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OKLAHOMA STATE SYSTEM  
OF HIGHER EDUCATION

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*Improving our future by degrees*

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***Agenda***

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**December 7, 2023**

#### NOTE

This document contains recommendations and reports to the State Regents regarding items on the December 7, 2023 special meeting agenda. For additional information, please call 405-225-9116 or to get this document electronically go to [www.okhighered.org](http://www.okhighered.org) State System.

Materials and recommendations contained in this agenda are tentative and unofficial prior to State Regents' approval or acceptance on December 7, 2023.

**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**

655 Research Parkway, Oklahoma City

**A G E N D A**

Thursday, December 7, 2023 at 9 a.m.

655 Research Parkway, Suite 200

Oklahoma City, Oklahoma

Chair Jack Sherry, Presiding

1. **Announce filing of meeting notice and posting of the agenda in accordance with the Open Meeting Act.**
2. **Call to order.** Roll call and announcement of quorum.
3. **Minutes of Previous Meetings.** Approval of minutes from the previous meetings.
4. **Comments from the Chair.** A brief comment on current activities. (No Action, No Discussion.)
5. **Comments from the Chancellor.** A brief comment on current activities. (No Action, No Discussion.)

**ACADEMIC**

6. **Early College Program.** Approval of Early College Program from Murray State College. Page 1.
7. **Teacher Education.** Teacher Shortage Employment Incentive Program. Approval of incentives to increase graduation and retention of secondary mathematics and science teachers. Page 9.
8. **Grants.** Approval of 2024 Summer Academy Grants. Page 11.
9. **Temporary Assistance to Needy Families.** Approval of Oklahoma Human Services contract modification relating to the Temporary Assistance to Needy Families Program Scope of Work. Page 15.
10. **Scholars for Excellence in Child Care.** Approval of contract modifications between Oklahoma Human Services and the Oklahoma State Regents for Higher Education to continue the Scholars for Excellence in Child Care program. Page 17.

**FISCAL**

11. **E&G Budget.** Approval of allocations to Oklahoma State University Center for Health Sciences and the University of Oklahoma Health Sciences Center from the revenue derived from the sale of cigarettes and tobacco products. Page 23.

12. **EPSCoR.** Approval of allocation for Oklahoma Research Day. Page 25.
13. **Contracts and Purchases.** Approval of contracts exceeding \$100,000. Page 27.
14. **Investments.** Approval of Investment Managers. Page 29.

## **EXECUTIVE**

15. **Policy.**
  - a. Approval of revisions to the Institutional Admission and Retention policy. Page 31. (Supplement)
  - b. Posting of proposed amendments to Chapter 4 (Budget and Fiscal Operations) in Policies and Procedures Manual. Page 33. (Supplement)
  - c. Posting of proposed amendments to Chapter 5 (Student Financial Aid and Scholarships) in Policies and Procedures Manual. Page 37. (Supplement)
16. **Administrative Rules.**
  - a. Posting of proposed amendments to Administrative Operations APA rules. Page 41.
  - b. Posting of proposed permanent rules related to authorization of non-exempt private and out-of-state public degree-granting institutions pursuant to 70 O.S. § 4103. Page 45.
  - c. Approval of Oklahoma Future Teacher Scholarship and Employment Incentive Program ("Inspired to Teach") permanent rules order to comply with 70 O.S. § 698.1. Page 55.
17. **Employment Outcomes.** Acknowledge receipt of the employment outcomes report. Page 69. (Supplement)
18. **Commendations.** Recognition of State Regents' staff for service and recognitions on state and national projects. Page 71.

## **CONSENT DOCKET**

19. **Consent Docket.** Approval/ratification of the following routine requests which are consistent with State Regents' policies and procedures or previous actions.
  - a. Post Audit. Approval of institutional requests for provisionally approved programs. Page 75.
  - b. State Authorization Reciprocity Agreement. Ratification of institutional requests for annual renewal of participation in the State Authorization Reciprocity Agreement. Page 87.



- c. Operations.
  - (1) Ratification of purchases exceeding \$25,000. Page 89.
  - (2) Acknowledge receipt of the Annual Independent Audit Report for fiscal year ending June 30, 2023. Page 91. (Supplement)
  - (3) Personnel. Ratification of appointment of Associate Vice Chancellor for State Grants and Scholarships. Page 93.

## **REPORTS**

### **20. Reports.**

- a. Programs. Acknowledge receipt of the Current Status Report on program requests. Page 99.
- b. Annual Reports
  - (1) Oklahoma's Promise. Acknowledge receipt of report required by SB 639 of the 2021 legislative session. Page 101.
  - (2) Academic Scholars Program. Acknowledge receipt of 2022-2023 Year-End Report. Page 109. (Supplement)
  - (3) Oklahoma Tuition Aid Grant. Acknowledge receipt of 2022-2023 Year-End Report. Page 113.
  - (4) Oklahoma Tuition Equalization Grant. Acknowledge receipt of 2022-2023 Year-End Report. Page 121.
  - (5) Regional University Baccalaureate Scholarship. Acknowledge receipt of 2022-2023 Year-End Report. Page 127.
  - (6) Acknowledge receipt of Policy Exception Quarterly Report. Page 133.
  - (7) Acknowledge receipt of FY24 Tuition and Analysis Report. Page 135. (Supplement)
  - (8) Acknowledge receipt of Financial Operations Report, June 30, 2023. Page 137. (Supplement)

### **21. 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.
- 22. **New Business.** Consideration of "any matter not known about or which could not have been reasonably foreseen prior to the time of posting the agenda."
- 23. **Announcement of Next Regular Meeting – The next regular meetings are scheduled to be held on Wednesday, January 31, 2024 at 10:30 a.m. at East Central University in Ada, Oklahoma and Thursday, February 1, 2024 at 9 a.m. at Seminole State College in Seminole, Oklahoma.**
- 24. **Adjourn.**

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Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
December 7, 2023

**AGENDA ITEM #6:**

**Early College Program.**

**SUBJECT:** Approval of Early College Program from Murray State College.

**RECOMMENDATION:**

**It is recommended that the State Regents approve the request from Murray State College to institute an additional Early College High School program, as described below.**

**BACKGROUND:**

**Concurrent Enrollment Policy**

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 was as 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 2017, the Concurrent Enrollment policy was separated from the Institutional Admission and Retention policy into a stand-alone policy. The policy provides a framework for State System institutions to offer concurrent enrollment to eligible high school juniors and seniors. Overall, the policy specifies concurrent enrollment admission, course placement, and retention criteria; defines the environments and conditions in which concurrent enrollment is offered; details specific standards associated with offering concurrent enrollment; and sets annual reporting requirements.

The Concurrent Enrollment policy also includes several changes to the existing concurrent enrollment criteria. Most notably, changes were made to the existing 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 2020, the policy was revised to include definitions and terminology for the “final composite score” for the ACT exam. The policy was updated on April 15, 2021 to add a section regarding geographic service areas, on May 28, 2021 to add a policy framework for Early College High School Programs, and on March 24, 2022 to add evaluation of and procedures for approval of Early College High School Programs.

### **Early College Programs**

As demand for a college educated workforce has grown, employers have looked to institutions of higher education to produce educated employees, and to do so as efficiently as possible. At the same time, higher education thought leaders have recognized that long-standing equity gaps have hindered many of the most vulnerable students from completing a college degree and, by extension, competing for the well-paying, in-demand jobs typically filled by college graduates. In recent years, evidence has mounted that the more college credits a student completes in high school, the more likely the student will be to complete a degree. This has led to the creation of early college high school (ECHS) programs across the nation, where students begin taking college coursework as early as middle school and often graduate high school with an associate’s degree. The concept has gained momentum nationally with organizations such as Jobs for the Future (JFF) and the Bill and Melinda Gates Foundation supporting ECHS programs. These programs have demonstrated significant success; among other findings, the American Institutes for Research has reported:

- In high school, Early College students performed better on state assessments in English language arts and mathematics than their peers in traditional high schools in their local districts, a 2009 study found. Students earned an average of 23 college credits by the time they graduated, and 88 percent had enrolled in college the fall after graduation. In interviews, alumni of Early Colleges “generally felt their schools had effectively prepared them to manage their time and to be successful in rigorous classes,” and “capable of navigating the college system and comfortable becoming involved in campus life.”
- Early College students were significantly more likely to enroll in college and earn a college degree than students in a comparison group with similar characteristics who were not enrolled in Early Colleges, according to a 2014 study. These findings mirror the findings in the latest impact evaluation, which followed student outcomes for 10 years.
- The 2019 study found that, over 4 years, Early Colleges cost about \$3,800 more per student than traditional high schools. However, the estimated return on that investment was about \$33,709 in increased lifetime earnings for each student. (<https://www.air.org/project/evaluating-impact-early-college-high-schools>)

Over the past decade, Oklahoma State System of Higher Education institutions have also had great success with ECHS programs. Examples include the EXCELerate program partnership between Tulsa Community College (TCC) and Union Public Schools, the partnership between Oklahoma City Community College (OCCC) and Pathways Middle College at Santa Fe South High School, and partnerships between Oklahoma Panhandle State University (OPSU) and its feeder high schools.

State System institutions with approved ECHS pilots have been required to report various metrics to the State Regents annually. Each year, these institutions have reported successful outcomes, from increased high school GPAs to heightened college admissions exam scores. Given the success of these programs, other State System institutions expressed interest in establishing their own ECHS programs. Each ECHS program has typically required an approved exception to the Concurrent Enrollment policy from the State Regents in order to be established. On May 21, 2021, the State Regents approved revisions to the Concurrent Enrollment policy that moved the ECHS establishment process from a case-by-case exception procedure to a process where institutions would design programs using the guidance set forth in the policy. This guidance prioritizes equity in ECHS programs and requires institutions to demonstrate how the proposed

program would benefit the students, the community, and the state. Institutions are still required to request permission from the State Regents to implement ECHS programs.

#### **POLICY ISSUES:**

This request is in accordance with the OSRHE Concurrent Enrollment policy.

#### **ANALYSIS:**

Murray State College requests to institute an additional ECHS program designed as follows:

### **Accelerated College Experience**

#### **K-12 Partners**

- Wilson Public Schools

#### **Career Technology Partner**

- Southern Technology Center

**Early college programs must be designed with the intent of providing the opportunity to earn a credential beyond high school to traditionally underserved student populations. Students from traditionally privileged populations may benefit as part of an early college program; however, they should not be the primary beneficiaries of such a program. Institutions must clearly demonstrate how the underserved population is the primary beneficiary of the early college program.**

The Murray State College (MSC) Accelerated College Experience (ACE) program is designed to target under-served students in their service area. The ACE program gives equitable access to all students seeking participation and will coordinate activities with middle and high schools to identify, recruit, and enroll historically underrepresented subpopulations in college courses. MSC will work with partnering high schools to define underrepresented populations by identifying a) students who qualify for free and reduced lunches, b) students whose parents do not speak English in the home, c) students who are first-generation college enrollees, and d) the race/ethnicity of the student.

**An early college program must ultimately lead to a meaningful credential earned by students in conjunction with their high school diploma. Key benefits to such a program should include an overall decreased cost of degree and decreased time to degree for the targeted population of program participants. Institutions must clearly demonstrate and report detailed explanation of the discrete benefits the student will have gained after completing the early college program.**

MSC designed the ACE Program with clear and detailed guided academic pathways leading to an associate's degree and embedded certificates. ACE is designed to articulate and fully integrate pathways for students who want to enter the workforce after graduation or transfer to a four-year university.

- Students seeking a workforce pathway may choose one of five technology degrees:
  - Associate in Applied Science in Business Management
  - Associate in Applied Science in Child Development
  - Associate in Applied Science in Computer Information Systems
  - Associate in Applied Science in Industrial Engineering, or
  - Associate in Applied Science in Applied Technology.
- Students seeking a pathway to a four-year university may choose an Associate in Science in Arts and Science with an emphasis on their choice of study within the MSC course/program offerings.

Eligibility and Admission Requirements for Murray State College's Accelerated College Experience include:

- ACE students must be concurrently enrolled at an ACE partnering high school.
- ACE students must meet the targeted underserved student population, including economically disadvantaged, minority, English learners, or first-generation college students. Other students may participate, but they should not be the primary beneficiaries.
- ACE students must complete an application, including a written essay and two reference letters. An administrative signature from the partnering high school and a parent or guardian must approve the application.
- ACE students entering the transfer degree pathway must have a minimum of a 9th-grade 3.0 GPA.
- ACE students entering the technology degree pathway must have a minimum of a 9th-grade 2.5 GPA.

**Before implementing an early college program, an institution should build a strong partnership with participating high schools. An institution should also carefully design support services for students in the program and readiness tools to ensure the student has requisite educational, emotional and maturity skills necessary for success in college level work while in high school. In recognition of developmental and preparation differences between early college participants and traditional concurrent students, institutions should implement policy and practice to mitigate future negative consequences for students, academically or otherwise, as much as practically possible. Institutions must provide traditional support systems vital to college success to early college student participants.**

#### **Partnerships.**

MSC will partner with high schools to ensure that each ACE student's guided pathway will lead to high school and college graduation. For students attending Southern Technology Center, MSC will coordinate with both the technology center and partnering high school to ensure students' semester course loads are appropriate at all three institutions. MSC will coordinate with partner high schools to establish practices to support student success.

- MSC will establish a leadership team with the partnering high school, including administration, counselors, advisors, and ACE facilitators. This leadership team will identify staff members who play a role in designing, governing, operations, accountability, curriculum development, professional development, outreach, sustainability, and continuous monitoring and improvement of ACE. The leadership team will develop long-term strategic priorities and evaluate the ACE MOU annually.
- MSC shall coordinate with partnering high schools to develop course schedules to achieve each student's academic pathway.
- MSC shall identify a designated staff member to communicate with the partner high school to ensure student support.
- MSC shall establish professional development between high school and college facilitators to ensure strong communication between campus entities.
- MSC shall collaborate with high school partners to support students in their course of study by providing academic support to the students by personalizing the learning environment in the following ways:
  - Developing individualized student plans for ongoing academic support, filing a degree plan, and attaining long-term goals.
  - Creating a process for collaboration to provide an academic bridge across two educational systems.
  - Developing robust college advising systems to advance academic progress.

- Administering interventions as needed, and monitoring academic progress with formative data.
- Providing tutoring and/or Saturday school for identified students needing academic support.
- Providing advisory and/or college readiness and support time built into the instructional sequence for all students.
- Establishing a mentorship program available to all ACE students.

### **Student Support Services and Readiness Tools.**

ACE is designed to provide enhanced student support and sufficient services to support students academically and socially.

- The program is designed to identify potential academic and non-academic challenges for student participants and will include several potential academic supports, including, but not limited to, counseling/advising, academic coaching, tutoring, and career counseling at both the partnering high school and MSC.
- ACE is designed to identify students needing additional academic support in the following ways:
  - MSC faculty will utilize the Early Retention Alert System to notify MSC's Retention Team of students needing academic assistance.
  - Four-week grade reports identifying students in need of retention services.
  - High school facilitators monitoring ACE students will be encouraged to refer students to retention services and appoint MSC ACE representatives as needed.
  - An Academic Coach will evaluate ACE students to establish an academic plan of improvement.
  - ACE students will meet with Academic Coaches weekly to create academic calendars to stay on track in each course.
  - ACE students will be given tutoring resources to help gain positive academic standing.
  - When needed, students will complete Coursera or other training courses that may include, but are not limited to, mental health, life, stress management, time management, problem-solving, research skills, social and test anxiety, and cultural diversity.
- ACE shall collaborate with high school partners to support students socially and emotionally by:
  - Providing connections to social services.
  - Layering social and emotional support to students.
  - Parent outreach and involvement opportunities.
  - Family engagement to support rigorous course enrollment and college and career planning.

### **Policies.**

MSC will practice policies ensuring student success, retention, and graduation in the ACE Program.

- ACE is designed to prepare students in the 9th grade for enrollment in college-level courses that will begin in the 10th grade.
- ACE is designed to allow for career exploration and awareness so students can choose their appropriate academic pathway.
- ACE is designed so students will be placed in a cohort for core classes; this does not exclude non-ACE students from enrolling in the same class.
- ACE is designed to implement an annual professional development plan for faculty and staff, focused on research-based instructional strategies for effective course delivery. Professional

development will include both Murray State College faculty and high school faculty. Professional development should have, but is not limited to:

- A mentoring and induction program for newly hired faculty, providing them with the instructional and interpersonal skills and capacities needed for success in ACE.
- Opportunities for ACE faculty and higher-education faculty to receive extensive training and support through regularly scheduled formative peer observations and collaboration opportunities.
- ACE is designed to provide training among ACE faculty and higher-education college advisors and faculty (e.g., course requirements and addressing students' social and emotional needs).
- ACE is designed to provide access to Murray State College's academic and support facilities, such as libraries, labs, an advising center, and a career center.
  - Identified ACE students will participate in a specialized orientation to promote a sense of expectation, team building, and community.
  - ACE students will have access to online tutoring resources provided by the Student Success Center, including Zoom and TutorMe tutors.
  - ACE students can access MSC's Online Writing Lab (OWL).

**Institutions must not ask student participants to assume the cost of tuition, and institutions should pursue options to reduce or eliminate cost for student fees and books for participants. Before implementing an early college program, institutions must provide a comprehensive plan detailing how the program will be financed, including plans to assure access and eliminate any financial burden for student participants. If institutions rely on potential supporters and financial partners to finance the ECHS program, detailed written commitments must be in place before the program is launched.**

- MSC and partner high schools are working together to eliminate costs for ACE students.
- MSC has agreed to provide scholarships for all academic and service fees.
- Partner high schools will cover the costs of tuition.
- Partner high schools will be responsible for the expenses of course materials, including text books.

#### **Student Success Measures.**

The ACE student population will represent economically disadvantaged, English learners, at-risk students, first-generation, and underrepresented students such as minorities.

- ACE students will successfully complete college-level mathematics and writing courses.
- ACE students will complete an associate degree and/or certificate by high school graduation.

#### **Program Success Metrics.**

- MSC has developed detailed metrics to assess program success, including:
  - Student Population;
  - Achievement Outcomes;
  - Attainment Outcomes;
  - Oklahoma High School Diploma Completion;
  - Degree Attainment.

Staff analysis of MSC's proposal determined that ACE is a well-designed, robust ECHS program. ACE will meet a need in rural parts of the state that have historically been left out of higher education and MSC has taken great care to get full buy-in from partner school districts. Therefore, State Regents' approval is recommended.



Upon State Regents' approval, MSC's ECHS program will begin in the Spring 2024 semester with a five-year approval, concluding at the end of the Spring 2029 term. An interim report on program outcomes will be submitted to the State Regents at the conclusion of the Spring 2029 semester and a final report will be submitted at the conclusion of the approval period. Based on the reported outcomes in the interim report, the State Regents may renew approval of the program during the 2029-2030 academic year.



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**AGENDA ITEM #7:**

**Teacher Education.**

**SUBJECT:** Teacher Shortage Employment Incentive Program. Approval of incentives to increase graduation and retention of secondary mathematics and science teachers.

**RECOMMENDATION:**

**It is recommended that the State Regents approve the Teacher Shortage Employment Incentive Program benefit of \$7,617.28 for each teacher eligible in 2024.**

**BACKGROUND:**

Senate Bill 1393, passed in 2000, called for the Oklahoma State Regents for Higher Education to establish a financial incentive program to recruit and retain math and science teachers who commit to teaching in either one or both subjects for five consecutive full years in an Oklahoma public secondary school. House Bill 1499 amended Senate Bill 1393 in 2001 by specifying a formula for the incentive amount. The formula stipulates the award cannot exceed three times the average annual cost of undergraduate resident tuition and fees for full-time enrollment at institutions with teacher education programs in the Oklahoma State System of Higher Education.

Current rules require eligible students to sign a Participation Agreement with their college of education before graduation. After teaching secondary mathematics or science for five consecutive full years at Oklahoma Public Schools, participants return the required documentation to be reviewed for eligibility to receive the Teacher Shortage Employment Incentive Program (TSEIP) incentive payment. The TSEIP incentive amount is paid directly to the employing school district for disbursement to eligible candidates. Recipients must apply the funding towards their eligible education loans. If recipients do not have student loans, they may retain the incentive award amount.

**POLICY ISSUES:**

Procedures for TSEIP awards are guided by Administrative Procedures Act rules. The State Regents recognized the importance of providing incentives to recruit teachers into teaching shortage areas in the 2002 Teacher Supply and Demand Study, which included among its recommendations that “teachers should be paid salary supplements in high demand subject areas.” The 2015, 2018 and 2021 Teacher Supply and Demand Studies continue to identify major shortages in secondary mathematics and science.

**ANALYSIS:**

Since 2006, when the first round of eligible recipients was awarded the TSEIP incentive, 507 teachers have received cash incentives for teaching secondary mathematics and/or science in an Oklahoma public school. Since its inception, 1,148 teachers have enrolled in the Teacher Shortage Employment Incentive Program, with on average, less than half meeting the requirements, including teaching in Oklahoma for the five years.

The total disbursement amount to the school district for each eligible participant will be \$8,200. The award amount of \$7,617.28 will be distributed to the teacher with a FICA reimbursement to the school district in the amount of \$582.72.

The FY2023 budget allowed for this year’s program incentive amount to remain the same as in FY2022; however, this award is still not meeting the obligation intended in the law. As stated in legislation, the incentive award should not exceed three times the average annual cost of undergraduate resident tuition and fees for full-time enrollment at institutions with teacher education programs in the Oklahoma State System of Higher Education. **The FY2024 award, as a factor of funds available to higher education, is 39 percent of the actual average tuition formula set forth in statute. Based on this calculation, students eligible in 2023 should receive an award of \$21,129. However, with current budget restrictions, in an effort to disburse the incentive amount equitably, the award amount was reduced to \$7,617.28.** No supplemental funds are available to augment the award to the average tuition costs as stated above.

Table 1. Teacher Shortage Employment Incentive Program (TSEIP) disaggregated data and yearly distribution.

TSEIP Year	Total Eligible			* Total Payout	Incentive Amount	Employer Share of FICA	Total Incentive
	Mathematics	Science	Math/Sci				
2006	18	24	0	42	\$10,347.00		<b>\$434,574.00</b>
2007	10	19	0	29	\$11,148.00		<b>\$323,292.00</b>
2008	5	16	0	21	\$12,168.00		<b>\$255,528.00</b>
2009	9	14	0	23	\$13,602.00		<b>\$312,846.00</b>
2010	8	12	1	21	\$13,602.00		<b>\$285,642.00</b>
2011	22	20	0	42	\$14,362.00		<b>\$603,204.00</b>
2012	26	13	0	39	\$15,267.00		<b>\$595,413.00</b>
2013	28	18	0	46	\$16,227.00		<b>\$746,442.00</b>
2014	15	11	0	26	\$16,936.00		<b>\$440,336.00</b>
2015	19	13	0	32	\$17,868.00		<b>\$571,776.00</b>
2016	15	12	0	27	\$14,362.00	\$1,098.69	<b>\$417,438.63</b>
2017	13	11	0	24	\$9,220.00	\$705.33	<b>\$238,207.92</b>
2018	13	8	0	21	\$7,379.13	\$564.60	<b>\$166,818.33</b>
2019	15	10	0	25	\$7,617.28	\$582.72	<b>\$205,000.00</b>
2020	21	11	0	32	\$7,617.28	\$582.72	<b>\$262,400.00</b>
2021	15	14	0	29	\$7,617.28	\$582.72	<b>\$237,800.00</b>
2022	7	9	0	16	\$7,617.28	\$582.72	<b>\$131,200.00</b>
** 2023	6	6	0	12	\$7,617.28	\$582.72	<b>\$98,400.00</b>
<b>Total</b>	<b>265</b>	<b>241</b>	<b>1</b>	<b>507</b>			<b>\$6,326,317.88</b>

\* May include graduates from previous year

\*\* Year not complete

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**AGENDA ITEM #8:**

**Grants.**

**SUBJECT:** Approval of 2024 Summer Academy Grants.

**RECOMMENDATION:**

**It is recommended that the State Regents approve the 2024 Summer Academy proposals recommended for funding as described below.**

**BACKGROUND:**

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

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

- “Thank you for making math and science learning so exciting for the students and making it a priority each summer to provide these camps.”
- “My granddaughter was so excited to attend and came home every day just spilling over with enthusiasm and delight learning all she could about a most important subject: water.”
- “Thank you for funding this camp! I’ve had a great time designing and building my museum expansion! I also made a lot of new friends and I enjoyed getting to experience college life.”
- “Having the perspective of a participant in my memories and now as a parent it was awesome to see my kid- very intelligent but typically disengaged in much of classroom work droning on about the pH of ponds at a Nature Center and telling me all about the impact on the environment.”
- “My daughter had an incredible experience and keeps bringing up things she learned. To have my 13-year-old doing chemistry experiments in a college classroom is pretty phenomenal so THANK YOU for allowing the program to continue.”
- “[My son] truly enjoyed this week and was genuinely excited to wake up early on his summer break to attend.”

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

**POLICY ISSUES:**

No State Regents' policies are impacted by this item.

**ANALYSIS:**

The Summer Academy grant program is funded on a year to year basis depending on the legislative appropriation. The response to the call for proposals for 2024 resulted in forty-five submissions. All proposals were reviewed by independent reviewers using a standard rubric. The funding recommendations are based on reviewer feedback and budgetary, geographic and field of study considerations of academies. The attached list includes seventeen academies being recommended for the 2024 Summer Academy grant program.

Sixty thousand dollars (\$60,000) from the Summer Academy budget has been set aside to fund a pilot program, Full STEM Ahead, which will begin January 2024. The Full STEM Ahead program will provide STEM exploration opportunities during the school year. The goal of Full STEM Ahead is to expand STEM exploration opportunities with middle school students to increase student interest in and preparedness for STEM fields. The deadline for proposals for Full STEM Ahead is November 27, 2023.

Summer Academies and Full STEM Ahead programs will be evaluated to determine which is most effective in increasing STEM interest and preparedness.

Attachment.

**2024 Summer Academy Grants**

<b>Institution</b>	<b>Project Title</b>	<b>Grades served</b>	<b>Student Slots</b>	<b>2024 Recommended Funding</b>
Cameron University	NanoExplorers: A High School Summer Science Academy	9-12	24	\$44,000.00
East Central University	Molecules of Nature	8-9	20	\$24,000.00
East Central University	The Human Water Cycle	9-12	60	\$42,000.00
Murray State College	Murray State College’s STEM Summer Academy: “Unleash your Inner Scientist at MSC Tishomingo!”	8-9	20	\$14,723.50
Northeastern State University	DroneXperience Summer Academy	8-12	30	\$25,372.00
Northeastern State University	Robotics for Young Scientists and Engineers	9-11	10	\$8,750.00
Northeastern State University – Broken Arrow	Camp Biomed: A Glowing Overview	8-10	24	\$21,000.00
Northeastern State University – Broken Arrow	Get Green for Blue: Outdoor STEM Investigations Connecting Water to You!	8-10	24	\$21,000.00
Northwestern Oklahoma State University	Renewable Energy – The Future is Here – Learning & Exploring Today	9-12	25	\$24,672.00
Oklahoma City Community College	CHAMPS - Careers in Health and Medical Professions	8-12	40	\$27,999.80

<b>Institution</b>	<b>Project Title</b>	<b>Grades served</b>	<b>Student Slots</b>	<b>2024 Recommended Funding</b>
Oklahoma City Community College	Lights, Camera, Action! A Digital Cinema Production Summer Academy	10-12	20	\$14,000.00
Oklahoma State University Institute of Technology	Emerging and Converging Technologies Summer Academy	8-10	34	\$26,900.00
Oral Roberts University	A Hands-On Program in Mathematics and Science	8-9	40	\$35,400.00
Southeastern Oklahoma State University	PI-STEM Academy	8-9	17	\$15,000.00
Tulsa Community College	TCC Summer STEM Academy: Building Your Sustainable Future	9-12	34	\$40,600.00
University of Central Oklahoma	UCO Explore Engineering Summer Academy	8-10	30	\$20,752.00
University of Tulsa	2024 Cryptography Summer Academy	8-9	35	\$33,144.00
<b>Total of 17 Summer Academies</b>		8-12	<b>487</b>	<b>\$439,313.30</b>
<b>Full STEM Ahead Pilot</b>		6-8	<b>200</b>	<b>\$60,000</b>
<b>Total Allocations</b>			<b>687</b>	<b>499,313.30</b>



Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
December 7, 2023

**AGENDA ITEM #9:**

**Temporary Assistance to Needy Families.**

**SUBJECT:** Approval of Oklahoma Human Services contract modification relating to the Temporary Assistance to Needy Families Program Scope of Work.

**RECOMMENDATION:**

**It is recommended that the State Regents approve the attached contract modification for the Temporary Assistance to Needy Families Program.**

**BACKGROUND:**

Since the 1996 Welfare Reform Act was legislated, short-term training programs at the community college tailored for recipients of Temporary Assistance to Needy Families (TANF) have been operational through funding provided through a contract between Oklahoma Human Services (OHS) and the Oklahoma State Regents for Higher Education (OSRHE).

**POLICY ISSUES:**

This action is consistent with the State Regents' commitment to the enhancement of educational opportunities, and coordination and cooperation between State System institutions and other state agencies.

**ANALYSIS:**

The attached contract modification between the OSRHE and OHS in the sum of \$2,885,541 is to be approved by the OSRHE at the December 7, 2023 meeting to modify the Program Scope of Work.

Note: Contract attachments are on file at the State Regents' office.

Attachment

**MODIFICATION**

The State of Oklahoma Department of Human Services (hereinafter “OKDHS”) Oklahoma State Regents of Higher Education (OSRHE) (hereinafter “Contractor”) hereby mutually agree to amend the current contract, PO#8309025627/PA#20000528.

This modification serves to modify the scope of work as follows:

1. OKDHS will conduct one site visit per year at a randomly selected Educational site in conjunction with OSRHE TANF coordinator for the annual in person review, where OKDHS will review randomly selected case files from all other educational sites as well.
2. OSRHE is responsible for ensuring all of their subcontracted entities are in compliance with the OSRHE contracted scope of work with OKDHS.
3. OSRHE will provide weekly electronic attendance report for all TANF participants to the designated OKDHS staff personnel as requested.
4. Micro credentials are being added as a recognized TANF allowable activity and educational work credential.
5. Micro credentials will be added to list of outcome measurables for educational success.

The budget for this period remains the same.

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


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Oklahoma Department of Human Services	Date
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Oklahoma State Regents for Higher Education	Date
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Approved as to Form:



Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
December 7, 2023

**AGENDA ITEM #10:**

**Scholars for Excellence in Child Care.**

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

**RECOMMENDATION:**

**It is recommended that the State Regents approve the Scholars for Excellence in Child Care Scholars scholarship contract modifications.**

**BACKGROUND:**

Since June 2000, the Oklahoma State Regents for Higher Education (OSRHE) and Oklahoma Human Services (OHS) 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 OHS to continue to improve the quality of services available to child care staff, the Director of OHS asked the Chancellor to broaden the State Regents' current scholarship offerings, beginning Fall 2004, by assuming responsibility for administering and managing the scholarship program (formerly Teacher Education and Compensation Helps-TEACH) in conjunction with the Scholars program. Therefore, a contract between the two parties was entered into to provide funding for administering the scholarship program.

