The Value-Add Universities Can Provide for Economic Development: Matching What We Do with What Employers and the Economy Need

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“. . . employability has shifted from a focus on ‘job-getting’ towards the metacognitive capacity to adapt, lead and learn.”

Bennett, Knight, Divan, Kuchel, Horn, van Reyk, da Silva. (2017). *Australian Journal of Career Development.*

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

1. **Coachability** (26%): ability to accept and implement feedback
2. **Emotional Intelligence** (23%): ability to understand & manage one's own emotions & recognize others'
3. **Motivation** (17%): sufficient drive to achieve potential and excel in job
4. **Temperament** (15%): attitude & personality suited to the job and work environment
5. **Technical Competence** (11%): Functional and/or technical skills & knowledge required for the job

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

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Our job?

Why?

How?

STLR™

STUDENT TRANSFORMATIVE LEARNING RECORD

UNIVERSITY OF CENTRAL OKLAHOMA

STLR is how UCO implements Transformative Learning.

Transformative Learning:

- Develops students' beyond-disciplinary skills
- Expands students' perspectives of their relationships to self, others, community, and environment

STLR is built around UCO's Central Tenets.

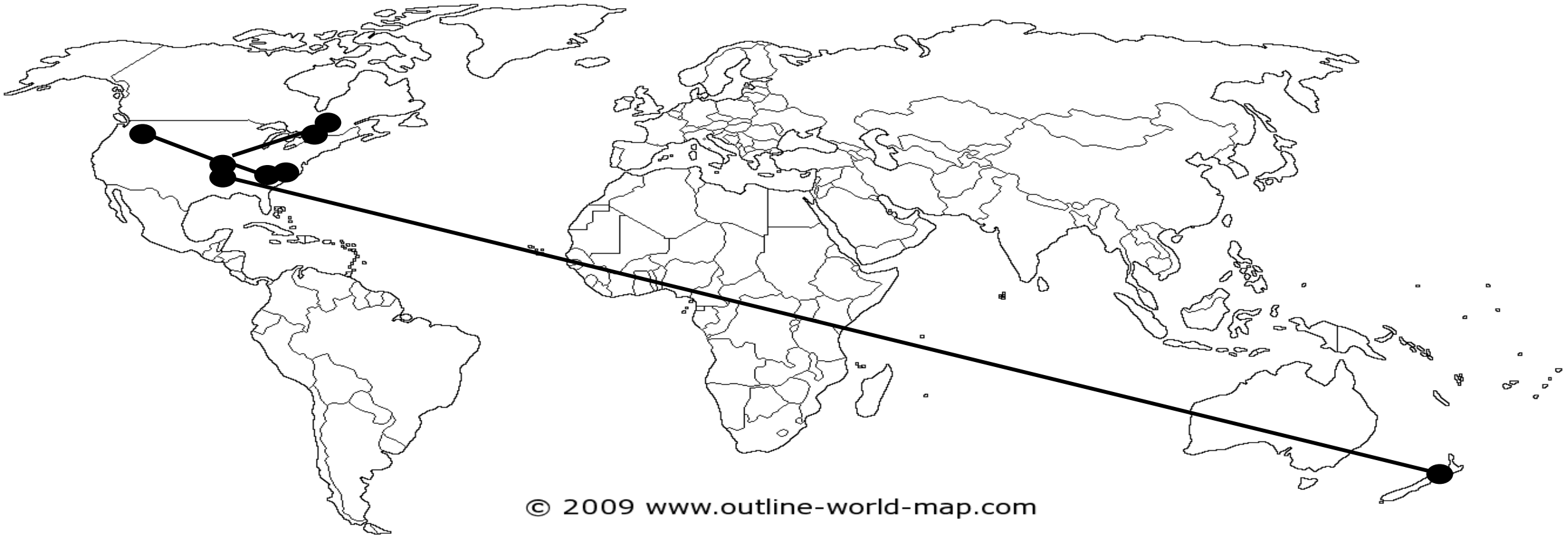
STLR™

STUDENT TRANSFORMATIVE LEARNING RECORD

STLR STUDENT TRANSFORMATIVE LEARNING RECORD

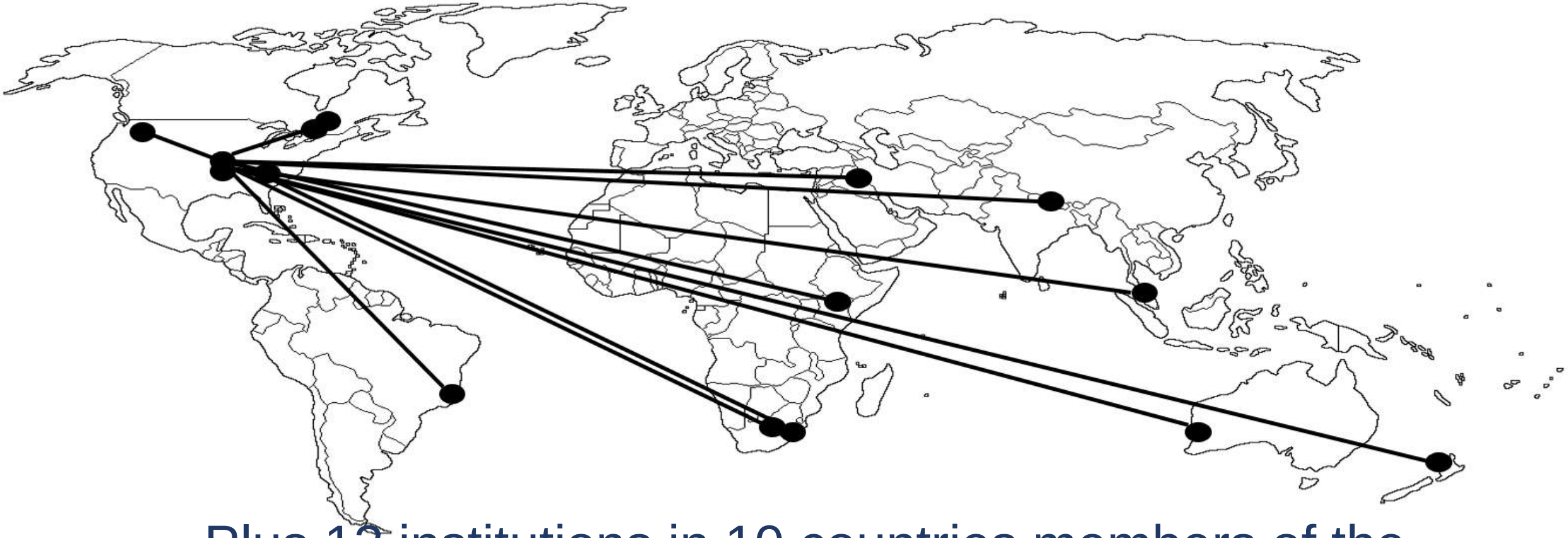
- U.S. Department of Education $7.8M Title III Grant
- Educause/Gates Foundation 2015 Breakthrough Models Incubator Grant
- Lumina Foundation/AACRAO/NASPA Comprehensive Student Record Grant
- WCET Outstanding Work Award 2016
- Lumina Foundation Essential Employability Qualities Initiative — 2 Grants
- AT&T Research Partnership

