course or a nursing supply fee that is required for nursing courses, and also includes specific service fees such as a testing or assessment fee. Nineteen institutions have requested a total of 380 changes to academic service fees, representing a decrease of 206 requests or 54 percent over last year's 2020 requests.

Regent Jody Parker: Thank you, Sheri. Is that the conclusion of your remarks?

Sheri Mauck: Yes, it is. Thank you, Mr. Chairman.

Regent Jody Parker: Alright, thank you. We have several speakers who have asked to provide public testimony on these topics. We thank you for your interest and appreciate your willingness to engage in these policy discussions. Chancellor, would you explain the ground rules please?

Chancellor Glen D. Johnson: I will, Mr. Chairman and Regents, and thank you for this opportunity. The ground rules today, each speaker will have three minutes to make comments. We will ask Kylie Smith to serve as our timekeeper and let our speakers know when that time is over. Each speaker is allowed their time commitment. We ask that our speakers, when they begin their comments, to state their name, the institution or the organization that they represent, if any. We want to emphasize that this is a public hearing on the topic of tuition and fees and we would ask that all of our speakers confine their comments to that topic. If speakers have written comments or materials, again, submit those to Kylie Smith by email. We're here for the purpose of listening to you today. Regents may have questions if they need clarification regarding any of the comments. Now I'm going to read the names of the individuals who have asked for the opportunity to comment on tuition and fees. I would also ask is there anyone else in the audience

who would like to be added to the list. If so, please click the “raise your hand” function in the webinar so that we may acknowledge you. If you can’t find the that raised hand function, you may also type your name in our chat box and we will add you to the list of speakers.

So, let’s begin. Our first speaker today is Dr. Kristi Archuleta. She is the Chair of the Faculty Advisory Committee and Faculty Senate Chair at the University of Central Oklahoma. We recognize you, Dr. Archuleta.

Dr. Kristi Archuleta: Thank you. Hi, I’m Dr. Kristi Archuleta, Associate Professor in Organizational Leadership/Reach Higher at the University of Central Oklahoma. Thank you for your time today listening to the faculty perspective on tuition rates.

Higher Education institutions in our state are facing an unprecedented situation with no nautical charts to navigate the depth of the waters. For many, it must be like stillness seems to come and though some damages may need repair, the sun is rising over the horizon, and then another wave comes and crashes over the bow of the ship. Each are experiencing common challenges, including the impact of COVID-19, reduced state funding and support for higher education, and each are facing a unique landscape. All higher education leaders must do their best to make decisions of how to keep moving forward despite the conditions and limited visibility. It is understandable, then, that some institutions may be asking to increase tuition. Whether this is a viable solution or not to combat what has happened is unknown. Many faculty are aware and attuned to what is occurring at our represented intuitions and across the state, though some faculty do not understand the larger picture of how institutions operate and the processes beyond their classrooms, departments, and colleges. We all serve in different roles and like any other facet of life, we are able to grasp the bigger picture at different points of our development or career development which means that a faculty lens can have diverse opinions and perspectives.

While I do not believe that I can adequately speak for all faculty across the state, due to the variance in experience, discipline, and views, the commonality, the collective perspective is that we care about our students- what they are experiencing, what they learn, how they move into the world, what they create and impact as citizens. In Oklahoma, as you heard, we boast a very low student debt alongside affordable tuition. This is critical for our students in the pursuit of their education as well as afterwards. We want to limit the hardships of obtaining higher education for all students, and as successful alumni, they are our best advocates. While enrollment is a focal point, retention of our students is also critical. There are many factors that impact retention and tuition and fees is certainly one of them. We want to continue to encourage students to complete degrees and continue to make higher education affordable.

My pulse of the faculty sentiment at this time would be to be empathetic to our students and to our leaders and encourage the most balanced decision-making that you can. Under the pressure that our leaders are facing they may not see all the possible solutions at their fingertips and could likely use some creative guidance as well as a second or third look at what they are proposing as a significant tuition increases could cause a deeper rift under the surface than it initially appears. Again, I appreciate your time today and consideration of these points.

Chancellor Glen D. Johnson: Thank you very much, Dr. Archuleta. Any questions from Regents?

Regent Michael C. Turpen: Very well spoken, very well said. Thank you very much.

Dr. Kristi Archuleta: Thank you.

Chancellor Glen D. Johnson: Any other questions? Okay, our next speaker this morning is Robert Couch with the Student Advisory Board. We welcome Robert Couch. Robert? Is Robert Couch on the call? Here he is, yes. Robert, you will need to unmute your microphone. We recognize Robert Couch.

