Using a Student Transformative Learning Record (STLR) to Increase Success Among Low-Income, First Generation, and Non-Majority Students
Presenters

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About UCO

- 17,000 Students
- Primarily non-traditional
- Oklahoma’s Oldest Institution of Higher Ed (1890)
- 40-50% First Generation College Students
## Race/Ethnicity Snapshot

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th># of Students (Fall 2016)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caucasian</td>
<td>9,317</td>
</tr>
<tr>
<td>African American</td>
<td>1,473</td>
</tr>
<tr>
<td>American Indian</td>
<td>598</td>
</tr>
<tr>
<td>Asian</td>
<td>519</td>
</tr>
<tr>
<td>Hispanic</td>
<td>1,519</td>
</tr>
<tr>
<td>International</td>
<td>1,191</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>27</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>1,478</td>
</tr>
<tr>
<td>Not Declared</td>
<td>306</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>16,428</strong></td>
</tr>
</tbody>
</table>
Age & Gender Snapshots
Bandwidth and Minoritized Students
Scarcity Steals Cognitive Resources - Bandwidth
Poverty/Economic Insecurity
Social-Psychological Underminers

- Stereotype
- Identity threat
- Belongingness uncertainty
- Microaggressions
Stereotype Threat
Identity Threat
Microaggressions
Belongingness Uncertainty
Environments that Help Students Recover
Bandwidth
<table>
<thead>
<tr>
<th>Growth Mindset Beliefs</th>
<th>Fixed Mindset Beliefs</th>
</tr>
</thead>
<tbody>
<tr>
<td>People can change how “smart” they are by learning new things and growing their</td>
<td>People are born as smart as they’ll ever be; intelligence is a fixed quality.</td>
</tr>
<tr>
<td>brains.</td>
<td></td>
</tr>
<tr>
<td>With hard work and effort, anyone can learn and do just about anything.</td>
<td>Hard work and effort are futile; if a person is not good at something, that’s just the way it is.</td>
</tr>
<tr>
<td>No matter how smart people seem, they can still learn and improve their knowledge</td>
<td>Even really smart people can’t get any smarter; it’s just the way they were born.</td>
</tr>
<tr>
<td>and skills.</td>
<td></td>
</tr>
<tr>
<td>People may seem to have certain characteristics, but they can change them with</td>
<td>You’re a certain kind of person and you can’t change that.</td>
</tr>
<tr>
<td>hard work and effort.</td>
<td></td>
</tr>
<tr>
<td>The smartest people work really hard, studying and practicing, so they can grow their</td>
<td>Only people who aren’t very smart or skilled have to work really hard, like doing</td>
</tr>
<tr>
<td>brains and improve their skills.</td>
<td>homework or practicing music or sports.</td>
</tr>
<tr>
<td>It’s in facing new challenges and learning new things that the most growth happens</td>
<td>Challenges are just frustrating and defeating; it’s better to stick with the things for which you have natural talent.</td>
</tr>
<tr>
<td>in our brains.</td>
<td></td>
</tr>
<tr>
<td>The most important thing is to learn and grow; mistakes are just part of the process.</td>
<td>If a person tries something new and fails, people will know s/he is not smart.</td>
</tr>
<tr>
<td>Only if people give each other constructive feedback about their work can we know</td>
<td>People shouldn’t criticize others; it just makes them feel bad about themselves and,</td>
</tr>
<tr>
<td>where we need to improve and work to do it.</td>
<td>anyway, they can’t help it if they make mistakes.</td>
</tr>
</tbody>
</table>
Counter-Spaces
Funds of Knowledge
Transformative Learning and the Student Transformative Learning Record (STLR)
• Think of a moment when the lights came on for you about something in your career or academically; 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
Transformative Learning at UCO:

- Develops beyond disciplinary skills and expands students’ perspectives of their relationship with self, others, community and environment.
What is TL?

Willingness to participate

Expanding perspective

Having an experience

Discourting rationally

Reflecting critically

Perhaps even a "tectonic shift" in worldview or belief

May be disorienting

Often prompted by instructor or supervisor

Often prompted by instructor or supervisor
UCO tracks TL across the Central 6 Tenets:

- Academic Transcript
- Discipline Knowledge
- Global & Cultural Competencies
- Health & Wellness
- Leadership
- Research, Creative & Scholarly Activities
- Service Learning & Civic Engagement
Four Ways Students Interact with STLR

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

2. **STLR Student Events**
   - *e.g.*, Dia de los Muertos Celebration, International Festival

3. **Student Organization or Group with STLR Reflection**
   - *e.g.*, Student Library Advisory Board, Peer Health Mentors

4. **Out-of-Class Transformative Learning Student Projects**
   - *e.g.*, Okla. Lynching Project, Black Male Initiative, Hispanic Success Initiative
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?
How are we assessing TL?

