

2015 COMMUNITY & ECONOMIC IMPACT OF THE OKLAHOMA STATE SYSTEM OF HIGHER EDUCATION

(OKLAHOMA HIGHER EDUCATION AS A RESOURCE TO COMMUNITIES)

Partnership for community development grants
Number of partnerships 244
Number of grants 55
Value of grants \$22 Million

Business plan competitions
Number of competitions 24
Number of participants 291
Monetary awards \$173,200

Institution athletic facilities
(used by almost all of Oklahoma's population)
Number of users 3,685,679

Health & wellness outreach
Number of health fairs 586
Number of vendors 2,152
Number of attendees 23,697

Volunteer assistance and civic engagement
Number of projects assisted with 2,471
Number of student volunteers 22,400
Number of faculty & staff volunteers 31,645
Hours served 849,330

Service learning
A win-win by providing service while enriching learning
Number of students participating 25,345
Number of hours 525,419

(QUICK FACTS)

Multiple economic benefits of obtaining a college degree

Less likely to be unemployed
 Ability to earn higher wages
 Better health, implying lower health care costs
 Higher volunteerism
 Commitment to the democratic process

Oklahoma – By 2020

63% - 1.2 million jobs will require some college degree
 Current output will not meet demand

Earnings and unemployment rate by education attainment for Oklahoma in 2013



(SCHOLARSHIPS)

	Scholarships awarded/number served	Funding (in millions)
Community partner scholarships	16,484	\$48.1 M
Institution-granted scholarships	65,507	\$113.2 M
Tutoring and mentoring of special populations	25,516	\$49.1 M

(STUDENT DEBT)

Only 53% of Oklahoma's 2013 graduates had student debt, compared to 69% nationally.

Oklahoma ranked No. 5 nationally in 2013 for college seniors graduating with the lowest debt.

\$1.4 billion in financial aid was awarded by Oklahoma's public higher education institutions in 2013.

71% of undergraduates received some financial aid in 2012–13.

Impact of lower student debt of young households translates to:

- Higher purchasing power, positively impacting local economy.
- Higher family net worth, impacting housing market.

2015 COMMUNITY & ECONOMIC IMPACT OF THE OKLAHOMA STATE SYSTEM OF HIGHER EDUCATION

(WORKFORCE LINKAGES)

	Companies served	Individuals served
Specialized programs	1,100	53,838
Customized programs/curriculum	923	75,356
Fast-track programs for laid-off workers	33	55,250
Job fairs	2,984	26,468
Specialized programs/services for veterans	120	5,375

(BUSINESS & INDUSTRY PARTNERSHIPS)

Technical and research assistance

576 firms and communities assisted
259 projects/programs

Community and economic studies

33 studies
41 communities served

Internships, practicums and capstones

3,048 for-profit and non-profit companies
5,420 students

Other external job creation through targeted effort

1,400 jobs

(2013 IMPACT OF OKLAHOMA SMALL BUSINESS DEVELOPMENT CENTERS)

WITH WHOM OKLAHOMA HIGHER EDUCATION PARTNERS ON MANY PROJECTS

Capital funding \$28 million	Entrepreneurs assisted 4,000	New business startups 250	Hours advising entrepreneurs 18,500
----------------------------------------	----------------------------------------	-------------------------------------	-----------------------------------------------

(IMPACT OF OKLAHOMA MANUFACTURING ALLIANCE)

WITH WHOM OKLAHOMA HIGHER EDUCATION PARTNERS ON MANY PROJECTS

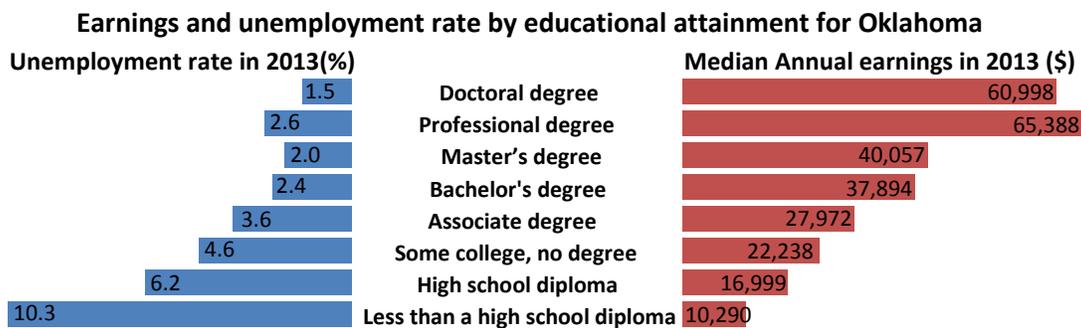
Impact metrics	Center-reported impact
New sales	\$332 million
Retained sales	\$159 million
New jobs	2,935
New investments	\$209 million
Cost savings	\$59 million
Mfg. clients/\$M fed	629
New mfg. clients/\$M fed	292
Impact metrics score	90