Robert Couch: Hello, can everybody hear me?

Chancellor Glen D. Johnson: Yes.

Robert Couch: Thank you all for your time. My name is Robert Couch, I am the Co-Chair of the Student Advisory Board as well as a rising junior, computer science major at Langston University. In Oklahoma and elsewhere, higher education faces an unstable future. Demographic, economic, and technological changes are driving transformation in all that we do. Higher education, access to it, knowledge created and disseminated through it, and outcomes produced by it will be the key to innovation and prosperity. At the same time, public higher education faces an unprecedentedly challenging landscape, as it seeks to fulfill its public purposes and responsibilities.

A transformative potential for our nation is at risk. And the risk is most evident in the ever-increasing tuition our colleges and universities charge. Regardless of the reason, higher prices mean fewer families can gain the education and training they need to grow and prosper in their communities. Traditionally underserved students, as well as families from deeper into the middle class find it difficult to afford a college education. State and federal financial aid are not meeting the growing need, and more students face higher debt levels while enrollment in higher education is leveling off, if not declining. Demand for completers of postsecondary credentials has never been higher. While inevitable hikes in tuition will indiscriminately affect everyone, it will have a disproportionate effect on students from middle and lower-class communities, as well as first-generation college students. The cost of higher education has surged nationally more than 538 percent since 1985. And as tuition and fees increase, universities need to be concerned about whether costs have risen to a point where students from low-income families are being disproportionately excluded. Given the rates of increases in tuition and fees in recent times, this outcome seems plausible.

In my closing, throughout my extensive conversations with students across our higher ed system, their main concern is the affordability of college and the amount of loans that they'll graduate with. Please keep us in mind through these trying times. Thank you for the opportunity to speak.

Chancellor Glen D. Johnson: Thank you, Robert. Any questions of Robert?

Regent Jody Parker: Robert, this is Regent Parker. I was curious in your conversations with fellow students, do they have a sense of why tuition has risen as it has since 1985?

Robert Couch: It is my understanding that they have a vague sense. You know, and of course as inflation occurs, things will get more and more expensive. But their main concern isn't the reason why, but the very fact that it's increasing.

Regent Jody Parker: Thank you. As I assume you know, across the nation states have continued to reduce their appropriations to higher education, so for publicly funded higher education, the burden has shifted from the state taxpayer substantially to the individual student and the student's family.

Regent Michael C. Turpen: Robert.

Chancellor Glen D. Johnson: Regent Turpen.

Regent Michael C. Turpen: Thanks for the courage to appear and to speak and to say everything that you just said. Tell me a little bit more about yourself. I'd like to know where you grew up, where you went to high school. What did you do before you ended up there at Langston?

Robert Couch: Oh, okay. So, I'm actually not from Oklahoma, I am from Kansas City, Kansas. I went to Washington High School, which is more of an inner-city school. And tuition directly affects me because throughout my choices in high school, I wasn't always the most scholarly, so it kind of voided my ability to get a lot of scholarships coming to school so I have to take out certain loans and that provided financial security for me and my family. But one thing I do love about Oklahoma is the ability to have a forum and the ability, and how much you encourage students to speak up and say how they feel and that how we feel is actually cared about.

Regent Michael C. Turpen: Robert, I respect everything you just said. Thank you. I'm very grateful for your appearance here today.

Regent Steven W. Taylor: Robert, you've given a voice this morning to exactly the concern that all of us have about tuition and you've given it a very personal voice. Yesterday, Regent Helm and today, Regent Parker touched on something we are concerned about and that is that in the last approximately ten years, the taxpayer support, the state appropriations to higher education has dropped about 25 percent in Oklahoma. And you have, this morning, given a voice to why we need to be concerned about that and what public higher education means and public higher education means that the public supports the students who are trying to achieve and make their lives better. So, thank you for, you're making the case better than any of us can.

Regent Jay Helm: I would like to add to that. Robert, we appreciate that. I would like to add to what Justice Taylor commented on. We reduced almost 25 percent, Chancellor you showed us that we are in the top ten on tuition but you didn't show us that we are in the bottom five, of all the states, in support from the state for public higher education. So, even though we get very little support from the state, we've still tried to hold tuition down, Robert.

