Meeting of the
Council on Instruction
January 9, 2025

The Council on Instruction (COI) met at 1:00 p.m. Thursday, January 9, 2025, via Zoom.

I. <u>Welcome and Introductions</u>
Chair Golden welcomed members and guests.

Institutional representatives attending included Ms. Rachel Beckner (WOSC), Dr. James Bell (NWOSU), Ms. Anne Brooks (EOSC), Dr. David Evans (USAO), Dr. Chris Francisco (OSU), Dr. Theresa Golden (SEOSU), Dr. Randy Harp (EOSC), Dr. Jeffery Gibson (ECU), Dr. Dustin Grover (NEO), Ms. Becky Henthorn (MSC), Mr. Travis Hurst (RSC), Dr. Joel Kendall (SWOSU), Dr. Marge Kingsley (CU), Dr. Bill Knowles (SSC), Dr. Chris McBeath (CSC), Dr. Shelley Mencacci (NOC), Dr. Mark Morvant (OU), Dr. Alonzo Peterson (LU). Dr. Angela Sivadon (TCC), Dr. Charlotte Simmons (UCO), Dr. Carla Swearingen (NSU), Dr. Marc Willis (CASC), and Susan Willis (RSU)

Oklahoma State Regents for Higher Education (OSRHE) staff attending included Ms. Angel Icenhour, Ms. Jenny Wood, Ms. Heather Peck, Dr. Goldie Thompson, Dr. Stephanie Beauchamp, Ms. Elizabeth Walker, Ms. Elizabeth Baird, Ms. Annette Long, Ms. Christine Fisher, and Mr. Brad Griffith.

COI members absent included Dr. Charla Lewis (OPSU), Dr. Juanita Ortiz (OCCC), and Ms. Annie Pearson (RCC)

Guests included Dr. LeeAnn Paris (UCO), Dr. Ronna Vanderslice (OSU-OKC), Mr. Mickey Jack (OCCC), Ms. Crystal Bowles-Palacioz (OSUIT), and Ms. Lindsey Gunderson-Colwell (OACADA)

II. <u>Minutes of December 12, 2024</u>
Minutes of the December 12, 2024, meeting were approved.

III. <u>Legislative Update</u>
Dr. Stephanie Beauchamp reported on the progress of higher education-related legislation.

IV. <u>Tier Meeting Updates</u>
Dr. Kendall reported that the 4-year COI met that morning and discussed enrollment success, federal demands, virtual learning, AI resources, Inspired to Teach, and federal things.

Dr. Grover reported that the 2-year COI met that morning and discussed the grade appeal process, 90-hour bachelor degrees, the new executive order on remote workers, curriculum committees, deficiencies, graduation set-ups, and compensating campuses on shared programs.

V. <u>GEERs Update</u>
Ms. Christine Fisher shared an update on the Geer Grant Program. March 28, 2026 is the new deadline to spent funds.

VI. <u>Policy Update</u>
Dr. Beauchamp shared an update on the Chapter 3 policy update. She discussed the following policies: 3.10 (this policy will be shared with Chancellor Burrage), 3.11 (there was no interest in moving forward with CHEA), 3.20 (group created to discuss this policy further).

VII. <u>State Regents' Update</u>
Dr. Beauchamp discussed a reminder about some DaVinci information, CEP Facilitators, the joined COI/COSA Joint Meeting in June, and the new Executive Order. Lastly Dr. Beauchamp discussed moving to a hybrid Zoom model for the COI Meeting; 1 In-Person meeting each semester which will be discussed further in the February COI Meeting.