STLR
STUDENT
TRANSFORMATIVE
LEARNING
RECORD



Other institutions adopting/adapting STLR

STUDENT TRANSFORMATIVE LEARNING RECORD

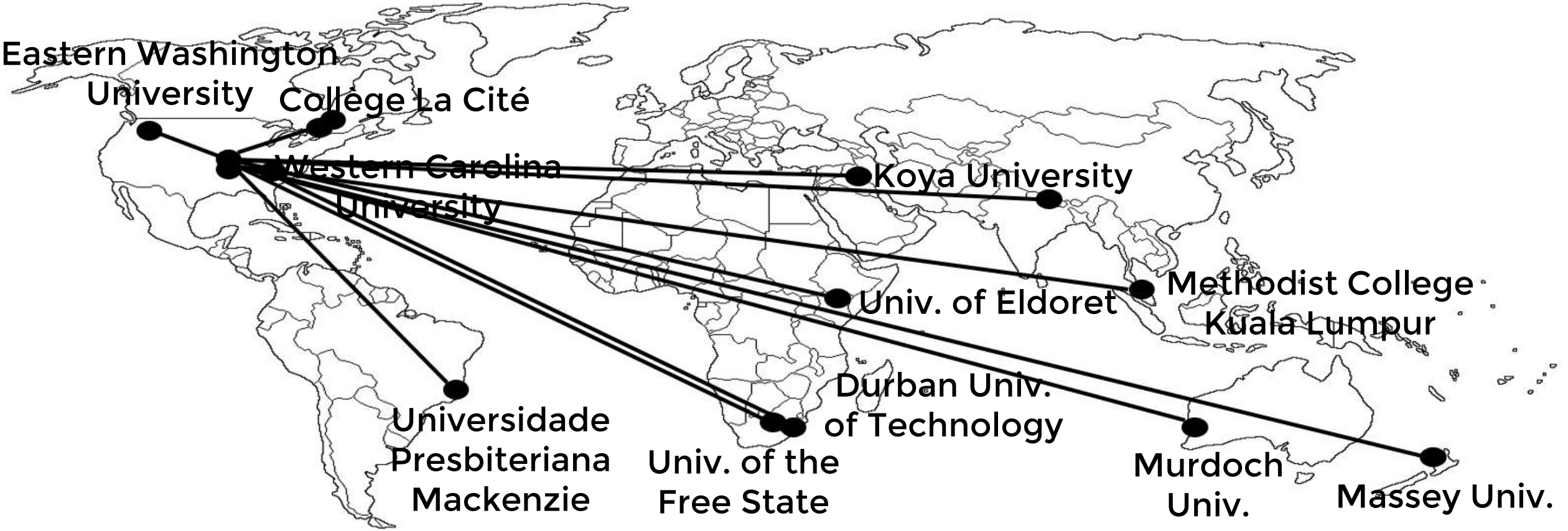


UCO's World-Wide Transformative Learning Footprint*

Plus 13 institutions in 10 countries members of the Transformative Learning International Collaborative

UNIVERSITY OF CENTRAL OKLAHOMA

STLR
STUDENT TRANSFORMATIVE LEARNING RECORD



UCO's World-Wide Transformative Learning Footprint*

More effective *instructional practice*, better student learning at university

Faculty and staff receive training in how to:

- Design Transformative Learning experiences
- Associate Tenets to existing assignments
- Use rubrics to authentically assess student achievement

