



OKLAHOMA STATE SYSTEM
OF HIGHER EDUCATION

Improving our future by degrees

Agenda

February 1, 2024

NOTE

This document contains recommendations and reports to the State Regents regarding items on the February 1, 2024 special meeting agenda. For additional information, please call 405-225-9116 or to get this document electronically go to www.okhighered.org State System.

Materials and recommendations contained in this agenda are tentative and unofficial prior to State Regents' approval or acceptance on February 1, 2024.

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

A G E N D A

Thursday, February 1, 2024 at 9 a.m.
Seminole State College
Enoch Kelly Haney Center,
Utterback Ballroom
2701 Boren Blvd.,
Seminole, 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.)

SEMINOLE STATE COLLEGE

6. **President's Welcome.** Welcome from President Lana Reynolds of Seminole State College. Page 1. (Oral Presentation)
7. **State System Institutional Update.** Update on institutional activities at Seminole State College. Page 3. (Oral Presentation)

ACADEMIC

8. **New Programs.**
 - a. University of Oklahoma. Approval to offer the Master of Science in Entrepreneurship and Innovation and the Master of Science in Clinical Mental Health Counseling. Page 5.
 - b. Northwestern Oklahoma State University. Approval to offer the Master of Business Administration in Business Administration. Page 9.
 - c. Southeastern Oklahoma State University. Approval to offer the Master of Science in Community Health and the Master of Science in Health Science. Page 13.

- d. Southwestern Oklahoma State University. Approval to offer the Associate of Applied Science in Surgical Technology. Page 17.
 - e. Murray State College. Approval to offer the Associate in Science in Conservation and Wildlife Management. Page 21.
- 9. **Summer Academies.** Approval of a modification to allocation for Full STEM Ahead grants. Page 25.
 - 10. **Program Deletions.** Approval of institutional request. Page 29.
 - 11. **State Authorization.** Approval of a request from New York University to open a physical location in Tulsa, Oklahoma. Page 31.
 - 12. **Academic Policy.**
 - a. Approval of policy exception request. Oklahoma State University Institute of Technology. Page 35.
 - b. Approval of early college programs. Southwestern Oklahoma State University. Page 37.

FISCAL

- 13. **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 47.
- 14. **Endowment.** Approval and reconciliation of endowment accounts as requested by Oklahoma State University. Page 49.
- 15. **EPSCoR.** Approval of allocation for EPSCoR/IDeA Coalition dues. Page 51.
- 16. **Grant.** Authorize acceptance of GEER II sourced from Reverted Emergency Assistance to Non-public Schools (EANS) Funds from the American Rescue Plan Act of 2021 to support specific academic programs. Page 53.
- 17. **Contracts and Purchases.** Approval of contracts exceeding \$100,000. Page 55.
- 18. **Investments.** Approval of investment managers. Page 57.

EXECUTIVE

- 19. **Policy.**
 - a. Approval of proposed amendments to Chapter 4 (Budget and Fiscal Operations) in Policies and Procedures Manual. Page 59. (Supplement)

- b. Approval of revisions to Chapter 5 (“Student Financial Aid and Scholarships”) of the OSRHE Policy and Procedures Manual. Page 63. (Supplement)

20. **Administrative Rules.**

- a. Approval of proposed amendments to Administrative Operations APA rules. Page 67.
- b. Approval 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 71.

CONSENT DOCKET

21. **Consent Docket.** Approval/ratification of the following routine requests which are consistent with State Regents’ policies and procedures or previous actions.

- a. High School Courses for College Admission. Ratification of a request to approve high school courses for college admission. Page 81.
- b. State Authorization Reciprocity Agreement. Ratification of institutional requests for annual renewal of participation in the State Authorization Reciprocity Agreement. Page 83.
- c. Operations. Ratification of purchases exceeding \$25,000. Page 85.

REPORTS

22. **Reports.**

- a. Programs. Acknowledge receipt of the Current Status Report on program requests. Page 87.
- b. Annual Reports
 - (1) Acknowledge receipt of the ACT Annual Report. Page 89.
 - (2) Acknowledge receipt of the 2022 High School Indicators Report. Page 93.
 - (3) Degrees Conferred. Acknowledge receipt of the 2022-23 Degrees and Certificates Conferred in Oklahoma Higher Education Report. Page 99.

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

- a. Academic Affairs and Student Services Committee.
- b. Budget and Audit Committee.
- c. Strategic Planning, Personnel Committee and Technology Committee.

- d. Investment Committee.
24. **Proposed Executive Session.** Page 107.
- a. Possible discussion and vote to enter into executive session pursuant to 25 O.S. § 307(B)(4) for confidential communications between the board and its attorney(s) concerning: (1) Black Emergency Response Team, et al. v. Drummond, et al., Case No. 5:21-cv-01022-G in the United States District Court for the Western District of Oklahoma; (2) Wisdom Ministries, Inc. v. Garrett, et al., Case No. 23-5098, United States Court of Appeals for the Tenth Circuit (appealed from 4:22-cv-00477-CVE-CDL in the United States District Court for the Northern District of Oklahoma); and (3) EEOC Charge # 564-2023-01525, if the board, with the advice of its attorney, determines that disclosure will seriously impair the ability of the board to process the claim or conduct a pending investigation, litigation, or proceeding in the public interest.
 - b. Enter into executive session.
 - c. Exit executive session and vote to re-enter open session.
 - d. Possible discussion and vote on items discussed in executive session.
25. **Announcement of Next Regular Meeting – The next regular meetings are scheduled to be held on Wednesday, March 13, 2024 at 10:30 a.m. at Carl Albert State College, Poteau, Oklahoma and Thursday, March 14, 2024 at 9 a.m. at Eastern Oklahoma State College, Wilburton, Oklahoma.**
26. **Adjourn.**

*Following meeting adjournment, State Regents will take a tour of Seminole State College's campus and have lunch.

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

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
February 1, 2024

AGENDA ITEM #6:

President's Welcome.

SUBJECT: Welcome from President Lana Reynolds of Seminole State College.

Oral Presentation.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
February 1, 2024

AGENDA ITEM #7:

State System Institutional Update.

SUBJECT: Update on institutional activities at Seminole State College.

Oral Presentation.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
February 1, 2024

AGENDA ITEM #8-a:

New Programs.

SUBJECT: University of Oklahoma. Approval to offer the Master of Science in Entrepreneurship and Innovation and the Master of Science in Clinical Mental Health Counseling.

RECOMMENDATION:

It is recommended that the State Regents approve the University of Oklahoma's requests to offer the Master of Science in Entrepreneurship and Innovation, via electronic delivery, and the Master of Science in Clinical Mental Health, via traditional delivery, with the stipulation that continuation of the programs will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.

- **Master of Science in Entrepreneurship and Innovation.** Continuation beyond Fall 2027 will depend upon meeting the following criteria:
Majors enrolled: a minimum of 109 students in Fall 2026; and
Graduates: a minimum of 74 students in 2026-2027.
- **Master of Science in Clinical Mental Health Counseling.** Continuation beyond Fall 2027 will depend upon meeting the following criteria:
Majors enrolled: a minimum of 55 students in Fall 2026; and
Graduates: a minimum of 15 students in 2026-2027.

BACKGROUND:

Academic Plan

Institutional Academic Plans are submitted annually to the State Regents, with acknowledgment of receipt, not endorsement. The University of Oklahoma's (OU) 2023-2024 Academic Plan is available at: <https://okhighered.org/admin-fac/academic-forms/>.

APRA Implementation

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

As a result of the APRA process, a net of 93 academic programs have been eliminated. After 30 years of documenting institutions' successful efforts to prioritize programs through APRA, along with recommendations from the Task Force on the Future of Higher Education to expand collaboration and limit

program duplication, the Net Reduction table has been reset, beginning with the 2021-2022 academic year, to monitor the next 30 years of progress on this initiative.

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

10	Degree and/or certificate programs deleted
28	Degree and/or certificate programs added

Program Review

OU offers 355 degree and/or certificate programs as follows:

66	Certificates
0	Associate in Arts or Science Degrees
0	Associate in Applied Science Degrees
127	Baccalaureate Degrees
104	Master’s Degrees
58	Doctoral Degrees
0	First Professional Degrees

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

Program Development Process

OU’s faculty developed the proposals, which were reviewed and approved by institutional officials. OU’s governing board approved delivery of the Master of Science in Entrepreneurship and Innovation and the Master of Science in Clinical Mental Health Counseling programs at their November 30, 2023 meeting. OU is currently approved to offer 82 degree and certificate programs through electronic delivery. OU requests authorization to offer these programs as outlined below.

POLICY ISSUES:

These actions are consistent with the Oklahoma State Regents for Higher Education’s (OSRHE) Academic Program Approval and the Distance Education and Traditional Off-Campus Courses and Programs policies.

ANALYSIS:

Master of Science in Entrepreneurship and Innovation

Program purpose. The proposed Master of Science in Entrepreneurship and Innovation program is designed to offer deep insights to the challenges and intricacies of starting and scaling a business.

Program rationale and background. In today's global economy, entrepreneurship and innovation have become essential drivers of economic growth, national competitiveness and societal progress. They create new opportunities, industries and jobs in fields ranging from energy to health care, and manufacturing to sustainability. As the world grapples with unprecedented challenges, the need for novel ideas and business models has become even more pressing. The Master of Science in Entrepreneurship and Innovation

program will help students develop the skills required to be successful entrepreneurs in startup environments or in existing corporate settings. It will provide a systematic approach to understanding business models, market dynamics, and innovation strategies. Students will be equipped with the tools to assess, manage, and mitigate risks associated with innovation and entrepreneurship.

Employment opportunities. Graduates of the proposed program will develop skills in high-demand areas such as: product innovation, finance, new product development, and business development and communication. Employer demand for relevant professionals suggests potential employment opportunities in several key labor sectors, including: Professional, Scientific, and Technical Services; Education Services; Manufacturing; and Finance/Insurance. The US Bureau of Labor Statistics projects a 1 to 16 percent increase in various business fields through 2032. Oklahoma Works shows the fields of business and science as two of the fastest growing areas in today’s economy.

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

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	109	Fall 2026
Minimum Graduates from the program	74	2026-2027

Duplication and impact on existing programs. The proposed Master of Science in Entrepreneurship and Innovation may share similar content with the following programs:

Institution	Existing Program
Oklahoma State University	Master of Science in Entrepreneurship (474)
Langston University	Master of Entrepreneurial Studies in Entrepreneurship (066)

A system wide letter of intent was communicated by email on November 15, 2023. None of the State System institutions notified State Regents’ staff of a protest to the proposed program. Approval will not constitute unnecessary duplication.

Delivery method and support services. The proposed Master of Science in Entrepreneurship and Innovation will be offered via electronic delivery. OU utilizes Canvas as its learning management system to deliver program content for online courses. The following features in Canvas facilitate student learning: discussion boards, assignment submission, resources, and direct messaging between instructors and students. Canvas contains a calendar/alerts notification component which provide reminders and prompts to students regarding due dates. The library, classrooms, and equipment may also be utilized by students and are adequate for the proposed program.

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

Master of Science in Clinical Mental Health Counseling

Program purpose. The proposed Master of Science in Clinical Mental Health Counseling will be geared towards students who are pursuing a Licensed Professional Counseling certification in the State of Oklahoma.

Program rationale and background. The objective of the proposed program is to recognize the Master of Science in Clinical Mental Health Counseling as a separate degree from OU’s current Master of Clinical Mental Health Counseling program (459). OU intends to submit for accreditation for the Master of Clinical Mental Health Counseling (459) under the Counsel of Accreditation of Counseling and Related Educational Programs (CACREP). The programmatic CACREP accreditation calls for different requirements from the Oklahoma State Board's licensing requirements for the proposed Master of Science program, and therefore, calls for a separate degree. This 60-hour program will allow graduates to apply for licensure as Licensed Professional Counselors after obtaining their licensing from the Oklahoma State Board of Behavioral Health Licensing.

Employment opportunities. According to the Oklahoma Wage Report 2021, licensed clinicians earned an annual salary between \$50,270-\$66,350. Substance Abuse, Behavioral Disorders, and Mental Health Counselors were listed in the 100 Critical Occupations identified by Oklahoma Works. In 2021, there were 3,633 clinical jobs receiving an annual salary of \$47,507. The number of these jobs is expected to increase to 4,267 by 2030. That is a 17 percent increase in the need for counseling professionals by the year 2030.

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

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	55	Fall 2026
Minimum Graduates from the program	15	2026-2027

Duplication and impact on existing programs. The proposed Master of Science in Clinical Mental Health Counseling may share similar content with the following programs:

Institution	Existing Program
Cameron University	Master of Arts in Mental Health (600)
Southeastern Oklahoma State University	Master of Arts in Clinical Mental Health Counseling (078)

A system wide letter of intent was communicated by email on November 15, 2023. None of the State System institutions notified State Regents’ staff of a protest to the proposed program. Approval will not constitute unnecessary duplication.

Delivery method and support services. The proposed Master of Science in Clinical Mental Health Counseling will be offered via traditional delivery. The library, classrooms, and equipment are adequate for the proposed program.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
February 1, 2024

AGENDA ITEM #8-b:

New Programs.

SUBJECT: Northwestern Oklahoma State University. Approval to offer the Master of Business Administration in Business Administration.

RECOMMENDATION:

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

- **Master of Business Administration in Business Administration.** Continuation beyond Fall 2029 will depend upon meeting the following criteria:
Majors enrolled: a minimum of 20 students in Fall 2028; and
Graduates: a minimum of 15 students in 2028-2029.

BACKGROUND:

Academic Plan

Institutional Academic Plans are submitted annually to the State Regents, with acknowledgment of receipt, not endorsement. Northwestern Oklahoma State University's (NWOSU) 2023-2024 Academic Plan is available at: <https://okhighered.org/admin-fac/academic-forms/>.

APRA Implementation

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

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

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

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

Program Review

NWOSU offers 57 degree and/or certificate programs as follows:

11	Certificates
0	Associate in Arts or Science Degrees
0	Associate in Applied Science Degrees
36	Baccalaureate Degrees
9	Master's Degrees
1	Doctoral Degrees
0	First Professional Degrees

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

Program Development Process

NWOSU's faculty developed the proposal, which was reviewed and approved by institutional officials. NWOSU's governing board approved delivery of the Master of Business Administration in Business Administration program at their November 10, 2023 meeting. NWOSU is currently approved to offer 19 degree and certificate programs through electronic delivery. NWOSU requests authorization to offer these programs as outlined below.

POLICY ISSUES:

This action is consistent with the Oklahoma State Regents for Higher Education's (OSRHE) Academic Program Approval and the Distance Education and Traditional Off-Campus Courses and Programs policies.

ANALYSIS:

Master of Business Administration in Business Administration

Program purpose. The proposed Master of Business Administration in Business Administration program will focus on collaboration, leadership, ethics, professionalism, diversity, and critical thinking skills necessary for students to further their careers in the business world.

Program rationale and background. NWOSU's Division of Business (DOB) surveyed current students and recent graduates from the spring and fall semesters to determine if there is student demand for the proposed program. Of the students surveyed, 38 stated they would be interested in completing a Master of Business Administration in Business Administration program if one were offered at NWOSU. Over the past two years, the DOB chair has received eight requests from students looking to complete a Master of Business Administration (MBA) program. The DOB chair has supplied many students with school website

links and helpful information to determine where they could complete an MBA at other schools. Additionally, many of NWOSU’s accounting students need to complete courses beyond the bachelor's degree to obtain the 150 required hours to sit for the Certified Public Accountant exam. Offering an MBA program would allow students to acquire a second degree while meeting Oklahoma Society of Certified Public Accountant requirements for the test. The option of having an online MBA with a Health Care Option (HCA) option at NWOSU will help to meet the need of nurses who wish to continue their education in business administration or step into a role that will require this knowledge and expertise.

Employment opportunities. The NWOSU DOB Advisory Council, which includes alumni working in the field and employers of NWOSU graduates, have been informed of the proposed MBA program. The advisory council members believe it will be an excellent opportunity for traditional and non-traditional students in the NWOSU area to complete an MBA to further their career opportunities and provide a needed business workforce. The NWOSU Division of Nursing (DON) spoke to their advisory board members, alumni of the DON programs, and stakeholders of the DON programs to determine a need for an MBA/HCA program in NWOSU area. Many nurses in the area serve as administrators of a hospital unit/floors or as facility administrators and have relayed the need for a graduate degree with this focus. The DON has received several questions each semester from area employers that inquire about an MBA/HCA program at NWOSU. The proposed program will help nurses who have completed their Bachelor of Science in Nursing degree to obtain more business administration knowledge and serve their institutions and facilities to the fullest extent. In addition to all of the local support, the fields of Business and Nursing are listed by Oklahoma Works as part of the top 100 Critical Occupations. The US Bureau of Labor Statistics (BLS) estimates that the national demand for medical and health service managers will increase by 32 percent by 2030. Approximately 51,800 openings for these administrators are projected each year through 2030. State, local, and private hospitals employ just over a third of these administrators. According to the BLS, Oklahoma expects to see an increased demand of 3.3 percent for health administrators, generating approximately 900 openings per year.

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

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	20	Fall 2028
Minimum Graduates from the program	15	2028-2029

Duplication and impact on existing programs. The proposed Master of Business Administration in Business Administration may share similar content with the following programs:

Institution	Existing Program
Oklahoma State University	Master of Business Administration in Business Administration (035)
University of Oklahoma	Master of Business Administration in Business Administration (025)
Cameron University	Master of Business Administration in Business Administration (630)
Northeastern State University	Master of Business Administration in Business Administration (056)

Rogers State University	Master of Business Administration in Business Administration (213)
Southeastern Oklahoma State University	Master of Business Administration in Business Administration (075)
Southwestern Oklahoma State University	Master of Business Administration in Business Administration (086)
University of Central Oklahoma	Master of Business Administration in Business Administration (008)

A system wide letter of intent was communicated by email on September 22, 2023. None of the State System institutions notified State Regents' staff of a protest to the proposed program. Approval will not constitute unnecessary duplication.

