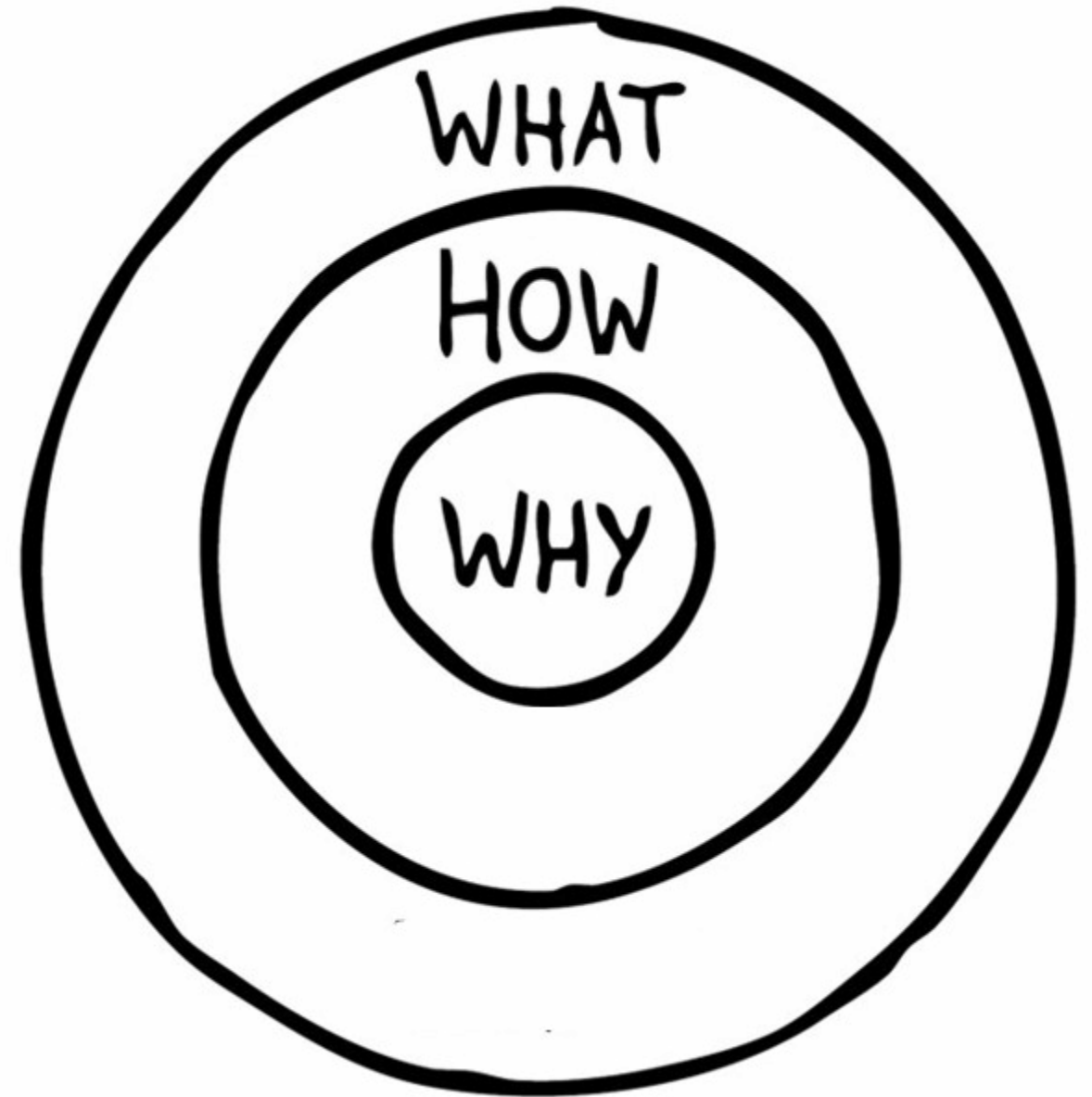


Evidence of CLR Impact



STLR

STUDENT
TRANSFORMATIVE
LEARNING
RECORD



What are CLR's?

What do they do?

(McGowan & Shipley, 2020)

How do CLR's work?

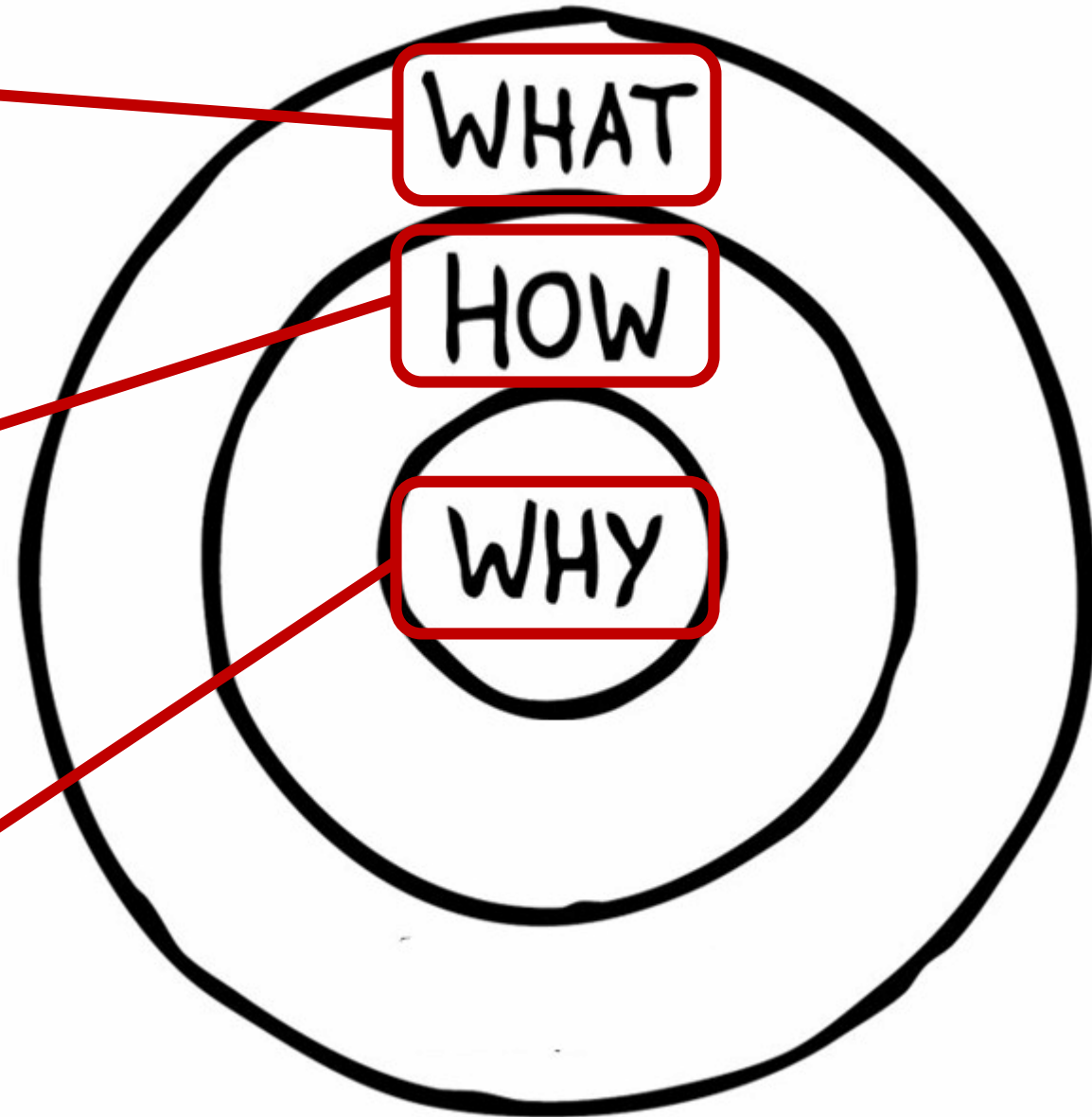
How do they produce outcomes?

(UCO's STLR, 2014-2020)

Why implement CLR's?

Why have CLR's in Higher Education in the 21st C?

