Report to President's Cabinet
STLR Progress Report, Q3 Calendar 2016
October 31, 2016
Jeff King, STLR Grant P.I.

STLR Results, Grant Year 2 Initial Analysis:

- Calendar quarter 3 concludes the grant fiscal year. In preparation for compiling and submitting the grant year 2 report to the Dept. of Education, we began our data collection and analysis. See some preliminary dashboarded results in the accompanying handout. (Year 2 grant report must be submitted by Dec. 31; we will submit prior to Christmas vacation.)

- Implications:

  - This is the second year for these kinds of results, indicating **STLR's continuing positive impact**, whether correlational or causal, on academic achievement and improved retention.
  - With the broad roll-out of STLR across all incoming first-time students in Fall 2015, the numbers of students now engaged with STLR (12,000+ as determined in our data runs for the year 2 report) are large enough to begin looking at impact on targeted sub-populations as defined in the grant narrative: first-generation, low SES, and underrepresented. We have begun preliminary analysis (see handout) and are continuing this research. ***Impact on these sub-populations is the primary indicator of success posited in the grant application***.
  - **Continued accelerated deployment of STLR is indicated** — the number of STLR-trained faculty at this point exceeds the grant timeline roll-out simply because faculty have embraced STLR and requested training in greater numbers and sooner than planned. Another round of very positive STLR results shows us the rapid deployment was wise.
  - **Growing interest from other institutions** can now include discussions about efficacy now that infrastructure, training, tools, processes *and* results with a large enough *N* to substantiate and extend early preliminary results are in hand (see below).

STLR Footprint in Higher Education:

- Institutions in various stages of STLR implementation:

  STLR in process currently:

  - Collège La Cité (Ottawa, Canada) — STLR in place this fall with two programs; all programs STLRized rapidly thereafter

  STLR committed and in planning:

  - Western Carolina University — STLR in the co-curriculum is the focus of WCU's Quality Enhancement Plan (QEP) for their SACS reaccreditation visit; launch will be Fall 2017; Jeff is serving as WCU's QEP External Evaluator for their April 5-7, 2017, reaccreditation site visit
  - Eastern Washington University — STLR initiative comes from the Provost's Office; there will be two webinars with EWU in November and December before they send a team to UCO in January 2017 for first-hand, on-site engagement with STLR tools, processes, technology, students and faculty, etc.

  Follow-up stage investigation:

  - Texas A&M-San Antonio — TAMU-SA's team visit several months ago included an initial exposure to STLR; subsequent conversations have indicated ongoing interest in STLRizing at their campus, and they will send a team to UCO Nov. 14-15, 2016, for first-hand, on-site engagement with STLR tools, processes, technology, students and faculty, etc.
  - Tarleton State University — similar to TAMU-SA except that their interest and the Nov. 14-15 visit in concert with TAMU-SA comes as a result of their San Antonio colleagues' communications about STLR

  Early-stage outreach and investigation:

  - Oregon State University (VP-level communications and preliminary visit planning)
  - University of North Texas (VP-level communications and

preliminary visit planning)
  • Benedictine University-Chicago (STLR as a potential answer for taking their Experiential Learning initiative to the next level)

- Implications:

  • **Accelerated timeline for the "STLR Guidebook"** — with a grant imperative that STLR be replicable, scalable, and platform agnostic, we have always planned to write the Guidebook, which will be the manual other institutions can use to "do STLR"; however, with a burgeoning interest in adopting/adapting STLR, we must create this document sooner than the grant timeline designates
  • **STLR inquiries and visits from other institutions, higher ed agencies, etc.** — these are coming more frequently and argue for a more planned approach than the one-off engagements occurring thus far; Cia's recent visit to Georgia State to learn more about their much-vaunted student retention improvement processes showed us that their approach to handling the many visitors and requests for information includes scheduled days of each month when visitors can come, a presence and process on campus defined to handle this influx, etc.; STLR staff is considering this
  • **STLR as a key component in UCO PR and marketing** — with other institutions adopting/adapting STLR (even banking their reaccreditation on STLR), with stellar STLR year 2 results underscoring the degree of positive student impact, and with much wider STLR engagement across campus (e.g., fully two-thirds of students with some kind of STLR engagement), the opportunity exists to exploit STLR as a key point of difference in the university experience

Civitas Learning's Illume Data Analytics Tool & Implementation Update

- Connection to Banner already in place; second round of validation almost complete; UCO Illume working group already in to view predictive analytics based on Banner-only data for the past five years
- Local data hub solution will enable connection to D2L student engagement data plus D2L STLR data:

- data dump from D2L to the hub will occur every 24 hours, which mirrors the near-real-time data ingestion by Illume
- mix of Banner data, D2L STLR data, and D2L course engagement data will be unique in higher ed because STLR is unique in higher ed; Civitas data scientists are aware the mix holds potential for new findings about student success and are working with us to plan research on this point

- Implications:

  - Even with Banner-only data in the analytics mix, we are finding new information to inform student success: based on five years' worth of past Banner data analysis, Civitas has rank-ordered UCO's top 10 "power predictors," those student attributes most closely tied to retention and success (these findings are preliminary pending the second round tweak to some financial aid data validation, but there are surprises that will ultimately let us better target student success interventions)
  - We will learn how to work with the data and have begun that process with initial IR engagements, structuring data flow and dashboard results routing to key personnel

Student TL Project Application Rubrics: Targeted Sub-Populations

To this point with STLR, we have focused on wide roll-out and full implementation in terms of training, infrastructure, and generally getting things firing on all cylinders. That means we have "taken all comers" regarding students applying for STLR projects. Given the grant's focus on three sub-populations, however, we are now refining the rubric for TL project ratings to weight for sub-population engagement.

Rationale: There may be a component of self-selection in TL project applications that unintentionally disadvantages 1st-gen/low SES/underrepresented students because faculty who propose projects and invite students to participate may more frequently invite students who are *not* in the sub-populations. Similarly, it may be that sub-population students may apply in disproportionately small numbers compared to other students. The TL Steering Committee, which vets TL project applications, is working to address this issue.