

Report to President's Cabinet
STLR Progress Report, Q2 Calendar 2016
July 19, 2016
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Infrastructure, Process, & Tools:

- Civitas Learning Illume implementation: Hook-up to Banner went as smoothly as Civitas has seen among its institutional partners. The data federation and verification processes plus Civitas' look at the past five terms of Banner data in order to build predictive models is nearly complete. This means that we are very close to having — based on Banner data only — student success intervention data that improves UCO's current capacity based on gross measures and "accepted wisdom" for improving student success that data analytics show to be incomplete and often misleading.
- Hooking Civitas' Illume to D2L has proven more challenging. IT has been diligent in pursuing the ultimate solution, however, and we are getting close to a start on actual implementation. This has delayed having D2L data, both from STLR as well as from course shells, as part of the Illume data mix, but should we be able to initiate by end of July or early August, we will still be able to benefit from our planned-for SIS (Banner) + LMS (D2L) data mix such that we can begin that much more robust student intervention based on a far stronger predictive model sometime mid-to-late fall semester 2016.
- Student Affairs' use of Illume-generated insights for student success interventions is in planning now so that when those insights become available, UCO can act on them, even though initially those insights will be based only on Banner data. This planning is occurring via the Illume Working Group.
- The TL Steering Committee met May 24 to consider the survey results of membership regarding how to prioritize student TL project requests. (See handout listing student TL projects — faculty, in particular, are submitting large numbers of project requests; the TL Committee had to decide how to prioritize these requests.)

Student TL Projects:

- See handout. Student TL projects continue as a hugely successful program with a scope of projects within which students work with faculty/staff outside of class.

STLR Employer Advisory Board:

- The Board met June 2 at the Central Boathouse downtown. Dr. Melissa

Peet was in attendance to help Board members understand Melissa's Integrative Knowledge Portfolio Process (IKPP), a component being layered onto the STLR eportfolio and which has been enthusiastically received by the Board based on STLR/IKPP eportfolio examples.

STLR Marketing:

- TL Conference, March 31-April 1 (reported here and not in the Q1 report): The STLR concurrent session presentation was extremely well attended and well received.
- STLR videos: Four versions of University Communications-produced videos were produced during Q2, with final edits on one or more to occur early July. Please see <https://www.youtube.com/watch?v=jhGED6u7PxU> for the student-to-student version (completed very late June). Other versions: external audiences, faculty/staff, compilation.
- WCET Leadership Summit: Project Director spoke as a co-panelist on the opening plenary session with Ryan Craig, author of *College Disrupted: The Great Unbundling of Higher Education*, and during a concurrent session. Both invitations came as a result of UCO's and STLR's perceived leadership in academic innovation designed to meet 21st-century higher education challenges.
- "Secret Shopper" feedback of a sort was obtained about the effectiveness of STLR's introduction to new students during orientation: a STLR Project Team member has a daughter entering UCO this fall. The team member said nothing to her daughter about the STLR introduction, but heard at the end of that day that STLR was one of the most interesting parts of orientation and that the information and video presented were easy to understand.
- Oakland University/Windsor University Teaching & Learning Conference: Dr. Melissa Peet was opening plenary speaker and Project Director was closing plenary speaker at this conference, themed this year on Transformative Learning. Project Director also presented a special concurrent session for administrators who were interested in STLR-related topics, especially operationalization.

STLR Assessment:

- Grant External Evaluator Mark Ferrer constructed a matrix of questions built from all statements and tables in the grant narrative as a way to help us manage and track our progress. The matrix is extensive, and a workflow group consisting of IT and STLR staff meet regularly to work through the matrix, which has columns to indicate data sources, personnel and systems where required data reside, etc.
- STLR Assistant Director for Assessment Carlie Wellington resigned the

end of the quarter in order to return to CEPS in her previous role there. This was not due to dissatisfaction with STLR operations or personnel but because the job does not afford as much interaction on a daily basis with a variety of students, faculty, and staff that Carlie enjoyed so much in her CEPS job. We quickly posted the position after the requisite vetting by Grants Administration, HR, etc. We hope to fill the position by sometime in August.

- IRB approval for STLR research projects (in general; specific research related to the IKPP component in STLR eportfolios had already been granted) occurred May 25.
- Revised Health & Wellness STLR rubrics were published based on work led by Dr. Rachelle Franz. (NOTE: Rubrics are always living documents; RCSA rubrics are currently being updated.)

STLR Honor Cording Ceremony

- Our Spring 2016 STLR Honor Cording Ceremony occurred May 5. This ceremony is to present honor cords to graduates who achieved the top level of "Transformation" in one or more of the Central Six as authentically assessed by faculty and/or staff using STLR rubrics (derived from AAC&U's VALUE rubrics). We had over twenty such graduates and know the number will increase each graduation. (Fall 2015 we had two such graduates.) To plan for this increase, we have reserved Radke Auditorium for the Friday morning of December graduation: the CTL Building is a fitting place for this ceremony, and the larger venue will accommodate parents, and especially faculty, of graduates receiving this award — we found that many faculty who had assigned the Transformation-level rating were happy to attend the cording ceremony.