

**Report to President's Cabinet**  
**STLR Progress Report, Q4 Calendar 2018**  
**January 22, 2018**  
**Jeff King, STLR Grant P.I.**

**UCO/STLR in upcoming books, compendia:**

- *Quality, Access, and Affordability: How Higher Education is Pursuing 3Fold Gains*. Steve Ehrmann. Stylus. Publication early 2020.
- STLR description as part of a chapter in an upcoming title in the *New Directions* (Student Leadership) series. Wiley. Publication date unknown at this point.
- *The Instruction Myth: Why Higher Education is Hard to Change, and How to Change It*. John Tagg. Rutgers University Press. April 2019.
- *A Transformative Philosophy of Foreign Language Education: Theory, Praxis, and Programs* [working title]. Betty Lou Leaver & Dan E. Davidson, editors. Cambridge University Press. Mid-to-late 2020.
- Operationalizing Transformative Learning: A Case Study Demonstrating Replicability and Scaling. In *Learning, Design, and Technology. An International Compendium of Theory, Research, Practice, and Policy*. J. Michael Spector, Barbara B. Lockee and Marcus D. Childress, editors. Springer. Mid-2019.

**Technological University of Dublin as a STLR Institution:**

- Two trips to Dublin already (paid by TUD)
- Second trip in December was by STLR staff plus Jeanetta Sims as the faculty/administrative voice. Day One was for faculty training in the School of Business, where the first-stage STLR implementation is taking place this semester. Day Two was for train-the-trainer training for that group to lead training for all other Schools at the TUD-Blanchardstown campus plus the other three campuses.
- TUD is the largest university in Ireland.

**Fixed STLR-tagged Swipe-in Locations:**

- Adding additional fixed swipe-in locations around campus (now at 10) accomplishes three things:
  - greater efficiency and capacity with the process (more total STLR-tagged event swipers on campus)

- drive more traffic to fixed-swipe units as students look for STLR opportunities (e.g., Career Development, ODI, Melton, Leadership Central, Stress-Reduction Room, others)
- with a fixed unit now at STLR we can provide just-in-time troubleshooting when calls come in

### **STLR and Retention:**

- We are working to see if we can determine how much STLR has buffered what would otherwise be lower retention numbers:
  - The ramp-up with STLR has meant it has taken time to get to good percentages of STLR engagement across large numbers of students across all levels (freshman, soph, jr, sr).
  - The fact that STLR engagement numbers nearly doubled from end of May 2018 to end of Sept 2018 means we're now poised to see noticeable nudges upward in retention due to STLR.
  - Current trend-line analysis for the most recent data (we're still waiting on the official fall-to-fall 2017-2018 retention number and for our STLR data results for the same period) show preliminary clues that STLR engagement has, indeed, buffered otherwise worse retention results.

### **Impact of STLR at UCO:**

- Our STLR grant external evaluator is very interested in having us try to parse out, and support with data, ideas for *why* STLR associates with such strong retention and GPA lifts.
- We have a mixed-methods research project underway to examine this.
- We have preliminary indications from faculty and student one-and-one and group interviews that STLR can change the way some faculty conceive of the teaching/learning engagement. One stated reason is that STLR allows faculty to see and track the impact they have on students' development beyond merely seeing whether students pass the class or get an A; faculty can see in students' reflective artifacts the way they impact students' broader lives and development — this is gratifying, rewarding, and motivating.
- We are investigating a preliminary thesis that STLR as an initiative is

more accessible and perceived as 'do-able' by other institutions compared to the heavy lift of implementing so many things on a list that are known solutions for student success (e.g., Kuh's 11 HIPs, student engagement, use of authentic assessment with rubrics, etc.). If this is the case, STLR's value-add is considerably increased; however, this is something we've never talked about with institutions coming to us to adopt STLR, nor have we considered this as a potential seal-the-deal aspect of STLR for attracting institutions to us.

### **Reminder: Post-grant STLR**

- STLR personnel payments from the grant = 2.5 FTE in STLR, .5 FTE in IT
- Current Civitas contract:
  - Grant pays through Sept 30, 2019; current Civitas contract runs through June 30, 2020.
  - Civitas contract also includes College Scheduler | grant rationale for paying was that the STLR roadmap always included STLRized section tagging so students know which sections are tagged with which tenets | we continue to have this on the roadmap | Scheduler was initiated, though, out of the Registrar's Office before the grant began, and it is in wide use and demand by students
  - Civitas Illume currently in use by both SA (predictive analytics and at-risk interventions) and for STLR research
- Major grant funding loss will be money to pay students to work on outside-of-class student TL projects. (Remember that the TL Endowment was established to continue this funding, albeit at lower levels. The annual grant line for TL projects student pay is \$384K. There will faculty and student engagement ramifications.)
- InfoReady Review Software license is paid by the grant. It is used by STLR as the online application mechanism for the juried student TL project decision process. It is also used by ORSP.

### **Q4 2018 STLR Presentations:**

- College Board Convening, Dallas, TX, Oct 2018
- International Transformative Learning Conference, NYC, Nov 2018
- Universal Design and Higher Education in Transformation Congress,

Dublin, Ireland, Nov 2018

- STLR Workshop, London, Dec 2018
- International Conference on Engaging Pedagogy, Dublin, Ireland, December 2018