

# **STLR Grant Q1 & 2 2019 Report to the President's Cabinet**

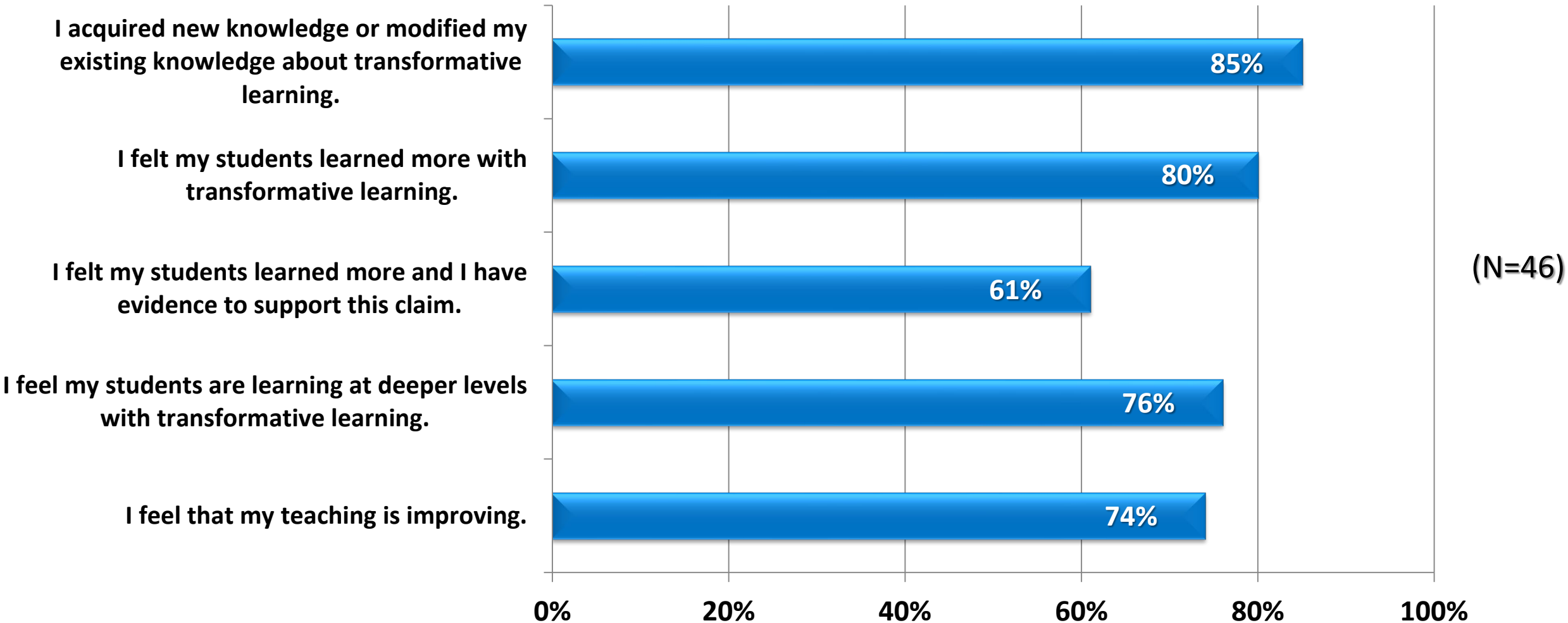
**Jeff King, EdD  
University of Central Oklahoma  
August 27, 2019**

[Coming soon: “Networking & Settling-in Music by Breck McGough, UCO Music Dept, Grad Student in Composition”]

## *After Attending STLR Training...*

### Statement

### Percent Agree or Strongly Agree\*



*\*Data from a Summer 2019 21<sup>st</sup> Century Pedagogy Institute Survey of all faculty. 89% of respondents were Full-Time Faculty and 74% reported that they had implemented STLR /TL into more than one learning activity (class assignment, project, event, or student group).*

## After Attending STLR Training...

### Statement

### Percent Agree or Strongly Agree\*

I acquired new knowledge or modified my existing knowledge about transformative learning.

85%

I felt my students learned more with transformative learning.

80%

I felt my students learned more and I have evidence to support this claim.

61%

I feel my students are learning at deeper levels with transformative learning.

76%

I feel that my teaching is improving.

74%

(N=46)

0% 20% 40% 60% 80% 100%

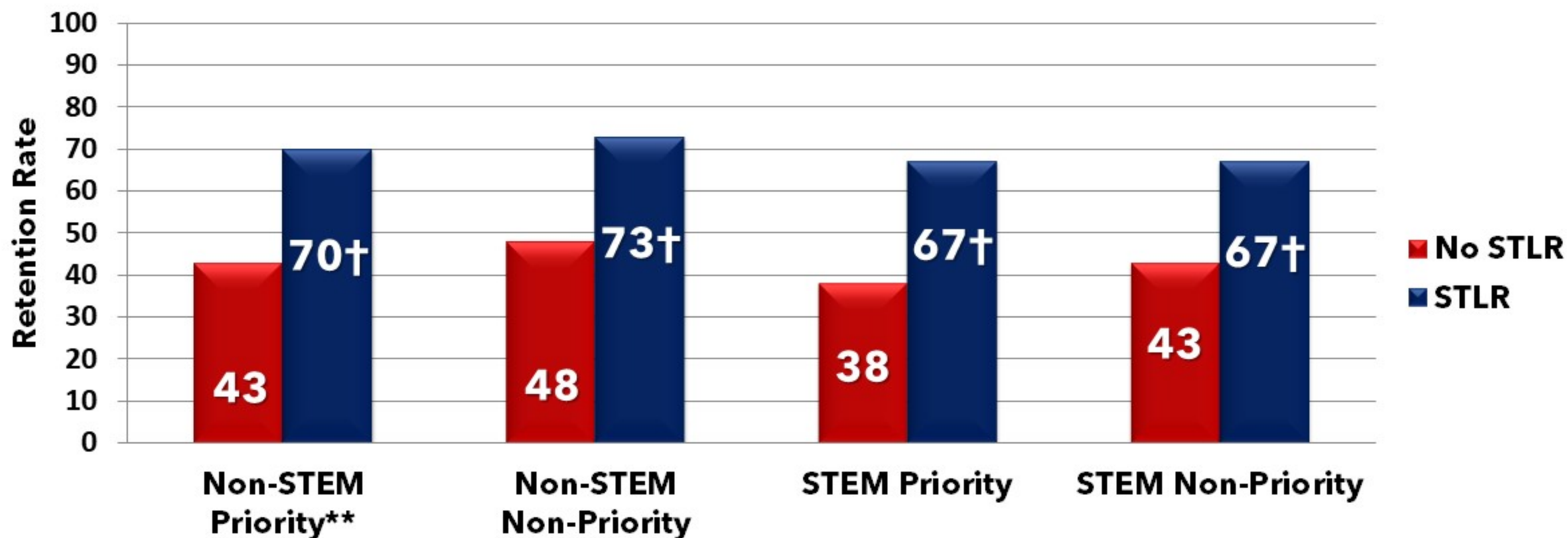
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### Cohort 3

## STEM vs. Non-STEM UCO Retention\*

### First-Time, Full-Time Freshman

### N=1,983



† Indicates results are statistically significant at  $p < .01$

\*STEM status as defined through the National Science Foundation (NSF).

\*\*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.

**STLR**<sup>TM</sup>

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**DUBLIN**

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