**POLICY ISSUES:**

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

**ANALYSIS:**

The Scholars Program has achieved success since its inception. Through summer 2022, there have been approximately 444 child care providers that, through taking courses at the community colleges, have obtained a Child Development Associate, a nationally recognized credential; approximately 4,173 have earned a certificate of mastery and 1,317 an associate degree through the Scholars program initiative. There have been 608 directors/assistant directors who have obtained a Director's Certificate of Completion awarded through the Scholars program. Forty-one scholars have received a bachelor's degree through the bachelor's scholarship.

Since spring 2007, the inception of the Early Education Pathway to Your CDA curriculum, area technology centers have offered online and classroom training to prepare students for the national CDA Credential. The Scholars program has provided a scholarship to assist with the cost. Since June 2022, approximately 522 child care providers in the state have obtained a national CDA Credential.

The contract modifications will continue the program through FY24.

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

Attachment

**Program Contract Modification**

The State of Oklahoma Department of Human Services (hereinafter “DHS”) and the Oklahoma State Regents for Higher Education (hereinafter “OSRHE”) hereby mutually agree to amend the current contract PA# 20000526, PO# 8309026681 (Attachment A), effective 12/7/2023.

I. Modification

This modification serves to amend Attachments A & B for FY24 by decreasing the Operations Budget amount of \$58,725 (Fifty-Eight Thousand Seven Hundred Twenty-Five Dollars) to \$52,051 (Fifty-Two Thousand Fifty-One Dollars) and increasing the Personnel Budget to \$195,918 (One Hundred Ninety-Five Thousand Nine Hundred Eighteen Dollars). These changes are due to the announced merit raises for the Scholars for Excellence in Child Care staff, Quen Wilczek and Jamie Girard.

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

Approval:

Approval:

\_\_\_\_\_  
Authorized Representative  
Oklahoma Department of Human Services

\_\_\_\_\_  
Allison D Garrett, Chancellor  
Oklahoma State Regents for Higher Education

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

**ATTACHMENT A**  
Oklahoma State Regents for Higher Education  
Scholars for Excellence in Child Care  
Scholarship Program (356)  
FY24 Budget

Personnel Costs	\$195,918
Operating Costs	\$52,051
Indirect Cost Rate @ 13.175%	\$32,670
New World Contract	\$82,565
Scholarships	\$1,300,000
<b>Total:</b>	<b>\$1,663,204</b>

**Program Contract Modification**

The State of Oklahoma Department of Human Services (hereinafter “DHS”) and the Oklahoma State Regents for Higher Education (hereinafter “OSRHE”) hereby mutually agree to amend the current contract PA# 21000308, PO# 8309025698 (Attachment A), effective 12/7/2023.

I. Modification

This modification serves to amend Attachments A & B for FY24 by decreasing the Scholarships & Stipends (Fund 357) amount of \$899,250 (Eight Hundred Ninety-Nine Thousand Two Hundred Fifty Dollars) to \$889,741 (Eight Hundred Eight-Nine Thousand Two Hundred Fifty Dollars) and increasing the Personnel Budget to \$221,537 (Two Hundred Twenty-One Thousand Five Hundred Thirty-Seven Dollars). These changes are due to the announced merit raises for the Scholars for Excellence in Child Care staff, Bailey Maxey and Bailee Finnie.

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

Approval:

Approval:

\_\_\_\_\_  
Authorized Representative  
Oklahoma Department of Human Services

\_\_\_\_\_  
Allison D Garrett, Chancellor  
Oklahoma State Regents for Higher Education

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

**Attachment A**

**Oklahoma State Regents for Higher Education  
Scholars for Excellence in Child Care  
Program Administration (357 & 358)  
FY24 Budget**

Personnel Costs (Fund 357)	\$221,537
Indirect Cost Rate @ 13.175% (Fund 357)	\$28,558
Scholarships & Stipends (Fund 357)	\$889,741
Institutional Allocations (Fund 358)	\$1,627,126
<b>Total:</b>	<b>\$2,766,962</b>



Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
December 7, 2023

**AGENDA ITEM #11:**

**E&G Budget.**

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

**RECOMMENDATION:**

**It is recommended that the State Regents approve the allocation of \$1,183,058.29 to Oklahoma State University Center for Health Sciences (OSU CHS) and \$1,183,058.29 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 \$2,366,116.58 This amount is sufficient for a transfer of \$1,183,058.29 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 \$109,578,019.37.

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

5-Year History of Allocations	Amount to Each Entity
FY 2020 Total	\$5,455,784.70
FY 2021 Total	\$5,062,359.40
FY 2022 Total	\$5,357,330.35
FY 2023 Total	\$6,237,704.94
FY 2024 Y-T-D	\$1,998,036.31

Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
December 7, 2023

**AGENDA ITEM #12:**

**EPSCoR.**

**SUBJECT:** Approval of allocation for Oklahoma Research Day.

**RECOMMENDATION:**

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

**BACKGROUND:**

The University of Central Oklahoma is hosting the 2024 Oklahoma Research Day on March 8, 2024. This annual event promotes cross-campus and cross-disciplinary research among all institutions of higher learning in the state of Oklahoma. The State Regents' support enables students to participate in the day-long poster display and symposium without cost. An estimated 1,000 students from regional universities will participate.

**POLICY ISSUES:**

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

**ANALYSIS:**

The University of Central Oklahoma requests \$30,000 in support for the annual research exposition and symposium. The 2024 platform will allow for a venue for networking among researchers and interchange of ideas among those studying and researching in their respective academic disciplines. State Regents funds will support supplies to each participating institution to assist students on their campus in preparing their virtual presentations, as well as support for judges and awards. The State Regents, along with several additional sponsors, have agreed to host this annual event.



Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
December 7, 2023

**AGENDA ITEM #13:**

**Contracts and Purchases.**

**SUBJECT:** Approval of contracts over \$100,000 for FY2024.

**RECOMMENDATION:**

**It is recommended that the State Regents approve FY-2024 purchases for amounts exceeding \$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 exceeding \$100,000.

**ANALYSIS:**

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

Purchases Over \$100,000

- 1) Copper River in the amount of \$110,000.00 for Adva Optical equipment needed to deliver 400 Gigabit Ethernet connection from the OneNet Oklahoma State University hub to Internet2 in Tulsa, Oklahoma. Cost recovered from OneNet user fees. (Funded from 718-OneNet).
- 2) Netfabric in the amount of \$115,057.30 for Juniper routers to facilitate connectivity for the OFFN7 (OneOklahoma Friction Free Network) funded by the National Science Foundation Grant to expand the Oklahoma Friction Free Network (OFFN7). (Funded from 718-OneNet).
- 3) Vance Country Ford in the amount of \$105,000 for the purchase of two replacement vehicles for OneNet field service. The vehicles will replace two existing vehicles that are at the end of service life. Cost recovered from OneNet user fees. (Funded from 718-OneNet).
- 4) Dell in the amount of \$147,550.90 for servers and switches to implement the Science DMZ as required by the grant funded by the National Science Foundation to expand the Oklahoma Friction Free Network (OFFN7). (Funded from 718-OneNet).



Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
December 7, 2023

**AGENDA ITEM #14:**

**Investments.**

**SUBJECT:** Approval of Investment Managers.

*This item will be available at the meeting.*





Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
December 7, 2023

**AGENDA ITEM #15-a:**

**Policy.**

**SUBJECT:** Approval of revisions to the Institutional Admission and Retention policy.

**RECOMMENDATION:**

**It is recommended the State Regents approve the proposed revisions to the Institutional Admission and Retention policy.**

**BACKGROUND:**

The Oklahoma State Regents for Higher Education (OSRHE) set forth policy that provides State System institutions with guidance on various academic areas. Since initial approval, the State Regents' staff and advisory committees have reviewed and revised policies to incorporate current APA rules and increase clarity and readability. Some policies have been substantively revised as needed to reflect updates to state statute and to reflect current best practices. Policy revisions typically occur through a collaborative process within the Council on Instruction and the Council of Presidents before they are recommended to the State Regents for adoption.

**POLICY ISSUES:**

The proposed revisions amend the Institutional Admission and Retention policy.

**POLICY ANALYSIS:**

The proposed revisions are the result of a request for a policy audit by the Chancellor and conducted by OSRHE staff under the direction of the Vice Chancellor for Academic and Student Affairs. Policies were reviewed using the following guiding principles:

1. Remove barriers to success;
2. Emphasize quality and raise standards, but reduce the steps to achieve those standards;
3. Simplify language and remove statements that are not policy;
4. Promote efficiency and collaboration;
5. Align with state statutes and accreditation standards;
6. Foster innovation and speed to react to changing workforce needs;
7. Reduce time spent on processes that don't impact outcomes; and
8. Eliminate requirements that cost more than the benefits they provide.

Following the internal review by OSRHE staff, policies were distributed to the Council of Presidents and Council on Instruction for review. The recommendations for revisions are outlined in the table below.

Policy	Recommendation
3.9 Institutional Admission and Retention	<ul style="list-style-type: none"> <li>• Move all definitions to the beginning of the Academic Affairs Chapter 3.</li> <li>• Condensed the Curricular Deficiencies section down to the essential requirement.</li> <li>• Removed requirements that were no longer relevant.</li> <li>• Moved requirements that belonged in other policies.</li> <li>• Institutions may still use ACT/SAT; however, the requirement for students to take the test has been removed. Students without and ACT/SAT can be evaluated in other ways.</li> <li>• Added a section for Statewide universities.</li> <li>• Removed the table of Regional Admission standards because it didn't list standards.</li> <li>• Removed various restrictions, giving more autonomy to institutions to make decisions.</li> <li>• Removed the principles section because it didn't provide determinate requirements.</li> </ul>

The proposed revisions are included in the supplement.

Supplement

Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
 December 7, 2023

**AGENDA ITEM #15-b:**

**Policy.**

**SUBJECT:** Posting of proposed amendments to Chapter 4 (Budget and Fiscal Operations) in Policies and Procedures Manual.

**RECOMMENDATION:**

**It is recommended that the revisions to Chapter 4 (Budget and Fiscal Affairs) of the OSRHE Policy and Procedures Manual be posted.**

**BACKGROUND:**

The Oklahoma State Regents for Higher Education (OSRHE) set forth policy and procedures on various areas of the financial administration of the agency and State System. The policy has been reviewed by staff and various institutional stakeholders with the intent of making revisions that incorporate current standards, statutory references, and best practices. The edits and revisions are made to increase clarity, readability, and usability of the policy guidelines.

**POLICY ISSUES:**

The proposed policy revisions are attached and require State Regents’ approval. This item is to post the revisions only.

**ANALYSIS:**

The proposed revisions are the result of a request for a policy review by the Chancellor and conducted by fiscal staff and institutional representatives. The updates and revisions include updates and hyperlinks to all legal citations, elimination of duplicative language, inclusion of common definitions, and revisions to reflect current practices. The summary of recommendations for revisions are outlined below:

4.1 Definitions	<ul style="list-style-type: none"> <li>• Relevant definitions are consolidated at the beginning of the Chapter</li> </ul>
4.2 Educational and General Budgets	<ul style="list-style-type: none"> <li>• Guiding principles removed</li> <li>• Specific reference to tier institutions removed</li> <li>• Added commentary related to specific institutions removed</li> <li>• Ad valorem hold harmless provision consolidated with other hold harmless provisions</li> <li>• Budget needs submission simplified</li> <li>• Allocation policy eliminates certain procedures</li> </ul>

	<ul style="list-style-type: none"> <li>• Allotment of funds procedural elements to be moved to the <u>Financial and Business Handbook</u> (the “Red Book”)</li> <li>• Supplemental allocations and allotments are moved to the Red Book</li> </ul>
4.3 Sponsored Research and Other sponsored programs	<ul style="list-style-type: none"> <li>• Sponsored research and other sponsored programs guidelines and certain procedures are moved to the Red Book</li> </ul>
4.4 Revolving Funds	<ul style="list-style-type: none"> <li>• Administration of revolving funds procedures are moved to the Red Book</li> </ul>
4.5 Governing Board Overhead Assessments	
4.6 Technology Transfer	<ul style="list-style-type: none"> <li>• Technology transfer procedures and reporting are moved to the Red Book</li> </ul>
4.7 Economic Development Grant Program	<ul style="list-style-type: none"> <li>• Entire section is moved to the Red Book</li> </ul>
4.8 Quality Initiative Grant Program	<ul style="list-style-type: none"> <li>• Entire section is moved to the Red Book</li> </ul>
4.9 Establishment, Operation and Control of Petty Cash Funds	<ul style="list-style-type: none"> <li>• Entire section is moved to the Red Book</li> </ul>
4.10 Accounting and Financial Reporting Model	
4.11 Disclosure of Beneficial Interest in School Land Funds	<ul style="list-style-type: none"> <li>• Beneficial interest model statement is moved to the Red Book</li> </ul>
4.12 Disclosure of Pension Information	<ul style="list-style-type: none"> <li>• Government Accounting Standards Board (GASB) is referenced generally and specific statement references are removed</li> </ul>
4.13 Uniform Purchasing Policy Model	
4.14 Capital Improvements	<ul style="list-style-type: none"> <li>• Language is added addressing authorization, which is to include approval by a governing board and an institution’s student government association</li> <li>• Provision is added that any mandatory fees levied and pledged for capital projects will cease to be levied upon retirement of any obligations or completion of cash-oriented funding</li> <li>• Provision for the establishment of maintenance endowments is added, which may be established with a part of the proceeds from the issuance of obligations, Unencumbered Section 13 offset funds, percentages of pledged mandatory fees,</li> </ul>

	donations and gifts or E&G Part I reserves, or a combination.
4.15 Defined Revenue Sources and Used of Funding for Capital Projects	<ul style="list-style-type: none"> <li>• Entire section is moved to the Red Book</li> </ul>
4.16 Master Lease Program	<ul style="list-style-type: none"> <li>• Section is moved to the capital area</li> <li>• Subsections are edited for clarity</li> </ul>
4.17 Campus Master Plan Update	<ul style="list-style-type: none"> <li>• Subsections are edited for clarity</li> </ul>
4.18 Standards for Space Utilization	<ul style="list-style-type: none"> <li>• Entire section is moved to the Red Book</li> </ul>
4.19 Student Tuition and Fees Policy	<ul style="list-style-type: none"> <li>• Subsections are edited for clarity</li> <li>• References to high school students participating in concurrent enrollment specify resident students</li> </ul>
4.20 Investment of Institutional Funds	
4.21 Administration of the Regents Endowment Trust Fund Program	
4.22 Investment Policy for Funds Administered by the OSRHE	<ul style="list-style-type: none"> <li>• William P. Willis and Tulsa Reconciliation scholarship endowments are to be invested in manner similar to the Endowment Trust Fund</li> </ul>
4.23 Fiscal Year Reports	<ul style="list-style-type: none"> <li>• Entire section is moved to the Red Book</li> </ul>
4.24 Employees – Quarterly Reports	<ul style="list-style-type: none"> <li>• Entire section is combined with fiscal year reports and is moved to the Red Book</li> </ul>

It is recommended that these proposed revisions to Chapter 4 (Budget and Fiscal Affairs) be posted. The proposed revisions are included in the supplement. For reference, each section within Ch. 4 is presented with the revised version first, followed by the original policy section, for purposes of comparison. The original policies recommended for revision may also be accessed in their entirety online at <https://www.okhighered.org/state-system/policy-procedures>.

Supplement



Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
December 7, 2023

**AGENDA ITEM #15-c:**

**Policy.**

**SUBJECT:** Posting of proposed amendments to Chapter 5 (Student Financial Aid and Scholarships) in Policies and Procedures Manual.

**RECOMMENDATION:**

**It is recommended that the revisions to Chapter 5 (Student Financial Aid and Scholarships) of the OSRHE Policy and Procedures Manual be posted.**

**BACKGROUND:**

The Oklahoma State Regents for Higher Education (OSRHE) set forth policy and procedures on various areas of student financial aid and scholarships of the agency and the State System. The policy has been reviewed by staff with the intent of making revisions that incorporate current standards, statutory references, and best practices. The edits and revisions are made to increase clarity, readability, and usability of the policy guidelines.

**POLICY ISSUES:**

The proposed policy revisions are attached and require State Regents' approval. This item is to post the revisions only.

**ANALYSIS:**

The proposed revisions are the result of a request for a policy review by the Chancellor and conducted by Academic Affairs staff and the Office of Legal Counsel. The updates and revisions include updates and hyperlinks to all legal citations, elimination of duplicative language, and revisions to reflect current practices. The summary of recommendations for revisions are outlined below:

5.1 Oklahoma College Assistance Program	<ul style="list-style-type: none"><li>• Cleaned up legal cites</li><li>• Deleted unnecessary language, including all of former 5.1.3(A)-(I) ("Suspension or Non-Renewal of Professional and Commercial Driver Licenses"), as those administrative rules have been revoked</li></ul>
5.2 University and College Support Scholarship	<ul style="list-style-type: none"><li>• Minor edits for clarity</li></ul>
5.3 Regional University Baccalaureate Scholarship Program	<ul style="list-style-type: none"><li>• Deleted all and replaced with links to applicable rules in the Oklahoma Administrative Code ("OAC")</li></ul>

5.4 Academic Scholars Program	<ul style="list-style-type: none"> <li>Deleted all and replaced with links to applicable rules in the OAC</li> </ul>
5.5 Chancellor Hans Brisch Scholarship Program	<ul style="list-style-type: none"> <li>Deleted all and replaced with links to applicable rules in the OAC</li> </ul>
5.6 William P. Willis Scholarship Program	<ul style="list-style-type: none"> <li>Deleted all and replaced with links to applicable rules in the OAC</li> </ul>
5.7 Heartland Scholarship Program	<ul style="list-style-type: none"> <li>Deleted all and replaced with links to applicable rules in the OAC</li> </ul>
5.8 Oklahoma Higher Learning Access Program (Promise)	<ul style="list-style-type: none"> <li>Deleted all and replaced with links to applicable rules in the OAC</li> </ul>
5.9 George and Donna Nigh Scholarship	<ul style="list-style-type: none"> <li>Minor edits for clarity</li> </ul>
<del>5.10 Renee Neuwald Memorial Scholarship</del>	<ul style="list-style-type: none"> <li>Deleted, no longer a thing</li> </ul>
<del>5.11 Future Teachers' Scholarship Program</del>	<ul style="list-style-type: none"> <li>Deleted, replaced by Inspired to Teach</li> </ul>
<del>5.12 Paul Douglas Teacher Scholarship</del>	<ul style="list-style-type: none"> <li>Deleted, no longer a thing</li> </ul>
5.13 Chiropractic Education Assistance Program	<ul style="list-style-type: none"> <li><b>Now 5.10</b></li> <li>Deleted all and replaced with links to applicable rules in the OAC</li> </ul>
5.14 Teacher Shortage Employment Incentive Program	<ul style="list-style-type: none"> <li><b>Now 5.11</b></li> <li>Deleted all and replaced with links to applicable rules in the OAC</li> </ul>
5.15 Tulsa Reconciliation Education and Scholarship	<ul style="list-style-type: none"> <li><b>Now 5.12</b></li> <li>Deleted all and replaced with links to applicable rules in the OAC</li> </ul>
5.16 Oklahoma Tuition Aid Grant Program	<ul style="list-style-type: none"> <li><b>Now 5.13</b></li> <li>Deleted all and replaced with links to applicable rules in the OAC</li> </ul>
5.17 Oklahoma Tuition Aid Grant Program	<ul style="list-style-type: none"> <li><b>Now 5.14</b></li> <li>Deleted all and replaced with links to applicable rules in the OAC</li> </ul>
5.18 Brad Henry International Scholarship Program	<ul style="list-style-type: none"> <li><b>Now 5.15</b></li> <li>This is the only policy with substantive changes, including specifically identifying eligible institutions that can participate every other year; clarifying that expenses covered for Spring Semester only, and that Presidents (or designee) of institutions make selection of student, instead of "nominating" for OSRHE committee to make selections; also major changes to Agreement with Swansea last year, including exclusion of OSRHE as party, now direct with institutions</li> </ul>



Chancellor Glen D. Johnson Scholarship	<ul style="list-style-type: none"> <li>• <b>Now 5.16</b></li> <li>• Provided links to applicable rules in the OAC</li> </ul>
Oklahoma Future Teacher Scholarship and Employment Incentive Program (Inspired to Teach)	<ul style="list-style-type: none"> <li>• <b>Now 5.17</b></li> <li>• Provided links to applicable rules in the OAC</li> </ul>
Oklahoma National Guard Educational Assistance Program	<ul style="list-style-type: none"> <li>• <b>Now 5.18</b></li> <li>• Provided links to applicable rules in the OAC</li> </ul>

It is recommended that these proposed revisions to Chapter 5 (Student Financial Aid and Scholarship) be posted. The proposed revisions are included in the supplement. For reference, each section within Ch. 5 is presented with the revised version first, followed by the original policy section, for purposes of comparison. The original policies recommended for revision may also be accessed in their entirety online at <https://www.okhighered.org/state-system/policy-procedures>

Supplement



Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
December 7, 2023

**AGENDA ITEM #16-a:**

**Administrative Rules.**

**SUBJECT:** Posting of proposed amendments to Administrative Operations APA rules.

**RECOMMENDATION:**

**It is recommended that the State Regents post the proposed APA Rule amendments to Oklahoma Administrative Code (OAC) Title 610 (State Regents for Higher Education), Chapter 1 (Administrative Operations), Subchapter 7 (Rules of Operation) and initiate the process for adoption of permanent rule revisions as below-described.**

**BACKGROUND:**

During the process of reviewing and amending Chapter 2 (Administrative Operations) of the OSRHE Policy and Procedures Manual, three rules from the Oklahoma Administrative Code (OAC) were identified that either do not reflect current practices of the State Regents or that do not reflect current best practices in the opinion of Legal Counsel. These rules are OAC 610:1-7-13 (“Items for consideration at meeting”); OAC 610:1-7-15 (“Disposition of business”); and OAC 610:1-7-16 (“Record of proceedings”). The inconsistencies and the need for amendments were initially discussed at the State Regents’ meeting in September during General Counsel’s presentation of proposed revisions to Chapter 2 (Administrative Operations) of the OSRHE Policy and Procedures Manual.

**POLICY ISSUES:**

The proposed rules amendments (Attachment A) are for posting only and will ensure that the administrative rules align with current and best practices of the OSRHE.

**ANALYSIS:**

The proposed permanent rule amendments address the following:

OAC 610:1-7-13

- New business agenda item no longer required, but may still be included;
- Deletion of reference to hearing on proposed policy adoptions/changes; and
- Hearings may be conducted in any manner deemed fit by the State Regents so long as adequate due process is provided, as opposed to being conducted “in a manner analogous to the those of the Administrative Procedures Act.”

OAC 610:1-7-15

- Will generally follow Robert’s Rules of Order, but strict adherence no longer required; and
- Deletion of certain voting guidelines.

OAC 610:1-7-16

- Deletion of requirement that executive session minutes be “transmitted” to the State Regents; and
- Executive session notes will now be maintained by the General Counsel instead of the Chancellor.

Attachment

**TITLE 610. STATE REGENTS FOR HIGHER EDUCATION  
CHAPTER 1. ADMINISTRATIVE OPERATIONS  
SUBCHAPTER 7. RULES OF OPERATION**

**610:1-7-13. Items for consideration at meeting**

All matters to be considered at a State Regents' meeting shall appear on the agenda and may include:

(1) **New business.** An item called New Business ~~shall~~ may be listed on each regular meeting agenda under which only matters not known about or which could not have been reasonably foreseen prior to the time of posting may be considered.

(2) **Executive session.** A proposal for an Executive Session must be listed on the agenda and must contain sufficient information to advise the public that an executive session will be proposed, what matters are proposed to be discussed in the executive session, and what action, if any, is contemplated to be taken on matters proposed for discussion in an executive session. State Regents may hold executive sessions only as provided by the Open Meeting Act. Any vote or action taken thereon will be taken in public meeting with the vote of each member publicly cast and recorded.

(3) **Hearings.**

(A) The State Regents will provide notice at the time of their public meeting of:

~~(i) hearings on proposed policy adoptions or changes to be considered at the next regular meeting and~~

~~(ii) appeals of State Regents' actions which will be scheduled on the following regular agenda for further review.~~

(B) The proceedings described in ~~(A)(i) and (A)(ii)~~ of this paragraph ~~will~~ may be conducted in any manner ~~analogous to those of the Administrative Procedures Act.~~ deemed fit by the State Regents so long as adequate due process is provided.

**610:1-7-15. Disposition of business**

(a) **General guidelines.** Unless otherwise specified in their operations policy or unless contrary to state law, the State Regents will ~~adhere to~~ generally follow "Robert's Rules of Order"~~—Newly Revised Edition.~~(current edition), but strict adherence is not required.

(b) **Quorum.** Meetings of the State Regents will be conducted only with a majority quorum of members present.

(c) **Voting guidelines.** Guidelines for voting are as follows:

(1) The vote of each member will be publicly cast and recorded.

(2) Aye votes may be made by group acclamation.

(3) Any nay votes will necessitate an individual roll call. ~~The roll will commence with Position No. 1 and alternate through Position No. 9.~~

(4) A simple majority vote of those present for the meeting is required for action on an agenda item.

~~(5) Items on the agenda may be advanced by unanimous consent. If objection is voiced, the Chairman will call for a vote on the advancement motion which will require a two-thirds majority for passage.~~

~~(6)~~ (5) A majority vote of the quorum present is required to go into executive session. No vote or action may be taken in executive session; and action, if any, must be taken after returning to open meeting in the usual manner.

**610:1-7-16. Record of proceedings**

(a) **Regular meetings.**

(1) The proceedings of State Regents' meetings will be kept by a designated record keeper in the form of written minutes which shall be an official summary of the proceedings showing clearly those members present and absent, all matters considered and all actions taken by the State Regents.

- (2) The minutes of each meeting will be open to public inspection and will reflect the manner and time of notice required by the Oklahoma Open Meeting Act [[25 O.S., § 301 et seq.](#)].
- (b) **Emergency meetings.** In the written minutes of an emergency meeting, the nature of the emergency and the proceedings occurring at such meeting, including reasons for declaring such emergency meeting, shall be included.
- (c) **Committee meetings.** A record of committee meetings will be kept by a designated record keeper and made available to all State Regents. The ~~Chairman~~ of the Committee will attest to the accuracy of the record.
- (d) **Executive sessions.**
- (1) Written minutes shall be kept of all executive sessions held by the State Regents.
- (2) Such minutes shall be prepared by the designated record keeper, ordinarily the OSRHE General Counsel, ~~and transmitted in confidence to the State Regents for their review.~~
- (3) ~~Minutes of executive sessions shall be approved in the same manner as the minutes of open sessions of the State Regents, except that minutes of executive sessions shall not be made available for general public review.~~
- (4) Written minutes of executive sessions are not public records and will not be made available for public review except as specifically authorized by the State Regents through the adoption of a formal resolution approving of such disclosure, or as ordered by a court of competent jurisdiction.
- (5) ~~(4)~~ Written minutes of the State Regents executive sessions shall be maintained by the ~~Chancellor~~ OSRHE General Counsel in a separate location from the minutes of the open sessions of the State Regents and in such manner so as to ensure their security and confidentiality.

Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
December 7, 2023

**AGENDA ITEM #16-b:**

**Administrative Rules.**

**SUBJECT:** Posting of proposed permanent rules related to authorization of non-exempt private and out-of-state public degree-granting institutions pursuant to 70 O.S. § 4103.

**RECOMMENDATION:**

**It is recommended that the State Regents post proposed permanent rules pursuant to 70 O.S. § 4103.**

**BACKGROUND:**

On October 29, 2010, the United States Department of Education (USDE) published final regulations that required higher education institutions to obtain authorization in each state in which they maintain a physical location in order to be eligible for federal financial aid. In response, Oklahoma Senate Bill 1157, enacted as 70 O.S. § 4103 and effective November 1, 2016, established that non-exempt private and out-of-state public degree granting institutions must be authorized by the Oklahoma State Regents for Higher Education (OSRHE) to operate in Oklahoma, limiting the scope of OSRHE policy and procedures to 1) a complaint process, 2) standards for operation, 3) stipulations for a written enrollment agreement between the institution and the student, and 4) reporting requirements. To meet these new requirements, on October 20, 2016, the State Regents approved revisions to the Institutional Accreditation policy (now titled Institutional Accreditation and State Authorization).

Additional federal regulations became effective in 2016 requiring institutions that offer postsecondary education through distance education to students located in a state in which the institution has no physical location to meet any of that state's requirements to legally offer postsecondary education in that state; however, at the time the State Regents took no action to require authorization for fully online programs offered by out-of-state institutions.

In Spring 2023, Senator Ally Seifried introduced Senate Bill 550 (Attachment A) to the 2023 Oklahoma legislative session to add additional safeguards for Oklahoma students of all non-exempt private and out-of-state public institutions. Signed by the Governor on April 28, 2023, the legislation revised 70 O.S. § 4103 to require all private (non-exempt) and out-of-state public institutions to be authorized by the OSRHE to offer distance education degree courses and programs to students in Oklahoma. The bill also requires all non-exempt private and out-of-state public institutions pay an annual authorization fee to offset the administrative costs of authorization and to make payments into a student tuition recovery fund to protect students from financial loss in the event of a sudden closure. Additionally, the legislation expands the scope of OSRHE responsibilities and authority to ensure that all non-exempt private and out-of-state public institutions operating in Oklahoma meet the same standards of academic quality and fiscal responsibility required for institutions in the state system, and to deny, not renew, or revoke the authorization of institutions that do not. Finally, SB 550 directs the State Regents to promulgate rules to implement the new requirements.

**POLICY ISSUES:**

The proposed rules (Attachment B) set authorization fees and establish the formula to calculate payments into the Tuition Recovery Revolving Fund, and require the State Regents to establish policies and procedures to assess and administer the fees and payments as well as policies and procedures to ensure that non-exempt private and out-of-state institutions operating in Oklahoma by any modality meet the same standards of academic quality and fiscal responsibility required for institutions in the state system. Appropriate revisions to the Institutional Accreditation and State Authorization policy are in development and are anticipated to be presented to the State Regents for posting at their February 1, 2024 meeting.

**ANALYSIS:**

The proposed permanent rules are necessary to comply with 70 O.S. § 4103, and to ensure that Oklahoma citizens are appropriately protected from academic and/or financial loss in the event of a sudden closure of a non-exempt private or out-of-state institution. The permanent rules will provide the foundation necessary for OSRHE staff to develop new authorization policies and procedures according to the requirements of 70 O.S. § 4103 in time for authorizations beginning in 2025.