Chancellor Glen D. Johnson: And Robert, just to follow up on Regent Helm's comments on two very key indicators over this last eleven years, the State Regents through our process, which this tuition hearing is one of the key components of the process, we've kept tuition below 5 percent, frankly one of the best or lowest rates in the nation. And as Regent Helm said in terms of our ranking under the U.S. News and World report ranking, that puts us comparatively one of the lowest in the nation. Same way on student debt, also one of the lowest states in the nation, so comparatively I think we are listening and will continue to listen to your voice. We are very cognizant that we have got to keep tuition and fees affordable for our students. We very much appreciate you making the case that you made today. The state appropriation decline has been a key factor in all of this and we all need to focus toward the end of maximizing the appropriation for higher education going forward from here. We really appreciate your comments today.

Robert Couch: Thank you.

Regent Jody Parker: Chancellor?

Chancellor Glen D. Johnson: Yes, Regent Parker?

Regent Jody Parker: In regard to Langston University, they've managed to keep their tuition and fees relatively low compared to other state institutions, is that correct?

Chancellor Glen D. Johnson: That is correct, yes, they have. And so we appreciate that as well.

Regent Jody Parker: I know all of these relative explanations, if you will, Robert, don't really affect your balance in your bank account and it's regrettable that we've had to shift the burden as we have to maintain the programs that we have in our public education system. Thank you for appearing.

Robert Couch: Thank you for allowing me to have the forum.

Chancellor Glen D. Johnson: We appreciate it very much, Robert. We will go to our next speaker. Our next speaker is Logan Hutto with our Student Advisory Board. So, let's extend a very warm welcome to Logan Hutto. Logan, you're recognized and you're on the screen.

Logan Hutto: Hi, I'm Logan Hutto, I'm from Oklahoma State University, I'm a rising senior studying aviation management and business management. I'm also on the Student Advisory Board with Robert. First, I want to start off and say thank you for letting me be here today and thank you for listening to the student voices and voices from across the state on this issue. I do want to say thank you for all of your help and guidance for the schools to help keep the rates below 5 percent over time. That has absolutely no doubt helped the students across the state to be able to go to school and keep that education. And really the biggest thing I want to encourage and to voice is let's keep that for the state and let's make sure that we do stay in that list of that top ten, that's really a great feature that Oklahoma has over other education. I'm from Texas, born and raised, always said as a kid that I would never go to an Oklahoma school - UT or somewhere else, but I'm here now and I'm really glad I am because of the support that the Regents provide to the schools. So, the biggest thing is I really just want to say thank you for doing that and encourage from the student perspective, let's keep doing that.

I really enjoy being on the Student Advisory Board to be able to prepare things for the Regents because I know that they do respect that student voice whenever it comes to any topic and especially things like today, tuition and fees. My school is very expensive and I am having to take out many loans. One thing I would encourage is more education behind those loans and tuition and all of that. We do have required meetings and stuff and trainings behind the loans, but why not require more so students really know the weight of those loans they are taking out. And that's not to discourage them from taking those loans, but to actually teach them what they mean and what it means for them when they leave college. But again, I really just want to say thank you for having me here and thank you for allowing me to speak my concerns and allow students and faculty from across the state to speak their concerns on these issues.

Chancellor Glen D. Johnson: Good. Are there any questions or comments from Regents?

Regent Jody Parker: I would say thank you, Logan for coming to Oklahoma. I assume in part it was because of the value of the proposition of going to Oklahoma State, it could as well be programmatic. With regard to your desire to have more training or more education with regard to loans and their ultimate consequences, Regent White for years has been encouraging all of our campuses to more robustly engage with students before they take on this indebtedness and it's actually good that you brought the subject up because I think we may, at the State Regents level, not fully appreciate the degree with which that information is being given to you, so thank you.

Logan Hutto: Thank you.

Chancellor Glen D. Johnson: Any other questions or comments from Regents?

Regent Jay Helm: Go Cowboys.

Logan Hutto: Go Pokes.