Introduction

During the 2013-14 academic year, more than 35,000 certificates and degrees were awarded by state colleges and universities, a 3.2 percent increase from the 2012-13 academic year. Degree completion is a major initiative of the Oklahoma State Regents for Higher Education. But degrees and certificates are the tip of the iceberg when calculating the overall value of Oklahoma’s public higher education system. Acknowledging the true impact of higher education requires including the positive investment it has on individuals, society, and all of the other higher education programs and services that are interwoven into the fabric of our state’s communities. National studies document the multiple economic benefits of obtaining a college degree, including the ability to earn a higher wage and employability even in difficult economic times. Society benefits as college graduates are less of a burden on taxpayers while advancing the common good. They are healthier and require less health services; wealthier and require fewer social support programs; and active in their communities through volunteerism and participation in the democratic process.

As the economy recovers from the “Great Recession,” the demand for workers with postsecondary credentials continues to grow. Multiple factors are increasing the demand, including the new normal of employers seeking college graduates to fill job openings that once required less education. For example, a construction supervisor in today’s workforce will have a bachelor’s degree.¹

This is apparent in Oklahoma. An education and workforce analysis conducted at Georgetown University predicts there will be over 2 million jobs in the state of Oklahoma by 2020. Of these, nearly two-thirds (63.1%) will require at least some college.² Based on this study, Oklahoma’s current educational output levels will be unable to meet this projected demand for educated workers. The same is true according to information provided by the Oklahoma Department of Commerce (ODOC), where the number of college graduates in Oklahoma is unable to keep pace with the educational demand for the current decade that ends in 2020.



*2013 American Community Survey (ACS) Public Use Microdata Sample (PUMS)

Likewise, the potential for a higher income persistently drives the market demand for higher levels of education through attainment of a baccalaureate degree and advanced certificates and degrees.³

¹ Moving the Goalposts: How Demand for Bachelor’s Degree is Reshaping the Workforce. Burning Glass, September, 2014.

² Georgetown University, Center on Education and the Workforce, Recovery: Job Growth And Education Requirements Through 2020, June, 2013.

³ Bureau of Labor Statistics, http://www.bls.gov/emp/ep_chart_001.htm. Retrieved on November 10, 2014.

— the difference between the average wages of college and high-school-educated workers — has spiked since 1967. By 2005, that difference had reached 81 percent for men, up from 37 percent in 1967. The story was similar for women, with the college wage premium rising from 54 percent to 81 percent over that time.”⁴

Purpose of this study

The community and economic impact of the Oklahoma higher education system cannot be calculated exclusively on the number and types of degrees awarded annually or the benefits of an educated populace. To do so would overlook the tremendous benefits that Oklahoma’s institutions provide through reduction in student indebtedness, workforce development, business and industry partnerships and community outreach. This type of impact is often invisible outside of the institutions, much to higher education’s disadvantage. As access to funding and resources becomes increasingly more competitive, higher education institutions have an impressive record of accountability to societal demands for highly skilled workers who contribute immediately to our economy and society. Oklahoma’s public higher education institutions graduate students in a timely manner, and our low-cost and generous financial assistance reduce student indebtedness. If there is a shortcoming, it is in our inability to communicate these successes in a lasting and meaningful way. Our success is to the advantage of society, the economy and the future growth of Oklahoma.

The purposes of this study are to document the impact of Oklahoma’s public higher education institutions that are often overlooked. This includes the many community and economic development activities occurring within the Oklahoma State System of Higher Education and to identify and highlight the key community economic and social impacts of institutions on their communities and the state. This study is published in aggregate form to illustrate the full magnitude of public higher education’s impact. Some of these metrics will be incorporated into additional state and national reports.

When possible, statewide data from external reports will be included in the final aggregated state report. This will include information on average student indebtedness, state reports on impacts of Manufacturing Extension Agents (MEAs) and Small Business Development Centers (SBDCs).

Data and methodology

The data in this report is based on reporting for the academic year 2012-13 from the 25 public higher education institutions in the Oklahoma State System of Higher Education, plus the two Oklahoma State University (OSU) branch campuses, OSU Institute of Technology and OSU-Oklahoma City. The data collection period was between June and October 2014.

The survey instrument was developed by a committee of the Oklahoma State Regents’ Economic Development Council. This council’s members are chief economic development officers from each of the public higher education institutions who serve in an advisory capacity to higher education leaders. The survey questions were specific to programs and activities of the institutions that impact their communities.