Exposure

Transformation

Integration
STLR is…

• Encouraging and creating more TL experiences for students
• Documenting students’ TL experiences
• Two Sides of the STLR coin:
  ➢ For the Student
  ➢ For the University
Benefits for the Student
The purpose of this record is to provide a visual representation of this student's achievement in the University of Central Oklahoma's (UCO) Tenets of Transformative Learning. This student's educational experience at UCO has resulted in achievements at the exposure, integration or transformation level as indicated below.

These experiences have been assessed and validated by trained faculty and professional staff members at the University of Central Oklahoma.

**Leadership**

- Organizational Comm. - Capstone - Capstone Project/Reflection - Spring 2016 - Transformation
- Fundamentals of Speech - Passions Speech Reflection - Fall 2012 - Integration
- Conflict and Negotiation in Org - Case Study Reflection - Fall 2014 - Integration
- Corporate Training/Consulting - Training Design Artifact - Fall 2014 - Integration
- Interviewing Practices - Mock Interview - Spring 2016 - Integration
- Internship: Recruiting, Event Planning, and Marketing Strategies - Fall 2015 - Exposure
- TEDxUCO - Event Participant - Fall 2015 - Exposure

**Service Learning and Civic Engagement**

- Integrated Knowledge Portfolio Project (IKPP) - Fall 2015 - Transformation
- Internship: Recruiting, Event Planning, and Marketing Strategies - Fall 2015 - Transformation
- Success Central - Service Learning Activity Reflection Paper - Fall 2012 - Integration
- MLK Day of Service - Event Participant - Spring 2016 - Exposure
ePortfolio

Welcome

“Do not become a mere recorder of facts, but try and penetrate the mystery of their origin.”

- Ivan Pavlov

I am Julia Buck, and currently a senior Psychology and Leadership student at the University of Central Oklahoma. As I hope to make my way through graduate-level study in Industrial/Organizational Psychology, I want to take the knowledge I’ve gathered pertaining to this curriculum in order to supply evidence to companies and organizations to use in order to implement better practices for employees and create sustained, ethical organizational growth. Specifically, I hope to look at leadership development and behaviors, and how these factors might stem motivation and consistency within employee affairs and job satisfaction.

This E-Portfolio serves as a platform that provides evidence validating my ability to persist through graduate level study, and into a workforce that supports the study of Psychology as a science, specifically in an Industrial/Organizational Setting.
Preliminary Data Results

Grant Years 1, 2, and 3 (Partial)
<table>
<thead>
<tr>
<th>STLR Training</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>45</td>
</tr>
<tr>
<td>Adjunct faculty</td>
<td>74</td>
<td>32</td>
<td>11</td>
</tr>
<tr>
<td>Full-time staff</td>
<td>65</td>
<td>49</td>
<td>11</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>144</strong></td>
<td><strong>206</strong></td>
<td><strong>67</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STLR-Tagged Activities</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>72</td>
</tr>
<tr>
<td>Projects</td>
<td>43</td>
<td>178</td>
<td>159</td>
</tr>
<tr>
<td>Groups</td>
<td>0</td>
<td>15</td>
<td>7</td>
</tr>
<tr>
<td>Events</td>
<td>16</td>
<td>49</td>
<td>98</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>80</strong></td>
<td><strong>373</strong></td>
<td><strong>336</strong></td>
</tr>
</tbody>
</table>
Assessment Level Frequencies*
(Fall 2014 - Spring 2017)

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

*N=5,714

*Includes only “High STLR“ engagements where students created a learning artifact assessed using STLR rubrics.
Semester GPA* by STLR Engagement
Title III Target Population** First-Time Freshman
N=1,497

† 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.
Retention by STLR Engagement*

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

Non-Target Population
High STLR 73%†
Low STLR 65%†
No STLR 54%

Title III Grant Target** Population
High STLR 69%†
Low STLR 68%†
No STLR 56%

† 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.
First-Time Freshman
Fall 2015 to Fall 2016
Retention by STLR Engagement
N = 1,497

STLR Engagement During First Year at UCO

- Non Target STLR
- Low income
- 1st gen
- URM
- Low income and 1st gen
- Low income and URM
- 1st gen and URM
- Low income, 1st gen, and URM

Line Width by % of Population
- Less than 5%
- 5% - 9%
- 10% - 14%
- 15% or more
UCO’s World-Wide Transformative Learning Footprint*

*not including TL Conference attendees, & not including university partnerships
Recap on Bandwidth Recovery
Questions?

Thank you for attending!