Chancellor Glen D. Johnson: Logan, I might mention to your point, which we very much appreciate about more information on financial aid, student loans, scholarships. The State Regents have several initiatives. I'll mention a couple of them. We're one of only a handful of states now that have successfully been selected for our federal GEAR UP grants. GEAR UP is designed to prepare students in high school for college success and part of that effort goes to making them aware and understanding the language if you will, on how to navigate the financial aid process, the student loan process, and the scholarship process. We also have a division within the State Regents, the College Assistance Program that we call OCAP, again designed for, as Regent Parker said, one of the things that Regent White has advocated for his entire time on this board, giving students more information on financial literacy, not only as they leave high school but even when they get to college as part of the first-year orientation process where, because they don't have the information as you know firsthand, some students rack up debt and then they have to, in some instances, unfortunately drop out of college just to pay their debt. So, these financial literacy components as a part of the first-year experience is something that we work with our colleges and universities in the system to emphasize more and more. Within our College Assistance Program we also provide information for those students that do have loans on default prevention in order for that experience to work properly. So, we take to heart what you say and anything else that we can do to make sure that students that are making the decision to go to college have all of the information they need to successfully navigate the process of financial aid and scholarships and student loan, that is a top priority of the State Regents and will continue to be.

Logan Hutto: Thank you, Chancellor.

Chancellor Glen D. Johnson: Any other Regents with questions or comments? Well let's again thank Logan Hutto for his presentation today. We appreciate it, Logan. Now we would like to ask if there are others that would like to speak on the topic of tuition and mandatory fees. If so, please click the "raise your hand" function in the webinar or type your name into the chat box. And Kylie, if you would monitor that to see if we have others on the webinar today that would like to publicly comment on tuition and mandatory fees.

Kylie Smith: I am looking. We have one, JaNae Williams. I'm going to move her over to a panelist so she can provide some comments. There we go. JaNae, are you with us?

Chancellor Glen D. Johnson: JaNae, can you hear us?

Regent Jeff Hickman: She doesn't appear on our screen.

Chancellor Glen D. Johnson: No. Kylie, is there a way you can communicate with JaNae?

Kylie Smith: Here she is again, she's back on. I'm going to promote her to a panelist again. There she is. JaNae, you're on mute right now. There we go.

Chancellor Glen D Johnson: JaNae, can you hear me? This is Chancellor Glen Johnson. Can you hear me okay?

JaNae Williams: Yes, I can. Can you guys hear me?

Chancellor Glen D. Johnson: We can and we want to welcome you to our public hearing on tuition and fees at this time. You might let us know, we know your name, but the organization you represent and then you're recognized for comments on tuition and mandatory fees. So, welcome, JaNae.

JaNae Williams: Yes, sir. My name is JaNae Williams, I am a senior at the University of Central Oklahoma and so the reason I wanted to be a part of this hearing today is just that, I am a concurrent major at the University of Central Oklahoma which means I'll be getting two degrees when I graduate. And during my time there, my two majors are strategic communications and professional media. And during my time there, one of the classes that I've taken, we did some research on tuition and fees and we looked into all of the work that you guys have done to try to keep tuition reasonable in the state of Oklahoma and so all of the things that have been said today are very true. The fact that the majority of the issue comes to the fact that state appropriations just aren't there anymore and as the faculty speaker said, our institutions are facing problems that they never saw coming because of that and they're having to make decisions that they don't know how to make without the right solutions at their fingertips.

But, like the two student speakers have said, students are being faced with decisions that, for those of us coming from middle-class and lower-class backgrounds, we don't know if we'll be able to graduate, and when we do, how we'll be able to pay off student loans that we've taken out. Sorry, my apologies. And knowing that for me, I'm a non-traditional student and it's taken me far longer than a lot of people to finish my degree because I was trying to avoid as much debt as possible. Unfortunately, by the time I graduate I will have close to \$30,000 in student debt, if not more than that. Part of that being because I did start school in Texas, which is where I'm from, and when I moved to Oklahoma it was because Oklahoma was more affordable.

But, looking at fees, I know a lot of the fees we charge, we work to keep tuition down, but a lot of times even though tuition is kept down, what we see is that fees are increased almost at a rate that is so high that they match the fees. The fees are almost more expensive than the tuition itself at some of the universities across the state. And I think that's one of the things we really have to be careful of for students. There are fees sometimes that students get charged that are mandatory fees for buildings that we don't even walk into. I know for myself personally, as a Mass Comm student at the University of Central Oklahoma, I pay fees for the Liberal Arts building and I've never taken a class at the Liberal Arts building. So, there are these fees that we get charged because of being listed under a certain nature or being part of a certain group, even if they don't directly apply to us, and sometimes that's where the problem comes in and why students have frustrations. We feel like we're being assessed a general fee, or we see our fees going to things that maybe don't necessarily connect back to us or we don't understand why a student activity fee is used for a certain thing or certain fees that are assessed against us are being put towards specific things. So, that's just kind of what my thought was, again, I thank you guys for recognizing me and giving me a chance to speak on behalf of non-traditional students and students that are coming from a different background and I just appreciate the chance to speak to you guys.