(McGowan & Shipley, 2020; Sinek, 2009)



START

HOW GREAT LEADERS INSPIRE
EVERYONE TO TAKE ACTION

WITH

SIMON SINEK

New York Times bestselling author of *Leaders Eat Last* and *Together is Better*

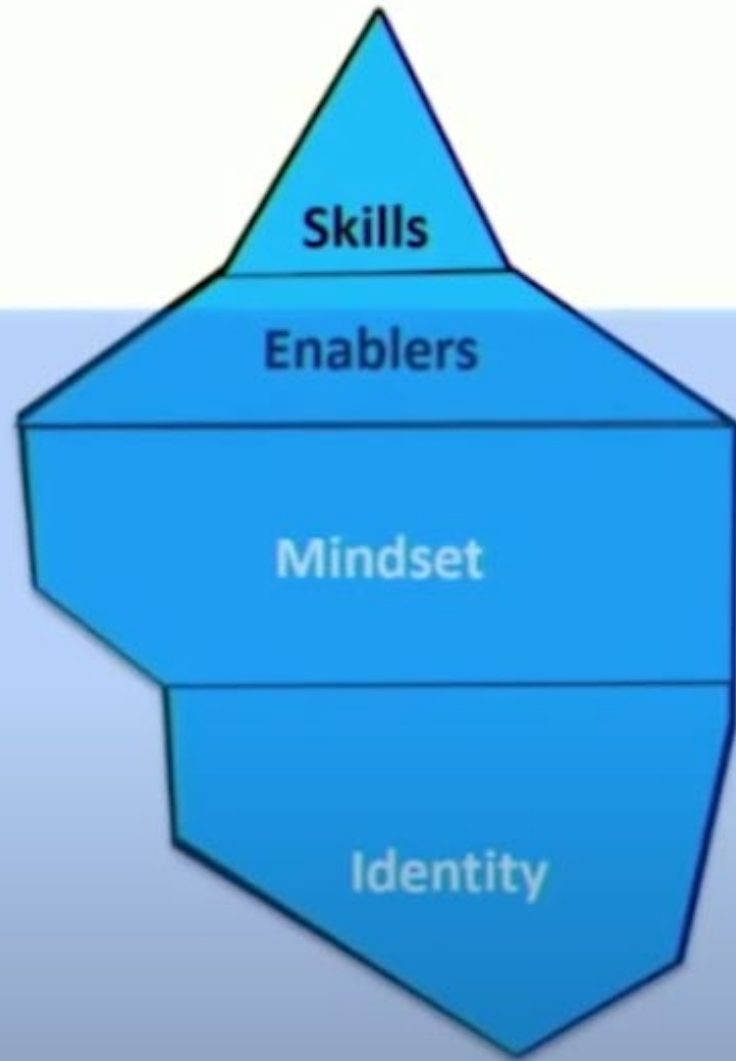
WHY

MORE THAN
ONE MILLION
COPIES SOLD

CLR's:

WHAT

LEARNING + ADAPTATION: The 4 Layer Iceberg



4

Skills To Do

Skills For Which You Are Hired

3

Uniquely Human Skills + Traits

What Makes You Better At Your Job

2

Agile Learning Mindset

Your Ability To Learn And Adapt (To Market Changes)

1

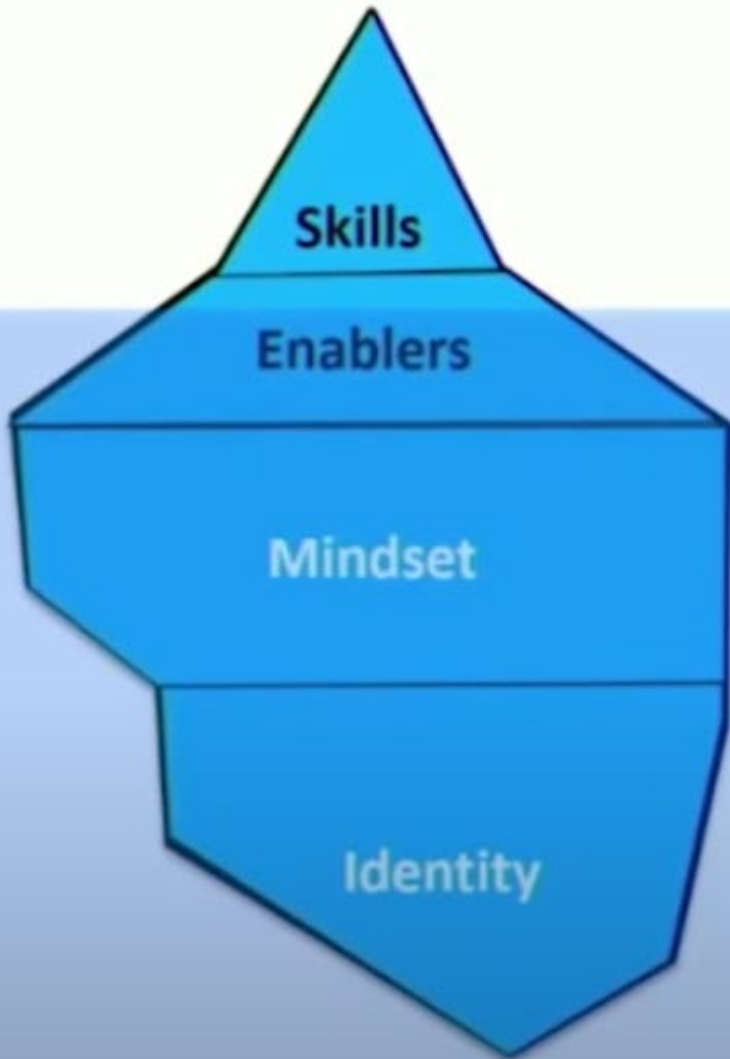
Resilient And Adaptive Identity

Your Resilience And Understanding Of Your Purpose

LEARNING + ADAPTATION: The 4 Layer Iceberg

Explicit Curriculum

Implicit Curriculum



4

Skills To Do
Skills For Which You Are Hired

3

Uniquely Human Skills + Traits
What Makes You Better At Your Job

2

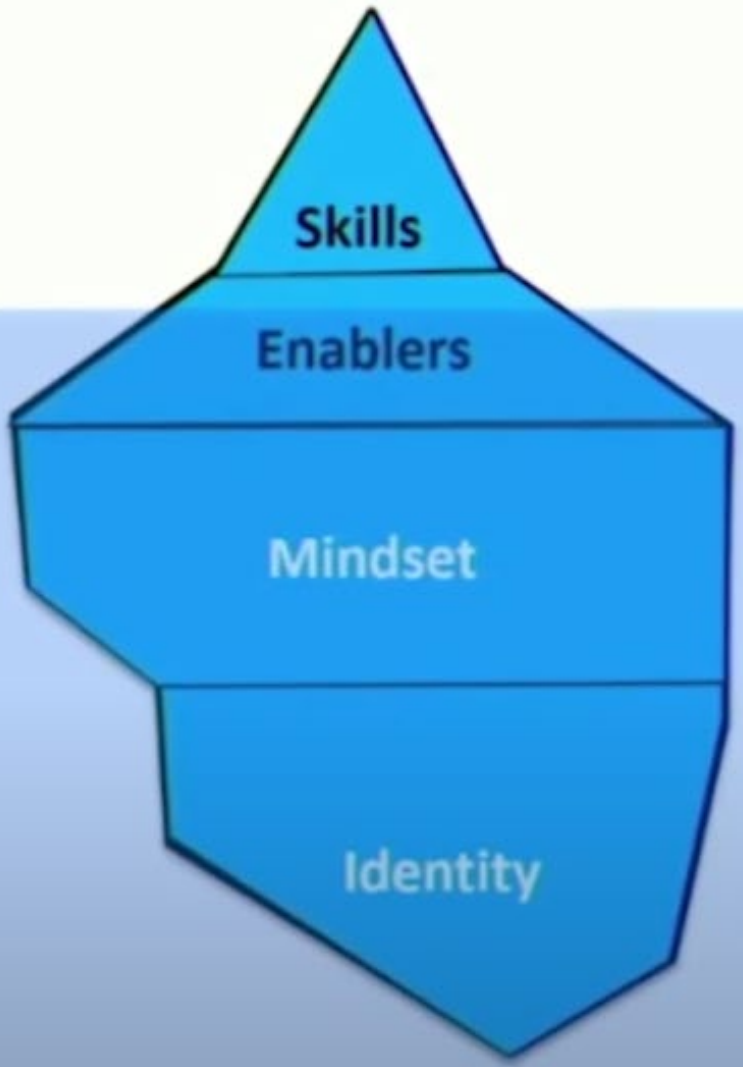
Agile Learning Mindset
Your Ability To Learn And Adapt (To Market Changes)

1

Resilient And Adaptive Identity
Your Resilience And Understanding Of Your Purpose

LEARNING + ADAPTATION: The 4 Layer Iceberg

Academic Transcript
Essential Human Skills



4

Skills To Do
Skills For Which You Are Hired

3

Uniquely Human Skills + Traits
What Makes You Better At Your Job

2

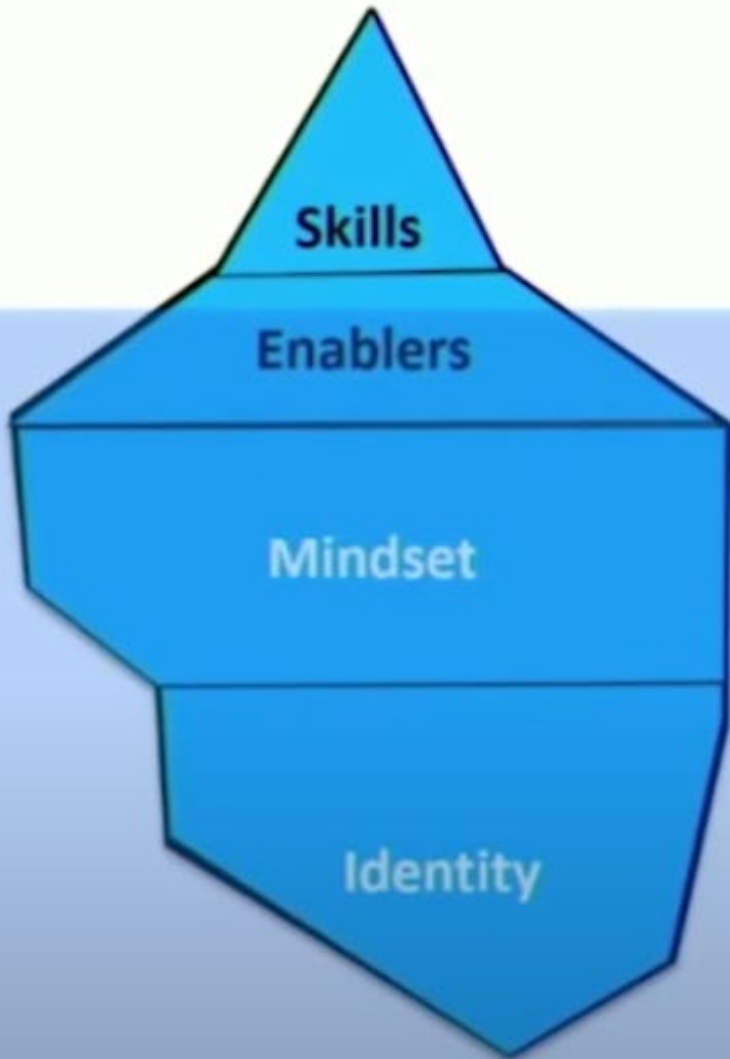
Agile Learning Mindset
Your Ability To Learn And Adapt (To Market Changes)