Delivery method and support services. The proposed Master of Business Administration in Business Administration program will be offered via electronic delivery. NWOSU utilizes Blackboard as its learning management system to deliver program content for online courses. They also utilize Zoom as a supplemental software. The following features in Blackboard facilitate student learning: discussion boards, assignment submission, resources, and a calendar/alerts notification component which provide reminders and prompts to students regarding due dates. The library, classrooms, and equipment may also be utilized by students and are adequate for the proposed program.

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

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
February 1, 2024

AGENDA ITEM #8-c:

New Programs.

SUBJECT: Southeastern Oklahoma State University. Approval to offer the Master of Science in Community Health and the Master of Science in Health Science.

RECOMMENDATION:

It is recommended that the State Regents approve Southeastern Oklahoma State University's requests to offer the Master of Science in Community Health and the Master of Science in Health Science, via electronic delivery, with the stipulation that continuation of the programs will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.

- **Master of Science in Community Health.** Continuation beyond Fall 2029 will depend upon meeting the following criteria:
Majors enrolled: a minimum of 17 students in Fall 2028; and
Graduates: a minimum of 5 students in 2028-2029.
- **Master of Science in Health Science.** Continuation beyond Fall 2028 will depend upon meeting the following criteria:
Majors enrolled: a minimum of 8 students in Fall 2027; and
Graduates: a minimum of 5 students in 2027-2028.

BACKGROUND:

Academic Plan

Institutional Academic Plans are submitted annually to the State Regents, with acknowledgment of receipt, not endorsement. Southeastern Oklahoma State University's (SEOSU) 2023-2024 Academic Plan is available at: <https://okhighered.org/admin-fac/academic-forms/>.

APRA Implementation

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

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

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

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

Program Review

SEOSU offers 57 degree and/or certificate programs as follows:

6	Certificates
0	Associate in Arts or Science Degrees
0	Associate in Applied Science Degrees
36	Baccalaureate Degrees
15	Master's Degrees
0	Doctoral Degrees
0	First Professional Degrees

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

Program Development Process

SEOSU's faculty developed the proposals, which were reviewed and approved by institutional officials. SEOSU's governing board approved delivery of the Master of Science in Community Health and the Master of Science in Health Science programs at their November 10, 2023 meeting. SEOSU is currently approved to offer 37 degree and certificate programs through electronic delivery. SEOSU requests authorization to offer these programs as outlined below.

POLICY ISSUES:

These actions are consistent with the Oklahoma State Regents for Higher Education's (OSRHE) Academic Program Approval and the Distance Education and Traditional Off-Campus Courses and Programs policies.

ANALYSIS:

Master of Science in Community Health

Program purpose. The proposed Master of Science in Community Health program will identify, explore, and address public health issues at the community level.

Program rationale and background. The proposed program will prepare students to be lifelong learners, by developing skills and habits that promote values for career preparation in community health. Graduates of a public/community health program typically are engaged in a broad scope of activities, including research, education, program development, program management, medical care, and charitable aid. Careers in the industry can range from leadership positions to frontline caregivers. Professionals seeking careers in community health might work in medical, educational, government, corporate, or nonprofit settings.

Employment opportunities. The US Bureau of Labor Statistics estimates that the national demand for public health and community health workers will increase 14 to 21 percent by 2030. They project approximately 16,000 community health job openings each year. Regionally, it is anticipated to see a projected growth for public health workers of 14.5 percent by 2023. According to the Oklahoma Employment Security Commission (OESC), community health workers were projected to increase by 2.97 percent from 2021-2023. The OESC estimates that the need for community health workers will increase in Oklahoma by 15.5 percent by 2030. This is a critical need for the state.

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

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	17	Fall 2028
Minimum Graduates from the program	5	2028-2029

Duplication and impact on existing programs. There are currently no Master of Science in Community Health programs in the state of Oklahoma. A system wide letter of intent was communicated by email on November 15, 2023. None of the State System institutions notified State Regents’ staff of a protest to the proposed program. Approval will not constitute unnecessary duplication.

Delivery method and support services. The proposed Master of Science in Community Health will be offered via electronic delivery. SEOSU utilizes Blackboard as its learning management system to deliver program content for online courses. The following features in Blackboard facilitate student learning: discussion boards, assignment submission, resources, and direct messaging between instructors and students. The library, classrooms, and equipment may also be utilized by students and are adequate for the proposed program.

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

Master of Science in Health Science

Program purpose. The proposed Master of Science in Health Science program will provide an entry point for students desiring to enter the health care field who have obtained degrees in other areas of study.

Program rationale and background. The proposed program will analyze healthcare operations through a variety of settings. The program will prepare students to be successful, lifelong learners by developing skills and habits that promote values in the ever changing, dynamic health care environment. This mission is congruent with SEOSU’s institutional mission of "provid[ing] an environment of academic excellence that enables students to reach their highest potential. By having personal access to excellent teaching, challenging academic programs, and extracurricular experiences, students will develop skills and habits that promote values for career preparation, responsible citizenship, and lifelong learning."

Employment opportunities. Occupations in health care continue to rise and student scholars are demanding areas of study that will ensure their successes academically and to provide them with sound financial foundation. According to the United States Bureau of Labor Statistics, healthcare professions are projected to grow 16 percent between 2020-2030 which equates to an increased need for 2.6 million new healthcare jobs. Lightcast reports that "Occupations related to Health Services/Allied Health/Health Science are expected to grow 21.7 percent from 2023-2033 in the region, compared to 20.6 percent nationally. Top posted job titles include the following: Director of Nursing, Clinical Supervisor, Chief Nursing Officer, Clinical Director, Clinical Manager, Director of Clinical Services, Director of Surgical Services, Community Support Specialist, Director of Case Management, and Director of Behavioral Health.

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

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	8	Fall 2027
Minimum Graduates from the program	5	2027-2028

Duplication and impact on existing programs. There are currently no Master of Science in Health Science programs in the state of Oklahoma. A system wide letter of intent was communicated by email on November 15, 2023. None of the State System institutions notified State Regents’ staff of a protest to the proposed program. Approval will not constitute unnecessary duplication.

Delivery method and support services. The proposed Master of Science in Health Science will be offered via electronic delivery. SEOSU utilizes Blackboard as its learning management system to deliver program content for online courses. The following features in Blackboard facilitate student learning: discussion boards, assignment submission, resources, and direct messaging between instructors and students. The library, classrooms, and equipment may also be utilized by students and are adequate for the proposed program.

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

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AGENDA ITEM #8-d:

New Programs.

SUBJECT: Southwestern Oklahoma State University. Approval to offer the Associate of Applied Science in Surgical Technology.

RECOMMENDATION:

It is recommended that the State Regents approve the Southwestern Oklahoma State University's requests to offer the Associate in Applied Science in Surgical Technology, via traditional and electronic delivery, with the stipulation that continuation of the programs will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.

- **Associate in Applied Science in Surgical Technology.** Continuation beyond Fall 2027 will depend upon meeting the following criteria:
 - Majors enrolled: a minimum of 25 students in Fall 2026; and
 - Graduates: a minimum of 5 students in 2026-2027.

BACKGROUND:

Academic Plan

Institutional Academic Plans are submitted annually to the State Regents, with acknowledgment of receipt, not endorsement. Southwestern Oklahoma State University's (SWOSU) 2023-2024 Academic Plan is available at: <https://okhighered.org/admin-fac/academic-forms/>.

APRA Implementation

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

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

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

2	Degree and/or certificate programs deleted
4	Degree and/or certificate programs added

Program Review

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

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

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

Program Development Process

SWOSU’s faculty developed the proposal, which was reviewed and approved by institutional officials. SWOSU’s governing board approved delivery of the Associate in Applied Science Surgical Technology program at their November 10, 2023 meeting. SWOSU is currently approved to offer 21 degree and certificate programs through electronic delivery. SWOSU requests authorization to offer this program as outlined below.

POLICY ISSUES:

This action is consistent with the Oklahoma State Regents for Higher Education’s (OSRHE) Academic Program Approval and the Distance Education and Traditional Off-Campus Courses and Programs policies.

ANALYSIS:

Associate in Applied Science in Surgical Technology

Program purpose. The proposed Associate in Applied Science in Surgical Technology program will be offered through contractual agreement with the Great Plains Regional Medical Center to give students the opportunity to earn a degree while pursuing their professional goals of Surgical Technology certification.

Program rationale and background. Southwestern Oklahoma State University currently offers five Associate of Applied Science degrees at the Weatherford Campus. The Accreditation Review Council on Education in Surgical Technology and Surgical Assisting (ARCSTSA) is recommending an elevation to the current certification to include an Associate level degree track. Program objectives will be compliant with the accreditation standards. Individual learning objectives of the program will be defined when the program director is in place and the accreditation process begins.

Employment opportunities. According to the Oklahoma Employment Security Commission Industry and Occupational Employment Projections for 2023, there are approximately 30 openings a year for Surgical Technologists in Oklahoma with approximately 60 Technologists leaving the field annually creating a deficit amongst hospitals and surgery centers. Currently, there are 130 students enrolled in Health Science that have not made any application or concrete decision on which health program path they would like to pursue. The proposed program would give these students an additional option. Students ask advisors in Allied Health where they can go for Surgical Technology on a regular basis. There are no Surgical Technology programs west of Yukon, Oklahoma. This option would also fit other majors looking for a career to help them with the cost of a higher degree.

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

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	25	Fall 2026
Minimum Graduates from the program	5	2026-2027

Duplication and impact on existing programs. The proposed Associate of Applied Science in Surgical Technology may share similar content with the following programs:

Institution	Existing Program
Oklahoma City Community College	Associate in Applied Science in Surgical Technology (235)
Tulsa Community College	Associate in Applied Science in Surgical Technology (114)

A system wide letter of intent was communicated by email on November 14, 2023. None of the State System institutions notified State Regents’ staff of a protest to the proposed program. Due to employment demand and accreditation standards, approval will not constitute unnecessary duplication.

Delivery method and support services. The proposed Associate in Applied Associate in Surgical Technology will be offered via electronic delivery. SWOSU utilizes Canvas as its learning management system to deliver program content for online courses. The following features in Canvas facilitate student learning: discussion boards, assignment submission, resources, and direct messaging between instructors and students. Canvas contains a calendar/alerts notification component which provide reminders and prompts to students regarding due dates. The library, classrooms, and equipment may also be utilized by students and are adequate for the proposed program.

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

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AGENDA ITEM #8-e:

New Programs.

SUBJECT: Murray State College. Approval to offer the Associate in Science in Conservation and Wildlife Management.

RECOMMENDATION:

It is recommended that the State Regents approve Murray State College's request to offer the Associate in Science in Conservation and Wildlife Management, via traditional delivery, with options in Business Administration, Game Ranch Operator, Natural Resources, and Law Enforcement, with the stipulation that continuation of the program will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.

- **Associate in Science in Conservation and Wildlife Management.** Continuation beyond Fall 2028 will depend upon meeting the following criteria:
Majors enrolled: a minimum of 25 students in Fall 2027; and
Graduates: a minimum of 7 students in 2027-2028.

BACKGROUND:

Academic Plan

Institutional Academic Plans are submitted annually to the State Regents, with acknowledgment of receipt, not endorsement. Murray State College's (MSC) 2023-2024 Academic Plan is available at: <https://okhighered.org/admin-fac/academic-forms/>.

APRA Implementation

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

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

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

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

Program Review

MSC offers 45 degree and/or certificate programs as follows:

18	Certificates
15	Associate in Arts or Science Degrees
11	Associate in Applied Science Degrees
1	Baccalaureate Degrees
0	Master's Degrees
0	Doctoral Degrees
0	First Professional Degrees

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

Program Development Process

MSC's faculty developed the proposals, which were reviewed and approved by institutional officials. MSC's governing board approved delivery of the Associate in Science in Conservation and Wildlife Management program at their August 11, 2022 meeting. MSC requests authorization to offer this program as outlined below.

POLICY ISSUES:

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

ANALYSIS:

Associate in Science in Conservation and Wildlife Management

Program purpose. The proposed Associate in Science in Conservation and Wildlife Management program will provide students with an integrated background and critical knowledge of natural resources and conservation topics.

Program rationale and background. The proposed program aims to train and prepare students for a natural resources/conservation career. Upon successful completion of the proposed program, students will: 1) have a strong core knowledge of best practices in natural resource management; 2) understand the complex socio-ecological global challenges associated with natural resource extraction, management, and conservation; 3) utilize collaboration skills to work in teams to address the multifaceted environmental challenges; 4) be effective communicators; 5) be engaged environmental citizens; 6) envision desired future conditions in an area to achieve a set of natural resource-related objectives; and 7) work effectively within interdisciplinary and diverse groups to resolve management problems and achieve management objectives.

Employment opportunities. According to the Oklahoma Works Top 100 Critical Occupations list, there are several career fields that are applicable to students majoring in the proposed program. These opportunities include farmers, ranchers, and other agricultural managers; water and wastewater treatment plant and system operators; pest control workers; and chemical equipment operators and tenders. Several entities in both the public and private sectors also seek to employ students with a Conservation and Wildlife Management educational background. Federal and state government agencies such as the Natural Resources Conservation Service, Farm Service Agency, the Nature Conservancy, Animal and Plant Health Inspection Service, National Institute of Food and Agriculture, and the Oklahoma Department of Wildlife Commission are constantly advertising employment opportunities for students. The Chickasaw and Choctaw Nations and the Noble Research Institute are local employers who also have positions available for individuals with a Conservation and Wildlife Management degree. These opportunities offer students career tracks with a competitive pay scale and benefits.

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

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	25	Fall 2027
Minimum Graduates from the program	7	2027-2028

Duplication and impact on existing programs. There are no Associate in Science in Conservation and Wildlife Management programs in Oklahoma. A systemwide letter of intent was communicated by email on January 13, 2023. None of the State System institutions notified State Regents’ staff of a protest to the proposed program. Due to the uniqueness of the program, approval will not constitute unnecessary duplication.

Delivery method and support services. The proposed Associate in Science in Conservation and Wildlife Management program will be offered via traditional delivery. The library, classrooms, and equipment are adequate for the proposed program.

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AGENDA ITEM #9:

Summer Academies.

SUBJECT: Approval of a modification to allocation for Full STEM Ahead grants.

RECOMMENDATION:

It is recommended that the State Regents approve the modification to the allocation for Full STEM Ahead grants as described below.

BACKGROUND:

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

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

In 2023 it was decided to create a pilot program, Full STEM Ahead, to 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.

POLICY ISSUES:

No State Regents' policies are impacted by this item.

ANALYSIS:

The response to the call for proposals for Full STEM Ahead resulted in nineteen submissions. All proposals were reviewed using a standard rubric. The funding recommendations are based on reviewer feedback and budgetary, geographic and field of study considerations of Academies.

At their December 7, 2023 meeting, the State Regents approved allocating \$60,000 from the Summer Academy budget to fund Full STEM Ahead, which will begin January 2024.

The modification to the Full STEM Ahead allocation is necessary to fund as many pilot opportunities as possible. Funding for the additional pilot programs comes from the reallocation of one-time carry over funds within the Summer Academy budget.

Attachment.

**Full STEM Ahead Projects Funded from Allocations
Approved at December 7, 2023 Regents Meeting**

Institution	Project Title	Grades served	Student Slots	2024 Funding
Cameron University	CU Full STEM Ahead	6-8	220	\$6,000.00
East Central University	Tiger Academy	6-8	30	\$6,000.00
Northeastern State University	Blast off with STEAM	6-8	100	\$6,000.00
Northeastern State University	STEM Ahead for Young Scientists and Engineers	6-8	15	\$6,000.00
Oklahoma State University	CEAT STEM Outreach Academy: Delivering the Boots	6-8	60	\$6,000.00
Oklahoma State University Center for Health Sciences	STEM Kits FY24	6-8	100	\$6,000.00
Rose State College	Aviation and Cyber Database Camps	6-8	150	\$6,000.00
University of Central Oklahoma	UCO Full STEM Ahead	6-8	120	\$6,000.00
University of Oklahoma	Five Nights of Eddies: Surviving Tornadoes, Hurricanes, and Other Severe Weather	6-8	40	\$6,000.00
University of Science and Arts of Oklahoma	Gaining STEM with USAO	6-8	150	\$6,000.00
Total of 10 Full STEM Ahead Awards Funding Previously Approved			985	\$60,000.00

**Potential Full STEM Ahead Projects Pending
Approval of Additional Allocation**

Institution	Project Title	Grades served	Student Slots	2024 Recommended Funding
Murray State College	Take Two in Ardmore: Students as Mentors	6-8	30	\$3000.00
Rogers State University	Drone Flight Safety and Skills Challenge	6-8	200	\$3100.00
Total of 2 Full STEM Ahead Awards Pending Funding Approval			230	\$6,100.00

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AGENDA ITEM #10:

Program Deletions.

SUBJECT: Approval of institutional request.

RECOMMENDATION:

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

BACKGROUND:

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

- Bachelor of Science in Geological Engineering (091)
- Master of Arts in Applied Linguistic Anthropology (360)

POLICY ISSUES:

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

ANALYSIS:

OU requests authorization to delete the Bachelor of Science in Geological Engineering (091), beginning immediately. This program was approved at the October 18, 1996 State Regents' meeting. OU reports:

- Deletion of the degree program is due to low enrollment.
- There are no students enrolled in the program.
- No courses will be deleted.
- No funds are available for reallocation.

OU requests authorization to delete the Master of Arts in Applied Linguistic Anthropology (360), beginning immediately. This program was approved at the April 27, 2006 State Regents' meeting. OU reports:

- Deletion of the degree program is due to the addition of a linguistics option to the Master of Arts in Anthropology (009) program. Students have transitioned to this option so the Master of Arts in Applied Linguistic Anthropology (360) program is no longer needed.
- There are no students enrolled in the program.
- No courses will be deleted.
- No funds are available for reallocation.