Attachments



# An Act

ENROLLED SENATE  
BILL NO. 550

By: Seifried of the Senate

and

Moore and Deck of the House

An Act relating to higher education; amending 70 O.S. 2021, Section 4103, which relates to accreditation of certain institutions; directing certain policies and procedures to include certain provisions; providing for promulgation of rules; creating the Tuition Recovery Revolving Fund; specifying source of fund; providing for expenditures; providing purpose of fund; providing for codification; providing an effective date; and declaring an emergency.

SUBJECT: Higher education

BE IT ENACTED BY THE PEOPLE OF THE STATE OF OKLAHOMA:

SECTION 1. AMENDATORY 70 O.S. 2021, Section 4103, is amended to read as follows:

Section 4103. A. As used in this section:

1. "Degree-granting institution" means an institution that offers education leading to an associate's degree or higher;
2. "Non-degree-granting activity" means offering education or training that does not lead to an associate's degree or higher; and
3. "State authorization reciprocity agreement" means an agreement among states, districts, and territories that establishes

comparable standards for providing distance education from their postsecondary educational institutions to out-of-state students.

B. All private and out-of-state public degree-granting institutions shall be accredited by ~~a national or regional~~ an accrediting agency which is recognized by the Secretary of the United States Department of Education as a reliable authority as to the quality of education or training offered by institutions of higher education for the purposes of the Higher Education Act of 1965, as amended. Additionally, for the purposes of consumer protection and to maintain financial eligibility for Title IV funding as described in 34 CFR Part 600, institutions shall be authorized according to the policies and procedures established by the Oklahoma State Regents for Higher Education. ~~These policies and procedures shall be limited to a complaint process provision, standards for operation, stipulations for a written enrollment agreement between the institution and the student and reporting requirements~~ the minimum necessary to ensure that private and out-of-state degree-granting institutions that operate in this state by any modality meet the same standards of academic quality and fiscal responsibility required for institutions of higher education within The Oklahoma State System of Higher Education. Beginning with the 2023-2024 academic year, the State Regents shall:

1. Establish and collect fees annually from applicants for authorization as necessary to cover the costs of authorization;

2. Require applicants for authorization to submit payment in an amount established by the State Regents into the Tuition Recovery Revolving Fund created in Section 2 of this act, which shall be used to offset student tuition losses in the event an authorized institution closes or ceases operations; and

3. Be authorized to deny, not renew, or revoke an institution's authorization if it is found to be in violation of the Oklahoma statutes, it fails to meet the minimum authorization standards established by the State Regents, or an accrediting agency or other government entity revokes its approval, which is material to the continuity of the institution. An institution subject to the provisions of this paragraph shall be given reasonable notice and an opportunity to be heard prior to a decision to deny, not renew, or revoke authorization.

C. The following institutions shall be exempt from this section:

1. Private institutions participating in the Oklahoma Tuition Equalization Grant program; and

2. Out-of-state public and private institutions participating in a state authorization reciprocity agreement that only conduct activities in Oklahoma that are acceptable under the terms and conditions of the state authorization reciprocity agreement.

~~C. D.~~ Non-exempt institutions engaged in non-degree granting activities, such as offering certificates and diplomas, shall be subject to the standards administered by the Oklahoma Board of Private Vocational Schools.

E. The State Regents shall promulgate rules to implement the provisions of this section.

SECTION 2. NEW LAW A new section of law to be codified in the Oklahoma Statutes as Section 4103.1 of Title 70, unless there is created a duplication in numbering, reads as follows:

There is hereby created in the State Treasury a revolving fund for the Oklahoma State Regents for Higher Education to be designated the "Tuition Recovery Revolving Fund". The fund shall be a continuing fund, not subject to fiscal year limitations, and shall consist of all monies received by the State Regents from fees collected pursuant to Section 4103 of Title 70 of the Oklahoma Statutes. All monies accruing to the credit of the fund are hereby appropriated and may be budgeted and expended by the State Regents for the purpose of offsetting student tuition losses in the event that an institution authorized pursuant to Section 4103 of Title 70 of the Oklahoma Statutes closes or ceases operations. Expenditures from the fund shall be made upon warrants issued by the State Treasurer against claims filed as prescribed by law with the Director of the Office of Management and Enterprise Services for approval and payment.

SECTION 3. This act shall become effective July 1, 2023.

SECTION 4. It being immediately necessary for the preservation of the public peace, health, or safety, an emergency is hereby declared to exist, by reason whereof this act shall take effect and be in full force from and after its passage and approval.

Passed the Senate the 9th day of March, 2023.

Brent Howard  
Presiding Officer of the Senate

Passed the House of Representatives the 20th day of April, 2023.

[Signature]  
Presiding Officer of the House  
of Representatives

OFFICE OF THE GOVERNOR

Received by the Office of the Governor this 24<sup>th</sup>  
day of April, 20 23, at 4:12 o'clock 4<sup>0</sup> P. M.  
By: [Signature]

Approved by the Governor of the State of Oklahoma this 28<sup>th</sup>  
day of April, 20 23, at 4:26 o'clock 4<sup>0</sup> P. M.

[Signature]  
Governor of the State of Oklahoma

OFFICE OF THE SECRETARY OF STATE

Received by the Office of the Secretary of State this 28<sup>th</sup>  
day of April, 20 23, at 5:32 o'clock 4<sup>0</sup> P. M.  
By: [Signature]

**TITLE 610. STATE REGENTS FOR HIGHER EDUCATION**  
**CHAPTER 10. ACADEMIC AFFAIRS**  
**SUBCHAPTER 1. PRIVATE AND OUT-OF-STATE PUBLIC INSTITUTIONS**

**610:10-1-1. Purpose**

The purpose of this policy is to protect Oklahoma citizens by ensuring that all (nonexempt) private and out-of-state public degree-granting institutions of higher education that operate in this state by any modality meet statutory and policy requirements regarding academic quality and fiscal responsibility.

**610:10-1-2. Definitions**

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

"Degree-granting institution" means an institution that offers education leading to an associate's degree or higher.

"Institution" means a private institution or out-of-state public institution.

"Non-degree granting activity" means offering post-secondary education or training that does not lead to an associate's degree or higher.

"Private institution" means a nonexempt educational institution which is controlled by a private individual(s) or by a nongovernmental agency, usually supported primarily by other than public funds, and operated by other than publicly elected or appointed officials. These institutions may be either for-profit or non-profit.

"OSRHE" means the Oklahoma State Regents for Higher Education.

"Out-of-state public institution" means any nonexempt public institution that is established, operated, and governed by another state or any of its political subdivisions.

"State authorization reciprocity agreement" means an agreement among states, districts, and territories that establishes comparable standards for providing distance education from their degree-granting postsecondary educational institutions to out-of-state students.

**610:10-1-3. Authorization according to OSRHE policies and procedures**

All private and out-of-state public degree-granting institutions that operate in this state shall be authorized according to the policies and procedures established by OSRHE. *These policies and procedures shall be limited to the minimum necessary to ensure that private and out-of-state degree-granting institutions that operate in this state by any modality meet the same standards of academic quality and fiscal responsibility required for institutions of higher education within The Oklahoma State System of Higher Education.* [70 O.S. §4103(B)] OSRHE's policy on private institutions and out-of-state public institutions can be found in the Policy and Procedures Manual, Chapter 3: Academic Affairs located on OSRHE's website.

**610:10-1-4. Fees for application and authorization**

(a) Unauthorized nonexempt private and out-of-state institutions shall pay an application and an initial authorization fee to be authorized to operate as a degree-granting institution in Oklahoma, as follows:

(1) Application fee: \$500

(2) Initial Authorization fee: \$2,500

(b) Authorized institutions shall pay annually an application and a re-authorization fee to be re-authorized to operate as a degree-granting institution in Oklahoma as follows:

(1) Application Fee: \$500

(2) Annual Re-authorization fee: \$2,000

(c) Out-of-state institutions shall pay additional location fees to establish and operate one or more locations in Oklahoma for students to receive synchronous or asynchronous instruction. The fee shall be \$1,000 per

location for both initial and annual re-authorization of the location.

(d) Institutions applying for provisional re-authorization shall be assessed a non-refundable provisional application fee and provisional authorization fee in addition to the standard application fee and authorization fee. The provisional application fee shall be \$250 and the provisional authorization fee shall be \$1,000. Applications will not be reviewed until all required application fees have been received.

(e) The collection and processing of fees shall be according to policies and procedures set by OSRHE.

#### **610:10-1-5. Tuition Recovery Revolving Fund**

(a) Each private institution authorized by OSRHE to operate as a degree-granting institution in Oklahoma shall pay to OSRHE a sum annually to be maintained in the Tuition Recovery Revolving Fund. This payment is in addition to the application and authorization fees established in 610:10-1-4. The payment for initial authorization shall be \$2,500.

(b) Each private institution authorized by OSRHE shall make payments to the Tuition Recovery Revolving Fund for annual re-authorization as follows:

(1) Each private institution shall pay 0.25 percent (.0025) of its annual gross tuition revenue received from students living in Oklahoma at the time of their enrollment.

(2) A minimum payment of \$250 shall be due annually regardless of the private institution's enrollment or tuition revenue during the applicable year.

(3) Private institutions whose payment is not received by the due date will be subject to non-approval of authorization, provisional authorization or revocation of authorization according to the policies and procedures set by OSRHE.

(4) The Student Tuition Recovery Fund will be maintained between a minimum and maximum funding level to be determined by OSRHE.

(5) Institutions will be assessed annually until the maximum funding level is reached. If the Fund amount is reduced below the minimum funding level, assessments will begin again until the maximum level is regained. If the monies in the fund are insufficient to satisfy all duly authorized claims, OSRHE may reassess authorized institutions as necessary, in addition to the annual assessment, and the authorized institutions shall pay the additional amounts assessed.

(c) The assessment, administration, and disbursement of funds from the Tuition Recovery Revolving Fund shall occur according to policies and procedures set by OSRHE.

#### **610:10-1-6. Non-approval or revocation of authorization**

(a) Upon non-approval or revocation of authorization for an institution or an institution's location, the institution will be notified in writing; the notification will include the reasons for the revocation or non-approval.

(b) Institutions that wish to appeal the revocation or non-approval must submit to the OSRHE office, within 20 calendar days of receipt of notification, written documentation detailing why they believe the revocation or non-renewal is not warranted by state statute or OSRHE policy. Upon receipt of the documentation, OSRHE staff will review it to determine whether the additional information demonstrates compliance with state statute and OSRHE policy. If it is determined that the response satisfactorily indicates full compliance, the application will be submitted to OSRHE at their next regularly scheduled meeting.

(c) The schedule for the appeal process and how it affects the institution's implementation of closure will be determined and communicated to the institution on receipt and analysis of the appeal. During the period of time from receipt of the appeal documentation to final determination of compliance, the institution will retain whatever authorization status it held prior to the non-approval or revocation.

(d) If it is determined that the appeal documentation does not demonstrate compliance with state statute and OSRHE policy, the institution will be notified of the determination in writing, including the reasons why, and the institution will begin or resume closure procedures according to the policies and procedures set by OSRHE.

(e) Determination that the appeal documentation does not demonstrate compliance with state statute and OSRHE policy is final and no further appeal will be accepted.

(f) Institutions whose authorization has been revoked or not approved may be considered again for authorization after reestablishing compliance with state statute and OSRHE policy.



Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
December 7, 2023

**AGENDA ITEM #16-c:**

**Administrative Rules.**

**SUBJECT:** Approval of Oklahoma Future Teacher Scholarship and Employment Incentive Program ("Inspired to Teach") permanent rules order to comply with 70 O.S. § 698.1.

**RECOMMENDATION:**

**It is recommended that the State Regents approve and adopt the proposed permanent administrative rules pursuant to 70 O.S. § 698.1 for the Oklahoma Future Teacher Scholarship and Employment Incentive Program (“Inspired to Teach”).**

**BACKGROUND:**

The Oklahoma Future Teacher Scholarship and Employment Incentive Program (“Inspired to Teach”) was created in 2022, with the passage of HB 3564 and amended by HB 2559 (Attachment A). The purpose of the program is to address the teacher shortage in the state of Oklahoma and provide a pipeline of quality and effective teachers for the public schools of this state. The Oklahoma State Regents for Higher Education was charged with administering and maintaining this scholarship and incentive program to encourage the preparation of public school teachers (Pre-K through 12<sup>th</sup> grade) at all accredited state public and private higher education institutions.

“Inspired to Teach” allows students who have graduated from an Oklahoma high school and who declare teacher education as a major in college to receive a scholarship over the duration of their matriculation. Other requirements that must be met by participants include maintaining satisfactory academic progress (SAP) and a 2.5 GPA. The scholarship amount for full-time students includes \$1,000 per year for up to three academic years and \$2,500 in the final academic year. Following graduation, participants agree to teach in an Oklahoma (Pre-K through 12<sup>th</sup> grade) public school for five consecutive years. This teaching commitment qualifies program participants to receive a \$4,000 award for each year of service up to five years, not to exceed a total of \$20,000, and provides an effective, comprehensively prepared teacher for Oklahoma public school students.

## **POLICY ISSUES:**

The proposed rules (Attachment B) will assist educator preparation programs in expanding recruitment, retention, and placement efforts of comprehensively prepared teachers in Oklahoma classrooms. Additionally, the rules will remove barriers to students who are in their final semester of matriculation in a teacher education program. Furthermore, the program will support the goals of increasing student retention and graduation rates while meeting the employment needs of the teaching workforce.

The administrative rules will allow institutions to consider the following factors when awarding the scholarship portion: unmet financial need to help cover costs (i.e. tuition, fees, books, materials, services, room and board, etc.), continuous enrollment, completion of a teacher education degree, and state employment needs for qualified teachers.

## **ANALYSIS:**

The proposed permanent rules are based on statutory amendments that were passed by the Oklahoma legislature and signed by the Governor on May 15, 2023.

The proposed rules address the following items:

- Official program name change from *Oklahoma Future Teacher Scholarship and Employment Incentive Program* to *Inspired to Teach*
- Allowing students who are enrolled in fewer than twelve hours during their last year in college continued eligibility under certain conditions
- Expanding program eligibility to home school graduates and GED earners
- Expanding program eligibility to students who graduate high school outside of Oklahoma
- Officially expanding program access to students enrolled in pre-education programs at two-year Oklahoma colleges

Attachments

## An Act

ENROLLED HOUSE  
BILL NO. 2559

By: McBride, Baker, Waldron,  
Fugate, Dollens, Davis,  
West (Tammy), and Schreiber  
of the House

and

Pemberton of the Senate

An Act relating to teacher scholarships; amending 70 O.S. 2021, Section 698.1, as amended by Section 1, Chapter 344, O.S.L. 2022 (70 O.S. Supp. 2022, Section 698.1), which relates to the Oklahoma Future Teacher Scholarship and Employment Incentive Program; renaming program to Inspired to Teach Program; including eligibility for certain students; defining term; specifying grade point average requirement; and providing an effective date.

SUBJECT: Teacher scholarships

BE IT ENACTED BY THE PEOPLE OF THE STATE OF OKLAHOMA:

SECTION 1. AMENDATORY 70 O.S. 2021, Section 698.1, as amended by Section 1, Chapter 344, O.S.L. 2022 (70 O.S. Supp. 2022, Section 698.1), is amended to read as follows:

Section 698.1 A. The Oklahoma State Regents for Higher Education shall establish and maintain an incentive scholarship program and teacher employment incentive program, as funding is available, to encourage the preparation of public school teachers for prekindergarten through twelfth grade, including minority teachers, at all state public higher education institutions or private higher education institutions accredited pursuant to Section 4103 of this title and incentivize employment as public teachers for prekindergarten through twelfth grade in the state for at least five (5) years, to be known as the ~~Oklahoma Future Teacher Scholarship~~

~~and Employment Incentive Inspired to Teach Program.~~ Prospective teachers planning to pursue an undergraduate teacher education program at an accredited Oklahoma teacher preparation program shall be considered if they graduated from ~~an Oklahoma high school,~~ completed high-school level instruction at home, or completed General Educational Development (GED) test requirements; meet the higher education admission standards~~;~~ and declare a pre-education major or major in an approved Oklahoma teacher preparation degree program leading to a standard teaching certificate.

B. To the extent that funds are available, scholarships, renewable for up to three (3) additional years for qualified students meeting satisfactory academic progress standards in completing a teacher preparation degree program leading to a standard teaching certificate, shall be awarded to cover costs of tuition, general enrollment fees, other fees, books, materials, and services provided by the institution, including room and board, in the following manner:

1. One Thousand Dollars (\$1,000.00) per academic year for up to three (3) academic years for full-time students who have earned less than ninety (90) credit hours; and

2. Two Thousand Five Hundred Dollars (\$2,500.00) for the final academic year for full-time students who have earned ninety (90) or more credit hours.

The maximum amount of scholarship funds awarded as provided in this subsection to any qualified student shall not exceed Five Thousand Five Hundred Dollars (\$5,500.00).

C. As used in this section, "full-time student" means:

1. An undergraduate student enrolled in twelve (12) or more semester credits toward teacher education degree requirements;

2. An undergraduate student who is a teacher education major who is enrolled in or has completed an internship or student teaching credit hours in order to complete the degree program prior to certification and who has been approved to take less than twelve (12) credit hours; or

3. An undergraduate student who is a teacher education major with an approved reasonable accommodation from Student Accessibility



Services at the institution due to a documented disability and who has been approved to take less than twelve (12) credit hours.

~~B. D.~~ It is the intent of the Oklahoma Legislature that the Oklahoma State Regents for Higher Education create a committee composed of educators, teacher educators from the participating institutions, and representatives of the public schools and the State Department of Education to provide recommendations to the State Regents to improve effectiveness of the program Inspired to Teach Program. The committee shall prepare and deliver a report on the program to the Legislature on or before July 1 of each year.

~~C. E.~~ Each scholarship participant, prior to entry into the program Inspired to Teach Program, shall have agreed to teach in an Oklahoma public prekindergarten through twelfth grade school for a minimum of five (5) consecutive years upon graduation and licensure as a teacher. Any scholarship participant failing to maintain a 2.5 grade point average throughout matriculation, changing to an ineligible area of study, failing to meet satisfactory academic progress standards, withdrawing or otherwise leaving school, or failing to meet requirements for licensure and certification to teach as established by law shall be subject to disqualification from the program.

~~D. F.~~ The Oklahoma State Regents for Higher Education are authorized to make employment incentive payments pursuant to the provisions of this section to program Inspired to Teach Program participants who are employed as traditionally certified teachers in Oklahoma public prekindergarten through twelfth grade schools following graduation. Incentive payments may be awarded following each consecutive year of satisfactory service as documented by the employing school district, up to five (5) years of service for scholarship recipients as provided in subsection A of this section, upon graduation from an accredited Oklahoma teacher preparation degree program. The maximum amount of employment incentive payments for any qualified participant shall be Four Thousand Dollars (\$4,000.00) per year for up to five (5) years, not to exceed a total of Twenty Thousand Dollars (\$20,000.00) per participant.

~~E. G.~~ The Oklahoma State Regents for Higher Education shall require the execution of appropriate contracts with eligible program Inspired to Teach Program participants. Participants failing to comply with the requirements of this section or failing to provide current contact information shall not be eligible for the employment incentive payments provided for in this section. The Chancellor of

the Oklahoma State Regents for Higher Education, with the approval of the State Regents, may contract with any other appropriate organization or unit of government for the administration of the provisions of this section.

F. H. If sufficient funds are not available for employment incentive payments to qualified participants during any fiscal year, the Chancellor may make reductions in the payments made to qualified participants.


G. I. The Oklahoma State Regents for Higher Education may, at the time an award is made on behalf of the ~~Oklahoma Future Teacher Scholarship and Employment Incentive~~ Inspired to Teach Program, set aside funds for the full commitment made to an eligible student.

H. J. The Oklahoma State Regents for Higher Education may utilize ~~Oklahoma Future Teacher Scholarship and Employment Incentive~~ Inspired to Teach Program designated funds for administration of the program.

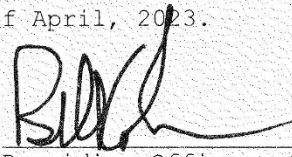
SECTION 2. This act shall become effective November 1, 2023.



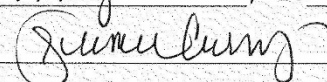
Passed the House of Representatives the 10th day of May, 2023.

  
Presiding Officer of the House  
of Representatives

Passed the Senate the 25th day of April, 2023.

  
Presiding Officer of the Senate


OFFICE OF THE GOVERNOR

Received by the Office of the Governor this 11<sup>th</sup>  
day of May, 20 23, at 10:48 o'clock A. M.  
By: 

Approved by the Governor of the State of Oklahoma this 15<sup>th</sup>  
day of May, 20 23, at 10:51 o'clock A. M.

  
Governor of the State of Oklahoma

OFFICE OF THE SECRETARY OF STATE

Received by the Office of the Secretary of State this 15<sup>th</sup>  
day of May, 20 23, at 1:53 o'clock P. M.  
By: 

**SUBCHAPTER 41. ~~OKLAHOMA FUTURE TEACHER SCHOLARSHIP AND EMPLOYMENT INCENTIVE PROGRAM ("INSPIRED TO TEACH")~~  
INSPIRED TO TEACH PROGRAM**

**610:25-41-1. Purpose**

- (a) ~~The Oklahoma Future Teacher Scholarship and Employment Incentive Program (also known as "Inspired to Teach")~~ Inspired to Teach Program was created by House Bill 3564 during the 2022 legislative session.
- (b) "Inspired to Teach" is a program to support the teacher pipeline and the preparation of public school teachers for prekindergarten through 12th grade. As legislatively appropriated funding is available, the program provides a scholarship to eligible students majoring in teacher education at an accredited teacher preparation program at an Oklahoma public or private university OR a student majoring in a pre-teacher education program at an Oklahoma public community college that has an approved "Inspired to Teach" program articulation agreement with an accredited Oklahoma university teacher preparation program, and incentivizes those individuals to enter the workforce as Oklahoma public school teachers for at least five (5) consecutive years upon graduation.
- (c) The bill requires that the Oklahoma State Regents for Higher Education (OSRHE) establish and maintain an incentive scholarship program and teacher employment incentive program, as funding is available. [70 O.S §698.1 (A)].
- (d) The purpose of the "Inspired to Teach" program is to address teacher shortages in Oklahoma by making scholarships available to undergraduate students and providing employment incentives for participants who meet eligibility criteria and major in teacher education, obtain a traditional teaching certificate, and serve as teachers in the public schools of this state for at least five (5) consecutive years.
- (e) The scholarship will help defray the cost of obtaining a baccalaureate degree and the incentive will assist graduates as they enter the workforce as teachers in this state.

**610:25-41-2. Definitions**

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

**"Full-time student"** means:

- (A) an undergraduate student enrolled in 12 or more semester credits toward teacher education degree requirements;
- (B) an undergraduate student who is a teacher education major who is enrolled in or has completed an internship or student teaching credit hours in order to complete their degree program prior to certification and who has been approved by the institution to take less than twelve credit hours; or
- (C) an undergraduate student who is a teacher education major with an approved reasonable accommodation from Student Accessibility Services at the institution due to a documented disability and who has been approved to take less than twelve credit hours.

**"Inspired to Teach"** ~~means the Oklahoma Future Teacher Scholarship and Employment Incentive Program created by House Bill 3564 during the 2022 legislative session.~~

**"Internship"** or **"Student teaching"** means: A minimum of 12 weeks or 360 hours of full-time student teaching or its equivalent completed by all initial candidates prior to teacher education program completion. The student teaching internship must be completed in an accredited Oklahoma PK-12 school to fulfill the mandatory requirement for a teacher education degree at an accredited Oklahoma institution.



"OSRHE" means the Oklahoma State Regents for Higher Education.

"SAP" means satisfactory academic progress according to the standards of the Oklahoma educational institution in which the student is enrolled.

### **610:25-41-3. Eligibility requirements**

(a) In order to participate in the "Inspired to Teach" program and be eligible for a scholarship, prospective teachers must meet the following requirements:

(1) Graduate from ~~an Oklahoma~~ high school, complete high school level instruction at home or complete General Educational Development (GED) test requirements;

(2) Meet higher education admission standards at 1) a public or private Oklahoma university with an accredited Oklahoma teacher education program or 2) a public community college with an approved articulation agreement with an accredited Oklahoma university teacher education program;

(3) Declare a major at an accredited Oklahoma university teacher education program in a degree leading to a standard teaching certificate or declare a major at a community college with an approved "Inspired to Teach" Program articulation agreement with an accredited Oklahoma teacher education program leading to a standard Oklahoma teaching certificate;

(4) Maintain enrollment as a full-time student at a participating higher education institution during each semester of scholarship eligibility until a baccalaureate degree for teaching is obtained;

(5) Maintain SAP and a minimum 2.5 GPA throughout matriculation; and

(6) Prior to entry into the "Inspired to Teach" Program, agree to complete the program and to teach in an Oklahoma public prekindergarten through 12th grade (PK-12) school for a minimum of five (5) consecutive years upon graduation and certification as a teacher.

(b) Traditionally certified teachers who graduated from a teacher education program without participating in the "Inspired to Teach" program during undergraduate study are not eligible for the "Inspired to Teach" program.

### **610:25-41-4. Application procedure**

(a) OSRHE will distribute "Inspired to Teach" Participation Agreement forms to postsecondary institutions in Oklahoma that are eligible to participate in state and federal financial aid programs and have an approved program of professional teacher preparation or an approved articulation agreement on file with a state institution that has a professional teacher preparation program.

(b) Participation Agreement forms may be obtained from the "Inspired to Teach" coordinator at each postsecondary institution or from OSRHE.

(c) A Participation Agreement must be signed by the student while enrolled in a major course of study in teacher education at the undergraduate level.

(d) The completed Participation Agreement must be submitted to the "Inspired to Teach" coordinator upon declaring teacher education as a major or, at the latest, before beginning the final semester prior to graduation; however, a student who has declared teacher education as a major at least one semester before the final semester will be allowed to submit a completed Participation Agreement and be considered for the "Inspired to Teach" Program the final semester.

(e) "Inspired to Teach" coordinators at postsecondary institutions will submit copies of the Participation Agreements to OSRHE within 10 days of submission by the student.

(f) OSRHE will notify each applicant of the receipt of his/her application to the "Inspired to Teach" program, the requirements for ongoing eligibility, and the disbursement benefits under "Inspired to Teach."

### **610:25-41-5. Certifications of compliance**

(a) Participants must apply for entry into the "Inspired to Teach" program during their matriculation as an undergraduate student using the Participation Agreement Form which can be obtained from the eligible Oklahoma higher education institution in which they are enrolled or the OSRHE website.

(b) OSRHE will be responsible for determining participant eligibility at each stage following "Inspired to

Teach" program entry.

(c) Institutions will supply OSRHE with verification and certification of student eligibility each semester for the "Inspired to Teach" Program scholarship.

(d) After graduation, as participants transition to their teaching assignments in Oklahoma public schools, "Inspired to Teach" Program participants will provide compliance documentation to OSRHE as set forth in 610:25-41-9 and 610:25-41-11.

#### **610:25-41-6. Disqualification**

The following conditions shall subject the participant to disqualification from the "Inspired to Teach" program:

- (1) Failing to maintain a 2.5 grade point average throughout matriculation;
- (2) Changing major to an ineligible area of study;
- (3) Failing to meet and maintain SAP in an academic program leading to an eligible undergraduate degree in an Oklahoma accredited teacher education program;
- (4) Failing to maintain enrollment as a full-time student, withdrawing completely from enrollment, or otherwise leaving the higher education institution;
- (5) Failing to complete the teacher education baccalaureate degree and training necessary to obtain a traditional Oklahoma teaching certificate from an approved and accredited Oklahoma program of professional teacher preparation, including student teaching or internship;
- (6) Failing to meet requirements for traditional certification to teach as established by Oklahoma state law;
- (7) Failing to teach for five (5) consecutive years in an Oklahoma public school upon graduation and certification as a teacher; or
- (8) Failing to provide documentation as requested by OSRHE within the time indicated.

#### **610:25-41-7. Participant eligibility for scholarship payments**

(a) To the extent legislatively appropriated funding is available, the following scholarships will be awarded to eligible participants in the "Inspired to Teach" program:

- (1) One thousand dollars (\$1,000) per academic year for up to three (3) academic years for full-time students who have earned less than 90 credit hours; and
- (2) Two thousand five hundred dollars (\$2,500) for the final academic year for full-time students who have earned 90 or more credit hours.

(b) To the extent legislatively appropriated funding is available, the following scholarships will be awarded to eligible full-time students participating in "Inspired to Teach" according to the following tiers based on enrolled credit hours towards degree requirements if the student is entering the first year of undergraduate study, or earned credit hours towards degree requirements for all other students:

- (1) Tier 1, requiring a minimum of 12 hours enrolled: \$1,000
- (2) Tier 2, requiring a minimum of 24 and a maximum of 47 hours earned: \$1,000
- (3) Tier 3, requiring a minimum of 48 and a maximum of 89 hours earned: \$1,000
- (4) Tier 4, requiring a minimum of 90 hours earned: \$2,500

(c) Participants can receive a maximum of Five Thousand Five Hundred Dollars (\$5,500) in total scholarship awards. Students will not be eligible for multiple awards in an academic year. If a participant will become eligible for a Tier 3 award and a Tier 4 award in the same academic year, which is also the participant's final academic year, and the participant has yet to receive an award from either tier, then the participant may choose which award to receive. Scholarship award disbursements will only be made for fall and spring semesters of the academic year. There will be no summer semester scholarship disbursements.

(d) Participants who have earned less than ninety (90) credit hours towards degree requirements, but have received Three Thousand Dollars (\$3,000) in scholarship funding, will not be eligible for the final scholarship allotment of Two Thousand Five Hundred Dollars (\$2,500) until their final academic year of study.

(e) Participants who have earned 90 or more credit hours towards degree requirements but still have more than one academic year remaining to complete the teacher education degree requirements, may receive the Two Thousand Five Hundred Dollar (\$2,500) award in the final academic year during a semester (fall and/or spring disbursement) designated by, and at the discretion of, the institution. Participants, upon receiving the Two Thousand Five Hundred Dollar (\$2,500) award, will not be eligible for any of the scholarship awards granted to participants who have earned less than 90 credit hours towards degree requirements.

(f) Participants may utilize no more than one of the following provisions to become re-eligible for the "Inspired to Teach" program:

(1) Participants whose GPA falls below a 2.5, or who fail to maintain SAP, will have one academic semester (fall or spring) to re-establish a 2.5 GPA (or above) and SAP in order to have the scholarship benefit reinstated. Failure to meet the GPA and/or SAP requirements will result in the participant's withdrawal from the "Inspired to Teach" program.