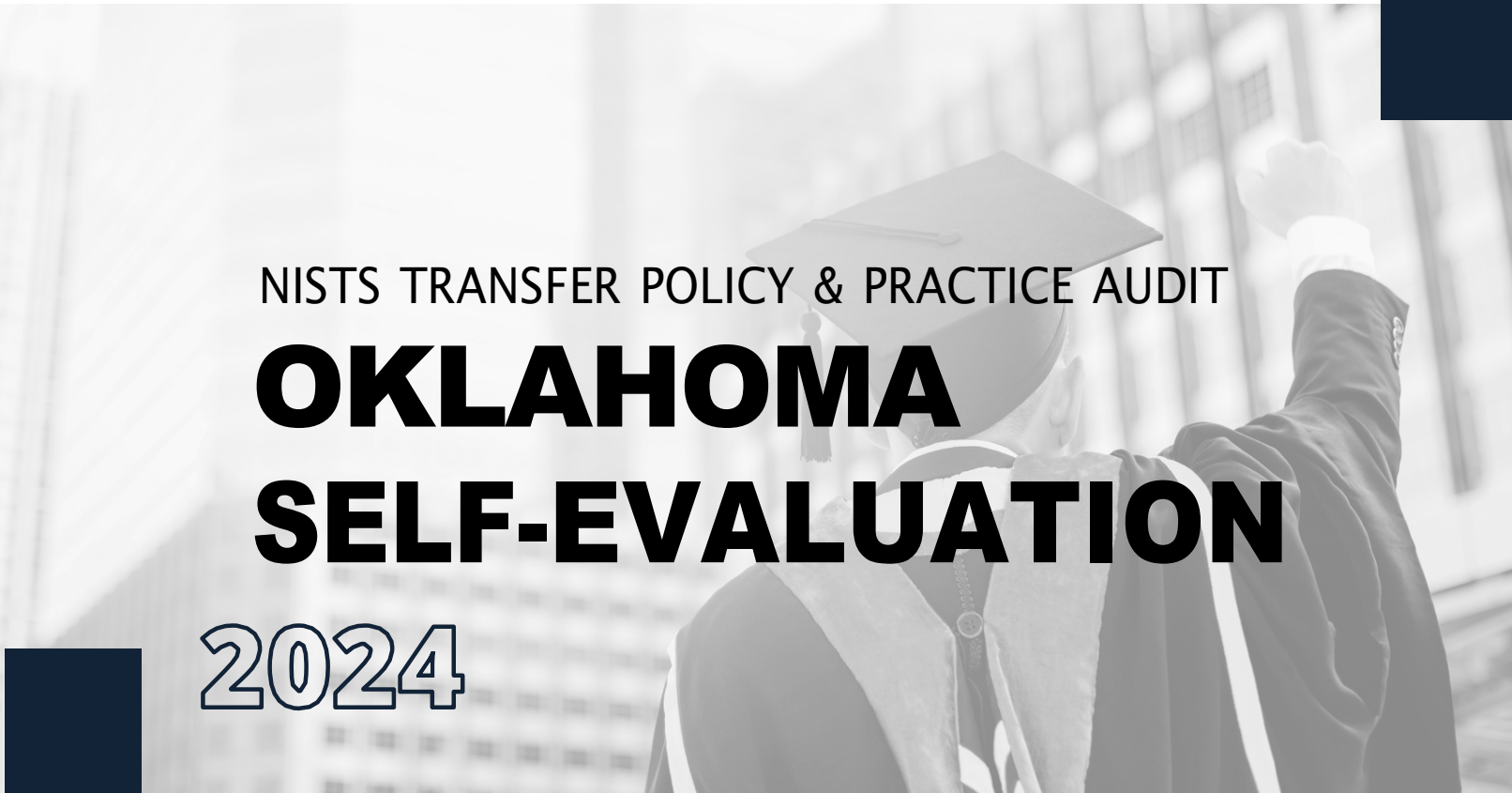**VIII.** <u>Campus Share-Out</u>
There were no campus share-outs.

IX. <u>New Business</u>
There was no new business.

X. <u>Adjournment</u>
With no further business, the meeting adjourned at 1:43 p.m.

Attachment A – Item VII. Oklahoma Transfer Report R

NISTS TRANSFER POLICY & PRACTICE AUDIT

OKLAHOMA SELF-EVALUATION

2024

REPORT SUMMARY

This report provides an analysis of transfer practices and policies within Oklahoma's higher education system, encompassing both public community colleges and four-year universities. The evaluation was conducted using the National Institute for the Study of Transfer Students (NISTS) Transfer Policy & Practice Audit Tool (available at NISTS Transfer Policy & Practice Audit Tool). Oklahoma's public and private institutions participated by self-reporting their current transfer policies and procedures in the Spring of 2024.

TABLE OF CONTENTS

USING THIS REPORT

According to the National Student Clearinghouse (NSC), **nearly 40% of undergraduate students attend more than o...** **during their studies** (Shapiro, et al., 2015). In Fall 2020, there were approximately 8.5 million bachelor's degree-seeking students enrolled in higher education in the United States, which suggests that 3.4 million of these students have transferred or will transfer to another institution (NSC, n.d.). Additionally, with 4.6 million associate's degree-seeking students enrolled in Fall 2020, the potential number of transfer students exceeds four million. Despite the impact of the pandemic and declining enrollments on transfer rates, the number of transfer students and potential transfer students nationwide remains significant, still reaching into the millions (NSC, 2022a).

KEY FINDINGS

- Out of the 20 NISTS survey sections, two of the three institutional types (tiers) in Oklahoma reported **positive outcomes** in the areas of Dual Credit/Dual Enrollment and Credit by Exam. This indicates that Oklahoma has generally developed and sustained strong policies in these areas.

- Out of the 20 NISTS survey sections, all three tiers in Oklahoma identified seven areas that require **improvement**: Setting Goals and Monitoring Outcomes; Communications about Transfer; Advising; Orientation; Registration and Course Schedules; Housing for Transfer Students; and Financial Aid.

INTENDED USE OF THIS REPORT

This report is a synthesized summary of the self- audits submitted by 25 Oklahoma institutions during the Spring 2024 semester. By collating each institution's perceived strengths and areas for growth, Oklahoma institutions can work together more effectively to enhance the overall transfer student experience in the state.

SHARING THIS REPORT

This report would be most helpful to share with : • Academic Advisors

- Chief Academic Officers
- College and University Presidents • Financial Aid Officers
- Institutional Research/Effectiveness Officers

- Legislators and Policy Makers
- Registrars
- Transfer Officer Personnel
- Vice Presidents for Student Affairs

METHODOLOGY

The NISTS Transfer Policy & Practice Audit Tool (Beta, September 7, 2022) is designed to assist individuals o
transfer-sending and -receiving institutions. It provides a baseline view of existing policies and practices, identifying what is
effective and what may need improvement to support transfer students and others seeking credit mobility. Initially developed
with a focus on vertical transfer, the tool is versatile and can also be used to evaluate policies and practices for all transfer
students, regardless of the transfer pattern (vertical, lateral, or reverse).

