



STUDENT  
TRANSFORMATIVE  
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RECORD

# **STLR Mid-Grant White Paper:**

*Where We've Been,  
Where We Are,  
Where We're Going*



UNIVERSITY OF CENTRAL OKLAHOMA

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## Introduction and Thanks

The University of Central Oklahoma’s Student Transformative Learning Record (STLR) project began in February 2012 when newly hired Executive Director of the faculty development unit that had just been renamed to the Center for Excellence in Transformative Teaching and Learning, Dr. Jeff King, and Dr. Greg Wilson and Liliana Renteria Mendoza of UCO’s Office of Sponsored Projects, met to write a Title III grant application. In the 5+ years since, STLR has accomplished much and has added significantly to our ability to keep students in school while achieving at higher levels — all in a remarkably short period of time.

This white paper is a “where we’ve been, where we are, where we’re going” document to inform the President’s Cabinet and other constituencies of STLR’s history, progress, and pathway forward. It speaks to STLR’s status through Mar. 31, 2017, the mid-point of the 5-year Title III grant award (Oct. 1, 2014 - Sept. 30, 2019), but also includes important results developed as recently as mid-July, 2017.

As with any wide-reaching, cross-campus initiative, there are many people to thank, with the members of the STLR Project Team, including STLR staff, at the top of that list. Those individuals are listed inside this report. Presidential leadership has been of utmost importance. The three Vice Presidents who are STLR sponsors — Academic Affairs, Student Affairs, Information Technology — are owed many thanks. Faculty and staff who are implementing STLR in classrooms and beyond are the heroes here, and employers who have contributed via the STLR Employer Advisory Board have been instrumental in the design of both the STLR eportfolio and UCO’s Comprehensive Student Record, a separated but related initiative.

The above recounting of those who are responsible for what STLR has achieved at this point is neither individualized nor comprehensive. The material inside this report will clarify much more specifically why STLR owes its success to so many.

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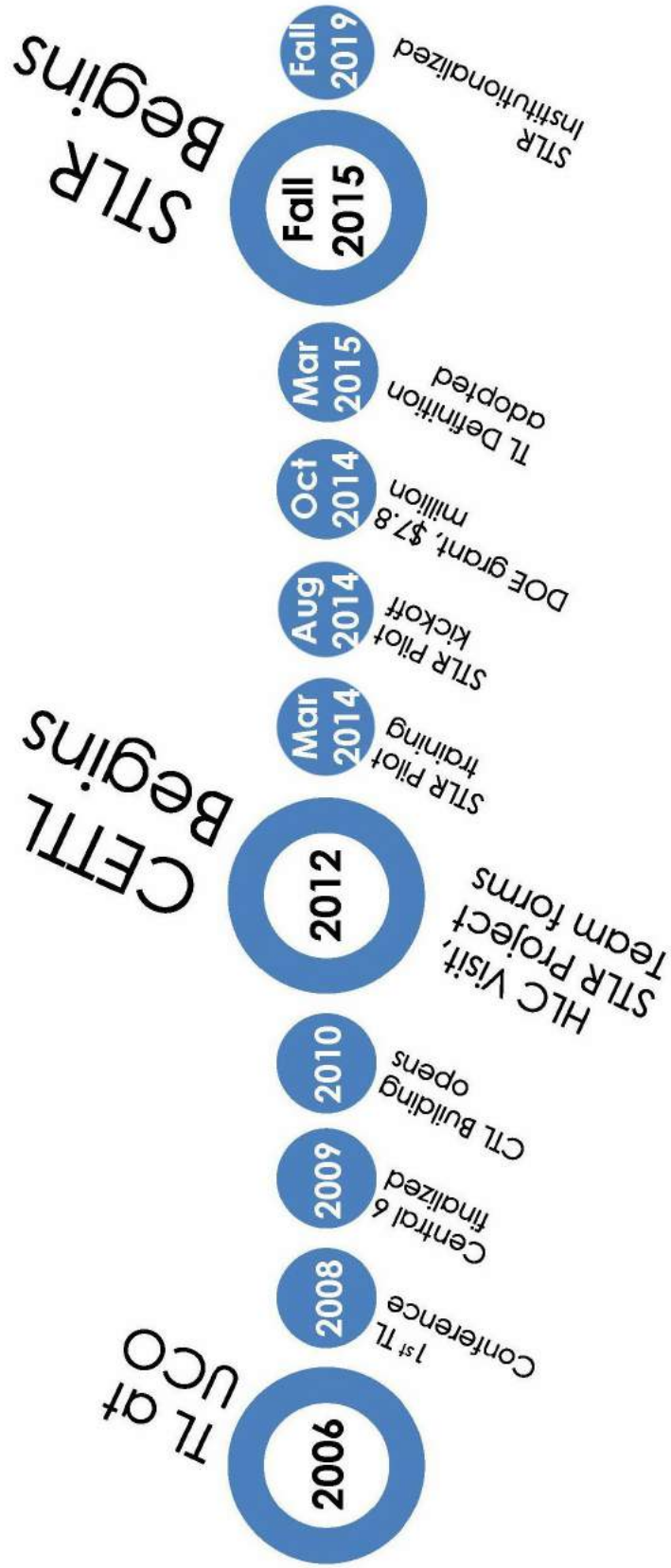
## Acronyms Used Throughout This Document

- AA: Academic Affairs
- AAC&U: Association of American Colleges and Universities
- AACRAO: American Association of Collegiate Registrars and Admissions Officers
- BbT: Blackboard Transact (STLR card-swipe integration solution)
- BMI: Breakthrough Models Incubator (the Gates-funded project to which UCO was invited)
- CB: College of Business
- CEPS: College of Education and Professional Studies
- CFAD: College of Fine Arts and Design
- CLA: College of Liberal Arts
- CMS: College of Mathematics and Science
- CSR: Comprehensive Student Record (the first Lumina-funded project to which UCO was invited)
- D2L: Desire2Learn, UCO's Learning Management System
- DISC: Discipline Knowledge (a Central Six Tenet)
- EEQ: Essential Employability Qualities (the second Lumina-funded project to which UCO was invited)
- GCC: Global and Cultural Competencies (a Central Six Tenet)
- H&W: Health and Wellness (a Central Six Tenet)
- IT: Information Technology
- JCGS: Jackson College of Graduate Studies
- LEAD: Leadership (a Central Six Tenet)
- LMS: Learning Management System
- NASPA: Student Affairs Administrators in Higher Education
- PPSM: Prediction-based Propensity Score Matching (data analysis methodology)
- RCSA: Research, Creative, & Scholarly Activity (a Central Six Tenet)
- SA: Student Affairs
- SIS: Student Information System (at UCO, this is Banner)
- SLCE: Service Learning & Civic Engagement (a Central Six Tenet)
- STLR: Student Transformative Learning Record
- TL: Transformative Learning
- TLIC: Transformative Learning International Collaborative
- TRC: Technology Resource Center
- UCO: University of Central Oklahoma
- VALUE Rubrics (from AAC&U — see above): Validated Assessment of Student Learning in Undergraduate Education

# STLR's History and Timeline at UCO

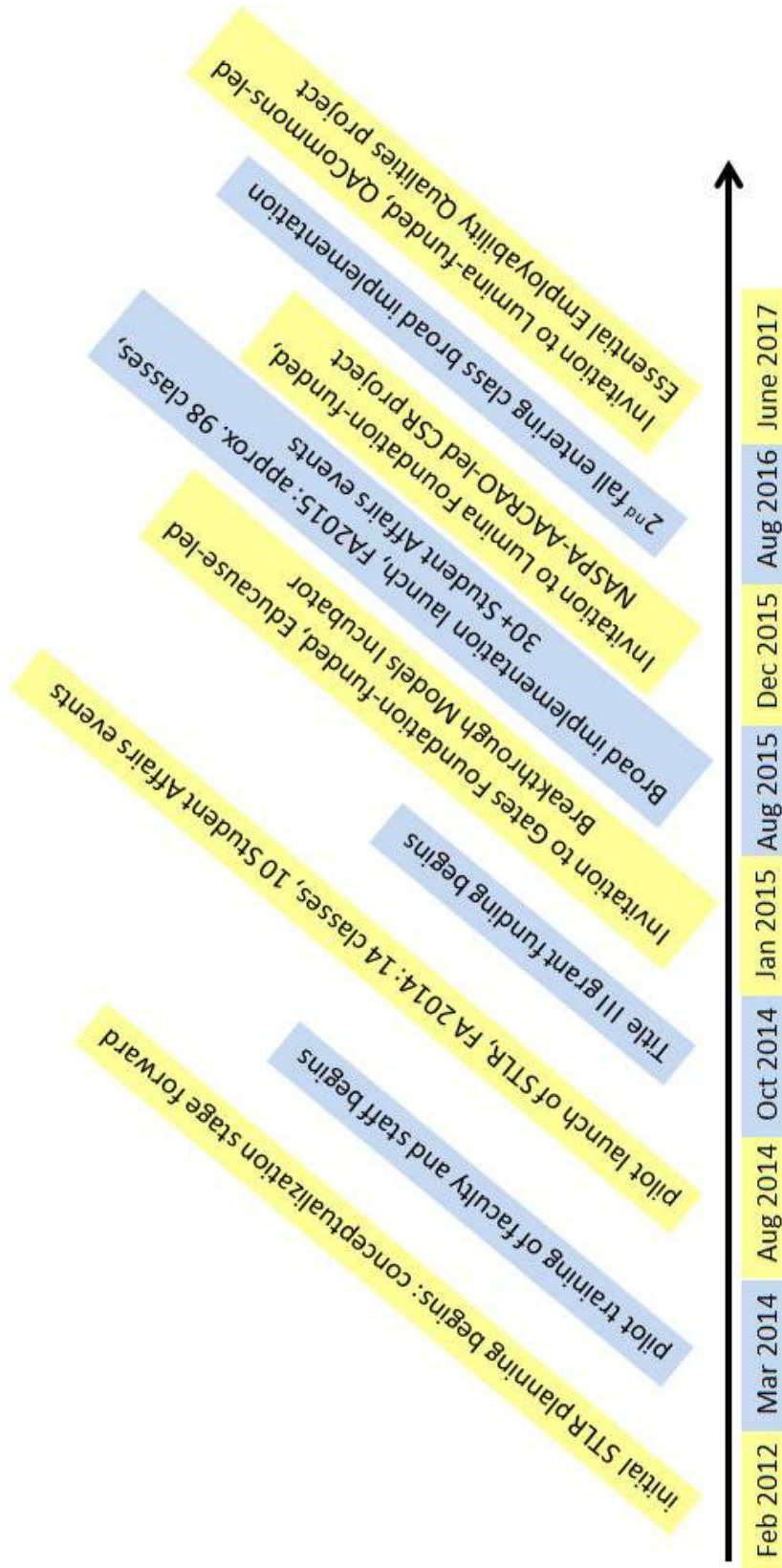
## Timeline

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## STLR's History and Timeline at UCO

Timeline: A Few Important Milestones



## Brief STLR History: Thumbnail Sketch of STLR's Progress

1. The timeline of Transformative Learning (TL) at UCO includes over a decade of planning and development with senior administrators and faculty across multiple disciplines on campus. The development of the Central Six Tenets, application of Mezirow's TL theories in adult learning, and best practices of TL at UCO were all finely tuned to create a holistic approach to student learning and transformation.

Briefly, by the late 90s and early 2000s, multiple, discrete student success initiatives had cropped up organically at UCO — things like the American Democracy Project and the Peer Health Mentor program. Administration sought an organizing conceptual principle under which these activities could be linked. Transformative Learning (TL) was that principle, and the Central Six Tenets became the “categories” within which TL could be expressed. By around 2006, the Tenets and TL were linked to UCO's mission statement and other descriptions of our ethos, values, and sense of self as an institution. From 2006 to the end of 2011, the university slowly made headway inculcating TL into its operations.

(NOTE: “Institutionalizing Transformative Learning: The Trees, Then the Forest, Then the Realization,” will appear as an article in an early-mid 2018 special issue of Metropolitan Universities, the journal of the Coalition of Urban and Metropolitan Universities. It is a more in-depth look at the history of TL at UCO, including the genesis of STLR and its implementation up to mid-2017. Authors Ed Cunliff and Jeff King of UCO are guest-editing the special issue.)

2. TL is a historic partnership between Academic Affairs and Student Affairs/Undergraduate Admissions. At conferences and presentations, this partnership is often cited as the most dynamic aspect of the program from those first learning of UCO's work in this area. “How did you get these two groups to work together” is often the first question presented. This is typically followed up with “Your IT department was also a strong collaborator?”
3. Before STLR's beginnings in February 2012 as a grant application devised by the recently-hired Executive Director of the Center for Excellence in Transformative Teaching and Learning (CETTL) and the head of UCO's Office of Sponsored Research plus a grant writer from that office, a TL Steering Committee had been formed with representatives from among faculty and staff. As the TL initiative grew in scope and function, formal offices and roles were defined to create intentional, focused efforts to move multiple initiatives related to TL forward on campus. The practice of including faculty and staff from a multitude of academic and professional backgrounds on this committee provided the backdrop for a collaborative and inclusive approach. In the Fall of 2012, the TL Steering Committee was jointly charged by the Vice President AA and Vice President SA to be “the face of TL on campus.”
4. Also in Fall 2012, UCO had a re-accreditation site visit from the Higher Learning Commission of the North Central Association of Colleges and Schools. At one point



during the visit, some of the visitors remarked in a meeting with Institutional Assessment and Effectiveness that they very much liked Transformative Learning and its positioning in our mission statement, but they wanted to know how we were measuring TL impact on student outcomes at UCO. This not-so-subtle prompt provided a basketful of external motivation that reinforced our decision to operationalize TL via STLR, thereby gaining the mechanisms for assessing TL.

5. One of the initiatives under the purview of the TL Steering Committee was the [TL Conference](#), which was formally named a conference in 2009 after beginnings as a campus-based “share fair” about TL practice at UCO. The TL Conference has grown to include national and international attendance each year in excess of 300 registrants and is hosted in Oklahoma City. Past keynoters have included Vincent Tinto, Eric Mazur, and Stephen Brookfield, and the conference focuses on TL best practices, assessment, and integration of TL principles on college and university campuses.
6. It is important to note that STLR began as an initiative to which UCO committed using internal resources and funding. Before any grant monies became available, the drive to operationalize TL was important to the institution’s fidelity to its mission and ethos as exemplified in the four strategic themes of [Vision 2020](#): Transformative Learning, Student Success, Value, and Place. Consequently, the STLR Project Team (below) formed in late-summer/early-fall 2013 to begin the work of planning STLR’s launch and implementation, and it was March 2014 when faculty and staff training began, sourced with institutional funding.

Part of the commitment to STLR whether grant funding materialized or not was exemplified in how UCO used what it developed during and after its participation in the Summer 2013 Association of American Colleges & Universities (AAC&U) Institute on Integrative Learning and the Departments convened at Portland State University. (See, “STLR: Cornerstone to Capstone,” below.) Multiple aspects of this work made their way into the Fall 2013 New Faculty Training and Orientation, and full-blown STLR training began in 2014 for all new full-time faculty every fall term start.

7. With STLR conceptualized beginning Feb. 2012 and UCO’s commitment to “doing STLR” whether grant funds became available or not, the STLR description laid out in the Title III grant application became our blueprint. The fact that the application submitted in 2012 did not win us a grant was disappointing, but as a result we had our guidebook for implementing STLR, and we used that as the basis of our planning, design, and launch.

The feedback from the Department of Education about our 2012 application indicated that we had just missed the cut-off for projects that were funded. The Department encouraged us to re-submit in the next funding round, which we did, making tweaks based on reviewers’ comments. We were delighted to learn the next opportunity to submit was 2013, not the normal 2-year cycle, so we submitted our improved version of the application and were delighted to receive word in early September 2014 that we were awarded the entire proposed funding, which would begin Oct. 1, 2014.

8. The key working group charged with making STLR happen has from the outset been the STLR Project Team, which began meeting in late-summer/early-fall 2013 as the “ops unit” for the launch of STLR. This group used the broad outlines of the Title III grant application to guide its work because the application described the basics of how the “Official Student Transformative Learning Record (OTLR)” (as it was named in the application) would work, the rubrics idea, the badging scheme, personnel needed, etc. Information Technology (IT) and Technology Resource Center (TRC) personnel played key roles on the team (indeed, IT project managed the work in the beginning), as did many others, including CETTL Executive Director/grant Project Director (who heads the STLR initiative) as well as numerous important members from Academic Affairs and Student Affairs. Crucially, the initiative was sponsored by the Vice Presidents of Academic Affairs, Student Affairs, and Information Technology, an important structural design that ensured STLR would be a visible topic at the Cabinet-level discussions.
9. UCO was notified in September 2014 that it had been awarded a \$7.8M Title III Strengthening Institution Programs grant to support STLR, with funding to begin October 1, 2014. UCO had already launched with institutional funding and support a very small STLR pilot with the Fall 2014 class start: 14 “STLRized” classes, 10 STLRized Student Affairs activities across the term. (“STLRized” means at least one tenet has been associated to the assignment or activity, and a means of assessing students’ STLR badge level achievement is in place.)

