

**Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
April 15, 2021**

AGENDA ITEM #18-d:

Policy.

SUBJECT: Approval of revisions to the Concurrent Enrollment policy.

RECOMMENDATION:

It is recommended that the State Regents approve the proposed revisions to the Concurrent Enrollment policy.

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.

POLICY ISSUES:

The State Regents’ Concurrent Enrollment policy does not specifically address geographic service areas for delivery of concurrent enrollment nor any stipulations in relation to the statutory tuition waiver reimbursement to institutions providing concurrent enrollment services to high schools. This policy revision addresses these omissions in current policy.

POLICY ANALYSIS

In January 2020, legislative interest in concurrent enrollment lead to the creation of the Council of Presidents’ Concurrent Enrollment Working Group with representation from the following institutions:

- Cameron University
- Carl Albert State College
- Northeastern State University
- Northern Oklahoma College
- Oklahoma Panhandle State University
- Oklahoma State University
- Redlands Community College
- Rose State College
- Southwestern Oklahoma State University
- Tulsa Community College
- University of Oklahoma

The Concurrent Enrollment Working Group worked on issues of funding and service areas for concurrent enrollment through 2020. After robust discussions, reviews of practices across the nation, and consideration of multiple proposals, the Concurrent Enrollment Working Group agreed on the following recommendation:

COUNCIL OF PRESIDENTS Concurrent Enrollment Working Group

CONCURRENT ENROLLMENT PROPOSAL

Background: Concurrent Enrollment

Concurrent enrollment allows outstanding high school seniors and juniors who meet admission and course placement requirements to earn college credit at Oklahoma colleges and universities while still in high school, which strengthens student preparation, reduces college costs, and decreases the time required to complete a degree.

Participation in the Oklahoma state system of higher education’s concurrent enrollment program has nearly doubled in the last decade, and in the previous academic year, more than 14,000 students from Oklahoma high schools enrolled in concurrent courses, generating nearly 133,000 student credit hours.

Through the program, eligible high school seniors receive a tuition waiver for up to 18 credit hours of concurrent coursework during the academic year. Additionally, tuition

waivers for eligible high school juniors are provided based on available state funding after institutions have been fully reimbursed for tuition waivers provided to high school seniors.

The State Regents' Concurrent Enrollment Policy 3.10 provides a framework for State System institutions to offer concurrent enrollment to eligible high school juniors and seniors. 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.

Background: Tuition-Setting Process

The current process to determine tuition and mandatory fees is a collaborative and public process as directed by law. It involves the State Regents, institutional governing boards, and students (student government organizations, other student groups, and students at large; State Regents Policy 4.18.3).

The current tuition-setting process requires an annual review of like-type, state-supported institutions in states adjacent to Oklahoma or other institutions, as determined by statute and/or State Regents' policy, to ensure that requests for increases in institutional tuition and mandatory fees are appropriate and reasonable (Title 70, O. S. § 3218.8).

The current process to determine tuition and mandatory fees balances the affordability of public higher education with the provision of available, diverse, and high-quality learning opportunities, with consideration given to the level of state fiscal support for higher education, the state's current economy, per capita income and cost of living, college-going and college-retention rates, and the availability of financial aid in Oklahoma (Title 70, O. S. § 3218.8).

In addition to tuition and mandatory fees, the current process to determine academic service fees is directed by law. Institutional governing boards establish fees at their respective institution(s) with approval by the State Regents (Title 70, O. S. § 3218.10).

The current process to determine tuition, mandatory fees and academic service fees requires input and approval by regents or trustees of Oklahoma's public colleges and universities who are appointed by the governor and confirmed by the Senate. By virtue of their appointment, regents are community leaders who serve not only as advocates for students but also as stewards of Oklahoma taxpayer dollars, (State Regents – Section 2, Article XIII-A, Oklahoma Constitution, and RUSO – Article XIII-B-1, Oklahoma Constitution). Within peer tuition limits for the respective institutions, the regents are best-suited to determine tuition (Title 70, O. S. § 3218.14).

Furthermore, the current process to determine tuition, mandatory fees and academic service fees requires by law a public hearing for the purpose of receiving comments on the subject of tuition peer limits and academic service fees charged to students as a condition for enrollment at institutions within State System of Higher Education.

Concurrent Enrollment Recommendation:

- When two and four-year institutions share a service area, the institution that is closer geographically to the high school campus is the one that will provide concurrent enrollment services to the high school.

