

Quarterly Report to President's Cabinet

Progress on UCO Title III Strengthening Institutions Program Grant (STLR)

Transformative Learning: What is it?

Transformative Learning closely aligns with Kuh's high-impact practices and:

- develops students' beyond-disciplinary skills and knowledge, and
- expands students' perspectives of their relationships with self, others, community, and environment.

Student Transformative Learning Record (STLR): What is it?

- 1 The **operationalization** of Transformative Learning at UCO via the Central Six Tenets
- 2 **Tools and processes** to mindfully, intentionally create learning activities and environments that are more likely to prompt Transformative Learning than leaving the TL experience to chance
- 3 **Training and personnel** to help accomplish TL at UCO
- 4 An **end-result student eportfolio** demonstrating possession of the beyond-disciplinary skills employers want to see but which aren't visible on the academic transcript

How STLR works:

- 1a **Faculty** select an assignment to which they associate one of the C6, adding a component designed to prompt for a transformative experience and selecting a means of assessing the degree to which transformation occurred. Faculty grade the assignment as normal but then use STLR rubrics (derived from AAC&U VALUE rubrics) to assess the TL component. Students push the TL component, the assessment, and the rubrics into their STLR eportfolio.
- 1b **Student Affairs professionals** identify events, activities, clubs that associate with one or more C6 Tenets. Students attending Tenet-tagged events swipe ID

cards to enter; STLR captures that information, assigning students the lowest level TL achievement (“exposure”) and automatically forwards that information to students’ eportfolios. SA personnel manage by exception for students who achieve at higher levels, requiring a student TL artifact and using the STLR rubrics just as faculty do. SA STLR activity happens within D2L “pseudoshells” from which students can push STLR information into their STLR eportfolios.

- 1c **Students** use their STLR student app (in development) to see where they are in their progress across the C6 and the three levels of achievement (exposure, integration, transformation). They will also be able to see upcoming term Tenet-tagged course sections and upcoming Tenet-tagged SA activities. ***The student app gives students more control over their undergraduate pathways in order to target post-graduation success with employers and grad schools.***
- 2 When STLR is fully implemented, students will experience, at minimum, over 40 intentionally designed activities/environments as a 4-year undergrad meant to prompt for those a-ha moments that help them understand more about themselves, the world, and their place in it. **This is a key purpose of a college education, but without something like STLR in place — something that mindfully prompts for this key component in college learning — these a-ha moments happen by chance. “By chance a-ha” is the default higher education *modus operandi*, which is the reason employers resoundingly agree that students are *not* prepared for the workplace upon graduation.**
- 3 Students receiving the transformation rating in one or more of the C6 Tenets will receive an honor cord at graduation for each Tenet in which transformation was achieved. Cords will match Tenet colors. More importantly, students will select from among the transformation-level learning artifacts in their STLR eportfolios, granting potential employer or graduate school admissions office access to the one or two artifacts best exemplifying their achievement in the Tenet(s) most closely aligned with employer/grad school requirements.

STLR Status Report, 2015 Quarter 1

- Fall 2014 STLR “soft pilot” phase:
 - STLRized classes: 14, 328 students

Fall 2014 STLR “Soft” Pilot, Curricular			
Class (CRN)	#	STLR Activity	Tenet
English Comp (16121)	19	Argument Paper	RCSA
English Comp (16122)	16	Argument Paper	RCSA
Fundmntls of Speech (11874)	21	Multimedia Persuasive Spch	SLCE
Healthy Life Skills (13856)	22	Nutrition Scavenger Hunt	H&W
Success Central (17469)	21	Svc Lrng Reflection Paper	SLCE
Healthy Life Skills (15697)	38	Nutrition Scavenger Hunt	H&W
U.S. Hist, post-1877 (16760)	25	Freedom Essay Draft/Revision	SLCE
U.S. Women’s Hist (16764)	29	Semester-long SL Team Proj	SLCE
Success Central (11178)	21	Svc Lrng Reflection Paper	SLCE
Success Central (17492)	21	Svc Lrng Reflection Paper	SLCE
Success Central (11893)	13	Svc Lrng Reflection Paper	SLCE
Europe, Ren to Waterloo (16895)	37	Essay Assignment	RCSA
Corporate Trng/Consltng (13267)	20	Semester-long SL Team Proj	SLCE
Regional Geogr of World (16814)	25	Journal: Three Gorges Dam	GCC