STLR training for faculty and staff was reconceived after the STLR Project Team began meeting, with its decisions about technology and processes to implement STLR helping to drive the changes. There is an LMS-based aspect to the training because it is the course shells where we gather STLR student learning artifacts and assess them for badge-level achievement — faculty must be trained in how to do this. There is also the pedagogical/andragogical training that must occur: What are rubrics? How do you use them? What is the purpose for TL in your course and how do you associate Tenets to existing assignments?

Development of STLR training for faculty and staff in its current structure began in Spring 2015. (The Fall 2014 pilot launched with the training provided in March 2014.) See “STLR Training” in the appendix for details about content, feedback, timeline and numbers of faculty/staff trained, etc.

10. Because STLR develops skills employers need, an advisory board of employer representatives was formed, with that work beginning late spring/summer of 2015, and the first meeting of the Board in August, 2015:
  - The STLR Employer Advisory Board had their first meeting on August 28, 2015 at the CHK | Central Boathouse in downtown OKC (images below)
  - We recruited members through collaboration with the UCO Career Development Center, sometimes using a letter as worded below.
  - Members include administrators, HR training staff, recruiting specialists, and others from the industries of Finance, Education, Communications, Technology,

Commerce, Medical, Transportation, Utilities, Government, Manufacturing, Publishing/Broadcasting, Energy, IT Services, and Food.

- This group consists of about 20 members and convenes in downtown OKC.
- Meetings were held quarterly the first 2 years, then switched to twice-a-year thereafter.
- Goals of the advisory board are to:
  - Build and maintain connections between OKC Metro companies and UCO
  - Gather input on the direction of STLR initiatives, especially in the areas of ePortfolio best practices, marketing to other employers, how to highlight STLR on resumes, usefulness of the STLR Printout, and more
  - Provide members to speak at other meetings (e.g. DaVinci Institute), be filmed for STLR videos, and take part in mock interviews of STLR students
  - Seek charitable gifts to the TL Student Endowment held at the UCO Foundation



To Whom It May Concern,

The University of Central Oklahoma (UCO) has recently launched an initiative called the Student Transformative Learning Record (STLR) to increase retention of students in certain target populations, track students' transformative learning in and out of the classroom, and to help students gain employable skills to help them succeed after graduation. To learn more about our initiative, feel free to visit our website at <http://uco.edu/stlr> or view this video, <https://youtu.be/vonllm0kMtg>.

To solicit input on program setup, we formed a STLR Employer Advisory Board in August 2015, and we'd be thrilled if a representative from your company could join us. The group is comprised of about 15 metro-area employers from finance, education, technology, medical, publishing, HR, government and energy sectors. We meet twice per year, once in fall and once in spring to discuss progress and get feedback on our continued efforts to graduate productive, creative, ethical and engaged citizens and leaders ready to work at companies like yours.

We'd be happy to call or meet with you, or someone on your team, to further discuss our STLR program setup, goals, and progress.

Sincerely,

11. By the end of 2015 UCO had formalized its operational definition of TL. From the inception of TL within the UCO mission statement, TL was characterized as a "holistic process that places students at the center of their own active and reflective learning experiences," but this description was more about process than outcome. It is a very good characterization, but the definition of TL in terms of what it *accomplishes* was put in place by late 2015:

## Transformative Learning:

- develops students' beyond-disciplinary skills, and
- expands students' perspectives of their relationship to self, others, community, and environment.

12. UCO was invited to the 2015 cohort of the Educause-led, Gates Foundation-funded Breakthrough Models Incubator. The UCO team participating in that initiative worked across 2015-2016, receiving valuable consultation services from Educause and the higher education financial services advising group responsible for creating the Southern New Hampshire University financial model. Importantly, a key accomplishment of Incubator work was UCO's rapid-prototyping project that developed the process for helping students create successful STLR eportfolios.
13. The Fall 2015 class start marked the first broad implementation of STLR for incoming students. Success Central classes plus several Core and General Education classes had been "STLRized," and there dozens of Student Affairs STLR activities in place across the term.
14. In December 2015, because of STLR and its success, UCO was invited to the NASPA/AACRAO (professional higher education organizations for Student Affairs and for Registrars)-led, Lumina Foundation-funded Comprehensive Student Record (CSR) project. The funding from this project enabled UCO to design the process and the outcome that is the STLR component of UCO's CSR. (The complete CSR is a combination of students' STLR achievement plus academic achievement as shown in the marriage of the STLR CSR document plus the academic transcript. The CSR process allows students to customize the official record of their STLR achievements because, no matter the STLR engagements selected for the CSR or the student's ordering of those engagements, all items have been vetted by the university and carry the imprimatur of the Registrar's Office.)
15. The Fall 2016 class start was the second fall start in broad implementation for STLR. Shortly thereafter, UCO began data collection and analysis to get an early sense of STLR's impact. Those results came in around October 2016 and showed very compelling improvements in retention and academic achievement, especially among low-income, first-generation, and underrepresented students, who comprise the grant's target subpopulations.
16. In June 2017 UCO was invited to the Lumina Foundation-funded, Quality Assurance Commons-led Essential Employability Qualities (EEQ) Certification project, with Forensic Science the program participating in the initiative. Across the 2017-2018 academic year, the Forensic Science program will represent UCO among the 10-12 institutions participating in the project, which seeks to develop recommendations and working models for program-based, beyond-disciplinary certifications that will be meaningful, reliable, and useful for the workforce sector.

## VP Sponsorship of the Project | STLR Project Team

Given the reach and scope of STLR, it was important to have VP-level sponsorship of the project for several reasons. The level of collaboration among Academic Affairs, Student Affairs, and Information Technology needed to be both substantive and highly visible in support of the major initiative that STLR portended; this would send a clear message about the institution's commitment to the project.

The project management approach undertaken to address the many decisions and implementations to make STLR happen was led by IT and included the three VPs signing on as sponsors. This sponsorship sent messages to faculty and staff that the institution had prioritized STLR, and it also ensured Cabinet-level discussions about STLR.

With a way forward envisioned, it was necessary to assemble a team to make fine-tuned decisions that needed to be fleshed out above and beyond the level of detail provided in the grant application. Specifics about how to make one system talk to another if those systems historically had been siloed, for example, needed to be addressed. Training at scale for faculty and staff needed to be organized. Messaging to students, faculty, staff, and other constituencies needed to be developed. These and many other details became the purview of the STLR Project Team.

One of the most robust conversations during these meetings concerned the details of the badging scheme and student achievement against rubrics, which the team also needed to lead into creation and use. STLR badge-level achievement is *not* linear except by accident. That is to say, a student will not automatically receive the next-highest badge level after achieving X instances at the level below that. In our case, considering what “transformation” is and how we proposed to measure it meant we ultimately decided that fidelity to well-designed rubrics means that an instance of Transformation is, well, an instance of Transformation.

Ultimately, the Project Team somewhat arbitrarily did set a number of ratings at the two lower levels (Exposure and Integration) in order for UCO to deem a student having “achieved” those levels, but the reasons for this were: 1) there is still no linearity — a student might achieve the requisite number of Integration engagements before achieving the number required to earn the Exposure badge (which means we are still sticking to our rubrics); and 2) it was students who told us they *wanted* to see the accumulation of “tokens in the Exposure and Integration buckets” in order to earn the badge at those levels.

Whether this is due to a gamification expectation among students or for some other reason, we built STLR badging's system to incorporate this approach, ensuring mobile-friendly access.

The STLR Project Team has continued to meet across the years thus far in STLR's life. In the beginning, it was necessary to meet every week because there was so much to figure out and because so much of STLR involves so many units on campus. The weekly whole-group meetings were generally necessary as a single point in time when representatives from all units were gathered in the same place and could problem-solve together.

Later, the need for whole-group meetings lessened such that these became bi-weekly meetings, with alternate weeks devoted to work by sub-groups on particular aspects of STLR. A major need fulfilled initially by alternate-week sub-group meetings was for pulling together the information requested by the Title III grant's External Evaluator for his Grant Year Two report.

### IT Scope for the STLR Project

From an IT perspective, the goal of the STLR project was to build the University of Central Oklahoma's capacity to design and implement new tools and processes to capture, assess and document the learning that occurs when students engage in curricular and co-curricular Transformative Learning (TL) experiences associated with its Central Six Tenets by creating the Student Transformative Learning Record.

The initial technology scope outlined on May 7, 2013, called for:

1. A TL outcomes management tool used for planning and managing curricular and co-curricular TL outcomes to be captured, documented and assessed.
2. A tool that provides students with a "living" record that will document achievements for each of the Central Six Tenets in both curricular and co-curricular activities.
3. A tool that will allow students to monitor their own active learning through the use of an online badging process.
4. A tool that will serve as a roadmap for students to choose the best individual route through UCO curricular and co-curricular activities to maximize engagement in the Central Six Tenets that will be most useful for their chosen field of employment as well as for their own motivation to persist to graduation.
5. An e-portfolio system for students so that they can store the artifacts that are being assessed in their STLR. Students will have the capacity to store all curricular and co-curricular artifacts in their e- portfolios throughout their time at UCO and can showcase them to employers and graduate schools in addition to their badges.

The STLR Project Team was established to refine criteria for development of the STLR tool. The team developed a TL Transcript Scenario and submitted it to UCO's Learning Management System vendor, Desire2Learn (D2L), to determine if their suite of tools could facilitate this initiative. D2L responded that the current D2L tools in place at UCO could facilitate 60-70% of the requirements. The remaining 30-40% could be accomplished through developments outlined in the D2L product road map, D2L custom development, and integration with other UCO systems.

The STLR Project Team as instituted in the fall of 2013 included:

- Sonya Watkins – Information Technology (Ass't VP)
- Chuck Hughes – Academic Affairs (Assoc. VP Institutional Effectiveness)
- Jeff King – Academic Affairs (Exec Dir CETTL, Project Director for the Title III Grant)
- Cia Verschelden – Academic Affairs (Exec Dir Institutional Assessment)
- Cole Stanley – Student Affairs (Ass't VP Diversity, Equity, Inclusion)

- Sharra Hynes – Student Affairs (Exec Dir Experiential Learning)
- Mitchell Green – Information Technology, Technology Resource Center
- Amanda Keesee – Information Technology, Technology Resource Center

This original membership enlarged fairly rapidly when it became clear that, for instance, the Director of Success Central (UCO's class to help students learn college success skills) needed to be involved in conversations about designing the faculty training because *all* of his faculty would be integrating STLR into class sections because the same, required service learning-tagged assignment would be part of the class. Another example of a team addition was representation from the Center for eLearning and Continuing Education (now named the Center for eLearning and Connected Environments) because STLR was going to be in online classes as well as face-to-face classes.

With the award of the Title III grant and its inclusion of STLR Assistant Directors, personnel in those roles joined the STLR Project Team as soon as they were hired.

UCO's development of a plan for an integrative approach to student learning at UCO required merging several initiatives into an integrative learning process. It also broadened the scope for STLR and increased utilization of D2L as follows:

1. All students entering UCO will enroll in a first-year seminar ("Success Central") that would serve as the cornerstone of the undergraduate experience. It would become a mandatory core curriculum course, although the structure of the course still needs to be determined. In this course, students would begin an e-portfolio in which they would collect learning artifacts through STLR, as well as artifacts that demonstrate learning of degree program and general education outcomes. (See the graphic and description, below, "STLR: Cornerstone to Capstone" for more information about this process, developed during Summer 2013 when a group of UCO faculty and staff attended the AAC&U Institute on Integrated Learning and the Departments.)
2. STLR will be built on a badging model. Each Central Six Tenet will have a set of three badges reflecting introductory, intermediate, and advanced proficiencies. Under each badge would be a set of curricular and co-curricular requirements, and a learning outcomes rubric will be attached to each requirement. Faculty and staff could then identify and/or develop activities that would fit under the various requirements. STLR will be implemented as a university-wide tool for use by faculty, staff, and students to capture integrative learning activities, assessments, etc.
3. New capstone courses will become part of the Core and this will be the point where key aspects of degree program level outcomes will be assessed along with general education outcomes and outcomes associated with the Central Six Tenets.

### **Phased Roll-out of the Technology**

As STLR was an initiative that launched before any grant monies became available, UCO had to look for the least expensive solutions in order to maximize dollars spent — all while not

compromising the effort, of course. This meant we turned to IT to help determine what/if technology already on campus could fill some or all of the tech-side requirements necessary to make STLR run.

The biggest piece of technology related to teaching and learning on most campuses is the Learning Management System (LMS). Ours was Desire2Learn (D2L).

IT advised us on the benefits of using D2L for STLR:

- It is the interactive, web-based application where students already are.
- It is the interactive, web-based application where the majority of UCO faculty are delivering transformative learning activities and assignments.
- Seamless integration of TL assessments and activities with the D2L ePortfolio. This portfolio serves as the central repository for student TL experiences.
- Customized development of a STLR Dashboard possible, so students can monitor their own TL progress.
- Robust competency/learning objective structure available for complex STLR curricular and co-curricular assessment.
- Easy to develop and use Rubric tool facilitates STLR assessment.
- Robust reporting tool available with option to develop customized reports.
- Leverage existing UCO resources to accomplish goals.

As we considered how to handle the challenge of the “student-teacher” ratio for large, STLR-tagged Student Affairs events that could conceivably have hundreds of students attending, maybe even at multiple sites (such as our Big Event Day of Service), figuring how to press our existing card-swipe technology (Blackboard Transact) into service in a way that would integrate it with the LMS had benefits both time-saving and money-saving:

- It was the UCO campus ID Card and event manager already in place so it was a natural fit.
- Secure, robust system capable of integrating with D2L using UCO developed middleware and Valence API framework.
- Associated card-swipe hardware and software affordable and easy to implement.

We staged in the phases of the technology work done as we launched and scaled STLR:

Phase I: Pilot Launch Fall 2015 and Broad Implementation for Incoming Students Fall 2015

- Competency structure developed in D2L around Exposure, Integration and Transformation levels.
- STLR Rubric created.
- Process developed to make it easy for faculty to add STLR Dropbox and rubric to their own courses.
- STLR Resource Course created in D2L that included STLR tenet dropboxes linked to STLR rubric and associated with competency structure.
- ePortfolio template developed in D2L.



- Reporting available using standard D2L reports.
- Blackboard Transact integration with D2L implemented.
- Customized Dashboard developed that allows students to track their STLR achievements and facilitates their use of D2L.
- Overall project management for STLR program development beyond the technical aspect.
- Developed and delivered STLR training related to use of D2L as the technology to associate Tenets to assignments, get and use STLR rubrics to assess student learning artifacts, and for recording the badge level attained.

The reach of STLR — student development of skills and values related to each of the Central Six Tenets whether that development occurred in or outside of the classroom — made clear that some kind of robust analysis would be needed for UCO within a discovery process about STLR’s impacts on things like retention, student academic achievement, student performance in the workforce after graduation or during college at internships, relationships between Tenets and Tenet-badge level combinations on student performance, etc. As UCO moved into the realm of trying to quantify student achievement in beyond-disciplinary skill development areas, we had to engage trustworthy data analytics for the very challenging task of assessing “soft” or “non-cognitive” skills.

About this time, as UCO investigated applying for one or more Department of Education i3 grants, we learned that Civitas Learning had convinced the Department’s What Works Clearinghouse data scientists that Civitas’ patented prediction-based propensity score matching (PPSM) methodology produced results equal to the Clearinghouse’s highest bar — random controlled trial studies. This put Civitas Learning on our radar as a potential partner for STLR data analytics, and we ultimately entered into that partnership:

Phase II: To begin after Fall 2015's Broad Rollout

- Refined process faculty use to add STLR dropbox and rubric to their courses.
- Civitas Learning explored and selected as a reporting system to provide reports that help determine a correlation between STLR achievement and student success.
- Civitas implementation, including data transfer process from D2L to Civitas. D2L engagement data will be available to Civitas in late July 2017, though we don’t yet have a timeframe on projected completion of data validation for D2L data, a necessary precursor before STLR-based analytics can commence. (However, given the earlier Civitas connection and data validation for ingestion of Student Information System [SIS] data, we have already been able to get Impact Analyses derived from PPSM methodology as applied to predictive results for 2012-2016 students when utilizing our Fall 2015 to Fall 2016 STLR results for retention and academic achievement.)
- Customized Comprehensive Student Record (CSR) development began and is ongoing.
- College Scheduler – in place by Registrar’s Office and is up and running. (See Phase III comments below about integration of College Scheduler into STLR.)
- Customized STLR reports developed making it possible to easily obtain data on STLR achievement by rubric or program. (CLOE/PLOE reports with Tenet ID)

- Development of data hub to be estimated to be completed by August 2017.
- Transfer of mobile card reader support from Student Affairs STLR events to Card Services.
- Developed and delivered STLR training related to use of D2L as the technology to associate Tenets to assignments, get and use STLR rubrics to assess student learning artifacts, and for recording the badge level attained.
- Management of STLR process shifted to STLR Office.