The audit tool is divided into two sections. The first section prompts users to reflect on how institutional policies and practices
influence the overall culture and operations of their institutions. The second section focuses on policies and practices that
directly impact the student experience.

- Part A: Institutional Policies & Practices requires users to evaluate information related to institutional strategy,
  goals and measurement, partnering with sending and receiving institutions, and communications.
- Part B: Student-Facing Delivery and Supports involves assessing information on admissions, advising, orientation,
  registration, credit evaluation and awarding, and transfer student engagement and support services.

Additionally, the Appendices of the NISTS Transfer Policy & Practice Audit Tool include a Next Step Worksheet to help users
capture key takeaways and action items from the audit process.
Institutional feedback for this report was collected using a Likert scale (0-5) for each question.

0 = Not Applicable
1 = Not Present
2 = Present, Not Systematic
3 = Plan to Make Systematic
4 = Systematic with Room for Improvement
5 = Advanced

After analyzing data from participating Oklahoma institutions, responses were divided into two categories 1) Areas of
Strength and 2) Areas for Development. Areas of Strength includes survey question categories that scored as >4.0. Areas for
Development includes survey question categories that scored <2.0.

It is important to note that branch campuses are not always included in the collection, evaluation, and reporting of this data.

PARTICIPATING INSTITUTIONS

BY TIER

Community Colleges:

- Carl Albert State College (CASC) •
Connors State College (CSC)
- Eastern Oklahoma State College (EOSC) •
Murray State College (MSC)
- Northeastern Oklahoma A&M College (NEO) •
Oklahoma City Community College (OCCC)
- Oklahoma State University - Oklahoma City
(OSU-OKC)
- Oklahoma State University Institute of Technology
- Okmulgee (OSUIT)
- Redlands Community College (RCC) •
Rose State College (RSC)
- Seminole State College (SSC)
- Tulsa Community College (TCC)
- Western Oklahoma State College (WOSC)

Regional Universities:

- Cameron University (CU)
- East Central University (ECU)
- Northeastern State University (NSU)
- Northwestern Oklahoma State University (NWOSU) •
Oklahoma Panhandle State University (OPSU)
- Rogers State University (RSU)
- Southeastern Oklahoma State University (SEOSU)
- Southwestern Oklahoma State University (SWOSU) •
University of Central Oklahoma (UCO)
- University of Science and Arts of Oklahoma (USAO)

Research Universities:

- Oklahoma State University (OSU) •
University of Oklahoma (OU)

OKLAHOMA TRANSFER

SNAPSHOT

Oklahoma is among the top five states with the highest proportion of entering community college students who transfer and earn a bachelor's degree. According to the Community College Research Center (CCRC, 2024), 19% of community college students in Oklahoma successfully transfer to a four-year university and complete their bachelor's degree. This places Oklahoma alongside New Jersey (21%), Illinois (20%), Maryland (19%), and Virginia (19%) in this important metric.

ALL STUDENT TRANSFER-OUT RATE
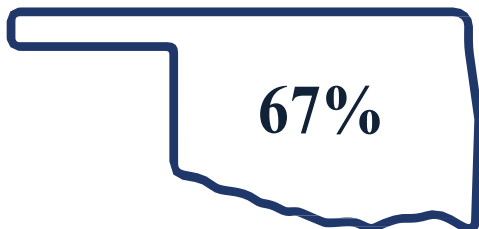

Oklahoma — U.S. Average
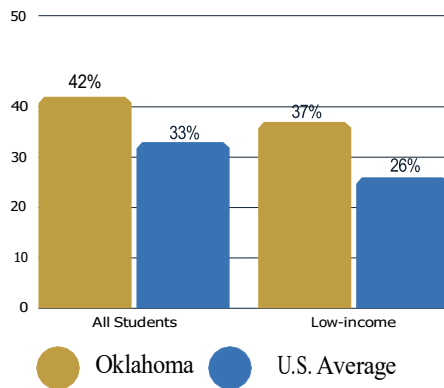
This graph illustrates the rate at which students who begin their studies at a community college transfer to a four-year university within six years of their initial enrollment at the community college.

ALL TRANSFER STUDENT BACHELOR'S COMPLETION RATE
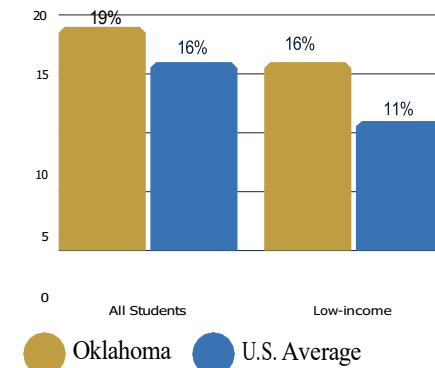

Oklahoma — U.S. Average
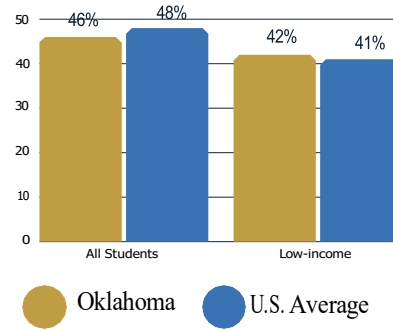
This graph shows the rate at which *all* transfer students who begin at a community college earn a bachelor's degree from any four-year university within six years of their initial enrollment at the community college.

