Transformative Learning

- Develops students' beyond-disciplinary skills

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- Expands students' perspectives of their relationships to self, others, community, and environment

Why STLR?

The Leadership IQ Study*: Top Five Reasons New Hires Fail (3-yr study; 5,000+ hiring managers; 312 corporations, organizations, institutions)

*Murphy, M. (2006). Leadership IQ study: Why new hires fail. *Public Management, 88*(2), 33-34.

The Leadership IQ Study: Top Five Reasons New Hires Fail (3-yr study; 5,000+ hiring managers; 312 corporations, organizations, institutions)

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The Top 4 Reasons New Hires Fail Relate to Beyond-Disciplinary Skills:

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STLR

STUDENT
TRANSFORMATIVE
LEARNING
RECORD
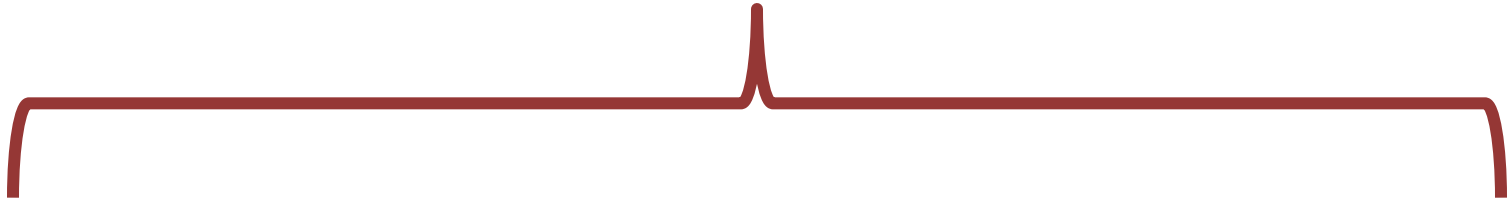
Discipline Knowledge

Global & Cultural
Competencies

Health & Wellness

Leadership

Research, Creative
& Scholarly Activities

Service Learning &
Civic Engagement

**Academic
Transcript**

Adison Ketchum
*00001234
****-**-1254
01/30/2017

STLR

STUDENT
TRANSFORMATIVE
LEARNING
RECORD

University of Central Oklahoma
100 North University Drive
Edmond, OK 73034

The purpose of this record is to provide a visual representation of this student's achievement in the University of Central Oklahoma's (UCO) Tenets of Transformative Learning.
This student's educational experience at UCO has resulted in achievements at the exposure, integration or transformation level as indicated below.
See the key on the back of this document for short descriptions of what these levels of learning indicate with regard to student knowledge and experience.
These experiences have been assessed and validated by trained faculty and professional staff members at the University of Central Oklahoma.

Leadership

Transformation
Integration
Exposure

$\frac{1}{4}$
$\frac{4}{4}$

- ▶ Organizational Comm. Capstone - Capstone Project/Reflection - Spring 2016 - Transformation
- ▶ Fundamentals of Speech - Passions Speech Reflection - Fall 2012 - Integration
- ▶ Conflict and Negotiation in Org - Case Study Reflection - Fall 2014 - Integration
- ▶ Corporate Training/Consulting - Training Design Artifact - Fall 2014 - Integration
- ▶ Interviewing Practices - Mock Interview - Spring 2016 - Integration
- ▶ Internship: Recruiting, Event Planning, and Marketing Strategies - Fall 2015 - Exposure
- ▶ Ted x UCO - Event Participant - Fall 2015 - Exposure

Service Learning and Civic Engagement

Transformation
Integration
Exposure

$\frac{2}{3}$
$\frac{3}{4}$

- ▶ Integrated Knowledge Portfolio Project (IKPP) - Fall 2015 - Transformation
- ▶ Internship: Recruiting, Event Planning, and Marketing Strategies - Fall 2015 - Transformation
- ▶ Success Central - Service Learning Activity Reflection Paper - Fall 2012 - Integration
- ▶ MLK Day of Service - Event Participant - Spring 2016 - Exposure

Research Creative and Scholarly Activities

Transformation
Integration
Exposure

$\frac{1}{3}$
$\frac{3}{10}$

- ▶ Intro to Organizational Comm. - Reflection Paper - Summer 2014 - Transformation
- ▶ Specialized Publications - Research Project Paper - Fall 2014 - Integration
- ▶ Media Production - Media Artifact - Fall 2015 - Integration
- ▶ Major Quest - Event Participant - Fall 2015 - Exposure
- ▶ General Biology - The Decline of Bees Film - Spring 2013 - Exposure
- ▶ LA Symposium - Event Participant - Spring 2016 - Exposure
- ▶ Internship: Recruiting, Event Planning, and Marketing Strategies - Fall 2015 - Exposure