It's not surprising that our wish-list for STLR continues. Especially in light of compelling results about STLR's positive impact on retention, we remain eager to make STLR even better. One particular idea has been on the table since STLR's inception: identifying for students at the time they are building their course schedules for the upcoming term which courses — down to the section level — are associated to which of the Tenets. In our thinking, this would allow students to take some degree of choice-based control about their development of beyond-disciplinary skills.

For example, should a student finally figure out in fall term of her sophomore year that she is going to major in kinesiology, she may then want to look for Health & Wellness-tagged class sections of any given course. Making that possible then moves STLR at least to some degree under students' *formative* control concerning curricular engagements.

College Scheduler was in place already when STLR began operation. This is software that allows students to block out sections on their calendar and have the system search for time/day matches to plug into available spots when they can take classes. The system was adopted quickly and enthusiastically with only word-of-mouth advertising, and some data analysis from the Registrar's Office indicated use of Scheduler increased total credits earned, among other positive effects.

Scheduler was subsequently acquired by Civitas Learning, but before that point, UCO's communications with Scheduler assured us that they would be able to tag Tenets to course section listings, and even would be able to add the Tenet icon among what students see when choosing classes for upcoming terms.

### Phase III: Looking Forward Past the Mid-Point of the Title III Grant

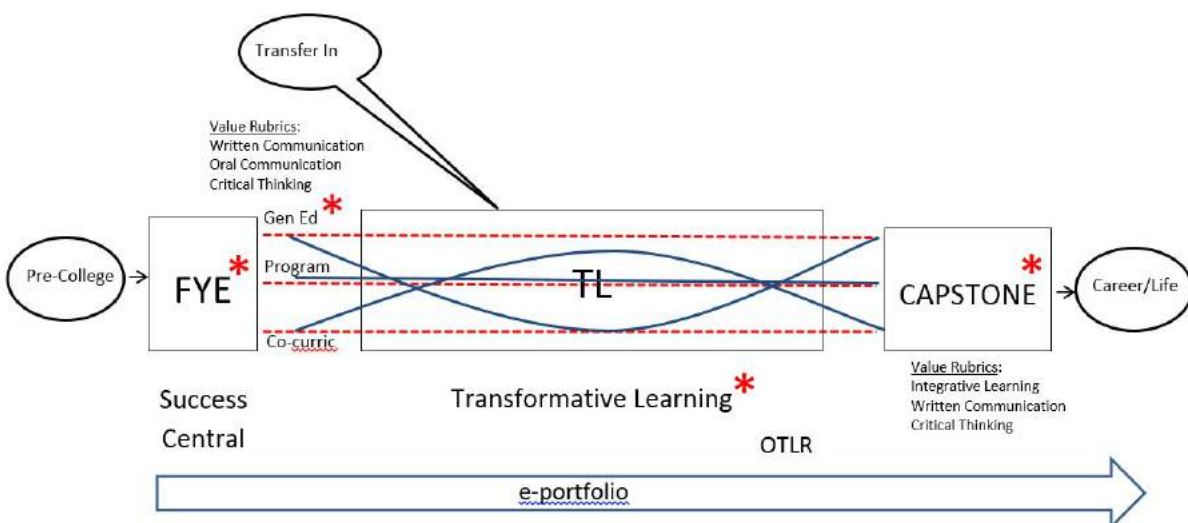
- Include Central Six Tenet associations to course sections in College Scheduler to provide an easy way for students to identify Tenet(s) associated with courses.
- Upgrade card reader hardware to accommodate Near Field Communication (NFC) cards as determined by UCO card services.

Across all three phases, Information Technology personnel played key support roles for STLR:

- Application Administrator III – eLearning; position dedicates approximately 50% of time to STLR project doing the following:
  - Supports D2L system and liaises with Blackboard Transact and other technical team members.

- Monitors and maintains STLR competency structure and framework in D2L.
- Works with D2L and Information Technology to find solutions for specific STLR needs, such as report requirements and process enhancements.
- Provides support to faculty, staff and students related to STLR activity.
- Provides support to STLR staff.
- Involved in implementation and monitoring of Civitas application.
- Runs requested STLR D2L reports.
- Coordinates technical implementation of new applications associated with STLR.
- Develops strategies to find the best way to configure D2L to meet STLR project needs.
- Technology Trainer III; This position is UCO supported through Office of Information Technology
  - Provides support to faculty, staff, and students related to STLR activity.
  - Develops STLR training materials related to use of D2L and delivers this D2L-related STLR training.
  - This position is supported by UCO and the Office of Information Technology.
- Application Administrator III - Blackboard Transact (BbT); This position is UCO supported through Office of Information Technology
  - Supports BbT system and liaises with other technical team members in response to STLR technical needs.
  - Monitors and maintains STLR events and reporting.
  - Works with BbT and Information Technology to find solutions for specific STLR needs.
  - Provides support to faculty, staff and students related to STLR activity.
  - Provides support to STLR staff.
  - Develops strategies to find the best way to configure BbT to meet STLR project needs.

### STLR: Cornerstone to Capstone: Process, Comprehensive Student Record, eportfolio



2013 Institute on Integrative Learning and the Departments,  
University of Central Oklahoma

In the Summer of 2013, a team from UCO attended this AAC&U Summer Institute in Portland, Oregon. Our goal, which we enhanced and further defined during the institute was:

- To design an academic/co-curricular plan for UCO students that:
  - begins with a first-year seminar/orientation that engages them in a university experience,
  - is characterized by a breadth and depth of learning that is transformational from the start, and
  - is documented in an e-portfolio, and integrated in a capstone project through which students demonstrate what they know, can do, and what they value.

The work done at the Institute plus follow-on work that continued integrated with and informed the development of STLR.

UCO Team Attending the Institute:

- Mary Carver, Lecturer, Communications, Coor of Fundamentals of Speech Core
- Darla Fent, Associate Professor, Kinesiology and Health Studies
- Chuck Hughes, Associate Vice President, Academic Effectiveness
- Jeff King, Exec Dir, Center for Excellence in Transformative Teaching & Learning
- Lalit Manral, Associate Professor, Management
- Will McCormick, Director, First-Year Experience Programs
- Cia Verschelden, Executive Director, Institutional Assessment
- Charleen Weidell, Professor and Chair, Art
- Rachel Winters, Assistant Director, Volunteer and Service Learning Center

Another aspect of the cornerstone-to-capstone approach is the STLR component of the Comprehensive Student Record (CSR), which is a combination of the STLR “transcript” and the academic transcript. This is the record (available to students in both electronic and hard-copy format) that displays their selected STLR experiences in a way that documents their skill development via assessed activity. The CSR bears the official stamp of the University Registrar in the same way their academic transcripts do. See a sample STLR component of the CSR in the appendix.

Often noted in presentations and inquiries about STLR is the difference between other institutions’ mere listing of co-curricular activities (the “co-curricular transcript”) and STLR’s documentation of authentic assessment of such learning using robust rubrics and tracked developmentally across the student’s career at the institution. This is a key difference about STLR’s processes and function concerning student beyond-disciplinary learning.

The CSR was developed across calendar year 2016 with monies and support from the Lumina Foundation-funded, NASPA-and-AACRAO-led Comprehensive Student Record project. UCO was invited to the project based on NASPA learning about STLR and recognizing how STLR was

already addressing so many of the things this grant initiative sought to achieve.

In addition to the STLR component of the CSR being a stand-alone statement about development of beyond-disciplinary skills, it also includes a link to the student's STLR eportfolio (see below).

From Dr. Sharra Hynes, Associate VP Student Affairs:

The Comprehensive Student Record project is nearing implementation. With the communication plan that was developed as part of the AACRAO/NASPA/Lumina project we are poised to push for broad usage and adoption of this tool. Items that are in progress as of Summer 2017:

- Placing the CSR link on UConnect to allow students access to the unofficial version/creation tool.
- Integrating with Parchment to allow students to access their "official" record and to incorporate that record with the academic transcript to create a true Comprehensive Student Record.
- Testing the tool with a pilot group of 35+ students (orientation leaders) to ensure the tool works as designed.
- Designing a strategic implementation plan with the Career Development Center who will coach students on both the creation of their record as well as the uses of the record.
- Connecting with on-campus constituents about using the record for selection processes regarding student employment positions, scholarships, awards, and other on-campus student merit-based selections.

In addition to the Career Development Center's work with STLR and the "record", the Career Development team will also be working to further assist students with the integration of ePortfolio usage into their employment search processes as well as in applications for graduate study.

- The team will incorporate best practices, methods and models of ePortfolio use and recommendations for making ePortfolios relevant and readable
- The Career Development staff is also working with Success Central instructors to integrate the CSR into an assignment that also incorporates use of the ePortfolio tool in D2L.

The Career Development Team will continue to explore ways to connect with Capstone faculty to help with communicating the importance of the "record" and also uses of ePortfolios as a way of showing breadth and depth of learning in one's discipline, major, and industry.

In capstone experiences, portfolio creation is often used as a means for students to document and make sense of their college learning in regard to their future plans and goals. Capstone courses will afford students the chance to build both their STLR CSR and their STLR eportfolio.

## Messaging STLR

### STLR in Recruitment

From University Communications:

- Featured in university viewbook
- Recruiters share the initiative during visits and interactions with prospective students and parents
- Featured as one of three prominent academic resources on the UCO.edu site
- Signage and icons featured on campus via light pole banners and externally-facing window art at the Center for Transformative Learning and the Transformative Learning Quadrangle, visible to prospective students when on campus for tours.
- Inside the Center for Transformative Learning, Tenet panels wrap the bottom sections of external glass on Room 106, a room heavily used during summer for certain aspects of new student orientation
- High-profile STLR projects are promoted via local media; two examples:
  - Middle C project (a student TL project funded by STLR) and its work to preserve music education in Cashion, OK, schools: budget cuts several years before this STLR project began meant Cashion lost band, orchestra, and chorus from its schools; with those are now restored thanks to Music Department students' TL project work
  - Preserving the UCO Fashion Museum Collection, another student TL project funded by STLR, in which students' work with faculty helped attract a National Endowment for the Humanities grant that enables a textile conservator to perform a preservation assessment, with the collection ultimately available to the public in both real-world and digital versions

From Undergraduate Admissions:

- We have STLR located in our main Viewbook that is used throughout the year in different ways. We print and use 25,000 of those. The current Viewbook page with STLR information is:



- The recruiters mention STLR in presentations and when working with students. We highlight what it is, why it benefits the student, and what the purpose is. It is meant to introduce the students to STLR so they are familiar with the name and general information about STLR's value-add to their educations.

One Example of STLR as a Strong Convincer Strategy for Prospective Students (see bolded text):

- Michelle Robertson is the coordinator for the Library Media in Education program and eager to share what they have seen STLR do for their program. After she and Tara Dalinger took the STLR training, they started including details about STLR in comments to prospective students who contacted the LME program for information.
- LME uses the STLR flyer and video created by the STLR office.
- **LME has been told by 10 students that they decided to enroll in the program because of what was shared about STLR.**
- Michelle says, "STLR provides our students with the opportunity to apply what we are teaching them with more global perspective. They are not just learning about how to collect books and other materials for their school libraries. They learning how to think about the students, parents, teachers, stakeholders, and other community members as they collect books and other items for their libraries. Our school librarians in many cases are the only library the community has access to for acquiring reliable information. They also can be a valuable resource in keeping historical artifacts about their community."

Academic Affairs:

While job-posting advertising sticks to the basics about the requisite degrees and content expertise required in faculty positions, Associate VP for Academic Affairs Dr. Charlotte Simmons talks about STLR during candidate interviews. In an environment where important value-adds can make the difference to candidates considering salaries vs. cost of living at various institutions at which they are being considered, the commitment to student success and the innovation that is STLR has made a difference in bringing some new faculty to UCO.

It's also the case that Department Chairs have brought finalists to CETTL to learn about UCO's robust commitment to faculty development (as exemplified in the 21st Century Pedagogy Institute headed by CETTL Assistant Director Dr. Jody Horn) and about STLR. Chairs doing this have reported that faculty candidates have been extremely impressed, with some candidates reporting what they learned about CETTL and STLR being the deciding factor in selecting UCO.

### **STLR Messaged to Current Students**

- ***The STLR Newsletter*** is a production of STLR student workers led by STLR Assistant Director Mark Walvoord. See the appendix for a full issue. The newsletter features stories about student TL projects funded by STLR. An example of such a story appears on the next page.

**Creating and Assessing Engaging Calculus Activities, Spring 2017**

Four students are working to develop an activities book to help teach calculus by engaging students. The project is called "Creating and Assessing Engaging Calculus Activities."

Project Supervisor Dr. Kristin Karber said the students have researched learning methods and activities that tend to enhance those methods. They are now developing activities that can engage students, help them understand concepts and show real-world uses of calculus.

The goal of creating the book is to provide calculus instructors with activities to help their stu-

dents learn.

"The exciting aspect of this project is that there will be an end product. I am looking forward to seeing my research put to use in classrooms," Mathematics student Beth Rawlins said.

Karber said the idea for the project started when two UCO graduates, who are high school teachers, asked her to do a study with them about teaching calculus.

"After looking for content to assist us in this course, I came to realize that engaging materials for teaching Calculus is very limited," Karber said.

Rawlins and mathematics student Stephen Gregg are leading the project. Patricia Salas and Jacintha Lawrence are also contributing.

Rawlins is also working on another project in which she created an activity on the Mean Value Theorem. She is assessing the activity's effectiveness after giving pretests and post-tests to Karber's Calculus I students.

Rawlins will present her findings at the Oklahoma-Arkansas Section Meeting of the Mathematical Association of America in April.

STLR tenets: LEAD, RCSA, SLCE

- **STLR Student Ambassadors** are themselves a student TL project and therefore Tenet-tagged for developing STLR badging achievement. They play a key role for peer-to-peer student messaging about STLR. Ambassadors help with STLR-associated campus events, they work the STLR table at orientation activities and when STLR is advertised to students throughout the year, and they serve as student spokespersons about STLR to on-campus groups and even the occasional off-campus presentation in the OKC metro area.
- **STLR "swag"** helps get the word out about STLR. There is a dedicated funding line for STLR advertising in the grant, for instance. Most important, though, is that judicious use of such items helps raise STLR's profile among students, faculty, and staff.

As would most administrators when considering what items with branding might appeal to students, STLR staff initially thought of t-shirts. However, our first STLR student worker was charged with the task of surveying students to find out if this assumption held up. T-shirts were at the bottom of the list. Number 1? Spiral-bound notebooks with tenet icons on the cover (right).



Cover



Inside Cover



Notebooks, pens, rulers, pencils, post-it strip caddies, etc., comprise useful STLR “swag” for numerous marketing opportunities, especially with students (they love the notebooks) and faculty (they love the rulers — go figure).

- STLR-tagged events become more visible when **STLR banners, tablecloths, and the like** are easily recognizable to students. We believe it important for students to easily identify Tenet-associated activities for which they can earn badge-level instances. Even for student ID-card entry events (and therefore automatic assessment at the “Exposure” level), easily seen and recognized identification with the Tenet(s) is important. Should a student be walking across campus, for instance, and notice a STLR banner with the Tenet to which an event is associated, the student knows an activity is taking place for which she could earn an Exposure-level engagement, and the same could happen if she were in the Nigh University Center and saw banners next to a table advertising an upcoming event (like our TEDxUCO) at which students could swipe in with their ID cards to earn Exposure-level achievement for Research, Creative, and Scholarly Activity and for Leadership:



It’s all about visibility.

- **Faculty communication to students** about STLR is important and is covered among topics addressed in STLR training. Faculty learn how to communicate STLR’s benefits to students — what the value-add is, why employers demand the skills STLR helps to develop, and so on. Such conversations about the STLR-tagged assignment(s) an instructor has on her syllabus, for example, are valuable opportunities for strong messaging about STLR.

### **STLR Messaged to Employers**

Our successful work with the STLR Employer Advisory Board has proved invaluable for devising good talking points about STLR and its benefit for employers. Board members themselves are very positive and excited about STLR, and they have spoken on behalf of STLR in videos and in person at the 2016 DaVinci Institute Fall Forum.

Outreach to employers for any number of reasons — such as regarding the Engineering Program’s external advisory committee comprised of are employers — usually includes mention of STLR, with the Project Director and others sometimes presenting at such venues.

Another example is that the normal outreach to Delaware Resource Group, a large, OKC-based aerospace contractor, included mention of STLR over the course of multiple conversations and visits to let DRG know about the viability of UCO’s engineering graduates. DRG became intrigued enough with STLR to come to campus for a presentation, and the UCO-DRG collaboration continues.

Particularly exciting is UCO’s research partnership with AT&T out of its corporate headquarters in Dallas. Also intrigued with STLR (it does not hurt that AT&T CEO Randall Stephenson is a UCO alumnus), AT&T has partnered with UCO to take in 5-15 graduates (or rising seniors, in the case of internships) for fast-tracking into their corporate leadership development programs in May/June 2018. Convinced that STLR develops graduates beyond-disciplinary skills, AT&T wants to test STLR’s preparation of grads across a variety of job categories to ensure that the totality of preparation includes, for example, the specific beyond-disciplinary skills AT&T knows are needed by cybersecurity employees as well as the specific skills needed by marketing employees (which may differ on some counts from the folks working in cybersecurity). We are delighted that a global firm employing 300,000+ people considers STLR a potential differentiator among recent college graduates and are willing to invest considerable energy and resources to verify that UCO grads will generally be better prepared for their workforce.