(2) Participants who change majors to an ineligible area of study, fail to meet GPA and/or SAP requirements for two semesters, fail to maintain enrollment as a full-time student for one semester or completely withdraw from enrollment, will be allowed to reapply within one year of that occurrence as long as the participant does not graduate the same semester in which the participant reapplies.

(3) Participants who fail to meet the GPA or SAP requirement during the 2nd to last semester of their final year of matriculation, will not receive the scholarship benefit in the final semester; however, under the provisions of (1) of this subsection, if the participant re-establishes a 2.5 GPA (or above) and SAP within the final academic semester (before graduation), upon graduation, the participant's eligibility will be reinstated for employment incentive payments.

(4) Participants may obtain from the institution in which they are enrolled, an official letter reflecting a leave of absence or withdrawal when a serious illness, pregnancy, or other natural cause prevents the participant from continuing the coursework requirements or from fulfilling the provisions outlined under the eligibility requirements.

(A) College/ university withdrawals or leaves of absence may not exceed more than one academic year but will not be counted against the participant for the purposes of scholarship eligibility as long as the following criteria are met:

(B) Participants must present official college/university documentation to OSRHE at the time the withdrawal or leave of absence was granted which meets the requirements of this rule.

Reapplication into the "Inspired to Teach" program must be received thirty (30) days prior to the participant resuming classes full-time or the participant may be withdrawn from the program.

(g) Participants who have been disqualified from the "Inspired to Teach" program but later become re-eligible pursuant to 610:25-41-7(f) shall be considered to have maintained program eligibility throughout matriculation for the purposes of 610:25-41-8(a)(1) if, following re-eligibility, the participant maintains "Inspired to Teach" program eligibility through graduation.

#### **610:25-41-8. Participant eligibility for employment incentive payments**

(a) In order to qualify to receive the employment incentive disbursement benefits under the "Inspired to Teach" program, program participants who are employed as traditionally prepared and certified teachers in Oklahoma public prekindergarten through 12th grade schools must:

(1) After being accepted into the "Inspired to Teach" program, maintain program eligibility pursuant to 610:25-41-3 throughout matriculation and receive at least one scholarship award;

(2) Graduate from an accredited Oklahoma teacher preparation degree program;

(3) Obtain a traditional teacher certification and provide eligible full-time teaching service under a regular teaching contract at an Oklahoma public school in the area of certification or qualified subject area; and

(4) Begin the first year of eligible full-time teaching service, as described above, within thirteen (13) months from the date of graduation from a four-year institution in Oklahoma.

(b) Employment incentive payments may be awarded following each consecutive year of satisfactory

service as documented by the employing school district for up to five (5) years of service to "Inspired to Teach" program scholarship recipients upon graduation from an accredited Oklahoma teacher preparation degree program and traditional certification to teach in Oklahoma.

(c) The maximum amount of employment incentive payments for any qualified participant shall be Four Thousand Dollars (\$4,000) per year for up to five (5) years, not to exceed a total of Twenty Thousand Dollars (\$20,000) per participant.

(d) If sufficient funds are not available for employment incentive payment to qualified participants during any fiscal year, the Chancellor may make reductions in the payments made to qualified participants.

(e) Participants may apply to the employing school for a leave of absence when a serious illness, pregnancy, or other natural cause prevents the participant from providing consecutive full-time teaching service. Participants must present official school documentation to OSRHE that a leave of absence was granted which meets the requirements of this rule. Official notification must be given within one year that the teacher has resumed the teaching duties or participant may be withdrawn from the "Inspired to Teach" program.

(f) Leaves of absence may not exceed more than one academic year. Leaves of absence will not be included for the purpose of calculating the required consecutive five (5) years of teaching service.

(g) A Reduction in Force will not disqualify a participant based on the consecutive five-year obligation if the following requirements are met:

- (1) Participant must provide to OSRHE official documentation of the Reduction in Force; and
- (2) Participant must resume teaching at an Oklahoma public school within eighteen (18) months after the Reduction in Force.

#### **610:25-41-9. Incentive benefits to be disbursed under the program**

(a) Under the provisions of the "Inspired to Teach" program, OSRHE is authorized to make the employment incentive payments each year, up to five consecutive years for full-time teaching service, to Oklahoma public school districts for participants eligible pursuant to 610:25-41-8.

(b) An Employment Compliance Form must be submitted to OSRHE upon completion of each year of eligible teaching service. An authorized school official must complete the form.

(c) Each year, if all program requirements are satisfied, and contingent upon the availability of funds, OSRHE will issue disbursements of "Inspired to Teach" program benefits to school districts employing the qualifying participants for payment to participants.

(d) The total annual amount of employment incentive payments for any qualified participant shall not exceed Four Thousand Dollars (\$4,000).

(e) If OSRHE determines that any "Inspired to Teach" program disbursement was authorized based on misleading or incorrect information supplied by the participant, the participant must reimburse such payment to OSRHE.

#### **610:25-41-10. Fiscal limitations of the program**

(a) If insufficient funds are available for scholarship and/or employment incentive payments to qualified persons during any fiscal year, the Chancellor may make reductions in the payments made to those qualifying. [70 O.S. §698.1(F)].

(b) On or before June 30 of each year, the amount of employment incentive payments for all teachers eligible to receive payments for the upcoming school year will be determined. If in any given year funds are not available for employment incentive payments at the determined amount due to a reduction in employment incentive payments as determined by the Chancellor, the amount to be disbursed to all eligible participants will be reduced uniformly. Upon distribution of this reduced amount, the obligation of the "Inspired to Teach" program to those eligible teachers shall be satisfied for that academic year. The foregoing is true even if no funds are available for disbursement.

#### **610:25-41-11. Verification and notification requirements**

(a) Verification requirements which must be satisfied prior to disbursement of "Inspired to Teach"

program benefits include:

- (1) A copy of the participant's traditional teaching certificate from the Oklahoma State Department of Education submitted to OSRHE. Additionally, a new copy of the traditional teaching certificate must be submitted for all new subsequent certification competencies or credentials;
  - (2) A copy of the participant's official college or university transcript reflecting GPA, coursework, and graduation confirmation submitted to OSRHE; and
  - (3) An Employment Compliance Form submitted to OSRHE after each year of eligible teaching service. An authorized school district official must complete the form including the participant's signature. This form must be notarized prior to submission to OSRHE.
- (b) The participant is responsible for ensuring that all documentation requested for verification requirements is provided within the time indicated.
- (c) Until all mutual obligations of the Participation Agreement are satisfied, the participant must respond to all communications and requests from OSRHE within the time indicated.
- (d) Until all mutual obligations of the Participation Agreement are satisfied, the participant must provide written notification to OSRHE of any change in legal name or address and of any change in status, which affects "Inspired to Teach" program eligibility.



Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
December 7, 2023

**AGENDA ITEM #17:**

**Employment Outcomes Report.**

**SUBJECT:** Acknowledge receipt of the 2022 Employment Outcomes Report.

**RECOMMENDATION:**

**It is recommended that the State Regents acknowledge receipt of the 2022 Employment Outcomes Report.**

**BACKGROUND:**

The State Regents prioritize public accountability for the financial investments Oklahoma taxpayers make in the state system of higher education. The State Regents' annual Employment Outcomes Report is designed to study the value of public higher education to the state of Oklahoma by addressing the following questions:

- What percentage of Oklahoma residents and non-residents who graduate from state system colleges and universities remain in Oklahoma?
- How does level of education impact salary?
- What percentage of Oklahoma state-system graduates in academic programs aligned with critical occupations remain in Oklahoma?

**POLICY ISSUES:**

None.

**ANALYSIS:**

The 2022 Employment Outcomes report analyzes employment data for graduates of Oklahoma public colleges and universities one and five years after graduation, 2020-2021 and 2016-2017. Oklahoma state system degree recipients are identified using the State Regents' Unitized Data System (UDS). The last degree earned is selected for students who earn multiple degrees, which is most commonly the highest degree earned. Through a data exchange with the Oklahoma Employment Security Commission (OESC) and the Oklahoma Tax Commission (OTC), graduate records are matched and employment data is returned to the State Regents. The report covers employment rates by degree level and field of study, median annual earnings one and five years after graduation, employment rates by degree level within critical occupations (STEM, engineering, nursing, and teaching) and employment outcomes of Oklahoma's Promise graduates. The 2022 study supports national data that link salary to educational attainment. Oklahoma data for graduates of the state's public colleges and universities confirm that the higher the degree a student earns, the higher the salary they are likely to earn. Furthermore, the majority of Oklahoma's state system graduates, remain in the state contributing to the state's economy and opportunities for growth, even five years after graduation. Key takeaways from the report are listed below.

## Employment Rates of State System Graduates

Percent of State System Graduates Employed in Oklahoma after Graduation	1 Year Post-Graduation			5 Years Post-Graduation		
	Resident	Non-Resident	Total	Resident	Non-Resident	Total
All Fields	96.0%	57.8%	86.1%	88.1%	41.5%	76.5%
STEM Only	94.6%	63.8%	84.1%	83.1%	47.0%	70.4%

- In total, 86% of Oklahoma state-system graduates are working in the state one year after graduation and more than 76% remain in the state five years after graduation.
- Of STEM graduates from our state system colleges and universities, more than 84% are working in the state one year after graduation, and more than 70% five years after graduation.
- 88% of teacher education graduates are employed in the state one year after graduation and more than 80% five years after graduation.
- More than 96% of Oklahoma’s Promise graduates earning an associate or bachelor’s degree are employed in the state one year after graduation, and over 90% are still employed five years later.

Supplement.



Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
December 7, 2023

**AGENDA ITEM #18:**

**Commendations.**

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

**RECOMMENDATION:**

**It is recommended that the State Regents accept this report and commend staff for state and national recognitions.**

**RECOGNITIONS:**

State Regents' staff received the following state and national recognitions:

- **Dr. Melissa Brevetti** was selected to serve on the Editorial Board for *The Oklahoma Reader*, and she also served as a professional reviewer for submissions to the 2023 Oklahoma Women in Higher Education (OKWHE) Conference. *Runner's Life* published her memoir on valuing community and completing her 100K ultra-race for SEAL Legacy Foundation. She also served as the moderator for the panel, "Outside the Lines: Empowering Tomorrow's Leaders" at the OACTE Conference.
- **Brian Burkhart**, OneNet chief technology officer, **Sky Pettett**, OneNet chief broadband officer, and **Courtney Hamar**, OneNet business director, represented OneNet at The Quilt member meeting and the National Science Foundation PI Workshop in Ohio. Mr. Burkhart led a breakout session on Campus and Regional Networking Infrastructure and presented on the OneOklahoma Friction Free Network at the NSF PI workshop.
- **Brian Burkhart**, OneNet chief technology officer, **Sky Pettett**, OneNet chief broadband officer, **Derek Nalley**, OneNet network services manager, and **Drew Graham**, OneNet network support engineer, represented OneNet at Internet2's TechEx conference. The OneNet team participated in sessions on research networking, network automation, security, and community engagement. They brought back valuable information on process automation and have begun applying new automations to OneNet's network processes that save time and resources and enable OneNet to provide greater customer support for our subscribers.
- **Christine Fisher**, coordinator for grant writing and external funding, was a presenter at the National Council of Undergraduate Research Administrators (NCURA) Region V Conference on October 23, 2023. The theme of the conference was "Navigating the Future Together" and her presentation was entitled "Access Granted: Developing Basic Knowledge of the Grant Writing and Proposal Process."

- **Bruce Gordon**, OneNet optical specialist, and **Aaron Muse**, network technician, recently earned new certifications. Bruce completed a course and passed an exam for the Certified Optical Network Associate. This certification provided training on fiber optics and optical networking systems best practices and standards. Aaron completed a course and passed an exam to become a credentialed BICSI technician. He completed training to prepare him for overseeing, planning and managing optical fiber installation projects.
- **Drew Graham**, OneNet network support engineer, performed an integral role in implementing a new internet peering between the University of Oklahoma and ESNet. Drew has shown great ingenuity in finding a custom solution for OU to connect directly to ESNet over OneNet's OneOklahoma Friction Free Network for research. This new connection will enable OU to transfer large data sets to and from the Large Hadron Collider Open Network Environment at CERN in Europe. By leveraging this peering, OU will be able to advance its science goals and participation in global research projects.
- **Dr. Goldie Thompson**, associate vice chancellor for teacher preparation and special programs, was honored as one of the 2023 Journal Record "50 Making a Difference" Women of the Year recipients. The Journal Record Woman of the Year program, now in its 43rd anniversary, recognizes the outstanding achievements of Oklahoma's leading women who embody exemplary leadership in both their professional pursuits and the communities they serve. The Women of the Year Gala took place at the National Cowboy and Western Heritage Museum on October 19, 2023.
- **Dr. Goldie Thompson**, associate vice chancellor for teacher preparation and special programs; **Christine Fisher**, coordinator for grant writing and external funding assistance; **Jess Tucker**, coordinator for teacher education scholarships and incentive programs; and **Dr. Melissa Brevetti**, coordinator for teacher education programs, presented "Inspire Higher 2.0" at the Oklahoma Association of Community Colleges (OACC) Conference in Tulsa on October 6, 2023. In this interactive presentation, the Oklahoma Teacher Connection team shared how to balance high-quality programs with growing workforce needs. They included lessons learned through collaboration and innovation to achieve new heights.
- **Dr. Goldie Thompson**, associate vice chancellor for teacher preparation and special programs, and **Jess Tucker**, coordinator for teacher education scholarship and incentive programs, presented the "Inspired to Teach Update" at the Oklahoma Association of Colleges for Teacher Education Conference (OACTE). The conference theme was "Teaching: A Noble and Inspired Profession" and took place on November 2 and 3, 2023.
- **Jess Tucker**, coordinator for teacher education scholarship and incentive programs, was awarded the Richard H. Mosier Leadership in Higher Education Endowed Scholarship from the College of Education and Human Sciences at Oklahoma State University for the Fall 2023 semester. She also presented at the National Association of State Student Grant and Aid Programs (NASSGAP) 2023 Annual Conference in Washington, D.C., and served as one of the panelists at the OACTE Conference. The conference took place on November 2 and 3, 2023 on the NSU Broken Arrow campus.
- **Fariba Williams**, assistant director of records management, received a \$1,000 scholarship from the Oklahoma Historical Records Advisory Board to attend the Association of Records Managers and Administrators (ARMA) Annual Conference in Detroit, MI, from October 8-11, 2023.

- **Lorri Windom**, GEAR UP school specialist; **Cassie Landers**, GEAR UP school specialist; **Rachelle Sturges**, GEAR UP school specialist; **Kelli Kelnar**, assistant director of outreach services for the Oklahoma College Assistance Program; and **Kay Walck**, an Outreach Services specialist 1 at OCAP, represented the state of Oklahoma at the "Better FAFSA" Training event hosted by the National College Access Network in Washington D.C. in July. After attending the training, they proceeded to deliver six informative sessions across the state, targeting high school counselors and higher education financial aid staff. These sessions drew a total of 205 attendees from 143 different locations. The State Regents staff have taken on a vital role in fostering FAFSA awareness and support within the state.
- **Brad Griffith**, associate vice chancellor of innovation, **Tracey Romano**, manager of academic, online, and workforce development initiatives, presented on UpskillOK and open educational resources at the Oklahoma Association of Community Colleges Annual & Support Staff Conference at Tulsa Community College in October 2023. During their presentation they informed attendees of the progress made on micro-credential program offerings and opportunities available for faculty interested in using zero-cost learning materials.
- The OSRHE Academic Affairs policy committee worked to update, strengthen, and streamline the Oklahoma State Regents policies over the course of 2023. A committee of internal stakeholders, including OSRHE legal affairs, provosts, and university presidents, was involved in the review process, and the updated policies were approved by the State Regents during their fall 2023 meetings. **Dr. Stephanie Beauchamp**, associate vice chancellor for academic affairs, spearheaded the policy revision process by organizing meetings and workshops, writing agenda items, and restructuring the submission process for letters related academic affairs to align with the new policies through Smartsheets. Other Academic Affairs staff who assisted in this process included: **Angel Icenhour**, director of concurrent enrollment programs; **Brad Griffith**, associate vice chancellor of innovation; **Elizabeth Walker**, coordinator of academic administration; **Dr. Goldie Thompson**, associate vice chancellor of teacher preparation and special programs. External members of the policy committee included: **President John M. McArthur**, Cameron University; **President Janet Wansick**, Eastern Oklahoma State College; and **Dr. Angela Sivadon**, senior vice president and chief academic officer at Tulsa Community College. This initiative has effectively eliminated barriers to success, simplified processes, fostered collaboration, and aligned policies with both state statutes and accreditation standards. The Oklahoma State Regents for Higher Education wish to express their appreciation for the expertise and insights brought by this committee to the policy revision work, and acknowledges the value of the partnership and support provided throughout the process, recognizing the committee as instrumental to the initiative's success.
- **Dr. Kylie Smith**, vice chancellor for administration, earned her Doctor of Philosophy in Educational Leadership and Policy Studies – Higher Education Administration, from the University of Oklahoma.



Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
December 7, 2023

**AGENDA ITEM #19-a:**

**Post Audit.**

**SUBJECT:** Approval of institutional requests for provisionally approved programs.

**RECOMMENDATION:**

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

**BACKGROUND:**

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

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

University of Oklahoma (OU)  
3 final approvals

University of Oklahoma Law Center (OULAW)  
1 final approval

Oklahoma State University (OSU)  
13 final approvals  
1 review schedule extensions

Oklahoma State University Center for Health Sciences (OSUCHS)  
1 review schedule extension

Oklahoma State University Institute of Technology (OSUIT)  
1 review schedule extension

Cameron University (CU)  
1 final approval

East Central University (ECU)  
1 review schedule extension

Northwestern Oklahoma State University (NWOSU)  
1 review schedule extension

University of Central Oklahoma (UCO)  
1 final approval

2 review schedule extensions

Western Oklahoma State College (WOSC)  
1 review schedule extension

## **POLICY ISSUES:**

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

## **ANALYSIS:**

As noted above, the following recommendations are included in the table (Attachment A) that lists the degree program, date of approval, criteria established by the institution and approved by the State Regents, productivity level, and recommendation for the program.

### **Recommendation: Final Approval**

#### **OU – Bachelor of Arts in Health, Medicine, and Society (452)**

This program exceeded the productivity criteria for enrollment (achieved 66 of the 30 required) and for graduates (achieved 14 of the 5 required). OU has demonstrated a strong program and is meeting area needs. Final approval is recommended.

#### **OU – Bachelor of Public Health in Public Health (453)**

This program exceeded the productivity criteria for enrollment (achieved 17 of the 12 required) and for graduates (achieved 12 of the 5 required). OU has demonstrated a strong program and is meeting area needs. Final approval is recommended.

#### **OU – Master of Clinical Mental Health Counseling in Clinical Mental Health Counseling (459)**

This program exceeded the productivity criteria for enrollment (achieved 265 of the 87 required) and for graduates (achieved 49 of the 27 required). OU has demonstrated a strong program and is meeting area needs. Final approval is recommended.

#### **OULAW – Graduate Certificate in International Law (160)**

The program met the productivity criterion for enrollment (achieved 10 of the 10 required) and met the productivity criterion for graduates (achieved 5 of the 2 required). OULAW has demonstrated a strong program and is meeting area needs. Final approval is recommended.

#### **OSU – Doctor of Philosophy in Counseling Psychology (552)**

The program exceeded the productivity criteria for enrollment (achieved 52 of the 13 required) and for graduates (achieved 7 of the 2 required). OSU has demonstrated a strong program and is meeting area needs. Final approval is recommended.

#### **OSU – Graduate Certificate in Supply Chain and Logistics (303)**

This program exceeded the productivity criteria for enrollment (achieved 12 of the 4 required) and for graduates (achieved 7 of the 2 required). OSU has demonstrated a strong program and is meeting area needs. Final approval is recommended.

**OSU – Graduate Certificate in Statistical Methods and Analyses in Educational and Behavioral Sciences (550)**

This program exceeded the productivity criteria for enrollment (achieved 15 of the 6 required) and for graduates (achieved 6 of the 5 required). OSU has demonstrated a strong program and is meeting area needs. Final approval is recommended.

**OSU – Graduate Certificate in Building Level Leadership (541)**

The program exceeded the productivity criteria for enrollment (achieved 56 of the 5 required) and for graduates (achieved 20 of the 5 required). OSU has demonstrated a strong program and is meeting area needs. Final approval is recommended.

**OSU – Certificate in Pre-Nursing (534)**

The program exceeded the productivity criteria for enrollment (achieved 437 of the 8 required) and for graduates (achieved 12 of the 6 required). OSU has demonstrated a strong program and is meeting area needs. Final approval is recommended.

**OSU – Certificate in Equine Enterprise Management (532)**

This program exceeded the productivity criteria for enrollment (achieved 75 of the 15 required) and for graduates (achieved 17 of the 15 required). OSU has demonstrated a strong program and is meeting area needs. Final approval is recommended.

**OSU – Graduate Certificate in Environmental Science with Regulatory Certifications (272)**

This program received provisional approval at the February 27, 2020 State Regents' meeting with continuation of the program beyond Fall 2023 dependent upon enrolling 5 students in Fall 2022 and graduating 2 students in 2022-2023. This program did not meet the productivity criteria for enrollment (achieved 1 of the 5 required) but did meet the productivity criteria for graduates (achieved 2 of the 2 required). Due to policy changes approved at their September 7, 2023 meeting, certificates no longer require State Regents' approval. Final approval is recommended.

**OSU – Graduate Certificate in School Library Certification (546)**

This program received provisional approval at the October 25, 2018 State Regents' meeting with continuation of the program beyond Fall 2023 dependent upon enrolling 7 students in Fall 2022 and graduating 5 students in 2022-2023. This program did not meet the productivity criteria for enrollment (achieved 6 of the 7 required) or for graduates (achieved 4 of the 5 required). Due to policy changes approved at their September 7, 2023 meeting, certificates no longer require State Regents' approval. Final approval is recommended.

**OSU – Graduate Certificate in Sport Communication (270)**

This program received provisional approval at the February 27, 2020 State Regents' meeting with continuation of the program beyond Fall 2023 dependent upon enrolling 6 students in Fall 2022 and graduating 4 students in 2022-2023. This program exceeded the productivity criterion for enrollment (achieved 7 of the 6 required) but did not meet the productivity criterion for graduates (achieved 3 of the 4 required). Due to policy changes approved at their September 7, 2023 meeting, certificates no longer require State Regents' approval. Final approval is recommended.

**OSU – Graduate Certificate in Educational and Psychological Measurement (543)**

This program received provisional approval at the October 25, 2018 State Regents' meeting with continuation of the program beyond Fall 2023 dependent upon enrolling 6 students in Fall 2022 and graduating 5 students in Fall 2022-2023. The program did not meet the productivity criteria for enrollment (achieved 3 of the 6 required) or for graduates (achieved 0 of the 5 required). Due to policy changes

approved at their September 7, 2023 meeting, certificates no longer require State Regents' approval. Final approval is recommended.

**OSU – Graduate Certificate in District Level Leadership (542)**

This program received provisional approval at the October 25, 2018 State Regents' meeting with continuation of the program beyond Fall 2023 dependent upon enrolling 5 students in Fall 2022 and graduating 5 students in 2022-2023. The program exceeded the productivity criterion for enrollment (achieved 9 of the 5 required) but did not meet productivity criterion for graduates (achieved 1 of the 5 required). Due to policy changes approved at their September 7, 2023 meeting, certificates no longer require State Regents' approval. Final approval is recommended.

**OSU – Graduate Certificate in Program Evaluation (538)**

This program received provisional approval at the September 6, 2018 State Regents' meeting with continuation of the program beyond Fall 2023 dependent upon enrolling 6 students in Fall 2022 and graduating 5 students in 2022-2023. The program exceeded the productivity criterion for enrollment (achieved 16 of the 6 required) but did not meet productivity criterion for graduates (achieved 1 of the 5 required). Due to policy changes approved at their September 7, 2023 meeting, certificates no longer require State Regents' approval. Final approval is recommended.

**OSU – Certificate in Pre-Medical Sciences (533)**

This program received provisional approval at the May 25, 2018 State Regents' meeting with continuation of the program beyond Fall 2023 dependent upon enrolling 8 students in Fall 2022 and graduating 6 students in 2022-2023. The program exceeded the productivity criterion for enrollment (achieved 23 of the 8 required) but did not meet productivity criterion for graduates (achieved 3 of the 6 required). Due to policy changes approved at their September 7, 2023 meeting, certificates no longer require State Regents' approval. Final approval is recommended.

**CU – Bachelor of Music Education in Music Education (681)**

This program received provisional approval at the March 11, 2010 State Regents' meeting with continuation of the program beyond Fall 2013 dependent upon enrolling 25 students in Fall 2012 and graduating 8 students in 2012-2013. The program did not meet productivity criteria for enrollment (achieved 21 of the 25 required) or for graduates (achieved 1 of the 8 required). At their December 5, 2013 meeting, the State Regents approved an extension of the review schedule with continuation of the program beyond Fall 2016 dependent upon enrolling 25 students in Fall 2015 and graduating 8 students in 2015-2016.

In 2016, this program did not meet productivity criteria for enrollment (achieved 21 of the 25 required) or for graduates (achieved 1 of the 8 required). At their December 1, 2016 meeting, the State Regents approved an extension of the review schedule with continuation of the program beyond Fall 2017 dependent upon enrolling 25 students in Fall 2017 and graduating 8 students in 2016-2017.

In 2017, this program did not meet productivity criteria for enrollment (achieved 19 of the 25 required) or for graduates (achieved 1 of the 8 required). At their December 7, 2017 meeting, the State Regents approved an extension of the review schedule with continuation of the program beyond Fall 2020 dependent upon enrolling 25 students in Fall 2015 and graduating 8 students in 2019-2020.

In 2020, the did not meet productivity criteria for enrollment (achieved 15 of the 25 required) or for graduates (achieved 1 of the 8 required). At their March 4, 2021 meeting, the State Regents approved an extension of the review schedule with continuation of the program beyond Fall 2023 dependent upon enrolling 15 students in Fall 2022 and graduating 5 students in 2022-2023.



In 2022, this program did not meet productivity criteria for enrollment (achieved 13 of the 15 required) or for graduates (achieved 2 of the 5 required). CU reports that this program is accredited by the National Association of Schools of Music (NASM) until 2027-2028. NASM found the program to be solid and stable in design and delivery. This program is extremely important as it is the only music degree offered at CU that is geared towards producing fully certified music educators.

Steps are being implemented to increase recruitment efforts and improve retention/graduation within the program. CU has experienced an increase in concurrent enrollment across programs. Faculty plan to encourage students to take advantage of the ability to enroll in private lessons and ensembles while still in high school. Summer camp programs are also being offered as well as All-State Choral Workshops.

Although the program has not met the productivity criteria, based on current enrollment trends and retention efforts and national accreditation CU has demonstrated a strong program and is meeting area needs. Final approval is recommended.

#### **UCO – Graduate Certificate in Historical Performance (227)**

This program received provisional approval at the June 29, 2017 State Regents' meeting with continuation of the program beyond Fall 2023 dependent upon enrolling 6 students in Fall 2022 and graduating 3 students in 2022-2023. The program did not meet the productivity criteria for enrollment (achieved 0 of the 6 required) or for graduates (achieved 0 of the 3 required). Due to policy changes approved at their September 7, 2023 meeting, certificates no longer require State Regents' approval. Final approval is recommended.

#### **Recommendation: Review Schedule Extension**

#### **OSU – Master of Engineering in Mechanical and Aerospace Engineering (269)**

This program received provisional approval at the February 27, 2020 State Regents' meeting with continuation of the program beyond Fall 2023 dependent upon enrolling 6 students in Fall 2022 and graduating 3 students in 2022-2023. This program met the productivity criterion for enrollment (achieved 14 of the 6 required) but did not meet the productivity criterion for graduates (achieved 2 of the 3 required).

OSU reports an increase in enrollment for Fall 2023 and has 5 students on track to graduate from the program in the near future. OSU also intends to increase efforts to market the program to local industries and partners to attract more students to the program.

Based on efforts to improve program interest, an extension of the review schedule is recommended, with continuation beyond Fall 2026 dependent upon meeting the following criteria:

- Majors enrolled: 6 in Fall 2025; and
- Graduates: 3 in 2025-2026.

#### **OSUCHS – Master of Science in Global Health (538)**

This program received provisional approval at the May 31, 2019 State Regents' meeting with continuation of the program beyond Fall 2023 dependent upon enrolling 60 students in Fall 2022 and graduating 40 students in 2022-2023. This program did not meet the productivity criteria for enrollment (achieved 11 of the 60 required) or for graduates (achieved 10 of the 40 required). OSUCHS reports a decrease in enrollment due to COVID-19. Many in the healthcare had minimal time to seek graduate degrees as they were spending countless hours on the frontline treating patients. Since the pandemic's end, the program is experiencing a rebound with students returning to the classroom to continue their healthcare education. OSUCHS is also increasing their global health focus through building a reputation of providing a more robust global clinical experience for medical students with global health initiatives.

Based on an anticipated increase in enrollment and new focused efforts, an extension of the review schedule is recommended, with continuation beyond Fall 2026 dependent upon meeting the following criteria:

- Majors enrolled: 60 in Fall 2025; and
- Graduates: 40 in 2025-2026.

**OSUIT – Associate in Applied Science in Civil Engineering/Surveying Technologies (125)**

This program received provisional approval at the June 30, 2016 State Regents’ meeting with continuation of the program beyond Fall 2020 dependent upon enrolling 22 students in Fall 2019 and graduating 6 students in 2019-2020. The program did not meet productivity criteria for enrollment (achieved 19 of the 22 required) or for graduates (achieved 3 of the 6 required). At their January 21, 2021 meeting, the State Regents approved an extension of the review schedule with continuation of the program beyond Fall 2023 dependent upon enrolling 22 students in Fall 2022 and graduating 6 students in 2022-2023.

In 2023, the program did not meet the productivity criterion for enrollment (achieved 15 of the 22 required) but exceeded the productivity criterion for graduates (achieved 7 of the 6 required).

OSUIT reports this program as originally being designed to prepare students to transition to OSUIT’s Bachelor of Technology in Civil Engineering Technology (BTCET) program. However, in May 2018, OSUIT announced the closure and related teach-out of the BTCET program. As a result, recruitment and retention efforts for the AAS in Civil Engineering/Surveying Technologies program was negatively impacted. The program’s curriculum was also misaligned with the needs of program graduates who would now be preparing to enter the workforce as civil survey technicians rather than pursue an advanced degree. In 2020 administrators revised the program curriculum in an effort to increase program enrollment and retention rates. Recent data shows these efforts to be increasing program enrollment despite the impacts experienced during the pandemic.

Based on current recruitment and enrollment efforts, an extension of the review schedule is recommended, with continuation beyond Fall 2026 dependent upon meeting the following criteria:

- Majors enrolled: 22 in Fall 2025; and
- Graduates: 6 in 2025-2026.

