

Report to President's Cabinet
STLR Progress Report, Q4 Calendar 2017
January 23, 2018
Jeff King, STLR Grant P.I.

Grant Year 3 Annual Report Preparation:

- Many thanks are due to UCO IR — they have provided much work on STLR data for Grant Year 3. See below for a few charts illustrating the data that IR compiled. This year's data gathering was made a bit easier by using the same template and data requests as last year, with one exception: we now are tracking adult learner and part-time student STLR impact to the degree possible. Adding these data points to what we collect will position us for grant applications that focus on these learners as a priority population. (The Gates and Kresge Foundations already have grants in place to develop support for these populations.)
- External Evaluator Report, Year 3: External Evaluator Mark Ferrer has begun his annual assessment. His report is sent each year to the Program Director separately from the online report filed in the Department of Education's system. Of note in Mark's initial feedback is that the spread of STLR to other institutions, and the growing number of additional institutions that are interested is a very strong positive. He especially notes the institutional accreditation (SACS) stamp of approval for STLR at Western Carolina University. Mark's report will be finished by end of January 2018 when the Year 3 report is due.

**Lumina Foundation-Funded, Quality Assurance Commons-Led
Essential Employability Qualities Certification Project (EEQ Cert)**

After the initial convening in Atlanta Sept. 14-15, 2017, UCO spent several weeks compiling data and information about both STLR and the Forensic Science program in relation to what QACCommons requested of all participating institutions. QACCommons also requested feedback during this period on the first draft of the Essential Employment Qualities (EEQ). Our feedback informed QAC's work in preparation for the second convening, which will be January 11-12, 2018, in Irvine, CA, at Brandman University's campus.

Moving into the next phase of developing an EEQ Certification process has participating institutions focusing on the kinds of data and evidence that must be identified to support a certification of beyond-disciplinary skill development at the program level. Because STLR lives at the institution level, there is not a directly associated program accreditor. However, UCO's work with AT&T and its verification of STLR skills no matter the job category into which graduates are hired involves something similar in some ways. QACommons is very interested in the UCO-AT&T-STLR project.

Tarleton State University STLR Implementation

- Executive Director of Tarleton State's recently launched (Sept. 2017) Center for Transformative Learning, Dr. Denae Dorris, has been in touch during Fall 2017 to communicate on multiple issues relating to TSU's launch of a small STLR pilot Spring 2018 (11 classes) in advance of broad launch Fall 2018. Part of that communication has been planning for a visit by STLR staff and some UCO faculty to TSU in January 2018. The trip will be to provide STLR training to the pilot faculty, to meet with TSU's STLR Project Team, and for meetings with campus leadership.
- We are using this close collaboration with Tarleton State to begin work on the faculty training components of the "STLR Guidebook," a grant-mandated document that must be ready by end of grant. The guidebook will include information and resources that allow other institutions to adapt STLR to their own campuses. Lessons we're learning as we've been working with early adopters are informing what we include in the guidebook and how it is presented.

Other STLRizing Institutions: Update Highlights

- Collège La Cité, Ottawa, Ontario, Canada (see below re presentation to La Cité's Board) — La Cité is making STLR a key component of its strategic plan.
- Dublin Institute of Technology, Institute of Technology - Blanchardstown, and Institute of Technology - Tallaght, are combining to form the first 4-year polytechnic in Dublin, Ireland, the Technological University for Dublin, which wants to open the 4-year campus as a STLR institution. Final governmental approval for the

combination university is expected Fall 2018.

- University of Houston is considering STLR as the focus of its institutional accreditor's (SACS) Quality Enhancement Plan. UH will finalize its tenets in February 2018.
- University of North Texas will host the Project Director across two days during UCO Spring Break for academic leadership meetings and to investigate STLR badging processes/tools as potentially useful within UNT's campus-wide beyond-disciplinary eportfolio initiative.

STLR Receives Student Affairs Annual Award

Student Affairs colleagues surprised STLR with the receipt of an Annual Student Affairs Award for 2017. We gratefully acknowledged that honor and continue to work closely with SA colleagues in STLR's implementation.