### **STLR Messaged to Higher Education**

See the appendix for a representative list of presentations and papers delivered by UCO faculty, staff, and administrators at higher education conferences, symposia, and summits around the country and the world. There are also journal articles published about STLR. These two mechanisms are dependable ways the higher education community has learned about STLR. They are also mechanisms that have alerted professional organizations and foundations to STLR. We have been successful in this approach, as evidenced by Gates Foundation and Lumina Foundation grants for STLR subsequent to our receipt of the initial Title III grant.

These avenues have also led to the very exciting circumstance that other institutions are adopting/adapting STLR. One, Western Carolina University, has made its adaptation of STLR the focus of its Quality Enhancement Plan for its institutional re-accreditation. (See WCU’s

innovative [DegreePlus](#) program for a version of STLR as applied to their co-curriculum.) Another, Collège La Cité in Ottawa, Ontario, Canada, has become a leader in the province concerning workforce skills preparation with its Profil du Diplômé, and that version of STLR is a key component as they build the next iteration of their strategic plan. And a third, Massey University in New Zealand, ties each of its “tenets” (they use a different term) to a Māori parable.

Also exciting is that higher education institutions around the world looking to operationalize TL have found UCO as a result of environmental scans during research, learning of us via conferences or journal articles, and in other ways. What has resulted is the Transformative Learning International Collaborative (TLIC) headquartered at UCO. Members include:

- Australia
  - Murdoch University
- Brazil
  - Universidade Presbiteriana Mackenzie
- Canada
  - Collège La Cité
- Iraq
  - Al-Nahrain University
  - Koya University
- Kenya
  - University of Eldoret
- Malaysia
  - Methodist College Kuala Lumpur
- New Zealand
  - Massey University
- Nepal
  - Kathmandu University
- South Africa
  - Durban Institute of Technology
  - University of the Free State
  - Walter Sisulu University

### **STLR Messaged with Public-Facing Content**

STLR’s unique properties lend themselves to a unique look and branding. Jesse Warne of UCO’s CeCE unit did wonderful graphic design work to produce what is STLR’s unique look as a logo:



Jesse says, “In designing the logo, I based it on the TL Conference logo which had already been designed and approved. I thought it was a good idea to keep some brand continuity in all things TL at UCO but in so doing keeping the logo unique enough that it could be used by other institutions if they wanted to implement a STLR program. The logotype is all custom lettering based on the TL the with the S and R styled to reflect the innovative approach and mission of the STLR program, with a nod to the modernism movement of the 20th century, and it identities stylistically and thematically with the NASA logotype (which harkens to an era of reevaluation and exploration).”

Jesse developed the STLR Brand Identity Guide to help the STLR team and others work with the assets as well as to aid in implementation at other institutions.

The Tenet Icons were designed by UCO graphic design students for a class project in Clock Tower Studio, with four teams creating designs that unified across all six Tenets and which employed colors from the UCO color palette (which was updated during the process of STLR’s launch). These student teams presented their designs in a formal presentation to STLR team and others, with these UCO personnel acting as judges to select the winning design. What resulted are the Tenet icons now in place. However, because the icons were initially each made up of all color (text and image), Jesse refined them so that the symbol was a color but the frame and text was black and white to ensure readability over various backgrounds and for ADA compliance. (See the icons, above, as displayed on the inside cover of STLR spiral-bound notebooks.)

The independent branding for STLR — meaning, the fact that the logotype differs from the UCO logotype and colors — is because of the very real prospect that the STLR name and logo could potentially be adopted by other institutions and organizations, something encouraged by the terms of the Title III grant and its call for STLR to be scalable, replicable, and platform-agnostic.

The [UCO STLR website](#) has been built purposefully as a place where anyone with internet access can find a wealth of information about how STLR works, its impact on student success, the kinds of research and service projects UCO students are undertaking as part of their STLR engagement, and other kinds of material. Among other reasons for this robust share-out — not that UCO’s very ethos is one of collaboration and working toward the common good to leave our community better than we found it — is that the Title III grant supporting STLR is funded by public money from the U.S. Government; therefore, what’s produced with that money is in the public domain.

Beyond that in terms of the grant, we are specifically charged that what we produce with STLR be replicable, scalable, and platform-agnostic. The reason is that the Department of Education wants other institutions to replicate the success it funds with its grant-making. This is also the reason why the STLR team is in process to create a “STLR Guidebook” — “STLR in a box” — that will be freely available to any institution that wants to adopt or adapt STLR to its own use.

Also a part of public-facing access to STLR materials is the STLR Archive hosted by the UCO

Library. This electronic collection will be fully web-accessible. Sensitive information, of course, will be redacted where necessary. The purpose of the Archive is to enable researchers and other institutions adopting/adapting STLR to do research about the case study which is UCO’s design, launch, and operationalization of STLR. One researcher already in line to use the Archive is Dr. Janette Brunstein, a professor in the business school at Universidade Presbiteriana Mackenzie in Brazil who will be doing post-doctoral research about how UCO has implemented STLR. (More information about Dr. Brunstein’s visit is available in the “Where We Are” section of this report.)

From Nicole Willard, UCO Library Archives Director:

- The establishment of the STLR online archive is critical to creating the STLR Guidebook. The archives will facilitate the development of the guidebook by organizing appropriate STLR documents into a manageable working set that can then be utilized to tell the story of the development of the STLR project. The archive will also facilitate research and serve as a resource for the STLR team.
- **July 2016** — Discussions began in July, about the need for a sub-working group in the STLR Project Team for the establishment of a STLR “archives” and guidebook that would enable us to share with other institutions the history of the development of the STLR project at UCO. A subgroup was established with Nicole Willard as the Chair.
- **Aug-Sept. 2016** — Beginning in Sept. Nicole established a team in the library to develop a solution for the STLR Archive that included Habib Tabatabai, Shay Beezley, Abbey Warner, and Anona Earls. Beth Jones joined the team when she was hired in October.
- **Oct. 2016** — The Library selected SHAREOK as the repository solution for the STLR Archives. SHAREOK is a joint repository of the University of Oklahoma Libraries, Oklahoma State University Libraries and now UCO Libraries. It serves as the home for the intellectual output of these Universities. Digital assets placed in the repository are available to a global audience, and search engine optimization techniques are used to increase visibility to researchers.
- **Nov-Dec. 2016** — The Library met with the STLR team to more clearly define the goals of the project. The object is to transfer all appropriate and relevant documents to SHAREOK under the STLR community (organizing structure is termed, “community”). It was determined the STLR team will select files that will be uploaded to SHAREOK.
- **Jan-Feb 2017** — Memorandum of understanding was signed with OU and OSU to become partners in SHAREOK.
- **Feb-Mar. 2017**— Shareok Test server was established to begin the transfer of STLR documents.

### STLR Student Projects: Faculty/Staff as Research Mentors

UCO has had a long, successful history of supporting undergraduate research. Our robust program involves many students each year working outside of class with faculty research mentors, gaining valuable experience and insights about research methodology, the investigative mindset, the requisite attention to detail, and so on. This program pays students

on an hourly basis for their work on their projects.

The undergraduate research program has proven its value demonstrably over the years. Students in the program graduate at rates around 95%. In addition, the fact that these students are paid for this opportunity means they are *not* spending those hours working at a lower-paying job that is most probably unconnected to their desired careers. This is a win-win for both the students and for UCO.

With such a long-standing and successful program in place, it was natural for STLR to include a similar structure for several reasons: 1) the win-win mentioned above, 2) the improved retention mentioned above, 3) providing students with a wide range of developmental opportunities while working with faculty and/or staff mentors because the five Tenets support research and service activities that range across the beyond-disciplinary skill areas, and 4) we believed this close working relationship with faculty and/or staff mentors held good opportunity for Transformation-level experiences.

STLR Assistant Director Mark Walvoord manages the student TL project process. Below is his description of our rigorous, blind review process that has faculty and staff on the TL Steering Committee serving as reviewers.

Please note that student TL project funding is the largest line item in the grant. The history of undergraduate research as a proven high-impact practice supported this decision at UCO and its validation by the Department of Education. See the appendix for descriptions of a few student TL projects.

- \$384,000 is available to pay students to work on Transformative Learning Student Projects per grant year, and we set the student pay rate at \$10/hour for undergraduates and \$12/hour for graduates. So approximately \$960,000 was available to award for student pay in the first 2.5 years of the grant
- \$25,000 per year is available for purchase of equipment/supplies to support those funded TL Student Projects. Approximately \$62,500 was available to award for the first 2.5 years of the grant.
- Earliest projects were selected for funding based on faculty/staff consultation with CETTL Executive Director, Dr. Jeff King, until a project proposal system was in place.
- For the summer and fall of 2015 academic year, proposals were accepted on a rolling basis through an online form (Qualtrics survey software), and 3 members of the Transformative Learning Steering Committee scored each one using a criteria scoring sheet.
  - TL Steering committee consists of TL Liaisons (tenet, one per college, 2 from student affairs), STLR/CETTL staff, and members-at-large from both academic and student affairs.
  - Priority funding went to undergraduate projects, those with apparent potential for transformative experiences, and to those impacting our priority populations of students.
- Starting in January 2016, we implemented the InfoReady Review online software as our TL Student Project Proposal. A STLR staff does the initial look/review, then assigns 2

reviewers from the TL Steering Committee to score each using a provided criteria sheet.

Criteria include:

- Details of project explanation
  - Transformative learning potential
  - Tenet connection: Which of the UCO Central 6 tenets does the application claim are linked to the project, and how believable is the rationale for each?
  - Scope and timeline of project fit the described duties of the transformative experience
  - Evidence that the project will benefit the target population of the funding source (undergraduate first generation, low socio-economic status, or ethnic minority)
  - Mentorship or guidance of student by supervisor
  - Quality of student artifact to be used for STLR assessment
  - Intended transformative outcome: Priority for good rationale for beyond-Exposure experiences
- We awarded \$1,261,481 in student payroll funding to 289 different Transformative Learning Projects and we awarded \$59,995 in equipment/supplies funding.
  - Of the \$1.3 million awarded for student payroll for projects, \$741,968 had been spent as of March 30, 2017.

### **STLR On-campus Internships**

In a partnership with Experiential Learning at UCO, a group of STLR student TL projects across the academic year take the form of on-campus internships. These qualify with all the attributes of student TL projects — they are outside-of-class work under the mentorship of staff or faculty, they associate with one or more of the Tenets, and students produce a learning artifact that is assessed by their mentors using the rubrics for the Tenet(s) to which the internship connects.

Each spring, a showcase event is held at which students who have worked on these internships present the results of their work in a display or engagement of some kind. The UCO campus community is invited, and notably present at the showcases since their inception have been the President, the Provost, and the VP Student Affairs. See the appendix for a sample page from the 2016 Showcase program.

From Elizabeth Enck, Career Services Director:

The InternUCO Showcase is an opportunity for interns to share the diverse experiences they had during their internships across the academic year. The Showcase is a great way for the students to share what they learned with fellow students, faculty, and staff, so that the entire UCO community can become more familiar with the InternUCO program.

InternUCO students are part of a program, funded by STLR, that offers experiential learning opportunities linking classroom knowledge to practical settings. Program participants gain

industry-specific experience right here at UCO working alongside faculty and staff mentors. They also interact with their peers through monthly professional development components.

In addition to leading the InternUCO program in her role as Career Services Director, Elizabeth attends meetings of the STLR Employer Advisory Board, thereby keeping UCO student career development very much in the loop concerning real-time, just-in-time workforce needs and expectations of our graduates.

## Assessing STLR

Early on in the planning stages of STLR, it became clear that an intentional and rigorous plan for assessment beyond simply generating academic achievement and persistence data was essential to understanding the effectiveness of this institution-wide initiative. While student learning has been the central focus, we quickly began to acknowledge the need for a more holistic approach to assessment. Thus, we have created a rigorous plan that focuses on student, faculty/staff, and employer outcomes.

Because STLR is a ground-breaking initiative that emphasizes transformative learning, soon it became clear that we would need new assessment tools. The Office of Institutional Effectiveness (in collaboration with the Center for Transformative Teaching and Learning) was able to create robust rubrics that are now utilized by over 400 faculty and staff supervisors across the campus to assess student learning that is occurring both inside and outside of the classroom. These rubrics not only tie back to student learning outcomes drawn from the highly vetted American Association of Colleges and Universities (AAC&U) VALUE Rubrics (Validated Assessment of Learning in Undergraduate Education), but also to the body of knowledge on transformative learning theory itself.

The assessment of student outcomes and success has been designed to be implemented and measured across multiple points in a student's campus experience. For example, since the Fall of 2015 students involved in the First-Year Experience Success Central and Healthy Life Skills courses have been administered a survey that is designed to help us understand student perceptions and understandings of STLR. And as students are building STLR achievements during their time here at UCO, assessment staff randomly spot-checks student artifacts and achievements that are turned in for all STLR activities across campus so that consistency and alignment with rubrics are ensured. Later, when students reach the point of graduation, they answer a series of questions about STLR in both the Outcomes Survey administered through Career Services as well as the Graduating Student Survey administered by the UCO Office of Institutional Effectiveness. Combined, these two surveys help us to understand the perceived impact of STLR during their college experience and beyond. In the 2017-2018 academic year we will also roll out the employer survey, which will provide valuable data in assessing the long-term impact of our initiative in a post-graduation timeframe. Additionally, at the beginning of each fiscal year STLR staff collaborates with staff in Information Technology and the Office of Institutional Effectiveness to run reports on student achievement and persistence, as well as other valuable data such as activity and assessment frequencies, and breakouts by



targeted sub-populations. Most recently, we have worked with Civitas Learning's Predictive Analytics capacity as well as UCO staff to conduct propensity score matching and impact analyses for one particular cohort of STLR students (see descriptions in the next section, "Quick Look").

Since its inception, STLR assessment has developed a more comprehensive approach to measuring not only student learning, but also other aspects of our program such as training and development. For instance, each cohort of faculty/staff that completes both Modules of STLR training complete two surveys at the end of the training. In one survey, faculty/staff present initial understandings and personalized plans for implementing STLR into their own activities (both inside and outside of the classroom), and individual feedback is provided by STLR staff. In the other survey, participants get the opportunity to evaluate the effectiveness of the training modules and the facilitators. Results from both surveys are administered and reviewed by the STLR staff and go on to further improve our training curriculum. As faculty and staff supervisors STLR-tag their activities, they present plans to the STLR staff through OrgSync forms. Feedback is continuously provided to all faculty and staff who are implementing STLR activities across the campus either through the form of in-person meetings or online interfacing to ensure for continued consistency as we become more institutionalized across the campus as a part of the institutional culture.

## Quick Look at Current Status: Numbers, Structures, Activities

### Numbers

Due to the excellent, diligent work of so many at UCO, STLR is in place, is operating, and is making very significant, positive impacts on student success.

A quick, by-the-numbers look at STLR's impact is exciting to share at this stage because we have recently received two separate analyses indicating large retention gains associated with STLR. Those results show immediately below. They confirm earlier results from our Fall 2015-to-Fall 2016 incoming student retention, a large-*N* analysis that got us to impressive statistical significance and confidence intervals in our results. That Fall-to-Fall analysis plus other data about STLR to this point in its life at UCO are shown immediately after the most recent analyses.

- Civitas Learning, our analytics partner, recently completed an Impact Analysis that was made possible because we have a large population of students for whom we already had statistically significant positive retention results associated with STLR (see below). Civitas' robust — indeed, *patented* — statistical methodology, Prediction-based Propensity Score Matching (PPSM), has been accepted by the Department of Education's What Works Clearinghouse as a methodology equal to random controlled trial studies in terms of a "gold standard" for controlling for variables when making an assertion that a particular intervention is causal regarding results. Given our large-*N* and statistically significant results, Civitas was able to reach back into student demographics for five years to make solid predictions about what the retention "lift" would have been for those students had STLR existed then.

PPSM's sophistication allowed for a wide range of drill-downs into the data, but suffice to say STLR's predicted lift was very strong, ranging from about **5% to upwards of 15%** for students in the lowest quartile (i.e., with the highest risk of dropping out) of STLR's targeted subpopulations as defined in the grant application (first-generation, low-income, underrepresented) if those students participate in Enrollment Central and then participate in STLR. In other words, with Enrollment Central participation as a "demographic characteristic" when beginning STLR engagement, it is likely there is a strong positive interaction effect.

**(Statistic geek-out warning here:** One cannot infer additive lift percentages totaling 15%. One can only say, based on this analysis, that STLR creates an extremely strong positive retention effect for lowest-quartile students in our targeted subpopulations.)

The full STLR Impact Analysis is available within our Civitas Illume software stores.