**ECU – Master of Education in School Psychometry (106)**

This program received provisional approval at the May 25, 2018 State Regents’ meeting with the continuation of the program beyond Fall 2023 dependent upon enrolling 25 students in Fall 2022 and graduating 16 students in 2022-2023. This program did not meet the productivity criteria for enrollment (achieved 9 of the 25 required) or for graduates (achieved 4 of the 16 required). ECU reports they are in the process of restructuring the school of psychology program, which in turn will potentially increase enrollment numbers for the school psychometry program. They are seeking a higher level of accreditation for the school which will be marketed to students seeking national certification. The restructuring should take approximately five years to complete and will allow for more recruitment opportunities.

Based on planned recruitment and restructuring plans, an extension of the review schedule is recommended, with continuation beyond Fall 2026 dependent upon meeting the following criteria:

- Majors enrolled: 25 in Fall 2025; and
- Graduates: 16 in 2025-2026.

### **NWOSU – Master of Education in Curriculum and Instruction (083)**

This program received provisional approval at the March 29, 2018 State Regents’ meeting with the continuation of the program beyond Fall 2023 dependent upon enrolling 14 students in Fall 2022 and graduating 10 students in 2022-2023. This program did not meet the productivity criteria for enrollment (achieved 6 of the 14 required) or for graduates (achieved 1 of the 10 required). NWOSU reports that this program’s coursework serves alternative teacher certification requirements so as a result many students complete the necessary coursework but do not finish the full program. Currently there are 28 “non-degree-seeking” students completing alternative certification requirements by taking Curriculum and Instruction courses. As a result of the non-degree-seeking status, these students were not counted in the reported number of majors.

Based on the current teach shortage, an extension of the review schedule is recommended, with continuation beyond Fall 2026 dependent upon meeting the following criteria:

- Majors enrolled: 14 in Fall 2025; and
- Graduates: 10 in 2025-2026.

### **UCO – Bachelor of Science in Mechanical Engineering (232)**

This program received provisional approval at the May 25, 2018 State Regents’ meeting with continuation of the program beyond Fall 2023 dependent upon enrolling 200 students in Fall 2022 and graduating 20 students in 2022-2023. The program did not meet the productivity criterion for enrollment (achieved 179 of the 200 required) but exceeded the productivity criterion for graduates (achieved 28 of the 20 required). UCO reports this program was impacted by the COVID-19 pandemic and experienced a rebound in enrollment from Fall 2022 and into Fall 2023. As the focus increases on supplying workforce-ready engineering students in the state, UCO has plans for many recruitment and retention efforts for 2023-2024.

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

- Majors enrolled: 200 in Fall 2024; and
- Graduates: 20 in 2024-2025.

### **UCO – Bachelor of Science in Electrical Engineering (231)**

This program received provisional approval at the May 25, 2018 State Regents’ meeting with continuation of the program beyond Fall 2023 dependent upon enrolling 90 students in Fall 2022 and graduating 10 students in 2022-2023. The program did not meet the productivity criterion for enrollment (achieved 87 of the 90 required) but exceeded the productivity criterion for graduates (achieved 19 of the 10 required). UCO reports this program was impacted by the COVID-19 pandemic and experienced a rebound in enrollment from Fall 2022 and into Fall 2023. As the focus increases on supplying workforce-ready engineering students in the state, UCO has plans for many recruitment and retention efforts for 2023-2024.

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

- Majors enrolled: 90 in Fall 2024; and
- Graduates: 10 in 2024-2025.

### **WOSC – Associate in Applied Science in Military Studies (075)**

This program received provisional approval at the May 25, 2018 State Regents’ meeting with continuation of the program beyond Fall 2023 dependent upon enrolling 20 students in Fall 2022 and graduating 10

students in 2022-2023. This program did not meet the productivity criteria for enrollment (achieved 0 of the 20 required) or for graduates (achieved 0 of the 10 required).

WOSC reports their plan to suspend this program effective immediately.

Attachment

**ATTACHMENT A**  
**Productivity Criteria**

Program Name	Date Approved	Headcount Enrollment		Graduates		Last Review	Next Review	Action
		Criteria	Achieved	Criteria	Achieved			
OU – Bachelor of Arts in Health, Medicine, and Society (452)	September 6, 2018	30 F2022	66	5 2022-23	14	2023	2030	Final Approval
OU – Bachelor of Public Health in Public Health (453)	September 6, 2018	12 F2022	17	5 2022-23	12	2023	2030	Final Approval
OU – Master of Clinical Mental Health Counseling in Clinical Mental Health Counseling (459)	April 22, 2020	87 F2022	265	27 2022-23	49	2023	2030	Final Approval
OULAW – Graduate Certificate in International Law (160)	September 6, 2018	10 F2022	10	2 2022-23	5	2023	2030	Final Approval
OSU – Doctor of Philosophy in Counseling Psychology (552)	April 25, 2019	13 F2022	52	2 2022-23	7	2023	2028	Final Approval
OSU – Graduate Certificate in Supply Chain and Logistics (303)	April 15, 2021	4 F2022	12	2 2022-23	7	2023	2028	Final Approval
OSU – Graduate Certificate in Statistical Methods and Analyses in Educational and Behavioral Sciences (550)	March 28, 2019	6 F2022	15	5 2022-23	6	2023	2028	Final Approval
OSU – Graduate Certificate in Building Level Leadership (541)	October 25, 2018	5 F2022	56	5 2022-23	20	2023	2028	Final Approval

Program Name	Date Approved	Headcount Enrollment		Graduates		Last Review	Next Review	Action
		Criteria	Achieved	Criteria	Achieved			
OSU – Certificate in Pre-Nursing (534)	May 25, 2018	8 F2022	437	6 2022-23	12	2023	2028	Final Approval
OSU – Certificate in Equine Enterprise Management (532)	April 26, 2018	15 F2022	75	15 2022-23	17	2023	2028	Final Approval
OSU – Graduate Certificate in Environmental Science with Regulatory Certifications (272)	February 27, 2020	5 F2022	1	2 2022-23	2	2023	2028	Final Approval
OSU – Graduate Certificate in School Library Certification (546)	October 25, 2018	7 F2022	6	5 2022-23	4	2023	2028	Final Approval
OSU – Graduate Certificate in Sport Communication (270)	February 27, 2020	6 F2022	7	4 2022-2023	3	2023	2028	Final Approval
OSU – Graduate Certificate in Educational and Psychological Measurement (543)	October 25, 2018	6 F2022	3	5 2022-23	0	2023	2028	Final Approval
OSU – Graduate Certificate in District Level Leadership (542)	October 25, 2018	5 F2022	9	5 2022-23	1	2023	2028	Final Approval
OSU – Graduate Certificate in Program Evaluation (538)	September 6, 2018	6 F2022	16	5 2022-23	1	2023	2028	Final Approval
OSU – Certificate in Pre-Medical Sciences (533)	May 25, 2018	8 F2022	23	6 2022-23	3	2023	2028	Final Approval

Program Name	Date Approved	Headcount Enrollment		Graduates		Last Review	Next Review	Action
		Criteria	Achieved	Criteria	Achieved			
OSU – Master of Engineering in Mechanical and Aerospace Engineering (269)	February 27, 2020	6 F2022	14	3 2022-23	2	2023	2026	Review Schedule Extension
OSUCHS – Master of Science in Global Health (538)	May 31, 2019	60 F2022	11	40 2022-23	10	2023	2026	Review Schedule Extension
OSUIT – Associate in Applied Science in Civil Engineering/Surveying Technologies (125)	June 30, 2016	22 F2019	15	6 2019-20	7	2023	2026	Review Schedule Extension
CU – Bachelor of Music Education in Music Education (681)	March 11, 2010	15 F2022	13	5 2022-23	2	2023	2026	Final Approval
ECU – Master of Education in School Psychometry (106)	May 25, 2018	25 F2022	9	16 2022-23	4	2023	2026	Review Schedule Extension
NWOSU – Master of Education in Curriculum and Instruction (083)	March 29, 2018	14 F2022	6	10 2022-23	1	2023	2026	Review Schedule Extension
UCO - Graduate Certificate in Historical Performance (227)	June 29, 2017	6 F2022	0	3 2022-23	0	2023	2028	Final Approval
UCO – Bachelor of Science in Mechanical Engineering (232)	May 25, 2018	200 F2022	179	20 2022-23	28	2023	2025	Review Schedule Extension
UCO – Bachelor of Science in Electrical Engineering (231)	May 25, 2018	90 F2022	87	10 2022-23	19	2023	2025	Review Schedule Extension

Program Name	Date Approved	Headcount Enrollment		Graduates		Last Review	Next Review	Action
		Criteria	Achieved	Criteria	Achieved			
WOSC – Graduate Certificate in Big Data Analytics (512)	May 25, 2018	20 F2022	0	10 2022-23	0	2023	2026	Review Schedule Extension



Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
December 7, 2023

**AGENDA ITEM #19-b:**

**State Authorization Reciprocity Agreement.**

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

**RECOMMENDATION:**

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

**BACKGROUND:**

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

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

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

The State Regents approved Oklahoma’s first application to join SARA at their May 29, 2015 meeting. The Southern Regional Education Board’s S-SARA Regional Steering Committee approved Oklahoma as a SARA state on June 29, 2015, and most recently renewed that approval on June 6, 2023.

Among its other activities, the National Council for State Authorization Reciprocity Agreements (NC-SARA) requires extensive student data reporting from participating institutions which is posted on the NC-SARA website. According to this source, in Fall 2022, Oklahoma public and private institutions enrolled a

total of 7,764 (up from 7,298 the previous year) out-of-state students in distance education programs, nearly four times the total of 1,991 reported in 2015. Additionally, NC-SARA provides extensive, invaluable support and professional development to member states and institutions in understanding and implementing ongoing changes to federal regulations governing the offering of distance education across state lines.

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

#### **POLICY ISSUES:**

This action is consistent with the State Regents' Distance Education and Traditional Off-Campus Courses and Programs policy.

#### **ANALYSIS:**

Prior to December 7, 2023, State Regents' staff received a SARA renewal application from the institutions listed below:

- The University of Oklahoma;
- University of Central Oklahoma;
- Oklahoma Panhandle State University;
- Redlands Community College;
- Oklahoma City Community College;
- Murray State College; and
- Oklahoma State University Institute of Technology.

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

Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
December 7, 2023

**AGENDA ITEM #19-c (1):**

**Operations.**

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

**RECOMMENDATION:**

**It is recommended that the State Regents ratify purchases in amounts that exceed \$25,000 but do not exceed \$100,000 between September 19, 2023, and October 27, 2023.**

**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 exceeding \$25,000.

**ANALYSIS:**

For the time period between September 19, 2023 and October 27, 2023 there were 4 purchases in excess of \$25,000 but do not exceed \$100,000.

Core

- 1) State Higher Education Executive Officers (SHEEO) in the amount of \$25,345.00 for SHEEO annual membership dues for October 1, 2023 through September 30, 2023. Organizational Membership Tier 2 dues include registration and travel expenses for one attendee to the SHEEO Annual Meeting in Washington, DC on July 15-18, 2024. (Funded from 210-Core).

OneNet

- 2) Netfabric IT Solutions in the amount of \$35,722.17 for Juniper routers and switches to support our E-rate subscribers. Cost recovered through OneNet user fees. (Funded from 718-OneNet).
- 3) Dell Marketing in the amount of \$74,947.70 to refresh the uninterruptible power systems at hub locations necessary to cover the transition from commercial power to back up generator power in the case of a commercial power failure. Cost recovered through OneNet user fees. (Funded from 708-OneNet).
- 4) Netfabric in the amount of \$57,423.18 for Juniper products and services, including Juniper Universal Router, Juniper Next Day Care, Juniper Metro Premium License and Juniper 5-year Core Custom Support. These Juniper products are for the OFFN6 grant to provide connectivity. (Funded from 718-OneNet).

- 5) Tubbesing Solutions LLC in the amount of \$54,577.00 for a new back-up battery power system for the data center located at 655 Research Parkway in Oklahoma City. This unit must be replaced every 5 years to ensure continued power to the data center in the event of a power outage. Cost recovered through OneNet user fees. (Funded from 718-OneNet).

GEAR UP

- 6) Inside Track Inc. in the amount of \$75,280.00 to provide mentoring to students in the freshmen year of college through a student coaching program designed to improve enrollment, persistence completion and career readiness. Beyond academics, Inside Track will train OK GEAR UP College Coaches to look at the whole student, including finances, health, career goals and commitments to help serve the individual student. Inside Track utilizes a coaching methodology based on the latest behavioral science research that generates valuable insights on the student college experience. (Funded from 730-GEAR UP).

Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
December 7, 2023

**AGENDA ITEM #19-c (2):**

**Operations.**

**SUBJECT:** Acknowledge receipt of the Annual Independent Audit Report for fiscal year ending June 30, 2023.

**RECOMMENDATION:**

**It is recommended that the State Regents acknowledge receipt of the annual FY2023 Audit Report.**

**BACKGROUND:**

The State Regents are required by statute to conduct an annual financial audit by an outside independent auditor. This is the second year of a five-year engagement that Finley & Cook CPAs has served our agency as independent auditor.

**POLICY ISSUES:**

This item is consistent with State Regents' policy.

**ANALYSIS:**

For the fiscal year ended June 30, 2023 the State Regents' independent auditor, Finley & Cook CPAs has completed the annual audit of the financial statements on the governmental activities, the business-type activities, each major fund and the aggregated remaining fund information of the Oklahoma State Regents for Higher Education, and the related notes to the financial statements. The discussion and analysis section of the Oklahoma State Regents for Higher Education financial statements provides an overview of the Regents' financial performance during the fiscal year.

The following reports are included with this item:

- Independent Auditor's Report on Financial Statements for the State Regents Operations including Compliance Reports, Schedule of Expenditures of Federal Awards required under Uniform Guidance, and a Schedule of Findings and Questioned Costs, if any.

Based upon the requirements of Governmental Accounting Standards Board (GASB) Statement 34, the federal student loan reserve fund meets the requirements of assets held in a trustee or agency capacity for the benefit of others and are presented as a fiduciary fund. Also, under the GASB 34 guidelines, the Regents' Endowment Fund and William P. Willis Trust Fund are properly classified as permanent funds.

The financial statements report the Oklahoma State Regents for Higher Education Supplemental Retirement Plan (*OSRHE Supplemental Retirement Plan, as amended and restated July 1, 2014*) and The Oklahoma

State Regents for Higher Education Retiree Medical Plan (*OSRHE Retiree Medical Plan, as approved June 25, 2015*), as fiduciary funds. The assets of these two plans are held in a trustee or agency capacity for the benefit of others. The audit for the Oklahoma College Assistance Program (OCAP) has been consolidated into the Regents' report to more concisely present the OSRHE's audit as one agency, with a federal schedule included in order to meet OCAP's federal reporting requirements and other needs.

The Compliance Reports required by Uniform Guidance relate only to programs funded by the federal government. These reports focus on internal controls and compliance with the requirements of laws, regulations, and grants and contracts rules as applicable to the federal programs. There were no findings or questioned costs.

Professional standards also require the auditors to communicate certain matters concerning the financial reporting process. There were no concerns on the financial reporting process.

It is recommended that the State Regents acknowledge receipt of the FY2023 Audit Report.

Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
December 7, 2023

**AGENDA ITEM #19-c (3):**

**Operations.**

**SUBJECT:** Personnel. Ratification of appointment of Associate Vice Chancellor for State Grants and Scholarships.

**RECOMMENDATION:**

**It is recommended that the State Regents ratify the personnel change as noted below.**

**BACKGROUND/POLICY ISSUES:**

State Regents' personnel policy (2.8.2) requires Regents' ratification of decisions relating to director level and above personnel.

**ANALYSIS OF DIRECTOR-AND-ABOVE ACTIONS.**

**It is recommended that the State Regents' ratify the following personnel action regarding State Regents Staff:**

**Associate Vice Chancellor for State Grants and Scholarships.** It is recommended that the State Regents ratify the appointment of Dr. Colbi Beam as the Associate Vice Chancellor for State Grants and Scholarships, which was vacated by Bryce Fair's retirement. The Associate Vice Chancellor for State Grants and Scholarships is responsible for the strategic leadership, administration, and coordination of statewide scholarship and grant programs. Prior to her selection, Dr. Beam served in positions of increasing responsibility in higher education, most recently serving as Dean of K-12 Partnerships at Oklahoma City Community College. Dr. Beam holds a Ph.D. in Educational Leadership and Policy Studies from the University of Oklahoma (OU), a Master of Education in Adult and Higher Education from the University of Central Oklahoma, and a Bachelor of Arts in Multimedia Journalism from OU. Dr. Beam will begin her role as Associate Vice Chancellor for State Grants and Scholarships on January 8, 2024, and will receive an annual salary of \$106,000. The Associate Vice Chancellor for State Grants and Scholarships performs work under the supervision of the Vice Chancellor for Academic and Student Affairs. A copy of the job description and Dr. Beam's resume are attached.



## **JOB DESCRIPTION**

### **Associate Vice Chancellor for State Grants and Scholarships**

**FLSA: Exempt**

**Position #100014**

**Grade 15**

**Cost Center: SCHADM 13620**

**Worker's Comp Code: 8810**

## **ESSENTIAL FUNCTION**

This executive-level position reports directly to the Vice Chancellor for Academic Affairs and is responsible for the strategic leadership, administration, and coordination of statewide scholarship and grant programs. The Associate Vice Chancellor is a crucial figure in shaping educational scholarship and grant funding policies and practices that have broad implications for the future of higher education in Oklahoma.

## **RESPONSIBILITIES AND DUTIES**

- Oversee and provide strategic direction for the administration of statewide scholarship and grant programs such as Oklahoma's Promise, OTAG, and others.
- Remain informed of legislation, as well as, state and federal mandates that affect the administered programs and recommend changes to agency policies and procedures to continue compliance.
- Assist in responding to legislative inquiries related to the administered programs through the Vice Chancellor for Government Relations.
- Research issues and best practices related to administration of scholarship and grant programs, make recommendations, and implement when appropriate.
- Gather data and compose reports for briefings utilized by advisory groups, staff, legislators, and State Regents.
- Act as the primary liaison between the State Regents and external organizations like the Oklahoma Association of Student Financial Aid Administrators to ensure alignment between state and organizational academic initiatives.
- Provide leadership for the development, management, and evaluation of budgetary needs for each scholarship and grant program, with a focus on fiscal sustainability and alignment with strategic goals.
- Ensure effective coordination of state scholarship and grant programs with the Oklahoma College Assistance Program.
- Serve as the Chancellor's designee on the Board of Trustees of the Oklahoma College Savings Plan.
- Lead and mentor the staff responsible for executing scholarship and grant programs. This includes making recommendations for hiring, promotions, and other changes in employment status.

Revised September 2023

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- Ensure compliance with all state and federal regulations pertaining to scholarship and grant programs and recommend changes to agency policies and procedures as necessary.
- Ensure that campus financial aid administrators are well-informed about the latest program regulations, policies, and developments, including overseeing training sessions when needed.
- Carry out additional projects and duties as assigned by the Vice Chancellor for Academic and Student Affairs.

**MINIMUM QUALIFICATIONS**

Master’s degree and five (5) years’ experience in higher education institution or public agency required. Knowledge of higher education funding and policy issues. Experience with spreadsheet and database software. Excellent communication skills both verbal and written. Good organizational and analytical skills required.

**PREFERRED QUALIFICATIONS**

Doctorate degree preferred.

**PHYSICAL REQUIREMENTS**

Ability to sit and stand for extended periods of time. Exhibit manual dexterity and hand-eye coordination to operate a computer, keyboard, photocopier, telephone, calculator and other office equipment. Ability to see and read a computer screen and printed material with or without vision aids. Ability to hear and understand speech at normal levels, with or without aids. Ability to communicate clearly. Physical ability to lift up to 25 pounds, to bend, stoop, climb stairs, walk and reach. Must use the proper manual handling equipment including but not limited to dollies, carts and lift team members. Duties are normally performed in an office environment with a moderate noise level.

**SUPERVISION**

The employee performs work under the supervision of the Vice Chancellor for Academic Affairs.

I can perform the essential function(s) of this position with or without reasonable accommodation.

Signature \_\_\_\_\_ Date \_\_\_\_\_

Revised September 2023

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# Colbi Beam, Ph.D.

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## Education

<b>Doctor of Philosophy in Educational Leadership and Policy Studies</b> <i>University of Oklahoma, Norman</i>	May 2022
<b>Master of Education in Adult Education</b> <i>University of Central Oklahoma, Edmond</i>	Dec 2014
<b>Bachelor of Arts in Journalism &amp; Mass Communication</b> <i>University of Oklahoma, Norman</i>	May 2011

## Professional Experience

<b>Dean of K-12 Partnerships</b> <i>Oklahoma City Community College, Oklahoma City</i>	2023
Served as lead OCCC contact for K-12 partners and supervised the K-12 Partnerships team and actively worked with K-12 administrators and counselors to determine needed concurrent courses and modalities at each school site as part of the Early College and Concurrent Enrollment efforts.	
<b>Coordinator for Academic Affairs, K-12, &amp; Postsecondary Student Success Initiatives</b> <i>Oklahoma State Regents for Higher Education, Oklahoma City</i>	2019-2023
Worked on statewide matriculation initiatives, including policy development, early college programs, math pathways, curriculum review, special population supports, and grant administration.	
<b>Director of Student Engagement</b> <i>Oklahoma City University, Oklahoma City</i>	2019
Lead the Student Engagement Team of professional staff to serve in all campus-wide student activities, orientation and first-year programs, retention intervention initiatives, and parent and family services.	
<b>Senior Coordinator of First-Year Experience</b> <i>Oklahoma City University, Oklahoma City</i>	2015-2019
Lead all orientation and first-year programming for all new students, developed retention intervention initiatives for at-risk student populations,	

developed curriculum and delivery for online orientation courses, and collaborated with Enrollment Management and Business Intelligence on recruitment and admissions programs.

**Assistant Director of Student Development**

2014-2015

*Oklahoma City University, Oklahoma City*

Worked on leadership development and event oversight as the adviser to the Student Activities Council, Panhellenic Association, and oversight for all campus student organizations.

**Coordinator of Student Life**

2013-2014

*Oklahoma City University, Oklahoma City*

Managed the Involved Center, including over 100 student organizations, served as the university's Panhellenic advisor, and implemented leadership development programs.



Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
December 7, 2023

**AGENDA ITEM #20-a:**

**Programs.**

**SUBJECT:** Acknowledge receipt of the Current Status Report on program requests.

**RECOMMENDATION:**

**It is recommended that the State Regents acknowledge receipt of the Current Status Report on program requests.**

**BACKGROUND:**

The Status Report on New Program Requests tracks the status of all program requests received since July 1, 2023 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 New Program Requests lists all program requests received by the State Regents and program actions taken by the State Regents within the current academic year (2023-2024) and can be found online at Status Report of New Program Requests (<https://app.smartsheet.com/b/publish?EQBCT=25d78996ed8748139000df892989a4d9>)



Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
December 7, 2023

**AGENDA ITEM #20-b (1):**

**Annual Reports.**

**SUBJECT:** Oklahoma's Promise. Acknowledge receipt of report required by SB 639 of the 2021 legislative session.

**RECOMMENDATION:**

**It is recommended that the State Regents acknowledge receipt of a report fulfilling the requirements of SB 639 of the 2021 legislative session.**

**BACKGROUND:**

Oklahoma's Promise was created in 1992. Students must enroll in the program in the 8<sup>th</sup>, 9<sup>th</sup>, 10<sup>th</sup>, or 11<sup>th</sup> grade. The program requires students to complete a 17-unit core curriculum, achieve at least a 2.50 GPA in the core curriculum and a 2.50 GPA overall, attend school regularly, and refrain from drug abuse or delinquent acts. Students completing the requirements qualify for a scholarship equal to public college tuition. Participation is limited to students from families who meet certain income levels at the time of application to the program.

During the 2021 session, the Legislature passed SB 639, authored by Sen. Adam Pugh and Rep. Rhonda Baker. SB 639 called for the State Regents to submit an annual report by December 31 each year, beginning in 2022, containing the following items:

- The results of a survey of Oklahoma's Promise scholarship recipients who withdrew from a college or career technology center before completing a degree or certificate. The legislation identified the purpose of the survey to gather information on the reasons for withdrawal, barriers to completion of a degree or certificate, and future plans of the students.
- Year-to-year retention rates and five-year graduation rates of Oklahoma's Promise scholarship recipients enrolled in state system institutions compared to all students enrolled in state system institutions. The legislation also requested data about the degree programs in which the students were enrolled.
- Year-to-year retention rates and five-year graduation rates of Oklahoma's Promise scholarship recipients enrolled in private colleges and universities in Oklahoma. The legislation also requested data about the degree programs in which the students were enrolled.
- Certificate-completion rates of Oklahoma's Promise scholarship recipients enrolled in career technology centers compared to all students enrolled in career technology centers. The legislation also requested data about the career areas in which students were enrolled.
- The financial and enrollment impact of the Oklahoma's Promise program on colleges and career technology center schools.

- Data on the number of Oklahoma’s Promise participants who remain in the state one year after graduation or certificate completion, including the industry or career area in which the participant is employed.

## **POLICY ISSUES:**

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

## **ANALYSIS:**

**Survey of Oklahoma’s Promise Students Who Withdrew from College or a Career Technology Program:** A survey was sent via email to 3,446 students who received the Oklahoma’s Promise scholarship in 2021-2022 and appeared to be eligible to receive the scholarship in 2022-2023, but did not receive the award. A total of 293, or 9% of participants, responded to the survey. Following are a few results of the survey.

- Respondents who discontinued their enrollment were asked to identify one or more factors that influenced their decision. The most common factor was a lack of financial resources, as cited by nearly half of these respondents. A variety of other factors were cited less frequently.
  - Lack of financial resources (46 percent)
  - Poor academic performance (22 percent)
  - Lack of access to student support services – e.g., mental health, food, transportation, etc. (22 percent)
  - Lack of belonging (22 percent)
  - Personal health issues (21 percent)
  - Chose to join the workforce (18 percent)
  - Conflict with employment obligations (12 percent)
  - Lack of access to academic support services – e.g., tutoring, advising (11 percent)
- When asked about future education plans, 91 of the survey participants responded. Of these, nearly 70 percent indicated that they plan to re-enroll in postsecondary education at some point in the future. Over two-thirds of those planning to re-enroll indicate that they intend to re-enroll within the next twelve months to two years.

## **Year-to-Year College Retention Rates**

The following three tables show the year-to-year college retention rates of Oklahoma’s Promise students in the 2018 freshmen cohort, from 2018-2019 through 2022-2023, compared to non-Oklahoma’s Promise students. The numbers in parentheses show the number of students in each 2018 freshmen cohort. The retention percentages are calculated based on the number of students still enrolled each year or who received a degree or certificate in a prior year.



The first table shows the retention rates for all Oklahoma’s Promise students attending both state system and private colleges compared to all non-Oklahoma’s Promise students. Oklahoma’s Promise students outperformed their non-Oklahoma’s Promise peers by four to nine percentage points each year.

State System & Private Colleges Combined	Year 1 2018-19	Year 2 2019-20	Year 3 2020-21	Year 4 2021-22	Year 5 2022-23
OKPromise (4,597)	100%	82%	70%	62%	59%
Non-OKPromise (17,329)	100%	73%	62%	57%	55%

The second table shows Oklahoma’s Promise students attending state system institutions where over 90 percent of Oklahoma’s Promise students enroll. These Oklahoma’s Promise students outperformed their non-Oklahoma’s Promise peers by four to nine percentage points each year.

State System Colleges Only	Year 1 2018-19	Year 2 2019-20	Year 3 2020-21	Year 4 2021-22	Year 5 2022-23
OKPromise (4,428)	100%	82%	69%	61%	59%
Non-OKPromise (16,737)	100%	73%	61%	57%	54%

The third table shows Oklahoma’s Promise students attending private colleges. About five percent of Oklahoma’s Promise students attend private colleges but the retention rates are higher overall. Oklahoma’s Promise students outperformed their non-Oklahoma’s Promise peers in Years 2, 3 and 4 but slightly underperformed their peers in Year 5.

Private Colleges Only	Year 1 2018-19	Year 2 2019-20	Year 3 2020-21	Year 4 2021-22	Year 5 2022-23
OKPromise (169)	100%	89%	82%	76%	72%
Non-OKPromise (592)	100%	86%	80%	75%	73%

NOTE: Not all private colleges and universities in Oklahoma report data to the Oklahoma State Regents for Higher Education.

### College Degree/Certificate Completion Rates

The following tables show the percentage of Oklahoma’s Promise students who completed college degrees or certificates at five, six and seven years compared to their non-Oklahoma’s Promise peers. The percentages are calculated on degrees or certificates earned through 2022-2023. Overall, Oklahoma’s Promise students outperformed their peers by four to six percentage points each year.

State System & Private Colleges Combined	Year 5 2018-19 Freshmen	Year 6 2017-18 Freshmen	Year 7 2016-17 Freshman
OKPromise	45%	50%	51%
Non-OKPromise	41%	44%	47%

State System Colleges Only	Year 5 2018-19 Freshmen	Year 6 2017-18 Freshmen	Year 7 2016-17 Freshman
OKPromise	44%	49%	51%
Non-OKPromise	40%	43%	46%

Private Colleges Only	Year 5 2018-19 Freshmen	Year 6 2017-18 Freshmen	Year 7 2016-17 Freshman
OKPromise	63%	58%	62%
Non-OKPromise	61%	62%	66%

In 2022-2023, nearly 4,000 current and former Oklahoma’s Promise scholarship recipients earned certificates, associate degrees, bachelor’s degrees, and graduate/professional degrees. About half of the degrees awarded were bachelor’s degrees and one-third were associate degrees.

Degree Level	2022-23 Grads	% of Total
Certificate (less than Associate)	199	5%
Associate Degree	1,403	35%
Bachelor’s Degree	1,786	45%
Graduate Certificate	37	1%
Master’s Degree	467	12%
Doctorate Degree	10	<1%
Professional Degree	74	2%
<b>Total Degrees</b>	<b>3,976</b>	<b>100%</b>

The single largest degree field of study was Health Professions, accounting for 18 percent of all degrees. The next largest degree fields were Business & Management (15%), Liberal Arts & Sciences (10%), and Education (8%).

Degree Field of Study	2022-23 Grads	% of Total
Health Professions	700	18%
Business & Management	614	15%
Liberal Arts & Sciences	394	10%
Education	332	8%
Psychology	221	6%
Social Sciences	159	4%
Biological & Biomedical Sci	158	4%
All Other Fields (<4% each)	1398	35%
<b>Total Degrees</b>	<b>3,976</b>	<b>100%</b>

### **Career Technology Center Certificate-Completion Rates**

The following data is provided by the Oklahoma Department of Career and Technology Education. About one percent of Oklahoma’s Promise students enroll at Career Technology Centers. As shown in the table below, more than 80 percent of Oklahoma’s Promise students obtain certification in the certificate program in which they enroll. This rate exceeds the completion rate of non-Oklahoma’s Promise students enrolled in career technology certificate programs.