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AGENDA ITEM #11:

State Authorization.

SUBJECT: Approval of a request from New York University to open a physical location in Tulsa, Oklahoma.

RECOMMENDATION:

It is recommended that the State Regents approve authorization of an out-of-state institution to operate in Oklahoma, as described below.

BACKGROUND:

On October 29, 2010, the United States Department of Education (USDE) published final regulations that strengthened student consumer protections by requiring 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 (34 CFR §600.9). Additional federal regulations became effective in 2016 requiring institutions that offer degree programs through distance education to meet the requirements of the state(s) in which its student is located to legally offer degree-related instruction to that student (34 CFR § 600.9 (c) (1) (i)).

Effective November 1, 2016, Oklahoma Senate Bill 1157 established the statutory basis for Oklahoma's state authorization process, requiring private degree-granting institutions and out-of-state public degree-granting institutions that operate in Oklahoma to be accredited by an accrediting agency that is recognized by the United States Department of Education and be authorized according to policies and procedures established by the Oklahoma State Regents for Higher Education (OSRHE) (70 O.S. § 4103).

The statute limited 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, and exempted from requirements private institutions that participate in the Oklahoma Tuition Equalization Grant program, out-of-state institutions participating in a state authorization reciprocity agreement, and non-degree-granting post-secondary institutions. Additionally, the statute did not address out-of-state institutions offering degree-related distance education to students located in Oklahoma.

On October 20, 2016, the State Regents approved revisions to the Institutional Accreditation and State Authorization policy to establish the requirements and standards that private (non-exempt) and out-of-state public institutions must meet to operate as a degree granting institution with a physical presence in Oklahoma. Institutions were required to submit an application providing general institutional, accreditation, home state authorization, and financial responsibility information; provide copies of its student enrollment agreement, student complaint process, and student catalogue, and an annual report to the OSRHE including enrollment, graduation, credentials awarded and financial aid data for the institution's Oklahoma degree-program students.

On May 28, 2021, the State Regents approved additional revisions that removed the distinction between regional and national accreditors to align with the same change in federal regulations, and added the requirements that private and public out-of-state institutions submit a student records disposition plan in the event of a closure as part of the state authorization process and notify the State Regents if the plan is updated. Further revisions approved on June 29, 2023 removed the annual student data reporting requirement.

Currently, 22 out-of-state and private institutions are authorized to operate in Oklahoma with a physical presence:

<ul style="list-style-type: none"> • Aquinas Institute of Theology • Asbury Theological Seminary • ATA College • Central Oklahoma College • Columbia College • Embry Riddle Aeronautical University • Heavy Equipment Colleges of America • John Brown University • Liberty University • Marian University • Newman University • Park University 	<ul style="list-style-type: none"> • Miller-Motte College (FKA Platt College) • Saint Paul School of Theology • Southeastern University • Southwestern Assemblies of God University • Spartan College of Aeronautics and Technology • Strayer University • Tulsa Welding School • Upper Iowa University • Webster University • Wichita State University
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POLICY ISSUES:

The Institutional Accreditation and State Authorization policy establishes the requirements and standards private (non-exempt) and out-of-state public institutions must meet to operate as a degree granting institution with a physical presence in Oklahoma.

ANALYSIS:

On December 21, 2023 State Regents’ staff received an application for authorization from New York University (NYU) (<https://www.nyu.edu/>).

The table below summarizes NYU’s locations, type, accreditation, and USDE-determined financial responsibility.

New York University

Institutional Information	
Home Location	New York, New York
Oklahoma Location	Tulsa
Institution Type	Private, Non-Profit
Accreditation	Middle States Commission on Higher Education
Federal Financial Responsibility Composite Score	2.4
Heightened Cash Monitoring	No

After reviewing the application and required documentation, State Regents' staff concluded that NYU meets the authorization requirements established by 70 O.S. § 4103 and the OSRHE Institutional Accreditation and State Authorization policy. Therefore, it is recommended that the State Regents authorize New York University for the 2024-2025 academic year.

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AGENDA ITEM #12-a:

Academic Policy.

SUBJECT: Approval of policy exception request. Oklahoma State University Institute of Technology.

RECOMMENDATION:

It is recommended that the State Regents approve Oklahoma State University Institute of Technology's request for an exception to the Concurrent Enrollment policy, as described below.

BACKGROUND:

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

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

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

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

In 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.

POLICY ISSUES:

The proposed action is an exception to the Oklahoma State Regents for Higher Education’s (OSRHE) Concurrent Enrollment policy.

ANALYSIS:

Oklahoma State University Institute of Technology (OSUIT) requests an exception to the Concurrent Enrollment policy to allow students who do not meet the minimum Grade Point Average (GPA) or ACT/SAT requirement to participate in Concurrent Enrollment. The Concurrent Enrollment policy (3.10.3.A) currently restricts enrollment at community colleges to high school juniors and seniors who have an unweighted high school GPA of 3.0 or higher or rank in the 42nd percentile on the ACT/SAT.

In 2017, Oklahoma Works released its Launch Oklahoma Strategic Plan, aimed at addressing the workforce shortage. The report stated, "Oklahoma is currently facing a substantial skills gap in its workforce. Recent estimates show a 16-percentage point gap between Oklahoma’s existing workforce and the skilled workforce needed by 2025." CareerTech centers have insufficient space to meet the demand for popular programs such as HVAC/R, manufacturing, welding and others at a time when these skills are critical for building workforce. Additionally, the selection criteria to fill seats are based primarily on academic performance. However, the students who benefit from these programs are being eliminated from selection because of poor grades. It is well documented in the research literature that kinetic learners flounder in lecture-based courses, the primary teaching method in high schools.

The OSRHE Concurrent Enrollment policy is a barrier to building workforce as it requires a high GPA or national test score composite to enroll in college classes while in high school. OSUIT is an open admissions institution with students who enter college with an ACT-Composite of 18 or lower and a high school overall GPA of 2.5 or lower. Yet, these students have successfully graduated from OSUIT, many with academic honors. Additionally, OSUIT graduates have extremely high placement rates, earn high wages, and are in high demand, indicating that national test scores are not necessarily indicative of success in college, and that underperforming in high school is not necessarily indicative of struggling to succeed in technical and workforce programs.

Several high schools reached out to ask OSUIT to provide technical coursework on their local campuses so students can build their skills and connect to employers. Similarly, the Home Builders Association (HBA) and the Hardesty Family Foundation, have asked OSUIT to develop the Construction Academy. In this academy, students would learn in class as well as on-the-job through pre-apprenticeship, apprenticeship, part-time, and internship employment. The HBA and the Hardesty Family Foundation expressed that they would like OSUIT to take the lead on the Academy development and partner with the local CareerTech Center.

Staff analysis of OSUIT’s request determined that an exception to the Concurrent Enrollment policy is warranted. OSUIT will be required to submit student-level data for each student enrolled in the Construction Academy under the authorization granted by this action after the conclusion of the 2024-2025 academic year. State Regents’ approval is recommended.

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AGENDA ITEM #12-b:

Academic Policy.

SUBJECT: Approval of early college programs. Southwestern Oklahoma State University.

RECOMMENDATION:

It is recommended that the State Regents approve the request from Southwestern Oklahoma State University to institute an 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 Oklahoma State Regents for Higher Education’s Concurrent Enrollment policy.

ANALYSIS:

Southwestern Oklahoma State University requests to institute an ECHS program designed as follows:

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 proposed early college program, PATHS, is a collaborative effort between Southwestern Oklahoma State University (SWOSU) and Yukon Public Schools (YPS), specifically designed to address the educational needs of traditionally underserved student populations. The primary goal of PATHS is to provide under-resourced students to earn an associate’s degree, particularly those who qualify for Oklahoma's Promise and may be the first in their family to attend college, with the opportunity to earn a credential beyond high school. It is crucial to emphasize that while students from traditionally privileged populations may benefit from the program, they should not be the primary beneficiaries.

The targeted student population for the PATHS program includes economically disadvantaged students from Yukon High School who qualify for Oklahoma's Promise. The program will serve a yearly cohort of 30 participants, with the primary focus on students who meet the specified criteria. These students have demonstrated academic potential but may lack the resources and support needed to pursue higher education successfully. By participating in PATHS, they will have the opportunity to earn college credits, gain exposure to college-level coursework, and develop essential skills that will prepare them for post-secondary education and future career opportunities.

It is important to note that the number of eligible students at Yukon High School who meet the criteria for PATHS is well above the target number of 30 participants per year. This underscores the commitment of the program to prioritize traditionally underserved student populations and ensure that they receive the primary benefits of this early college opportunity.

Table 1. Student Demographics

Under-resourced Groups	Number	Percentage of total
Economically Disadvantaged	5,486	57.22%
Students of Color	4,274	44.58%
English Learners	669	6.98%
Students with Disabilities	1,737	18.12%
Oklahoma’s Promise Graduates	96	15.43%

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.

The proposed early college program focusing on health, computer science, and engineering technology offers several discrete benefits to students upon completion. These benefits align with the overarching goals of decreasing the cost of obtaining a degree and reducing the time required to earn that degree for the targeted population of program participants.

Cost Reduction: One of the primary benefits students will gain from completing this early college program is a significant reduction in the cost of obtaining a post-secondary credential. By providing students with the opportunity to earn 45-62 credit hours of college coursework while still in high school, the program ensures that they can start their college journey with a substantial head start. This means they will need to pay for fewer college courses in the future, ultimately lowering the overall cost of earning a two-year or four-year degree. In an era when student debt is a national concern, this financial relief can make a profound difference in the lives of the program participants and their families.

Time to Degree Reduction: The program's design also facilitates a decreased time to degree attainment. Upon high school graduation, students will have already completed a substantial portion of their Associate in Science degree in their chosen discipline—Allied Health, Computer Science, or Engineering Technology. This equips them with the skills and qualifications needed to enter the workforce or transfer to a four-year institution promptly. By earning college credits while in high school, students expedite their educational journey, reducing the time it typically takes to complete a degree.

Workforce Preparedness: The program's focus on critical occupations in Oklahoma—health, computer science, and engineering technology—ensures that students are well-prepared to meet the state's workforce demands. By graduating with an Associate in Science degree in one of these disciplines, students are not only academically prepared but also gain practical skills and knowledge relevant to these high-demand fields. This equips them with a competitive advantage in the job market and positions them for meaningful careers that contribute to the state's economic growth.

Alignment with High School Curriculum: The early college program is thoughtfully designed to align with Yukon High School's course offerings, ensuring a seamless transition for students. By integrating college-level coursework with their high school education, students can pursue their academic interests without compromising the quality of their high school experience. This alignment allows them to efficiently progress toward their college and career goals. In conclusion, the proposed early college program not only meets the requirement of providing a meaningful credential for students but also delivers a range of discrete benefits. These include cost reduction, decreased time to degree, workforce preparedness, and alignment with the high school curriculum. By offering students the opportunity to earn college credits in health, computer science, and engineering technology, this program equips them with valuable skills and educational advantages that will have a positive and lasting impact on their future prospects and the broader community.

- Associate in Science in Computer Science
- Associate in Science in Health Science
- Associate in Science in Engineering Technology

Eligibility and Admission Requirements for Southwestern Oklahoma State University's PATHS Early College Program include:

- PATHS students must complete the required introductory pathway course.
- PATHS students and parents must attend information sessions and orientations.
- PATHS students must have a minimum 3.0 non-weighted GPA and rank in the upper 50 percent of their class or have achieved a minimum ACT score of 20.

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.

The partnership between SWOSU and YPS for the implementation of the Early College Program demonstrates a comprehensive and collaborative approach to ensure the success of participating students. The collaboration encompasses curriculum development, holistic support systems, and readiness tools to prepare students for college-level work while they are still in high school.

Curriculum Alignment: The partnership involves a close collaboration between SWOSU and YPS in designing the program's curriculum. This curriculum not only meets the graduation requirements for high school but also aligns with the general education and requirements set by the Oklahoma State Regents for Higher Education (OSRHE). This alignment ensures that the college-level coursework undertaken by students in the program will be recognized and transferable to any public institution of higher education in the state. This demonstrates a commitment to academic continuity and the ease of transitioning from high school to higher education.

Holistic Support for Student Success: The program's design incorporates a holistic support system to facilitate student success. The cohort-based model, with intentional coordination between both institutions, allows for the maximization of resources and dedicated support for program participants. Monthly meetings between YPS and SWOSU team coordinators provide a platform to address student needs and ensure their success. Faculty who teach in the program are oriented to understand the program's purpose, outcomes, and the unique needs of the student population. This collaborative effort ensures that students are supported academically, emotionally, and personally throughout their journey.

Monitoring and Outreach: SWOSU and YPS coordinators play a pivotal role in monitoring student attendance and performance on a weekly basis. They proactively reach out to students who may require additional support, ensuring that any issues are addressed promptly. Regular bi-weekly meetings during the program's launch phase further enhance the coordination between the two institutions, ensuring alignment in efforts to support students and faculty.

Inescapable Student Supports: The partnership focuses on designing specific, inescapable student support systems, including counseling, tutoring, summer bridge programs, and structures for the freshman academic year. These supports are essential to helping students navigate the challenges of college-level coursework while still in high school. The physical space within the new College and Career Center on the YHS campus is being designed to facilitate these support services effectively.

Mitigating Negative Consequences: To mitigate potential negative consequences for students, the partnership involves a thorough examination of YHS graduation policies and requirements. This ensures that students participating in or leaving the Early College Program do not face unnecessary obstacles in

meeting their high school graduation requirements. Additionally, plans for summer bridge programs for incoming freshmen and potentially a program before their sophomore year demonstrate a commitment to easing transitions and preparing students for success at each stage of their education.

Student Support Services and Readiness Tools.

The PATHS Early College Program established by SWOSU and YPS is committed to providing a robust set of support services and readiness tools to ensure the academic success and holistic development of participating students. These comprehensive services encompass both academic and non-academic aspects, creating a well-rounded support system:

Academic Readiness:

Selective Admissions Process: The program maintains a rigorous admissions process, ensuring that eligible students possess a 3.0 non-weighted GPA, rank in the upper 50 percent of their class, or have achieved a minimum ACT score of 20. This process helps identify students who demonstrate the requisite maturity and readiness for college-level coursework.

Information Sessions and Orientations: Information sessions for students and parents provide an introduction to the program's goals and expectations. Orientations offer a deeper dive into program expectations and allow participants to meet coordinators and faculty. These sessions lay the foundation for a supportive community.

Introductory Pathway Course: During their first year in the program, 9th-grade students engage in an introductory pathway course. This course equips them with career insights and prepares them for college-level work by providing student success coaching in time management, study skills, independent learning, and critical thinking.

Academic Support:

Intensive Student Advising: SWOSU and YPS coordinators collaborate to create an intensive student advising model. This model involves multiple check-ins with students, offering academic guidance, addressing challenges, and ensuring they are on track with coursework and assignments.

Tutoring Services: Students have access to tutoring services provided by YPS teachers. On-site tutoring at YPS, SWOSU's live and online tutoring services through Upswing, and the 24/7 online tutoring resources offered by SWOSU are available to provide one-on-one support in various subjects, study skills, and academic time management.

Career Counseling: YPS coordinator offers students guidance and career counseling to help them make informed decisions about their academic and career paths.

Access to Resources: Students benefit from access to SWOSU's Al Harris Library, online journals, and academic workshops. Librarians are available to assist with research projects, and academic workshops provide additional resources for skill development.

Non-Academic Support:

Addressing Non-Academic Needs: The Early Alert System, in collaboration with program coordinators, identifies and addresses non-academic challenges students may face. Referrals to on-campus or community resources, such as health and wellness services and food pantries, ensure students' well-being.

Career and Resume Workshops: Career and resume writing workshops prepare students for the workforce after graduation, enhancing their career readiness.

Financial Aid and Scholarship Assistance: SWOSU offers workshops to assist students and their families in navigating financial aid and scholarship application processes.

Policies.

Monitoring and Intervention: Proactive monitoring of student attendance and performance, along with bi-weekly check-ins, allows for early identification of academic challenges. Students who receive a grade below "C" at midterm are offered tutoring for additional support, with the option to switch to a high school equivalent course if desired.

Grade-Based Withdrawal: Students who continue to struggle academically may be withdrawn from college-level courses to prevent negative consequences. YPS provides credit recovery classes for core subjects to ensure high school graduation requirements are met.

GPA Requirements: Students must maintain a 2.0 cumulative GPA in college-level coursework. Those who fall below this threshold receive academic support during probationary periods to improve their GPA. Students who do not meet the GPA requirement may be placed in high school level courses and exit the program.

Faculty Support: Faculty members are encouraged to work with students facing challenges beyond their control and to communicate closely with program coordinators to provide the necessary resources, whether academic or non-academic.

Intensive Advising Model: Frequent check-ins with program coordinators ensure that students receive the support they need throughout the program, addressing academic and non-academic concerns.

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.

The comprehensive plan for the Early College Program outlines a strategic approach to eliminate the financial burden on student participants while ensuring the program's long-term financing. The goal is to provide students with the opportunity to earn college credits without having to bear the cost of tuition, fees, books, and materials. The plan is summarized as follows:

Cost Estimation: The estimated cost per student is calculated at \$285.25 per credit hour, including a fee of \$36.50 per credit hour.

- A total of 60 credit hours is required to complete an associate's degree.
- 18 credit hours during the junior year will be covered by the SWOSU/YPS Agreement for concurrent enrollment courses.
- 18 credit hours during the senior year will be covered by the state.
- Therefore, there are 24 credit hours per student to be covered by donors, foundations, etc.
- The cost for these 24 credit hours is estimated at \$6,846 per student to complete an associate degree.

Total Program Cost: The total cost for a cohort of 30 students to complete their associate degrees is estimated at \$205,380, which may increase to \$250,000 when accounting for inflation and fees from the 11th and 12th grade.