1

Resilient And Adaptive Identity
Your Resilience And Understanding Of Your Purpose

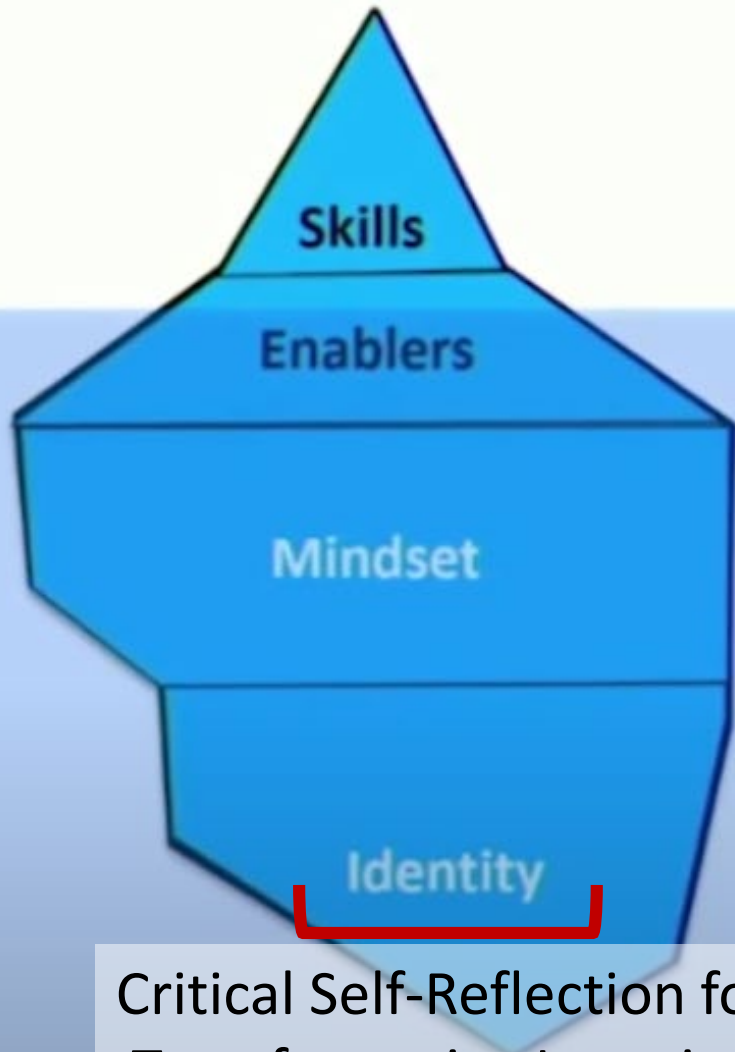
LEARNING + ADAPTATION: The 4 Layer Iceberg

Comprehensive Learner Record



- 4 Skills To Do**
Skills For Which You Are Hired
- 3 Uniquely Human Skills + Traits**
What Makes You Better At Your Job
- 2 Agile Learning Mindset**
Your Ability To Learn And Adapt (To Market Changes)
- 1 Resilient And Adaptive Identity**
Your Resilience And Understanding Of Your Purpose

LEARNING + ADAPTATION: The 4 Layer Iceberg



4

Skills To Do

Skills For Which You Are Hired

3

Uniquely Human Skills + Traits

What Makes You Better At Your Job

2

Agile Learning Mindset

Your Ability To Learn And Adapt (To Market Changes)

1

Resilient And Adaptive Identity

Your Resilience And Understanding Of Your Purpose

Critical Self-Reflection for Transformative Learning

CLR's:

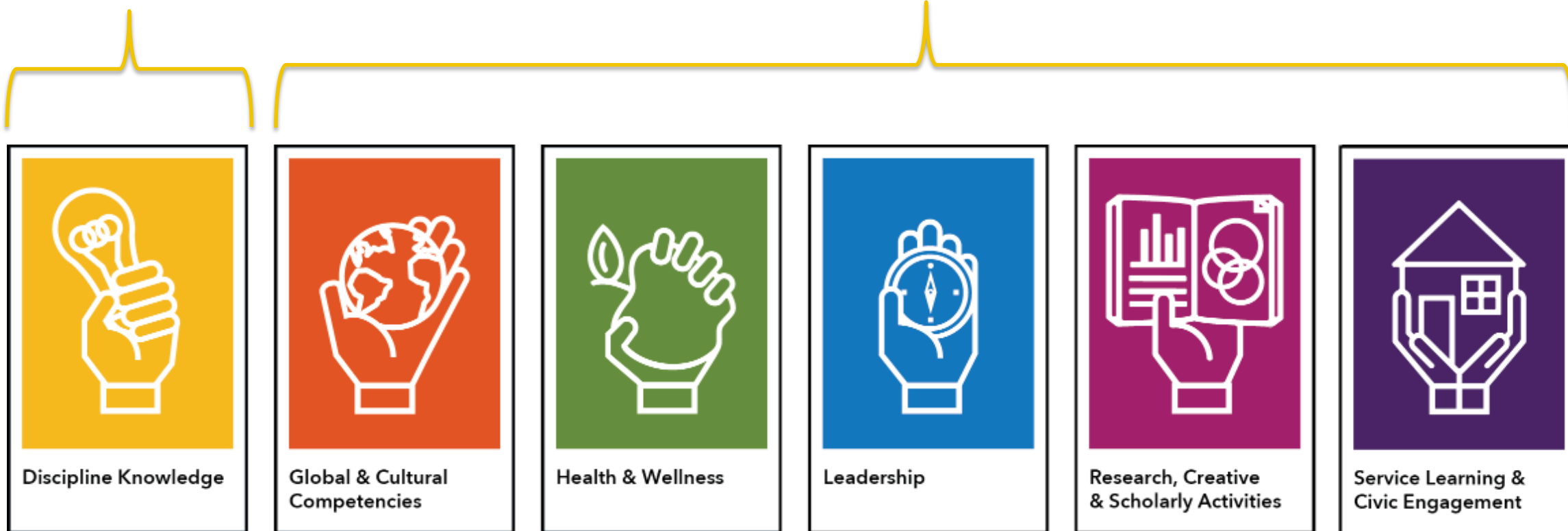
How

OPERATIONALIZING TL

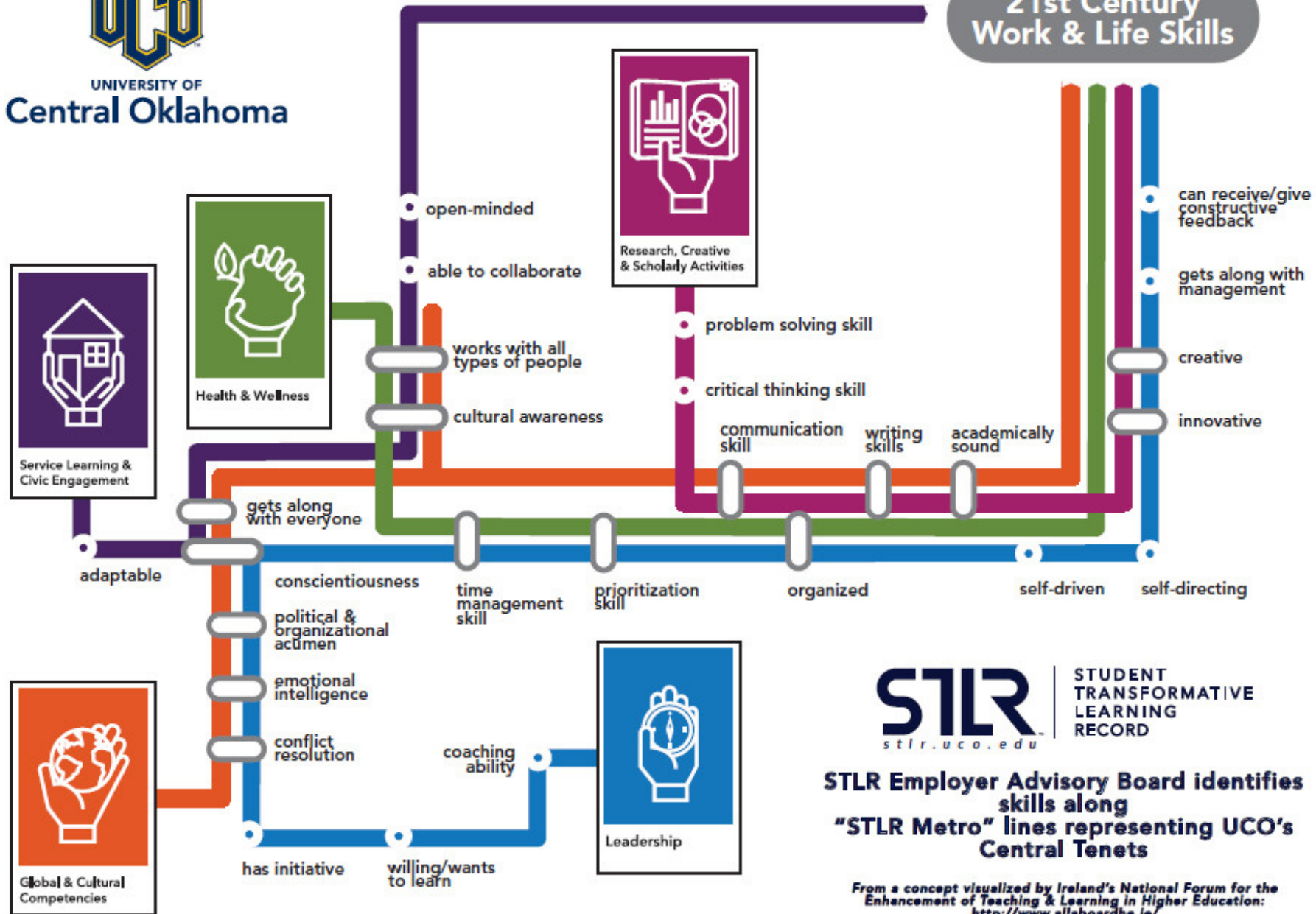
Academic Transcript

STLR

STUDENT
TRANSFORMATIVE
LEARNING
RECORD



21st Century
Work & Life Skills



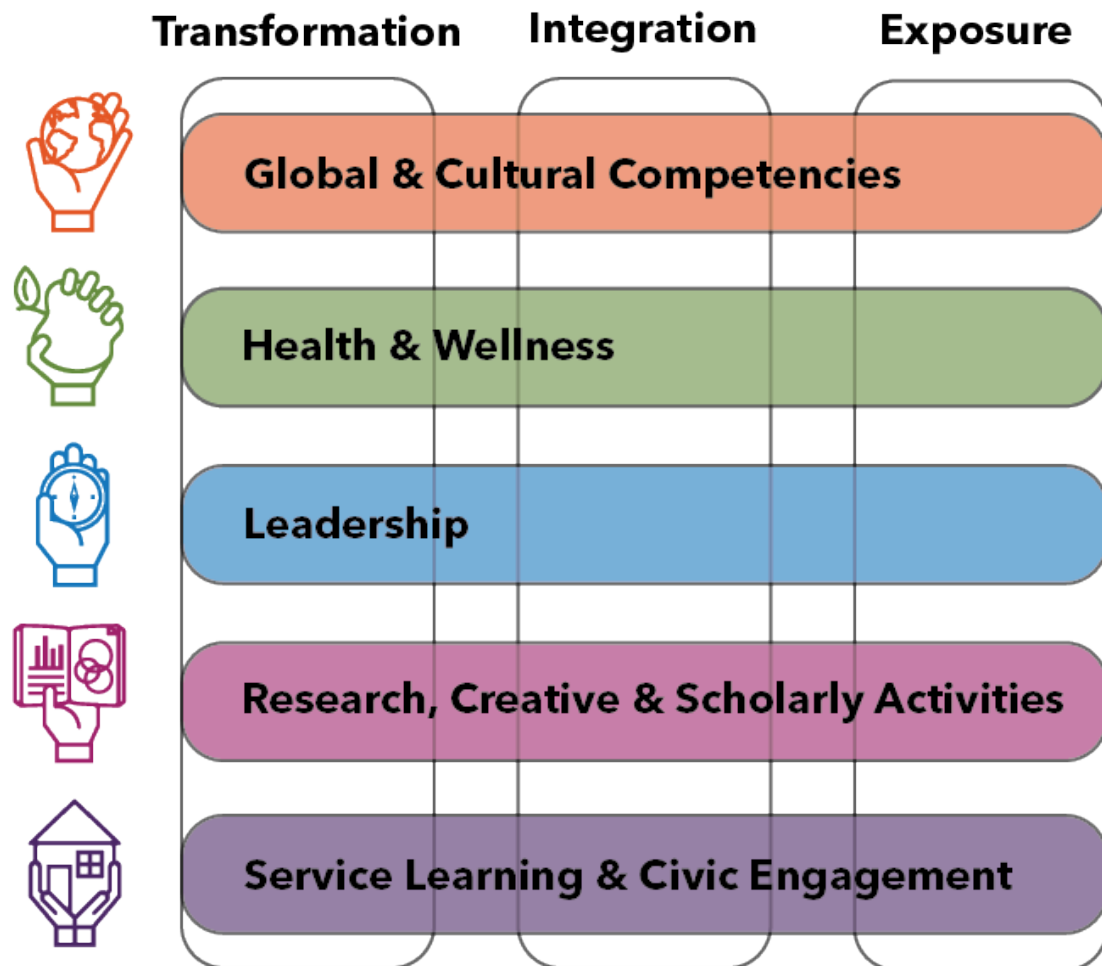
STLR | STUDENT
TRANSFORMATIVE
LEARNING
RECORD
stlr.uco.edu

STLR Employer Advisory Board identifies skills along "STLR Metro" lines representing UCO's Central Tenets

*From a concept visualized by Ireland's National Forum for the Enhancement of Teaching & Learning in Higher Education:
<http://www.allboardhe.ie/>*

OPERATIONALIZING TL

STLR Achievement Levels



Transformation: The student provides strong evidence of a learning experience that resulted in profound growth or a major shift in values, beliefs or perspectives in the tenet(s), and this may be evident through changes in behavior, speech, or ability.

Integration: The student can clearly articulate an understanding of the learning activity as it relates to the tenet(s) and its value for her/his life. The student is questioning, planning, or beginning to expand upon previously held understandings of self, community, behavior or environment.

Exposure: The student displays a willingness to learn and grow by participating in the activity. She or he has an awareness of her or his current perspectives related to the tenet(s) and may be developing an understanding of what the tenet(s) entail(s).

Rubrics Improved Iteratively over Time



Service Learning & Civic Engagement

- The experience has prompted a major shift in the student’s attitude; and/or
- The student now views service and civic action as a rewarding use of time for personal growth and/or
- The student now views service and civic action as an opportunity to address community challenges by initiating action with a diverse team.

(One or more must be checked)

TRANSFORMATION

- The student’s experience led ___ to new insights related to civic identity and ___ to possible solutions to addressing social issues.
- Student now desires to ___ serve, be more involved in a diverse community, and/or ___ improve (increase) confidence in self as a change agent.

(Both major categories must be checked with at least one subcategory selected under each)

INTEGRATION

- The student ___ took part in, or ___ heard results of, a service or civic activity and/or
- The Student is able to voice her/his perspective on the importance of these activities to her/himself and society.

(One or more major categories must be checked)

EXPOSURE

- The student has not yet provided evidence of openness to or awareness of the concepts listed in exposure for this tenet.

NA

The purpose of this Student Transformative Learning Record Snapshot 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 levels as indicated below. See the key on the final page 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.

 Leadership Transformation Integration Exposure		* 2
		3
		* 12
	...	16

- > Transformation 2018 Spring | Civic Leadership Capstone | Final Project
- > Transformation 2017 Fall | London Study Tour | Lead Peer Mentor
- > Integration 2018 Fall | Big Event Executive Board | Officer Reflection
- > Integration 2017 Spring | Intern UCO Program
- > Integration 2017 Fall | TEDxUCO Undergrad Leadership Board
- > Exposure 2016 Fall | Student Engagement Office | Leadershape Activity Small Group
- > Exposure 2016 Fall | President of Sonic Corp Claudia San Pedro - Guest Speaker Seminar
- > Exposure 2015 Fall | Leadership Central | Speed Mentoring Session

 Global and Cultural Competencies Transformation Integration Exposure		* 1
		3
		4
	...	8

- > Transformation 2018 Fall | Independent Student Project | Vox Populi: Subjectivity and the Voices of the Poor
- > Integration 2017 Spring | Care of Vulnerable Individuals | Lifespan Review
- > Integration 2017 Spring | American Literature to 1865 | How Texts are Shaped by Culture
- > Integration 2016 Fall | Intro to Biology | What About Bees? Reflection
- > Exposure 2016 Fall | Chambers Library African Collection Exhibit
- > Exposure 2016 Fall | Developmental Psychology | My Future Self Paper

 Health and Wellness Transformation Integration Exposure		0
		2
		2
	...	4

- > Integration 2018 Spring | Healthy Life Skills | Behavior Change Project
- > Integration 2017 Fall | Wellness Center | National Nutrition Month Health Fair Volunteering Reflection
- > Exposure 2017 Spring | Counseling and Well Being Center | Stress Reduction Clinic Attendance
- > Exposure 2016 Fall | Intro to Biology | What About Bees? Reflection

The ePortfolio for this student is <http://tinyurl.com/y883trnh>

Student Transformative Learning Record



Global and Cultural Competencies

Transformation	Integration	Exposure
Keen sense of cultural self and an identity as a global citizen has emerged.	Developing sense of cultural self; and relation to the global community.	Beginning awareness of cultural self; openness to learning.