This report represents new information about how our institutions touch the lives of virtually every Oklahoman each year. Previous impact reports measured traditional economic metrics: “direct” economic impact of each institution’s fiscal contributions; “indirect” economic impact of those

⁴ Anthony Carnevale, Nicole Smith and Jeff Strohl, *Too many college grads? Or too few?* February 21, 2014, <http://www.pbs.org/newshour/making-sense/many-college-grads/>. Retrieved on November 5, 2014.

institutions' influence on creating jobs and powering our communities; and "induced" economic impact that shows the savings and benefits to taxpayers through the intellectual enterprise and self-sufficiency of our graduates. Furthermore, the impacts of extensive research through the multiple health sciences centers, the weather center, extension offices, and technology transfer offices are not included in this study.

For the first time, this report measures other substantial contributions that are neither documented in traditional studies nor are always apparent to the average Oklahoman or state decision-makers. This study tells another story: the significant influence of our students, faculty, staff, and administrators in providing financial support to our students through grants and scholarships; the massive annual accumulation of hours of service as volunteers or in advancing communities through activities that are not required as an academic obligation for graduation; the individuals, businesses, and communities that prosper through our efforts to create new jobs or find employment for those who have lost their positions; and access to our students for internships and professional positions; as well as the extraordinary use of our facilities by the general public.

Oklahomans are now and rightfully have much to be proud of through the contributions of our public higher education institutions. This report adds new reasons for that pride to be rightfully placed in our students, faculty, staff, and administrators.

Findings:

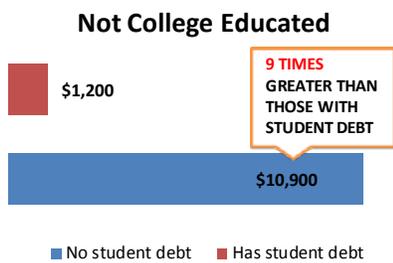
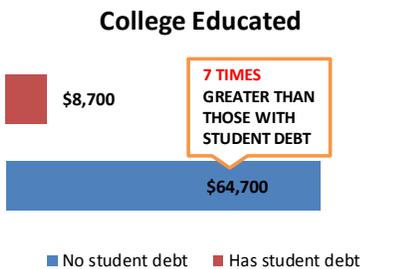
I. Impact on Student Indebtedness

While the cost of obtaining a college degree has been increasing, Oklahoma’s higher education institutions have kept tuition costs low, which lessens the financial burden on students. In fact, Oklahoma has the fifth-lowest average student debt in the nation (Project on Student Debt) for college seniors who graduated in 2013 with student loan debt, with an average of \$22,174. This is actually a decrease from the \$23,636 posted in the previous year.⁵ The national average per borrower is \$28,400, and the states with the highest average were New Hampshire, Delaware, Pennsylvania, Rhode Island and Minnesota, with indebtedness above \$30,000. Furthermore, seven in 10 seniors (69 percent) nationally who graduated in 2013 had a student loan debt. This compares to 53 percent of Oklahoma’s graduates.

	Student Loan Debt	Percent with Debt
Oklahoma	\$ 22,174	53%
Nation	\$ 28,400	69%

As more students struggle to afford higher education, efforts to reduce student debt at graduation have become essential. Oklahoma’s public higher education institutions have responded by awarding nearly \$1.4 billion in financial aid in 2012-13. When eliminating veterans benefits from this contribution, 71 percent of the undergraduate population received financial help from our campuses. Oklahoma has made headway in reducing student debt, and it remains one of the most affordable states in which to receive a quality education.

Median Net Worth of Young Households



Why is it critical to decrease the amount of student loan debt? Adults with student debt have a lower purchasing power, preventing them from fully participating in the economy. According to the Consumer Financial Protection Bureau, this puts a drag on the economy as debtors delay the purchase of a home and automobile. It can stifle intellectual enterprise as those graduates may be reluctant to start a business. The Vanguard Group agrees that student loan debt may have a slight impact on the housing market, but **the benefit of earning a college degree, even with debt, is better than having no degree, as shown in the accompanying chart.**

Additionally, students who enter the workforce with student debt will lag behind their peers in their ability to create wealth for themselves. According to a recent Pew Research study on student indebtedness, young college-educated households without student debt (households with heads younger than 40 with a bachelor’s degree or above) have seven times the amount of net worth (\$64,700) than those young college-educated adults with student debt (\$8,700). The gap is even more significant for young adults without a bachelor’s degree. When comparing young adult households without a bachelor’s degree, those adults without student debt have approximately nine times as much wealth (\$10,900) as the debtor households (\$1,200).⁶ Also see the chart to the left.

⁵ The Project on Student Debt, http://projectonstudentdebt.org/state_by_state-data.php. Retrieved on November 18, 2014.

⁶ Pew Research Center, “Young Student Debtors Lag Behind in Wealth Accumulation” http://www.pewsocialtrends.org/2014/05/14/young-adults-student-debt-and-economic-well-being/st_2014-05-14_student-debt-0-01/. Retrieved on November 18, 2014.