Funding Sources:

- The SWOSU Foundation has committed to funding the project up to \$250,000 per year.
- The SWOSU Foundation will cover participants' tuition, fees, and books through foundation scholarships that are paid directly to SWOSU.
- Leveraging OSRHE tuition reimbursement funds for up to 18 credit hours during the senior year will further reduce costs for participants.
- Any costs above \$250,000 per year will be covered by funds procured by Yukon Public Schools.

Private Donors and Grants: Efforts have begun to secure additional funding from private donors through both the YPS and SWOSU Foundations. Grants and private donations are being sought to cover the costs of fees, ensuring the program can be offered at no cost to participants. By leveraging the support of the SWOSU Foundation, OSRHE tuition reimbursement funds, and seeking contributions from private donors and grants, the program aims to provide students with access to college credits without requiring them to assume the cost of tuition, fees, books, and materials. This approach aligns with the program's primary goal of reducing financial barriers and empowering students to pursue higher education and career opportunities.

Student Success Measures.

- Oklahoma's Promise Qualification: The program targets students who qualify for Oklahoma's Promise based on their income level. Success will be measured by the percentage of participants who meet the criteria for this financial assistance program.
- First-Generation College Students: Another target population is first-generation college students. Success will be determined by the number of program participants who are the first in their family to attend college.
- Academic Success and Retention: Success will be assessed based on participants' academic performance and retention rates. The goal is to maintain a high percentage of participants in good academic standing and retain them in college-level coursework from year to year.
- Credit Completion: The program aims to have participants complete 45-60 college credits toward an associate's or bachelor's degree upon high school graduation. Success will be measured by the percentage of students achieving this milestone.
- Transition to Four-Year Degrees: Success will be determined by the percentage of program participants who enroll in a four-year degree program within a year after high school graduation. This reflects the program's ability to facilitate a smooth transition to higher levels of education.

Program Success Metrics.

- Associate's Degree Attainment: The program aims for participants to accumulate sufficient credits to earn an associate's degree in Computer Science, Allied Health, or Engineering Technology.
- Alignment with Critical Occupations: Each of these disciplines corresponds to critical occupations listed on the Top 100 Critical Occupations published by the Oklahoma Department of Workforce Development (2023). Success will be measured by the program's ability to prepare students for these high-demand occupations.
- Time to Degree Reduction: Participants will graduate high school with an associate's degree and a clear pathway to enter the workforce or pursue further education. The program's success will be determined by the reduction in the time required for participants to fill critical occupations in the state.

Staff analysis of SWOSU's proposal determined that PATHS is a well-designed ECHS program. State Regents' approval is recommended.

Upon State Regents' approval, SWOSU's ECHS program will begin in the Fall 2024 semester with a five-year approval, concluding at the end of the Fall 2029 term. An interim report on program outcomes will be submitted to the State Regents at the conclusion of the Fall 2027 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 #13:

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 \$780,246.90 to Oklahoma State University Center for Health Sciences (OSU CHS) and \$780,246.90 the University of Oklahoma Health Sciences Center (OUHSC) from revenue collected from the taxes placed on the sale of cigarettes and tobacco products.

BACKGROUND:

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

POLICY ISSUES:

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

ANALYSIS:

The fund currently has on deposit \$1,560,493.80 This amount is sufficient for a transfer of \$780,246.90 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 \$110,358,266.27.

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	\$2,778,283.21

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AGENDA ITEM #14:

Endowment.

SUBJECT: Approval and reconciliation of endowment accounts as requested by Oklahoma State University.

RECOMMENDATION:

It is recommended that the State Regents approve the reallocation of accounts within the endowment portfolio and approve a new account as requested by Oklahoma State University.

BACKGROUND:

The State Regents' Policy for Administering the Regents' Endowment Fund Program provides that:

- Endowed chairs and distinguished professorships should be established in academic areas that will contribute to the enhancement of the overall cultural, business, scientific or economic development of Oklahoma.
- Endowed chairs and professorships must be established in areas for which the institution has ongoing, approved academic programs.
- An institution may apply for an endowed chair, professorship or other related project upon meeting the requirements for establishing an account. Matching funds must originate from monies contributed to the institution from sources specifically designated by the donor for the purpose specified in the endowment fund policy.

POLICY ISSUES:

This recommended action follows State Regents' policy.

ANALYSIS:

Reallocation of Matching Funds for Existing Accounts and Approval of One New Account:

Oklahoma State University has requested the following changes to an existing, approved endowment account based upon discussions with and review of agreements with the Oklahoma State University Foundation.

The addition and deletion will modify an account name and purpose as was originally approved for several accounts. The State Regents are asked to approve the changes which will result in the realigning state matching funds with the private donations held for each account at the foundation. The net result of the requested changes is zero dollars while transferring two accounts and adding one new account as outlined on the chart below. Actual transfers will be based upon the current unitized account values.

OSRHE Acct.#	Name of Existing Account	Expected Match	OSRHE Total Matched to-date	(Under)/Over Match	Requested Transfer of OSRHE Matching
010139	Myron C. Ledbetter & Bob Lemon Counseling Pshcy Div Prof**	\$345,346.00	\$252,000.00	-\$93,346.00	\$93,346.00
010368	Dean Stringer Endowed Chair in Political Science*	\$0.00	\$253,750.00	\$253,750.00	-\$253,750.00
010367	Geoscience Education Chair in Honor of Dr. Jim Puckette**	\$0.00	\$297,715.25	\$297,715.25	-\$297,715.25
010365	Leo and Kathy Noltensmeyer Endowed Research Chair **	\$312,500.00	\$287,500.00	-\$25,000.00	\$25,000.00
010183	Wilton T. Anderson Chair in Accounting**	\$526,357.00	\$514,987.00	-\$11,370.00	\$11,370.00
010102	Glenn M. Stinchcomb Family Professorship**	\$340,509.00	\$332,435.00	-\$8,074.00	\$8,074.00
010343	Houston-Truax-Wentz Endowed Professorship in English**	\$258,515.00	\$270,335.00	\$11,820.00	-\$11,324.75
010251	Don & Cathey Humphreys SSB Chair/School Global Studies II*	\$500,000.00	\$788,427.00	\$288,427.00	-\$288,427.00
010256	Donald & Cathey Humphreys Chair in Industrial en & Mgmt II**	\$500,000.00	\$211,573.00	-\$288,427.00	\$288,427.00
010286	Judy Freeman Johnson Professorship in Accounting II**	\$250,000.00	\$312,500.00	\$62,500.00	-\$62,500.00
010112	Judy Freeman Johnson Professorship in Accounting**	\$312,527.00	\$250,027.00	-\$62,500.00	\$62,500.00
010334	Mary Lou Lemon Endowed Prof. Of Underrepresented Voices II**	\$300,000.00	\$250,000.00	-\$50,000.00	\$50,000.00
010271	Myron C. Ledbetter & Bob Lemon Counseling Pshcy Div Prof II**	\$252,000.00	\$302,000.00	\$50,000.00	-\$50,000.00

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AGENDA ITEM #15:

EPSCoR.

SUBJECT: Approval of allocation for EPSCoR/IDeA Coalition dues.

RECOMMENDATION:

It is recommended that the State Regents ratify the payment of annual EPSCoR/IDeA Coalition dues in the amount of \$37,500 for the calendar year 2024.

BACKGROUND:

The Oklahoma EPSCoR and IDeA programs help build the research competitiveness of Oklahoma's universities through strategic support of research instruments and facilities, research collaborations, integrated education and research programs, and high-performance computer networks. Six federal agencies participate in EPSCoR Programs: U.S. National Science Foundation, the National Institutes of Health, the Department of Energy, the Department of Defense, the National Aeronautics and Space Administration, and the United States Department of Agriculture. The Coalition of EPSCoR states includes 23 states and three territories.

POLICY ISSUES:

The recommendation is consistent with State Regents' policy.

ANALYSIS:

The EPSCoR/IDeA Coalition serves as an advocate to Congress on behalf of the EPSCoR/IDeA states to secure federal research funding. The Coalition works with the EPSCoR/IDeA Foundation, congressional leadership and state jurisdictions to address the geographic imbalance of federal research dollars and to advocate, grow and evolve critical research opportunities. Their activities include congressional and public outreach on the need for broadly based research support. The work of the Coalition is evident in the growth of federal funding awarded to the participant states.

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AGENDA ITEM #16:

Grant.

SUBJECT: Authorize acceptance of GEER II sourced from Reverted Emergency Assistance to Non-public Schools (EANS) Funds from the American Rescue Plan Act of 2021 to support specific academic programs.

RECOMMENDATION:

It is recommended that the State Regents authorize the acceptance of Governor's Emergency Education Relief (GEER) II funds in the amount of \$11,348,455 to support the implementation of specific academic programs as proposed to the Governor and the USDE.

BACKGROUND:

The Office of the Governor has received unobligated Emergency Assistance to Non-public Schools (EANS) funding from the Oklahoma State Department of Education under the provisions established by the United States Department of Education. The Governor has indicated his desire to authorize those reverted funds to be utilized by the Oklahoma State Regents for Higher Education.

POLICY ISSUES:

No policy issues are related to this action.

ANALYSIS:

The State Regents have submitted proposals to the Governor for use of the funds to support academic programs to include micro-credentials for alternative and emergency certified teachers; accelerated teacher education programs; child care provider credentials and adult degree completion efforts focused on STEM and critical occupations.

The State Regents are working with the Executive Office and the State Department of Education, as the designated reporting agency for the state for EANS, on the acceptable state and federal reporting requirements associated with the use of these federal stimulus funds. All funds must be obligated by September 20, 2024, and expended within 120 days after obligation.

The acceptance and expenditure of the funding under this authorization of the State Regents will be contingent on the execution of an interagency agreement with the Executive Office of the State of Oklahoma, the State Department of Education and the Oklahoma State Regents for Higher Education.

It is recommended that the State Regents authorize the acceptance of the funding to be utilized for the purposes described above.

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AGENDA ITEM #17:

Contracts and Purchases.

SUBJECT: Approval of contracts exceeding \$100,000.

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

OneNet

- 1) Dobson Technologies in the amount of \$115,000.00 for FY24 fiber optic cable construction projects to connect College of Muscogee Nation and Oklahoma State University Institute of Technology campuses in Okmulgee, Oklahoma, as part of the OneNet Friction Free Network (OFFN). Cost recovered through National Science Foundation OFFN6 grant. (Funded from 718-OneNet).
- 2) OMES in the amount of \$176,339.97 for FY24 risk management property insurance coverage for all OSRHE locations. (Funded from 210-core, 701-Admin and 718-OneNet)

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AGENDA ITEM #18:

Investments.

SUBJECT: Approval of investment managers.

RECOMMENDATION:

It is recommended that the State Regents approve a new investment manager and allocation of funds for the endowment trust fund.

BACKGROUND:

Pavilion Mercer, investment consultants for the fund, has suggested a new manager recommendation for consideration. This manager will continue to diversify our fund portfolio and meet the objectives of realignment to the policy asset class targets. Funding will come from cash on-hand and reallocations within the portfolio.

POLICY ISSUES: This action is consistent with Regents' asset allocation policy.

ANALYSIS:

Mercer is recommending the following manager for the portfolio:

DFJ Growth Fund V -- \$10,000,000. This private equity fund will invest in growth equity investments in North American technology companies. The firm invests in both enterprise and consumer growth-stage companies across a range of sub-sectors. The firm seeks to build a portfolio with attractive risk-reward characteristics, with exposure to the potential gains of high growth technology companies while incurring lower risk than is generally associated with early stage venture capital investing. This fund is expected to invest in 20 to 30 portfolio companies with commitments ranging from \$20 million to \$80 million per investment.

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AGENDA ITEM #19-a:

Policy.

SUBJECT: Approval 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 approved.

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.

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

	<ul style="list-style-type: none"> • Allotment of funds procedural elements to be moved to the <u>Financial and Business Handbook</u> (the “Red Book”) • Supplemental allocations and allotments are moved to the Red Book
4.3 Sponsored Research and Other sponsored programs	<ul style="list-style-type: none"> • Sponsored research and other sponsored programs guidelines and certain procedures are moved to the Red Book
4.4 Revolving Funds	<ul style="list-style-type: none"> • Administration of revolving funds procedures are moved to the Red Book
4.5 Governing Board Overhead Assessments	
4.6 Technology Transfer	<ul style="list-style-type: none"> • Technology transfer procedures and reporting are moved to the Red Book
4.7 Economic Development Grant Program	<ul style="list-style-type: none"> • Entire section is moved to the Red Book
4.8 Quality Initiative Grant Program	<ul style="list-style-type: none"> • Entire section is moved to the Red Book
4.9 Establishment, Operation and Control of Petty Cash Funds	<ul style="list-style-type: none"> • Entire section is moved to the Red Book
4.10 Accounting and Financial Reporting Model	
4.11 Disclosure of Beneficial Interest in School Land Funds	<ul style="list-style-type: none"> • Beneficial interest model statement is moved to the Red Book
4.12 Disclosure of Pension Information	<ul style="list-style-type: none"> • Government Accounting Standards Board (GASB) is referenced generally and specific statement references are removed
4.13 Uniform Purchasing Policy Model	
4.14 Capital Improvements	<ul style="list-style-type: none"> • Language is added addressing authorization, which is to include approval by a governing board and an institution’s student government association • 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 • 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,

	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"> • Entire section is moved to the Red Book
4.16 Master Lease Program	<ul style="list-style-type: none"> • Section is moved to the capital area • Subsections are edited for clarity
4.17 Campus Master Plan Update	<ul style="list-style-type: none"> • Subsections are edited for clarity
4.18 Standards for Space Utilization	<ul style="list-style-type: none"> • Entire section is moved to the Red Book
4.19 Student Tuition and Fees Policy	<ul style="list-style-type: none"> • Subsections are edited for clarity • References to high school students participating in concurrent enrollment specify resident students
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"> • William P. Willis and Tulsa Reconciliation scholarship endowments are to be invested in manner similar to the Endowment Trust Fund
4.23 Fiscal Year Reports	<ul style="list-style-type: none"> • Entire section is moved to the Red Book
4.24 Employees – Quarterly Reports	<ul style="list-style-type: none"> • Entire section is combined with fiscal year reports and is moved to the Red Book

It is recommended that these proposed revisions to Chapter 4 (Budget and Fiscal Affairs) be approved. 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
February 1, 2024

AGENDA ITEM #19-b:

Policy.

SUBJECT: Approval of revisions to Chapter 5 (“Student Financial Aid and Scholarships”) of the OSRHE Policy and Procedures Manual.

RECOMMENDATION:

It is recommended that the State Regents approve the proposed revisions to Chapter 5 (Student Financial Aid and Scholarships) of the OSRHE Policy and Procedures Manual as below-described.

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 revisions are attached and require State Regents’ approval to amend Chapter 5 (Student Financial Aid and Scholarships) within the OSRHE Policy and Procedures Manual.

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">• Cleaned up legal cites• 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
5.2 University and College Support Scholarship	<ul style="list-style-type: none">• Minor edits for clarity
5.3 Regional University Baccalaureate Scholarship Program	<ul style="list-style-type: none">• Deleted all and replaced with links to applicable rules in the Oklahoma Administrative Code (“OAC”)

5.4 Academic Scholars Program	<ul style="list-style-type: none"> Deleted all and replaced with links to applicable rules in the OAC
5.5 Chancellor Hans Brisch Scholarship Program	<ul style="list-style-type: none"> Deleted all and replaced with links to applicable rules in the OAC
5.6 William P. Willis Scholarship Program	<ul style="list-style-type: none"> Deleted all and replaced with links to applicable rules in the OAC
5.7 Heartland Scholarship Program	<ul style="list-style-type: none"> Deleted all and replaced with links to applicable rules in the OAC
5.8 Oklahoma Higher Learning Access Program (Promise)	<ul style="list-style-type: none"> Deleted all and replaced with links to applicable rules in the OAC
5.9 George and Donna Nigh Scholarship	<ul style="list-style-type: none"> Minor edits for clarity
5.10 Renee Neuwald Memorial Scholarship	<ul style="list-style-type: none"> Deleted, no longer a thing
5.11 Future Teachers' Scholarship Program	<ul style="list-style-type: none"> Deleted, replaced by Inspired to Teach
5.12 Paul Douglas Teacher Scholarship	<ul style="list-style-type: none"> Deleted, no longer a thing
5.13 Chiropractic Education Assistance Program	<ul style="list-style-type: none"> Now 5.10 Deleted all and replaced with links to applicable rules in the OAC
5.14 Teacher Shortage Employment Incentive Program	<ul style="list-style-type: none"> Now 5.11 Deleted all and replaced with links to applicable rules in the OAC
5.15 Tulsa Reconciliation Education and Scholarship	<ul style="list-style-type: none"> Now 5.12 Deleted all and replaced with links to applicable rules in the OAC
5.16 Oklahoma Tuition Aid Grant Program	<ul style="list-style-type: none"> Now 5.13 Deleted all and replaced with links to applicable rules in the OAC
5.17 Oklahoma Tuition Aid Grant Program	<ul style="list-style-type: none"> Now 5.14 Deleted all and replaced with links to applicable rules in the OAC
5.18 Brad Henry International Scholarship Program	<ul style="list-style-type: none"> Now 5.15 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

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

It is recommended that the State Regents approve these proposed revisions to Ch. 5 (Student Financial Aid and Scholarship). 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
February 1, 2024

AGENDA ITEM #20-a:

Administrative Rules.

SUBJECT: Approval of proposed amendments to Administrative Operations APA rules.

RECOMMENDATION:

It is recommended that the State Regents adopt 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) 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 adoption by the Board 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.

The proposed revisions were posted at the State Regents’ meeting on December 7, 2023. Notice of Rulemaking Intent was published in the Oklahoma Register on January 2, 2024. No public comments or requests for hearing have been received.