STLR STUDENT TRANSFORMATIVE LEARNING RECORD

Discipline Knowledge

Academic Transcript

Global & Cultural Compe-tencies

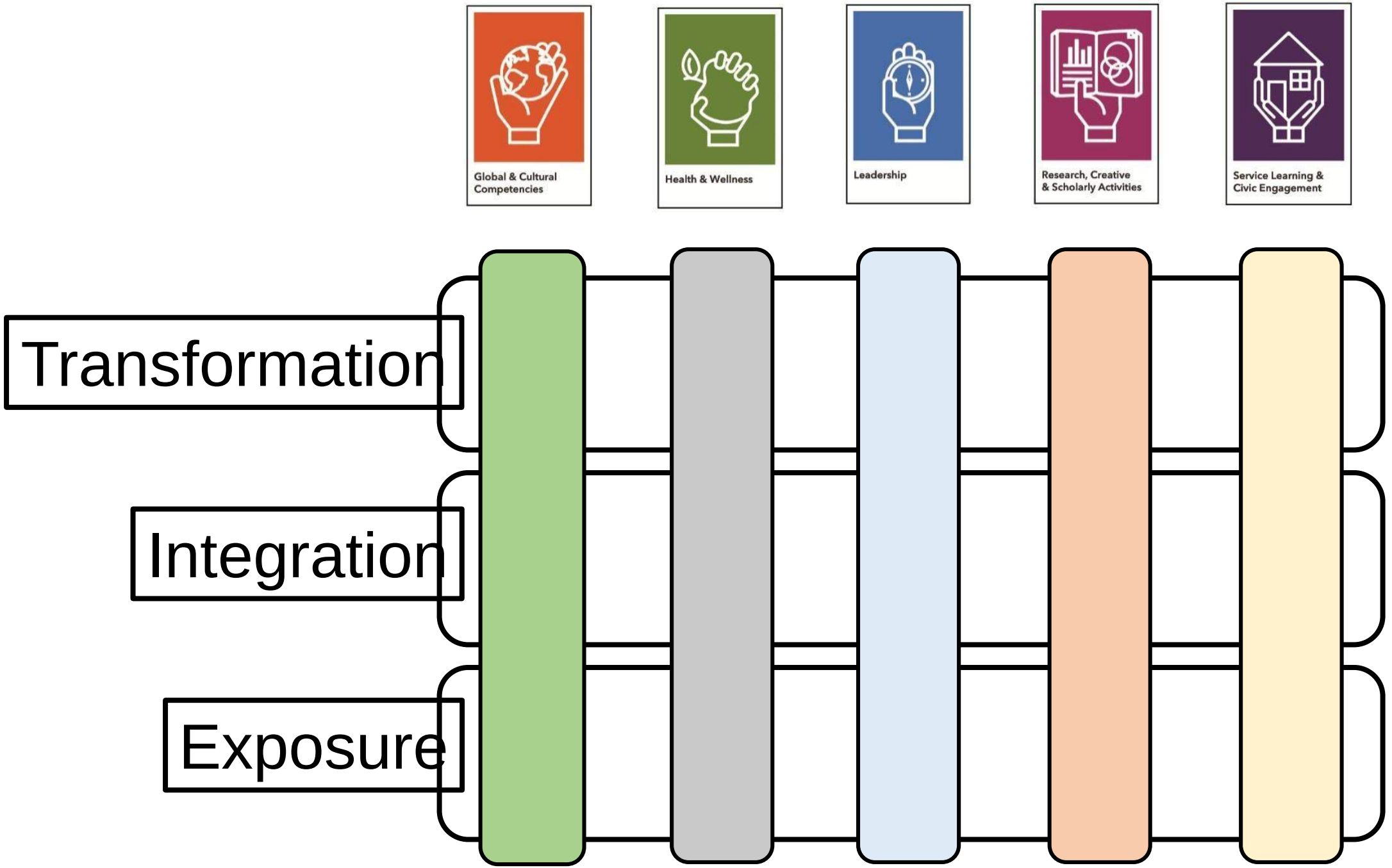
