Raising Retention and Achievement (Plus Employability): Compelling Success with STLR

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Center for Excellence in Transformative Teaching & Learning
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What is it?

STUDENT TRANSFORMATIVE LEARNING RECORD
STLR is how UCO implements Transformative Learning:

- Develops students’ beyond-disciplinary skills
- Expands students’ perspectives of their relationships to self, others, community, and environment
Placeholder slide for 2-min STLR video played here. Visit https://youtu.be/UFM1KnidU68 to view the video online.
Why STLR?
The Leadership IQ Study: Top Five Reasons New Hires Fail

(3-yr study; 5,000+ hiring managers; 20,000+ new hires; 312 corporations, organizations, institutions*)

1. **Coachability** (26%): ability to accept and implement feedback
2. **Emotional Intelligence** (23%): ability to understand & manage one’s own emotions & recognize others’
3. **Motivation** (17%): sufficient drive to achieve potential and excel in the job
4. **Temperament** (15%): attitude & personality suited to the job and work environment
5. **Technical Competence** (11%): Functional and/or technical skills & knowledge required for the job

Beyond-disciplinary Skills Are Not Shown on the Academic Transcript

1. **Coachability** (26%): ability to accept and implement feedback
2. **Emotional Intelligence** (23%): ability to understand & manage one’s own emotions & recognize others’
3. **Motivation** (17%): sufficient drive to achieve potential and excel in job
4. **Temperament** (15%): attitude & personality suited to the job and work environment

STLR develops these skills
We can no longer afford to graduate engineers who can only follow directions. We must graduate engineers prepared to ask, “What ought to be?”

Patrick Awuah  |  President
Ashesi University  |  Ghana
Architecting STLR (began in 2012):

- Scalable
- Replicable
- Platform-Agnostic
- Free
STLR Achievement

Badge Levels

Transformation
Integration
Exposure

Global & Cultural Competencies
Health & Wellness
Leadership
Research, Creative & Scholarly Activities
Service Learning & Civic Engagement
<table>
<thead>
<tr>
<th>Transformation</th>
<th>Integration</th>
<th>Exposure</th>
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<tbody>
<tr>
<td>SL: The student is actively engaged in socially responsible behavior and civic dialogue beyond course material. The student articulates informed perspective based on both theory/knowledge (class content) and social experience. The student develops and articulates understanding of responsibilities and rights and understands contributing to and awareness of core societal issues. The student's ability to think critically about societal issues is evident and demonstrated through personal reflection.</td>
<td>CE: The student can articulate understanding of her/his rights and responsibilities as a contributing citizen in a democratic society.</td>
<td>NOT Assessed</td>
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<tr>
<td>SL: The student expresses awareness of how her/his service experience contributes to understanding and awareness of core societal issues. The student may become actively engaged in addressing one or more core societal issues but does not completely make connections beyond course material.</td>
<td>CE: The student has a developing sense of her/himself as a contributing citizen, but may not fully grasp her/his individual rights or responsibilities. The student's level of engagement is growing, but has not reached the point of full contribution.</td>
<td>NOT Assessed</td>
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<td>SL: The student completes the required service-learning component of the class. There is no evidence of the application of course material to practice within the service-learning experience.</td>
<td>CE: The student comes to an awareness of what democracy is and what opportunities are available for citizen engagement and contribution. The student has not demonstrated active engagement or involvement in civic life.</td>
<td>NOT Assessed</td>
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<tr>
<td>SL: The student does not complete the required service-learning component of the course.</td>
<td>CE: The student has not engaged with the community and is not aware of democratic principles or concepts.</td>
<td>NOT Assessed</td>
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■ The experience has prompted a major shift in the student’s attitude; and/or

■ The student now views service and civic action as a rewarding use of time for personal growth and/or

■ The student now views service and civic action as an opportunity to address community challenges by initiating action with a diverse team.

(One or more must be checked)

■ The student’s experience led _to new insights related to civic identity and

_ to possible solutions to addressing social issues.

■ She/he now desires to _serve, be more involved in a diverse community, and/or

_ improve (increase) confidence in self as a change agent.

(Both major categories must be checked with at least one subcategory selected under each)

■ The student _took part in, or

_heard results of, a service or civic activity and/or

■ The Student is able to voice her/his perspective on the importance of these activities to her/himself and society.

(One or more major category must be checked)

■ The student has not yet provided evidence of openness to or awareness of the concepts listed in exposure for this tenet.
# STLR Evaluation Rubric

**Graded By: Amanda Admin**

<table>
<thead>
<tr>
<th>Student Transformative Learning Record</th>
<th>Transformation</th>
<th>Integration</th>
<th>Exposure</th>
<th>Not Achieved</th>
<th>Feedback</th>
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<tr>
<td>Leadership</td>
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<td>Global &amp; Cultural Competency</td>
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<td>Research, Creative &amp; Scholarly Activity</td>
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<td>Service Learning &amp; Civic Engagement</td>
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<td>Health &amp; Wellness</td>
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<tr>
<th>Overall Score</th>
<th>Transformation</th>
<th>Integration</th>
<th>Exposure</th>
<th>Not Achieved</th>
<th>Feedback</th>
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- Transfer rubric feedback to general feedback for the assignment.
STLR Student Mobile Dashboard

