**UCO Retention by STLR Engagement**
(First-Time Full-Time Freshmen, Fall 2015-Fall 2016)

- **Non-Target Population (N=794)**
  - No STLR: 66%
  - Low STLR: 75%
  - High STLR: 66%

- **Title III Target Population (N=1,467)**
  - No STLR: 49%
  - Low STLR: 54%
  - High STLR: 71%

**Title III Target Group Semester GPA by STLR Engagement** (N=1,464)

- **Fall 2015**
  - No STLR: 2.26
  - Low STLR: 2.65
  - High STLR: 2.75

- **Spring 2016**
  - No STLR: 2.33
  - Low STLR: 2.58
  - High STLR: 2.50

**Civitas Analysis of STLR Retention Improvement**

<table>
<thead>
<tr>
<th>ACTIVITY TYPE</th>
<th>GRANT YEAR 1</th>
<th>GRANT YEAR 2</th>
<th>GRANT YEAR 3*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Courses</td>
<td>21</td>
<td>131</td>
<td>72</td>
</tr>
<tr>
<td>Student Projects</td>
<td>43</td>
<td>178</td>
<td>159</td>
</tr>
<tr>
<td>Student Groups</td>
<td>0</td>
<td>15</td>
<td>7</td>
</tr>
<tr>
<td>Co-Curricular Events</td>
<td>16</td>
<td>49</td>
<td>98</td>
</tr>
</tbody>
</table>

**STLR Bachelor Graduates** (3-yr total: 1,846)

- Liberal Arts: 54 172 258
- Math & Science: 28 120 201
- Fine Arts & Design: 6 25 51
- Education: 75 240 294
- Business: 39 109 174
- Forensic Science: 6 32 53

**STLR Activity Counts**

- Courses: 21 131 72
- Student Projects: 43 178 159
- Student Groups: 0 15 7
- Co-Curricular Events: 16 49 98

**STLR Trained Employees**

- Full-Time Faculty: 44 125 68
- Adjunct: 74 32 14
- Full-Time Staff: 65 49 14

**Assessment Level Frequencies** (N=5,714)

- Transformation: 8%
- Integration: 28%
- Exposure: 64%

*For those students least likely to persist, engagement in STLR activities (in collaboration with other campus engagements) yields increases as high as 15.2% among students who are least likely to persist in the absence of STLR. Note: All results for this figure meet the p ≤ 0.05 threshold for statistical significance. (N=2,807)
What They’re Saying...

Undergraduate student, veteran*:
“Coming from the outside world in… I kind of have a picture of what it’s like [out there]. [Students] need something other than books in front of them to learn about what the world is like. And that is what STLR does, it gives them a picture of the world and what they can do to make it better. Or make themselves better. Or help other people make it better.”

Recent graduate, College of Business*:
[This student] attended the STLR Melton Gallery event Central African Art Exhibit. Viewing the exhibit expanded his view of the world and culture through the presentation of multiple vantage points: “That was something that I learned that stuck with me so much ever since then… the different viewpoints on the world… the art itself and how they talked about how the artist used the world to portray their piece… In business for instance, when I’m in marketing, it’s my job to look at engineering… it’s my job to look at the customer’s viewpoint, my boss’ viewpoint… all of these different viewpoints. Just that artist’s example of different viewpoints can be applied in so many other areas. There’s a lot of things during that [exhibit] that really stuck with me.”

Undergraduate history major*:
“The most important part about transformative learning is being able to see things differently from a different point-of-view perspective or seeing things in a way that you never thought were that way.”

Dr. Lindsey Churchill, College of Liberal Arts, faculty mentor for STLR project, “Herland Sister Resources Documentary and Library”:
“Students have told me that they really feel like they are making a difference in their community with this project. They have also told me that this project helped them listen. I think that impacted me the most. In this time it is more important than ever that we listen to one another, and this project has helped students see the importance of hearing other people’s stories and giving them a place in the community.”

Liliana Renteria Mendoza, Director, OKC Cultural Outreach & Diversity Strategies and key component in the Hispanic Success Initiative:
“I believe STLR has provided staff a framework that allows us to capture the learning that is occurring outside of the classroom and provides a way to capture the transformation that students are having as they reflect on and integrate all of their experiences, curricular and co-curricular.”

Lance Haffner, Corporate Leadership Development, Patterson–UTI and STLR Employer Advisory Board member, on his mock interview with a STLR grad:
“I was impressed with the student’s ability to apply lessons learned from one experience to another experience.”

*STLR qualitative research IRB parameters protect student identities.