BACHELOR'S DEGREES AWARDED TO STUDENTS WITH PRIOR COMMUNITY COLLEGE ENROLLMENT IN OKLAHOMA

67%

This graph depicts that 67% of bachelor's degrees awarded in Oklahoma are earned by students who previously attended a community college. This highlights the significant role that community colleges play in preparing students for successful completion of bachelor's degrees within the state.

FIRST-TIME-IN-COLLEGE STUDENT BACHELOR'S COMPLETION RATE

Oklahoma — U.S. Average

This graph shows the rate at which *first-time college students* who begin their studies at a community college transfer to a four-year university and complete a bachelor's degree from any four-year institution within six years of their initial enrollment at the community college.

Sources:

Columbia University College of Columbia Teachers College, Center for Research & Reform in Education (2023, September). Tracking Transfer: State-by-State Outcomes. Retrieved from CCRC, Tracking Transfer State Outcomes (Fall 2021 cohort students tracked through August 2021)

Columbia University College of Columbia Teachers College, Center for Research & Reform in Education (2024, February. Tracking Transfer: Community College Effectiveness in Broadening Bachelor's Degree Attainment. Retrieved from https://ccrc.tc.columbia.edu/media/k2/attachments/tracking-transfer-community-college- effectiveness.pdf

DESTINATIONS

Utilizing Oklahoma State Regents for Higher Education (OSRHE) data from Fall 2017 first-time entering students six-year progression outcomes, these two tables depict which four-year universities and two- year colleges enrolled students self-selected to transfer to for continued study. Transfer Institution 1 indicated the highest number of transfers from the originating institution. Visit the OSRHE institutions webpage to view all Oklahoma institutions by location and region. Note: Institutions with multiple campus sites may have data included in main campus reporting.

TWO-YEAR TO FOUR-YEAR TRANSFER

| Originating Institution	Transfer Institution 1	Transfer Institution 2	Transfer Institution 3
Carl Albert State College	NSU	UCO	ECU/OSU
Connors State College	NSU	OSU	RSU
Eastern Oklahoma State College	SEOSU	OSU	ECU
Murray State College	SEOSU	ECU	OSU
NE Oklahoma A&M College	OSU	NSU	RSU
Oklahoma City Community College	UCO	OU	OSU
OSU-OKC	UCO	OSU	OU
OSUIT-Okmulgee	NSU	OSU	ECU
Redlands Community College	SWOSU	UCO	OSU
Rose State College	UCO	OU	OSU
Seminole State College	ECU	UCO	NSU
TCC	OSU	NSU	OU
Western Oklahoma State College	UCO	SWOSU	OSU

FOUR-YEAR TO TWO-YEAR TRANSFER

| Originating Institution	Transfer Institution 1	Transfer Institution 2	Transfer Institution 3
Cameron University	WOSC	OCCC	RSC
East Central University	MSC	SSC	OCCC
Northeastern State University	TCC	CSC	CASC
NW Oklahoma State University	NOC	OSU- OKC	MSC/OCCC
OK Panhandle State University	OSUIT/SSC	NEO	CASC/OSU-OKC
Oklahoma State University	TCC	NOC	OSU-OKC
Rogers State University	TCC	NEO	NOC/OSUIT
SE Oklahoma State University	MSC	EOSC	OSUIT
SW Oklahoma State University	OCCC	RCC	OSU-OKC
University of Central Oklahoma	OCCC	OSU-OKC	RSC
University of Oklahoma	OCCC	TCC	RSC
University of Sciences and Arts of OK	OCCC	RCC/RSC	NOC

OSRHE TRANSFER QUICK FACTS

The following data represents the six-year progression outcomes for Oklahoma students from the Fall 2017 first-time entering student cohort (N=31,528), as tracked by OSRHE (2023).