- For example, if a high school is closer to a two-year institution, the two-year institution would be the preferred provider of concurrent enrollment.
- If the school district would prefer services from a four-year institution, the school district has the option to invite the four-year institution into their shared service area to provide concurrent enrollment services for the district, but concurrent enrollment tuition waiver reimbursement to the four-year institution would only be provided at the two-year institution rate.
 - This arrangement would not preclude the school district from entering into an agreement with the four-year institution to cover the difference between the two-year reimbursement rate and the typical four-year reimbursement rate.
- The benefits of this plan would include:
 - Increasing the availability of concurrent enrollment opportunities to school districts in a cost-effective manner;
 - Increasing educational choices for students; and
 - Providing an avenue by which school districts have the option to select the partnering institution that best meets the needs of their students and schools.

Based on the above recommendation from the Concurrent Enrollment Working Group, proposed revisions to the Concurrent Enrollment policy were drafted and recommended to the full Council of Presidents to address shared geographic service areas for concurrent enrollment tuition waiver reimbursement rates. The proposed revisions are summarized below.

3.10.6.A.2. Off-Campus Service Areas	<ul style="list-style-type: none"> ● New section to specify when shared geographic service areas between two-year and four-year institutions, that the institution geographically closer will serve the local high school with concurrent enrollment services at their approved tuition waiver reimbursement rates. ● New section to allow high schools closer to a 2-year institution to 1) invite a 4-year institution to provide concurrent enrollment services with the 4-year institution to be reimbursed at the 2-year tuition waiver reimbursement rate and 2) the ability of the high school and institution to create agreements to fund the remainder of 4-year tuition waiver reimbursement rate.
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It is recommended that the State Regents approve the proposed revisions to the Concurrent Enrollment policy and that any revised 4-year tuition waiver reimbursement rate will be effective beginning with the reimbursement request for the Fall 2021 semester.

Attachment.

3. ACADEMIC AFFAIRS POLICY

3.10 Concurrent Enrollment

3.10.1 Purpose

Concurrent enrollment provides eligible high school students with an opportunity to earn college credit. Overall, concurrent enrollment is recognized as a valuable opportunity to advance the State System's commitment to expand access to higher education opportunities, produce favorable student achievement outcomes, and enhance educational efficiency.

This policy provides a framework for State System institutions to offer concurrent enrollment to eligible high school juniors and seniors. 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.

3.10.2 Definitions

“Concurrent Enrollment” refers to eligible high school juniors and seniors who enroll in college courses and earn dual credit.

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

“Dual Credit” is a college course taken by a high school student for which the student is awarded both high school and college credit. See the dual credit section below for more information.

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

“Non-Academic High School Units” are high school units earned through participating in school sponsored activities or providing clerical support. These units may include, but need not be limited to, credit that is awarded by virtue of serving as an office or library aide or participating in school sponsored teams, clubs, or organizations.

3.10.3 Eligibility Requirements

A. Admission

A junior or senior high school student may be admitted provisionally to a college or university in the State System. Minimum standards for State System institutions are outlined in the tables below. The ACT score is the final composite score without the writing component as defined in section 3.9.2 of the *Institutional Admission and Retention* policy and the SAT score is the composite score without the essay component.

A State System institution that wishes to admit a junior or senior high school student, who does not meet one of the applicable criteria detailed below, may submit a request for an exception to allow the student to enroll in a specific course in which the student has demonstrated exceptional ability. An institution shall grant admission to such a student only if the request for an exception is approved by the Chancellor.

1. Students from Accredited High Schools

Students from accredited high schools shall meet one of the criteria listed in the table below. Acceptable exams include:

- a. A national ACT or an acceptable national preparatory ACT instrument that is listed in the *Academic Affairs Procedures Handbook*;
- b. One residual ACT per year (from November 1 to October 31), which is only valid at the institution at which it was administered; or
- c. A national SAT or an acceptable national preparatory SAT instrument that is listed in the *Academic Affairs Procedures Handbook*.

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

2. Home Schooled Students and Students from Unaccredited High Schools

Home schooled students and students from unaccredited high schools shall have completed enough high school coursework to be equivalent to an individual who is classified as a junior or senior at an accredited high school and meet the applicable criterion in the table below. Acceptable exams include:

- a. A national ACT or an acceptable national predictive model ACT instrument that is listed in the *Academic Affairs Procedures Handbook*;
- b. One residual ACT per year (from November 1 to October 31), which is only valid at the institution at which it was administered; or

- c. A national SAT or an acceptable national predictive model SAT instrument that is listed in the *Academic Affairs Procedures Handbook*.

