Student Transformative Learning Record (STLR): Assessing and Documenting Beyond-Discipline Learning
About UCO

- 16,000 Students
- 33% 24 Years and Older
- Oklahoma’s Oldest Institution of Higher Ed (1890)
- 40-50% First Generation College Students
- 10% Live on Campus
• Think of a moment when the lights came on for you about something in your life or education; a time that you still remember to this day.

OR

• Think of a time when you saw this happen in a student.
A Brenton TL Experience
What is TL?

- Willingness
  - to participate
- Expanding perspective
- Having an experience
  - May be disorienting
- Discouring rationally
- Reflecting critically
  - Often prompted by instructor or supervisor

Perhaps even a “tectonic shift” in worldview or belief

Often prompted by instructor or supervisor
Multiple Studies Show Top 5 reasons New Hires Failed (AAC&U, Leadership IQ):

1. **Coachability (26%)**: The ability to accept and implement feedback from bosses, colleagues, customers and others.

2. **Emotional Intelligence (23%)**: The ability to understand and manage ones own emotions, and accurately assess others emotions.

3. **Leadership/Initiative/Motivation (17%)**: Sufficient drive to achieve ones full potential and excel in the job.

4. **Temperament (15%)**: Attitude and personality suited to the particular job and work environment.

5. **Technical Competence (11%)**: Functional or technical skills required to do the job.
Transformative Learning at UCO:

- Develops beyond disciplinary skills and expands students’ perspectives of their relationship with self, others, community and environment.
UCO tracks TL across the Central 6 Tenets:

- Discipline Knowledge
- Global & Cultural Competencies
- Health & Wellness
- Leadership
- Research, Creative & Scholarly Activities
- Service Learning & Civic Engagement

Academic Transcript
Five Ways Students Engage with STLR

1. STLR Class Assignments
   - e.g., Reflection paper on a service learning assignment

2. STLR Student Events
   - e.g., Melton Gallery exhibit opening, International Festival

3. Student Organization or Group with STLR Reflection
   - e.g., New Broncho Orientation Leaders, Peer Health Mentors

4. Out-of-Class Transformative Learning Student Projects (STLR Funded, RCSA funded, other)
   - e.g., Okla. Lynching Research Project, Black Male Initiative

5. STLR Locations*
   - e.g., Career Development Center, Melton Gallery, Mitchell Hall
Transformative Experiences in and out of the classroom
How can we record what students learn, so they can share with future employers, grad schools, and scholarship committees?
STLR-Tagging Process

1) Faculty/Staff completes training and is given access to OrgSync

2) Faculty/Staff submit the appropriate STLR-Tagging Form (Separate forms for Events, Class Assignments, Student Groups, Out-of-Class Projects)

3) STLR-Tag Plans are reviewed by Asst. Dir. For TL Assessment and either Approved/Re-Opened for Changes

4) Forms are routed to either Card Services (swiper/banner reservations) or Technology is set up in D2L dropbox to capture artifacts

5) Students participate in activities and turn in learning artifact (or swipe student ID at events for exposure level credit)
STLR Assessment

• Measures Transformative Learning
  ➢ Transformation
  ➢ Integration
  ➢ Exposure

Assignment Grade

• Assesses Knowledge and Skills
  ➢ A – F Scale
  ➢ Pass/Fail

Students can receive a high grade and meet the maximum requirement for the assignment without being transformed in any significant way.
### STLR Rubrics - Assessment of Learning Artifacts

<table>
<thead>
<tr>
<th>Transformation</th>
<th>Integration</th>
<th>Exposure</th>
</tr>
</thead>
<tbody>
<tr>
<td>The experience led to the student’s new identity as a global citizen, and she/he now seeks interactions and growth from diverse communities and cultures.</td>
<td>The student’s perspective has expanded to value different cultural worldviews and she/he is able to articulate a sense of identity in a global context.</td>
<td>The student displays an openness to learning about global and cultural differences and/or took part in an activity where she/he was exposed to worldviews of other cultures.</td>
</tr>
</tbody>
</table>
Benefits for the Student
ePortfolio Presentations
Early Results
## STLR Training