	Scholarships Awarded by Institutions	Funding
Community Partner Scholarships	16,484	\$48.1 M
Institution Granted Scholarships	65,507	\$113.2 M
Tutoring and Mentorship of Special Populations	25,516	\$49.1 M

Community Partner Scholarships

Partnerships with community, corporate, tribal nation and private foundations allow Oklahoma’s institutions of higher education to offer financial relief to help students to achieve their dreams of obtaining a degree. These programs often are targeted toward those areas that communities determine can best support their current and future needs. Prime examples of targeted scholarships are the Muskogee Difference Healthcare Scholarship through the City of Muskogee Foundation that provides scholarships for Connors State College students pursuing degrees in nursing and allied healthcare, and the Molly Shi Boren Centennial English Scholarship awarded to East Central University freshman who plan to major in English and who exhibit financial need. Overall, the Oklahoma institutions reported 16,484 scholarships awarded through community, corporate, tribal nation and private foundations, totaling \$48,102,969.

Institution-Granted Scholarships

In addition to the scholarships noted above, our institutions offer a variety of other scholarships to reduce student debt burden. This fiscal support encourages students to focus on graduation without the stress of financial insecurity. This reduces their need to work, which can disrupt the learning process. Many institutions offer leadership, academic and athletic scholarships. Others offer scholarships to special populations supporting physically and learning-disabled students who otherwise would not be able to attend college. In this category, Oklahoma institutions reported 65,507 scholarships awarded, totaling \$113,240,587.

Student academic support and tutoring services improve student success, retention, and graduation rates. Mentoring and tutoring to special populations helps alleviate financial strain by reducing the number of remedial classes students must take, fewer classes that they must retake, and by providing financial literacy training so that they understand the consequences of financing their higher education. The institutions reported 25,516 students were served through the allocation of \$49,054,591 in funds dedicated to providing tutoring and mentoring services.

II. Linkage to Workforce

While the traditional mission of higher education is to provide a holistic and well-rounded education that creates critical thinkers who can solve complex problems, there is an increased need in a global economy to tailor degree programs to meet the competitive needs of business and industry. Degree and certificate programs must be tailored to workforce needs and opportunities to allow business and industry to flourish as graduates successfully transition into the work force.

Oklahoma’s higher education institutions continually develop and refine their fast track and professional development training programs, as well as hundreds of college degree programs, to adapt to ever-changing business needs. Through strong education-business partnerships, institutions provide ongoing assistance to companies, assuring that employees have the education to keep businesses strong and competitive. In this category, the study identifies five generalized areas in which institutions are building linkages to Oklahoma’s industry ecosystems.

	Companies served	Individuals served
Specialized Programs	1,100	53,838
Customized Program/Curriculum	923	75,356
Fast Track Programs for Laid-off Workers	33	55,250
Job Fairs	2,984	26,468
Specialized Programs or Services for Veterans	120	5,375

Specialized Programs (non-credit)

Companies often turn to a local public higher education institution when they need fast, specialized training to equip new employees for a competitive marketplace or to educate their existing workforce. Specialized training for companies ensures that business and industry can thrive and prosper in Oklahoma. It also enables Oklahoma residents to have the needed knowledge, critical thinking skills, and certifications, as well as soft skills to be competitive in the workforce, allowing graduates to remain in Oklahoma while reducing our state’s “brain drain.” These specialized training courses are delivered on the company’s worksite, online or on campus. They include leadership training for hospitals, EMS training for local ambulance services, safety and driving training, ACT prep camps for students, in addition to ISO 9001 training in quality management systems. Specialized training also includes continuing education for industries such as insurance, pharmacy and law enforcement. The institutions reported that in 2012-13 more than 1,100 companies were served with a total of 53,838 individuals participating in specialized training programs.

Customized Program / Curriculum Toward a Degree or Certificate

Customized programs and curriculum differ from the specialized training programs since these programs are for college credit toward a degree or certificate. Customized degree programs and curriculum provide a qualified workforce pipeline to the businesses and industries at the core of Oklahoma's economy. By understanding workforce need projections and developing programs to produce a sustainable, qualified and adaptable workforce, higher education is essential to economic growth. Two examples of this effort are Northeastern Oklahoma A&M college in Miami, which offers an associate-level degree in process technology that prepares graduates for jobs in chemical manufacturing at the local Ceradyn Boron plant, and Oklahoma City Community College, offers a Degree at Work program, currently operated in partnership with American Fidelity, designed for companies to offer credit classes onsite toward an associate degree. For the past 30 years, Rose State College has provided customized certificate training for thousands of Oklahoma water and wastewater operators. During this reporting period, Oklahoma's public higher education institutions assisted 923 companies through customized programs and curriculums designed to meet specific workforce demands. A total of 75,356 students were educated in these partnerships.