GPA & Progression for Transfer vs. Non-Transfer Students
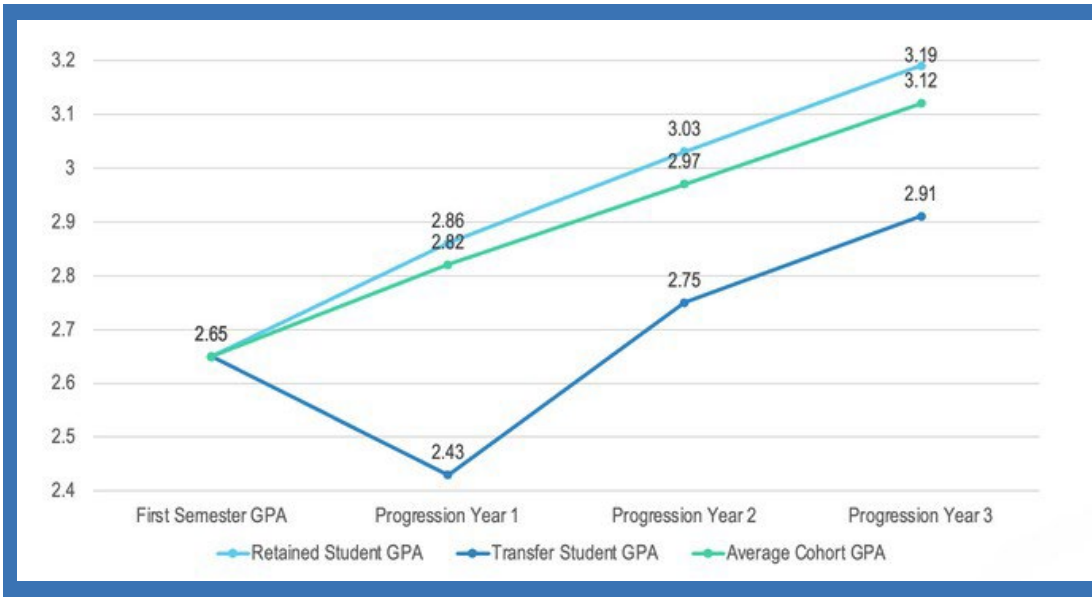
Transfer student GPAs declined, while retained student GPAs increased. However, the average GPA for retained students rose not because individual GPAs improved, but because lower-performing student were not retained the following year.

Pell Grant Recipient GPA
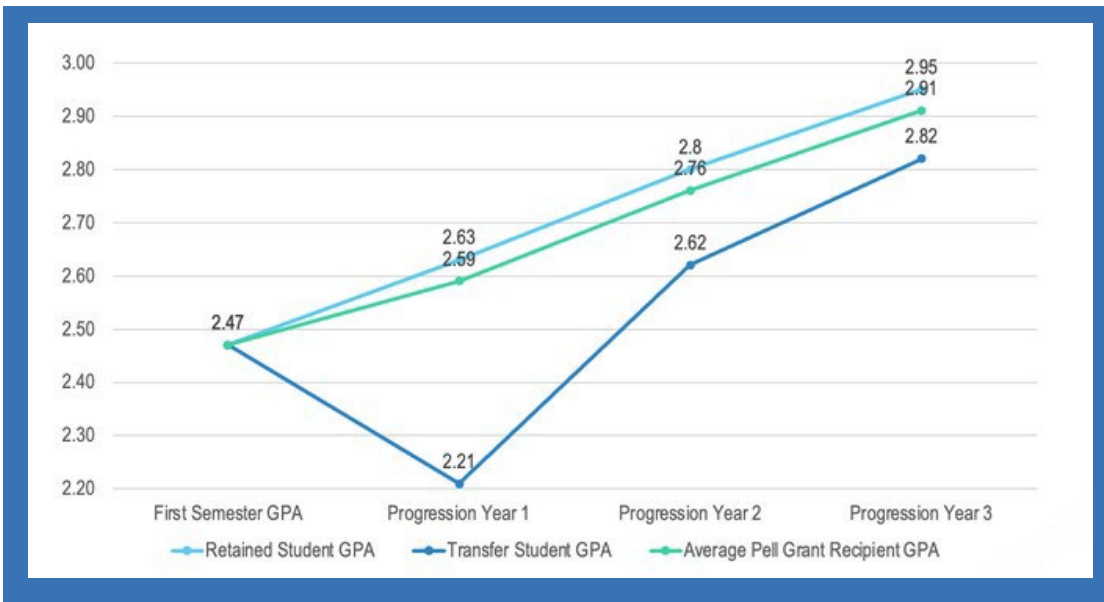
Transfer student GPAs declined, while retained student GPAs increased. However, Pell Grant Recipient GPAs remained higher than transfer student GPAs over the three-year progression.
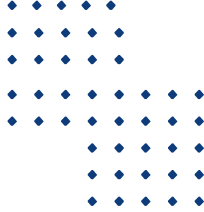
26% of Oklahoma's Promise students became transfer students

2.8x First-time entering students transferred an average of 2.81 times from Fall 2017 – Spring 2023

Over **18%** of Fall 2017 first-time entering students became transfer students by 2023

This transfer student cohort was **61%** female **39%** male

FOR ALL INSTITUTIONS

These six identified areas of strength are shared among all three tiers of Oklahoma's higher education system, demonstrating excellence in supporting transfer students through positive, systemic processes. Note: Includes areas of *average score of 4.0 (systemic with room for improvement) and higher.*

ADMISSIONS

- Institutions enable transfer students to apply for specific programs simultaneously with current students, ensuring equal access to program opportunities.

TRANSCRIPT EVALUATION

- Institutions do not charge transfer students any fees for evaluating their transcripts, promoting financial fairness.
- Students can generate unofficial transcript evaluations, allowing them to gauge their progress toward a degree efficiently.
- Grade requirements for transferable courses are consistent with those for courses taken by non-transfer students, maintaining academic equity.