Health and Wellness

Transformation	Integration	Exposure
A holistic view of health and wellness for self and community is articulated and practiced.	A developing holistic view; some application to self and community with some ability to evaluate own behavior.	Beginning awareness and understanding of health and wellness; initial attempts at personal change.



Leadership

Transformation	Integration	Exposure
Leadership knowledge and skills are applied effectively to community or campus issues.	Leadership is developing; knowledge and skills are applied at a basic to intermediate level.	Leadership skills are being tried out with increasing understanding.



Research, Creative and Scholarly Activities

Transformation	Integration	Exposure
The "why" and the "how" of research and creation are grasped and show in work.	Relevant inquiry about research and creative process & skills are developing.	Skills in research and the creative process are developing; ideas are beginning to emerge.



Service Learning and Civic Engagement

Transformation	Integration	Exposure
Deep engagement in the community, both through learning and helping.	Awareness of community issues and the importance of engagement.	First experiences in volunteering and civic interest.

* Items signal student learning has been demonstrated at a desired level.

The Student Transformative Learning Record is an accurate reflection of the named student's transformative learning achievements at the University of Central Oklahoma. An ePortfolio is utilized by some students at the University as a way of demonstrating and providing further evidence of learning. ePortfolio links, when included, lead to information that is not comprehensively curated by the University and is therefore not an official representation of the student's work 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

Graduates ready and motivated to solve societal challenges and who want to create, not simply consume

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



Global & Cultural
Competencies



Health & Wellness



Leadership



Research, Creative
& Scholarly Activities



Service Learning &
Civic Engagement

INSTITUTIONAL BACKGROUND

- 15,000 Students
- 33% 24+ Years Old
- 10% Live on Campus
- Oklahoma's Oldest Institution of Higher Ed (1890)
- Metropolitan Institution
- 40-50% First Generation College Students
- Master's Comprehensive

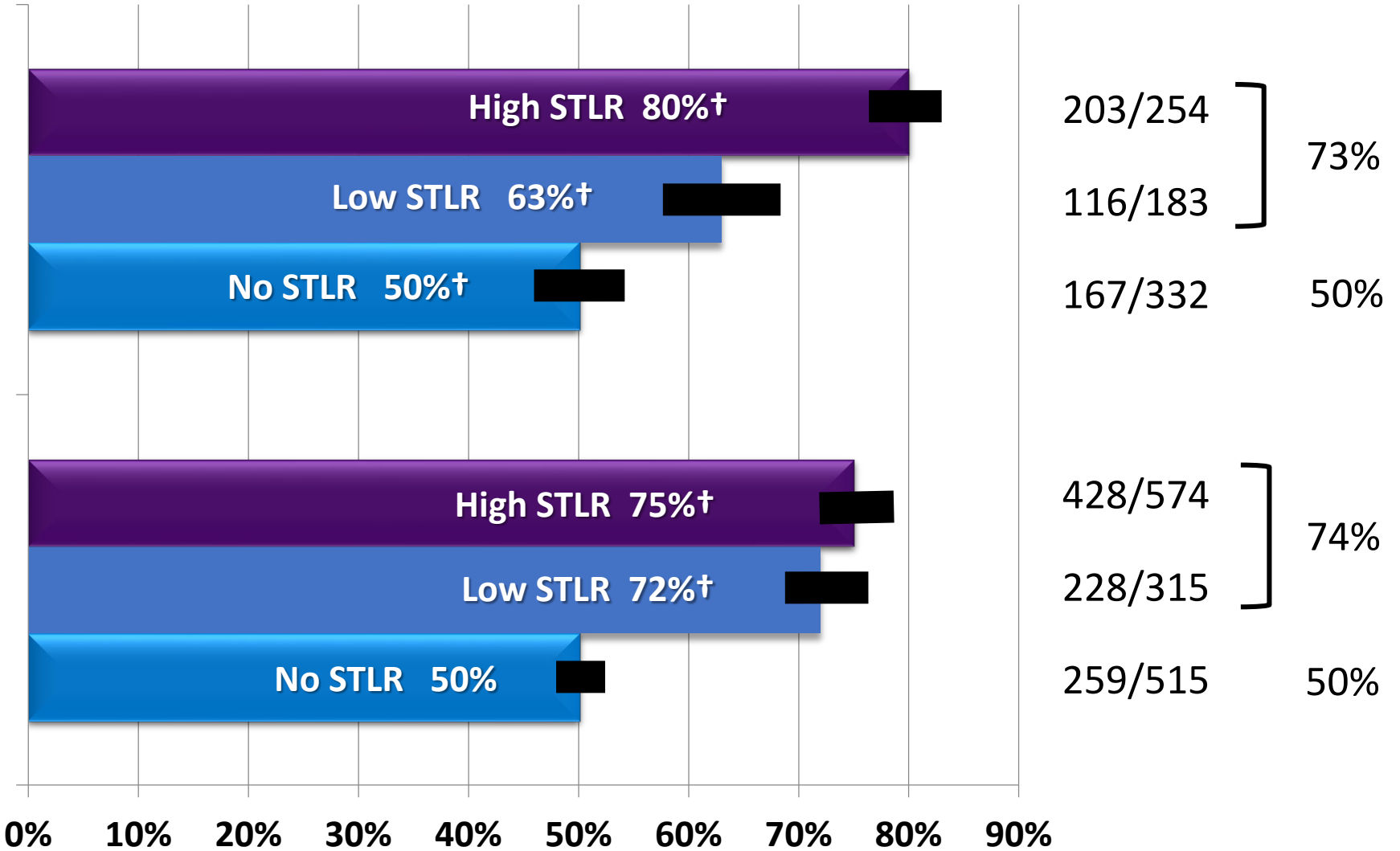


UNIVERSITY OF CENTRAL OKLAHOMA

Cohort 2 First Year UCO Retention*

Non-Priority Population
 First-Time, Full-Time
 Freshman
 Fall 2016 – Fall 2017
 (N=769)

Title III Grant Priority Population**
 First-Time, Full-Time
 Freshman
 Fall 2016 – Fall 2017
 (N=1,404)



† An ANOVA Test indicated results are statistically significant at p<.001

*Includes confidence intervals at 95%.

**Priority Population Definition: Low socio-economic status, first generation, underrepresented minorities. "Low STLR": Engaged only through attending STLR-tagged events and automatically assigned lowest level of achievement ("exposure"); "High STLR": Created a learning artifact assessed using STLR rubrics.

STLR engagement *correlates with* 197 more 1st-time/f-t entering freshmen returning for Fall 2017 had all “No STLR” students engaged with STLR

197 x tuition & fees per returnee at 2017 costs = ?

Fall 2017 Tuition & Fee costs

Tuition (undergraduate):

- \$205.35 / credit hour

Mandatory fees

- Student Facility Fee: \$11.55
- Activity Fee: \$14.25
- Library Facility Fee: \$2.50
- Technology Fee: \$3.00

Total tuition & fee cost for an undergraduate student:

- \$236.65 per credit hour.
 - $\$236.65 \times 12 \text{ hours} = \$2,839.80$ per semester, or $\$5,679.60$ per year.
- $\$2,839.80 \times 197 = \$559,440.60$ per semester, or $\$1,118,881.20$ per year.

$\$2,839.80 \times 197 = \$559,440.60$ per semester, or $\$1,118,881.20$ per year.

Big assumption here that 100% of the “recouped returnees” persist.

What if only 75% did?

$\$419,580.45$ for the spring, or a total of $\$979,021.05$ for the year.