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
February 1, 2024

AGENDA ITEM #20-b:

Administrative Rules.

SUBJECT: Approval 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 approve the 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 24th
day of April, 20 23, at 4:12 o'clock 4th P. M.
By: [Signature]

Approved by the Governor of the State of Oklahoma this 28th
day of April, 20 23, at 4:26 o'clock 4th 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 28th
day of April, 20 23, at 5:32 o'clock 4th 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 public 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 private institutions and out-of-state public 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
February 1, 2024

AGENDA ITEM #21-a:

High School Courses for College Admission.

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

RECOMMENDATION:

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

BACKGROUND:

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

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

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

POLICY ISSUES:

The provision regarding the State Regents' role in approving high school courses for college admission, which is detailed in policy section 3.9.2 of the Oklahoma State Regents for Higher Education's Institutional Admission and Retention policy, reads as follows:

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

preparatory/work ready curricular subject areas, but is not explicitly detailed therein, it shall require State Regents approval.”

ANALYSIS:

Prior to February 1, 2024, State Regents’ staff received a request from the Oklahoma Department of Career and Technology Education to approve high school courses for college admission. The table below details the courses, as well as the college admission subject area, in which the courses are categorized:

Course	Subject Area
Digital Editing and Production Photography	Computer Technology
Fundamentals of Video Game Design	Computer Technology
Introduction to Programming	Computer Technology
PLTW Civil Engineering and Architecture	Computer Technology

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

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AGENDA ITEM #21-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:

These actions are consistent with the State Regents' Distance Education and Traditional Off-Campus Courses and Programs policy.

ANALYSIS:

Prior to February 1, 2024, State Regents' staff received a SARA renewal application from the institutions listed below:

- Oklahoma State University;
- Langston University;
- Oklahoma Baptist University;
- Oklahoma Christian University;
- Southern Nazarene University; and
- Oklahoma Wesleyan University.

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.

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AGENDA ITEM #21-c:

Operations.

SUBJECT: Ratification of purchases exceeding \$25,000.

RECOMMENDATION:

It is recommended that the State Regents ratify purchases in amounts in excess of \$25,000 but do not exceed \$100,000 between October 28, 2023, and December 14, 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 October 28, 2023 and December 14, 2023 there were 8 purchases in excess of \$25,000 but do not exceed \$100,000.

OneNet

- 1) Copper River Information Technology in the amount of \$87,217.52 for optical equipment to deliver service to Northeastern State University campuses. (Funded from 718-OneNet).
- 2) University of Arkansas (AREON) in the amount of \$48,000.00 for 25 Gbps Internet2 (I2) research circuit through the Dallas MUS-IX (Midsouth U.S. Internet Exchange) partnership. The MUS-IX is a unique network interchange and partnership between the state research and education networks in Oklahoma (OneNet), Texas (LEARN), Arkansas (AREON), and Louisiana (LONI). Through the MUS-IX partnership, the 25 Gbps circuit will provide additional access to Internet2 as well as provide a backup for our current 100 Gbps Internet2 connection in Tulsa. Costs recovered through OneNet user fees. (Funded from 708-OneNet).
- 3) Telco Supply in the amount of \$48,544.08 for the relocation of fiber optic cables for the Oklahoma Department of Transportation right of way sale of property. Costs recovered through Oklahoma Community Anchor Network (OCAN) user fees. (Funded from 718-OneNet).
- 4) Apple Commuters Inc. in the amount of \$39,042.00 for computers and accessories to replace aging devices for Network Systems and Administration. Costs recovered through OneNet user fees. (Funded from 718-OneNet).

- 5) University of Oklahoma in the amount of \$51,200.00 for 4 dark fiber circuits and special fiber construction to serve the National Oceanic Atmospheric Administration from OneNet's point of presence on the University of Oklahoma campus. (Funded from 718-OneNet).
- 6) Indiana University in the amount of \$82,800.00 for network engineering support and incident management services to maintain stability for subscribers. (Funded from 718-47400).

O CAN

- 7) Dobson Technologies in the amount of \$39,250.50 for direct fiber connection for Green County Technical Center in Okmulgee to the backbone fiber located in Okmulgee. Costs recovered through O CAN user fees. (Funded from 720-O CAN).

GEAR UP

- 8) KOCH Communications LLC in the amount of \$66,944.00 for digital marketing and media services being provided to the 10 Oklahoma GEAR UP Grant IV districts. (Funded from 730-GEAR UP).

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AGENDA ITEM #22-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 <https://app.smartsheet.com/b/publish?EQBCT=25d78996ed8748139000df892989a4d9>

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AGENDA ITEM #22-b (1):

Annual Reports.

SUBJECT: Acknowledge receipt of the ACT Annual Report.

RECOMMENDATION:

It is recommended that the State Regents acknowledge receipt of the Annual Report on ACT scores for the 2023 graduating class.

BACKGROUND:

ACT scores can serve as a predictive measure of success in the first year of college and as indicators of preparation for college. For more than 25 years, the State Regents have been involved with ACT as partners in the Educational Planning and Assessment System (EPAS) and currently offer the tenth grade PreACT assessment to all Oklahoma school districts.

The graduating class of 2017 saw an increase in the number of Oklahoma students taking an ACT assessment after the Oklahoma State Department of Education selected ACT as one of the two options for the Every Student Succeeds Act assessment for the state. The majority of districts have chosen to give their students the ACT each year. After a decrease in test taking for the 2021 graduating class due to COVID 19, the graduating class of 2022 saw a return to state mandated assessments and the number of Oklahoma high school graduates taking an ACT returned to pre-COVID 19 numbers.

Oklahoma's PK-12 accountability system includes ACT scores as one piece of the School Report Card. Because of the inclusion of ACT scores and participation in this system, more school districts are availing themselves of the professional development and curriculum improvement afforded to them through the State Regents' Student Preparation for College Readiness Team.

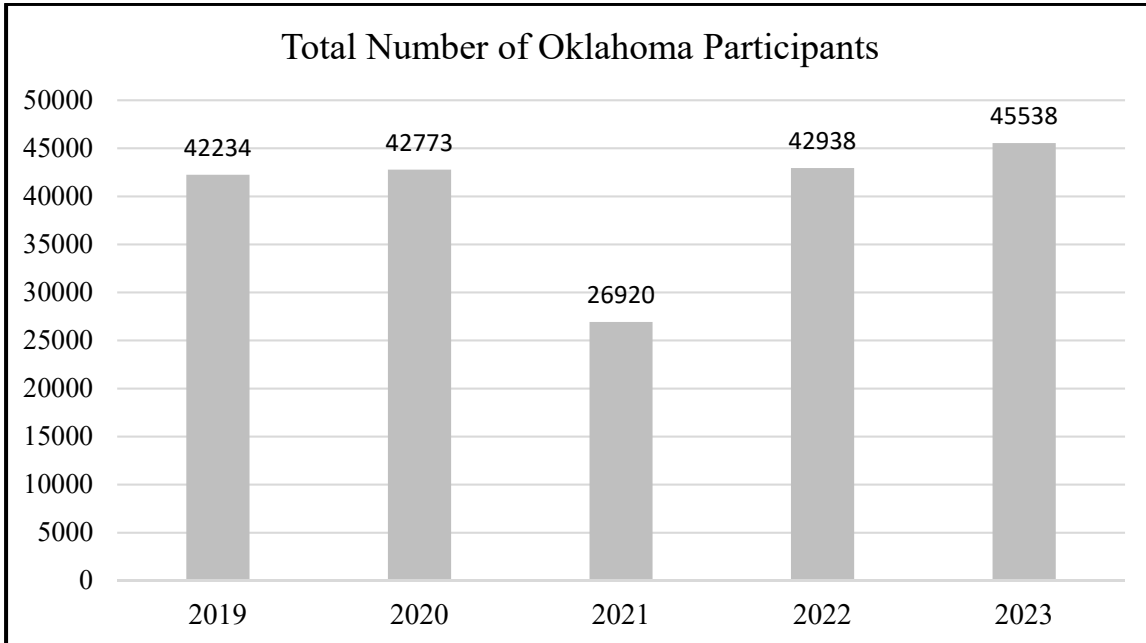
POLICY ISSUES:

No State Regents' policies are impacted by this action.

ANALYSIS:

In the Oklahoma graduating high school class of 2023, 45,538 students took an ACT test. Both Oklahoma and National composite averages continue to be below the averages achieved before COVID 19. The information below is taken from the 2023 Oklahoma Graduating Class ACT Profile Report which includes scores of students from both public and private schools. The most recent set of test information is used for students testing more than once.

After a decrease in test takers in the 2021 graduating class due to COVID 19, the number of students taking an ACT assessment has rebounded above pre-COVID 19 levels.



Oklahoma and national ACT scores either remained constant or decreased by less than .5 in each subject and all subjects (composite) from 2022 to 2023; and Oklahoma 2023 ACT scores continue to lag behind the national average.

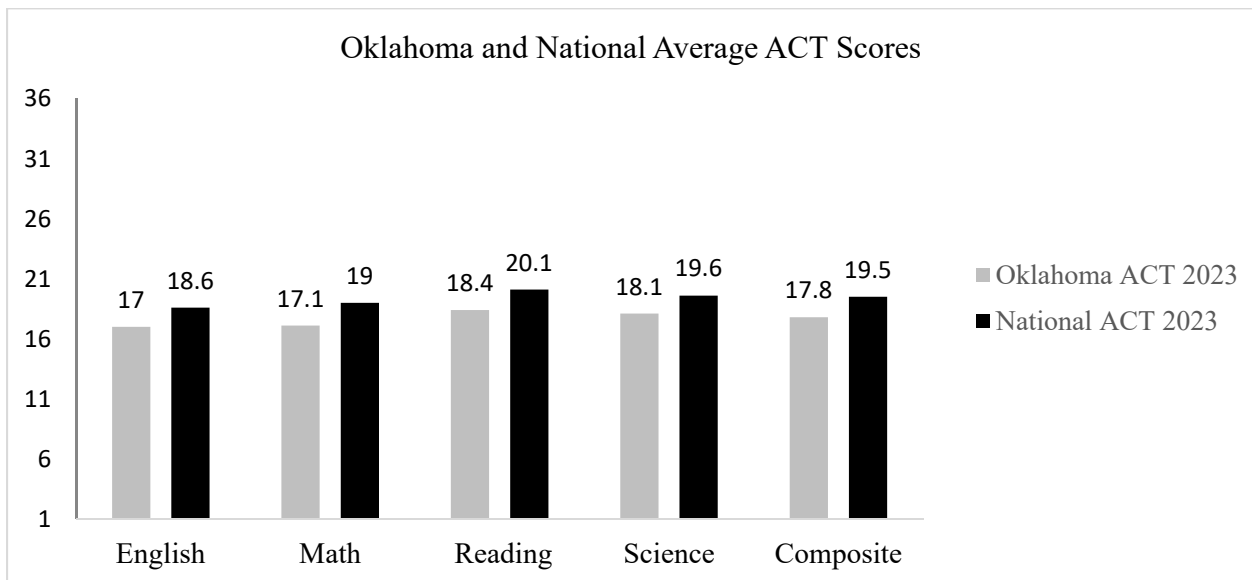
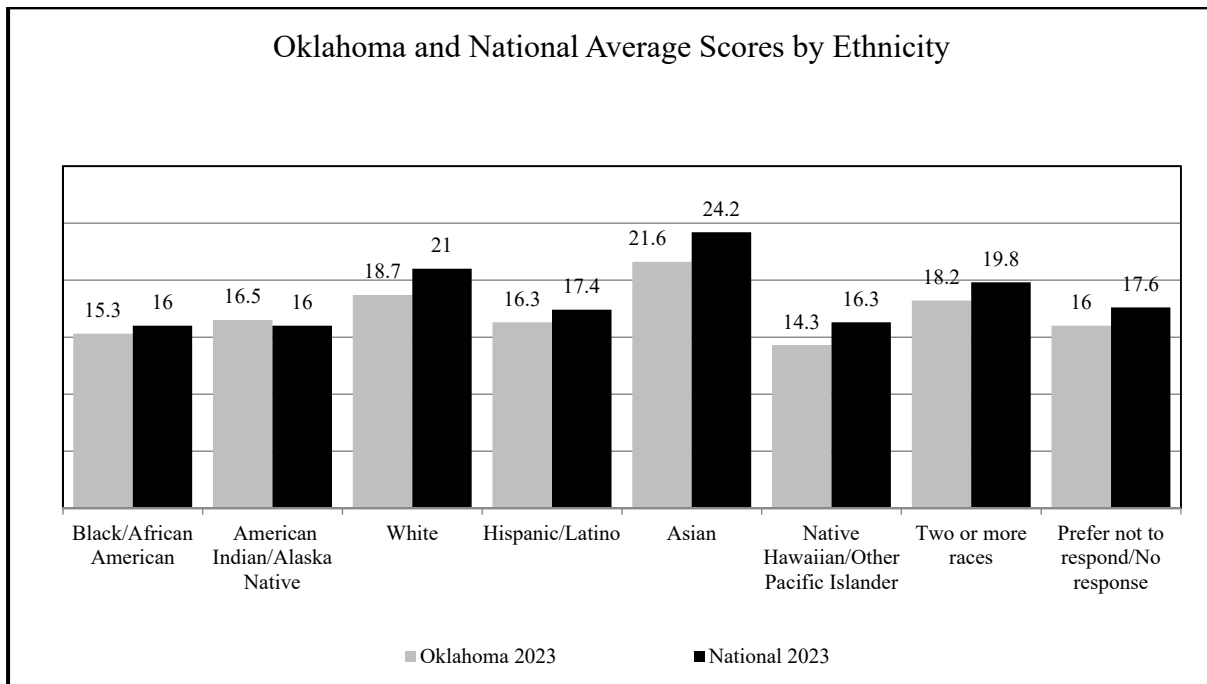


Table 1 below shows the average ACT composite scores of states testing 95 to 100 percent of their 2023 graduating class. The average for these states is 18.4.

Table 1. 2023 Average ACT Composite Scores of States Testing 95 to 100 Percent of Their Students

State	Estimated Percent of Graduates Tested	Average Composite Score
Alabama	100	18
Kentucky	100	18.7
Louisiana	100	18.2
Mississippi	100	17.6
Nevada	100	17.2
Oklahoma	100	17.8
Tennessee	100	18.4
Wyoming	100	19
Arizona	98	17.7
Montana	98	18.8
Arkansas	96	18.6
Nebraska	96	19.2
Wisconsin	95	19.4

Oklahoma’s American Indian and Alaska Native students continue to score slightly higher than their national counterparts.



ACT has defined College Readiness Benchmark scores as the minimum score indicating likely success in the corresponding college course. The percentage of Oklahoma students meeting the English benchmark

remained at 42 percent for the second year in a row. The percentage of Oklahoma students meeting the remaining three benchmarks dropped by one or two percent from 2022 to 2023; from 17 percent to 16 percent meeting the Mathematics benchmark, 31 percent to 30 percent meeting the Reading benchmark, and from 21 percent to 19 percent meeting the Science benchmark. The percentage of students meeting all four ACT College Readiness benchmarks decreased from 11 percent to 10 percent and the percentage of students meeting the STEM benchmark decreased from 7 percent to 6 percent. There was a similar decrease in the percentage of students meeting the College Readiness Benchmarks on the national level from graduating class of 2022 to 2023.

Table 2 below shows the percentage of 2023 graduates in Oklahoma and the nation that met the ACT college readiness benchmarks for each subject area, all subject areas, and STEM readiness.

Table 2. 2023 Public and Private High School Graduates Meeting College Readiness Benchmarks

Subject Area	ACT College Readiness Benchmark Score	Oklahoma Students Meeting Benchmark	National Average
English	18	42%	51%
Mathematics	22	16%	30%
Reading	22	30%	40%
Science	23	19%	31%
All Four College-Readiness	-	10%	21%
STEM Readiness	26	6%	15%

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AGENDA ITEM #22-b (2):

Annual Reports.

SUBJECT: Acknowledge receipt of the 2022 High School Indicators Report.

RECOMMENDATION:

It is recommended that the State Regents acknowledge receipt of the 2022 High School Indicators Report.

BACKGROUND:

Section 13 of Senate Bill No. 183 (SB 183) was enacted in 1989 by the Oklahoma Legislature to establish a program designed to evaluate the performance of individual schools and school districts in the state of Oklahoma. This program not only requires multiple types of evaluation by the Oklahoma State Department of Education (SDE), but also requires that the individual schools and districts be notified of these evaluations, and that the general public also be advised as to the “effectiveness” of individual schools or districts.

In response to the directive of SB 183, beginning in 1995, the Oklahoma State Regents for Higher Education (OSRHE) has provided the following four reports annually:

1. High School to College-Going Rates for Oklahoma High School Graduates to Oklahoma Colleges and Universities;
2. Headcount, Semester Hours, and Grade Point Average (GPA) Report;
3. Mean ACT Scores by Oklahoma High School Site; and
4. Developmental Education (Remediation) Rates for Oklahoma High School Graduates in Oklahoma Public Higher Education (beginning in 1995).

In compliance with SB 183, OSRHE will transmit these data to the Office of Educational Quality and Accountability.

POLICY ISSUES:

These reports are consistent with OSRHE’s policy.