This analysis was possible because Civitas has been connected to, and ingesting, our Student Information System (SIS) data for several months. We are excited that, as mentioned in the Phase II description of the roll-out of STLR technology (above), the UCO data hub development is expected to be completed shortly. This is important

because it allow the addition of D2L course activity data plus STLR data to the datamix available for Civitas' analytics. The exciting, positive STLR results from the PPSM analysis makes us extremely eager to have such a mix in play for analytics — this will significantly expand our capacity to share robust, sophisticated analytics with higher education to support the claim that STLR produces a strongly positive impact on student success.

- Dr. Cynthia Murray, professor of mathematics and statistics at UCO, conducted a propensity score matching (PSM) analysis of STLR's impact. PSM does not include the "next step up" capacity within PPSM, but it is a proven methodology in its own right and is a standard plug-in for statistical software like SPSS, the tool used at UCO.

Dr. Murray's analysis showed STLR providing a **6.6% retention lift**. Her analysis' results were also at statistically significant levels.

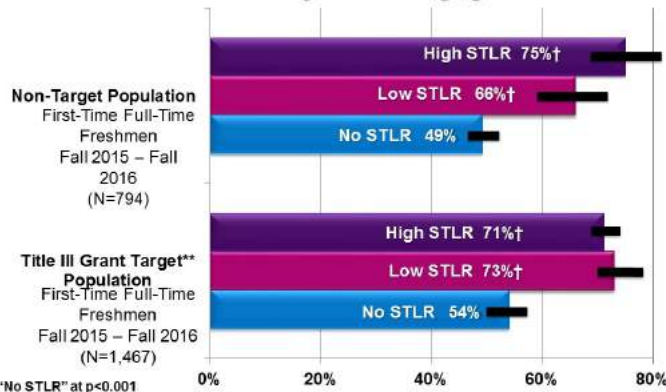
**Of particular note about the above results** is the financial modeling around STLR done during our involvement with the Gates-funded/Educause-led Breakthrough Models Incubator (BMI). That modeling, which we worked on with the help and advice of the financial consultancy provided as part of BMI, showed that a 1% persistence improvement across the UCO student body fall to fall recouped otherwise lost tuition and fees revenue of about \$1.3M. Because institutionalization planning for STLR has assumed persistence improvement as a result of the initiative, our STLR results to this point strongly indicate STLR will generate enough otherwise lost revenue to pay for itself.

**The above results indicate that STLR would pay for itself and would return additional money to UCO coffers for the institution's use as needed.**

- Our own Institutional Research analysis of Fall 2015-to-Fall 2016 STLR results generated the following graphics. Note that STLR associates with double-digit retention increases, even to the degree that its impact shrinks the achievement gap between targeted subpopulations and students not in those categories to the degree of almost eliminating the gap. In many ways regarding student success in higher education, this is the holy grail.



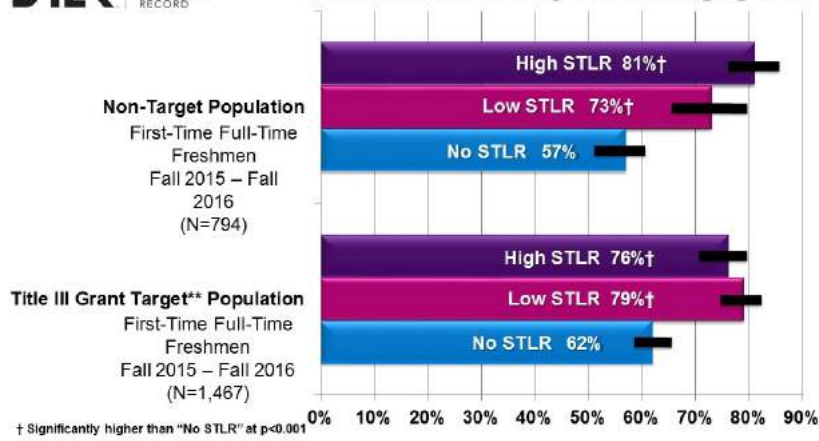
### UCO Retention by STLR Engagement\*



† Significantly higher than "No STLR" at  $p < 0.001$   
 \*Includes confidence intervals at 95%. No, Low, and High Engagement is cumulative over the first academic year.  
 \*\*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.



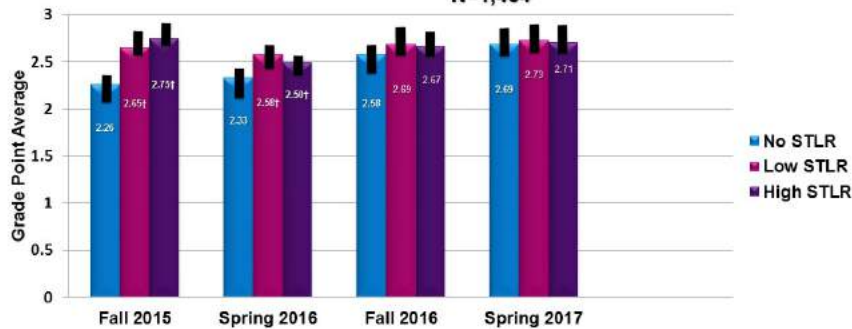
### S.A.M. Retention by STLR Engagement\*



† Significantly higher than "No STLR" at  $p < 0.001$   
 \*The Student Achievement Measure (S.A.M.) also takes into account those students who may not have been retained at UCO, but transferred to another academic institution. Includes confidence intervals at 95%. No, Low, and High Engagement is cumulative over the first academic year.  
 \*\*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.



### Semester GPA\* by STLR Engagement Title III Target Population\*\* First-Time Full-Time Freshmen Cohort N=1,464

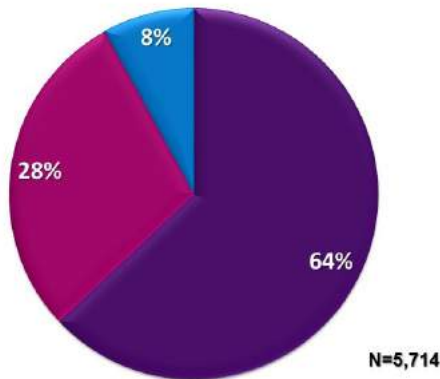


† Significantly higher than "No STLR" at  $p < 0.001$   
 \*Includes confidence intervals at 95%.  
 \*\*Target Population Definition: Low socio-economic status, first generation, underrepresented minorities. "Low STLR": Engaged only through attending STLR-tagged events and automatically assigned lowest level of achievement ("exposure"); "High STLR": Created a learning artifact assessed using STLR rubrics.



### Assessment Level Frequencies\* (Fall 2014 – Spring 2017)

■ Exposure ■ Integration ■ Transformation



\*Includes only "High STLR" engagements where students created a learning artifact assessed using STLR rubrics.



### Achievement Counts\* (Fall 2014–Spring 2017)

N=5,714	<u>Freshmen</u>	<u>Sophomore</u>	<u>Junior</u>	<u>Senior</u>
<b>Transformations</b>	52	28	76	284
<b>Integrations</b>	492	171	366	576
<b>Exposures</b>	1754	465	623	827

\*These are mutually exclusive counts. Many students had Transformation badges in more than one Tenet.



### STLR Activity Counts (Fall 2014 – Spring 2017)

<u>Activity Type</u>	<u>Grant Year #1</u>	<u>Grant Year #2</u>	<u>Grant Year #3*</u>
<b>Courses</b>	21	131	72
<b>Student Projects</b>	43	178	159
<b>Student Groups</b>	0	15	7
<b>Co-Curricular</b>	16	49	98

\*Grant Year #3 is in progress and will end September 31<sup>st</sup> 2017.



STLR Trained Employees			
Status	Grant Year #1	Grant Year #2	Grant Year #3*
Full-Time	44	125	68
Adjunct	74	32	14
Full-Time Staff	65	49	14
<b>Total</b> <b>(Not Cumulative):</b>	<b>144</b>	<b>206</b>	<b>96</b>

\*Grant Year #3 is in progress and will end September 31<sup>st</sup> 2017.



STLR Bachelor Graduates			
	2014-2015	2015-2016	2016-2017
Liberal Arts	54	172	258
Math & Science	28	120	201
Fine Arts & Design	6	25	51
Education	75	240	294
Business	39	109	174
Forensic Science	6	32	53
<b>Total</b>	<b>202</b>	<b>666</b>	<b>978</b>



STLR Master Graduates			
	2014-2015	2015-2016	2016-2017
Liberal Arts	3	25	18
Math & Science	1	3	11
Fine Arts & Design	2	2	7
Education	10	27	53
Business	2	11	3
Forensic Science	0	0	0
<b>Total</b>	<b>18</b>	<b>68</b>	<b>92</b>

Particularly important among the “by the numbers” current results is the number of trained faculty. (See the appendix’s “STLR Training” section for break-outs of trained faculty at grant mid-point in each college.) We have done very well among staff in those positions likely to include STLR activities such as using rubrics to assess badge-level achievement and scheduling STLR-associated student events.

Regarding faculty trained in how to associate a Tenet to an assignment in order to have students create an assessable learning artifact that faculty then use their rubric to measure achievement, we are only a little over a third of the way there with half the time left in the grant. **This will need to be a particular focus during the remainder of the grant.**

### Structures

- STLR is fully staffed:
  - Project Director for the Title III grant is also the Executive Director of the Center for Excellence in Transformative Teaching & Learning.
  - Two STLR Assistant Directors who split functions but whose functions frequently overlap regarding STLR operations.
  - STLR Assistant Director for Assessment, focused on assessing STLR’s impact, its efficacy of operation, and other aspects of STLR.

Realize that the work done by the above STLR staff, and by UCO’s Executive Director of Institutional Assessment, who devotes a percentage of her time to STLR assessment also, covers everything — budgeting; tracking expenditures in Banner; creating grant reports for the Department of Education; creating content for STLR presentations and written documents; training faculty and staff; problem-solving; communicating with other institutions interested in adopting/adapting STLR and hosting them for UCO on-site visits during which they get a close-up look at STLR and ask questions of STLR staff, STLR Project Team members, faculty, staff, and students; managing the application, vetting, and notification processes regarding the student TL projects; and so on. For an institution-wide initiative in both the curriculum and the co-curriculum, STLR staffing at the above levels keeps everyone busy.

STLR-specific support lives in many places, though, especially in, for instance, Information Technology, where the LMS administrator devotes 50% of his time to STLR support. Beyond such specific time/effort dedication in IT, however, it is the case that all UCO faculty, staff, and administration have added STLR to the course of what they do. At certain times of the academic year, this addition is challenging, but the community has — as it always does in support of student success — adopted STLR here into its ongoing activity.

See the “IT Scope” section, above, for more detailed information about technology structures supporting STLR, including the support for STLR training regarding use of D2L for associating student STLR learning artifacts, the rubric used to assess achievement,

and the badge-level rating itself into the D2L dropbox.

- In terms of technology itself, the list includes:
  - D2L, our Learning Management System
  - Blackboard Transact, used to enable card-swipe tracking of student attendance at STLR-tagged events and automatic assignment of Exposure level achievement
  - Data hub, the place where D2L data are dumped on a 24-hr update basis and the place from which Civitas Learning’s data analytics operation ingests D2L course activity data and UCO’s STLR data
  - Banner, UCO’s Student Information System, where student demographic data live and also a place from which Civitas Learning data analytics ingests data that connect student characteristics to STLR impact
  - Parchment, the vendor at UCO providing the means of enabling electronic versions of both students’ academic transcript and STLR component of the Comprehensive Student Record
  - InfoReady Review, the software used jointly by the Office of High Impact Practice (for our undergraduate research program applications, vetting, and notifications) and STLR (for similar reasons regarding student TL projects)
  - College Scheduler, the process that allows students to plan their courses in upcoming terms efficiently based on the ability to block out time segments on students’ calendars and have Scheduler identify and cross-match needed courses against those calendars; Scheduler will factor prominently in the next stage of STLR mobile app development
  - Outcomes Survey by GradLeaders, the mechanism for surveying graduating seniors, a cost borne jointly by STLR and Career Services plus the MBA program for the number of its graduates surveyed; there are multiple questions about STLR on the survey
  
- Ongoing Structural Architecture for STLR Operations

STLR nests within UCO’s academic and co-curricular operations in an “overlay” manner; meaning, the functions necessary to support STLR are distributed among various units across campus. The STLR Project Team took into account the ways in which STLR operations would need to be incorporated into the normal work cycle in different units, trying to gauge whether the additional work would be out of scope or out of bounds regarding too much added work necessary to support the function.

An example is the process for STLR-tagging Student Affairs events. Doing so means following a calendar for when the listing is available for advertising to students, coordinating with the unit within which card-swipe tagging data are collected within D2L, ensuring sufficient card-swipe unit availability if multiple such events occur simultaneously and regarding how many student entrances to the event should be planned in order to avoid bottlenecks, etc.

Another example concerns reviewing student TL projects. Timing within the academic



term cycle is important as many faculty serve as reviewers. Communicating with faculty and staff to sort the applications equitably for review while still trying to ensure that reviewers familiar enough with the content focus of proposed projects are reviewing projects matched to their knowledge sets must be considered.

Knowing STLR staff would shoulder the lion’s share of the burden for STLR operations, there was still much work to be apportioned because the work had to be done by people in the affected units. This workload has been as equitably placed as possible in UCO’s centralized-yet-distributed model for “making STLR go.”

**Activities**

In place right now:

- Faculty and staff STLR training
- Student TL project application process, calendar cycle, review process, notification process, coordination with Human Resources to get students into the HR system for hourly payroll purposes, and all other processes necessary for ongoing activity regarding student TL projects
- TL “Roadshow”:

The Transformative Learning Steering Committee brainstormed ideas for promoting TL across campus during the 2016-2017 academic year, and one idea was to have “STLR Days” highlighting certain tenets or have “TL Roadshows” where TL liaisons hold open meetings within each college. The first round of TL Roadshows in each college was organized by David Macey, Christy Vincent, and Rachelle Franz (Tenet Liaisons), and took place during the Spring 2017 semester. The plan is to continue these sessions once per semester, in addition to the short STLR announcement given at each College meeting at the start of the academic year. The following was the schedule for these pilot come-and-go sessions:

College of Education and Professional Studies Thursday, 2/9/17 12:00 - 2:00 pm Virginia Lamb Room, HES	College of Fine Arts and Design Friday, 2/10/17 10:00 am - 12:00 pm Melton Gallery	College of Mathematics and Science Thursday, 4/6/17 12:00 - 2:00 pm Dean’s Conference Room, HOH 208	College of Liberal Arts Thursday, 4/6/17 2:00 - 4:00 pm Faculty Lounge, LAR 211	College of Business Thursday, 4/13/17 12:00 - 2:00 pm Dean’s Conference Room, BUS 221
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Food or snacks were provided, and TL Liaisons for each college were present to greet attendees, decide how the meeting should run (more or less formal; with or without PowerPoint slides), and be identified as a resource, along with the Tenet Liaisons.

The goals of the sessions were to:

- Convey UCO's commitment to use STLR as the vehicle of Transformative Learning on campus;
- Allow attendees to connect to TL Liaisons as a source for answers to TL questions;
- Give examples of STLR activities already happening across their college;
- Promote engagement with TL on campus through STLR training, CETTL's 21st Century Pedagogy Institute, attendance or presentation at the TL Conference, and other activities.

Attendees were invited through word-of-mouth, Centralities announcements, and emails sent through the deans' offices. Following is a sample invitation email:

Good afternoon CMS Faculty,

Please join the university's Transformative Learning Tenet Liaisons for a come-and-go lunch for both full- and part-time faculty in the College of Mathematics and Science. The lunch will take place from 12:00 until 2:00 p.m. on Thursday, April 6, in the Dean's Conference Room (HOH 208).

This informal gathering will showcase and celebrate the College of Mathematics and Science's innovations and accomplishments in Transformative Learning. Participants will share ideas and inspirations for new Transformative Learning techniques appropriate to the disciplines taught in the college, and the Tenet Liaisons will provide an overview of the resources available at the university level to support Transformative Learning initiatives.

Discussion will center on what Transformative Learning means; on the ways in which we already engage, on an everyday basis, in Transformative Teaching and Learning; and on techniques for expanding and enriching our pedagogy.

- **STLR Cording Ceremony and STLR Inclusion in the Graduation Program**

We have established the Friday morning before Friday afternoon graduations occur at the end of each fall and spring semester as the time for our STLR cording ceremony. This is the ceremony at which students who have achieved Transformation-level status receive their honor cords, which are colored to match the colors of the Tenets. Faculty or staff who assign the Transformation-level status are present to award the cord and place it around the student's neck.

Our first STLR cording ceremony had a single student. The most recent, Spring 2017, packed the Radke Auditorium to standing room only status, necessitating a larger venue for future ceremonies. Students' families and friends come, Deans and Vice Presidents attend plus the President beginning Fall 2017, and it is a wonderful ceremony celebrating students' beyond-the-classroom learning and development at UCO.



Also in place now is the inclusion of students' Transformation-level achievement and honor cord status in the UCO Graduation Program, with notations by their names:

COMMENCEMENT - FALL 2016

## STUDENT TRANSFORMATIVE LEARNING RECORD (STLR)

Some Spring 2017 graduates will be wearing color-coded cords for achieving the highest level of transformation in one or more of five UCO tenets. These five tenets are represented as following: Global and Cultural Competencies (orange), Health and Wellness (green), Leadership (blue), Research, Creative and Scholarly Activities (magenta), and Service Learning and Civic Engagement (purple).