Career Technology Students	2021-22
OKPromise Students Earning a Certificate	122
OKPromise Students Obtaining Certification	99
OKPromise Completion Rate	81%
Non-OKPromise Completion Rate	70%

The majority of career technology certificates earned in 2021-2022 were in the Health Science career cluster. More specifically, 30 of the 60 Health Science certificates, or 50 percent of all certificates completed, were earned in the Licensed Practical Nurse program.

Career Cluster for 2021-22 Certificate Completers	Number	Percent
Health Science	60	50%
Transportation, Distribution, and Logistics	21	17%
Architecture and Construction	14	12%
Information Technology	9	7%
Human Services	7	6%
Manufacturing	3	3%
All Other Categories (less than 2% each)	6	5%
Total	120*	100%

\*Two students employment status was unknown.

### Retention of Oklahoma’s Promise Graduates in Oklahoma One Year after Graduation

Available data show that over 95 percent of Oklahoma’s Promise college graduates, including those former scholarship recipients who go on to earn graduate or professional degrees, remain in Oklahoma one year after graduation and over 90 percent remain five years after graduation.

Degree Level	% in OK After 1 Yr. (2020-21 Grads)	% in OK After 5 Yrs. (2016-17 Grads)
Certificate	100%	100%
Associate Degree	96%	96%
Bachelor’s Degree	97%	88%
Master’s Degree	98%	89%
Doctorate Degree	100%	NA
Professional Degree	97%	100%
Overall Percentage	97%	91%

Data combining information on Oklahoma’s Promise college graduates one year after graduation with graduates five years after graduation show that nearly half (46%) of Oklahoma’s Promise college graduates are employed in either the health care or education sectors. (Note: Data for 2022-23 was not available at the time of this report; the information listed below is based on 2021-22 findings.)

Employment Area	Percentage
Health Care and Social Assistance	27%
Educational Services	19%
Professional, Scientific and Technical Services	8%
Retail Trade	8%
Administrative and Support	7%
Finance and Insurance	6%
Public Administration	4%
Accommodation and Food Services	4%
Manufacturing	3%
Wholesale Trade	3%
All Other Categories (less than 3% each)	11%
Total	100%

Data from the State Department of Career and Technology Education show that after completion of an initial career technology certificate, about 90 percent of certificate holders are employed in Oklahoma or continuing their education.

## Financial and Enrollment Impact at Oklahoma Colleges and Career Technology Centers

The following table shows the financial and enrollment impact of Oklahoma's Promise students in the 2021-2022 academic year. Almost 14,000 Oklahoma's Promise students enrolled at more than 70 colleges and career technology centers statewide. The total value of the scholarships disbursed exceeded \$62.6 million.

### Oklahoma's Promise - Oklahoma Higher Learning Access Program 2021-22 Scholarships

Institution	Fall 2021		Spring 2022		Summer 2022		Total 2021-22
	\$ Amount	# of Students	\$ Amount	# of Students	\$ Amount	# of Students	\$ Amount
<u>Public Research Universities</u>							
Oklahoma State Univ.	\$ 5,776,989	2,220	\$ 5,282,337	2,049	\$ 411,739	428	\$ 11,471,066
Univ. of Oklahoma	\$ 4,990,110	2,134	\$ 4,638,576	2,004	\$ 389,664	728	\$ 10,018,350
OUHSC	\$ 163,386	59	\$ 148,074	56	\$ 6,960	8	\$ 318,420
<b>Subtotal</b>	<b>\$ 10,930,485</b>	<b>4,413</b>	<b>\$ 10,068,987</b>	<b>4,109</b>	<b>\$ 808,363</b>	<b>1,164</b>	<b>\$ 21,807,836</b>
<u>Public Regional Universities</u>							
Cameron University	\$ 667,550	317	\$ 568,433	272	\$ 80,264	89	\$ 1,316,247
East Central Univ.	\$ 882,164	338	\$ 836,691	318	\$ 92,335	82	\$ 1,811,190
Langston University	\$ 296,373	141	\$ 265,144	126	\$ 16,625	18	\$ 578,141
Northeastern State Univ.	\$ 1,937,526	750	\$ 1,666,115	648	\$ 193,839	167	\$ 3,797,480
Northwestern Okla. State Univ.	\$ 552,770	173	\$ 516,029	169	\$ 82,626	61	\$ 1,151,425
Okla. Panhandle State Univ.	\$ 122,323	51	\$ 99,484	47	\$ 13,244	13	\$ 235,051
Rogers State Univ.	\$ 638,362	305	\$ 585,189	288	\$ 60,445	67	\$ 1,283,996
Southeastern Okla State Univ.	\$ 738,196	268	\$ 638,214	226	\$ 75,756	67	\$ 1,452,166
Southwestern Okla State Univ.	\$ 1,657,324	560	\$ 1,496,456	510	\$ 203,972	167	\$ 3,357,751
Univ. of Central Oklahoma	\$ 4,628,146	1545	\$ 4,203,145	1433	\$ 590,042	425	\$ 9,421,332
Univ. of Science and Arts of OK	\$ 388,875	129	\$ 344,513	115	\$ 138,278	66	\$ 871,666
<b>Subtotal</b>	<b>\$ 12,509,608</b>	<b>4,577</b>	<b>\$ 11,219,412</b>	<b>4,152</b>	<b>\$ 1,547,426</b>	<b>1,222</b>	<b>\$ 25,276,446</b>
<u>Public Community Colleges</u>							
Carl Albert State College	\$ 204,370	172	\$ 183,933	156	\$ 18,527	36	\$ 406,830
Connors State College	\$ 192,900	141	\$ 158,750	122	\$ 25,900	47	\$ 377,550
Eastern OK State College	\$ 177,416	130	\$ 156,061	106	\$ 19,392	30	\$ 352,870
Murray State College	\$ 350,000	174	\$ 308,630	156	\$ 22,925	27	\$ 681,555
Northeastern OK A&M Coll.	\$ 214,632	171	\$ 159,954	122	\$ 22,968	42	\$ 397,554
Northern Oklahoma College	\$ 324,930	235	\$ 306,323	215	\$ 47,834	84	\$ 679,087
Oklahoma City Comm College	\$ 704,267	726	\$ 499,360	504	\$ 173,646	351	\$ 1,377,273
OSU Inst of Tech - Okmulgee	\$ 453,539	234	\$ 403,383	207	\$ 283,965	145	\$ 1,140,886
OSU Tech - Oklahoma City	\$ 322,150	256	\$ 266,581	219	\$ 42,796	70	\$ 631,528
Redlands Community College	\$ 100,491	62	\$ 88,568	47	\$ 19,510	25	\$ 208,569
Rose State College	\$ 472,690	341	\$ 417,398	301	\$ 68,391	97	\$ 958,480
Seminole State College	\$ 177,216	144	\$ 146,744	107	\$ 29,848	42	\$ 353,808
Tulsa Community College	\$ 929,166	791	\$ 834,349	722	\$ 159,483	275	\$ 1,922,999
Western OK State College	\$ 130,725	105	\$ 114,135	98	\$ 15,120	28	\$ 259,980
<b>Subtotal</b>	<b>\$ 4,754,492</b>	<b>3,682</b>	<b>\$ 4,044,170</b>	<b>3,082</b>	<b>\$ 950,305</b>	<b>1,299</b>	<b>\$ 9,748,968</b>

Institution	Fall 2021		Spring 2022		Summer 2022		Total 2021-22
	\$ Amount	# of	\$ Amount	# of	\$ Amount	# of	\$ Amount
<u>Independent/Private Colleges and Universities</u>							
Bacone College	\$ 60,547	20	\$ 42,402	16	\$ 4,202	4	\$ 107,151
Community Care College	\$ 4,914	3	\$ 5,967	4	\$ -	0	\$ 10,881
Family of Faith College	\$ -	0	\$ -	0	\$ -	0	\$ -
Mid-America Christian Univ.	\$ 125,539	59	\$ 118,229	57	\$ 16,426	16	\$ 260,194
Muscogee Nation	\$ 16,731	11	\$ 13,806	11	\$ 7,722	6	\$ 38,259
Oklahoma Baptist Univ.	\$ 341,508	120	\$ 306,555	104	\$ 3,629	5	\$ 651,692
Oklahoma Christian Univ.	\$ 292,994	121	\$ 252,120	95	\$ 20,055	20	\$ 565,169
Oklahoma City Univ.	\$ 148,598	52	\$ 145,542	52	\$ 5,539	4	\$ 299,679
Oklahoma Wesleyan Univ.	\$ 121,476	43	\$ 111,735	41	\$ 8,404	11	\$ 241,615
Oral Roberts Univ.	\$ 502,426	181	\$ 455,622	168	\$ 53,480	40	\$ 1,011,527
Randall Univ. (formerly Hillsdale)	\$ 74,681	27	\$ 60,165	22	\$ 1,146	2	\$ 135,992
Southern Nazarene Univ.	\$ 421,919	151	\$ 394,033	140	\$ 18,145	22	\$ 834,097
SW Christian Univ.	\$ 117,465	44	\$ 103,904	37	\$ -	0	\$ 221,369
University of Tulsa	\$ 497,029	192	\$ 458,277	184	\$ 28,545	36	\$ 983,851
<b>Subtotal</b>	<b>\$ 2,725,827</b>	<b>1,024</b>	<b>\$ 2,468,357</b>	<b>931</b>	<b>\$ 167,293</b>	<b>166</b>	<b>\$ 5,361,476</b>
<u>Proprietary Colleges</u>							
ATA College	\$ 11,583	4	\$ 10,706	4	\$ 6,552	4	\$ 28,841
Central OK College	\$ -	-	\$ -	-	\$ 2,340	1	\$ 2,340
Miller-Motte College (formerly Platt)	\$ 2,340	1	\$ 2,340	1	\$ 2,340	1	\$ 7,020
Spartan College of Aeronautics	\$ 4,446	2	\$ 2,340	1	\$ 2,340	1	\$ 9,126
Tulsa Welding School	\$ -	-	\$ -	-	\$ -	-	\$ -
<b>Subtotal</b>	<b>\$ 18,369</b>	<b>7</b>	<b>\$ 15,386</b>	<b>6</b>	<b>\$ 13,572</b>	<b>7</b>	<b>\$ 47,327</b>
<u>State Career-Technology Centers</u>							
Autry TC	\$ 3,897	3	\$ 3,897	3	\$ -	-	\$ 7,794
Caddo Kiowa TC	\$ 4,908	5	\$ 2,250	2	\$ -	-	\$ 7,158
Canadian Valley TC	\$ 990	1	\$ 1,890	2	\$ -	-	\$ 2,880
Central TC	\$ -	-	\$ -	-	\$ -	-	\$ -
Chisholm Trail TC	\$ -	-	\$ 1,755	1	\$ -	-	\$ 1,755
Eastern OK TC	\$ 1,013	1	\$ 7,393	3	\$ -	-	\$ 8,405
Francis Tuttle TC	\$ 6,270	6	\$ 12,632	8	\$ -	-	\$ 18,902
Gordon Cooper TC	\$ 6,525	8	\$ 9,848	8	\$ 2,682	2	\$ 19,055
Great Plains TC	\$ 4,848	4	\$ 2,100	2	\$ -	-	\$ 6,948
Green Country TC	\$ 6,963	8	\$ 3,080	3	\$ 225	1	\$ 10,268
High Plains TC	\$ 1,755	1	\$ 117	1	\$ -	-	\$ 1,872
Indian Capital TC	\$ 32,353	36	\$ 29,667	31	\$ -	-	\$ 62,020
Kiamichi TC	\$ 4,500	3	\$ 3,940	3	\$ 608	1	\$ 9,048
Meridian TC	\$ 8,100	6	\$ 2,934	2	\$ 1,425	2	\$ 12,459
Metro Tech Center	\$ 13,461	10	\$ 9,924	8	\$ -	-	\$ 23,385
Mid-America TC	\$ 500	1	\$ 500	1	\$ -	-	\$ 1,000
Mid-Del TC	\$ 2,850	2	\$ 1,350	1	\$ -	-	\$ 4,200
Moore-Norman TC	\$ 3,000	3	\$ 2,413	2	\$ -	-	\$ 5,413
Northeast TC	\$ 855	1	\$ 855	1	\$ -	-	\$ 1,710
Northwest TC	\$ 352	3	\$ 262	2	\$ -	-	\$ 614
Pioneer TC	\$ 1,696	2	\$ 1,050	1	\$ -	-	\$ 2,746
Pontotoc TC	\$ 7,050	3	\$ 1,692	2	\$ -	-	\$ 8,742
Red River TC	\$ 1,125	1	\$ -	-	\$ -	-	\$ 1,125
Southern OK TC	\$ 1,875	2	\$ -	-	\$ -	-	\$ 1,875
Southwest TC	\$ 4,500	4	\$ 10,875	7	\$ -	-	\$ 15,375
Tulsa Tech Center	\$ 108,248	52	\$ 57,338	48	\$ 975	2	\$ 166,561
Wes Watkins TC	\$ 2,651	2	\$ 1,337	1	\$ -	-	\$ 3,988
Western TC	\$ 3,496	4	\$ 1,800	2	\$ -	-	\$ 5,296
<b>Subtotal</b>	<b>\$ 233,780</b>	<b>172</b>	<b>\$ 170,897</b>	<b>145</b>	<b>\$ 5,915</b>	<b>8</b>	<b>\$ 410,593</b>
<b>Totals*</b>	<b>\$ 31,172,561</b>	<b>13,875</b>	<b>\$ 27,987,209</b>	<b>12,425</b>	<b>\$ 3,492,875</b>	<b>3,866</b>	<b>\$ 62,652,644</b>

Unduplicated student totals 13,691 12,337 3,604

\*Totals contain a duplicate number of students due to students enrolling at more than one institution.

Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
December 7, 2023

**AGENDA ITEM #20-b (2):**

**Annual Reports.**

**SUBJECT:** Academic Scholars Program. Acknowledge receipt of 2022-2023 Year-End Report.

**RECOMMENDATION:**

**It is recommended that the State Regents acknowledge receipt of the 2022-2023 Academic Scholars Program Year-End Report.**

**BACKGROUND:**

For 2022-2023, the State Regents allocated \$7,155,862 from appropriations made by the 2022 Oklahoma Legislature for the Academic Scholars Program, which was an increase of \$850,000 or 13 percent from 2021-2022. The program provides participants funding to use toward tuition, fees, room and board, and required textbooks or materials for up to four years of undergraduate and graduate study, at accredited institutions of higher education in Oklahoma.

To automatically qualify for the Academic Scholars Program, Oklahoma residents must have received the designation of National Merit Scholar, National Merit Finalist, or Presidential Scholar. Oklahoma residents may also qualify automatically by achieving a score in the top one-half percentile on the ACT or SAT. In addition, each public institution is authorized to award a certain number of freshmen scholarships to Institutional Nominees.

The annual award amounts for automatic qualifiers in the 2022-2023 academic year were \$5,500 for students attending a research university, \$4,000 for students attending a regional university, and \$3,500 for students attending a two-year college. The annual award amounts for Institutional Nominees were \$3,200 for students attending a research university, \$2,400 for students attending a regional university, and \$2,200 for students attending a two-year college. State system institutions also provide scholarship recipients a tuition waiver.

The State Regents have taken the following actions since 2012 in response to funding changes and policy priorities:

- 2012-2013 – Reduced nonresident student funding from the statutory maximum of twenty-five percent (25 percent) to twenty percent (20 percent).
- 2017-2018 – Reduced nonresident student funding from twenty percent (20 percent) to ten percent (10 percent).
- 2018-2019 – Reduced nonresident student funding from ten percent (10 percent) to zero percent (0 percent) and cut 80 Institutional Nominee slots (40 from the University of Oklahoma and 40 from Oklahoma State University).
- 2020-2021– The State Regents maintained the prohibition on funding for nonresident students but were able to increase the number of Institutional Nominee freshmen scholarship slots by 116. In

addition, the State Regents increased the Institutional Nominee scholarship award amount by \$400 and added a third minimum eligibility criterion option for Institutional Nominee qualification.

- 2021-2022 – Due to a \$250,000 or 4 percent reduction in state appropriations for FY2021, 100 freshmen Institutional Nominee scholarship slots were cut for the 2021-2022 academic year.
- 2022-2023 – Due to the restoration of the \$250,000 reduction in FY2022, 82 freshmen Institutional Nominee slots were restored for the 2022-2023 academic year.
- 2023-2024 – Based on an increase of state funding in FY2023 of \$850,000 or 13 percent, scholarship award amounts were increased between 9 percent – 14 percent. In addition, a total of 20 additional freshmen Institutional Nominee slots were added to the state two-year colleges.

In 2022-2023, over 1400 students participated in the program receiving awards totaling almost \$5.6 million.

#### **POLICY ISSUES:**

The statutory purpose of the program is to retain high-achieving Oklahoma students in the state for college. This agenda item also fulfills a statutory requirement to report the number of Academic Scholars Program participants who remain in Oklahoma within five years of leaving the program.

#### **ANALYSIS:**

Following are some highlights from the report:

- A total of 1,410 students at Oklahoma public and private colleges and universities were enrolled in the Academic Scholars Program in Fall 2022, an increase of 22 students from 1,388 students enrolled for Fall 2021.
- The 2022 freshmen class totaled 401 students (156 “automatic qualifiers” and 245 Institutional Nominees), an increase of 56 or 16 percent compared to 345 students in the 2021 freshmen class (166 “automatic qualifiers” and 179 Institutional Nominees).
- For Fall 2021, the National Merit Corporation reported 122 freshmen designated as National Merit Scholars enrolled in Oklahoma colleges, a decrease of 5 (4 percent) from 127 in Fall 2020.
- In the 2022-2023 fiscal year, total program expenditures were about \$5.6 million, a decrease of almost \$141,000 or 2 percent compared to fiscal year 2021-2022.
- On average, about 14 percent of participants lose the scholarship after one year in the program; about 73 percent of participants retain the scholarship through their fourth year of eligibility.
- Of the 1,395 resident participants entering into the program between 2015-2017, 86 percent (1,194) earned at least an associate degree from an Oklahoma institution within six years.
- The most recent data show that about 92 percent of the program’s graduates who are Oklahoma residents remain in the state one year after graduation. Five years after graduation, about 87 percent remain in the state.
- About 72 percent of the program participants attend three universities—the University of Oklahoma (38 percent), Oklahoma State University (28 percent) and the University of Tulsa (5



percent). The remaining participants are distributed among public regional universities (18 percent), public two-year colleges (7 percent) and other private universities (2 percent).

- Program participants generally come from higher income families, with about 60 percent of those who reported parental income on the 2022-2023 federal student aid application indicating over \$100,000 in family income. One-third did not apply for federal financial aid, implying limited financial need.
- Participation rates for some ethnic minority students have remained small over the past 5 years. For 2022-2023, the ethnicity of participants was 70 percent white, 10 percent Asian, 4 percent Hispanic, 3 percent for American Indian, 0.4 percent Black, and 13 percent not reporting/other.

The full Academic Scholars Program 2022-2023 Year End Report is available upon request as a supplement.



Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
December 7, 2023

**AGENDA ITEM #20-b (3):**

**Annual Reports.**

**SUBJECT:** Oklahoma Tuition Aid Grant. Acknowledge receipt of 2022-2023 Year-End Report.

**RECOMMENDATION:**

**It is recommended that the State Regents acknowledge receipt of the 2022-2023 Oklahoma Tuition Aid Grant Year-End Report.**

**BACKGROUND:**

The 1971 Oklahoma Legislature enacted the Oklahoma Higher Education Tuition Aid Act authorizing the establishment of a need-based state tuition aid grant program. Congress amended the Federal Higher Education Act of 1965 to provide incentive grants to states to assist them in providing grants to students. However, those federal matching funds were discontinued in 2011-2012. The maximum award for students attending public institutions had been \$1,000 since 1982.

Due to the passage of HB 1821 during the 2021 legislative session, the Oklahoma Tuition Aid Grant (OTAG) program changed significantly beginning in 2022-2023.

In 2022-2023, the program awarded grants of up to \$1,500 per academic year for attendance at public or private community colleges, up to \$2,000 at public or private regional universities and up to \$3,000 at public or private research universities.

**POLICY ISSUES:**

This report reflects end-of-year data for awards provided to eligible students consistent with State Regents' policy.

**ANALYSIS:**

The 2022-2023 end of year report reflects information regarding the disbursement of OTAG awards to 16,997 individual students totaling \$15,991,960. State appropriations allocated to the program totaled just over \$17 million.

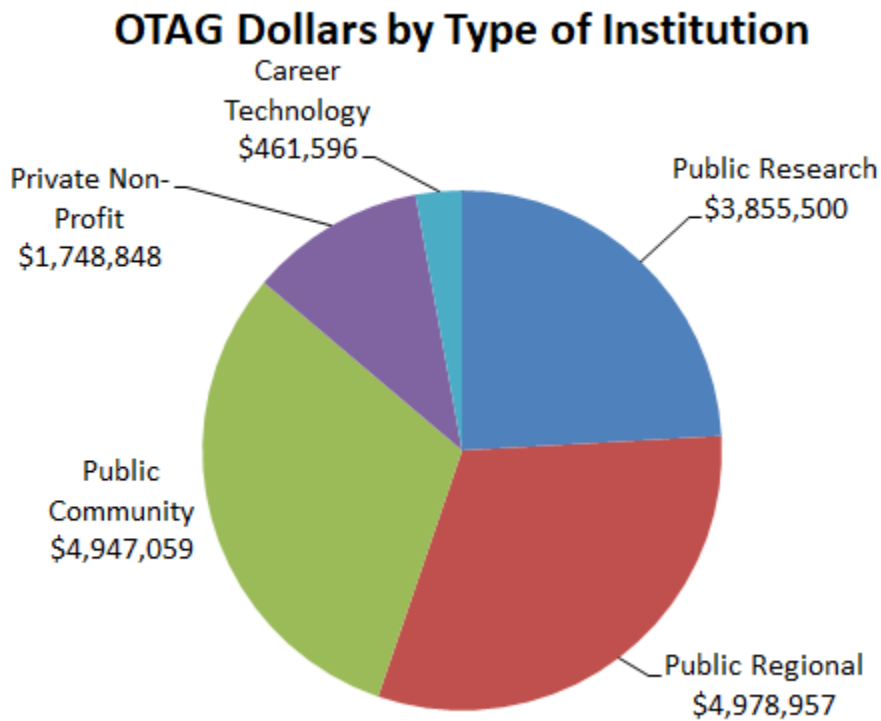
\$17,010,329	State Appropriated Funds
<u>\$15,991,960</u>	Funds Expended
\$1,018,369	Carryover to 2023-2024

Following are a few highlights for the 2022-2023 report year:

- Distribution of funds by type of institution:

Institution Type	Dollars Awarded	Percent of Total	Number of Awards	Percent of Total
Public Colleges and Universities	\$13,781,516	86.2%	14,768	86.8%
Private Colleges and Universities	\$1,748,848	10.9%	1,440	8.5%
Career-Technology Centers	\$461,596	2.9%	796	4.7%
Total	\$15,991,960	100.0%	17,004*	100.0%

\*Number of Recipients contains some duplication due to 7 students attending more than one type of institution during the year.

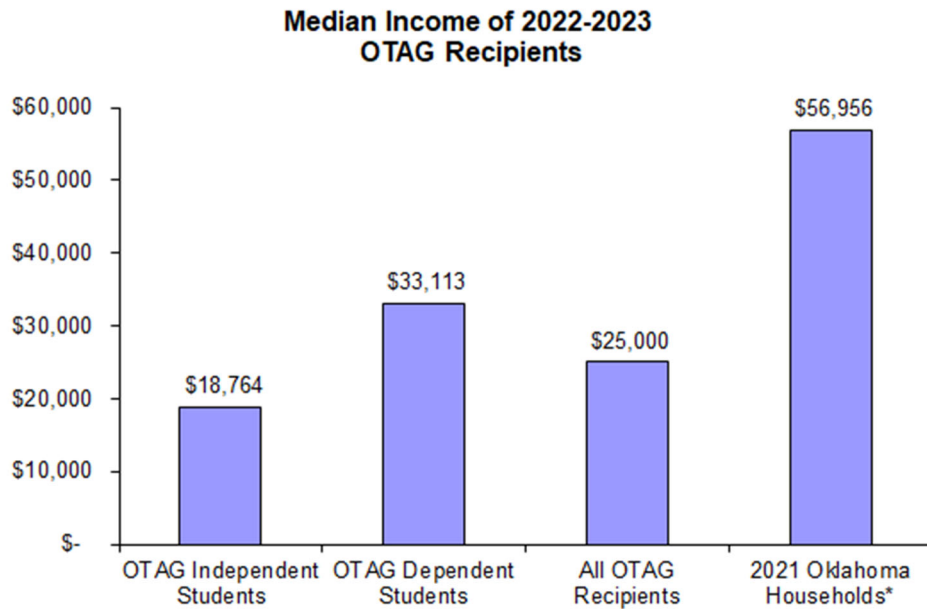


- The *average* household income of OTAG recipients was:

Independent Students	\$23,036
Dependent Students	\$30,459
All Students	\$27,766

Independent students include those students at least 24 years old and students under age 24 that are defined by federal standards as financially independent. Dependent students are students under age 24 that are defined by federal standards as financially dependent.

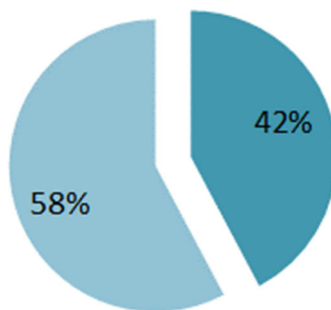
The following chart shows the *median* household income of OTAG recipients in 2022-2023.  
 \*Data for Oklahoma Households from U.S. Census Bureau, 2021 American Community Survey.



- Of students receiving an award, 58 percent were “traditional” students under age 24 and 42 percent were “non-traditional” students age 24 and older.

### Distribution of OTAG Awards Traditional vs. Non-Traditional

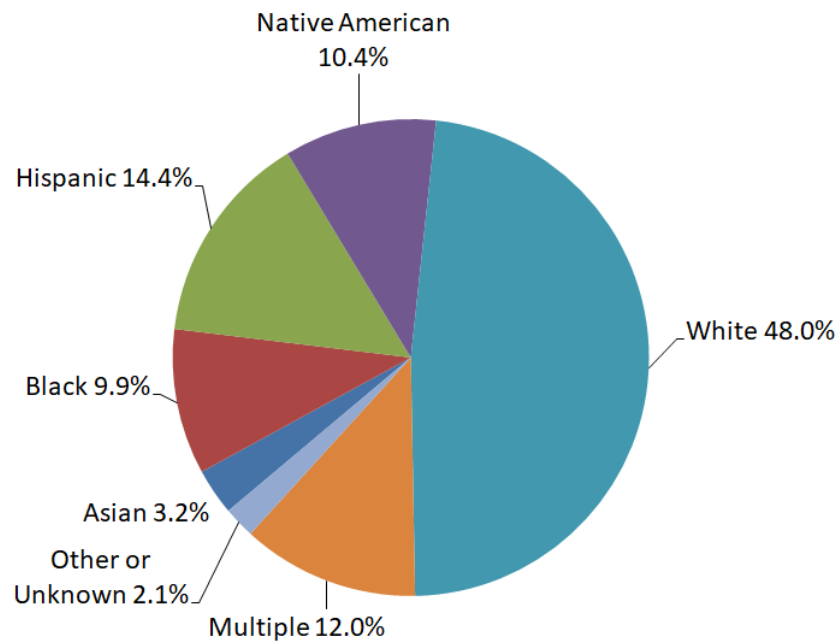
■ Adult Students (24 and Over)   
 ■ Traditional Students (Under Age 24)



Of the 2022-2023 award recipients for whom institutions provided data to the OSRHE Unitized Data System, the following information is provided:

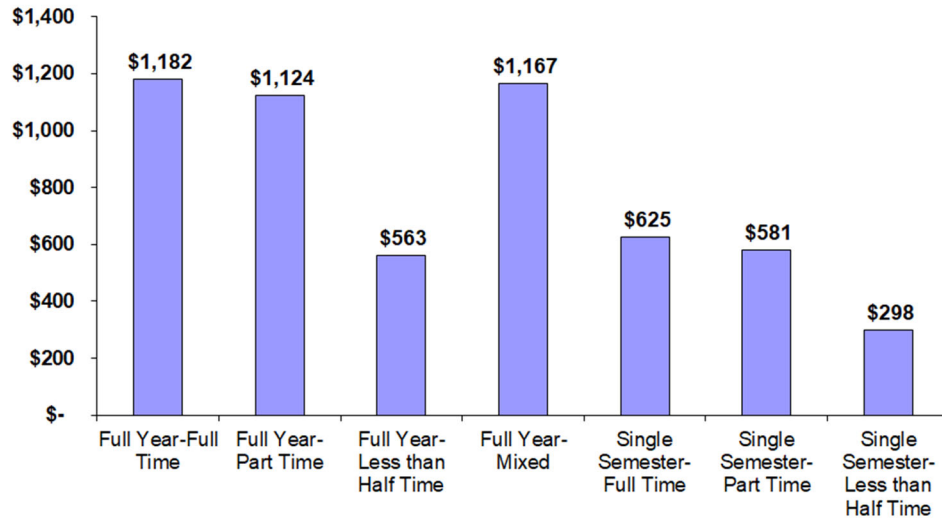
- Approximately 62 percent of award recipients were lower classmen (freshmen and sophomores), and approximately 38 percent were upper classmen (juniors and seniors).
- Female students received 68 percent of the awards and male students received 32 percent.
- The distribution of awards by race was:

### Distribution of OTAG Awards by Race

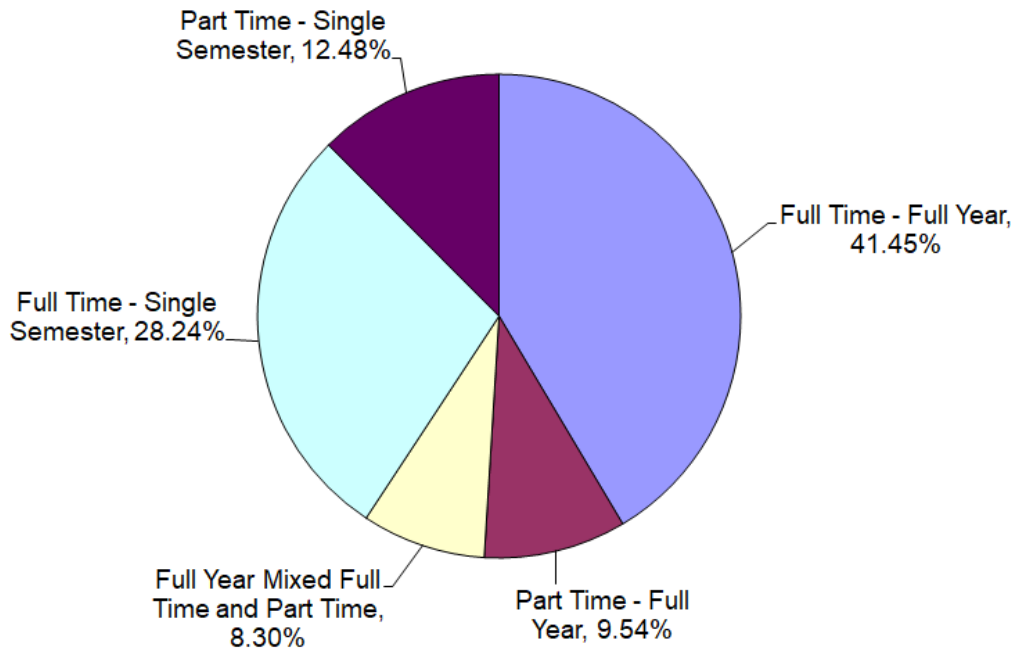


- **Undocumented Immigrant Students**  
2022-2023 was the nineteenth year in which OTAG funds were available to undocumented immigrant students in accordance with Senate Bill 596 enacted by the 2003 Oklahoma Legislature. No funds were disbursed to undocumented individuals. The enactment of House Bill 1804 in the 2007 legislative session brought stricter eligibility requirements for undocumented students, and the volume of applicants and awards declined considerably beginning in 2009-2010.