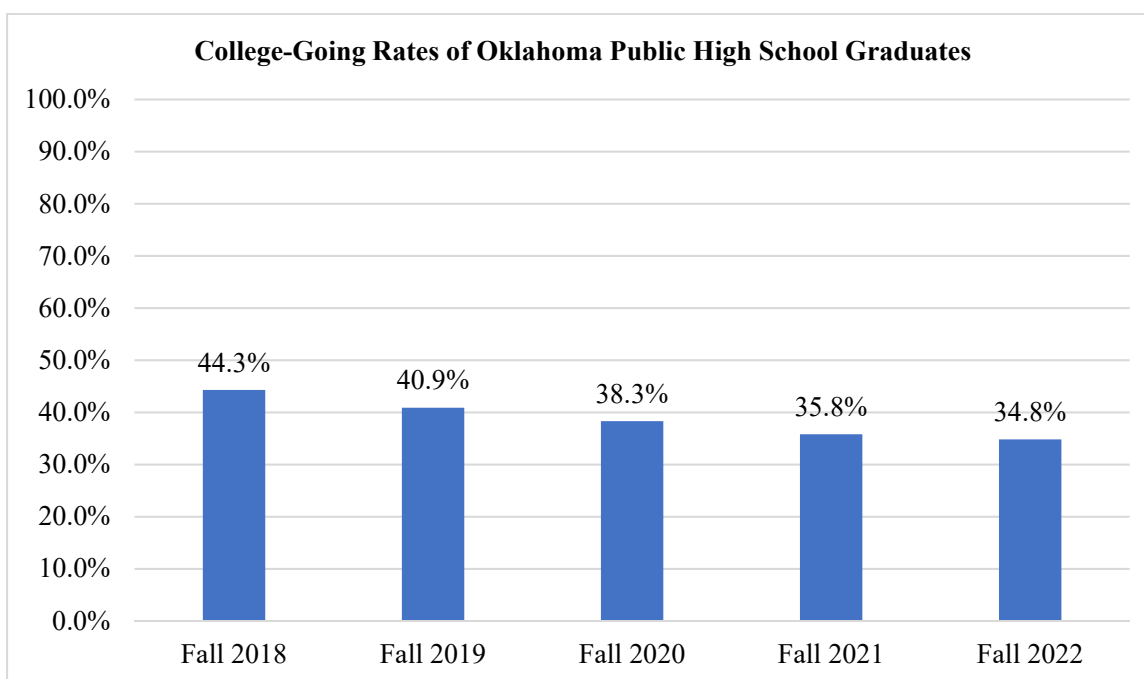
ANALYSIS:

High School to College-Going Rates Report

According to SDE, 45,130 high school students graduated from Oklahoma’s public high schools during the 2021-22 academic year. Of these graduates, 15,718 (34.8%) entered an Oklahoma college or university as a first-time entering student during the Fall 2022 semester. This represents a 1.0 percentage point decrease in college-going rates from the 2020-21 high school graduating class. An additional 660 students, or 1.5 percent of high school graduates, enrolled in an Oklahoma college or university during the Spring 2023 semester. College-going rates of high school graduates for the last five years are listed below in Table 1.

Table 1. College-Going Rates of Oklahoma Public High School Graduates

Entering Year	College-Going Rate
Fall 2018	44.3%
Fall 2019	40.9%
Fall 2020	38.3%
Fall 2021	35.8%
Fall 2022	34.8%



A complete dataset for college-going rates of 2021-22 Oklahoma public high school graduates is available on the OSRHE website at <https://okhighered.org/studies-reports/preparation/>.

The data describes 2021-22 Oklahoma public high school graduates who entered an Oklahoma college or university as first-time entering students in Fall 2022. It lists the following information by county, district, and high school site:

1. The number of high school graduates;
2. The number of high school graduates who went directly to college the following fall;
3. The number of high school graduates who went to college the following academic year; and
4. The number of high school graduates who entered college at any point in time during the 2022-23 academic year, including those who delayed entry for one year or more.

Headcount, Semester Hours, and Grade Point Average (GPA) Report

The Headcount, Semester Hours, and GPA Report provides academic year headcount, semester hours, and GPA information for freshmen-level courses taken by 2022 Oklahoma public high school graduates as Fall 2022 first-time entering, degree-seeking students in Oklahoma public institutions during the 2022-23 academic year or in previous academic years as concurrent high school students. The headcount and semester hour data are reported by GPA ranges (0.0-1.6, 1.7-1.9, 2.0-2.9, 3.0+) numerically and by percent within each range.

Of the Fall 2022 first-time entering, degree-seeking students who received college credit hours (14,128), 52.7 percent (7,443) earned a 3.0 or better GPA in their freshman-level courses, and approximately 76 percent (10,734) earned at least a 2.0. Cumulatively, students earned 284,240 credit hours of freshman-level credits, with 92 percent of the credit hours earned by students with a 2.0 or higher GPA in their freshman-level courses.

Table 2. Credit Hours and GPA Earned by First-Time Entering Students

Entering Year	First-Time Freshmen	1,000-Level Credit Hours Earned*	Students Earning 3.0+ GPA	Students Earning 2.0+ GPA
Fall 2018	16,780	314,410	46%	73%
Fall 2019	16,481	321,265	45%	72%
Fall 2020	15,379	290,524	48%	71%
Fall 2021	13,845	280,150	52%	75%
Fall 2022	14,128	284,240	53%	76%

*Note: Measuring GPA and credit hour production for freshman-level courses only is a change requested by the Office of Educational Quality and Accountability, effective with the 2013 high school graduates. Additionally, credit hours reported are for courses that were not passed, rather than for all courses attempted. Because of these changes, comparisons with reports prior to 2013 will not be valid.

A complete list of headcount, semester credit hours, and GPA for first-time entering students is available by high school site at <https://okhighered.org/studies-reports/preparation/>.

Mean ACT Scores by Oklahoma High School Site Report

The Mean ACT Scores Report lists the computed mean subject and composite scores for 2022 Oklahoma public high school graduates taking the ACT test and the number of high school graduates taking the exam by county, district, and high school site. This computation is based on the *highest* test score of those who took the ACT more than one time. It is important to note that ACT, Inc. calculates the mean ACT composite score on the *last* test score. The student's ACT score is credited to the high school where the highest score was earned. If the high school code does not match a valid Oklahoma public high school site, the score is excluded from this report.

According to ACT, 1,349,644 high school graduates across the United States took the ACT test in 2022, a 4.2 percent increase from 2021. Oklahoma high school graduates, with a valid Oklahoma public high school code, represent 39,537 of these test-takers. Although SDE pays for 100 percent of high school seniors to take the ACT or SAT, only 87.6 percent of the 2022 high school graduating class actually took the exam. The prior year decrease in the number of students testing was attributable to disruptions from the COVID-19 pandemic. Oklahoma's 2022 high school graduating class scored an average composite score of 18.1, a decrease of 1.6 from the previous year. Each average component score decreased as well: English (2.0), Mathematics (1.3), Reading (1.9), and Science (1.5). Average composite scores by district ranged from a high of 22.8 to a low of 13.8.

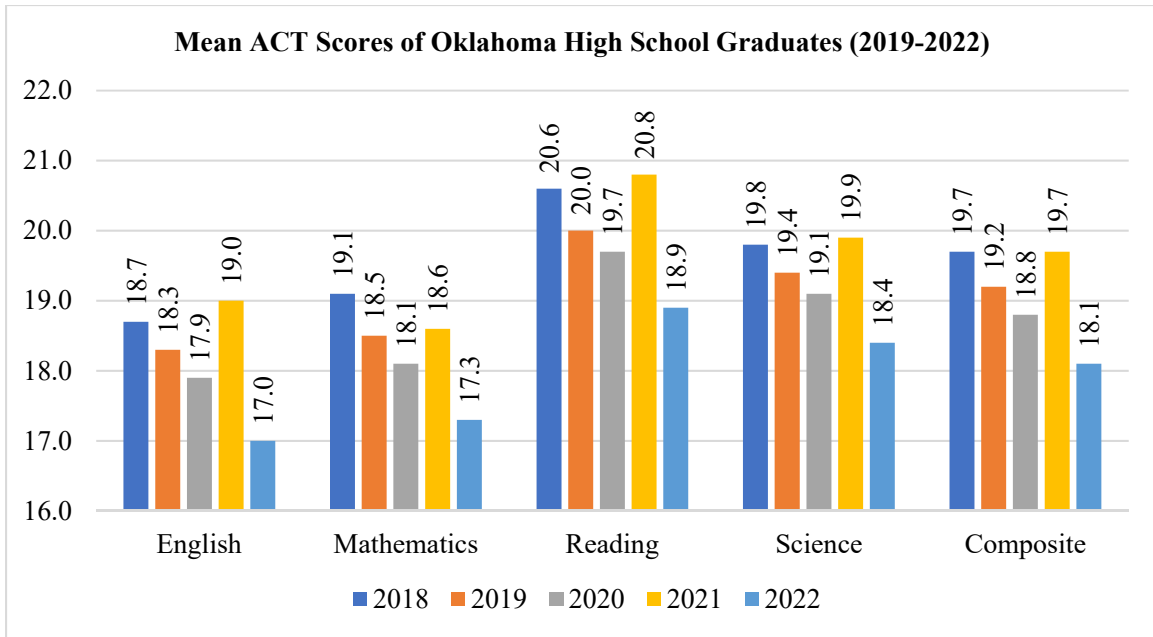


Table 3. Mean ACT Scores of Oklahoma Public High School Graduates

Year	OK Public High School Students	English	Math	Reading	Science	Composite	% of High School Graduating Class
2018	39,226	18.7	19.1	20.6	19.8	19.7	94.8%
2019	39,085	18.3	18.5	20.0	19.4	19.2	86.8%
2020	39,228	17.9	18.1	19.7	19.1	18.8	89.4%
2021	23,443	19.0	18.6	20.8	19.9	19.7	55.5%
2022	39,537	17.0	17.3	18.9	18.4	18.1	87.6%

The percentage of students failing to meet the ACT College Readiness Benchmark remains below 50 percent for all four subject areas. The benchmark percentages were 42 percent meeting English, 18 percent meeting Mathematics, 32 percent meeting Reading, and 21 percent meeting Science. The percentage of students meeting all four ACT College Readiness Benchmarks was 12 percent, with 6 percent of students meeting the STEM readiness benchmark. In addition, 88.3 percent of high school seniors taking the ACT failed to score 19 or higher on the Mathematics portion of the exam.

Table 4. Public High School Graduates Meeting College Readiness Benchmarks

Subject Area	ACT College Readiness Score	Oklahoma Students Meeting Benchmark	National Average*
English	18	42%	53%
Mathematics	22	18%	31%
Reading	22	32%	41%
Science	23	21%	32%
All Four College-Readiness	--	12%	22%
STEM Readiness	26	6%	16%

*Note: [National average data comes from ACT's National Profile Report 2022.](#)

A completed list of ACT scores by county, high school site, and district is available on the OSRHE website at <https://okhighered.org/studies-reports/preparation/>.

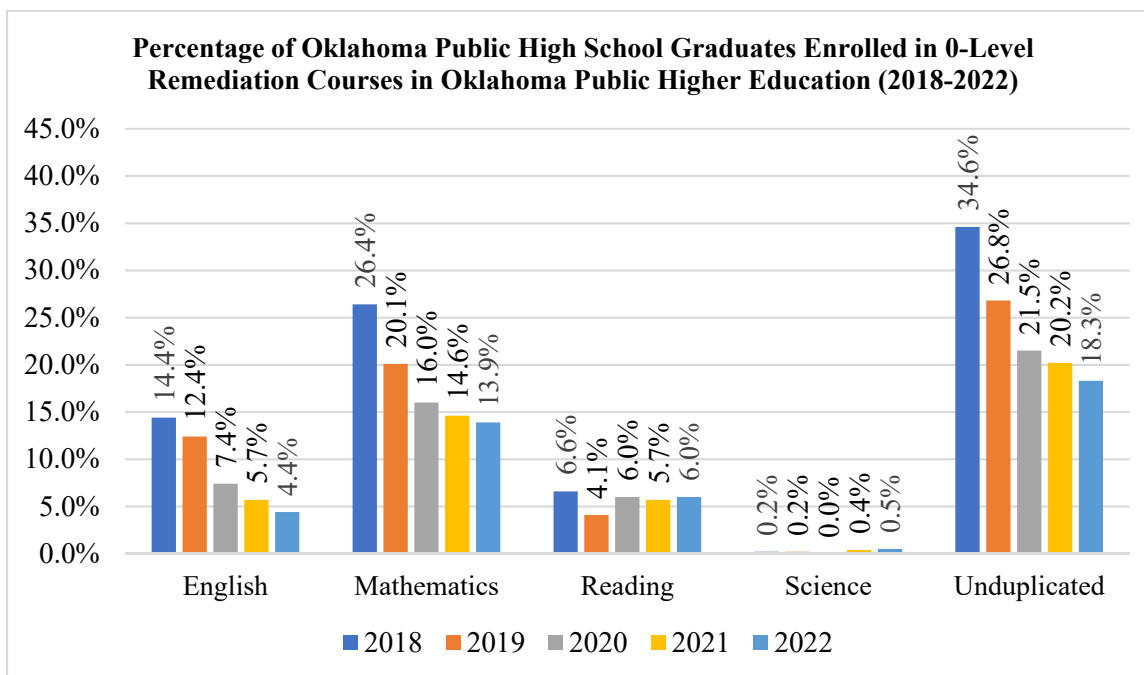
Remediation Rates Report

Of the Fall 2022, first-time entering, degree-seeking students (14,908), 18.3 percent (2,721) enrolled in one or more 0-level remedial courses. Over the past five years, there has been a decline in the percentage of students enrolled in such courses, attributed to strategic, alternative initiatives by OSRHE and our colleges and universities. These include revising assessment policies to consider additional readiness measures like high school GPA, allowing direct enrollment with supplemental supports for students with remedial needs, and creating tailored gateway mathematics courses aligned with students’ fields of study.

While these changes have decreased the percentage of students enrolled in 0-level remedial courses, it is important to note that this does not indicate that students entering Oklahoma’s higher education institutions are better prepared for college coursework. In fact, ACT testing trends show that students are increasingly underprepared and require significant assistance through co-requisite and supplemental instruction. Given this reality, OSRHE’s System Analysis and Reporting division is working to develop a methodology to accurately collect data on co-requisite and supplemental instruction in the future to better reflect remedial needs of students.

Table 5. Remediation Rates for First-Time Entering, Degree-Seeking Students

Entering Year	Headcount Enrollment	English	Mathematics	Reading	Science	Unduplicated
Fall 2018	17,309	14.4%	26.4%	6.6%	0.2%	34.6%
Fall 2019	17,149	12.4%	20.1%	4.1%	0.2%	26.8%
Fall 2020	15,938	7.4%	16.0%	6.0%	0.0%	21.5%
Fall 2021	14,336	5.7%	14.6%	5.7%	0.4%	20.2%
Fall 2022	14,908	4.4%	13.9%	6.0%	0.5%	18.3%



A complete list of remediation rates by high school site and district is available on the OSRHE website at <https://okhighered.org/studies-reports/preparation/>

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AGENDA ITEM #22-b (3):

Degrees Conferred.

SUBJECT: Acknowledge receipt of the 2022-23 Degrees and Certificates Conferred in Oklahoma Higher Education Report.

RECOMMENDATION:

It is recommended that the State Regents acknowledge receipt of the 2022-23 Degrees and Certificates Conferred in Oklahoma Higher Education Report.

BACKGROUND:

Article XIII-A of the Oklahoma Constitution states that the State Regents “*shall grant degrees and other forms of academic recognition for completion of the prescribed courses in all of such institutions.*”

POLICY ISSUES:

None.

ANALYSIS:

During the 2022-23 academic year, the Oklahoma state system of higher education conferred 37,189 degrees and certificates, which represents a 0.6 percent (212) increase in degree and certificate production over the previous academic year and a 1.1 percent (419) increase over the last five years. With regard to high-demand fields of study aligned with critical occupations, over the last decade, state system institutions increased degree and certificate production in STEM fields by 19.2 percent and in the health professions by 7.1 percent. Oklahoma’s state system of higher education continues to be a key partner in producing the graduates needed to meet Oklahoma’s current and future workforce demands. Information regarding degree and certificate production by award level, demographics, field of study, and critical occupations is provided in this report.

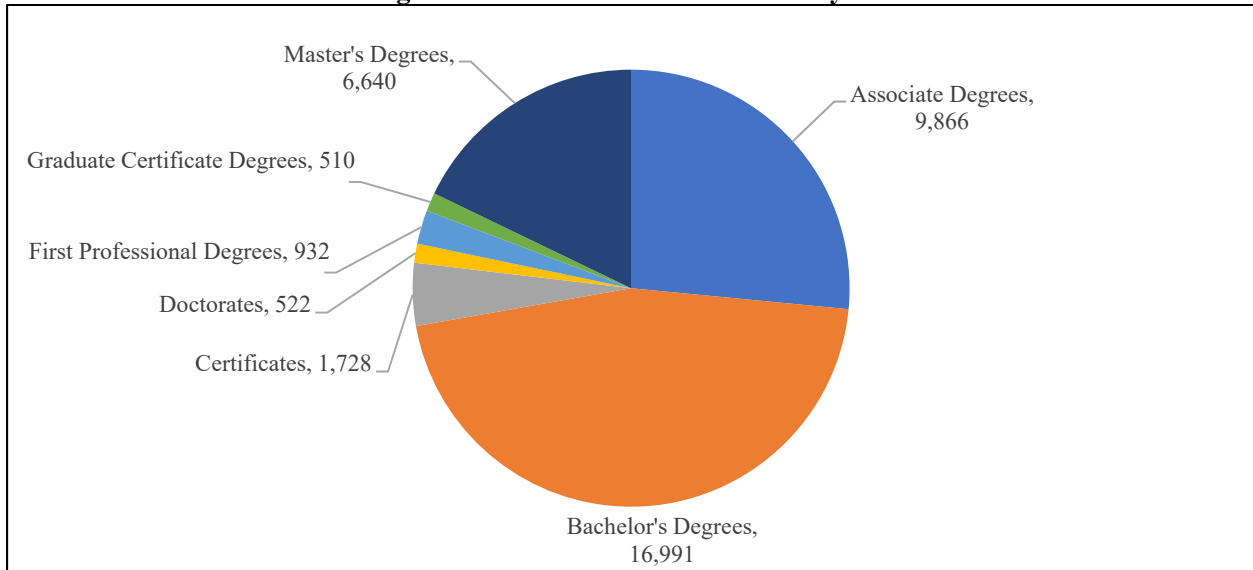
Degrees and Certificates Conferred by Award Level

The number of degrees and certificates conferred by award level in the 2022-23 academic year is as follows:

- 1,728 certificates
- 9,866 associate’s degrees
- 16,991 bachelor’s degrees
- 510 graduate certificates
- 6,640 master’s degrees
- 932 first professional degrees
- 522 doctoral degrees

Chart 1 provides a visual representation of degrees and certificates conferred by Oklahoma state system institutions during the 2022-23 academic year.