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Leadership
Transformation
Integration
Exposure

1 / 4 / 4

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Service Learning and Civic Engagement
Transformation
Integration
Exposure

2 / 3 / 4

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Research Creative and Scholarly Activities
Transformation
Integration
Exposure

1 / 3 / 10

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View EPortfolio - Clicking the provided link will open the student's portfolio in your computer's browser: http://bit.ly/2kKowru

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JULIA BUCK
E-PORTFOLIO

University of Central Oklahoma

Welcome   Work Show Case   Philosophy   Résumé

Analytical Thinking and a Drive for Results

Analytical Thinking Gets Vertical

Effective Communication

Building Teamwork and Relations Through Feedback

Integrity in Decision Making

A Semester Off, A Lifetime On

Analytic Thinking Gets Vertical

Overview
December 2014, I accepted the offer to join in on an afternoon of climbing at Oklahoma City's local climbing gym, Rocktown. My life was changed, and I finally found an activity where I could pair my analytical and physical abilities in order to literally "problem solve" (climbing boulder problems). While I found an immediate interest in climbing, learning technique and understanding when to apply certain climbing methods provided to be areas of opportunities throughout my new interest. Over the last year, I have learned to utilize forethought, analyze the variables in front of me, and implement planning and strategy through my growth as a climber. Consistent practice has allowed me to utilize my competencies not only within my practice as a climber, but throughout my decision making and action planning in both my role as a student and worker.

Skills and Insights Gained
Analytical Thinking: Building my competency as a climber involves employing strong analytic skills. Before beginning any climb (indoor or outdoor), I look take a long detailed look at the route ahead of me. I study my variables; what type of rock is present, the different shape of holds, and the style of climbing. I must understand how long the route is, and what type of energy it will require in order to be climb effectively. Not until I am able to understand all variables of a climb, am I able to proceed confidently and strategically.

Planning and Strategy: As I enjoy trying challenging routes, it is rare I succeed on my first try. Sustained practice and planning goes in to many of the routes that I "project" (focus on specifically for a period of time). After analyzing the variables and understanding the obstacles I face on projected climb, I proceed to implement strategies that will provide for the best response. Many of the routes I choose take time; so being able to find adaptability and sustained efforts within my strategies has been learning area of key importance.

Enjoying a Challenge: Rock climbing is meant to be hard, and the more I find myself improving the more of a challenge I look for. Pursuing a hobby in rock climbing influenced me to recognize that I seek out challenges and opportunities for growth. Once I finish a route with a particular "grade" or difficulty, I begin to look for something that will present me with that next step. I find this personal attribute to not only be present in my interest in climbing, but in my choice of career and educational endeavors.

Lessons Learned
As I get older, I can only hope my body allows me to continue my climbing endeavors; however, the strengths mental strengths I have gained from my newest lifestyle choice have supplemented my personal growth as much as the physical components. Repetitive application of analytical thinking and planning and strategy through climbing has reinforced my ability to practice these behaviors throughout my studies, employment, and overall lifestyle decision-making.

As I have begun choosing graduate schools, these skills have prompted me to look at what variables will strengthen and weaken my perspective schools choices. I pay attention to cost/benefit, chance of long-term success, and any plausible obstructions in my path to graduate study. At work, I am better able to focus on the different variables that construct the problems I am presented with, in order to better understand the body of a situation. From there I am able to plan and execute the best strategy from an objective perspective.

Throughout my educations, analytical thinking has helped me develop research projects and design such as my research project regarding Chivalry and Female Attractiveness as well as combine combine classroom research to correct write my own Duchenne Smile Study Report during my junior year. Moving forward, I will be able to utilize these skills as I pursue a career in research and consulting. Understand different dynamics of a particular organization will guide my research, and help me to understand what factors influence behavior within organizations; just as strategic planning and recognition of factors such as skill-set and climbing style have aided me throughout my climbing practice.

https://www.youtube.com/watch?v=UFM1KnidU68

Retention Rates*
Title III Target Population**
First-Time Freshman
(Fall 2015 - Fall 2016)
N=1,497