Post-doc Research on STLR and TL

Dr. Janette Brunstein of the Business College at Universidade Presbiteriana Mackenzie in São Paulo, Brazil, completed her post-doc research residency at UCO the end of December. Some of Dr. Brunstein's research activities included:

- Observing multiple STLR-tagged classes
- One-on-one meetings with STLR faculty and administrators
- Taking Ed Cunliff's master's in adult ed class on Transformative Learning
- Conducting two focus-group interview sessions with groups of faculty who have been using STLR via the Service Learning & Civic Engagement tenet to help students develop sustainability mindsets
- Collaborating with Ed Cunliff on a journal article for the *Journal of Transformative Learning*
- Collaborating with Project Director (as her research supervisor for her post-doc) to co-author an article based on her research here at UCO in which UCO's STLR process is used as a case study in how to implement at the institutional level Critical Reflection and Transformative Learning for sustainability education — Dr. Brunstein used the submission of this article to the *Journal of Cleaner*

Production as a key substantiator for work product on this post-doc: *JCP* is a highly regarded international journal with a high impact factor rating, something that is very important to Brazilian institutions in supporting scholarly work

- Attended the STLR Cording Ceremony
- Numerous other research-related activities (in addition to maintaining her workload at Mackenzie of supervising doctoral students preparing dissertations and dissertation defenses)

STLR Presentation to NCUR Organizing Committee / UCO Faculty STLRizing Assignments Related to Student Attendance at NCUR Events

- Project Director presented about STLR and about STLR's ability to provide quantitative and qualitative data about host institution student attendance at NCUR presentations. The organizing committee received the information favorably on both counts, even to the degree of requesting that: 1) UCO submit a proposal to present about STLR during the Faculty-Administrator Network sessions of NCUR, and 2) UCO present about STLR at the June CUR annual conference.
- STLR created a video to motivate faculty to consider STLR tagging an assignment during Spring 2018 such that student learning artifacts are generated based on students' attendance at NCUR events. The video provided brief instructions about how to do this as presented by a faculty colleague, Dr. Kato Buss of CFAD. Video at: https://streaming.uco.edu/media/STLR+NCUR+Reflections/1_4tjft1o

Some STLR Presentations During Q4 2017:

- National Conference on Undergraduate Research Organizing Committee; "STLR at NCUR 2018"; Jeff King; Oct. 7, 2017; Edmond, OK.
- 2017 AASCU Annual Meeting; "STLR: The Presidential Perspective — Benefits for Retention, Student Success, Employer Pathways, Succession Planning, Campus Climate, CBE"; President Betz; October 21-25, 2017; La Jolla, CA.
- Assessment Institute; "Records of Assessed Learning Outside the Classroom"; Jeff King; Oct. 22-24, 2017; Indianapolis, IN.
- WCET 29th Annual Conference; "Transformative Learning As the

Double Whammy: U.S. Innovation Adopted Abroad”; Jeff King; Oct. 25, 2017; Denver, CO.

- ePIC 2017, The 15th Conference on ePortfolios, Open Badges, Open Recognition, Identities, Trust, and Blockchains; “Credentialing for Transformative Success: The Student Transformative Learning Record (STLR)”; Brenton Wimmer; October 26, 2017; Bologna, Italy.
- Collège La Cité Strategic Planning Board Meeting; “Preparing Graduates for the 21st Century Workforce: Student Transformative Learning Record (STLR)”; Jeff King; Oct. 26, 2017; Ottawa, Ontario, Canada.
- Educause 2017 Annual Conference; “Leveraging Impact Analysis to Optimize Student Outcomes”; Jeff King; Nov. 2, 2017; Philadelphia, PA.

