STLR: The Presidential Perspective

Benefits for Retention, Student Success, Employer Pathways, Succession Planning, Campus Climate, CBE

Don Betz, PhD
2017 AASCU Annual Meeting
October | La Jolla, CA
STUDENT TRANSFORMATIVE LEARNING RECORD
STLR is how UCO implements Transformative Learning.

Transformative Learning:

- Develops students’ beyond-disciplinary skills
- Expands students’ perspectives of their relationships to self, others, community, and environment
Why is it?

What is it?

Is it adaptable to my campus, and if so, to what end?
We wanted an evidence-based, measurable way to help students learn workplace skills and citizenship/societal benefit motivations to complement their discipline knowledge.
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

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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
Instructional Paradigm Continuum

Transmissional → Transactional → Transformative
We were stuck here

Instructional Paradigm Continuum

Transmissional  Transactional  Transformative
We were stuck here

Transmissional

Transactional

Transformative

(and maybe too much of this hanging around)
Instructional Paradigm Continuum

Transmissional  Transactional  Transformative

21st Century Sweet Spot
Instructional Paradigm Continuum

Transmissional  Transactional  Transformative

21st Century Sweet Spot

(though these are appropriate & needed in context)
Needed for holistic student development producing graduates who are motivated as local/global citizens to contribute to the economic, social, and environmental good.
To situate Transformative Learning theoretically, conceptually, and in practice:
Transformative Learning in One Slide*:

*with apologies for brevity & oversimplifications
Transformative Learning in One Slide:

Jack Mezirow — disorienting dilemma prompts re-evaluation that leads to personal change
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Paulo Freire — critical pedagogy: students question and challenge what is, to produce something better
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Stephen Brookfield — critical reflection: continuous, formative evaluation of self and for teaching/learning
Transformative Learning in One Slide:

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Paulo Freire — critical pedagogy: students question and challenge what is, to produce something better
Stephen Brookfield — critical reflection: continuous, formative evaluation of self and for teaching/learning
John Dirkx — the affective aspect of teaching/learning is key for transformation of teacher and student
WHY?

Transformative Learning is a pedagogy/andragogy that works to:

- serve student/graduate success in the 21st century workplace, global society, and local community
WHY?

Transformative Learning is a pedagogy/andragogy that works to:

- serve student/graduate success in the 21st century workplace, global society, and local community
- energize the institution, improve teaching & learning, and position the institution in multiple advantageous ways
WHAT?
Discipline Knowledge

Global & Cultural Competencies

Health & Wellness

Leadership

Research, Creative, & Scholarly Activities

Service Learning & Civic Engagement

Academic Transcript
<table>
<thead>
<tr>
<th>Tenet</th>
<th>Transformation</th>
<th>Integration</th>
<th>Exposure</th>
<th>NOT Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>SL: The student is actively engaged in socially responsible behavior and civic dialogue beyond course material. The student develops and articulates informed perspective based on both theory/ knowledge (class content) and service experience. The student’s ability to think critically about societal issues is evident and demonstrated through personal reflection.</td>
<td>CE: The student can articulate through thorough explanation and/or direct application an understanding of her/his rights and responsibilities as a contributing citizen in a democratic society.</td>
<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- or 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>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>
</tr>
<tr>
<td>Student Transformative Learning Record</td>
<td>Transformation</td>
<td>Integration</td>
<td>Exposure</td>
<td>Not Achieved</td>
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<td>--------------------------------------</td>
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<tr>
<td>Leadership</td>
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<td>Global &amp; Cultural Competency</td>
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<tr>
<th>Overall Score</th>
<th>Transformation</th>
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Transfer rubric feedback to general feedback for the assignment.
“Faculty buy-in?” you ask:
Faculty buy-in:

- STLR helps faculty achieve with students what they *want* for both students and themselves — good learning *and* the letter five years after the student graduates that begins, “Dear Dr. ____, You may not remember me, but your class changed my life . . .”
Faculty buy-in:

- STLR helps faculty achieve with students what they want for both students and themselves — good learning and the letter five years after the student graduates that begins, “Dear Dr. ____, You may not remember me, but your class changed my life . . .”
- Faculty training for STLR is transformative, & “doing STLR” is built to require minimal “extra work”
For faculty, what distinguishes STLR from just service learning or just active learning or just . . .
For faculty, what distinguishes STLR from just service learning or just active learning or just . . .