HIGH STLR — 69%
LOW STLR — 68%
NO STLR — 56%
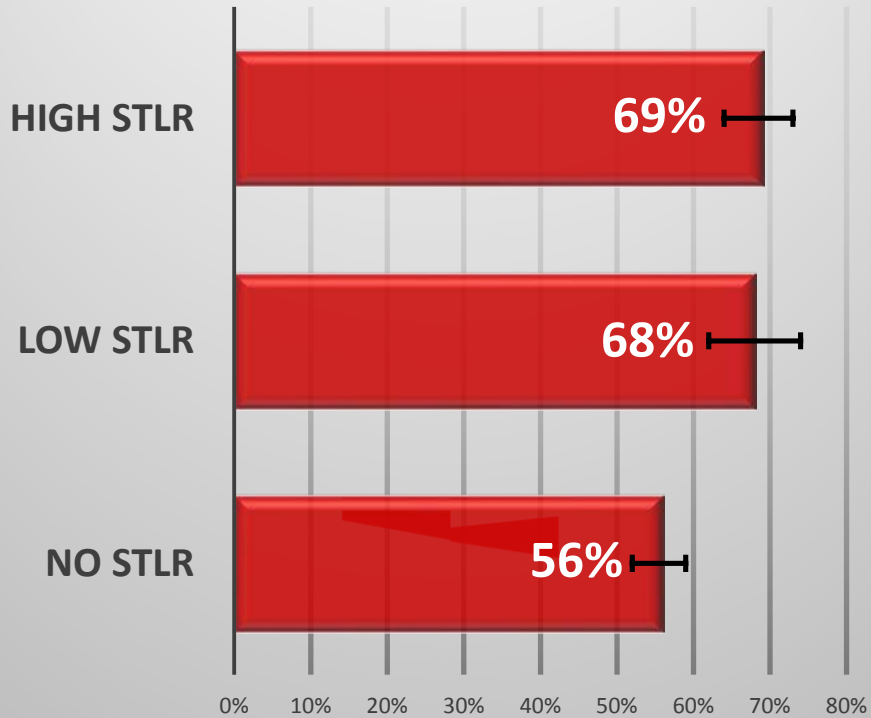
Retention Rates
Non-Target Population
First-Time Freshman
(Fall 2015 - Fall 2016)
N=874

HIGH STLR — 73%
LOW STLR — 65%
NO STLR — 54%
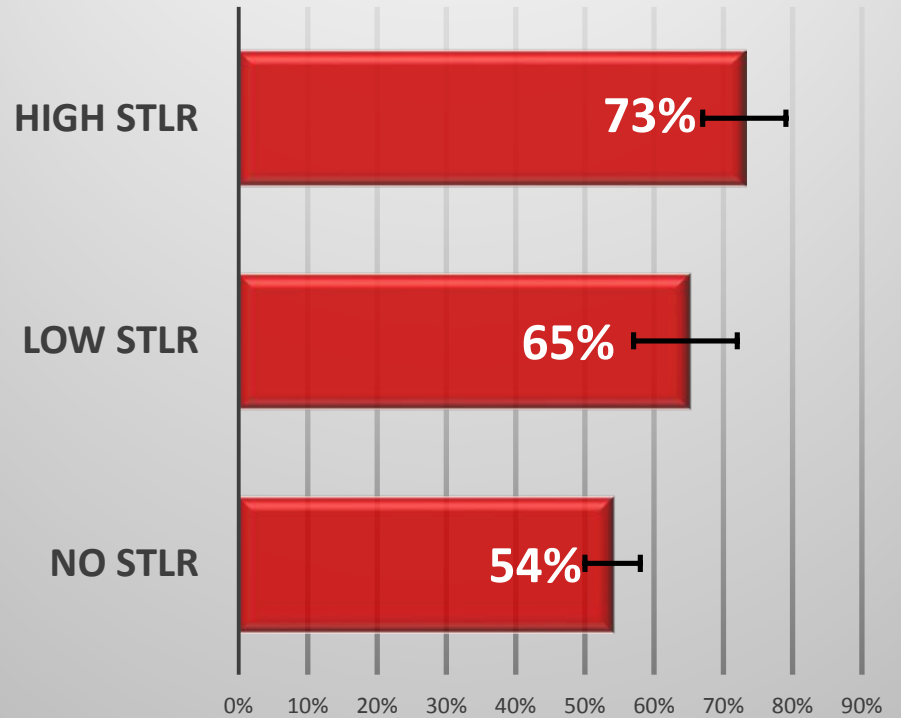
Includes confidence intervals at 95%.
**Target Population Definition: Low socio-economic status, first generation, underrepresented minorities. "Low STLR": Engaged only through attending STLR-tagged events and automatically assigned lowest level of achievement ("exposure"); "High STLR": Created a learning artifact assessed using STLR rubrics.*