STLR Cording Ceremony

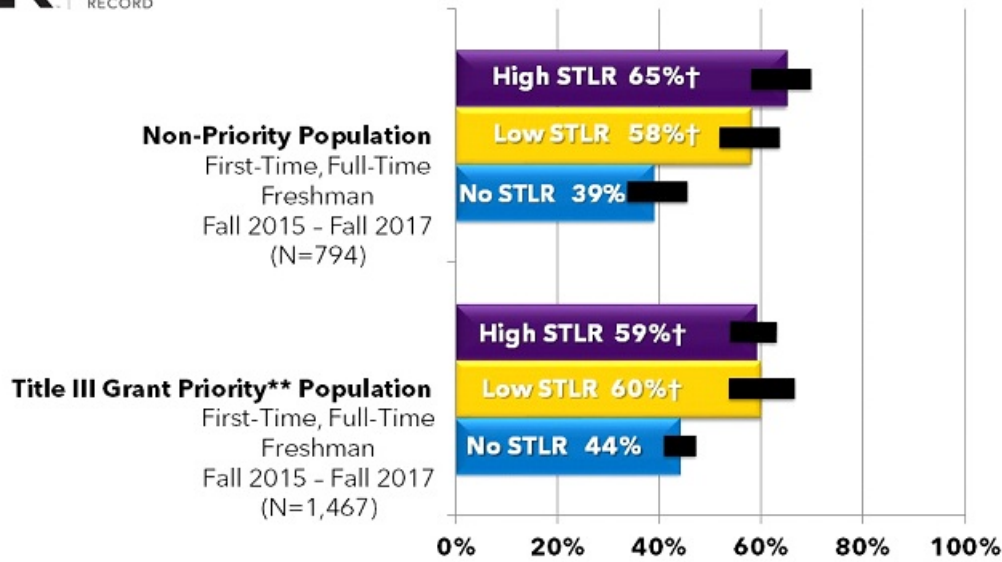
Even though this was a fall graduation, we had a large number of students to recognize as having achieved Transformation-level status: 136 individual students achieved Transformation in one or more tenets for a total of 201 Transformation level assessments being made. The ceremony was moved to Constitution Hall in the Nigh Center from the Radke Theater in order to accommodate the number of family and friends who attend to see students receive their cords. Approximately 60 students attended the ceremony to receive their cords. (The other students picked up their cords from STLR Offices; often, they were taking final exams during the ceremony time, working, or otherwise unable to attend.)

Recent STLR Data: Second Cohort Numbers

See next page for just two graphs that confirm STLR’s continuing — in some cases accelerating — association with improved retention.



Cohort 1 Second Year UCO Retention*



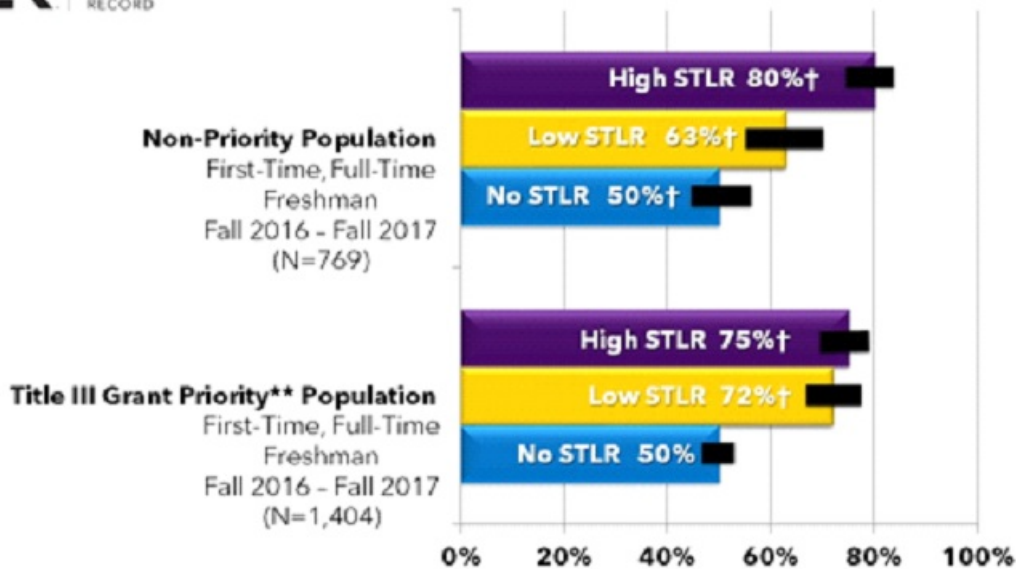
† An ANOVA Test indicated results are statistically significant at $p < .001$

*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*



† An ANOVA Test indicated results are statistically significant at $p < .001$

*Includes confidence intervals at 95%.

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