DUAL CREDIT/ENROLLMENT

- Institutions have clear and accessible policies for awarding credit earned through dual credit/dual enrollment, consistently applied to maximize applicability toward program completion.
- Institutions consistently and equitably display dual credit/dual enrollment credits on transcripts for all students, ensuring transparency and fairness.
- Institutions accept and apply transfer credits earned through dual credit/dual enrollment from sending institutions, supporting smooth credit transitions.

CREDIT FOR PRIOR LEARNING

- Institutions consistently and equitably display credits awarded for prior learning on transcripts for all students, ensuring fair recognition of prior achievements.
- Institutions accept and apply transfer credits awarded for prior learning from sending institutions, facilitating the integration of diverse learning experiences.

CREDIT BY EXAM

- Institutions have clear and accessible policies for awarding credit by exam, consistently applied to maximize the applicability of credits to program completion.
- There is a designated contact person to advise students about obtaining credit by exam, providing dedicated support for this process.
- Institutions consistently and equitably display credits awarded by exam on transcripts for all students, ensuring fair treatment of exam-based credits.
- Institutions accept and apply transfer credits awarded by exam from sending institutions, supporting the recognition of exam-based learning.

REVERSE TRANSFER CREDIT

- Institutions consistently and equitably display credentials awarded via reverse transfer of credit on transcripts for all students, ensuring fair recognition of credentials.
- Institutions accept and apply credentials awarded via reverse transfer of credit from sending institutions, facilitating the acknowledgment of students' achievements.
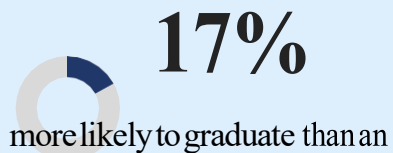
Students lose an estimated

43%

of their credits when they transfer (U.S. Gov. Accountability Office, 2017).

Between 2021 and 2023, there was a

16%

jump in dually enrolled students across the nation (NSC).

Nationally, adults who earn credit for prior learning are

17%

more likely to graduate than an adult who did not (Council for Adult and Experiential Learning).

FOR ALL INSTITUTIONS

These seven identified areas for development are shared among all three tiers of Oklahoma's higher education system, highlighting the need for further progress to fully meet the needs of transfer students. Note: Includes areas of *average score of 2.0 (systemic with room for improvement) and lower.*

SETTING GOALS AND MONITORING OUTCOMES

- Conduct research on the experience of students who transfer from the institution at least every three years.

COMMUNICATIONS ABOUT TRANSFER

- Develop an institution-specific website that includes information for students who intend to transfer from the institution.

ADVISING

- Designate advisors who work with students intending to transfer from the institution.
- Notify core institutional transfer partners if a student declares the intention to transfer from their institution to the partner.

ORIENTATION

- Offer a workshop or similar training specifically designed for students who are planning to transfer from the institution.

REGISTRATION AND COURSE SCHEDULES

- Reserve course seats, particularly in high-demand, upper-division courses - for students who intent to transfer to the institution.

HOUSING FOR TRANSFER STUDENTS

- Reserve institutional housing for students who transfer into your college/university. Consider providing clustered transfer housing options.

FINANCIAL AID

- Designate financial aid staff members who work with students intending to transfer from the institution.

Monaghan, D. B., & Attewell, P. (2015). The community college route to the bachelor's degree. Educational Evaluation and Policy Analysis, 37(1), 70–91.

Community college students who are able to transfer most of thier credits are

2.5 x

more likely to attain a bachelor's degree (Monaghan & Attewell, 2015).

Nationally,

48%

of returning students who report a goal of transferring never access their institution's transfer advising services (Community College Survey of Student Engagement, 2021).

Students who reside in living-learning communities persist at a rate

2.2%

higher than other on-campus students (National Survey of Student Engagement, 2021).

KEY RECOMMENDATIONS
COMMUNITY COLLEGES

Admissions

- Allocate dedicated admission slots specifically for transfer students to promote equitable access and inclusion within the institution.

Advising

- Notify the institution promptly when a student from core transfer feeder institutions declares an intention to transfer, enabling proactive advising and support.

Communications about Transfer

- Engage an equity expert to review all communication about transfer, ensuring the use of asset-based language, and establish an ongoing review process to maintain this standard.

Orientation

- Design and implement an orientation program tailored specifically for transfer students to facilitate their smooth transition into the institution.
- Create a dedicated mechanism to capture students' future transfer intentions and connect them with appropriate transfer-planning resources.
- Ensure continued support for transfer students after orientation through targeted communications about resources aimed at their retention and completion.

Strategic Finance & Budgeting

- Implement a regular review process to ensure institutional policies and practices are consistently aligned with state policies that support transfer students and credit mobility.

Transfer Student Organizations & Engagements

- Establish transfer-specific organizations that offer transfer students a community to join and participate in, fostering engagement and belonging.
- Develop programs that actively involve the family members and friends of transfer students, supporting their integration and success.