- STLRized SA Events: 8, 1970 students

Fall 2014 STLR “Soft” Pilot, Co-Curricular		
Activity/Event	#	Tenet
ADP – Cyndi Munson	15	SLCE
Asian Moon Festival	20	GCC
Climbing Wall (Sigl)	19	H&W
Climbing Wall (Smith)	38	H&W
FLS Speaker Rick Barnes	680	SLCE
International Festival	731	GCC
Little Event	146	SLCE
Sex in the Dark	321	H&W

- Spring 2015 STLR “soft pilot” phase:
 - STLRized classes: 17, 356 students

Spring 2015 STLR “Soft” Pilot, Curricular					
Course Name	Subject	Course	CRN	Enrollment Seats	Actual Enrollments
English Composition	ENG	1213	26208	20	20
English Composition	ENG	1213	26209	20	18
Fundamentals of Speech	MCOM	1113	21695	24	23
Fundamentals of Speech	MCOM	1113	21704	24	22
Fundamentals of Speech	MCOM	1113	21707	24	21
Healthy Life Skills	HLTH	1112	20746	40	38
Healthy Life Skills	HLTH	1112	22354	20	20
Teaching PK-12 Health Concepts	HLTH	3103	20406	30	13
Prac: Health Concepts	HLTH	4900	21412	12	13
Professionalism in Chemistry I	CHEM	2621	26327	12	10
Healthy Life Skills	HLTH	1112	21860	20	20
Healthy Life Skills	HLTH	1112	23827	20	19
History of the US Since 1877	HIST	1493	26851	25	24
Human Behavior/Social Environ	SOC	4233	26109	35	35
History of the US Since 1877	HIST	1203	26851	25	24
Health Comm & Promotion	MCOM	4533	21798	24	14
Regional Geography of the World	GEO	2303	26895	25	22
			Total	400	356

- STLRized SA Events: 11 events (student count available end of term)

Spring 2015 STLR “Soft” Pilot, Co-Curricular		
Activity/Event	#	Tenet
Impact Retreat, Fraternity/Sorority Life	TBA	LDRS
Alternative Spring Break Trip Leaders Training	TBA	LDRS, SLCE
Broncho Corral Leadership Institute	TBA	LDRS
Big Event (service day, campus/OKC metro community)	TBA	SLCE
Martin Luther King Day of Service	TBA	SLCE
Big Pink Volleyball (breast cancer + H&W awareness)	TBA	H&W
Career Svcs Career Chat, Wholeness/Balance	TBA	H&W
Broncho Buddies (UCO students paired w/int'l students)	TBA	GCC
Diversity Peer Educators	TBA	GCC
Int'l Svc Lrng Trip (Costa Rica, environment/sea turtles)	TBA	SLCE, GCC
MLK Oratory Competition (research paper + presentation)	TBA	RCSA

Title III Grant Overview:

- Personnel:
 - Grant Project Director, 50% salary UCO in-kind contribution to the grant (Jeff King)
 - Assistant Director STLR Curricular, 50% of salary from the grant (Camille Kilbourne)
 - Assistant Director STLR Co-Curricular, 100% of salary from the grant (Sharon Harrison)
 - Assistant Director STLR Assessment, 100% of salary from the grant (Carlie Wellington)
 - STLR Student Assistant Co-Curricular, 100% of salary from the grant (Mi'Leah Lyons)
 - Executive Director Academic Assessment, 25% salary UCO in-kind contribution to the grant (Cia Verschelden)
 - still to be hired: STLR Student Assistant Curricular
- Budget Categories:
 - Personnel, (as above, incl. benefits) plus:
 - Student TL Projects (hourly pay to students working on projects proposed and vetted by college-based TL Liaisons, the Ass't Directors STLR Curric and Co-Curric, and the TL Steering Committee)
 - Stipend pay to faculty and staff to do STLR training
 - Stipend pay to faculty and staff to work in a train-the-trainers fashion (TL Liaisons and others will receive this pay)
 - Technology (could include sub-contracted hourly or services contract)
 - Travel
 - Project Director is required to attend Title III National Conferences
 - Key Personnel Travel to regional conferences to promote TL
 - Travel expenses to bring training related to student TL projects to campus
 - Supplies
 - Materials for student TL projects
 - Training materials for faculty/staff/student training
 - Computers to support three grant-funded positions
 - STLR Honors materials & STLR hard-copy transcripts (e.g., honors cords, watermarked document paper)

- Equipment related to SA card-swipe integration and real-time TL assessment
- Marketing for internal and external constituencies
- External Evaluator
- Technology related to student app development/maintenance
- TL Endowment: DoE provides matching grant funding up to \$200K/yr
- STLR Training:

Training for faculty and staff to prepare them to assess tenet-tagged assignments and activities, to use D2L and STLR rubrics to accomplish this, to explain TL and STLR to students, etc., will consist of two 3-hour sessions. Homework for the training is to set up the STLR-tagged assignment or activity in D2L in preparation for assessing it, with completion of stipend pay upon assessment.

Training will begin in May. Multiple iterations of each session will occur. Training will be led by Ass't Directors STLR Curric and Co-Curric.

- Marketing:
 - Tenet icons designed by UCO student (competition to choose design).
 - STLR design guide under construction, STLR logo approved with TM indication in place as first step for trademark protection.
 - Indoor banners for each tenet have already been used at NASPA and TL Conferences and at multiple SA tenet-tagged events this semester.
 - Marketing research among students indicates #1 desire for STLR swag would be spiral-bound notebooks. We will produce these branded with the STLR logo and one tenet each, using the color of the tenet, and will include a 1-sheet description of STLR at UCO.
 - STLR Student Assistant will participate every day in summer orientation with a STLR information booth and leading a STLR activity.
 - STLR Marketing committee is active. The "soft pilot" status thus far with STLR means STLR visibility is understandably low.
 - Intra-college and intra-SA marketing on an informal basis via college TL Liaisons and Liaison-analogues in SA.

- TL Student Projects:
 - Process has been designed for application, with online form as collection mechanism. TL Liaisons in the colleges and SA Liaison-analogues act as TL student project facilitators for the application process and for design of the project, selection of Tenet association, artifact for assessment, etc. Applications are checked by Ass't Directors STLR Curric and Co-Curric, then sent to TL Steering Committee for 3-person teams to rate according to a rubric for ranking for funding award.
 - Examples of student TL projects in the pipeline:
 - History/Political Science collaboration in which students do research to compile for Oklahoma similar data to those compiled by the Equal Justice Initiative for the period 1877-1950 across a 12-southern-state swath which did not include Oklahoma. The potential for student transformative experiences is powerful.
 - Central Pantry project in which a student will collect data in order to recommend ways for UCO to direct users most in need to additional metro-based resources.
 - Summer bridge program for incoming STEM freshmen in which UCO student mentors and mentees engage in campus-based research.
 - Student to research additional resources to add to the DaVinci Institute repository of resources about teaching creativity and teaching creatively in college.

- Assessment:
 - Grant external evaluator made his initial site visit March 30-31. His recommendations included excellent suggestions which resulted in the student TL project application process mentioned above and in adding to student TL projects the option of creating a public report on the experience in the form of a project poster or presentation at the annual TL Conference.
 - Grant Project Director files monthly reports to UCO's assigned Title III Program Director in Washington, D.C.
 - Assistant Director STLR Assessment is designing assessment strategies to meet the reporting requirements about STLR's success as described in the grant application narrative.