Research Universities	ACT/SAT at 67th percentile
Regional Universities	ACT/SAT at 50th percentile
Community Colleges	ACT/SAT at 42nd percentile

3. All students must have a signed form from the high school principal or counselor stating that he/she is eligible to satisfy requirements for graduation from high school (including curricular requirements for college admission) no later than the spring of the senior year. Students must also have written permission from a parent or legal guardian.

B. Course Placement and Enrollment

1. Curriculum Requirements

At minimum, concurrent students shall demonstrate college readiness in a particular subject area to be eligible to enroll in a college level course in the corresponding subject area. A high school student not demonstrating college readiness in science reasoning, mathematics, or English will not be permitted enrollment in the corresponding college subject area. A student who is unable to demonstrate college readiness in reading will not be permitted enrollment in any other collegiate course (outside the subjects of science, mathematics, and English). Concurrent enrollment students are prohibited from enrolling in any form of developmental education, including any configuration in which developmental education is embedded within a credit bearing course. A concurrent student shall demonstrate college readiness by:

- a. Attaining the requisite subject score on an acceptable ACT exam;
- b. Attaining the requisite subject score on an acceptable SAT exam; or
- c. Satisfying an entry level assessment and course placement measure that is in accordance with the institution's State Regents approved assessment plan.

2. Workload

A high school student admitted under the provision set forth below may enroll in a combined number of high school and college courses per semester not to exceed a full-time college workload of 19 semester-credit-hours. A student may enroll in a

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

3. Academic Calendar

Concurrent enrollment students shall be subject to the higher education institution's academic calendar.

4. Continuing Enrollment

High school students concurrently enrolled in college courses may continue concurrent enrollment in subsequent semesters if they achieve a college grade point average (GPA) of 2.0 or above on a 4.0 scale. Therefore, a concurrent student who fails to achieve the requisite 2.0 college GPA shall not be eligible for concurrent enrollment at any State System institution.

Additionally, congruous with the State Regents' *Grading* policy, if a concurrent enrollment student's college GPA falls within a range that requires one to be placed on academic probation, the academic probationary status shall be notated on the academic transcript. Following high school graduation, a student who has been concurrently enrolled as a high school student may be admitted to the original institution of concurrent enrollment or another institution in the State System if the student meets the college or university's entrance requirements, including the high school curriculum requirements, and subject to the State Regents' retention standards.

3.10.4 Dual Credit

Pursuant to 70 O.S. §628.13, when a student earns college credit through concurrent enrollment, school districts shall provide academic credit for any concurrently enrolled higher education courses that are correlated with the academic credit awarded by the institution of higher education. Academic credit shall only be transcribed as elective credit if there is no correlation between the concurrent enrollment higher education course and a course provided by the school district.

3.10.5 Collegiate Experience

Concurrent enrollment must include opportunities for high school students to achieve college credit through a collegiate experience. The collegiate experience is evidenced by the rigor and learning outcomes of the course, the qualifications of the faculty delivering the course, and the student's readiness for college. The collegiate experience can be present on- and off-campus and may include:

- A. High school students enrolled in a course on a college or university campus with collegiate students including online delivery off-campus.
- B. High School students enrolled in an off-campus college or university course, which does not include collegiate students, and offered under the parameters prescribed within the off-campus concurrent enrollment section of this policy.

3.10.6 Off Campus Concurrent Enrollment

A. Institutional Requirements

A higher education institution offering an off-campus concurrent course shall have direct oversight of all aspects of such a course. Therefore, a higher education institution that wishes to engage in off-campus concurrent enrollment shall meet the following standards.

1. Course Offerings and Student Expectations

- a. Off-campus concurrent enrollment courses shall be the same catalogued courses offered on-campus at the sponsoring higher education institution. Additionally, the course syllabus and student learning outcomes in an off-campus concurrent enrollment course shall be identical to the course syllabus and student learning outcomes that are used when the same course is taught on the sponsoring higher education institution's campus.
- b. Off-campus concurrent enrollment courses shall be of the same content and rigor as the courses offered on-campus at the sponsoring higher education institution.
- c. Students enrolled in off-campus concurrent enrollment courses shall be held to the same standard of achievement as students in on-campus courses.