STLR - Overall Progress

- Global and Cultural Competencies: Achieved 5
- Health and Wellness: Achieved 9
- Leadership: Achieved 7
- Research, Creative and Scholarly Activities: Achieved 5
- Service Learning and Civic Engagement: Achieved 3

My Grades

- Minorities in American Society
- Sociological Research
- Biological Psychology
- Comparative Psychology
- Psychology of Sport
- Beginning Archery

Upcoming Dates

WEEKLY OVERVIEW
Nov 01 - 07
Dashboard Drill-Down

### STLR - Overall Progress

#### Global and Cultural Competencies

**Push Achievements to E-Portfolio**

Global and Cultural Competencies seek to prepare students to communicate effectively in a complex world, to function in multiple and diverse environments, and to adapt to the continuously changing global society through an attitude of awareness, consciousness, and respect.

**GC - Exposure**

- **Achieved 4**
  - Achieve 4 more activities to meet STLR requirements.

**GC - Integration**

- **Achieved 1**
  - Achieve 5 more activities to meet STLR requirements.

**GC - Transformation**

- **Achieved 0**
  - Achieve 1 more activities to meet STLR requirements.

### My Grades

- Minorsities in American Society
- Sociological Research
- Biological Psychology
- Comparative Psychology
- Psychology of Sport
- Beginning Archery

### Upcoming Dates

- **WEEKLY OVERVIEW**
  - Nov 01 - 07
  - Nov 08 - 14
  - Nov 15 - 21
  - Nov 22 - 28
1. STLR Class Assignments

2. Official STLR Student Events

Global & Cultural Competencies

Service Learning & Civic Engagement
Student Organization or Group w/STLR Artifact

Leadership

Service Learning & Civic Engagement

Health & Wellness

STLR TL
Student Projects
Graduates ready and motivated to solve societal challenges and who want to create, not simply consume

STLR Achievement Record
Graduates ready and motivated to solve societal challenges and who want to create, not simply consume

STLR ePortfolio

(link to Julia’s eportfolio)
Graduates ready and motivated to solve societal challenges and who want to create, not simply consume.
Cohort 1 Second Year UCO Retention*

Non-Priority Population
First-Time, Full-Time Freshman
Fall 2015 - Fall 2017
(N=794)

Title III Grant Priority** Population
First-Time, Full-Time Freshman
Fall 2015 - Fall 2017
(N=1,467)

High STLR 65%†
Low STLR 58%†
No STLR 39%

High STLR 59%†
Low STLR 60%†
No STLR 44%

† 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 1 Second Year SAM Retention*

- **Non-Priority Population**
  - First-Time, Full-Time Freshman
  - Fall 2015 - Fall 2017 (N=794)
  - High STLR: 77%†
  - Low STLR: 78%†
  - No STLR: 60%

- **Title III Grant Priority**
  - First-Time, Full-Time Freshman
  - Fall 2015 - Fall 2017 (N=1,467)
  - High STLR: 73%†
  - Low STLR: 72%†
  - No STLR: 59%

† 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 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 First Year SAM Retention*

Non-Priority Population
First-Time, Full-Time Freshman
Fall 2016 - Fall 2017 (N=769)
- High STLR 88%†
- Low STLR 73%†
- No STLR 64%

Title III Grant Priority** Population
First-Time, Full-Time Freshman
Fall 2016 - Fall 2017 (N=1,404)
- High STLR 84%†
- Low STLR 82%†
- No STLR 62%

† 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.
**Title III Target Population**

**First-Time Freshman**

N=1,497

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**Semester GPA* by STLR Engagement**

- **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%.

**Target 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.
Badge Evidence Data Mining & Student Peer-to-Peer Connection Enhancement
Learning Objects Competency Framework

*adapted from Learning Objects’ flowchart w/permission
Learning Objects Competency Framework

- Program Definition
- Competency Mapping
- Curriculum Maps

STLR

- CASE
- STLR Student Mobile App
- STLR Extended Transcript (CLR)

CALIPER & LTI

- LMS
- Courseware
- Assessment Tools
- LO Learning Environment

STLR Badges

- OB 2.0

STLR ePortfolio

STLR Snapshot

*adapted from Learning Objects’ flowchart with permission

Credential Engine
STLR at Other Institutions*

Western Carolina University: Co-curricular only | Named “DegreePlus” | SACS QEP | Housed in Career Services

Massey University (New Zealand): University mission connected to Māori culture, with tenets connected to Māori parables | Named “Kahurei” | Across all 3 campuses

Tarleton State University: Closely mirrors UCO | AASCU Reimagining the 1st Year Initiative | Faculty Training w/UCO

* partial list
U.S. Department of Education $7.8M Title III Grant
Educause/Gates Foundation 2015 Breakthrough Models Incubator Grant
Lumina Foundation/AACRAO/NASPA Comprehensive Student Record Grant
WCET Outstanding Work Award 2016
Lumina Foundation Essential Employability Qualities Grant
AT&T Research Partnership