Chart 1: Degrees and Certificates Conferred by Award Level

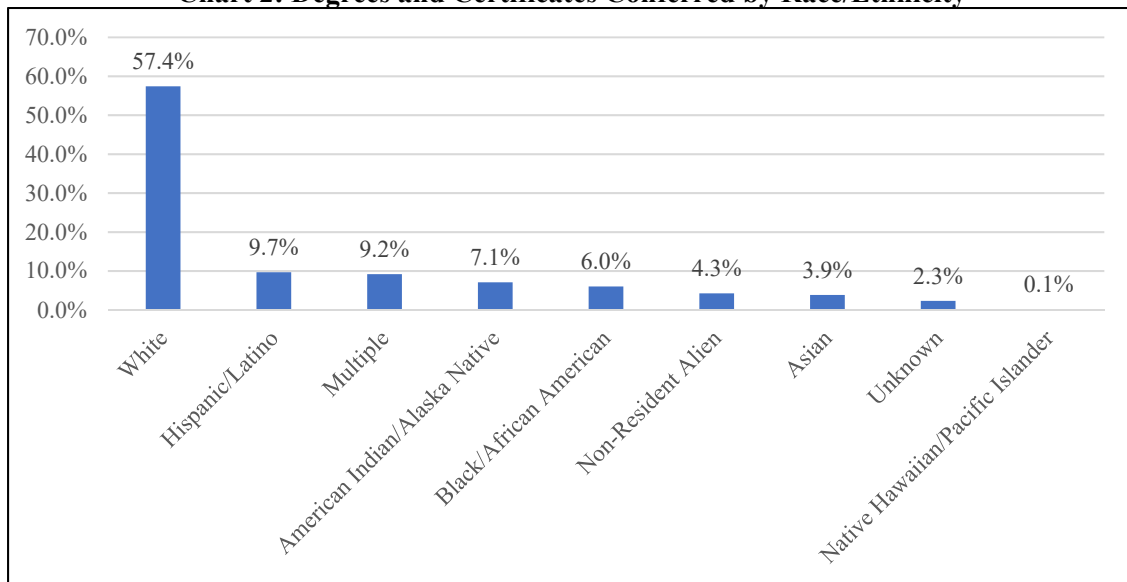


Certificates and associate’s degrees accounted for 31.2 percent of total degrees and certificates conferred, while bachelor’s degrees accounted for 45.7 percent of total degrees and certificates conferred. Graduate degrees and certificates made up 23.1 percent of total degrees and certificates conferred, while master’s degrees accounted for 77.2 percent of total graduate degrees and certificates conferred.

Degrees and Certificates Conferred by Demographics

Chart 2 provides the demographic breakdown of degrees and certificates conferred by race/ethnicity. These percentages are comparable to 2022-23 enrollments in state system institutions by race/ethnicity.

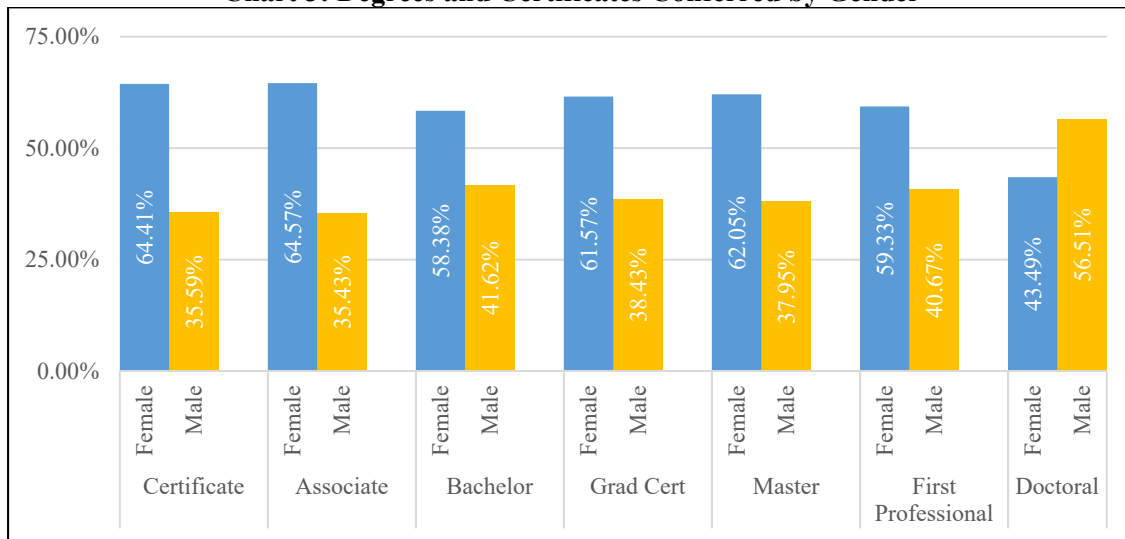
Chart 2: Degrees and Certificates Conferred by Race/Ethnicity



Outside of White, the largest race/ethnicity category of graduates was Hispanic/Latino. Over the last five years, the number of graduates with Hispanic/Latino races/ethnicities increased by 26.6 percent, from 7.7 percent (2,849) in 2018-19 to 9.7 percent (3,607) in 2022-23. Similarly, the number of graduates identifying as American Indian/Alaska Native increased by 8.5 percent, from 6.6 percent (2,433) in 2018-19 to 7.1 percent (2,641) in 2022-23.

In regard to gender, 60.8 percent of degrees and certificates conferred in 2022-23 went to women, while 39.2% of degrees and certificates conferred were awarded to men. Chart 3 provides the gender breakdown for degrees and certificates awarded to men and women by academic level.

Chart 3: Degrees and Certificates Conferred by Gender



Compared to the 2021-22 academic year, degrees and certificates conferred to men decreased slightly (0.2%), while degrees and certificates conferred to women increased (1.1%). Over the last five years, graduate degrees and certificates awarded to women increased by 28.3% percent (1,151), whereas graduate degrees and certificates awarded to men increased by 15.0 percent (443). Compared to the prior year, the distribution of doctoral degrees awarded to men increased by 27.7 percent (64), while doctoral degrees awarded to women decreased by 1.3 percent (3).

Historical Trends

Oklahoma’s public colleges and universities have been consistent in the total number of degrees and certificates awarded annually. Table 1 provides data on degree and certificate production by award level over the last five years.

Table 1. Degrees and Certificates Conferred, 5-Year Average

Award Level	2018-19	2019-20	2020-21	2021-22	2022-23	5-Year Average
Certificates	1,322	1,253	1,270	1,387	1,728	1,392.0
Associate’s Degrees	10,790	10,368	10,398	9,877	9,866	10,259.8
Bachelor’s Degrees	17,647	17,765	17,942	17,577	16,991	17,584.4
Graduate Certificates	458	370	402	545	510	457.0
Master’s Degrees	5,145	5,507	5,763	6,224	6,640	5,855.8
First Professional Degrees	908	915	898	906	932	911.8
Doctoral Degrees	500	481	476	461	522	488.0
Total	36,770	36,659	37,149	36,977	37,189	36,948.8

Table 2 shows 5-year and 10-year changes in degree and certificate production in Oklahoma state system institutions. Since 2018-19, undergraduate certificates and master’s degrees had the largest growth (30.7% and 29.1% respectively), while associate’s degrees and bachelor’s degrees declined in production during that time. Since 2013-14, undergraduate certificates and graduate certificates had the largest growth (70.8% and 88.9% respectively), while associate’s degrees declined in production during that time.

Table 2. 5-Year and 10-Year Changes in Degrees and Certificates Conferred

Award Level	2013-14	2018-19	2022-23	5-Year Change	10-Year Change
Certificates	1,012	1,322	1,728	30.7%	70.8%
Associate’s Degrees	10,852	10,790	9,866	-8.6%	-9.1%
Bachelor’s Degrees	16,573	17,647	16,991	-3.7%	2.5%
Graduate Certificates	270	458	510	11.4%	88.9%
Master’s Degrees	5,030	5,145	6,640	29.1%	32.0%
First Professional Degrees	929	908	932	2.6%	0.3%
Doctoral Degrees	487	500	522	4.4%	7.2%
Total	35,153	36,770	37,189	1.1%	5.8%

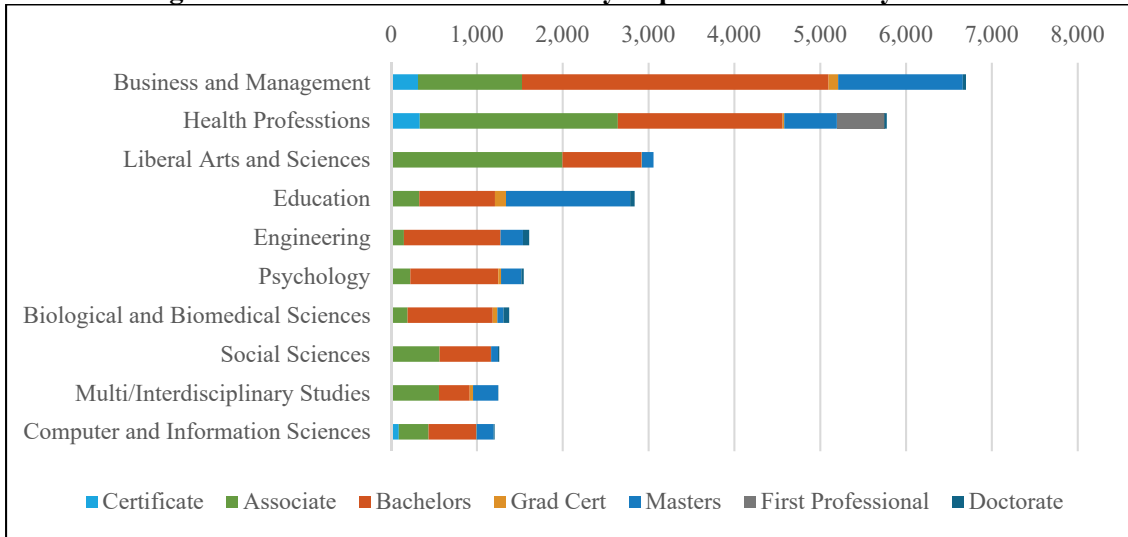
Degrees and Certificates Conferred by Field of Study

Among all degrees and certificates conferred in 2022-23, the top three fields of study were Business and Management, Health Professions, and Liberal Arts and Sciences. Top fields of study by degree level are as follows:

- Certificates – Family and Consumer Sciences (28.6%)
- Associate’s Degrees – Health Professions (23.4%)
- Bachelor’s Degrees – Business and Management (21.0%)
- Graduate Certificates – Education (25.3%)
- Master’s Degrees – Business and Management (21.9%)
- First Professional Degrees – Health Professions (59.4%)
- Doctoral Degrees – Engineering (14.2%)

Chart 4 provides a visual representation of degrees and certificates conferred by state system institutions during the 2022-23 academic year by field of study and award level.

Chart 4: Degrees and Certificates Conferred by Top 10 Field of Study and Award Level



Degrees and Certificates Conferred in Critical Occupations

Education. State system institutions awarded 2,838 degrees and certificates in education during the 2022-23 academic year. As shown in Table 3, this represents a 5.3 percent increase compared to the 2018-19 academic year and a 13.1 percent decline compared to 2013-14. Despite this overall decline in the total number of degrees and certificates conferred in education, production of graduate certificates and master’s degrees in this field has increased over the last decade by 514.3 percent and 36.1 percent respectively.

Table 3. Degrees and Certificates Conferred by Award Level – Education

Award Level	2013-14	2018-19	2022-23	5-Year Change	10-Year Change
Certificates	--	6	10	66.7%	--
Associate’s Degrees	742	513	319	-37.8%	-57.0%
Bachelor’s Degrees	1,376	1,069	882	-17.5%	-35.9%
Graduate Certificates	21	89	129	44.9%	514.3%
Master’s Degrees	1,063	949	1,447	52.5%	36.1%
Doctoral Degrees	63	69	51	-26.1%	-19.0%
Total	3,265	2,695	2,838	5.3%	-13.1%

With regard to approved educator preparation programs at state system institutions, annual production of bachelor’s degrees leading to eligibility to sit for teacher licensure declined by 34.1 percent over the last decade and 15.2 percent over the last five years, as shown in Table 4.

Table 4. Bachelor’s Degrees Conferred in Education Preparation Programs

Award Level	2013-14	2018-19	2022-23	5-Year Change	10-Year Change
Bachelor’s Degrees	1,321	1,027	871	-15.2%	-34.1%

Science, Technology, Engineering, and Mathematics (STEM). State system institutions conferred 7,551 STEM degrees and certificates during the 2022-23 academic year, representing a 19.2 percent increase over the last decade. More specifically, the number of bachelor’s degrees produced in STEM fields has increased

24.6 percent over the last 10 years. Table 5 provides the 5-year and 10-year change in degree and certificate production in STEM fields by award level.

Table 5. Degrees and Certificates Conferred by Award Level – STEM

Award Level	2013-14	2018-19	2022-23	5-Year Change	10-Year Change
Certificates	111	152	202	32.9%	82.0%
Associate’s Degrees	1,538	1,544	1,483	-4.0%	-3.6%
Bachelor’s Degrees	3,508	4,919	4,372	-11.1%	24.6%
Graduate Certificates	14	90	132	46.7%	842.9%
Master’s Degrees	936	994	1,109	11.6%	18.5%
Doctoral Degrees	230	249	253	1.6%	10.0%
Total	6,337	7,948	7,551	-5.0%	19.2%

Looking at specific STEM fields, Table 6 shows that degree and certificate production in computer and information sciences increased by 11.9 percent over the last five years and 32.1 percent over the last 10 years. Similarly, degree and certificate production in engineering increased by 8.1 percent over the last five years and 43.1 percent over the last 10 years.

Table 6. Degrees and Certificates Conferred by STEM Field

STEM Field	2013-14	2018-19	2022-23	5-Year Change	10-Year Change
Biological Sciences	1,085	1,224	1,302	6.4%	20.0%
Computer & Info Sciences	848	1,001	1,120	11.9%	32.1%
Engineering	1,398	1,850	2,000	8.1%	43.1%
Engineering Technologies	919	827	744	-10.0%	-19.0%
Physical Sciences	524	583	612	5.0%	16.8%
Remaining STEM Fields	1,563	2,463	1,773	-28.0%	13.4%
Total	6,337	7,948	7,551	-5.0%	19.2%

Health Professions. State system institutions awarded 5,776 degrees and certificates in health professions during the 2022-23 academic year. As shown in Table 7, this represents a 1.3 percent decrease compared to the 2018-19 academic year and a 7.1 percent increase compared to the 2013-14 academic year.

Table 7. Degrees and Certificates Conferred by Award Level – Health Professions

Award Level	2013-14	2018-19	2022-23	5-Year Change	10-Year Change
Certificates	357	352	336	-4.5%	-5.9%
Associate’s Degrees	2,368	2,631	2,307	-12.3%	-2.6%
Bachelor’s Degrees	1,405	1,577	1,920	21.8%	36.7%
Graduate Certificates	78	36	18	-50.0%	-76.9%
Master’s Degrees	500	592	614	3.7%	22.8%
First Professional Degrees	676	645	554	-14.1%	-18.0%
Doctoral Degrees	7	21	27	28.6%	285.7%
Total	5,391	5,854	5,776	-1.3%	7.1%

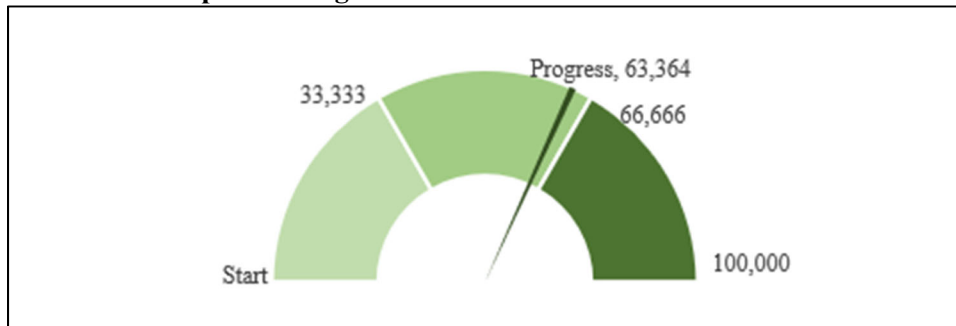
Looking at nursing specifically, total degree and certificate production in the 2022-23 academic year was 2.2 percent higher than in 2018-19 and 17.4 percent higher than in 2013-14, as shown in Table 8.

Table 8. Degrees and Certificates Conferred – Nursing

Health Professions Field	2013-14	2018-19	2022-23	5-Year Change	10-Year Change
Nursing	2,191	2,517	2,572	2.2%	17.4%

Critical Occupations Toward 2030 Workforce Readiness Goal. In 2022, OSRHE set the goal of the state system producing 100,000 degrees and certificates in identified critical occupations by 2030. In 2021-22, 31,573 degrees and certificates were conferred in critical occupations, and in 2022-23, an additional 31,791 degrees and certificates were conferred in critical occupations. With 63,364 total degrees and certificates conferred in critical occupations in the last two years, OSRHE is at 63 percent of the 2030 Workforce Readiness Goal (as shown in Chart 5).