More Graduates

More Graduates | More Jobs Filled

More Graduates | More Jobs Filled | More Citizens Contributing
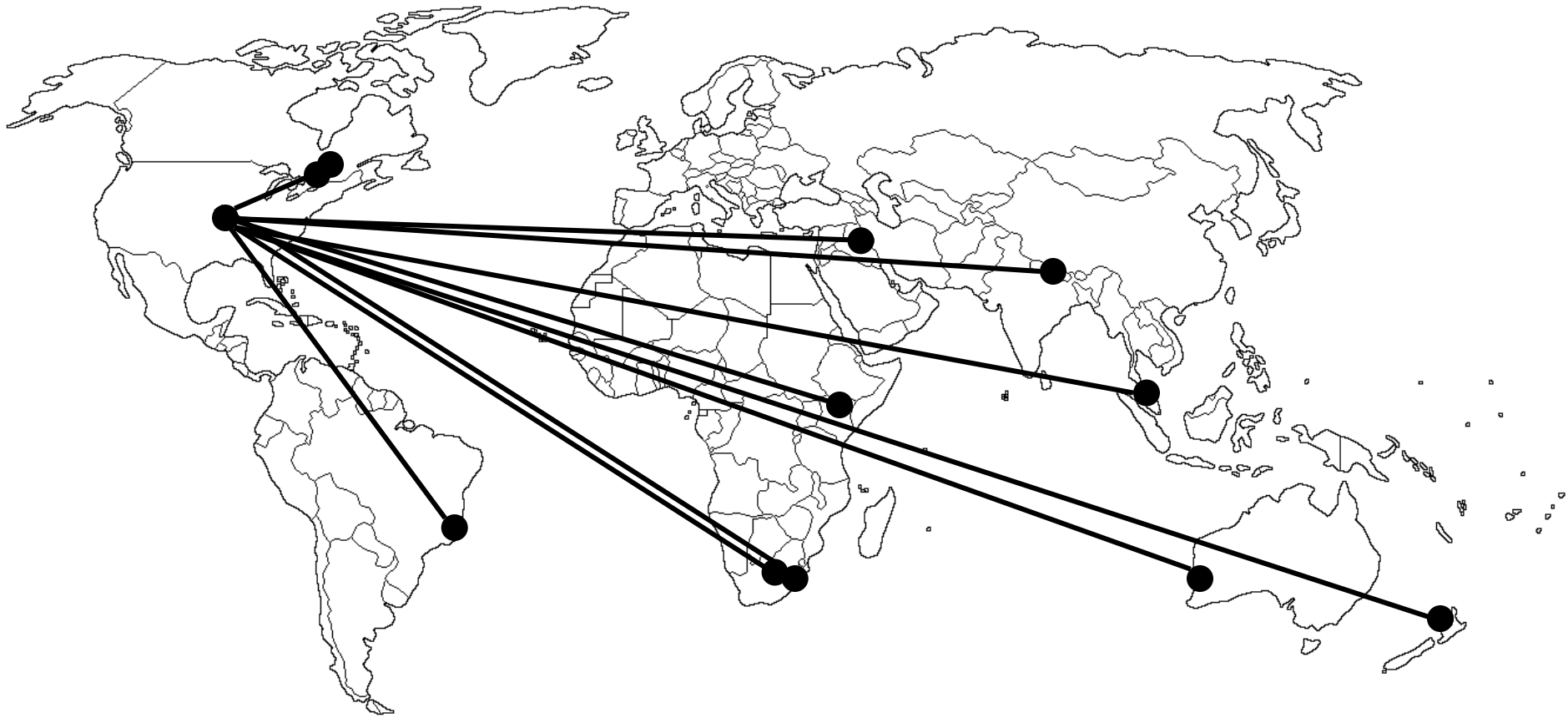
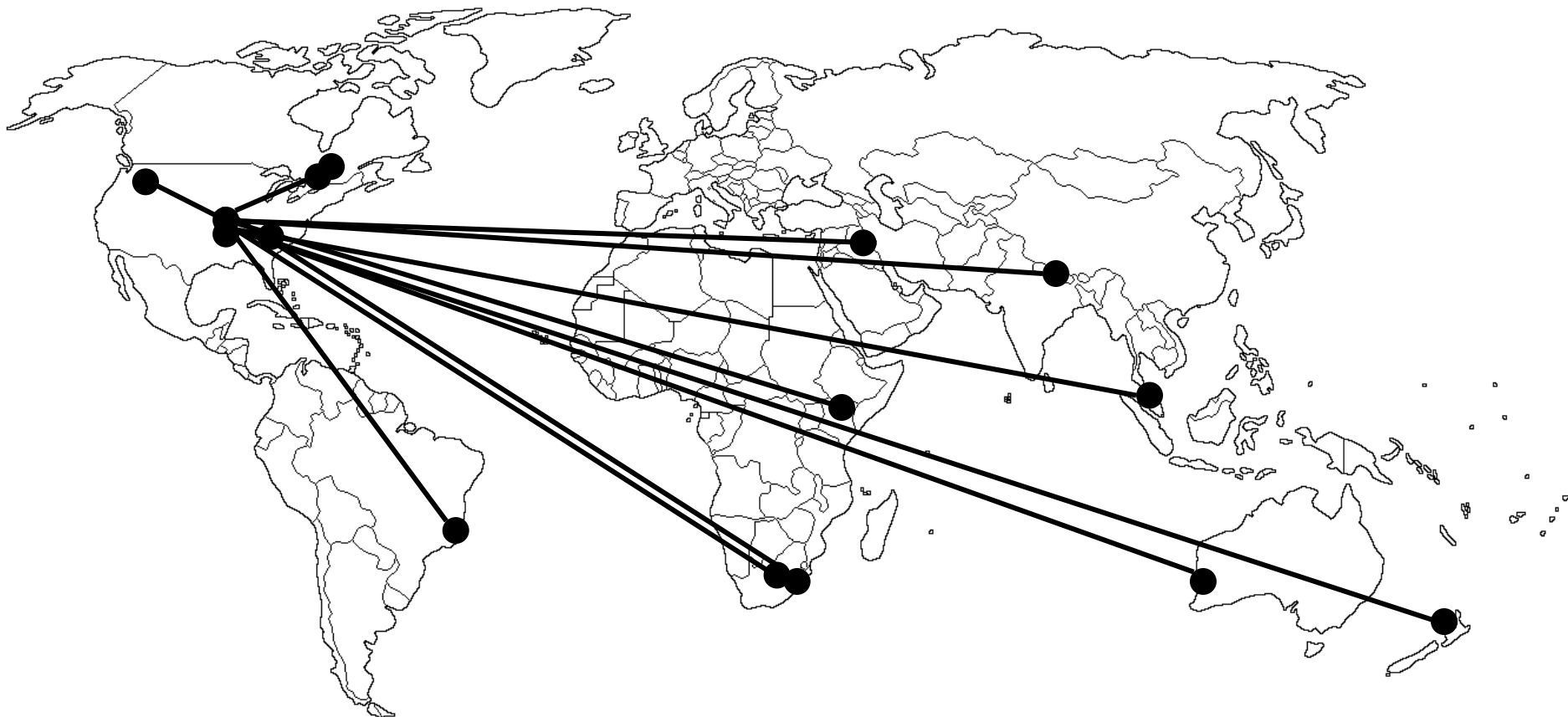More Graduates | More Jobs Filled | More Citizens Contributing

But Not Just in Oklahoma City . . .

UCO's STLR Footprint:
Institutions adopting/adapting STLR

**UCO's International TL Collaborative Footprint:
Institutions collaborating around TL for
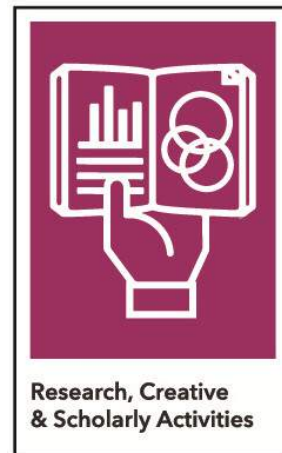university teaching improvement & positive
impact on the social good**

**UCO's World-Wide Transformative Learning
Footprint***

***not including TL Conference attendees, &
not including university partnerships**

Discipline Knowledge | Global & Cultural Competencies | Health & Wellness | Leadership | Research, Creative & Scholarly Activities | Service Learning & Civic Engagement

www.uco.edu/stlr | jking47@uco.edu