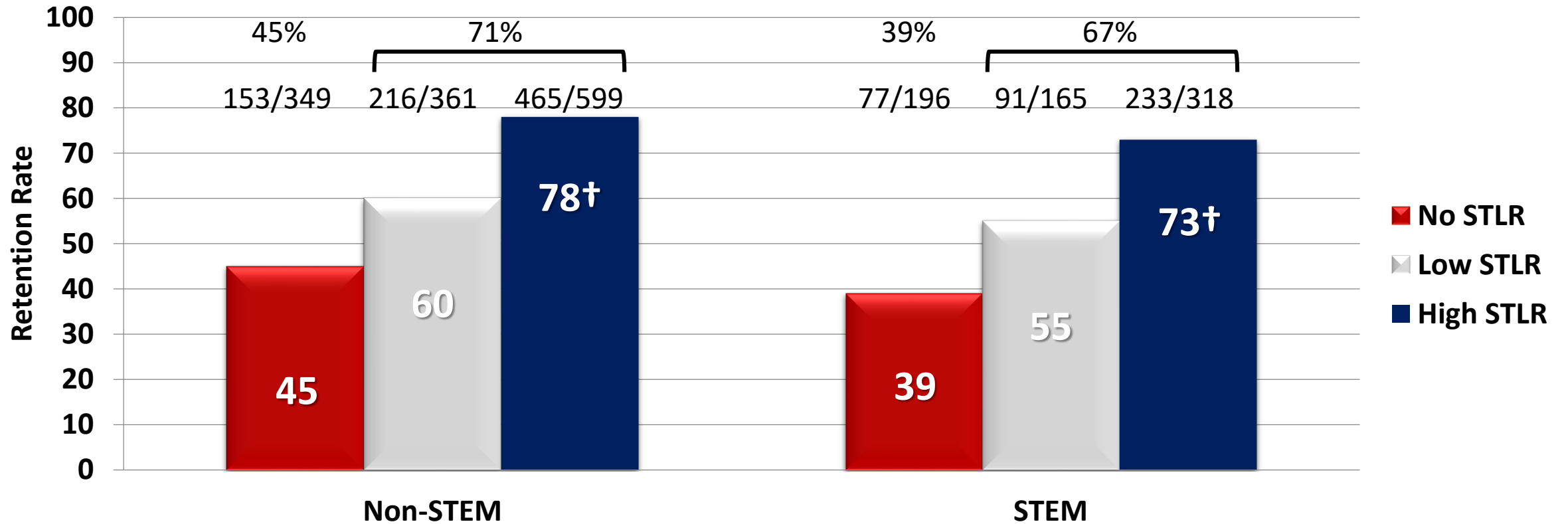
“What if?” on a spreadsheet to estimate scenarios
and to set benchmarks.

Cohort 3 (Fall 2017 – Fall 2018)

STEM vs. Non-STEM UCO Retention by STLR Engagement*

First-Time, Full-Time Freshman

N=1,983



Same calculation for STEM-declared majors = 54 more Coll of Math/Sci students would have returned for the next fall semester.

† Indicates results are statistically significant at p<.01

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

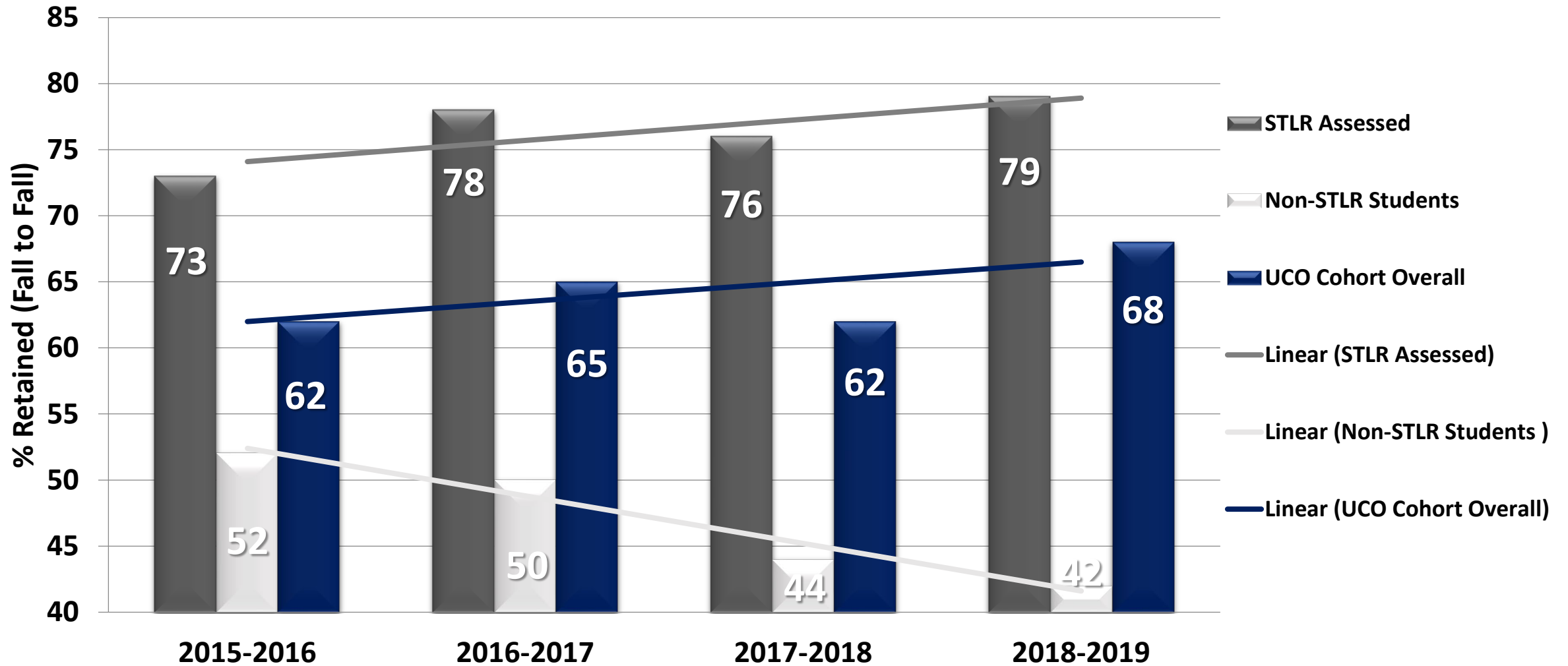
STEM students would have paid an additional \$49.45 per credit hour, so their average per credit hour would have been \$286.10.

$$\$286.10 \times 12 \times 54 = \$185,392.80 \text{ for fall 2017}$$

If those students were retained at 75% for the spring, that'd be another \$139,044.60, or a total of \$324,437.40 for the year.

\$324,437 UCO would have received but did not

Overall STLR – UCO Retention Trends First-Time, Full-Time Freshman



STLR - Broncho Analytics (uco.edu)

STLR
Student Transformative Learning Record

STUDENT TRANSFORMATIVE LEARNING RECORD (STLR)

Navigation: On charts with legends, clicking on each legend item toggles its visibility in the chart. On charts with hyperlinked categories, clicking the links will drill down further into the data. To print, download, view the data table, or view a chart full-screen, click the menu icon in the upper right corner of the desired chart.

Please see the [notes](#) section at the bottom of this page for more information. For additional assistance, [contact the Office of Institutional Assessment](#) or the [Student Transformative Learning Record](#) to learn more.

Data last updated 06/2020. Next expected update 06/2021.

Enrolled Students with a STLR Experience

As of Fall Official Census

Year	1	2	3	4	5
Number of Students	13,892	10,798	11,382	7,060	5,479
Sub-category 1	1,904	2,265	1,699	3,359	3,468
Sub-category 2	1,122	3,374	2,898	4,974	5,874

Cohort 4 First Year UCO Retention*









Fall 2018 - Fall 2019 First-Time, Full-time Freshmen

Population	Count	Retention
Non-Priority Population	N=856	~12,000
Title III Grant Priority** Population	N=920	~12,000

Taskbar: peazip-7.5.0.WIN64.exe, winzip22.exe, winzip22.exe, 7z1900-x64.exe

System tray: ENG DV, 10:55 PM, 12/6/2020

Now: “Yeah, but what about . . . ?”

-  Correlation vs Causality?
 -  Robust literature on student engagement’s impact on retention:
Astin, Pascarella & Terenzini, Tinto, Gardner, Kuh, others
 -  Transformative Learning: positive impact on learning *AND* teaching
 -  STLR is *NOT* opt-in/opt-out, so no cherry-picking
 -  Association holds even when controlling for:
ACT scores, GPA, H.S. GPA, demographics, other variables
 -  Large *N* studies, $p < .01$, .005, .001
 -  Retention lift has held, even getting stronger, across 5+ years
-  Faculty Buy-In, Institution-wide Adoption, Requires a Certain Kind of Culture?

CLR's:

WHY

WHY



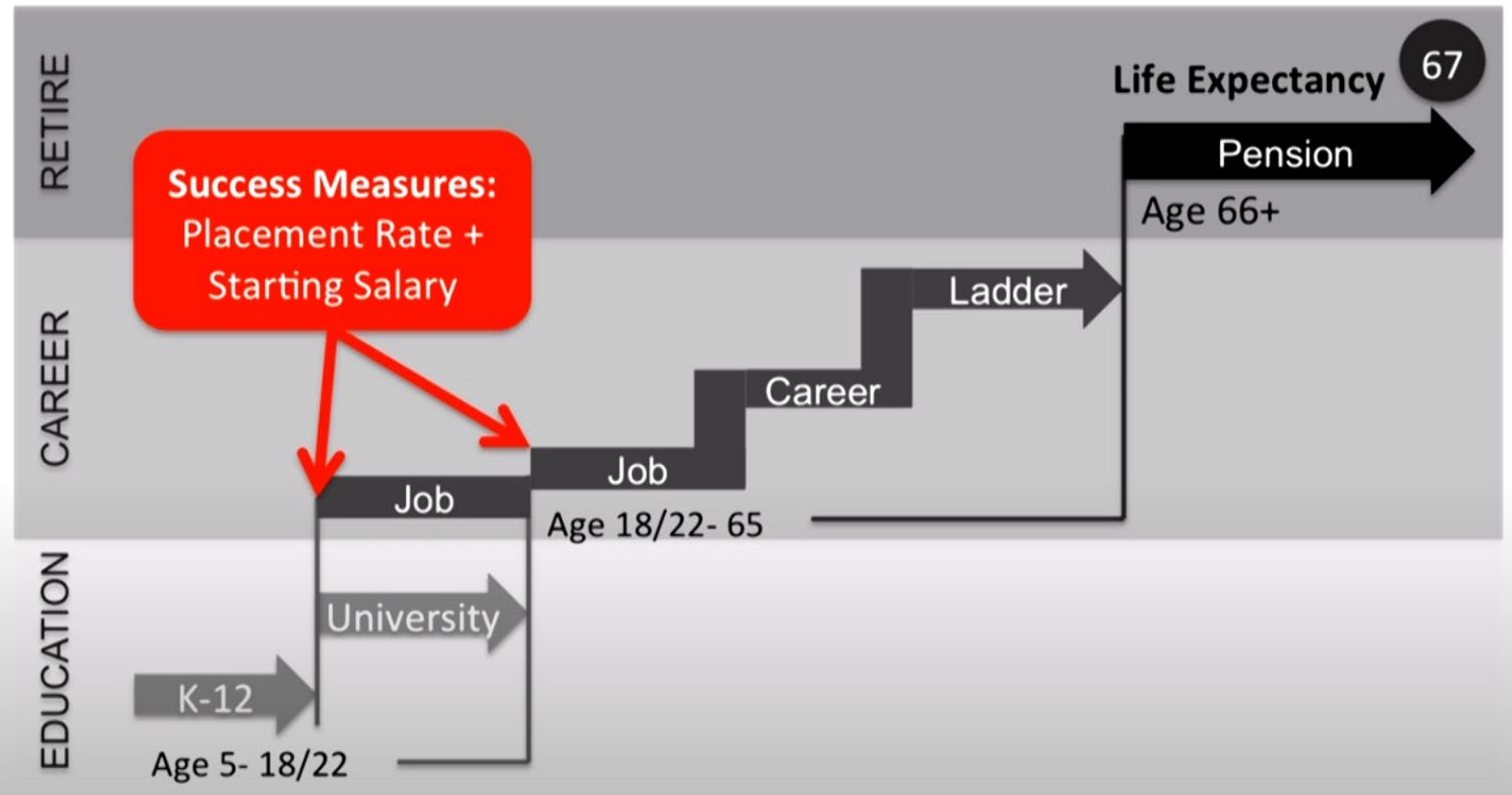
Positive financial Return on Investment (ROI)



Accreditation

Universities were built for, and continue to operate in support of, this nature of work . . .

NATURE OF WORK: Old Economy Paradigm (Context)



CRA: Summit On Technology and Jobs

@heathermcgowan

<https://www.youtube.com/watch?v=5x4zqUi2Nc0>

“Today, skills have a shelf life of less than five years, according to researchers at the World Economic Forum.” – McGowan & Shipley, 2020



[Agenda](#)

[Initiatives](#)

[Reports](#)

[Events](#)

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- ▶ [Industry Profiles](#)
- ▶ [Country/Region Profiles](#)
- ▶ [Industry Gender Gap Profiles](#)

[Shareable Infographics](#)

[Blogs and Opinions](#)

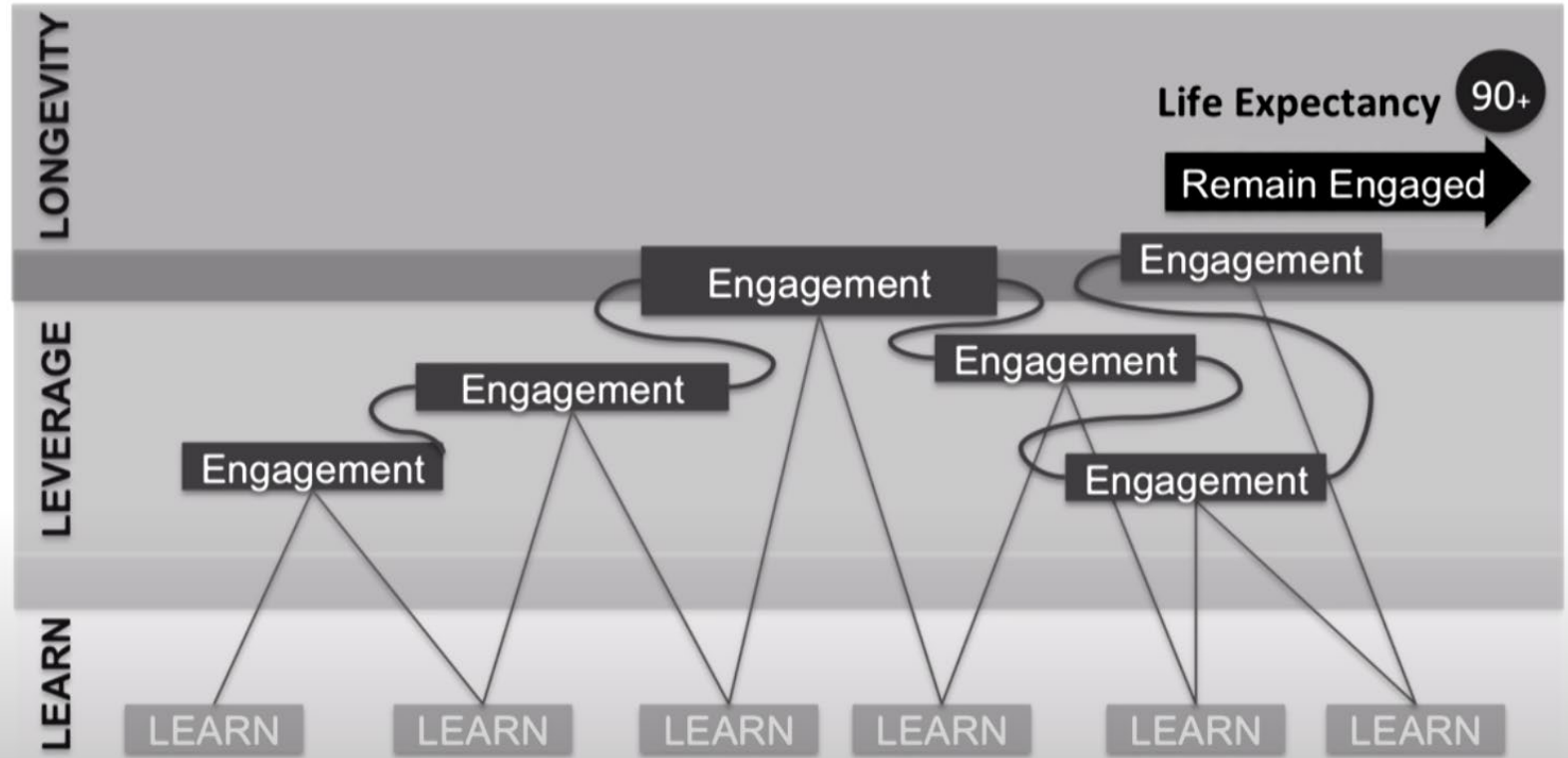
[Press Releases](#)

Skills Stability

The accelerating pace of technological, demographic and socio-economic disruption is transforming industries and business models, changing the skills that employers need and shortening the shelf-life of employees' existing skill sets in the process. For example, technological disruptions such as robotics and machine learning—rather than completely replacing existing occupations and job categories—are likely to substitute specific tasks previously carried out as part of these jobs, freeing workers up to focus on new tasks and leading to rapidly changing core skill sets in these occupations. ¹¹ Even those jobs that are less directly affected by

Now, college grads must be prepared to succeed in a paradigm that requires constant learning, self-curation, adaptation, resilience . . .