Fast-Track Programs for Laid-Off Workers

As the composition of Oklahoma's economy and workforce shifts, providing fast, effective short-term programs to workers who have lost their job is critical. These programs not only provide transitioning workers with new career opportunities, but they also provide other businesses and industries with qualified workers. This lessens the demand for taxpayers' assistance through public safety-net programs to assist the unemployed. This metric is dependent on company closures and the type of programs needed by transitioning workers; therefore, this metric can vary dramatically from year to year, based on the health of Oklahoma's regional and state economies. In 2012-13, the institutions identified 33 fast track programs for laid-off workers that served 55,250 individuals. Examples of the type of courses these individuals received range from basic business skills, such as business writing, business etiquette and soft skills, to more specific course areas, such as teacher assistants, pharmacy technicians and dental assistants.

Job Fairs

Our public higher education institutions annually host job fairs that enable companies to engage with the best and brightest college graduates as potential job applicants and for the students to explore career opportunities with multiple companies through internships that better prepare them for the realities of the work force. Through the job fair process, employers inform students of the skills and education they must obtain to be successful. Through this dialogue, students can ask specific questions about the employer's organizational culture and their expectations of new college graduates. Institutions often partner with their local area investment boards to host these job fairs. Some fairs target specific industries such as health care, energy, or information technology, while other job fairs are open to all industries. Ultimately, the process leads to a positive talent recruitment for both the company and the student. In 2012-13, Oklahoma's institutions held 101 job fairs, hosting 2,984 employers with 26,468 student attendees.

Specialized Programs or Services for Veterans

With five active military bases, Oklahoma has a significant population of military veterans. In fact, Oklahoma ranks as one of the top per capita states for military veterans by population. It is ranked as

a top best place for veterans to retire. With Governor Fallin's leadership, the state has continued to make Oklahoma attractive to veterans and their families to stay in Oklahoma or return to Oklahoma when they retire. Oklahoma higher education institutions are proud to host a large number of veterans on their campuses and in their communities. By connecting veterans to employment opportunities through job fairs as well as educating employers on why they should hire veterans, colleges and universities are building linkages to the workforce. Specifically, Oklahoma State University Institute of Technology in Okmulgee planned, coordinated, and hosted a Skills Gap Conference to help employers better understand the skills veterans bring to the workplace.

Another exemplary program assisting veterans is a special funding program at Oklahoma State University in Oklahoma City. The college provides a unique loan program with funds provided through the Veterans Services Foundation, called the Veterans Services Foundation Hardship Emergency Loan. This fund fills short-term gaps financially for veterans who have a disruption in their benefits or short-term financial issues. It can make the difference between a veteran dropping out versus staying in school.

In addition to acknowledging and rewarding veterans and reservists for their service to our nation, Oklahoma gains by reintegrating into society those individuals who have demonstrated exceptional personal skills through their commitment to placing the good of society before their individual benefit, demonstrating personal discipline and serving as role models to Oklahoma's young people, including their fellow college students.

Through these specialized programs such as these, institutions provided 120 customized services and served 5,375 veterans.

III. Business and Industry Partnership

Economic and social forces have stretched colleges and universities beyond their traditional roles of educating students and conducting research. They are being asked to provide services to businesses and their communities while operating more efficiently. Oklahoma's public higher education institutions through their social obligations and institutional missions are attuned to and take responsibility in helping address these local challenges that lead to community success. Policy makers, business and community leaders realize that institutions provide the basis of general education AND the technical know-how to help create jobs. They are often sought for their research expertise and business assistance to maximize economic growth.

Business and industry partnerships are critical components to community success, and Oklahoma's colleges and universities demonstrate their engagement and partnerships with their communities by being integrally involved in the economic, social and cultural health of their communities. In this category, the study identifies four areas in which Oklahoma's colleges and universities are working to partner with business and industry to improve economic growth. Data for 2012-13 show:

Technical & Research Assistance		
576	Firms and Communities Assisted	
259	Projects or Programs	
Community and Economic Studies		
33	Studies	
41	Communities Served	
Internships, Practicums, and Capstones		
3,048	For-Profit and Non-Profit Companies	
5,420	Students	
Other External Job Creation Through Targeted Efforts		
1,400	Jobs Created	

Technical and Research Assistance

The expertise and advanced skills of faculty and staff at Oklahoma colleges and universities are an intellectual resource for economic growth for all job sectors in the state. Through outreach and extension, institutions provide much-needed technical and research support that helps business and industry to improve their competitiveness. Cameron University's Center for Emerging Technology and Entrepreneurial Studies (CETES) has a successful record assisting existing businesses with their growth strategies and in developing a digital presence. The types of support provided includes market research to expand a company's customer base that creates jobs, or establishing a supercomputing center which provides access to academic, corporate and government entities needing high-performance research capabilities. Support also includes assistance with business plans, marketing, advertising, audits, accounting processes and computer virus removal. Institutions in this study reported assisting 576 firms and communities through 259 projects or programs.