> " Because [we are] a small institution, we do not have enough staff to designate specific individuals for transfer; however, staff are trained to provide these services. Advising services and orientation are both provided for all students across campus including transfer students.
>
> *-An Oklahoma Community College*

KEY RECOMMENDATIONS
REGIONAL UNIVERSITIES

Advising

Communications about Transfer

- Implement regular advising intervals for students intending to transfer from the institution, ensuring their participation is encouraged, required, and monitored at specific milestones (e.g., every semester or every 15 credits)
- Establish a process and designate a responsible individual for creating, regularly updating, and disseminating communications related to transfer students.

Strategic Plan, Mission/Vision/ Values

- Incorporate specific references to supporting transfer students and ensuring credit mobility for learners' diverse educational, lived, and work experiences in the institution's mission, vision, and values.
- Develop and implement a student support plan specifically designed for students transferring out of the institution.

Training & Professional Development

- Provide tailored professional development for faculty, staff, and other supportive roles (e.g., student ambassadors or peer mentors) that address the unique needs, concerns, and pathways of transfer students.

Transfer-Focused Supports

- Create a dedicated mechanism to capture students' future transfer intentions and connect them with appropriate transfer-planning support.
- Analyze student success outcomes and develop evidence-based supports and initiatives specifically targeted to transfer students, such as learning communities, cohort programs, student success courses, bridge programs, boot camps, or professional and peer support programs.

Transfer Student Organizations & Engagements

- Establish transfer-specific organizations (i.e. Tau Sigma National Transfer Honor Society) to provide a community for students who have transferred to the institution.
- Create an honor society at the sending institution for students planning to transfer, recognizing their academic achievements and commitment to further education.

> We recognized that our transfer students were not receiving some information on campus resources ………………………… since then, we've strengthened our efforts for transfer orientation and programming.
>
> *-An Oklahoma Regional Institution*

KEY RECOMMENDATIONS
RESEARCH UNIVERSITIES

Advising	• Appoint specific advisors dedicated to supporting students who intend to transfer to the institution, ensuring they are well-versed in transfer processes and resources. • Establish a system of advising at regular intervals (e.g., every semester or every 15 credits) for students who plan to transfer from the institution, monitoring and encouraging participation in these advising sessions.
Communications about Transfer	• Senior leaders should publicly endorse the importance of transfer students and student mobility in alignment with the institution's mission, vision, and values through speeches at key events such as commencements, economic development forums, and board meetings. • Engage an equity expert to review all communication about transfer, ensuring the use of asset-based language, and establish an ongoing review process to maintain this standard.
Training & Professional Development	• Implement professional development programs that focus on best practices for both sending and receiving transfer institutions, encouraging participants to critically reflect on potential improvements within their area to enhance transfer processes and student experiences.
Transfer Partnerships & Curriculum Maps	• Foster intentional, ongoing collaboration between sending and receiving institutions by having receiving institution staff, such as advisors, present at the sending institution on a regular basis (e.g., full-time or part-time) to facilitate better coordination and support.
Transfer Student Identification	• Ensure faculty members are informed about which students are in their first term as transfer students and those who have previously transferred, helping tailor support and resources to better meet the needs of these students.
Transfer Student Organizations & Engagements	• Establish an honor society (i.e. Tau Sigma National Transfer Honor Society) or similar organization for students planning to transfer from the institution to provide recognition, support, and a sense of community as they prepare for their next academic step.

"

The visibility of transfer still lacks. Larger institutions face challenges of not always knowing what everyone is doing between established student support services.

-An Oklahoma R1 Institution

OKLAHOMA STATE TRANSFER

STUDENT SUCCESS COMMITTEE

The Oklahoma Statewide Transfer Student Success Committee (OKSTSSC) comprises volunteer representatives from various state public and private institutions, each bringing unique experiences and backgrounds related to student transfers. In 2022, this committee requested a statewide transfer audit to evaluate the policies and procedures across our state system that affect transfer students and others seeking credit mobility at our colleges and universities. The OKSTSSC recommended the NISTS audit tool (beta version) to the OSRHE, who subsequently requested institutional participation in the Spring of 2024. The received data was analyzed by OKSTSSC members with the ultimate goal of using the findings to coordinate best practices, improve processes, and remove barriers for transfer students.

OKSTSS Data Analysis Leads

- Dr. Sarah Wyatt, *Tulsa Higher Education Consortium*
- Dr. Johnnie-Margaret McConnell, *University of Oklahoma*
- Dr. Stephanie Baird, *OSRHE*

OKSTSS Committee

- Dr. Stephanie Beauchamp, *OSRHE*
- Dr. Kendra Haggard, *Northeastern State University* Mickey Jack,
- *Oklahoma City Community College* Dr. Brandon Miller, *Tulsa*
- *Community College*
- John Norwood, *Tulsa Community College*
- Heather Peck, *OSRHE*
- Kelsey Pitts, *Oklahoma State University – Tulsa*

results of the Oklahoma State

Attachment B – Item X. Academic Innovation

December 12 Academic Innovation Updates
Council on Instruction

COLE/OCO/AI

- January 31, 2025 – 2025 Oklahoma Online Excellence Awards – Call for Nominations Deadline
  - Visit https://awards.ocolearnok.org/ for more information.