Chancellor Glen D. Johnson: Thank you very much, JaNae. Do we have any questions or comments from our Regents?

Regent Michael C. Turpen: One question. Oh, go ahead, Regent Casey.

Regent Dennis Casey: Ms. Williams, I'm with you there. I feel like, and I'll do more and more research on this, the transparency with the fees, when you say the fees are as high as tuition, that's the kind of data that I think we need to gather and see that because I know, in dealing with parents, the first time that their kids go to college they are just shocked at the fees. They knew the tuition was coming but they are really surprised by the fees. So, I appreciate you bringing that up towards us and it gives us an opportunity to really focus on that. Thank you.

JaNae Williams: Thank you

Chancellor Glen D. Johnson: Regent Turpen?

Regent Michael C. Turpen: That covered my question, thank you.

Regent Jody Parker: Chancellor, there might be further comments on fees that we're anticipating, fee changes we're anticipating, that we're going to be discussing later.

Chancellor Glen D. Johnson: Well there will be an agenda item.

Regent Jody Parker: Just in response to JaNae.

Chancellor Glen D. Johnson: Yes, there will be an agenda item today where our colleges and universities will be coming forward with requests on modifications to academic service fees. JaNae, this may go to some of the issues that you raised. As everyone knows, the system of higher education, our colleges and universities, basically converted from face-to-face instruction to online instruction during spring break, on a dime if you will, and transitioned over 173,000 students to online instructions through the virtual format. To that end, as we're getting into summer, there will be nearly every college and university in our system will be offering their summer courses online and a number of our institutions, in an agenda item today in fact, well over a majority, will be asking the Regents to consider modifications on certain academic service fees where, because we are offering courses in an online format to your point, JaNae, those fees would not be, students would not receive the benefit of those fees. As an example, the student union fee or a wellness fee, which, if you're taking courses online, there would be during the time period where classes are involved, the benefit would not be there. So, we are considering those today. It's on our agenda item later on and I also know that as we get into the fall semester there will be additional requests from our institutions, asking the Regents to modify academic service fees and to look at those where, because of the onset of COVID-19, there may be instances where students are not getting the benefit of those fees. And that's what we'll be taking up later today, so we very much appreciate you raising the issue.

JaNae Williams: Thank you guys and thank you for giving me the chance to speak to you all.

Regent Jeff Hickman: Mr. Chairman, I might have a question for JaNae.

Regent Jody Parker: Please.

Regent Jeff Hickman: JaNae, could you tell us about your experience at UCO since spring break? I'm just curious about the transition to online, as the Chancellor referenced, from a student's perspective in the terms of the quality of instruction, the ease of use with whatever system UCO might be using, the availability of faculty when you have questions and need information. Can you tell us kind of how that experience has gone since spring break with the transition to online?

JaNae Williams: So, I am incredibly lucky. I will say that my degree program is probably one of the harder ones to transition to an online format, being a professional media and strategic communications student, everything that we do is hands-on. So, producing videos, producing news shows, producing the newspaper, doing advertising campaigns, all of those are things that we are taught to do hands-on, so having to transition all of that to a remote setting was incredibly difficult but every single one of my professors, from my perspective, was more than willing to rise to the occasion and worked tirelessly to help every single one of us. I mean, in the mix of all of that I was also having some health issues that happened to coincide with everything, not COVID-related, but I had professors telling me, you know, we'll figure it out, we'll do whatever we have to to make sure that you get your assignments turned in. And then UCO was great about communicating with students as far as what the expectations were for grading, what students were going to be able to do regarding grading, and just trying to give students, who, because we are a commuter campus, knowing that there are students coming from areas where Wi-Fi might not be the greatest, I commute from McCloud, Oklahoma, to UCO in Edmond for classes, and so they had the option of Wi-Fi hotspots available for us. So, UCO really did their best I feel to make sure that we were really well prepared. Of course there were some people who had issues with it, there's always going to be those people who find some issue to have with any kind of situation like that, but for the most part, I feel that my professors in my program and even for my friends that were in other programs that I've spoken to about it, felt that the professors were really standing behind the students and they were trying their best to give us the most support that they could.

Regent Jeff Hickman: Regent White mentioned yesterday, I think, that this was kind of an experiment to see how this would work and where things were online and when things were virtual and it sounds like in terms of the technology and the ability to pull that off that UCO was successful in the way they transitioned that.