STLR is an award winning-concept, developed here at UCO and recognized by the U.S. Department of Education with a \$7.8 million grant. The program has gained national and international recognition for its ability to document student success with transformative learning that parallels an academic transcript, showing mastery in employability and citizenship skills.

Students build and enhance their record through submitting STLR-

tagged assignments, attending STLR-tagged campus events, serving in STLR-tagged student groups, and/or participating in outside-of-class projects. Their levels of achievements are assessed and validated by a UCO faculty or staff member.

Through STLR, students graduate with more than an academic degree. Students can show they've taken their education to a transformative level, gaining skills that can be applied in areas identified as being needed in today's workforce and in our metropolitan communities.

*STLR Transformation graduates are recognized with STLR next to their name by major and by tenet on the next page.*

*Note: UCO's sixth tenet, Discipline Knowledge, is recognized by students completing their academic degrees.*



**STLR**  
STUDENT  
TRANSFORMATIVE  
LEARNING  
RECORD



- Assessment of STLR — our mantra: “If it moves, assess it.” Regarding assessment, the ongoing assessments include:
  - Alignment of faculty and staff badge-level achievement ratings to the Tenet rubrics
  - Retention/persistence as impacted by STLR
  - Badge-level achievements, with college and other break-outs based on various demographics as we track distribution of Tenet badges as well as badge achievement distributions
  - We assess our performance in training faculty and staff with surveys at the end of training; we use the results to improve our training
  - We assess student perceptions of STLR in the two courses taken by the greatest number of entering first-year students, Success Central and Healthy Life Skills
  - Faculty, staff, and student satisfaction with STLR — this occurs at multiple points and in multiple ways
  - Graduating student perceptions of STLR
  - Beginning 2017-2018, employer perceptions of UCO STLRized graduates
  - Tenet-specific STLR activity; for example, STLR data are used related to reports generated occasionally regarding Service Learning activity at UCO, study abroad activity, and so on
  - STLR reception by incoming students at orientation activities
  - . . . and in other ways, some undoubtedly not yet conceived
- On-campus internships (InternUCO, a STLR-funded activity; STLR funding decreases over ensuing years until eventually this cost will be borne entirely in Student Affairs)
- STLR student workers assisting STLR staff
- STLR student ambassadors serving the peer-to-peer connection in helping support and market STLR
- STLR Employer Advisory Board — meetings now occur twice yearly after two years’ worth of quarterly meetings as Board input was so necessary in helping identify the best ways STLR can serve employers’ needs
- STLR presence every year at the [annual TL Conference](#) via a STLR presentation, with a STLR “track” on tap as a test at the next conferece, which will also include a pre-conference session for institutions already adapting/adopting STLR and for institutions interested in doing so
- Ongoing STLR Project Team involvement via regular meetings as well as targeted sub-group work throughout the year
- Weekly STLR staff meetings
- TL Steering Committee meetings and committee involvement in vetting student TL project applications
- College TL Liaisons (faculty)
- Outreach at the department level, with faculty serving the peer-to-peer function in advocating for STLR
- Transformative Learning International Collaborative
- Consultation with institutions interested in adopting/adapting STLR
- STLR conference, symposia, summit presentations

- Journal articles and posters about STLR — these are not just created by STLR staff: many faculty and students are involved in this activity
- Robust and active networking among higher education professional organizations:
  - Gates Foundation
  - Lumina Foundation
  - NASPA and AACRAO
  - Quality Assurance Commons
  - National Center for Higher Education Management Systems
  - Educause
  - WICHE Cooperative for Educational Technologies (WCET — UCO won a 2015 WCET Outstanding Work Award for STLR)
  - others
- Collaboration and coordination with numerous UCO units (the list is long; suffice to say that STLR staff is on a first-name basis with people in academic and student support and services offices across the entirety of UCO)
- TL Endowment — this is *extremely important* as it will be the funding source for student TL projects after grant funding ends; STLR and the UCO Foundation work together to raise money for this purpose (see “Institutionalization of STLR Costs after End of Grant” in the next major section of this report: “Where We’re Going”)
- Masonic Endowment for Transformative Learning — this award pre-dates STLR; however, the call for nominations jury processes related to this award have since fallen under STLR’s purview; the award was previously given at the annual TL Conference but is transitioning to presentation at the UCO Fall Forum in 2017
- Other activities (with apologies to all those who are a part of the activity necessary to sustain the ever-lengthening list of STLR’s reach and impact and UCO, in our community, across the nation as STLR expands by virtue of adoption/adaptation at other institutions, and around the world for the same reason as well as related to the Transformative Learning International Collaborative)

## **Leveraging STLR's Value-Add: Recruitment, STLR as part of the UCO narrative, STLR's unique contribution to the OKC metro and beyond**

STLR is a unique feature of the UCO educational experience. There are two key aspects of its uniqueness: 1) STLR develops students' beyond-disciplinary skills as well as helps expand students' perspectives as they participate in both the curriculum and the co-curriculum, and 2) STLR tracks and assesses this development using robust rubrics built on and adapted from validated rubrics.

These key features *still* distinguish STLR, even given the number of national initiatives over recent years such as the Lumina Foundation's Comprehensive Student Record project and the same foundation's Essential Employability Qualities Certification (EEQ Cert) initiative.

With accumulating statistical evidence to back up STLR's impact on retention and academic achievement, STLR has a growing portfolio of impressive corroboration about its efficacy. In particular: 1) our recent in-house analysis showing a 6.6% retention lift due to STLR, and 2) our recent Civitas Impact Analysis showing similar lift but also providing additional, sophisticated analysis drilling deeper into fine-tuned impacts, even to the degree of showing a 15% lift in certain circumstances among the most severely at-risk students among our targeted subpopulations, are noteworthy.

STLR's expanding profile includes our current research partnership with AT&T (see p. 21). This has caught the attention of the Quality Assurance Commons, which directs the Lumina-funded initiative to which we were recently invited because of STLR. Given the national profile of QACommons' EEQ Cert initiative (there will be a formal announcement of the participating institutions late-August/early-September 2017), UCO's engagement with AT&T and QACommons' interest in it can be leveraged to help higher education understand and appreciate the scope and impact of STLR.

The growing list of other institutions successfully adopting/adapting STLR can only enhance such recognition on the part of the academy. This is a statement that STLR works, period, at colleges and universities to improve student success and recoup otherwise lost revenue at a time when higher education desperately needs solutions to retention and funding challenges.

Western Carolina University has made its adaptation of STLR on the co-curricular side the focus of its Quality Enhancement Plan for its reaccreditation by the Southern Association of Colleges and Schools. There is no higher statement of trust in an initiative than to make it a key focus of the process to maintain accreditation. In addition, Collège La Cité in Ottawa, Canada, with its version of STLR, Profil du Diplômé, is making Profil a key focus in the 5-year strategic plan it is currently developing.

These institutions are taking such action because they are convinced STLR works, that it is adaptable to their cultures and missions, and that it will help them solve intractable challenges that will then position them as leaders among peers.

What does all this mean for UCO?

We have the opportunity to:

- Publicize STLR as a unique value-add to the education our students receive.

Reported in this white paper is the fact that STLR was the deciding factor in attracting students to our Library Media Education program. Also reported is the fact that STLR is a successful recruiting tool to attract faculty, something particularly important given Oklahoma institutions' funding limitations that grow yearly, it seems, due to legislative decision-making and the resulting impact on what are already low faculty salaries comparatively speaking for faculty considering offers from institutions in other parts of the country.

"STLR PR" can help us move the light out from under the bushel here. It was not the right time before now to do this as prudence dictated waiting until we had good proof, solid results.

Now we do.

- Publicize STLR results more widely and repetitively to our own campus community.

It is a fact that many faculty and staff at UCO are not fully cognizant of STLR's success and value. For example, the fact that STLR has won four separate grant awards, all because grantors believe STLR is a potential solution to intractable challenges facing the academy, is a point of pride about teaching and working here because UCO is on the leading edge of positive impact on student success.

Georgia State University faculty and staff, no doubt, are well aware of GSU's contribution to the academy and recognition within the academy for work done on improving student success. UCO has similar reason to make our own community aware of STLR accomplishment and have them share in that pride and recognition.

In short, we have the proof. We have a professional, well-designed branding component in place that distinguishes STLR on sight from other student success initiatives at other institutions. We have validation in the form of other institutions adopting/adapting STLR.

We have the opportunity to distinguish UCO and to attract more students, more recognition, and more funding because of STLR.

## Institutionalization of STLR Costs after the End of the Grant

As mentioned earlier in this white paper, one of the valuable services provided to UCO as part of our participation in the Educause-led, Gates Foundation-funded Breakthrough Models Incubator, was consulting with a highly regarded higher education financial modeling enterprise — the group that built Southern New Hampshire’s highly successful approach. Work with that group investigated the viability of a recouped-revenue model as the means to institutionalize costs associated with STLR.

This approach will work, especially in light of STLR’s positive impacts on student success.

However, a “starting benchmark” will have to be set. Further, a mechanism will have to be enacted to identify and gather such recouped funds to ensure these monies are dedicated to funding STLR operations first, with all monies above and beyond those needed to keep STLR running returned to UCO’s general fund or in some other manner distributed based on identified criteria.

This is why Civitas Learning is such a key component for measuring STLR’s impact: Civitas has been *designed* to identify which initiatives produce what level of gains in student success, whether such success is in students’ academic achievement or retention/persistence. Such success at places like the University of Arizona and Lone Star College as a result of Civitas analytics-informed, non-intuitive, even against-accepted-wisdom, practice has been welcomed at these institutions.

With a proven mechanism, then, of identifying the degree of retention/persistence improvement generated by STLR (and the resulting positive financial trickle-down), we have a process in place that can track initial gains and then benchmark in successive years the ongoing lift against what would have been retention/persistence performance in the absence of STLR.

As long as year-to-year retention/persistence improvement maintains above one-half of one percent, all STLR costs are covered.

One possible mechanism to enable such a process would be the establishment of an org into which retention/persistence improvement monies are placed. This would be improvement against what would have been predicted in the absence of STLR. No matter how much the resulting financial gain would have been, the first X dollars (equal to STLR’s institutionalization costs) would be earmarked annually for STLR, and everything above that amount would be distributed as the university decides.

Our initial estimate regarding total annual costs for STLR — personnel (including benefits), administrative costs, technology costs, everything — is approximately \$512K/yr. A one percent lift in retention/persistence year to year across UCO’s student body returns about \$1.3M based on the best estimates from our Registrar’s Office.

Using the approximate 6% figure calculated by our own analysis and by the Civitas Impact Analysis (ours was a little above 6%, the Civitas analysis was a little below 6%), recouped tuition



and fees would total \$7.8M.

Yes, prudence dictates hedging. Wise financial stewardship demands contingency planning. And we agree.

With a known STLR price tag of \$512K/yr, there remain two years of grant funding to test assumptions, even while realizing that we will not have on-the-ground, full results in hand until STLR is completely rolled out. That said, it *is* the case that the results we've seen associated with STLR to this point **have come even given the partial status of STLR implementation.**

In summary, STLR grant funding, in the eyes of the Department of Education, has thus far generated an impressive ROI when measured against the targeted goals as described in the grant application. We have our own measures of STLR success recorded and available in hard numbers, not just in the measurement of intangibles or the accumulation of anecdotes, as well as in the validation provided by other institutions, by grantors, and by employers.

We see this point in time as a seize-the-day moment for STLR in service to UCO's mission of helping students learn and succeed.

## Examples of STLR Assignments and Activities

Below are examples of STLR engagements across the four kinds of activities for which students earn STLR badge level ratings of “Exposure,” “Integration,” or “Transformation.” Remember that STLR events where students swipe in with their ID cards result in an automatic rating of “Exposure,” with event sponsors able to manage by exception to have certain students produce an artifact which is then assessed using the tenet(s) rubric(s) for possible ratings higher than “Exposure.”

The four kinds of activities are: 1) in-class assignments; 2) student TL projects (outside-of-class research and other kinds of projects working under the mentorship of faculty and/or staff; during the life of the grant students receive \$10/hr for their work on these projects, and after the grant the UCO TL Endowment is the source of funds to continue paying students); 3) student groups and organizations undertaking STLR activities; and 4) STLR-tagged outside-of-class events, which can be curricular (e.g., College of Liberal Arts Symposium) or co-curricular (e.g., Asian Moon Festival).

### Assignments

#### **UNIV 1012: Success Central** (Assignment Across Sections)

Average Number of Instructors: 65

Average Class Size: 25

Assignment Title: Service Learning Project

Tenet: Service Learning & Civic Engagement

All sections of Success Central are required to complete a service project in the local community. Each instructor is allowed the flexibility to design her/his own project where students turn in a presentation or research paper that includes a reflection component.

#### **HLTH 1112: Healthy Life Skills** (Assignment Across Sections)

Average Number of Instructors: 20

Average Class Size: 35-40

Assignment Title: Behavior Modification Project

Tenet: Health & Wellness

All sections of Healthy Life Skills are required to complete a health and wellness Behavior Modification Project (BMP). In part one, students reflect upon and identify behaviors that they want to change. In part two, students develop a plan to help them implement those changes and integrate them into their lives. In part three, students reflect upon their progress and what they can do beyond the course to be successful in their behavior modifications.

#### **ISOM 3263: Management Information Systems** (Section-specific Assignment)

Assignment Title: E-Waste Disposal

Tenet: Service Learning & Civic Engagement

This activity allows students to change the way they think and understand what is happening

when they "dispose" of e-waste. It engages the concepts within the course itself and encourages them to think past just throwing items away in the trash. Is it socially acceptable? Are they being environmentally friendly? Do they know what happens to all of that e-waste? What can they do to change the e-waste footprint they are making in the future? The assignment tends to open the students' eyes to what they are doing and some to even change their methods of disposal.

Students receive some exposure to the terminology of e-waste and the basic concept during lecture time.

During the next class session students watch two videos. One describes how electronics are disposed of and how important it is to the community to recycle responsibly. The second video is a "behind the scenes" program that illustrates how some recycling gets dumped in third world countries. The students see the piles of unwanted electronics dumped in another country (some with government tags on them), the dangers to the people working in the landfills and the fact that some recycling programs are not actually recycling safely or responsibly. We have an open discussion about the good, the bad and the ugly after both videos and then the students participate in more specific discussion groups in D2L.

**HIST 4910/5910: Fascism and Nazism in Global Perspective** (Section-specific Assignment)

Assignment Title: Oral History Interviews with Holocaust Survivor Descendants

Tenet(s): Global & Cultural Competency; Research, Creative, & Scholarly Activities

Students are asked to conduct oral history interviews with descendants of Holocaust survivors in the greater Oklahoma City area. Students collaborate with the Jewish Federation of Greater Oklahoma City, the Council for Holocaust Education of the Jewish Federation of Tulsa, and/or the Dallas Holocaust Museum. Students gain the ability to apply historical knowledge and interview skills developed in class to a vital out-of-class endeavor. Students prepare for their oral history interviews by reading a primer on oral history, practicing their interviewing skills with peers, discussing a Holocaust memoir, and potentially attending a talk by a Holocaust expert.

The faculty (Eric Huneke) states, "I selected this activity because it provides a creative way for students to gain valuable skills and life experiences that will stay with them long after their experience of the Fascism and Nazism in global perspective class itself is over..."

**BIO 1114: Biology I for Majors** (Section-specific Assignment)

Assignment Title: The Decline of Bees

Tenet(s): Health & Wellness, Service Learning & Civic Engagement, Research Creative & Scholarly Activities

In this class students get the opportunity to watch a film on the decline of honey bees. Students learn about the role of humans and pesticides in declining bee populations and what this means for us as citizens, as well as the natural resources that we depend upon (such as food). Students are instructed to answer pre-determined reflection prompts related to their

own perspectives of how the decline of bees impacts (or does not impact) their perspectives at the end of the activity when they reflect upon what they have learned from watching the film and/or conducting their own research of their own on the topic.

Transformation Example: One student who watched the film went home and not only conducted further research on the topic, but created his own pesticide-free garden in order to help local bee populations improve in his local community.