<table>
<thead>
<tr>
<th></th>
<th>Grant Year 1</th>
<th>Grant Year 2</th>
<th>Grant Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time faculty</td>
<td>44</td>
<td>125</td>
<td>88</td>
</tr>
<tr>
<td>Adjunct faculty</td>
<td>74</td>
<td>32</td>
<td>23</td>
</tr>
<tr>
<td>Full-time staff</td>
<td>65</td>
<td>49</td>
<td>29</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>144</strong></td>
<td><strong>206</strong></td>
<td><strong>140</strong></td>
</tr>
</tbody>
</table>

## STLR-Tagged Activities

<table>
<thead>
<tr>
<th></th>
<th>Grant Year 1</th>
<th>Grant Year 2</th>
<th>Grant Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classes</td>
<td>21</td>
<td>131</td>
<td>182</td>
</tr>
<tr>
<td>Projects</td>
<td>43</td>
<td>173</td>
<td>222</td>
</tr>
<tr>
<td>Groups</td>
<td>0</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>Events</td>
<td>16</td>
<td>49</td>
<td>146</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>80</strong></td>
<td><strong>368</strong></td>
<td><strong>565</strong></td>
</tr>
</tbody>
</table>
Achievement Level Frequencies*

- Exposure: 57%
- Integration: 32%
- Transformation: 11%

*Includes only “High STLR” engagements where students created a learning artifact assessed using STLR rubrics.
Cohort 1 First Year UCO Retention*

Non-Priority Population
First-Time Freshman
Fall 2015 - Fall 2016
(N=874)
- High STLR: 73%†
- Low STLR: 65%†
- No STLR: 54%

Title III Grant Priority** Population
First-Time Freshman
Fall 2015 - Fall 2016
(N=1,497)
- High STLR: 69%†
- Low STLR: 68%†
- No STLR: 56%

† Significantly higher than "No STLR" at p<.005

*Includes confidence intervals at 95%.

**Priority Population Definition: Low socio-economic status, first generation, underrepresented minorities. “Low STLR”: Engaged only through attending STLR-tagged events and automatically assigned lowest level of achievement ("exposure"); “High STLR”: Created a learning artifact assessed using STLR rubrics.
Semester GPA* by STLR Engagement
Title III Priority Population** First-Time Freshman
N=1,497

Grade Point Average

Fall 2015
No STLR: 2.14
Low STLR: 2.57†
High STLR: 2.70†

Spring 2016
No STLR: 1.69
Low STLR: 2.19†
High STLR: 2.19†

† Significantly higher than “No STLR” at p<.001
*Includes confidence intervals at 95%.
**Priority Population Definition: Low socio-economic status, first generation, underrepresented minorities. “Low STLR”: Engaged only through attending STLR-tagged events and automatically assigned lowest level of achievement (“exposure”); “High STLR”: Created a learning artifact assessed using STLR rubrics.
Cohort 2 First Year UCO Retention*

Non-Priority Population
First-Time, Full-Time Freshman
Fall 2016 - Fall 2017 (N=769)

- High STLR 80%†
- Low STLR 63%†
- No STLR 50%†

Title III Grant Priority** Population
First-Time, Full-Time Freshman
Fall 2016 - Fall 2017 (N=1,404)

- High STLR 75%†
- Low STLR 72%†
- No STLR 50%

† An ANOVA Test indicated results are statistically significant at p<.001
*Includes confidence intervals at 95%.
**Priority Population Definition: Low socio-economic status, first generation, underrepresented minorities. "Low STLR": Engaged only through attending STLR-tagged events and automatically assigned lowest level of achievement ("exposure"); "High STLR": Created a learning artifact assessed using STLR rubrics.
Cohort 2 Semester GPA* by STLR Engagement
Title III Priority Population** First-Time, Full-Time Freshman
N=1,395

<table>
<thead>
<tr>
<th></th>
<th>Fall 2016</th>
<th>Spring 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>No STLR</td>
<td>2.40</td>
<td>2.30</td>
</tr>
<tr>
<td>Low STLR</td>
<td>3.07†</td>
<td>2.77†</td>
</tr>
<tr>
<td>High STLR</td>
<td>2.98†</td>
<td>2.75†</td>
</tr>
</tbody>
</table>

† An ANOVA Test indicated results are statistically significant at p<.001
*Includes confidence intervals at 95%.
**Priority Population Definition: Low socio-economic status, first generation, underrepresented minorities. "Low STLR": Engaged only through attending STLR-tagged events and automatically assigned lowest level of achievement ("exposure"); "High STLR": Created a learning artifact assessed using STLR rubrics.
Questions?

Thank you for attending!