Community and Economic Studies

The capacity to conduct community and economic impact studies are unique intellectual resources that higher education institutions conduct as a service to their community, to business and to industry. Understanding the potential impact of an economic activity gives leaders a perspective to create economic development plans that maximize economic growth and return on investment. In 2012-13, Oklahoma's colleges and universities conducted multiple inquiries, including a feasibility study on opening a skating rink, the economic viability of constructing a new hotel, the economic impact of a community college sports and events complex, and facilitating community strategic planning. Oklahoma's institutions reported conducting 33 community and economic studies for 41 communities.

Internships, Practicums, and Capstones

Internships are a critical part of modern higher education. Not only do students experience hands-on training in a specific career field, they also impart "soft skills" that are not always readily teachable in traditional academic environments. Additionally, students maximize their return on investment in higher education by gaining experiences and skills that invigorate their classroom activities while improving their economic potential. The internships, practicums and capstones captured in this category do not include those that are required for a degree, such as clinical hours or student teaching. This data set shows the number of students and companies served that are not required within the students' disciplines. These are students who have gone beyond the expected and have learned the value of experiential learning to advance their career opportunities.

The Southwestern Oklahoma State University's Center for Economic & Business Development has trained over 60 students as part of its multi-disciplinary internship placement program. This gives students the advantage of real-world work experience, a generous hourly wage, and the opportunity to earn university credit; while employers enjoy the benefits of fresh perspectives on challenging projects and a steady stream of knowledgeable recruits ready to work and live in Oklahoma. Institutions reported that 5,420 students took advantage of these internship opportunities by assisting 3,048 different companies across the state who hired these para-professional employees. Many of these interns were subsequently hired by those employers.

Other External Job Creation

Business incubators and research parks provide a physical location in which new businesses in a variety of fields can form and develop by the advantage of low-cost support services through shared facilities and office equipment, business advice, and assistance and access to financing. Incubators are sponsored by Oklahoma's higher education institutions in collaboration with vocational schools, private sector firms, local governments, economic development agencies or combinations of these groups. Research Parks serve as "collision points" for creative entrepreneurs by providing high-tech companies with a common location and an atmosphere conducive to creating, developing and promoting scientific discovery by integrating the resources of universities and private companies. In addition, Rose State College implemented a FabLab, an extraordinary entrepreneur resource that fosters economic and job growth as a production site of prototype design and product development. Through these targeted efforts, Oklahoma's institutions created 1,400 jobs in 2012-13.

Based on a 2013 survey conducted by the Oklahoma Department of Commerce, the incubators housed 177 small businesses last year, providing 946 full-time jobs. Over the course of Oklahoma's Small Business Incubator Certification program, 681 businesses have located in an incubator, and of those, 351

have graduated from or relocated to a larger facility. Oklahoma benefitted as 242 businesses remained in the state, employing 1,553 Oklahomans at the end of 2013.

Manufacturing Extension Agent Impact Reports

The Manufacturing Extension Agents (MEA) are state, federal and, in many cases, university, funded field staff that assist Oklahoma companies, with a focus on manufacturing, as they also assist in other areas. They provide assistance with technology, using advanced materials, equipment and processes to modernize and meet global standards; marketing that includes national and global markets using research analysis and planning; human resources and workforce assistance; financial planning and securing financing for training, technology and market expansion; and managing relationships to create market opportunities and expand production capabilities and learning systems.

Through a partnership with Oklahoma State University’s New Product Development Center, MEAs rely on research teams of process engineers and graduate students to aide manufacturers to develop economically competitive new products and new markets. The knowledge and expertise of the research team improves manufacturing practices that leads to job creation and enhancement. Students participating on the research teams gain valuable experience in applied research and in solving real-world problems. This enhances students’ employability and provides companies with graduates who can make an immediate impact.

The Oklahoma Manufacturing Alliance, Oklahoma’s manufacturing extension partnership, continues to outperform its peers in other states. As demonstrated in their 2013 annualized performance metrics, the Center Diagnostics score for OMA’s performance metric was 85 percent, while the national MEP System median performance was 64 percent. Quantitative impacts reported by clients served by the MEAs show the following results:

Impact Metrics	Center Reported Impact
New Sales	\$332 M
Retained Sales	\$159 M
New Jobs	2,935
New Investments	\$209 M
Cost Savings	\$59 M
Mgf. Clients/\$M Fed	629
New Mgf. Clients/\$M Fed	292
Impact Metrics Score	90

Small Business Development Center Impact Reports

The Oklahoma Small Business Development Centers have been serving Oklahomans for over 30 years through their mission of providing high-quality, confidential, at no-cost entrepreneurial and small business management advising. Small Business Development Centers (SBDCs) offer free assistance in consultation management, marketing and financing for small businesses. Many Oklahoma institutions’

SBDCs are sponsored by the federal Small Business Administration. SBDCs offer a cost-effective way to create jobs, grow the economy, enhance Oklahoma's competitiveness and fulfill the American dream.