2. Off-Campus Geographic Service Areas

- a. Consistent with the "home rule" standard in 3.17.13, the primary criterion is that each state institution will have first priority for offering concurrent enrollment services within its approved service area. No institution shall deliver concurrent enrollment services at any site whose location is closer to another institution than the institution desiring to offer the service unless requested by a high school in a shared geographic service area as stipulated below in 3.10.6.A.2.c.
- b. When two-year and four-year institutions share a geographic service area, the institution that is closer geographically to the high school campus is the

institution that will provide concurrent enrollment services to the high school at the providing institution's approved tuition waiver reimbursement rate. Consistent with 3.17.4.D.1, institutions may offer approved on-campus concurrent enrollment courses within their geographic service area without separate approval by the State Regents.

- c. In a shared geographic service area, if the two-year institution is closer geographically, but the school district prefers services from a four-year institution, the school district has the option to invite the four-year institution to provide concurrent enrollment services for the district or specified high school. The State Regents will provide the two-year institution's tuition waiver reimbursement rate to the four-year institution for concurrently enrolled students and the school district must fund or secure funding for the difference between the two-year enrollment tuition waiver reimbursement rate and the four-year tuition waiver reimbursement rate. This arrangement will be at the four-year institution's discretion, contingent on the institution's available resources to enter into such an agreement and the school district's resources to fund the difference to make up the four-year institution's tuition waiver reimbursement rate.
- d. Consistent with 3.17.4.D.2., an institution may offer approved on-campus concurrent enrollment courses outside its geographic service area without separate approval by the State Regents provided that an institutional off-campus agreement exists with the institution closer to the class site and is on file at the State Regents' office. Courses outside an institution's geographic service area shall be for a specified time period as outlined in the off-campus agreement.

2-3. Faculty Qualifications

- a. Faculty teaching off-campus concurrent enrollment courses shall meet the academic requirements for faculty and instructors teaching in the sponsoring higher education institution as required by the Higher Learning Commission.
- b. The appropriate academic administrator at the sponsoring higher education institution shall review credentials and recommend all faculty for approval prior to allowing such individuals to teach an off-campus concurrent enrollment course.

3-4. Orientation and Professional Development

- a. Before teaching an off-campus concurrent enrollment course, faculty shall participate in an orientation provided by the sponsoring higher education institution.
- b. The sponsoring higher education institution shall provide the faculty teaching the off-campus concurrent enrollment course with professional development opportunities that may include, but need not be limited to: pedagogy, instructional design, course management, and student engagement strategies.

4.5. Evaluation

- a. A faculty member teaching an off-campus concurrent course shall be evaluated in a manner consistent with the sponsoring higher education institution's guidelines for student evaluation of faculty.
- b. A faculty member teaching an off-campus concurrent enrollment course shall be evaluated in accordance with the sponsoring higher education institution's policy for evaluation of instruction.

5.6. Memorandum of Understanding

A state system institution shall create a memorandum of understanding (MOU) with each off-campus location it utilizes to offer a concurrent enrollment course. The MOU shall detail the various expectations, obligations, and responsibilities of both the off-campus entity and the sponsoring higher education institution. A senior level administrator from the off-campus entity and sponsoring higher education institution shall sign the MOU and each entity shall retain a copy of it for record keeping purposes.

~~B. Geographic Service Area~~

~~A State System institution offering concurrent enrollment should primarily aim to provide such opportunities within its designated geographic service area. If an institution wishes to offer a concurrent enrollment course at an off-campus location outside of its geographic service area or at an off-campus location that is closer to another State System institution ("home rule"), the institution shall adhere to any applicable requirements that are specified in the State Regents' *Distance Education and Traditional Off-Campus Courses and Programs* policy.~~

3.10.7 Reporting

- A. State Regents' staff will use the Unitized Data System (UDS) to annually report the following to the State Regents:
 - 1. Number of all concurrent enrollment credit hours attempted and completed;
 - 2. Average grade point average of all concurrent enrollment students;

3. Number of concurrent enrollment credit hours attempted and completed by students who specifically participated in off-campus concurrent enrollment courses; and
 4. Average grade point average of concurrent enrollments students who specifically participated in off-campus concurrent enrollment courses.
- B. To ensure a commitment to meeting the requirements in the off-campus concurrent enrollment section of this policy, institutions that conduct off-campus concurrent enrollment shall annually submit:
1. A copy of each signed off-campus concurrent enrollment MOU; and
 2. A list of all faculty teaching off-campus concurrent enrollment, including the courses taught as well as his/her academic qualifications.

Concurrent Enrollment Policy: Approved May 29, 2017. Revised May 29, 2020 to reference "Final Composite Score." Revised April 22, 2021 to provide guidance on high schools located in shared geographical areas.