Chart 5: Critical Occupations Degrees Conferred Toward 2030 Workforce Readiness Goal



Additional Information

Additional information on 2022-23 degrees and certificates conferred is available upon request.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
February 1, 2024

AGENDA ITEM #24:

Proposed Executive Session.

SUBJECT: Possible discussion and vote to enter into executive session pursuant to 25 O.S. § 307(B)(4) for confidential communications between the board and its attorney(s) concerning: (1) Black Emergency Response Team, et al. v. Drummond, et al., Case No. 5:21-cv-01022-G in the United States District Court for the Western District of Oklahoma; (2) Wisdom Ministries, Inc. v. Garrett, et al., Case No. 23-5098, United States Court of Appeals for the Tenth Circuit (appealed from 4:22-cv-00477-CVE-CDL in the United States District Court for the Northern District of Oklahoma); and (3) EEOC Charge # 564-2023-01525, if the board, with the advice of its attorney, determines that disclosure will seriously impair the ability of the board to process the claim or conduct a pending investigation, litigation, or proceeding in the public interest.

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

655 Research Parkway, Suite 200, Oklahoma City, Oklahoma

MINUTES

Eight Hundred and Thirty-Four Meeting



December 7, 2023

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

Minutes of the Eight Hundred and Thirty-Four Meeting
December 7, 2023

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

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

December 7, 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, December 7, 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 Turpen moved, seconded by Regent Holloway, to approve the minutes of the State Regents' meetings in October 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 announced that in 2024, the State Regents would be traveling once again, with scheduled visits to East Central University and Seminole State College in January, Carl Albert State College and Eastern Oklahoma State College in March, and Murray State College and Southeastern Oklahoma State University in April. He expressed gratitude to the hosting institutions for their cooperation.

5. **COMMENTS FROM THE CHANCELLOR.** Chancellor Garrett said that the inaugural meeting of the Oklahoma Workforce Commission took place. Additionally, she shared details about the Employee Recognition Event scheduled for December 15, 2023, and praised Kylie Smith, Vice Chancellor for Administration, for achieving her doctoral degree.

6. **EARLY COLLEGE PROGRAM.** Regent Casey moved, seconded by Regent Taylor, to approve a request from Murray State College to add an additional Early College High School program, the Accelerated College Experience, with Wilson Public Schools and Southern Technology Center. This program will begin in the Spring of 2024 with a five-year approval. Voting for the motion were Regents Holloway, Casey, Warmington, Turpen, Hilliary, Hickman, Adwon, Taylor and Sherry. Voting against the motion were none.

7. **TEACHER EDUCATION.** Regent Casey moved, seconded by Regent Holloway, to approve the Teacher Shortage Employment Incentive Program benefit of \$7,617.28 for each teacher eligible in 2024. To be eligible to receive this award, an individual must teach secondary mathematics or science for five consecutive years in an Oklahoma public school. Voting for the motion were Regents Warmington, Turpen, Hilliary, Hickman, Adwon, Taylor, Sherry, Holloway and Casey. Voting against the motion were none.

8. **GRANTS.** Regent Casey moved, seconded by Regent Hilliary, to approve the 2024 Summer Academy grants. The response to the call for proposals for the 2024 grant cycle resulted in forty-five submissions. Based on proposal evaluations conducted by independent reviewers, 17 proposals have been recommended for funding, totaling \$439,313.30. An additional \$60,000 has been set aside to fund a new pilot program, Full STEM Ahead, which will begin in January 2024. Voting for the motion were Regents Turpen, Hilliary, Hickman, Adwon, Taylor, Sherry, Holloway, Casey and Warmington. Voting against the motion were none.

9. **TEMPORARY ASSISTANCE TO NEEDY FAMILIES.** Regent Casey moved, seconded by Regent Holloway, to approve a contract modification between the State Regents and Oklahoma Human Services related to the Temporary Assistance to Needy Families (TANF) Program Scope of Work. The total contract amount for this modification is \$2,885,541. Voting for the motion were Regents Hilliary, Hickman, Adwon, Taylor, Sherry, Holloway, Casey, Warmington and Turpen. Voting against the motion were none.
10. **SCHOLARS FOR EXCELLENCE IN CHILD CARE.** Regent Casey moved, seconded by Regent Turpen, to approve contract modifications between the State Regents and Oklahoma Human Services to continue the Scholars for Excellence in Child Care program. Voting for the motion were Regents Hickman, Adwon, Taylor, Sherry, Holloway, Casey, Warmington, Turpen and Hilliary. Voting against the motion were none.
11. **E&G BUDGET.** Regent Hilliary moved, seconded by Regent Hickman, to approve the allocation of \$1,183,058.29 to Oklahoma State University Center for Health Sciences and \$1,183,058.29 to the University of Oklahoma Health Sciences Center from revenue collected from the taxes placed on the sale of cigarettes and tobacco products. The current accumulated allocation to each institution, including this allocation, totals to \$109,578,019.37. Voting for the motion were Regents Adwon, Taylor, Sherry, Holloway, Casey, Warmington, Turpen, Hilliary and Hickman. Voting against the motion were none.
12. **EPSCoR.** Regent Hilliary moved, seconded by Regent Hickman, to approve an allocation in the amount of \$30,000 to the University of Central Oklahoma for Oklahoma Research Day. An estimated 1,000 students will participate in the event. 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 Casey moved, seconded by Regent Turpen, to approve the item. Voting for the motion were Regents Sherry, Holloway, Casey, Warmington, Turpen, Hickman, Adwon and Taylor. Regent Hilliary abstained. Voting against the motion were none.

14. **INVESTMENTS.** Regent Taylor indicated that following an in-person meeting with Mercer, no items will move forward today.

15. **POLICY.**

a. Regent Casey moved, seconded by Regent Holloway, to approve the proposed revisions of 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 and Student Affairs. These revisions were previously posted at the last State Regents meeting. Voting for the motion were Regents Casey, Warmington, Turpen, Hilliary Hickman, Adwon, Taylor, Sherry and Holloway. Voting against the motion were none.

b. Chairman Sherry said that Item #15-b is the posting of revisions to the Budget and Fiscal Operations policy (Chapter 4). 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 Budget and Fiscal. This item is for posting only.

c. Chairman Sherry announced Item #15-c is the posting of revisions to the Student Financial Aid and Scholarships policy (Chapter 5). 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.**

a. Chairman Sherry said that Item #16-a is the posting of proposed permanent rule revisions to Administrative Operations APA rules. The revisions address general rules for State Regents meetings and align with the policy revisions approved by the State Regents at our last meeting. This item is for posting only.

b. Chairman Sherry announced that Item #16-b is the posting of proposed permanent rule revisions related to authorization of non-exempt private and out-of-state public degree-granting institutions pursuant to 70 O.S. § 4103. The proposed rules set authorization fees, 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. This item is for posting only.

- c. Regent Casey moved, seconded by Regent Turpen, to 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”). Voting for the motion were Regents Warmington, Turpen, Hilliary, Hickman, Adwon, Taylor, Sherry, Holloway and Casey. Voting against the motion were none.
17. **EMPLOYMENT OUTCOMES.** Regent Turpen moved, seconded by Regent Casey, to acknowledge receipt of the 2022 Employment Outcomes Report. Dr. Cassidy Minx, Director of Workforce and Economic Development presented the Employment Outcomes Report which showed 86 percent of Oklahoma state-system graduates are working in the state one year after graduation and more than 76 percent remain in the state five years after graduation. It also concluded that of the STEM graduates from our state system colleges and universities, more than 84 percent are working in the state one year after graduation, and more than 70 percent five years after graduation. 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 Casey moved, seconded by Regent Holloway, to recognize State Regents’ staff for service and recognition on state and national projects. 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 Turpen moved, seconded by Regent Holloway, to approve/ratify 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.
 - 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) Acknowledge receipt of the Annual Independent Audit Report for fiscal year ending June 30, 2023.
- (3) Personnel. Ratification of appointment of Associate Vice Chancellor for State Grants and Scholarships.

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 Taylor moved, seconded by Regent Hilliary, to acknowledge receipt of the Reports.

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

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 Student Services Committees. The Academic Affairs 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. **NEW BUSINESS.** No new business was discussed.

23. **ANNOUNCEMENT OF NEXT REGULAR MEETING.** Chair Sherry announced that the next regular meetings are scheduled for 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. **ADJOURNMENT.** With no additional items to address, the meeting was adjourned.

ATTEST:

Jack Sherry, Chair

Steven Taylor, Secretary

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

**MINUTES OF THE
COMMITTEE-OF-THE-WHOLE**
Wednesday, December 6, 2023

1. **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, December 6, 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, Dustin J. Hilliary, Jeffrey W. Hickman and Steven W. Taylor. Regent Phillip Mitchell "Mitch" Adwon and Michael C. Turpen did not attend the meeting.
3. **HOUSE AND SPEAKER UPDATE.** Senate President Pro Tem Greg Treat addressed the Regents, delivering an update on key priorities for the Senate in the upcoming session. He recognized a few of Senator Pugh's priorities regarding insurance and maintenance costs for higher education, emphasizing deferred maintenance. Senator Treat highlighted the crucial role of higher education in ensuring a seamless transition from education to the workforce for Oklahoma residents. He also commented on his efforts to enhance budget transparency, with a commitment to opening sub-committee meetings this year, and addressing longstanding concerns about the budget process. Regent Casey mentioned that many House members have not faced budget cuts. Regent Hickman explored the potential allocation of one-time funds for deferred maintenance and the bond bank during the discussion. Senator Treat underscored the importance of fostering competition to drive excellence and innovation within the academic world. Acknowledging the challenges in quantifying results in higher education on a dollar-for-dollar basis, Senator Treat emphasized the need to demonstrate success in achieving educational goals. House Speaker Charles McCall provided an overview of House priorities for the upcoming session, noting that four caucus members are actively participating in the Speaker Designate race. He expressed a commitment to ensuring a smooth and peaceful transition of power. Among his focal points are the workforce pipeline and economic matters. Speaker McCall acknowledged higher education's efforts in augmenting the workforce, particularly in the nursing sector. He underscored the state's favorable budget outlook, highlighting the significant savings of \$4.2 billion in reserves, which positions Oklahoma well to weather any future economic downturn. In response to Regent Casey's inquiry about attracting companies to Oklahoma, Speaker McCall emphasized the importance of offering enhanced incentive packages. He stressed the need for performance metrics to ensure that such deals are beneficial for Oklahoma, addressing concerns that some companies may be reluctant to meet specified goals to qualify for incentives. When asked about concurrent enrollment by Regent Hickman, Speaker McCall recognized the program's success and urged looking ahead to its future trajectory and potential improvements. He suggested a focus on effectiveness and eliminating duplicate programs as key areas for higher education to concentrate on in the future.

4. **STATE SYSTEM INSTITUTIONS.**

- a. **Northeastern Oklahoma A&M College (NEO).** In his update, President Kyle Stafford of NEO explained that NEO is actively aligning the institution's goals with Blueprint 2030 recommendations. He expressed gratitude to the legislature for faculty and staff pay raises and highlighted ARPA funds supporting the nursing program. NEO is dedicated to enhancing Oklahoma's workforce through increased student participation, particularly in nursing. The nursing program shows growth with rising graduation rates. NEO also hosts 154 Oklahoma's Promise Students, and has awarded over \$190,990 in Promise scholarships. Regent Casey inquired about concurrent enrollment students and the faculty needed to accommodate this growth. President Stafford explained that concurrent enrollment students are mainly from Miami High School and the three surrounding counties. These students attend classes on the NEO campus. Additionally, he explained that NEO contracts with qualified faculty members from high schools to teach these college courses. President Stafford emphasized deferred maintenance as a priority for century-old buildings, which require more than routine upkeep. Regent Hickman asked about insurance premiums for the institution. President Stafford explained that insurance challenges remain a worrisome priority, he explained that NEO has seen a 252 percent premium increase from 2016 to 2023, with an \$80,000 rise in the past year.
- b. **Oklahoma Panhandle State University (OPSU).** President Julie Dinger provided an update on OPSU. She shared that they are realigning their strategic plan to dovetail with Blueprint 2030, they are also bringing together state level leaders, faculty and students to address industry challenges and have worked to provide early career and college programs to connect students with industry. She explained that OPSU has implemented proactive policies and academic coaching as well as mental health counseling in an effort to increase student retention and graduation rates. OPSU has also expanded concurrent enrollment opportunities including institutional support, student support with a concurrent enrollment advisor and improved access by offering on-site access at Guymon High School and through remote learning.
- c. **Oklahoma City Community College (OCCC).** President Mautra Jones provided an update on OCCC. President Jones explained that OCCC is progressing in aligning its goals with Blueprint 2030 by addressing the challenge of preparing Oklahoma's future workforce. The institution awarded 735 STEM-related degrees and certifications while strengthening partnerships with industries and businesses. Additionally, OCCC introduced 17 STEM micro-credentials. The expansion of opportunities through concurrent enrollment resulted in a 14 percent increase from fall 2022 to fall 2023. The early college programs, now serving 360 students from 11 partner schools and offering 37 course sections, have shown significant growth from the initial 90 students. Responding to Regent Warmington's inquiry about adult learners, President Jones highlighted OCCC's expansion of programs, such as Reach Higher, offering high-quality instruction through diverse modalities and schedules to cater to their needs. The community outreach and education division provides unwavering support to adult learners, regardless of their starting point in their educational journey.

5. **BLUEPRINT 2030.** Update on progress in support of the strategic plan recommendations.

- a. **Business and Employer Advisory Council.** Chancellor Garrett delivered an update regarding the progress of Strategy #2B, focusing on the Business and Employer Advisory

Council as part of Blueprint 2030. The overarching objective is to formulate a robust statewide communications and outreach strategy aimed at actively involving employers. Additionally, the plan involves the establishment of a statewide Business and Employer Advisory Council. In line with this vision, she has successfully identified and reached out to influential industry leaders, extending invitations for their participation in the Advisory Council. Chancellor Garrett emphasized the importance of their engagement, underlining the strategic significance of their insights and contributions to the council's objectives. Furthermore, the Chancellor elaborated on the intention to enhance regular interactions by introducing an annual business summit.

- b. Adult Learners.** Associate Vice Chancellor of Innovation Brad Griffith gave an update on the Reach Higher program and adult learning initiatives in support of Strategy #10A. He explained that Reach Higher consists of two tracks: a Bachelor of Science in Organizational Leadership, available at seven universities, and an Associate of Science/Arts in Enterprise Development, offered by all 14 community colleges. Presently, four institutions have chosen not to participate in Reach Higher. Additionally, he touched upon the Finish Line Scholarship, detailing that the award limits range from a minimum of \$500 to a maximum total of \$5,000 per student for up to five semesters. This scholarship encompasses tuition, fees, and learning materials. If the funding could be increased, an extra 550 scholarships would be accessible for the upcoming fall semester.
6. **BUDGET REPORT AND REVENUE UPDATE.** Report on the State budget and revenue. Mark Tygret, Vice Chancellor for Budget and Finance, delivered a report on the General Revenue Fund, revealing a decrease of over 6-½ percent compared to last year. Despite this decline, the positive state of the overall economy and a low unemployment rate suggest a promising outlook.
7. **LEGISLATIVE UPDATE.** Update on legislative activity. Dr. Jarrett Jobe, Vice Chancellor for Governmental Relations, presented a preview on the upcoming session. OSRHE has proposed two bills related to Oklahoma's Promise, aiming to streamline curriculum and update support for foster care students. Additionally, he discussed ongoing efforts to establish a new peer group for research institutions, as the existing one was tied to the Big XII conference, and one of our institutions is no longer part of that conference. Dr. Jobe also provided the dates for the 2024 Legislative Tours. Regent Hickman asked about the future of AP courses since students have moved to concurrent enrollment. Chancellor Garrett was doubtful that the smaller school districts could offer AP courses without qualified instructors especially in Math. Regent Hilliary inquired about the deferred maintenance issue. Dr. Jobe indicated that some lawmakers are proposing a one-time grant for campuses with deferred maintenance needs. On the other hand, OSRHE is advocating for a \$200 million fund, where the Regents would oversee the allocation of funds to institutions. Regent Hickman proposed that this fund should target institutions requiring one-time financial assistance, which they could repay with a low-interest option.
8. **PROPOSED EXECUTIVE SESSION.** Upon advice of Matt Stangl, General Counsel for the Oklahoma State Regents for Higher Education, Regent Hickman made a motion, seconded by Regent Holloway, to go into Executive Session pursuant to 25 O.S. § 307(B)(4) for confidential communications between the board and its attorney(s) concerning: (1) Black Emergency Response Team, et al. v. Drummond, et al., Case No. 5:21-cv-01022-G in the United States District Court for the Western District of Oklahoma; (2) Wisdom Ministries, Inc. v. Garrett, et al., Case No. 23-5098, United States Court of Appeals for the Tenth Circuit (appealed from 4:22-cv-00477-CVE-CDL in the United States District Court for the Northern District of Oklahoma); and (3) EEOC Charge # 564-2023-01525, 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. Voting for the motion were Regents Sherry, Hilliary, Holloway, Casey, Taylor, Warmington, and Hickman.

Following the executive session, a motion was made by Regent Taylor, seconded by Regent Holloway, to return to the regular meeting. Voting for the motion were Regents Taylor, Warmington, Sherry, Hilliary, Parker, Holloway, Casey, and Hickman. Regent Warmington made a motion, seconded by Regent Holloway, to proceed as discussed in the matter of EEOC Charge #564-2023-01525. Voting for the motion were Regents Hilliary, Holloway, Casey, Taylor, Warmington, Hickman and Sherry.

9. **“BEST OF HIGHER EDUCATION.”** Regents received the December 2023 update on institutional activities via e-mail.
10. **CALENDAR OF EVENTS.** The calendar of events was distributed in written form to the Regents.
11. **ADJOURN.** With no other items to discuss, the meeting was adjourned.

ATTEST:

Jack Sherry, Chair

Steven W. Taylor, Secretary