### Average OTAG Awards by Enrollment Status



### Enrollment Status Distribution of OTAG Awardees 2022-2023



**Oklahoma State Regents for Higher Education  
Oklahoma Tuition Aid Grant Program  
2022-2023**

Institution	2022-2023 Allocation	2022-2023 Expenditures	2022-2023 Awards	Remaining Allocation	Percentage of Allocation Used
<b><u>Research Universities</u></b>					
Oklahoma State University	\$1,998,000	\$1,998,000	2396	\$0	100.00%
University of Oklahoma	\$1,797,900	\$1,797,900	892	\$0	100.00%
University of Oklahoma Health Science Center	\$59,600	\$59,600	61	\$0	100.00%
<b>Total Research Universities</b>	<b>\$3,855,500</b>	<b>\$3,855,500</b>	<b>3,349</b>	<b>\$0</b>	<b>100.00%</b>
<b><u>Regional Universities</u></b>					
Cameron University	\$621,100	\$621,100	658	\$0	100.00%
East Central University	\$429,700	\$420,884	504	\$8,816	97.95%
Langston University	\$199,100	\$199,100	237	\$0	100.00%
Northeastern State University	\$886,100	\$874,635	1291	\$11,465	98.71%
Northwestern Oklahoma State University	\$181,600	\$181,600	199	\$0	100.00%
Oklahoma Panhandle State University	\$54,300	\$53,850	111	\$450	99.17%
Rogers State University	\$467,600	\$467,350	579	\$250	99.95%
Southeastern Oklahoma State University	\$333,400	\$292,000	232	\$41,400	87.58%
Southwestern Oklahoma State University	\$490,800	\$490,738	563	\$62	99.99%
University of Central Oklahoma	\$1,636,500	\$1,242,500	1385	\$394,000	75.92%
University of Science & Arts of Oklahoma	\$135,200	\$135,200	154	\$0	100.00%
<b>Total Regional Universities</b>	<b>\$5,435,400</b>	<b>\$4,978,957</b>	<b>5,913</b>	<b>\$456,443</b>	<b>91.60%</b>
<b><u>Independent Institutions</u></b>					
Bacone College	\$49,600	\$49,600	44	\$0	100.00%
Community Care College	\$116,200	\$116,200	151	\$0	100.00%
Family of Faith Christian University	\$2,000	\$1,998	4	\$2	99.90%
Mid-America Christian University	\$173,200	\$173,200	113	\$0	100.00%
Oklahoma Baptist University	\$230,300	\$230,300	141	\$0	100.00%
Oklahoma Christian University	\$88,300	\$88,300	92	\$0	100.00%
Oklahoma City University	\$101,900	\$100,100	82	\$1,800	98.23%
Oklahoma Wesleyan University	\$103,900	\$103,900	94	\$0	100.00%
Oral Roberts University	\$243,800	\$243,800	269	\$0	100.00%
Randall University	\$42,100	\$42,100	27	\$0	100.00%
Southern Nazarene University	\$215,300	\$213,350	194	\$1,950	99.09%
Southwestern Christian University	\$67,200	\$67,200	47	\$0	100.00%
The University of Tulsa	\$294,800	\$294,800	156	\$0	100.00%
<b>Total Independent Institutions</b>	<b>\$1,728,600</b>	<b>\$1,724,848</b>	<b>\$1,414</b>	<b>\$3,752</b>	<b>99.78%</b>
<b><u>Community Colleges</u></b>					
Carl Albert State College	\$275,800	\$272,907	341	\$2,893	98.95%
Connors State College	\$263,900	\$263,900	391	\$0	100.00%
Eastern Oklahoma State College	\$204,300	\$196,750	160	\$7,550	96.30%
Murray State College	\$194,900	\$194,896	242	\$4	100.00%
Northeastern Oklahoma A&M College	\$213,000	\$201,000	206	\$12,000	94.37%
Northern Oklahoma College	\$368,900	\$368,900	470	\$0	100.00%
Oklahoma City Community College	\$954,100	\$954,100	1049	\$0	100.00%
Oklahoma State University-OKC	\$482,500	\$473,500	613	\$9,000	98.13%
Oklahoma State University Institute of Tech.	\$319,800	\$311,756	277	\$8,044	97.48%
Redlands Community College	\$106,600	\$106,000	308	\$600	99.44%
Rose State College	\$489,500	\$487,250	386	\$2,250	99.54%
Seminole State College	\$234,100	\$234,100	321	\$0	100.00%
Tulsa Community College	\$1,274,400	\$766,500	634	\$507,900	60.15%
Western Oklahoma State College	\$115,500	\$115,500	150	\$0	100.00%
<b>Total Community Colleges</b>	<b>\$5,497,300</b>	<b>\$4,947,059</b>	<b>5,548</b>	<b>\$550,241</b>	<b>89.99%</b>



Institution	2022-2023 Allocation	2022-2023 Expenditures	2022-2023 Awards	Remaining Allocation	Percentage of Allocation Used
<b><u>Tribal Colleges</u></b>					
College of Muscogee Nation	\$24,000	\$24,000	26	\$0	100.00%
<b>Total Tribal Colleges</b>	<b>\$24,000</b>	<b>\$24,000</b>	<b>26</b>	<b>\$0</b>	<b>100.00%</b>
<b><u>Career Technology Centers</u></b>					
Autry Technology Center	\$12,500	\$12,500	25	\$0	100.00%
Caddo Kiowa Technology Center	\$5,300	\$5,300	27	\$0	100.00%
Canadian Valley Technology Center	\$17,700	\$17,700	22	\$0	100.00%
Central Oklahoma Technology Center	\$17,300	\$16,300	25	\$1,000	94.22%
Chisholm Trail Technology Center	\$3,100	\$3,096	9	\$4	99.87%
Eastern OK Technology Center	\$5,600	\$5,600	9	\$0	100.00%
Francis Tuttle Technology Center	\$39,900	\$39,900	59	\$0	100.00%
Gordon Cooper Technology Center	\$17,800	\$17,800	19	\$0	100.00%
Great Plains Technology Center	\$5,700	\$4,800	9	\$900	84.21%
Green Country Technology Center	\$8,200	\$8,200	12	\$0	100.00%
High Plains Technology Center	\$4,500	\$4,500	17	\$0	100.00%
Indian Capital Technology Center	\$49,400	\$44,000	51	\$5,400	89.07%
Kiamichi Technology Center	\$52,300	\$48,750	52	\$3,550	93.21%
Meridian Technology Center	\$13,900	\$13,900	11	\$0	100.00%
Metro Technology Centers	\$29,100	\$29,100	38	\$0	100.00%
Mid-America Technology Center	\$2,000	\$2,000	3	\$0	100.00%
Mid-Del Technology Center	\$3,700	\$3,700	11	\$0	100.00%
Moore Norman Technology Center	\$18,200	\$18,150	72	\$50	99.73%
Northeast Technology Center	\$27,500	\$27,500	47	\$0	100.00%
Northwest Technology Center	\$2,000	\$2,000	2	\$0	100.00%
Pioneer Technology Center	\$7,500	\$7,500	21	\$0	100.00%
Pontotoc Technology Center	\$9,300	\$9,300	19	\$0	100.00%
Red River Technology Center	\$5,200	\$5,200	7	\$0	100.00%
Southern Oklahoma Technology Center	\$9,800	\$9,800	31	\$0	100.00%
Southwest Technology Center	\$8,900	\$8,900	18	\$0	100.00%
Tulsa Technology Center	\$75,800	\$75,800	129	\$0	100.00%
Wes Watkins Technology Center	\$6,300	\$6,300	21	\$0	100.00%
Western Oklahoma Technology Center	\$14,400	\$14,000	30	\$400	97.22%
<b>Total Career Technology Centers</b>	<b>\$472,900</b>	<b>\$461,596</b>	<b>796</b>	<b>\$11,304</b>	<b>97.61%</b>
<b>Grand Total of All Institutions</b>					
	<b>\$17,013,700</b>	<b>\$15,991,960</b>	<b>17,046</b>	<b>\$1,021,740</b>	<b>93.99%</b>



Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
December 7, 2023

**AGENDA ITEM #20-b (4):**

**Annual Reports.**

**SUBJECT:** Oklahoma Tuition Equalization Grant. Acknowledge receipt of 2022-2023 Year-End Report.

**RECOMMENDATION:**

**It is recommended that the State Regents acknowledge receipt of the 2022-2023 Oklahoma Tuition Equalization Grant Year-End Report.**

**BACKGROUND:**

In 2003, the Oklahoma Legislature enacted the Oklahoma Tuition Equalization Grant (OTEG) Act to provide grants to Oklahoma residents attending not-for-profit, independent institutions in Oklahoma. At that time, institutional eligibility was limited to institutions that were accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. A statutory amendment enacted in the 2008 Oklahoma legislative session expanded the accreditation requirements to include institutions accredited by any national accrediting body recognized by the United States Department of Education. Recipients must have family incomes of no more than \$50,000. Grants of \$2,000 per academic year (\$1,000 per semester) can be awarded to students for up to five consecutive years of full-time undergraduate study. Funding was provided for the program to award students beginning in 2004-2005.

**POLICY ISSUES:**

This report reflects 2022-2023 end-of-year data for awards provided to eligible students consistent with State Regents' policy. The report also complies with a statutory requirement (70 O.S. § 2632) that the State Regents provide to the Governor and legislative leaders a report about the program by February 1 of each year.

**ANALYSIS:**

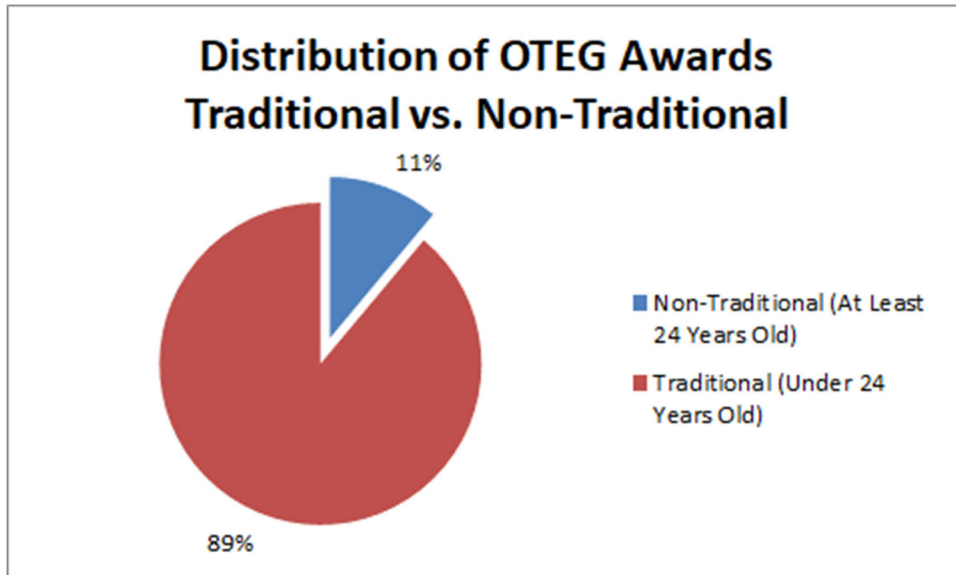
The 2022-2023 end-of-year report reflects information regarding the allocation of OTEG funds to institutions and the disbursement of funds to students. The amount allocated to each institution was based on the institution's actual percentage of the total program awards for the prior year. A total of \$2,928,000 was allocated to the institutions, and \$2,849,000 was disbursed to 1,742 eligible students. A summary of the distribution of funds and awards at each institution is included in this report.

Following is a summary of the disposition of 2022-2023 OTEG funds:

Final FY 2023 state appropriation	2,926,186
Carryover and interest earnings	<u>1,814</u>
Funds allocated to institutions	<u>2,928,000</u>
Funds expended by institutions	<u>-2,849,000</u>
Unexpended funds	79,000

Highlights for the 2022-2023 report year include:

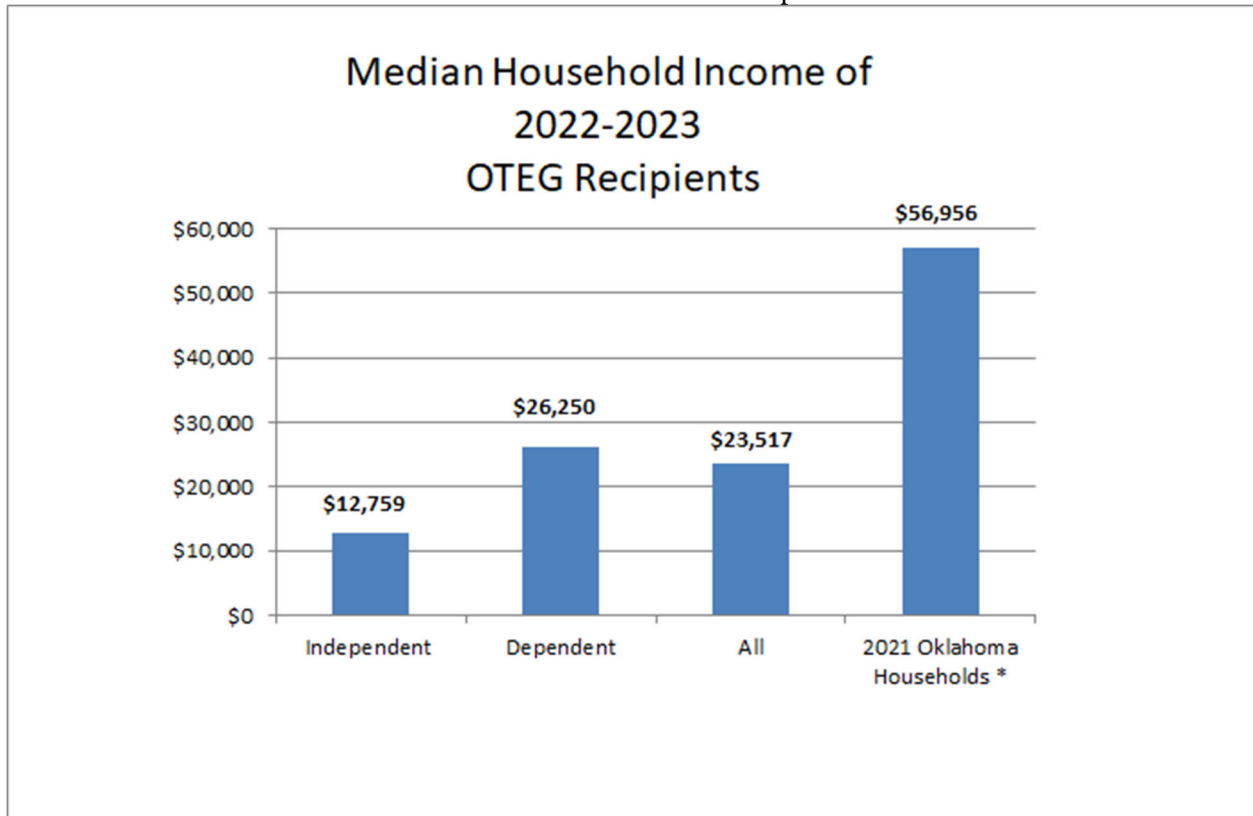
- Independent students (generally adult students age 24 or older, or those under age 24 who are determined by federal standards to be financially independent) received 34 percent of the awards; dependent students (generally students under age 24 who are determined by federal standards to be financially dependent on parents) received 66 percent.
- Non-traditional students (age 24 and older) received 11 percent of the awards. Traditional students (under age 24) received 89 percent of the awards. This is based strictly on age without reference to dependent/independent status.



- The *average* household income of OTEG recipients was:

Independent Students	\$15,595
Dependent Students	\$23,122
All Students	\$20,534

- This chart shows the *median* household income of OTEG recipients in 2022-2023.



\*Data for Oklahoma Households from U.S. Census Bureau, 2021 American Community Survey.

- Institutions were directed to award their allocation of OTEG funds to qualified students who had the highest unmet financial need in meeting their cost of attendance after all other financial aid resources were considered. The average unmet financial need of recipients in 2022-2023 was:

Independent Students	\$19,970
Dependent Students	\$27,247
All Students	\$24,745

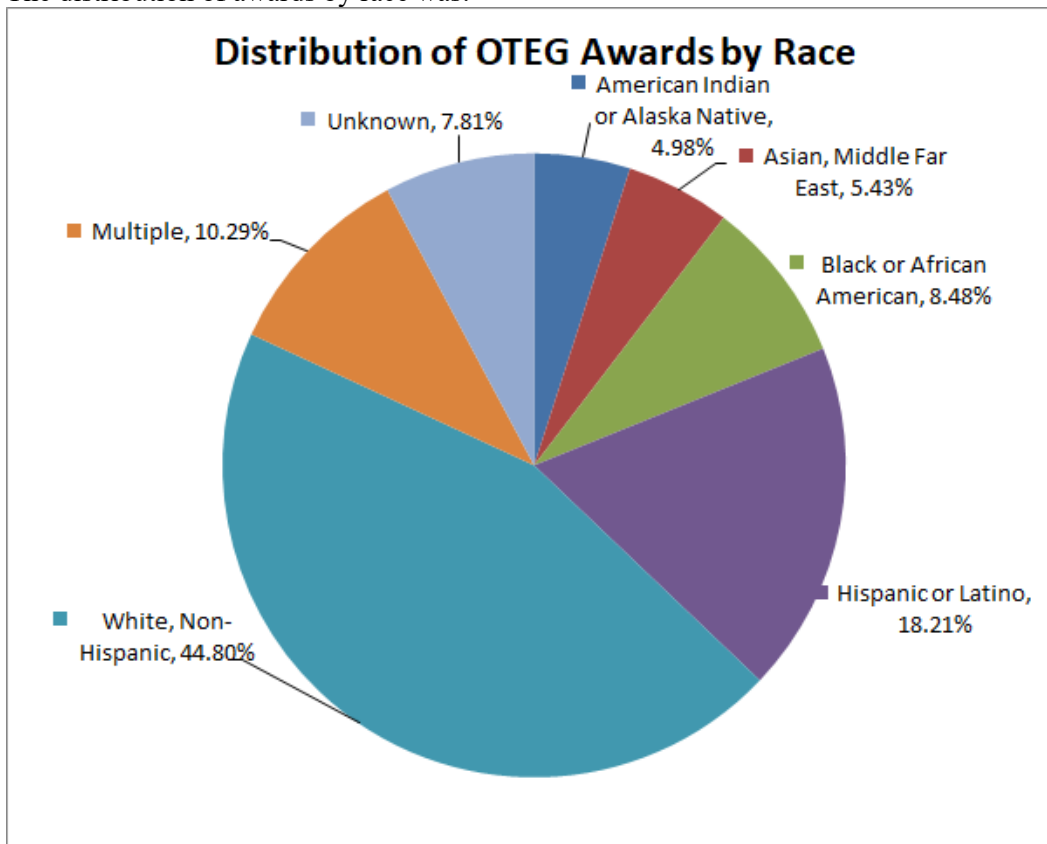
- Approximately 53 percent of the award recipients were lower classmen (freshmen and sophomores), and approximately 47 percent were upper classmen (juniors and seniors).
- Female students received 60 percent of the awards, and male students received 40 percent.
- The average cumulative GPA for all 2022-2023 recipients was 3.09.

- The State Regents' Unitized Data System (UDS) contains records on the status of 17,105 of the 18,613 individual students who have received the OTEG award since the program's inception in 2004-2005. These students show the following statuses as of the end of 2022-2023.

Bachelor's degree (or above) received by 2022-2023		6,388	38%
Enrolled 2022-2023	Associates degree received	226	1%
	No degree	1,327	8%
Not enrolled 2022-2023	Associates degree received	1,255	7%
	No degree	7,909	46%
		<b>**17,105</b>	<b>100%</b>

\*\* A total of 1,508 students did not appear in the State Regents' Unitized Data System and are excluded from this analysis.

- Thirty-nine percent of the 2022-2023 recipients received the OTEG award during a previous academic year.
- The distribution of awards by race was:



**2022-2023 End of Year Report**

<b>Institution</b>	<b>Initial Allocation to Institutions<sup>1</sup></b>	<b>Reallocated Funds Received</b>	<b>Total Funds Disbursed</b>	<b>Number of Recipients</b>	<b>Carryover to 2023-2024<sup>2</sup></b>
Bacone College	140,000	\$0	117,000	79	23,000
Family of Faith Christian University	2,000	\$0	0	0	2,000
Randall University	74,000	\$0	72,000	44	2,000
Mid America Christian University	150,000	\$0	150,000	91	-
Oklahoma Baptist University	420,000	\$0	373,000	215	47,000
Oklahoma Christian University	168,000	\$0	168,000	94	-
Oklahoma City University	182,000	\$0	182,000	96	-
Oklahoma Wesleyan University	110,000	\$0	110,000	66	-
Oral Roberts University	382,000	\$0	382,000	216	-
Southern Nazarene University	330,000	\$0	330,000	196	-
Southwestern Christian University	64,000	\$0	63,000	38	1,000
The University of Tulsa	490,000	\$0	490,000	278	-
Community Care College	416,000	\$0	412,000	329	4,000
<b>Totals</b>	<b>\$2,928,000</b>	<b>\$0</b>	<b>\$2,849,000</b>	<b>1,742</b>	<b>\$79,000</b>

**Notes:**

<sup>1</sup>\$2,926,186 was provided for the OTEG program in 2022-2023. Available interest and 2021-2022 carryover allowed \$2,928,000 to be allocated to institutions for awards to students.

<sup>2</sup>Six institutions did not award all of their allocated funds to eligible students. A total of \$79,000 remained unexpended at the end of the year.





Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
December 7, 2023

**AGENDA ITEM #20-b (5):**

**Annual Reports.**

**SUBJECT:** Regional University Baccalaureate Scholarship. Acknowledge receipt of 2022-2023 Year-End Report.

**RECOMMENDATION:**

**It is recommended that the State Regents acknowledge receipt of the 2022-2023 Regional University Baccalaureate Scholarship Year-End Report.**

**BACKGROUND:**

The scholarship historically provided academically promising students awards of \$3,000 per to assist with tuition, fees, room and board, and required textbooks or materials for up to four years of undergraduate study at the eleven regional universities in The Oklahoma State System of Higher Education. In addition, the institutions provide awardees with a tuition waiver scholarship. Participants in the program must be residents of Oklahoma. Beginning in the 2023-2024 academic year, the award amount was increased to \$3,500 per year.

For 2022-2023, the State Regents allocated \$1,021,517 for the Regional University Baccalaureate Scholarship, which is an increase of 37 percent from 2021-2022. Program expenditures for 2022-2023 were \$723,000.

**POLICY ISSUES:**

The program is intended to enhance the academic quality of the state's public regional universities by attracting high-performing students. To be eligible, students must achieve a composite score of 30 on the ACT or be designated as a National Merit Semifinalist or National Merit Commended Student by the National Merit Scholarship Corporation. Historically, each regional university has been authorized to award a maximum of 15 freshmen awards each year. Due to budget cuts, freshman awards were reduced to three in 2017. The State Regents subsequently acted to increase freshman awards to six for 2018 and to twelve in 2019 and 2020. Due to a four percent budget reduction in FY'2021, the State Regents reduced freshman awards to 10. Beginning in 2023, freshman awards increased back to the historical level of 15. To retain the scholarship in college, students must remain enrolled full-time and maintain a 3.25 cumulative GPA.

**ANALYSIS:**

Program Participation Levels

As shown in the table below, in 2022-2023 a total of 250 recipients received awards with a total cost of \$723,000. This compares to 232 total recipients and a cost of \$686,950 in 2021-2022.

About 86 percent of the program's participants attended one of seven institutions— University of Central Oklahoma (16 percent), Northeastern State University (15 percent), Southwestern Oklahoma State

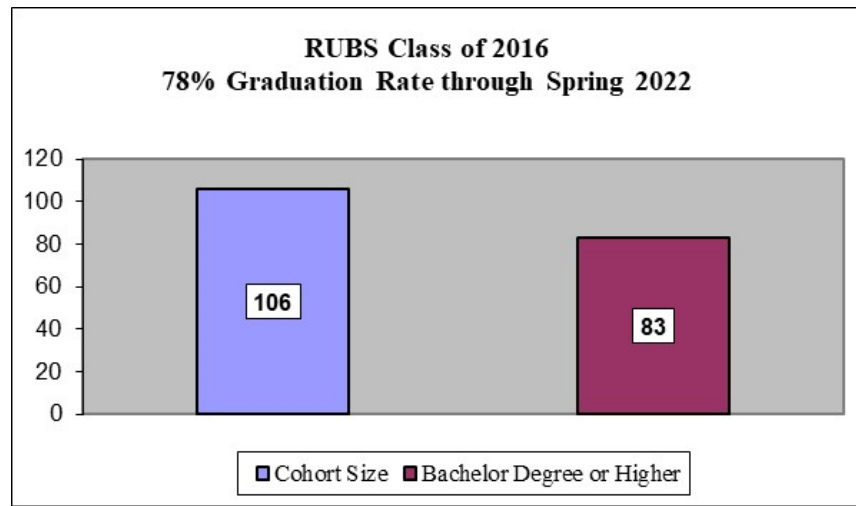
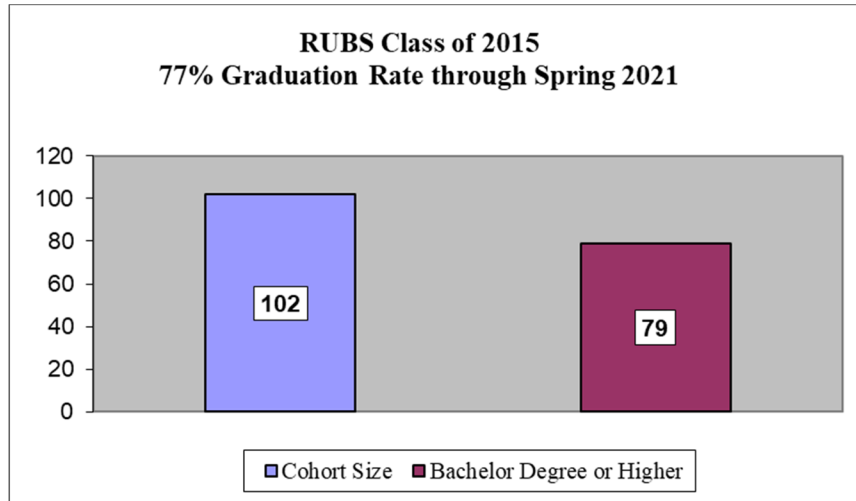
University (13 percent), East Central University (13 percent), University of Science & Arts of Oklahoma (12 percent), Rogers State University (9 percent), or Southeastern Oklahoma State University (8 percent).

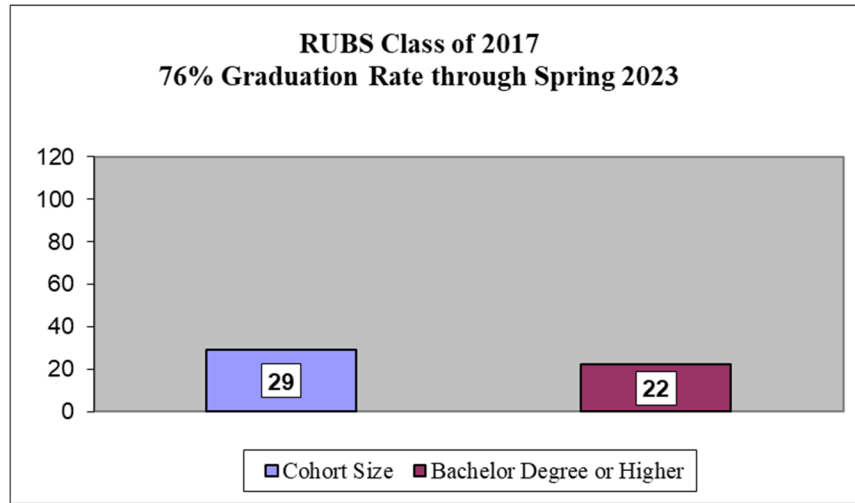
Oklahoma State Regents for Higher Education  
Regional University Baccalaureate Scholarship  
2022-2023 Year End Report

<b>Regional University</b>	<b>Student Count</b>	<b>2022-2023 Awards</b>
Cameron University	13	40,500
East Central University	32	96,000
Langston University	2	6,000
Northeastern State University	38	111,750
Northwestern Oklahoma State University	19	55,500
Oklahoma Panhandle State University	0	0
Rogers State University	23	67,500
Southeastern Oklahoma State University	21	57,000
Southwestern Oklahoma State University	33	96,000
University of Central Oklahoma	39	108,750
University of Science and Arts of Oklahoma	30	84,000
<b>TOTAL</b>	<b>250</b>	<b>723,000</b>

Degree Completion Rates

For the 237 participants entering the program between 2015 and 2017, 78 percent (184) earned at least a baccalaureate degree within six years.





Funding and Expenditure History

The following table shows the recent history of appropriations and expenditures for the program. Between FY 2015 and FY 2021, state appropriations declined from \$986,068 to \$717,054, a decrease of \$269,014 or 27 percent. There was a slight (4 percent) increase in appropriations in FY 2022. In FY 2023, appropriations increased to \$1,021,517. This increase allowed the State Regents to approve restoring the historical number of 15 freshman scholarship slots per university for the 2022-23 academic year.