JaNae Williams: I believe we were, I mean especially just for instance in terms of our newscast, we went from doing a newscast four days a week to doing a newscast one day a week, but even to pull off a remote newscast as student journalists, I have to give our advisor a lot of credit for helping us figure out how to pull that off.

Regent Jeff Hickman: Desiree Hill, by chance?

JaNae Williams: Yes, it is. And for Dr. Hill to figure out how to get us all organized when we're all in different cities and towns across the state of Oklahoma and even with students who had returned to their international homes, I mean we've got students as far out as Malaysia who are still communicating with us and helping us with this newscast. So, when I saw we had full support from our faculty and staff at UCO, I really feel like we did.

Regent Jeff Hickman: She has experience in that area. I was her intern at Channel 9 when the Oklahoma City bombing happened, she was the executive producer organizing all of the coverage of that so it's not the first time she's organized a large group of people in an interesting time.

Regent Michael C. Turpen: Unbelievable.

Regent Jeff Hickman: Chancellor, I do have one other question, and this doesn't affect JaNae because she's from Texas so she wouldn't be on OLAP, but we've talked about the decline of state appropriation and there's been a significant increase in OLAP. But can you remind the Regents on OLAP, the coverage there is tuition only and doesn't include the fees that JaNae is talking about, is that correct? Or what is the breakdown, the usage of OLAP?

Chancellor Glen D. Johnson: That is correct, Regent Hickman. The OLAP or Oklahoma's Promise program provides, if the students and their parents meet the criteria income limit of \$55,000, that they make their grades in high school, they take the core curriculum in high school, they don't have any disciplinary problems, the seventeen subject core curriculum. They then of course have to successfully be admitted to college, there is a second income check of the student and parents' income as they start college and that income check continues for each year that they're in college. If they meet all of those requirements, Regent Hickman and Regents, the State of Oklahoma will then pay for their tuition, not fees, but tuition.

Regent Jeff Hickman: No fees are included it's all tuition?

Chancellor Glen D. Johnson: All tuition.

Regent Jay Helm: To that point, Chancellor and Regent Hickman, should we look, and a lot of reasons that the fees that are systemwide or institutional-wide, should we look at rolling those into tuition? I mean, we understand why we got to fees because this was back when the legislature controlled what tuition was, so institutions would do fees, but if it's a systemwide fee should that be rolled into tuition?

Chancellor Glen D. Johnson: Regent Helm, I think that's an issue the Regents can discuss. It certainly is an option, there is another discussion point to the effect that in terms of students and parents having a greater understanding of what the fee goes for. If it is rolled in tuition that may make it harder to dissect that. But, to your question, if we would want to look at and consider doing that, that's certainly an option that we have.

Regent Jody Parker: I think it does merit further discussion, Regent Helm.

Regent Jay Helm: I wasn't trying to pass new legislation, for a point in discussion I think we should look at that.

Regent Jeff Hickman: There used to be caps and I think that was the way around the cap. There was a cap on tuition so you couldn't go up anymore on tuition so did had a fee to pay for things. I think it's a good point, something we should consider.

Chancellor Glen D. Johnson: That's exactly right. Since 2003 the tuition that the Regents look at is based on a cap that the legislature sets.

Regent Jody Parker: Any further comments? Thank you.

Chancellor Glen D. Johnson: JaNae, again we very much appreciate you participating today with us. And behalf on the State Regents we thank you for taking the time to be with us today and your comments were pertinent to the issue, so thank you again, JaNae.

JaNae Williams: Thank you all. Have a wonderful day.

Chancellor Glen D. Johnson: And Regent Parker, Chairman Parker, with that I might ask Kylie, do we have any others that have asked to comment?

Kylie Smith: If there are any others who would wish to comment, please raise your hand. For those on the telephone, if you would like to comment please let me know by saying your name. Okay it looks like we have no other comments, Chancellor and Regents.

Chancellor Glen D. Johnson: Okay, Chairman Parker and Regents, that concludes the public comment portion of this meeting and so Chairman Parker I would turn it back over to you at this time.

Regent Jody Parker: Thank you. Again, the State Regents want to thank all of the individuals who testified before us today. All written and oral commentary received today, as well as commentary received via email or regular mail in the State Regents' office will be assembled and provided to all the State Regents. If there are no other comments we are adjourned. And I'll just go on to say that we will begin our regularly scheduled meeting at 10:00 a.m.