### **Student TL Projects**

- Oklahoma Lynching Research Project (CLA; RCSA)
- American Red Cross/Library of Congress Veterans History Project (CLA; RCSA)
- Preserving the UCO Fashion Museum Collection (CLA; RCSA)
- Modified Nanocomplex in Photothermal Therapy for Cancer Treatment (CMS; LEAD, RCSA, HW)
- Post-Maritime Analysis of Premature Fossilization in Marine Invertebrates (CMS; RCSA)
- Living-Learning Community Garden (Academic Affairs; RCSA, SLCE, HW)
- Success Initiatives: Black Male, Native American, and Hispanic
- Fashion Music Project (CFAD; LEAD, SLCE, GCC)
- Mobile Clinic Serving the Homeless Population (CMS; LEAD, SLCE, HW)
- Uganda Educational and Literacy Project (Admin.; GCC, LEAD)

### **Student Groups & Organizations Undertaking STLR Activities**

- Presidents Club Children's Christmas Party Executive Committee (LEAD; SLCE)
- Office of Diversity & Inclusion Peer Educators (GCC)
- Global Leadership Tour – Nicaragua (SLCE, LEAD)
- UCOSA Executive Officers (LEAD)
- Panhellenic: Rho Gamma Leaders (LEAD)
- Central Pantry Volunteers (SLCE)
- Peer Health Leaders (LEAD, HW)

### **Outside-of-Class Events**

- Interfaith Fair (Student Affairs; GCC)
- UCO PowWow (Student Affairs; GCC)
- Blake Little: Photographs from the Gay Rodeo (Academic Affairs; GCC)
- 2017 Liberal Arts Symposium (Academic Affairs; RCSA, GCC)
- Who am I? Exploring your V.I.P.S. (Values, Interests, Personality, and Skills) (Student Affairs; HW)
- What can I do with my major? (Student Affairs; HW)
- Dining in the Dark (Student Affairs; GCC, SLCE)
- Big Pink Volleyball (Student Affairs; HW)
- International Festival (Student Affairs; GCC)
- Oklahoma Higher Education Day (Academic Affairs; LEAD, SLCE)
- New York Times Discussion (Academic Affairs; RCSA)

- Native Americans in the Sciences Talks (Academic Affairs; RCSA, GCC)
- Greek Leadership Institute (Student Affairs; LEAD)
- Earth Day (Student Affairs; HW)
- Islamic Art and Architecture in Global Context (AA; RCSA, GCC)
- Careers with Impact (Student Affairs; SLCE, H&W)
- Leadership in Brexit and the Age of Trump (Academic Affairs; LEAD)
- UCO Horticultural Club Nature Walk/Trash Cleanup (Academic Affairs; SLCE)
- UCO Exceptional Women's Brunch (Student Affairs; GCC)
- Homeless 101 (Academic Affairs; SLCE)
- International Olympics (Student Affairs; H&W)
- Contemporary Ceramics of North and South America (Academic Affairs; GCC, RCSA)
- Black History Month Kickoff (Student Affairs; GCC)
- Martin Luther King Day of Service (Student Affairs; SLCE)

### **Examples of Presentations, Papers, and Other Means of Sharing STLR with Higher Education**

#### **Regional/National/International**

##### [Student Transformative Learning Record: Better Teaching & Learning in the 21st Century.](#)

Presentation by UCO President Don Betz to the 2017 Triennial Meeting of the International Association of University Presidents, July 2017, Vienna, Austria.

##### [It's Not My Job to Teach That! \(Or Is It?\): The "non-cognitive" amidst course content.](#)

Presentation by Jeff King to the 4th Annual Big 12 Teaching & Learning Conference, June 2017, Texas Tech University, Lubbock, TX.

Re-establishing the Intellectual Control: African Art Project at the University of Central Oklahoma. Poster presented by Shikoh Shiraiwa. Association of Academic Museums and Galleries Annual Conference, June 22-25, 2017, Eugene, OR.

STLR: Student Transformative Learning Record. Presentation and paper by Camille Kilbourne. Distance Learning Administration Conference, June 20, 2017, Jekyll Island, GA.

Wagner Award for Innovation in Distance Learning Administration, sponsored by AliveTek. Recipient and Presentation by Camille Kilbourne. For Work on STLR: Student Transformative Learning Record. Distance Learning Administration Conference, June 16, 2017, Jekyll Island, GA.

Measuring Beyond-Biology Student Learning in a Biology Lab. Presentation by Mark Walvoord. Association for Biology Laboratory Education, June 16, 2017, Madison, WI.

Advocacy Experiences of Pre-Service Teachers in Early Childhood Education Courses. Poster presentation by Jill Davis. National Association for the Education of Young Children Professional Learning Institute, June 11, 2017, San Francisco, CA.

Using a Student Transformative Learning Record (STLR) to Increase Success Among Low-Income, First Generation, and Non-Majority Students. Presentation by Cia Verschelden and Brenton Wimmer. National Conference on Race and Ethnicity, May 31–June 3, 2017, Fort Worth, TX.

[Leadership Exchange](#) Spring 2017 issue overview article about STLR.

Tracking and Measuring the Outcomes of Service Learning: Implications for Student Engagement and Career Preparation. Presentation by Christy Vincent and Rachelle Franz. National Service Learning Conference 2017, March 24, 2017, Anaheim, CA.

Maki, P. (2017). Technology that contributes to real-time student assessment, case 5.1: STLR. *Real-time student assessment: Meeting the imperative for improved time to degree, closing the opportunity gap, and assuring student competencies for 21st-century needs*. Sterling, VA: Stylus Publishing.

Crossing the (blue) line: Law enforcement experience and personality changes. Poster presented by M.E. Engelhard and Alicia Limke-McLean. Annual conference of the Society for Personality and Social Psychology, January 2017, San Antonio, TX.

[Evidence of Student Transformative Learning through a Campus-Wide Student Learning Record](#). Presentation by Mark Walvoord. International Transformative Learning Conference, October 22, 2016, Tacoma, WA.

[Evaluation of Year One of an On-Campus Internship Program](#). Workshop lead by Mark Walvoord and Sharra Hynes. National Society for Experiential Education conference, September 28, 2016, San Antonio, TX.

[Measuring Student Transformative Learning in a Biology Lab](#). Poster Presentation by Mark Walvoord. Association for Biology Laboratory Education conference, June 24, 2016, Houston, TX.

[That Voodoo That You Do: Transformative Learning in Your Classrooms](#). Keynote Presentation by Jeff King. Oakland University's 10th Annual Teaching & Learning Conference, May 18, 2016, Rochester, MI.

[Operationalizing Transformative Learning: Installing Tools and Processes to 'Do TL' on Campus](#). Presentation by Jeff King. Oakland University's 10th Annual Teaching & Learning Conference, May 18, 2016, Rochester, MI.

[Campus-Wide Team Work to Make Data Human](#). Panel Participation by Jeff King as part of *Analytics Catalytics --- Powerful Examples of Analytics Innovation*. SXSWedu 2016, March 7–10, 2016, Austin, TX.

[ePortfolios for Transformative Learning and Student Agency: Reflective, Powerful Presentation of Self](#). Presentation by Jeff King. 2016 Western Regional Conference of The Association for Authentic, Experiential, and Evidence-Based Learning (AAEEBL), February 29–March 1, 2016, Ft. Worth, TX.

[Student Transformative Learning Record \(STLR\): Capturing Beyond-Discipline Learning In and Out of the Classroom](#). Presentation by Camille Kilbourne and Mark Walvoord. 34th Annual Research to Practice Conference in Adult and Higher Education, November 15–17, 2015, Oklahoma City, OK.

["Doing and Assessing" Institutional Outcomes: Schrödinger's Cat in Pandora's Box](#). Presentation by Jeff King, 40th Annual POD Conference, November 5-8, 2015, San Francisco, CA.

[Leading and Managing an Institution-Wide Conceptual and Operational Initiative in Competency-Based Education](#). Presentation by Jeff King, 2015 University Leadership Summit, November 5–6, 2015, Miami, FL.

Transformative Learning: An Integrative Approach to Student Success and Assessment - *Webinar*. Presentation by Sonya Watkins, Jeff King, and Sharra Hynes. EDUCAUSE Virtual Annual Conference. October 29, 2015.

Transformative Learning: An Integrative Approach to Student Success and Assessment - *Poster Session*. Presentation by Sonya Watkins. EDUCAUSE Face-to-Face Annual Conference, October 28, 2015, Anaheim, CA.

[Cross-Campus Mentoring Model for Transformative Learning](#). Poster by Cheryl Frech. 8th Annual Mentoring Conference, October 20–23, 2015, University of New Mexico Faculty Mentoring Institute, Albuquerque, NM.

[Enhancing Experiential Learning Opportunities at a Metropolitan University and Recording the Resulting Transformative Learning for Student Employability](#). Presentation by Mark Walvoord, Sharon Harrison, and Sharra Hynes, 44th National Society of Experiential Education annual conference, October 5–7, 2015, St. Pete Beach, FL.

[Recording Transformative Learning In and Out of the Classroom](#). Presentation by Camille Kilbourne. University of West Georgia Distance Learning Administration Conference, June 28–July 1, 2015, Jekyll Island, GA.

[Cutting-edge Approaches to Assessing Student Learning: Undergraduate Research and the Student Transformative Learning Record](#). Presentation by John Barthell, Greg Wilson, Michael Springer, and Camille Kilbourne. Council on Undergraduate Research: Undergraduate Research Programs Conference, June 23–25, 2015, University of Oklahoma, Norman, OK.

Fostering Collaboration Between Academic Affairs and Student Affairs to Encourage Transformative Learning. Poster by Will Heckenkemper, Michael Springer, Courtney Tsothigh-Yarholar, and Mark Walvoord. Council on Undergraduate Research: Undergraduate Research Program Director's annual meeting, June 23–25, 2015, University of Oklahoma, Norman, OK.

Achieving True Reciprocity through Service Learning. Presented by Sharra Hynes and Christy Vincent. 2015 ADP/TDC/NASPA Civic Learning & Democratic Engagement Meeting, June 4–6, 2015, New Orleans, LA.

The Student Transformative Learning Record: Navigating Student Learning Assessment with Innovation and Collaboration. Presentation by Myron Pope, Sharra Hynes, Patti Loughlin, and Sonya Watkins. 2015 NASPA Annual Conference, March 21–25, 2015, New Orleans, LA.

Bigger Learning: Curricular + Co-Curricular Learning = Transformative Education. Presentation by Jeff King. 11<sup>th</sup> Annual Conference on Advancing Teaching and Learning, March 4, 2015, Texas Tech University, Lubbock, TX.

[Using a Transformative Learning Transcript to Assess High-Impact Practices](#). Presentation by John Barthell, Myron Pope, Jeff King, Cia Verschelden, Charles Hughes, and Greg Wilson. Higher Learning Commission annual conference, April 10–14, 2014, Chicago, IL. *\*\*Best paper award in the Assessing and Improving Student Learning category*

[Teaching for Transformative Learning Across the Undergraduate Experience \(Paper\)](#). Presentation by Sunshine Cowan, Rachel Winters, and Jeff King. Conference on Higher Education Pedagogy, February 5–7, 2014, Virginia Tech, Blacksburg, VA.

[Transformative Learning at UCO](#). Presentation by UCO President Don Betz. International Association of University Presidents meeting, January 30 - February 2, 2014, University of Technology, Jamaica.

**At the Annual Transformative Learning Conference Hosted by UCO**

Student Transformative Learning Record (STLR): 2 Years of Successfully Measuring TL Activities. Presentation by Camille Kilbourne, Jeff King, and Brenton Wimmer. Transformative Learning Conference, March 2, 2017, Oklahoma City, OK.

"Let's Get on the Same Page:" Faculty Supporting Faculty to Promote Transformative Learning Programs. Presentation by Christy Vincent, David Macey, Michael Springer, Jarrett Jobe, and Rachelle Franz. Transformative Learning Conference, March 2, 2017, Oklahoma City, OK.

Guiding Student to Success: Designing Curriculum that use STLR Capstone Projects for Transformation. Interactive Session by Pamela Rollins, Barbara Arnold, Kathlynn Smith, and Nicole Hibshman. Transformative Learning Conference, March 2, 2017, Oklahoma City, OK.

C.J. is STLR. Interactive Session by Elizabeth Maier, Jaimie Burns, DeWade Langley, and Burle Steelman. Transformative Learning Conference, March 2, 2017, Oklahoma City, OK.

Changing Student Attitudes about the Environment Using Insects. Roundtable session by Rebecca Williams and Mark Walvoord. Transformative Learning Conference, March 2, 2017, Oklahoma City, OK.

Critical Reflection: Impacts on Transformative Learning. Poster by Kenedie McAdams. Transformative Learning Conference, March 2, 2017, Oklahoma City, OK.

Hispanic Success Initiative (HSI) Student Posters. Posters by Kristi Archuleta's students. Transformative Learning Conference, March 2, 2017, Oklahoma City, OK.

The Process of Integrating Student Agency into ePortfolio Design. Presentation by Christy Vincent and Sharra Hynes. Transformative Learning Conference, April 1, 2016, Oklahoma City, OK.

Transformative Learning: What is It? How do We Capture It? Ho We Measure It at UCO. Presentation by Jeff King, Camille Kilbourne, and Mark Walvoord. Transformative Learning Conference, April 1, 2016, Oklahoma City, OK.

[UCO Student Transformative Learning Record \(STLR\): Capturing Both Curricular and Co-Curricular Transformative Learning](#). Presentation by Jeff King and Camille Kilbourne. Transformative Learning Conference, March 30–31, 2015, Oklahoma City, OK.

**Local & Regional**

Using the Student Transformative Learning Record to Plan, Build, and Measure Transformative Learning. Presentation by Camille Kilbourne. College of Education Graduate Program in Adult and Higher Education's Transformative Learning Course, Guest Instructor, September 23, 2015, University of Central Oklahoma, Edmond, OK.

The Student Transformative Learning Record. Presentation by Camille Kilbourne and Mark Walvoord. 16th Annual Collegium on College Teaching Practice, August 12, 2015, University of Central Oklahoma, Edmond, OK.

Introduction to the Student Transformative Learning Record. Presentation by Camille Kilbourne and Mark Walvoord. University of Central Oklahoma New Faculty Orientation, August 5, 2015, University of Central Oklahoma, Edmond, OK.

[Assessing the Affective Impact of Undergraduate Research: UCO's Student Transformative Learning Record \(STLR\)](#). Presentation by Jeff King, 6th Annual Promoting Undergraduate Research Conference, Sept. 17–18, 2015, Oklahoma City, OK.



Sample UCO Graduate’s STLR Component of the Comprehensive Student Record

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



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.

	<b>Leadership</b>		<table border="1"> <tr><td>1</td></tr> <tr><td>4</td></tr> <tr><td>4</td></tr> </table>	1	4	4
	1					
4						
4						
Transformation Integration Exposure						

- ▶ 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

	<b>Service Learning and Civic Engagement</b>		<table border="1"> <tr><td>2</td></tr> <tr><td>3</td></tr> <tr><td>4</td></tr> </table>	2	3	4
	2					
3						
4						
Transformation Integration Exposure						

- ▶ 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

	<b>Research Creative and Scholarly Activities</b>		<table border="1"> <tr><td>1</td></tr> <tr><td>3</td></tr> <tr><td>10</td></tr> </table>	1	3	10
	1					
3						
10						
Transformation Integration Exposure						

- ▶ 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

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

Sample UCO Graduate’s STLR Component of the Comprehensive Student Record  
 (NOTE: The “rubrics abstract” on the back of the STLR CSR component is *not* the set of rubrics used to assess STLR achievement. This abstract is solely to help orient hiring managers unfamiliar with STLR, as advised by the STLR Employer Advisory Board. Back pages are the same on all pages.)






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 124 Nigh University Center  
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UNIVERSITY OF  
**Central Oklahoma**

**Student Transformative Learning Record**

	<b>Global and Cultural Competencies</b>		
	Transformation Keen sense of cultural self and an identity as a global citizen has emerged.	Integration Developing sense of cultural self; and relation to the global community.	Exposure Beginning awareness of cultural self; openness to learning.
	<b>Health and Wellness</b>		
	Transformation A holistic view of health and wellness for self and community is articulated and practiced.	Integration A developing holistic view; some application to self and community with some ability to evaluate own behavior.	Exposure Beginning awareness and understanding of health and wellness; initial attempts at personal change.
	<b>Leadership</b>		
	Transformation Leadership knowledge and skill are applied effectively to community or campus issues.	Integration Leadership is developing; knowledge and skills are applied at a basic to intermediate level.	Exposure Leadership skills are being tried out with increasing understanding.
	<b>Research Creative and Scholarly Activities</b>		
	Transformation The “why” and the “how” of research and creation are grasped and show in work.	Integration Relevant inquiry about research and creative process & skills are developing.	Exposure Skills in research and the creative process are developing; ideas are beginning to emerge.
	<b>Service Learning and Civic Engagement</b>		
	Transformation Deep engagement in the community, both through learning and helping.	Integration Awareness of community issues and the importance of engagement.	Exposure First experiences in volunteering and civic interest.

The Student Transformative Learning Record is an accurate reflection of the named student’s transformative learning achievements at the University of Central Oklahoma. Information provided in the student’s e-portfolio is not curated by the university and is therefore not an official representation of the student’s work while enrolled at the university.

**ACCREDITATION:**  
 The University of Central Oklahoma is accredited by the Higher Learning Commission/North Central Association of Colleges and Schools as a bachelor’s and master’s degree granting institution.