Regional University Baccalaureate Scholarship  
Recent Funding History

	July 1 Beginning Balance	Appropriation Allocation	Investment Earnings	Scholarship Payments	June 30 Ending Balance
FY2013 actual	\$97,081	\$986,068	\$18,834	(\$974,250)	\$127,733
FY2014 actual	\$127,733	\$986,068	\$9,725	(\$919,500)	\$204,026
FY2015 actual	\$204,026	\$986,068	\$10,559	(\$918,000)	\$282,653
FY2016 actual	\$282,653	\$912,164	\$10,912	(\$987,750)	\$217,979
FY2017 actual	\$217,979	\$789,057	\$4,462	(\$951,750)	\$59,748
FY2018 actual	\$59,748	\$751,029	\$564	(\$739,500)	\$71,841
FY2019 actual	\$71,841	\$746,517	\$5,321	(\$672,000)	\$151,679
FY2020 actual	\$151,679	\$746,517	\$7,680	(\$693,750)	\$212,126
FY2021 actual	\$212,126	\$717,054	\$7,109	(\$668,250)	\$268,039
FY2022 actual	\$268,039	\$746,517	\$5,627	(\$686,950)	\$333,233
FY2023 actual	\$333,233	\$1,021,517	\$8,589	(\$723,750)	\$639,589

Total Scholarship Recipients

As the table below shows, the 250 participants in 2022 increased slightly from 232 in 2021. However, a 26 percent deficit remains from the program high in 2015.

**Total Regional University Baccalaureate Scholars, 2012-2022**

	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>
Cameron University	33	22	26	28	20	17	14	13	12	10	13
East Central University	43	40	47	51	49	39	30	31	28	29	32
Langston University	1	1	1	1	0	0	3	1	3	3	2
Northeastern State University	52	47	50	48	45	32	25	26	31	35	38
Northwestern Oklahoma State University	14	18	13	11	13	11	15	17	18	16	19
Oklahoma Panhandle State University	1	3	2	3	2	0	2	3	3	2	0
Rogers State University	32	35	34	38	36	20	22	24	27	24	23
Southeastern Oklahoma State University	23	20	19	22	22	22	21	29	23	20	21
Southwestern Oklahoma State University	51	50	50	55	51	42	35	33	28	34	33
University of Central Oklahoma	47	44	48	50	49	39	32	31	29	33	39
University of Science and Arts of Oklahoma	38	34	28	31	36	31	31	25	23	26	30
<b>Total</b>	<b>335</b>	<b>314</b>	<b>318</b>	<b>338</b>	<b>323</b>	<b>253</b>	<b>230</b>	<b>233</b>	<b>225</b>	<b>232</b>	<b>250</b>



Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
December 7, 2023

**AGENDA ITEM #20-b (6):**

**Annual Reports.**

**SUBJECT:** Acknowledge receipt of Policy Exception Quarterly Report.

**RECOMMENDATION:**

**It is recommended that the State Regents acknowledge receipt of the Policy Exception Quarterly Report.**

**BACKGROUND:**

At the May 1994 meeting, the State Regents delegated authority to the Chancellor to approve minor exceptions and clarifications to Oklahoma State Regents for Higher Education (OSRHE) policies that will not result in a broad circumvention of policy. All exceptions are requested by the president and supported by extenuating circumstances and are to be reported quarterly to the State Regents. This is the 88<sup>th</sup> report of exceptions to academic policy granted by the Chancellor.

**POLICY ISSUES:**

Three exceptions to OSRHE academic policies were granted by the Chancellor since the September 7, 2023 report.

**ANALYSIS:**

**Northeastern Oklahoma A&M College (NEOA&M)**

An exception was granted to the Oklahoma State Regents for Higher Education's (OSRHE) Concurrent Enrollment policy, which limits high school concurrent enrollment to juniors and seniors, to permit NEO to allow a high school sophomore to participate in concurrent enrollment. The exception was approved based on the student's pre-ACT exam scores and high school performance and recommendation of the president.

An exception was granted to the OSRHE's Undergraduate Degree Requirements policy, which requires students to complete a minimum of 15 credit hours in residence at an institution to be eligible to graduate from that institution, to allow NEO to award an associate's degree to a student after they had completed only 12 credit hours in residence at NEO. This exception was approved based on scheduling issues that prevented the student from completing 15 credit hours before transferring to a baccalaureate degree granting institution and recommendation of the president.

**Western Oklahoma State College (WOSC)**

An exception was granted to the OSRHE's policy 3.9.5, which requires students who are non-native speakers of English to demonstrate English proficiency by one of the means listed in policy or by some

other means designated by the president, to allow two students who had not demonstrated English proficiency to enroll in one credit hour of an active physical education course. The exception was approved based on WOSC's commitment to providing intensive English language support services to the students through immersion in an English-speaking environment, coaching with a bilingual English/Spanish language instructor, and access to Duolingo, with the intent that the students would be able to demonstrate sufficient English proficiency to enroll full time in the Spring 2024 semester, and recommendation of the president.



Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
December 7, 2023

**AGENDA ITEM #20-b (7):**

**Annual Reports.**

**SUBJECT:** Acknowledge receipt of FY24 Tuition and Analysis Report.

**RECOMMENDATION:**

**It is recommended that the State Regents acknowledge receipt of the FY2024 Tuition Impact Analysis Report for submission to the Governor, President Pro Tempore and the Speaker of the House as required by statute.**

**BACKGROUND:**

Oklahoma Statutes (Title 70, Section 3218.2) recognize the authority of the State Regents to prescribe and coordinate student fees and tuition at institutions in The State System and requires the annual reporting of tuition and fees approved for the current academic year to the Governor, the President Pro Tempore of the Senate, the Speaker of the House of Representatives, and the minority floor leaders and education chairs of both houses of the Oklahoma Legislature prior to January 1 each year.

**POLICY ISSUES:**

This report is consistent with the State Regents' policy.

**ANALYSIS:**

The *FY24 Tuition Impact Analysis Report* documents institutions' considerations in setting tuition and fees. Included in their consideration is the impact on students' ability to pay, the impact on enrollment, the availability of financial aid, the implementation of cost-effective measures, and institutions' communication with students. Additional information documents the portion of costs students pay, State Regents' initiatives, and the national perspective. Attachments are included documenting public hearings, legislative peer limits, and detailed listings of the tuition and fee rates. Following are observations from the report:

- All tuition and mandatory fees are within the legislatively prescribed limits.
- Institutions have seen average increases in undergraduate resident tuition and mandatory fees for FY24 of 1.5 percent at Research Universities, 2.3 percent at Regional Universities and 0.4 percent at the two-year Community Colleges.
- The average national published rate for FY24 tuition and mandatory fees is \$11,260 for undergraduate resident students attending a four-year institution and \$3,990 for those attending a two-year institution. Oklahoma's average rates are \$7,976 and \$4,734 respectively.

- Enrollment data shows an increase for the fall 2023 term with preliminary enrollment headcount of 180,229; an increase of 1.8 percent from the fall 2022 semester.
- Financial aid is readily available and institutions are committed to assisting eligible students to discover all sources of financial aid available to meet the costs associated with pursuing a college degree.
- Institutions continuously monitor administrative and programmatic costs in order to maximize their operational budgets and are implementing energy conservation programs to reduce utility costs and the impact on the environment and increase sustainability.
- Institutions presented information to students in a variety of ways and on a continuing basis. Students overall were supportive of reasonable increases for the purposes of improved and/or expanded student services, uncompromised quality of instruction, and recruitment and retention of quality faculty and staff.
- The investment in higher education has a significant return on investment for the individual and society as a whole, including higher lifetime earnings, increased level of civic participation, and an increase in contributions to tax revenues, among other things.

It is recommended that the State Regents acknowledge receipt of the *FY24 Tuition Impact Analysis Report* and authorize its distribution to the Governor and legislative leaders.

(Supplement)

Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
December 7, 2023

**AGENDA ITEM #20-b (8):**

**Annual Reports.**

**SUBJECT:** Acknowledge receipt of Financial Operations Report, June 30, 2023.

**RECOMMENDATION:**

**It is recommended that the State Regents acknowledge receipt of the Financial Operations Report, June 30, 2023.**

**ANALYSIS:**

Enclosed you will find the financial report for all operations and cost centers directly administered by the State Regents for the period July 1, 2022 through June 30, 2023. The financial statements presented in the report are prepared in accordance with fund accounting principles, and the statements are presented on a modified accrual basis.

There are currently 76 separate cost centers contained in the State Regents' accounting system. A brief description of the purpose and nature of some of the larger cost centers is contained in the report. Financial statements present information regarding each cost center, and all funds are accounted for by both cost center and cash fund.

The cash and investment balance of all funds at June 30, 2023, was \$1,263,217,448. State Regents previously directed that all funds be invested to the fullest extent possible. As of June 30, 2023, 78.18%, \$987.54 million of all funds was invested. The remaining amount of cash was necessary for working capital, was not within State Regents' authority to be invested, or was maintained in interest bearing cash accounts at the State Treasurer's Office. The majority of the invested funds pertain to the Regents' Endowment Fund, the Academic Scholars Fund, and the Regents Investment and Retirement Fund. Of the total \$987.54 million in investments, \$512,133,635 is invested in Equities and Fixed Income, \$89,064,215 is invested in Real Assets, \$278,155,111 in Private Equities, and \$108,187,791 in Hedge Funds.

State Regents' operations fall into two categories: (1) Core Administrative Operations involve those activities directly related to carrying out the State Regents' constitutional assignments, and (2) Special Programs Administration includes numerous programs (statutory, federal, other) assigned to the State Regents for administration and oversight, including Adult Degree Completion, Gear Up Grant, Information Technology, Micro-Credentials Program, Oklahoma Teacher Connection Program, Scholarship Administration, Student Preparation, Scholars in Excellence in Child Care (SECC) and the State's Telecommunications Network (OneNet.) These programs contain personnel related expenses, while all other special programs' operations contain only direct non-personnel expenses of the program.

Oklahoma College Assistance Program - Total loans guaranteed from program inception to the ending of OCAP's authority to guaranty new loans was approximately \$8,075.27 million of which approximately \$656.73 million remains outstanding and for which OCAP continues to provide services and receive associated revenue streams.



**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**

655 Research Parkway, Suite 200, Oklahoma City, Oklahoma

**MINUTES**

**Eight Hundred and Thirty-Three Meeting**



October 19, 2023



**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
655 Research Parkway, Suite 200, Oklahoma City, Oklahoma

Minutes of the Eight Hundred and Thirty-Three Meeting  
October 19, 2023

**CONTENTS**

Announcement of Filing of Meeting and Posting of the Agenda .....	20150
Call to Order .....	20150
Minutes of the Previous Meeting.....	20150
Comments from the Chair.....	20150
Comments from the Chancellor .....	20151
New Programs.....	20151
Program Deletion.....	20151
Teacher Education .....	20151
Oklahoma’s Promise.....	20152
E&G Budget.....	20152
Endowments.....	20152
Master Lease .....	20152
Contracts and Purchases .....	20153
Investments .....	20153
Policy .....	20153
Administrative Rules .....	20154
Preliminary Enrollment Report.....	20154
Commendations .....	20154
Consent Docket.....	20154
Reports .....	20155
Report of Committees.....	20155
Proposed Executive Session .....	20156
New Business.....	20156
Announcement of Next Regular Meeting.....	20156
Adjournment .....	20156





OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION  
655 Research Parkway, Suite 200, Oklahoma City, Oklahoma

**Minutes of the Eight Hundred and Thirty-Three Meeting  
of the  
Oklahoma State Regents for Higher Education**

October 19, 2023

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 regular meeting at 9 a.m. on Thursday, October 19, 2023, at the State Regents’ offices, 655 Research Parkway, Suite 200, Oklahoma City, Oklahoma. Notice of the meeting had been filed with the Secretary of State on Wednesday, November 2, 2022. A copy of the agenda for the meeting had been posted in accordance with the Open Meeting Act.
2. **CALL TO ORDER.** Chair Jack Sherry called the meeting to order and presided. Present for the meeting were State Regents Jack Sherry, Ann Holloway, Dennis Casey, Courtney Warmington, Michael C. Turpen, Dustin J. Hilliary, Jeffrey W. Hickman, Phillip Mitchell “Mitch” Adwon and Steven W. Taylor.
3. **MINUTES OF THE PREVIOUS MEETINGS.** Regent Taylor moved, seconded by Regent Adwon, to approve the minutes of the State Regents’ meetings in September 2023. Voting for the motion were Regents Sherry, Holloway, Casey, Warmington, Turpen, Hilliary, Hickman, Adwon and Taylor. Voting against the motion were none.
4. **COMMENTS FROM THE CHAIR.** Chair Sherry highlighted the recent Regents Education Program Annual Conference held at Rose State College, underscoring the importance of conference to Regents across the state. He extended his gratitude to the dedicated staff for their efforts in revamping our website and also commended staff who presented examples of the capabilities of dashboards for use by our institutions and the

public as well. These enhancements reflect our commitment to staying at the forefront of technological advancements in education.

5. **COMMENTS FROM THE CHANCELLOR.** Chancellor Garrett pointed out the robust enrollments at our institutions, which registered a 6.5 percent surge. She also noted a substantial increase of over 12 percent in concurrent enrollment. Additionally, she brought up the forthcoming Higher Education Hall of Fame induction ceremony, set for Monday, November 6 at the University of Central Oklahoma. This year, two former State Regents, Jody Parker and Jay Helm, will be honored with induction into the Hall of Fame. Lastly, she acknowledged Jon Domstead and Bryce Fair as they prepare for their upcoming retirements.
  
6. **NEW PROGRAMS.**
  - a. Regent Casey moved, seconded by Regent Hilliary, to approve a request from the University of Oklahoma to offer the Doctor of Philosophy in Learning Experience Design and Technology. No institution protested the proposal within the 45-day protest period. Voting for the motion were Regents Holloway, Casey, Warmington, Turpen, Hilliary, Hickman, Adwon, Taylor and Sherry. Voting against the motion were none.
  
  - b. Regent Casey moved, seconded by Regent Holloway, to approve a request from Western Oklahoma State College to offer the Associate in Applied Science in Applied Animal Science. No institution protested the proposal within the 45-day protest period. Voting for the motion were Regents Casey, Warmington, Turpen, Hilliary, Hickman, Adwon, Taylor, Sherry and Holloway. Voting against the motion were none.
  
7. **PROGRAM DELETION.** Regent Casey moved, seconded by Regent Holloway, to approve requests for program deletions from Oklahoma State University – Oklahoma City to delete the Associate in Applied Science in Applied Technology. Voting for the motion were Regents Warmington, Turpen, Hilliary, Hickman, Adwon, Taylor, Sherry, Holloway and Casey. Voting against the motion were none.
  
8. **TEACHER EDUCATION.** Regent Casey moved, seconded by Regent Holloway, to approve the appointment of Autumn Kouba, Program Manager for Teacher Recruitment and Retention at the Oklahoma State Department of Education, as a member of the Advisory Committee for the Inspired

to Teach Program. Voting for the motion were Regents Turpen, Hilliary, Hickman, Adwon, Taylor, Sherry, Holloway, Casey and Warmington. Voting against the motion were none.

9. **OKLAHOMA’S PROMISE.** Regent Casey moved, seconded by Regent Hickman, to approve the FY25 funding estimate for the Oklahoma’s Promise scholarship program in the amount of \$71.8 million, with a recommendation for \$67.7 million of the funding estimate to be allocated from the General Revenue Fund and the remaining \$4.1 million funded from the program’s trust fund reserves. Bryce Fair, Associate Vice Chancellor for Scholarships and Grants, gave an update on the program. Regent Hickman commended Bryce Fair for his work on the program and for his years of service. Regent Holloway also lent her praise of Bryce Fair for helping her to understand Oklahoma’s Promise. Voting for the motion were Regents Hilliary, Hickman, Adwon, Taylor, Sherry, Holloway, Casey, Warmington and Turpen. Voting against the motion were none.
10. **E&G BUDGET.** Regent Hilliary moved, seconded by Regent Holloway, to approve the FY25 budget request in the amount of \$1,126,192,246, representing an increase of \$122.4 million, or 12.2 percent, for support of the Oklahoma State System of Higher Education and the FY25 capital revolving liquidity facility appropriation request of \$200 million. Mark Tygret, Vice Chancellor for Budget and Finance, explained that the items contained in the request were tied directly to “Blueprint 2030.” Voting for the motion were Regents Hickman, Adwon, Taylor, Sherry, Holloway, Casey, Warmington, Turpen and Hilliary. Voting against the motion were none.
11. **ENDOWMENT.** Regent Hilliary moved, seconded by Regent Taylor, to approve a distribution of 4.5 percent of the rolling average of June 30th market values in the amount of \$38.4 million for fiscal year 2023 plus \$8.6 million from prior year’s carryover – totaling approximately \$47.2 million – for institutional expenditure from eligible Endowment Trust Fund accounts, and to approve the corresponding account reports for the year-ended June 30, 2023. The market value of the trust fund was \$1.115 billion, as of June 30, 2023. In FY23, the fund posted a return of approximately 6.5 percent in the unitized value for the fiscal year. Voting for the motion were Regents Adwon, Taylor, Sherry, Holloway, Casey, Warmington, Turpen, Hilliary and Hickman. Voting against the motion were none.
12. **MASTER LEASE.** Regent Hilliary moved, seconded by Regent Holloway, to approve a request from the University of Oklahoma to authorize for submission to the Council of Bond Oversight the 2023A Equipment Master Lease Series totaling \$3,582,000 for the purchase of 9 aircraft for their

aviation program. Voting for the motion were Regents Taylor, Sherry, Holloway, Casey, Warmington, Turpen, Hilliary, Hickman and Adwon. Voting against the motion were none.

13. **CONTRACTS AND PURCHASES.** Regent Hilliary presented contracts and purchases over \$100,000 for FY2024. Regent Holloway moved, seconded by Regent Casey, to approve the item. Voting for the motion were Regents Sherry, Holloway, Casey, Warmington, Turpen, Hickman, Adwon and Taylor. Regent Hilliary abstained from the item. Voting against the motion were none.

14. **INVESTMENTS.** Regent Taylor moved, seconded by Regent Adwon, to approve the proposed investment managers as follows:

- Related Real Estate Debt Fund IV -- \$10,000,000. This fund will invest in whole loans and subordinate securities backed by transitional and near-stable commercial and for-sale residential real estate assets primarily located in gateway markets of the United States. The properties may include office, multi-family, retail, industrial, hospitality and special-use assets. The fund has a presence throughout the United States and uses a fully-integrated model of acquisition, constructions, development, property and asset management expertise to leverage transactions.

Voting for the motion were Regents Holloway, Casey, Warmington, Turpen, Hilliary, Hickman, Adwon, Taylor and Sherry. Voting against the motion were none.

15. **POLICY.**

- a. Regent Warmington moved, seconded by Regent Hickman, to approve the proposed revisions to Chapter 1 (Governance) and Chapter 2 (Administrative Operations) of the OSRHE Policy and Procedures Manual. The proposed revisions are the result of a request for a policy audit by the Chancellor and conducted by State Regents' staff under the direction of General Counsel Matt Stangl. Voting for the motion were Regents Casey, Warmington, Turpen, Hilliary Hickman, Adwon, Taylor, Sherry and Holloway. Voting against the motion were none.
- b. Regent Casey moved, seconded by Regent Hickman, to approve proposed revisions to the following Academic Affairs polices: Distance Education and Traditional Off-Campus Courses and Programs, Student Assessment and Remediation, and Professional Programs. Voting for the motion were Regents Warmington, Turpen, Hilliary, Hickman, Adwon, Taylor, Sherry, Holloway and Casey. Voting against the motion were none.

- c. Item #15-c is the posting of revisions to the Institutional Admission and Retention policy. The proposed revisions are the result of a request for a policy audit by the Chancellor and conducted by OSRHE staff under the direction of the Vice Chancellor for Academic Affairs. This item is for posting only.
16. **ADMINISTRATIVE RULES.** Item #16 is the posting of proposed permanent rule revisions for OneNet and initiation of the process for adoption of permanent rule revisions. The permanent rules address the types of services OneNet provides and the organizations who can utilize these services as well as update technology terminology. This item is for posting only.
17. **PRELIMINARY ENROLLMENT REPORT.** Regent Warmington moved, seconded by Regent Casey, to acknowledge the receipt of the Fall 2023 Preliminary Enrollment Report. Dr. Stephanie Baird, Associate Vice Chancellor for System Analysis and Reporting, delivered a presentation on the Preliminary Enrollment Report. In her presentation, she highlighted that the total student population (measured by headcount) at Oklahoma's colleges and universities experienced a growth of 2,857 students, representing a 1.6 percent increase, when comparing the Fall 2023 semester's enrollment (180,229 students) with the Fall 2022 semester (177,372 students). The report also provided mentioned the rise in the number of first-time entering students at Oklahoma's colleges and universities, showing an increase of 1,888 students, equivalent to a 6.4 percent growth, from the Fall 2022 semester (29,344 students) to the Fall 2023 semester (31,232 students). Voting for the motion were Regents Turpen, Hilliary, Hickman, Adwon, Taylor, Sherry, Holloway, Casey and Warmington. Voting against the motion were none.
18. **COMMENDATIONS.** Regent Hickman moved, seconded by Regent Holloway, to recognize State Regents' staff for service and recognition on state and national. Voting for the motion were Regents Hilliary, Hickman, Adwon, Taylor, Sherry, Holloway, Casey, Warmington and Turpen. Voting against the motion were none.
19. **CONSENT DOCKET.** Regent Holloway moved, seconded by Regent Hickman, to approve/ratify the following routine requests which are consistent with State Regents' policies and procedures or previous actions:

- a. Electronic Delivery. University of Oklahoma. Approval to offer the existing Graduate Certificate in Foundations of Business by electronic delivery.
- b. State Authorization Reciprocity Agreement. Ratification of institutional requests for annual renewal of participation in the State Authorization Reciprocity Agreement.
- c. Operations.
  - 1. Ratification of purchases over \$25,000.
  - 2. Ratification of personnel changes relating to director level and above.
  - 3. Approval of agency merit-based compensation plan.
- d. Resolutions. Approval of resolutions honoring retiring staff.

Voting for the motion were Regents Hickman, Adwon, Taylor, Sherry, Holloway, Casey, Warmington and Turpen. Regent Hilliary abstained from Item #19-c (1). Voting against the motion were none.

20. **REPORTS.** Regent Casey moved, seconded by Regent Holloway, to acknowledge receipt Current Status Report on program requests. Voting for the motion were Regents Adwon, Taylor, Sherry, Holloway, Casey, Warmington, Turpen, Hilliary and Hickman. Voting against the motion were none.

21. **REPORT OF THE COMMITTEES.**

- a. Academic Affairs and Social Justice and Student Services Committees. The Academic Affairs and Social Justice and Student Services Committees had no additional items for Regents' action.
- b. Budget and Audit Committee. The Budget and Audit Committee had no additional items for Regents' action.

- c. Strategic Planning and Personnel and Technology Committee. The Strategic Planning and Personnel and Technology Committee had no additional items for Regents' action.
  - d. Investment Committee. The Investment Committee had no additional items for Regents' action.
22. **PROPOSED EXECUTIVE SESSION.** Mr. Matt Stangl, General Counsel for the Oklahoma State Regents for Higher Education, advised State Regents that an executive session was not needed.
23. **NEW BUSINESS.** No new business was discussed.
24. **ANNOUNCEMENT OF NEXT REGULAR MEETING.** Chair Sherry made the announcement that the Budget Needs request, having received approval during this meeting, renders the November 2 meeting unnecessary and, therefore, it will be canceled. Chair Sherry announced that the next regular meetings are scheduled to be held on Wednesday, December 6, 2023 at 10:30 a.m. and Thursday, December 7, 2023 at 9 a.m. at the State Regents office, 655 Research Parkway, Suite 200, Oklahoma City, OK.
25. **ADJOURNMENT.** With no new business and no additional items to address, the meeting was adjourned.

ATTEST:

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Jack Sherry, Chair

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Steven Taylor, Secretary

**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
655 Research Parkway, Suite 200 Oklahoma City

**MINUTES OF THE  
COMMITTEE-OF-THE-WHOLE**  
Wednesday, October 18, 2023

26. **ANNOUNCEMENT 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 regular meeting at 10:30 a.m. on Wednesday, October 18, 2023, at the State Regents' offices, 655 Research Parkway, Suite 200, Oklahoma City, Oklahoma. Notice of the meeting had been filed with the Secretary of State on Wednesday, November 2, 2022. A copy of the agenda for the meeting had been posted in accordance with the Open Meeting Act.
27. **CALL TO ORDER.** Chair Jack Sherry called the meeting to order and presided. Present for the meeting were State Regents Jack Sherry, Ann Holloway, Dennis Casey, Courtney Warmington, Dustin J. Hilliary, Jeffrey W. Hickman, Steven W. Taylor and Michael C. Turpen. Regent Phillip Mitchell "Mitch" Adwon did not attend the meeting.
28. **INVESTMENTS.** Update on the status of higher education investments. Mercer representatives Beth Johnson, Tim Westrich, and Paul Kolevsohn were in attendance to give an update on investments. Mr. Westrich updated the Regents on global market performance, noting a 4 percent decline in global equities and a 5 percent dip in U.S. markets in September 2023. However, the portfolio rebounded, rising 8 percent in October. Mr. Kolevsohn addressed shifts in real estate, particularly in office spaces due to increased remote work. He recommended a \$10 million commitment to Related Real Estate Debt Fund IV, anticipating a 12-13 percent return with 80 percent as current income. Ms. Johnson highlighted the fund's opportunistic fixed income nature, offering both equity-like volatility and return potential.
29. **REGIONAL UNIVERSITY SYSTEM OF OKLAHOMA.** Update on RUSO institutions. Jane McDermott, chair of the Regional University System of Oklahoma (RUSO) Board of Regents provided an update on the RUSO institutions. Regent McDermott emphasized that initiatives such as Oklahoma's Promise and concurrent enrollment enhance the college readiness of K-12 students. RUSO institutions have proven successful in providing accessibility, affordability, and retaining graduates within the state. Regarding workforce preparedness, Northwestern Oklahoma State University excels in the "teaching" domain, while Southwestern Oklahoma State University leads in "STEM." Additionally, Southeastern Oklahoma State University surpasses all other Oklahoma universities in producing Master's graduates.
30. **STATE SYSTEM INSTITUTIONS.**
  - a. **Oklahoma State University.** Update on institutional activities at Oklahoma State University. President Kayse Shrum presented a progress report on Oklahoma State University's (OSU) strategic plan objectives. Included in the strategic plan is a goal for 60 percent of OSU students to graduate without debt, and for those with debt, the aim is for it to be under \$3,000 annually. Scholarships play a crucial role in achieving this target. The implementation of transdisciplinary institutes facilitates collaboration among various colleges and campuses, addressing significant societal challenges and fostering seamless interactions between students and industry. President Shrum highlighted several programs



that align with workforce needs, emphasizing the tangible value they provide to students upon graduation.

- b. **Tulsa Community College.** Update on institutional activities at Tulsa Community College. President Leigh Goodson updated the Regents on Strategic Plan Blueprint 2030 initiatives, noting Tulsa Community College's (TCC) participation in the American Association of Community Colleges Pathways Project since 2015. Over the past decade, TCC has seen a 10 percent increase in graduation rates and a 25 percent rise in degrees and certificates awarded. President Goodson highlighted TCC's involvement in "Unlocking Opportunities Network of Colleges," a three-year program aimed at guiding more students toward programs leading to well-paying jobs or efficient bachelor's degree completion. The program assesses real-time job outcomes and wages to determine the value of specific degree programs. TCC secured grants to expand its engineering and engineering tech programs.
  - c. **Redlands Community College.** Update on institutional activities at Redlands Community College. President Jena Marr provided a Redlands Community College (RCC) Strategic Plan Blueprint 2030 update, highlighting a 10.8 percent increase in fall 2023 enrollment and a 21.2 percent rise in concurrent enrollment. RCC established a Business Advisory Council to address workforce needs for business degrees and is pursuing accreditation from the Accreditation Council of Business Schools and Programs. The nursing program upgraded simulation labs for enhanced hands-on learning, and the computer science program is revamped with a new full-time professor and an articulation agreement with Southwestern Oklahoma State University. She explained that RCC is using the EAB Navigator software, which is a powerful technology that unites administrators, faculty, staff, and students in a collaborative network that supports the entire student experience, from recruitment to career. This also aids faculty in identifying and supporting students at risk of falling behind. President Marr also noted that RCC ranks third in Oklahoma for concurrent enrollment and offers 100 percent online degrees for adult learners and actively recruits from GED programs.
31. **BLUEPRINT 2030.** Update on progress in support of the strategic plan recommendations.
- a. **Dashboards.** Demonstration of public dashboards (Strategy #16D). Associate Vice Chancellor for System Analysis and Reporting Dr. Stephanie Baird provided a demonstration of the public dashboards currently in development. These include degrees conferred, enrollment, and student success dashboards.
  - b. **Online Education.** Associate Vice Chancellor of Innovation Brad Griffith gave an update on online education initiatives. The Online Consortium of Oklahoma is launching a series of collaborative course development grants. Digital education for incarcerated Oklahomans is an important partnership with the Oklahoma Department of Corrections. Regent Hickman left the meeting following the presentation at 1:05 p.m.
32. **BUDGET REPORT AND REVENUE UPDATE.** Report on the State budget and revenue. Mark Tygret, Vice Chancellor for Budget and Finance, stated that gross production is behind this year and estimated income taxes are right on track. The General Revenue Fund is down almost 60 percent from last year. Regent Hilliary left the meeting following the presentation at 1:30 p.m.

33. **LEGISLATIVE UPDATE.** Update on legislative activity. Dr. Jarrett Jobe, Vice Chancellor for Governmental Relations, provided a status report on the previous special session. He also gave updates on interim studies held at the capitol.
34. **PROPOSED EXECUTIVE SESSION.** Matt Stangl, General Council indicated that an executive session was not needed at this time.
- Possible discussion and vote to enter into executive session pursuant to 25 O.S. § 307(B)(4) for confidential communications between the board and its attorneys concerning: (1) Shepherd v. Oklahoma State Regents for Higher Education, et al., CJ-2020-2383, Oklahoma County District Court; (2) Black Emergency Response Team, et al. v. O'Connor, et al., Case No. 5:21-cv-01022-G, in the United States District Court for the Western District of Oklahoma; (3) Wisdom Ministries, Inc. v. Garrett, et al., Case No. 4:22-cv-00477-CVE, in the United States District Court for the Northern District of Oklahoma; and (4) Larry Love University, Muskogee, if the board, with the advice of its attorney, determines that disclosure will seriously impair the ability of the board to process the claim or conduct a pending investigation, litigation, or proceeding in the public interest.
35. **“BEST OF HIGHER EDUCATION.”** Regents received the October 2023 update on institutional activities via e-mail.
36. **CALENDAR OF EVENTS.** The calendar of events was distributed in written form to the Regents.
37. **ADJOURN.** With no other items to discuss, the meeting was adjourned.

ATTEST:

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Jack Sherry, Chair

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Steven W. Taylor, Secretary