NATURE OF WORK: New Reality Paradigm



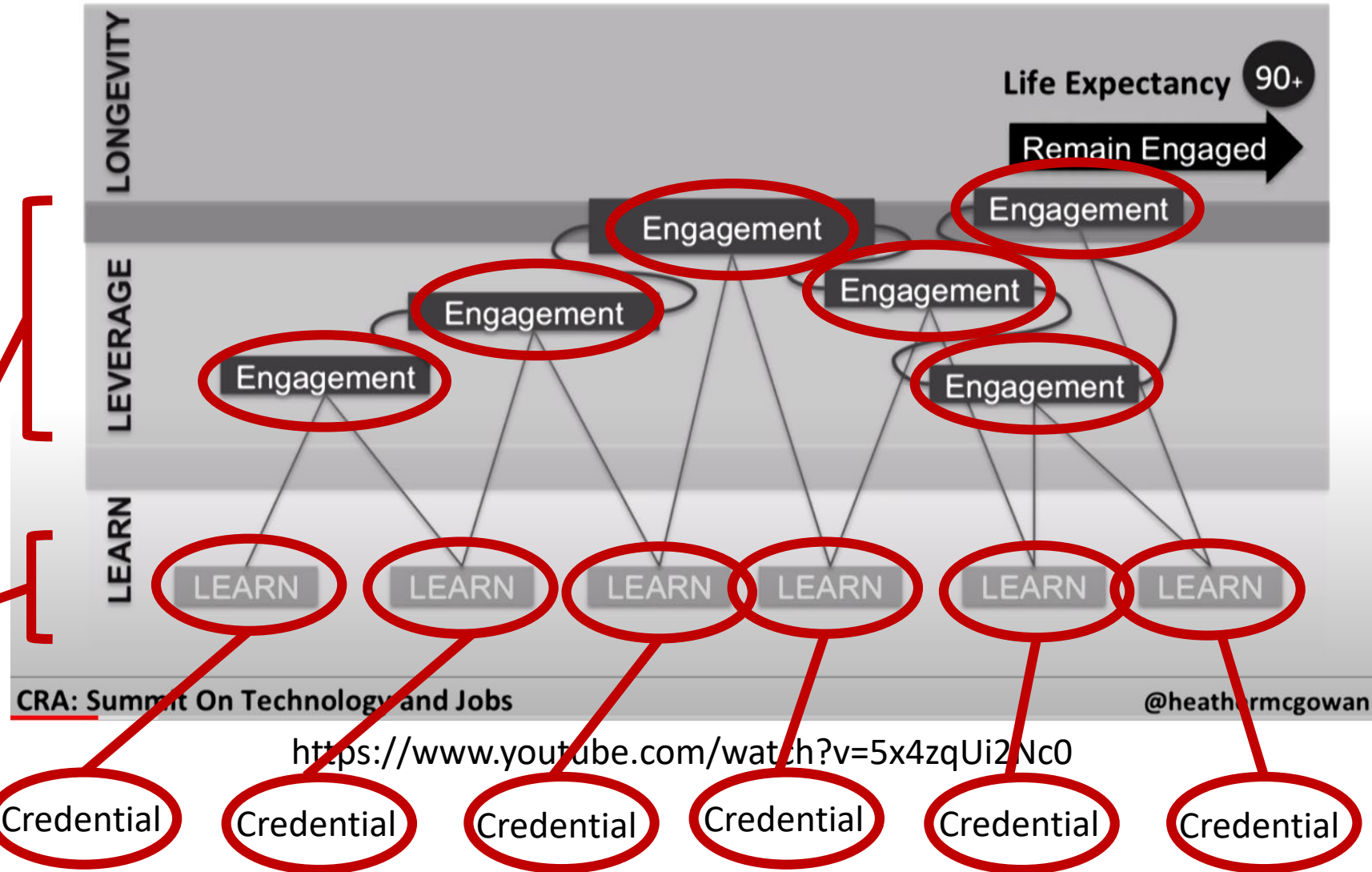
CRA: Summit On Technology and Jobs

@heathermcgowan

<https://www.youtube.com/watch?v=5x4zqUi2Nc0>

Now, college grads must be prepared to succeed in a paradigm that requires constant learning, self-curation, adaptation, resilience . . . and documentation.

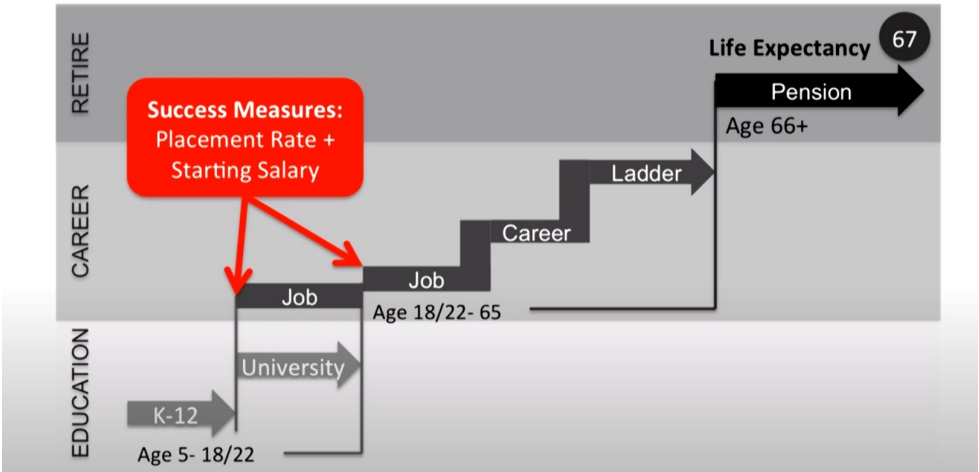
NATURE OF WORK: New Reality Paradigm



From this . . .



NATURE OF WORK: Old Economy Paradigm (Context)

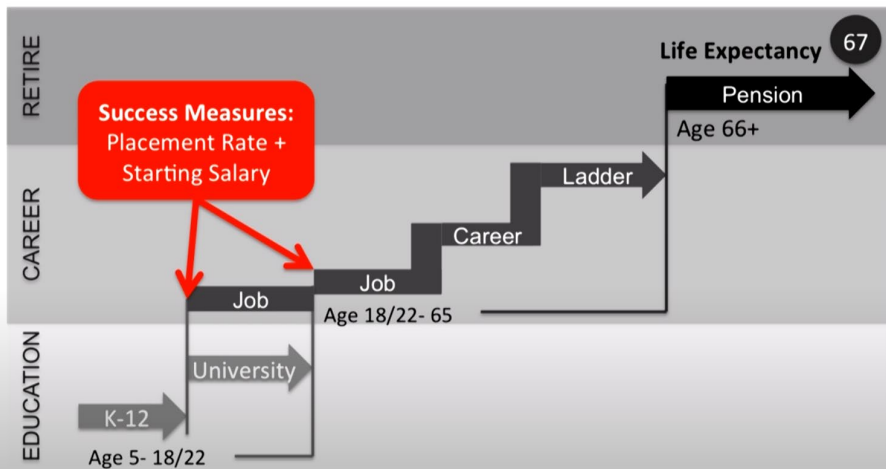


From this . . .

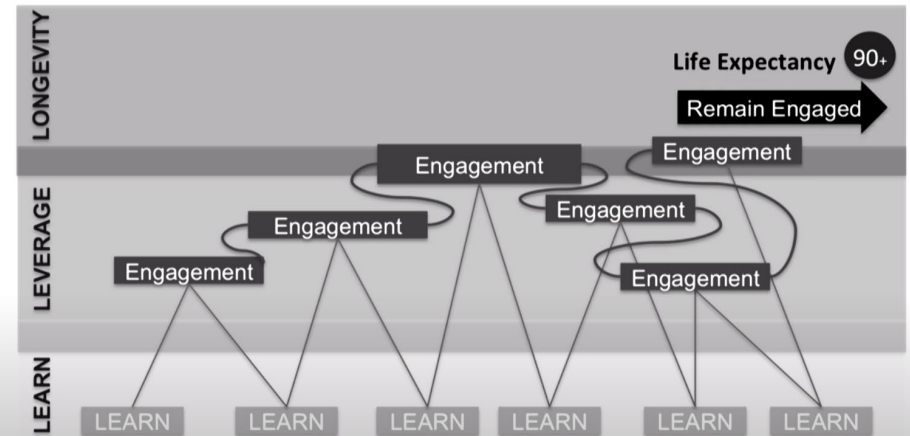


. . . to this.

NATURE OF WORK: Old Economy Paradigm (Context)



NATURE OF WORK: New Reality Paradigm



WHY



Positive financial Return on Investment (ROI)



Accreditation



Graduate preparation for the current work paradigm

This is what CLR's help accomplish . . .

WHAT

CREATE VALUE

**How They Use Their Productivity In An Exchange
To Create Value For Themselves + Entity**

HOW

PRODUCTIVE

**How An Individual is Productive, How They
Channel Their Passion To Be Productive**

WHY

PASSION





**What An Individual Believes, What Drives Them=
Their Purpose**

This is what CLR's help accomplish . . .

WHAT	CREATE VALUE	How They Use Their Productivity In An Exchange To Create Value For Themselves + Entity
HOW	PRODUCTIVE	How An Individual is Productive, How They Channel Their Passion To Be Productive
WHY	PASSION	What An Individual Believes, What Drives Them= Their Purpose

. . . but in the absence of the CLR process, these likely are not being accomplished.

WHY

-  Positive financial Return on Investment (ROI)
-  Accreditation
-  Graduate preparation for the current work paradigm
-  21st Century work and life preparation demand the development of essential human skills — proactivity, adaptability, leadership, others. HE is called and capable.

START

HOW GREAT LEADERS INSPIRE
EVERYONE TO TAKE ACTION

WITH

SIMON SINEK

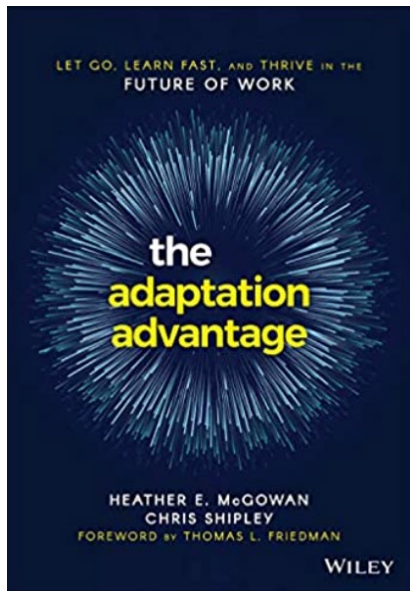
New York Times bestselling author of *Leaders Eat Last* and *Together Is Better*

WHY

MORE THAN
ONE MILLION
COPIES SOLD

People don't
buy what you
do; they buy
why you do it.

— Simon Sinek



START

HOW GREAT LEADERS INSPIRE
EVERYONE TO TAKE ACTION

WITH

SIMON SINEK

New York Times bestselling author of *Leaders Eat Last* and *Together Is Better*

WHY

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