- training in competency-based education and assessment
- use of authentic assessment via rubrics derived from AAC&U’s VALUE rubrics
- badge-level achievement indicators for students that track across the entire undergraduate experience
- integration of curricular and co-curricular learning
- contribution to the student’s entire college record of achievement in beyond-disciplinary learning, including the honor cording ceremony
STLR Student Mobile Dashboard
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.
STLR Class Assignments

Official STLR Student Events
3 Student Organization or Group w/STLR Artifact

4 STLR TL Student Projects

Leadership

Service Learning & Civic Engagement

Health & Wellness
Retention by STLR Engagement, Title III Target Population & Non-Target

**Non-Target Population**

- First-Time Freshman Fall 2015 – Fall 2016 (N=874)

  - No STLR: 54%
  - Low STLR: 65%†
  - High STLR: 73%†

**Title III Grant Target** Population

- First-Time Freshman Fall 2015 – Fall 2016 (N=1,497)

  - No STLR: 56%
  - Low STLR: 68%†
  - High STLR: 69%†

† Significantly higher than “No STLR” at p<.005

*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.
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.

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**Title III Target Population** **First-Time Freshman**

N=1,497

Semester GPA* by STLR Engagement

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<tr>
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<th>Spring 2016</th>
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<tr>
<td>No STLR</td>
<td>2.14</td>
<td>1.69</td>
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<tr>
<td>Low STLR</td>
<td>2.57†</td>
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Graduates ready and motivated to solve societal challenges and who want to create, not simply consume

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

STLR ePortfolio  
(link to Julia’s eportfolio)
• Students push STLR artifacts, achievement assigned, and rubrics used to their STLR ePortfolios from their class assignments.
● Students push STLR artifacts, achievement assigned, and rubrics used to their STLR ePortfolios from their class assignments.

● Students create their STLR Snapshots by selecting the learning experiences they want to include on the snapshot (all of which have been vetted) and the Tenet order they want to display. (The Snapshot carries the Registrar’s seal.)
● Students push STLR artifacts, achievement assigned, and rubrics used to their STLR ePortfolios from their class assignments.

● Students create their STLR Snapshots by selecting the learning experiences they want to include on the snapshot (all of which have been vetted) and the Tenet order they want to display. (The Snapshot carries the Registrar’s seal.)

● Students receive guidance in capstone courses for how to best display STLR achievements in a presentation of self that is the STLR eportfolio.
Graduates ready and motivated to solve societal challenges and who want to create, not simply consume.
[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.

- Undergraduate Student, Veteran*

*STLR qualitative research IRB parameters protect student identities.
Do employers like STLR?
Welcome to UCO Downtown

University of Central Oklahoma • Carnegie Centre • OKC
Do employers like STLR?

STLR Employer Advisory Board
Do employers like STLR?

STLR Employer Advisory Board

AT&T
Do grant funders and higher ed organizations like STLR?
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
IMS Global | Open Recognition Alliance | NCHEMS
Do accreditors like STLR?
Western Carolina University’s adaptation of STLR, “DegreePlus,” was the focus of their SACS Quality Enhancement Plan for reaccreditation.
Do other institutions like STLR?
*a combination of some of the institutions adopting/adapting STLR plus some of the member institutions of the Transformative Learning International Collaborative
Do students like STLR?
Replicable
Scalable
Platform Agnostic
Free
In addition to student success benefits:
In addition to student success benefits:

- Employer Pathways
In addition to student success benefits:

- Employer Pathways
- Succession Planning
In addition to student success benefits:

- Employer Pathways
- Succession Planning
- Campus Climate
In addition to student success benefits:

● Employer Pathways
● Succession Planning
● Campus Climate
● Competency-based Education (CBE)
2018 Transformative Learning Conference, March 8-9, Oklahoma City | National/International Nexus for TL: How to do it, assess it, impact on students & faculty, etc. www.uco.edu/tlconference

2018 TL Conference Pre-Conference: STLR Institute for institutions interested in adopting/adapting STLR or in early stages --- Wed., March 7

Journal of Transformative Learning | Peer-reviewed, online, freely accessible, int’l editorial board, John Tagg as Sr. Editor | Practitioner’s TL | http://jotl.uco.edu/
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