Over the past five years, the OKSBDC has helped Oklahoma entrepreneurs obtain over \$120,000,000 in capital funding, advised more than 10,000 entrepreneurs, helped clients create over 4,500 new jobs in Oklahoma, worked with clients to start over 800 new businesses, and provided more than 62,500 hours in advising clients to support their plans for business success.

Last year alone, OKSBDC helped clients obtain over \$28,000,000 in capital funding, assisted more than 4,000 entrepreneurs through management advising, training and technical support, helped clients create or retain over 1,350 jobs in Oklahoma, worked with clients to start over 250 new businesses, and invested over 18,500 hours advising Oklahoma entrepreneurs and small business owners. SBDC assistance helps businesses grow 18 percent faster than those that do not seek their assistance.

IV. Resource to the Community

Since their creation, Oklahoma higher education institutions have been tasked with empowering the communities they serve. As stewards of their communities, higher education institutions serve to provide access to knowledge, skills, facilities and opportunities for all Oklahomans to prosper. In terms of economic development, higher education institutions provide expertise and resources that private business and industry cannot. From regional and community development, health and wellness, and civic engagement, Oklahoma's public higher education institutions improve the quality of life and economic success of communities across the state. One aspect of this is to assist aspiring entrepreneurs through:

Business Plan Competition

24	Number of Competitions
291	Number of Participants
\$173,200	Dollars Awarded

Entrepreneurialism is essential for the economic growth of Oklahoma. As the vast majority of Oklahomans are employed in small business, encouraging and assisting entrepreneurs is a vital function of higher education. Business plan competitions encourage communities to invest from within to build a brighter economic future. Students participating in business plan competitions gain confidence in their abilities through applying what they have learned to a real life business. The competition instills an entrepreneurial spirit in students who are the future foundation to the state's business climate. They may go on to start a business or they may bring that entrepreneurial spirit, recognizing opportunities and how business works, to the company they join.

All of Oklahoma's public institutions have participated in some form of a business plan competition. Some offer competitions within their institutions that allow students from various disciplines to build a team with a research faculty member. The winners of these competitions may go on to compete in a state-level competition such as the Donald W. Reynolds Governor's Cup collegiate business plan competition. From there, the winners can compete in a multi-state competition. The Dream Big Grow Here, Cherokee Strip Business Model Competition and Startup Cup are local area and regional competitions engaging businesses in sponsorship of teams and awards. In the reporting year 2012-13, institutions reported 24 business plan competitions that drew 291 participants, and awarded \$173,200 for new businesses.

Partnerships for Community Development Grants

244	Number of Partners
55	Number of Grants
\$22,421,925	Dollars Awarded

Community Development Grants are essential to the economic health of higher education institutions and the communities they serve. Through these partnerships, higher education institutions can increase the likelihood of receiving grants, maximize the grant dollars that are awarded, or realize mutually beneficial projects. Some examples of grants obtained through higher education and community partnerships include Community Block Grants for infrastructure development; Trade Adjustment Assistance for the manufacturing and health care industries workforce development; and Economic Development Administration University Center grants to assist and grow businesses. Institutions reported partnering with 244 communities to obtain 55 grants that awarded a total of \$22,421,925.

Institution Athletic Facilities Open to the Community

3,685,679	Number of Users
-----------	-----------------

Many Oklahoma colleges and universities across the state have state-of-the-art athletic facilities that are open to the general public, while many also provide access to local school districts. Playing football, softball and soccer on these fields or swimming in the aquatic centers allows students to excel in developing their athletic abilities. School systems such as Guthrie Public Schools and Edmond Public Schools use their local universities' football fields for scrimmages and games. Oklahoma City Community College is the host of the Special Olympics of Oklahoma Winter Games, which involves over 1,200 individuals. As the home of a new College Soccer Program, Rose State offers athletic fields, tennis courts, aquatics center, and a wellness center to the communities it serves. Many institutions host basketball tournaments and youth camps for elementary and high school students. Utilizing the athletic facilities infrastructure at the colleges and universities benefits the communities they serve.

In addition to athletic facilities, wellness centers at colleges and universities provide programs for healthy living that improves the well-being of students and workers at the institution and in the community. Healthy employees tend to be happier and more productive employees with lower absenteeism and health care costs. Further, the use of the athletic facilities and wellness centers builds a sense of inclusion and interdependence with local communities. Oklahoma's institutions reported over 3.7 million users of these facilities in 2012-13.