- February 7/21 Webinars – Preparing for the ADA Compliance Deadline
  - Faculty Session February 7 - Register
  - Staff Session February 21 - Register

- March 13-14, 2025 – Oklahoma Learning Innovations Summit – Rose State College
  - Free event for faculty and staff
  - CFP and Registration open now at https://summit.ocolearnok.org/

- Request from AI Impact Committee for volunteer academic officers + AVPs to serve on a virtual panel in spring. Volunteers needed from: 2Y community college, 4Y regional, 4Y research institutions.
- Oklahoma has been invited to pilot the Quality Matters Teaching Online Certificate (TOC) beginning in spring 2025. We successfully negotiated with QM to remove individual affiliate fees and technology fees. The flat fee for the system is expected to be $5,000 maximum.

Micro-credentials

- OSRHE awarded $1,045,000 in project grant funding to institutions in Round 1 (block grants) and Round 2 (single project grants). Eleven total round 2 awards of $15,000 were issued to:
  - Cameron University
    - Training to Teach
  - Northern Oklahoma College
    - Spanish for Healthcare Workers
    - Skills for Cinema and Theatre Set Production
  - Oklahoma City Community College
    - Patient Care for Nursing Students
  - Oklahoma State University
    - Six Sigma Preparation
    - Artificial Intelligence Computing for Educators
    - Ethical Leadership
    - Nurse Empowerment Series
    - Nursing Leadership Graduate Certificate
  - Oklahoma State University – Institute of Technology
    - Healthcare Cybersecurity Incident Response

- o Southwestern Oklahoma State University
  - ▪ AI for Business Development
- OSRHE will not offer additional scholarship funds to maximized participation in rounds 1 and 2.
- UpskillOK now features over 450 programs with 25 participating institutions
- Credly has announced a potential increase in pricing for affiliate accounts. OSRHE is exploring an option to create affiliate accounts under the OSRHE umbrella for each institution.
- Consulting hours are still available with Dr. Bucky Dodd of Clear Kinetic. Contact Brad Griffith (bgriffith@osrhe.edu) for more information.

OER

- December 3 Creating OER with Generative AI Webinar
  - o 200+ people registered from 21 states + Canada
  - o Guest speakers are planning to attend OKLIS 2025
  - o Generative AI can be used to help faculty create ancillary materials and customized student supports for open textbooks.

- 2023-24 Grant Report Summary
  - o 82% students surveyed indicated OER had a positive impact on their learning experience.
  - o 69/102 faculty reported higher achievement of student learning outcomes
  - o 32/102 reported the same achievement as before
  - o 99/102 reported better or the same DFW rates in their courses

- 2024-25 OER Teaching Grants Update
  - o Deadline extended to 1/31
  - o 107 grants awarded totaling $172,000 of $225,000 originally budgeted.
    - ▪ Expected cost savings $1,255,912 for an estimated 11,484 learners
      - • Maintains an average cost of materials of $109 per course.
  - o Institutions participating in the awards include:
    - ▪ Cameron University -16 awards
    - ▪ East Central University – 26 awards
    - ▪ Murray State College – 1 award
    - ▪ NEO A&M College – 2 awards
    - ▪ Northeastern State University – 7 awards
    - ▪ Oklahoma City Community College – 4 awards
    - ▪ Oklahoma State University – 17 awards
    - ▪ OSU-OKC – 1 award
    - ▪ Redlands Community College – 3 awards
    - ▪ Rogers State University – 6 awards
    - ▪ SE Oklahoma State University – 4 awards
    - ▪ Seminole State College – 1 award
    - ▪ SW Oklahoma State University – 1 award
    - ▪ Tulsa Community College – 9 awards

- University of Central Oklahoma – 1 award
- Western Oklahoma State College – 3 awards
- Oklahoma OER Commons Micro-site Update
  - Site development workgroup convened:
    - Dr. Kathy Essmiller – OSU
    - Jamie Holmes – TCC
    - Dr. Pamela Louderback – NSU
    - Kyle Motsinger – UCO
  - Focus groups will be held in spring 2025
  - Incentivized community collaboration opportunities planned

GEER Update

- Liquidation extension granted by USDE this week.
- GEER Program 3 Adult Degree Completion
  - Award letter deadline extended to January 10, 2025.
  - Reimbursement request deadline extended to March 28
- GEER Program 1A Teacher Education Micro-credentials
  - Will also be extended to a further date still under determination.
- Progress Report as of 12/10/2024

Program	Funds Available	Reimb. Requests Received	Funds Remaining	Awards Issued
1A Teacher Ed Micro-credentials	$2,749,952.00	$1,302,492.95	$1,447,461.05	647 (61% reached of 1,068 goal)
3 Adult Degree Completion	$7,514,455.00	$4,910,737.96	$2,603,717.04	3,023

Reach Higher Update

- The Spring 2025 Reach Higher Reception will take place Saturday, April 26 at a location in the Oklahoma City area
- ~400 licenses remain available for Coursera Grow with Google Certifications. Contact Brad Griffith (bgriffith@osrhe.edu) for more information.
- Professional development planning underway for spring 2025 with an intention to extend offerings to non-Reach Higher faculty and academic advisors