**NAME CHANGE HISTORY:**

1890	Territorial Normal School	1939	Central State College
1904	Central State Normal School	1971	Central State University
1919	Central State Teachers College	1990	University of Central Oklahoma

Sample UCO Graduate’s STLR Component of the Comprehensive Student Record

Adison Ketchum  
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University of Central Oklahoma  
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	<b>Health and Wellness</b> Transformation Integration Exposure		5
			10

- ▶ Internship: Recruiting, Event Planning, and Marketing Strategies - Fall 2015 - Integration
- ▶ Health Communication and Promotion - Health Assessment - Spring 2015 - Integration
- ▶ Healthy Life Skills - Health/Wellness Reflection - Fall 2012 - Integration
- ▶ Earth Day - Event Participant - Spring 2016 - Exposure
- ▶ Wellness Center - Event Participant - Spring 2015 - Exposure
- ▶ Be-Mindful Week - Event Participant - Spring 2016 - Exposure

	<b>Global and Cultural Competencies</b> Transformation Integration Exposure		2
			8

- ▶ Internship: Recruiting, Event Planning, and Marketing Strategies - Fall 2015 - Integration
- ▶ History of U.S. to 1877 - American Revolutionaries Reflection - Spring 2013 - Integration
- ▶ Broncho Buddies - Event Participant - Fall 2015 - Exposure

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

## STLR Training

STLR Assistant Director Camille Kilbourne has been chief architect, now ably assisted by Assistant Directors Mark Walvoord and Brenton Wimmer, of our faculty/staff STLR training. See her description below. We train staff alongside faculty — it is important for faculty to value staff contributions and vice versa in the development of students' expanded perspectives and beyond-disciplinary skills.

- STLR Training Consists of 2, 3-hour hands-on workshops.
- Amount of time needed for training (6 hours total) based on:
  - least amount of hours can pay faculty/staff per hour for \$500 training stipend, determined by Assoc. VP Academic Affairs & HR (Chuck Hughes, Fall 2014)
  - Time needed to train faculty and staff how to assess transformative learning growth consistently across the entire university
  - Time needed to demonstrate and teach how to use assessment in D2L technology
- Faculty/staff can attend in same day or on separate days, depending on session time offerings. Includes at least one night offering per module, per semester for faculty who teach during day schedule conflicts, adjuncts who work elsewhere during the day
- Module 1 (3 hours) Consists of:
  - Welcome & Intro
  - Transformative Learning Background & Theory Basics
  - What is STLR?
  - STLR Group Work Case Scenario, part 1 – Understanding the Central 6 Tenets
  - STLR Group Work Case Scenario, part 2 – Understanding How to Use the STLR Assessment Rubric
  - STLR Individual Work Info
- Module 2 (3 hours) Consisted of:
  - STLR Process Recap & Overview
  - Individual Work – Time in Session for Faculty/Staff to Develop Own STLR Activity with chance to ask STLR staff questions for understanding, clarification, minimal time outside for having to develop activity
  - In Spring of 2016 added: STLR Assessment Case Scenario – Questions That Come Up While Assessing a Student Reflection (from attendee survey feedback & assessment data).
  - Using STLR Assessment in D2L (hands on training)
  - Show Demo of STLR ePortfolio and UCO Student Dashboard in D2L
  - How to Communicate STLR to Students – We Provide All Needed Materials (student video, hand-out, D2L student guide, TRC provides ePortfolio training)
  - Next Steps Info & Wrap Up
- After attending Mod 2:
  - receive 1 email with training completion form
  - 1 email with survey asking for feedback on sessions
- To “complete” training and be paid \$500 stipend, attendees must submit the training completion form on which they:
  - state where they will be implementing STLR
  - explanation of STLR activity

- how it is a Transformative Learning activity vs. a routine discipline knowledge only assignment
- what tenets they will be assessing
- planned criteria to show understanding of what it means for a student to move from not achieved to exposure to integration to transformation on the STLR rubric in the tenet(s) assessed
  - planned STLR level realistically based on appropriate student development level, course level, length of activity (e.g., year-long internship vs. 1 time class assignment)
  - students may not reach the level intended or may exceed the level planned depending on evidence in their reflection – rubric is flexible for both – student may cover more than the tenet planned in their reflection, (e.g., only asked about leadership, but also demonstrates global & cultural competency), faculty/staff can rate the student if they see appropriate evidence that meets the STLR assessment rubric levels
  - flexible for all backgrounds of students – if traditional or non-traditional: for example, an adult student with prior exposure to tenets (e.g., veteran student who’s lived all over the world [has GCC], has boot camp experience and ongoing experience to protect health in combat [H&W], and has served their country [SLCE] far more than most civilian Americans ever will in each of those areas)
- Important Factors in Planning Training:
  - Messaging to Faculty is critically important – especially early on so faculty understood that STLR was not being implemented as a top-down, must do now, next-buzzword-of-the-day initiative; – VP and cabinet-level help in reinforcing STLR messaging is vitally important to continue faculty and college leadership buy-in unabated.
  - Believe the campus is now well-primed for this message to come from top as just part of the University culture as much as Transformative Learning and Central Six are – this is the next step – to ensure our students are getting it and are able to showcase how they stand out as job applicants/grad school candidates and are becoming workforce ready
  - Faculty have complete autonomy to select what TL related activity, what tenets to associate and assess, and they design their STLR components of the assignments and define how such assignments reasonably would lead to a particular badge-level achievement with little to no intrusion from STLR office (academic freedom). Only when the STLR Assistant Director for Assessment, during his spot check each term of Transformation-level achievements, sees something that makes him question the accuracy of the assessment do we contact faculty for clarification. In almost every case thus far when this has happened, we were able to clear up a misunderstanding on the faculty’s part that resulted in the rating.
  - Well-planned based on Training & Development Facilitation & Teaching Techniques: planned objectives, outcomes, engaging ice-breaker, What’s In It For Them (WIFM) clearly communicated early, active learning and engaged throughout session, activities reinforce objectives, content scaffolded (concepts build upon each other and reinforce previous content), well-organized, attendee competency assessed

- well after based on required items turned in and survey feedback.
- Feedback from Faculty & Staff
    - Very well-received.
    - because hands-on and active involvement including discussions, case scenario work, D2L, they say workshops go by much faster than they expect.
    - most often mark that they'd like additional sessions in how to create better reflection prompts or additional TL related trainings.
    - Believe the training was a good use of their time
    - Even those who have been around TL for a long time remark that it finally has brought TL together for them by having a definition, a vehicle to encompass their existing TL work, finally seems to make sense to students, believe it supports their existing efforts to improve student success
  - Training started in this format in late Spring/Summer of 2015. (previous pilot training in different format, built based on how we learned and feedback from those sessions)
  - Early trainings filled by prioritization of STLR Project Team planning. Included:
    - Summer 2015:
      - 1st year of STLR hard-targeted freshman: included focusing on all 65+ sections of Success Central – those teaching Success Central were trained in that Summer
      - all Student Affairs, Leadership Central, Housing Residence Life Staff with STLR events in coming year
      - all involved in 2014-2015 pilot
      - all with early STLR funded project
    - Fall 2015
      - invited all Deans, Department Chairs — to gain awareness, more accurate understanding of STLR early to leadership, encourage more faculty involvement
      - all with STLR funded projects upcoming
      - those from new faculty orientation expressed interest
    - Spring 2016
      - STLR Interest form on website for faculty
      - those from new faculty orientation expressed interest
      - by email interest – faculty
      - those with STLR-funded projects
      - on-going Student Affairs, Leadership Central, Housing/Residence Life staff changes
    - Fall 2016 – Spring 2017
      - 4 items listed above in Spring 2016
      - New Faculty Orientation Requirement and counts towards CETTL 21st Century Pedagogy Interest Credits – recognition at end of academic year, encourages faculty teaching growth/improvement, leveling up model, helps with Tenure & Promotion
      - emailed all active full-time faculty via CETTL/HR list invited to training
    - Institutionalization plan:
      - required as part of New Faculty Orientation which is heavily supported and required by many department chairs.
  - Goal: have all full-time faculty (940-ish) and professional staff involved in student programming, all STLR funded project supervisors trained by Sept 2019 (end of Title III

- grant).
- Currently offer at least 2 Module 1, 2 Module 2 sessions each month except in August & December.
  - Plan amount of training per year to train about 225 per grant year to reach total goal by end of grant.
  - Added Refresher Trainings Starting Summer 2017 for those that have attended training 2 years prior – includes new info, new data, reminders, refreshing of STLR how-tos.
  - Added additional optional STLR Reflections sessions based on request from Faculty/Staff survey feedback. Sessions help faculty build better Critical Reflection Prompts for better responses. Most students (and adults) do not know how to critically reflect on their learning – they can summarize, but not go deeper into their meta-cognition to spur and learn in a deeper way, for deeper, long-term memory and perspective shift development (per TL theory).
  - As of end of March 2017, paid out
    - \$285,500.00 in 1st \$500 for completing training & 2nd \$500 for implementing in a class, co-curricular activity, or funded project and actually assessing students
    - Another \$21,000 paid out to STLR TL Liaisons represented from each college, FSI, 2 Student Affairs reps, and Faculty Mentoring Lead who assist in getting the word out about STLR and serve as go-tos for Faculty/Staff STLR activity or assessment development help/ideas/questions

STLR Training Breakdown

Completed Attended Both Modules		Completed Module 1, Module 2 to Come	
Role	Subtotal	Role	Subtotal
Full-Time Faculty	242	Full-Time Faculty	8
Adjuncts Non-Staff	44	Adjuncts Non-Staff	2
Staff Who Also Adjunct	75	Staff Who Also Adjunct	4
Staff	85	Staff	4
<b>Total</b>	<b>446</b>	<b>Total</b>	<b>18</b>

STLR Trained by College, Division, Area

College of Business Administration		
Department	SubArea	SubTotal
Dean's Office	Asst. Dean	1
	Assessment	1
	Communications & Corporate Relations	1
	Communications & Marketing	1
	Student Success Advising	1
Accounting		4
Economics		6
Finance	*Dept. Chair	10
Info. Systems & Operations Management (ISOM)	*Dept. Chair	7
Management	** Asst. Chair	7
Marketing	*Dept. Chair	7
	<b>Total</b>	<b>46</b>

College of Education & Professional Studies		
Department	SubArea	SubTotal
Dean's Office	Asst. Dean(s)	2
	Grant Writer	1
	Graduate Admissions	1
Adult Ed & Safety Sciences	*Dept. Chair, **Asst. Chair	8
Advanced Professional and Special Services	*Dept. Chair	2
Curriculum & Instruction	*Dept. Chair, **Asst. Chair	10
Educational Sciences, Foundations, and Research		12
Human Environmental Science	Family Life Education/Child Studies	3
	Fashion Marketing	2
	Nutrition/Dietetics	3
Kinesiology & Health Studies	**Asst. Chair	27
Library Media		2
Psychology	**Asst. Chair	11
	Total	84

College of Liberal Arts		
Department	SubArea	SubTotal
Dean's Office	Dean	1
	Asst. Dean	2
	Grant Writer	1
	Student Success Advising	4
Debate	Coach	1
English		10
History & Geography	*Dept. Chair, **Asst. Chair	13
Mass Communication	Fundamentals of Speech	3
	Leadership Minor Director	1
	Organizational Communication	3
	Photographic Arts	1
	Professional Media: Broadcasting, Documentary Film, Journalism, Online Media	3
	Strategic Communications: Advertising, Brand Communications, and Public Relations	1
	Vista Student Paper	1
Humanities & Philosophy	*Dept. Chair	3
Modern Languages	*Dept. Chair	5
Political Science		4
School of Criminal Justice	*Director, *Asst. Dir	11
Sociology, Gerontology, and Substance Abuse Studies		7
	Total	75



College of Fine Arts & Design		
Department	SubArea	SubTotal
Dean's Office	Dean (former)	1
	Assoc. Dean	1
	Asst. Dean	1
	Galleries & Collections	2
	University Productions (Mitchell Hall)	1
Oklahoma Center for Arts Education		1
Academy of Contemporary Music (ACM@UCO)	**Asst. Director	6
Art	**Asst. Chair	3
Dance		2
Design	*Dept. Chair	5
School of Music	*Director, **Asst. Director	13
Theatre Arts	*Dept. Chair	6
	Total	42

College of Mathematics & Science		
Department	SubArea	SubTotal
Dean's Office	Dean	1
	Asst. Dean	1
Biology	Includes Selman Living Lab	17
Chemistry	*Dept. Chair, **Asst. Chair	10
Computer Science	*Dept. Chair, **Asst. Chair	4
Engineering & Physics	*Dept. Chair	11
Mathematics & Statistics	**Asst. Chair	12
Nursing	*Dept. Chair, **Asst. Chair	6
	Total	62

Forensic Science Institute (FSI)		
Department	SubArea	SubTotal
Faculty		6
	Total	6

Academic Affairs - Other Departments		
Department	SubArea	SubTotal
Center for eLearning and Connected Environment (CeCE)		4
Chambers Library		3
Customized Ed		1
Graduate College		1
Institutional Assessment		1
Office of High-Impact Practices		2
Oklahoma A+ Schools		1
Research & Sponsored Programs		1
Tutoring Central		2
VP Cultural Competencies Office		1
	Total	17

Administration & Finance		
Department	SubArea	SubTotal
Emergency Management/Police Services		2
Environmental Health & Safety - Physical Plant		1
Human Resources		9
Housing & Dining		12
Legal Counsel		1
Payroll Services		1
University Communications		1
	Total	27

Athletics		
Department	SubArea	SubTotal
Soccer		1
Track & Cross-Country		1
NCAA Academic Compliance		1
Marketing & Outreach		1
	Total	4

Information Technology		
Department	SubArea	SubTotal
Technology Resource Center		1
	Total	1

Public Affairs		
Department	SubArea	SubTotal
VP's Office	VP	1
Leadership Central		4
	Total	5

Student Affairs		
Department	Subarea	Sub Total
VP's Office	Assoc. VP; Asst. VP(s), Registrar	4
Academic Advisement Center (NUC Undergraduate)		5
Admissions (Undergraduate)		6
Campus Activities		2
Card Services		1
Career Development (formerly Career Services)		10
Center for Counseling & Well-Being		3
Degree Audit/Asst. Registrar		1
Disability Support Services		3
First Year Experience/New Student Success	Full Time Staff	4
	Adjunct Success Central/Strategies	48
Fraternity & Sorority Life		3
Gaining Early Awareness & Readiness for Undergraduate Programs (GEAR Up)		5
Global Affairs	*Includes Office in Korea	2
Off-Campus Life		1
Office of Diversity & Inclusion		6
Student Conduct		2
Student Organizations Office		1
Student Support Services		10
Sustainability		1
Veteran's Affairs		2
Volunteer & Service Learning Center		3
Wellness Center		3
	<b>Total</b>	<b>126</b>

Sample page from 2016 InternUCO Showcase Program

The InternUCO Showcase is held each spring. Internships in this program are STLR-funded.

**Elizabeth Bolding**  
Marketing Intern  
Student Success  
Major: Strategic Communication

This experience presented the opportunity to meet new people, expand my network, and enhance my professional portfolio. I have put into action the skills acquired throughout my studies at UCO.

**Megan Culpepper**  
Peer Career Advisor - Diversity Initiatives  
Career Services  
Major: Business Administration

I believe that Intern UCO has helped me in my business education through hands on experience. I have helped so many people and there have been many interesting times that I believe have made me a better student.

**Donovan Cousan**  
Black Male Initiative and Fellows Program Intern  
Office of Diversity and Inclusion  
Major: Nursing

Through my Intern UCO experience, I have learned how to better handle my classes with better time management. Stressing the fact that education is so important to the young men in my program, this experience has helped me hold myself accountable because I knew I had to practice what I preached.

**Andra Hale**  
Talent Acquisition & Human Resources Intern  
Human Resources  
Majors: Forensic Science and Criminal Justice

Being a part of the Intern UCO program has allowed me to apply academic principles to a real life work environment. The experience allowed me to get into a professional setting and work alongside UCO employees as a colleague. I believe this experience has prepared me for my professional career in so many ways that a classroom would never have been able to.

## Current Membership, STLR Project Team

- Barnett, Rhonda: Coordinator, Center for eLearning and Connected Environments
- Glasgow, Laura: Residence Hall Director
- Green, Mitchell: Apps Admin III eLearning - IT
- Hynes, Sharra: Assoc VP Student Affairs
- Jobe, Jarrett: Executive Director, Student Leadership Programs
- Keesee, Amanda: Coordinator of Academic Technology – IT
- Kilbourne, Camille: STLR Assistant Director
- King, Jeff: Exec. Dir., Center for Excellence in Transformative Teaching & Learning & STLR Grant P.I.
- Nobles, Adrienne: Assistant Vice President University Communications
- Stanley, Cole: Assistant Vice President Diversity, Equity, & Inclusion
- Verschelden, Cia: Executive Director Institutional Assessment
- Walvoord, Mark: STLR Assistant Director
- Watkins, Sonya: Assistant VP Information Technology
- Weidell, Charleen: Assistant Dean, College of Fine Arts and Design
- Willard, Nicole: UCO Library Archivist
- Wimmer, Brenton: STLR Ass't Dir for Assessment
- Wullstein, Kathryn: Assistant Director Tech Resource Center - IT
  
- Steward, Gary: Associate VP Institutional Effectiveness (ex-officio)