Health & Wellness Outreach

586	Number of Health Fairs & Related Events
2,152	Number of Registered Providers/Vendors
23,697	Number of Attendees

For the same reasons that colleges and universities offer access to wellness centers, they provide health and wellness outreach to their students, faculty, staff and the community. Wellness programs are designed to help people get healthier, which can be as simple as learning how to reduce stress and muscle strain on the job or weight loss to lower cholesterol and blood pressure. Many institutions with nursing programs partner with physicians and mental health providers to provide free screenings for diabetes, osteoporosis, blood pressure and cholesterol. In addition to outreach to the community, institutions

support health and wellness for their faculty, staff and students. In fact, Western Oklahoma State College in Altus allows faculty to participate in flex-time, two hours a week of paid time, to exercise on campus. WOSC is a Certified Healthy Campus. In this category, Oklahoma’s institutions report hosting 586 health fairs and related events with 2,152 registered providers and vendors, and 23,697 attendees.

Volunteer Assistance and Civic Engagement (includes students, faculty and staff)

2,471	Number of Projects
22,400	Number of Student Volunteers
31,645	Number of Faculty and Staff Volunteers
849,330	Hours Served

Oklahoma colleges and universities recognize their responsibilities to engage in and to strengthen the communities they serve. Accordingly, institutions encourage their students, faculty and staff to become involved through volunteer programs that enrich the lives of all citizens. The benefit of volunteering, beyond strengthening the community, is the personal satisfaction of making a tangible difference in the quality of life within their communities. According to the Corporation for National & Community Service (CNCS), when students, faculty and staff share their time and talents, they solve problems, strengthen communities, improve lives, connect to others and transform our own lives. Health benefits can now be added to this list of social benefits. A report by CNCS “established a strong relationship between volunteering and health: those who volunteer have lower mortality rates, greater functional ability and lower rates of depression later in life than those who do not volunteer.”⁷

Oklahoma’s institutions have numerous examples of volunteerism, including food and clothing drives to help families in need of assistance; blood drives and hands-on clean up after natural disasters; landscaping at a community retirement centers; tutoring services to assist students in reading and math; and serving on boards and in civic organizations. In 2012-13, students, faculty and staff provided nearly 850,000 hours of volunteer service to their communities.

Service Learning

25,345	Number of Students
525,419	Number of Hours

Service learning differs from volunteerism in that service learning is tied to the classroom, often for course credit as a learning experience under faculty supervision that broadens students’ real world educational experiences. The intentions of service learning are to “equally benefit the provider and the recipient of the service as well as to ensure equal focus on both the service being provided and the learning that is occurring.”⁸

As examples, nursing students in Oklahoma’s public higher education institutions assist in providing first aid training for local area school students across the breadth of Oklahoma. Many institutions collaborate with their community partner agencies such as that illustrated by the Redlands Community College Academic Team that hosted the State of Oklahoma Science Ball at El Reno Public Schools. Following the Moore tornado, University of Central Oklahoma Computer Forensic Science

⁷ Corporation for National & community Service, *The Health Benefits of Volunteering: A Review of Recent Research*. <http://www.nationalservice.gov/serve-your-community/benefits-volunteering>. Retrieved on December 29, 2014.

⁸ Bringle, Robert G. and Duffy, Donna Killian. *With Service in Mind: Concepts and Models for Service-learning in Psychology*. 1998. P 5.

students assisted with the data recovery on the computers damaged in that devastating natural disaster. Students in Oklahoma's colleges and universities provided over 525,000 hours of service learning.

Conclusion

Each day, Oklahoma's public higher education institutions and campuses touch the lives of Oklahomans through the deliberate public interaction of their students, faculty, staff and administrators. In total, these constitute a commitment to fulfilling the millenniums-old mission of higher education in western civilization. Our campuses live this promise to all Oklahomans through extensive community-capacity building that advances Oklahoma's economic opportunities, safeguards our resources for future generations, and improves our state's overall quality of life by devoting our intellectual enterprise to advance the common good for Oklahoma's families.

This report illustrates that our public higher education institutions joyfully serve Oklahoma.

The Oklahoma State Regents for Higher Education, in compliance with Titles VI and VII of the Civil Rights Act of 1964, Executive Order 11246 as amended, Title IX of the Education Amendments of 1972, Americans with Disabilities Act of 1990 and other federal laws and regulations, do not discriminate on the basis of race, color, national origin, sex, age, religion, handicap or status as a veteran in any of its policies, practices or procedures. This includes, but is not limited to, admissions, employment, financial aid and educational services.

This publication is issued by the Oklahoma State Regents for Higher Education, as authorized by 70 O.S. 2001, Section 3206. Copies have not been printed but are available through the agency website at www.okhighered.org. Two printout copies have been deposited with the Publications Clearinghouse of the Oklahoma Department of Libraries.