Health & Wellness

Leadership

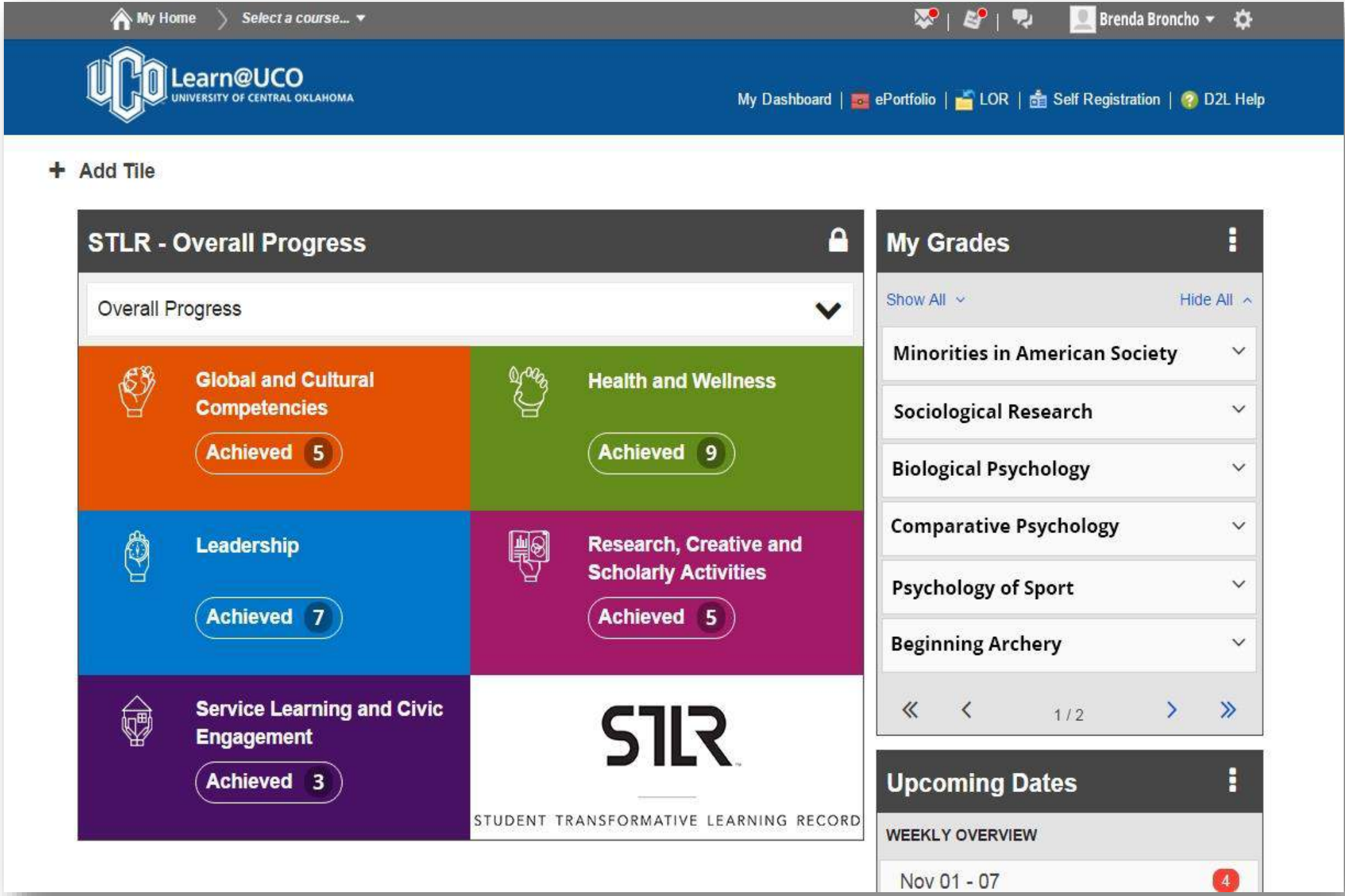
Research, Creative, & Scholarly Activities

Service Learning & Civic Engage-ment

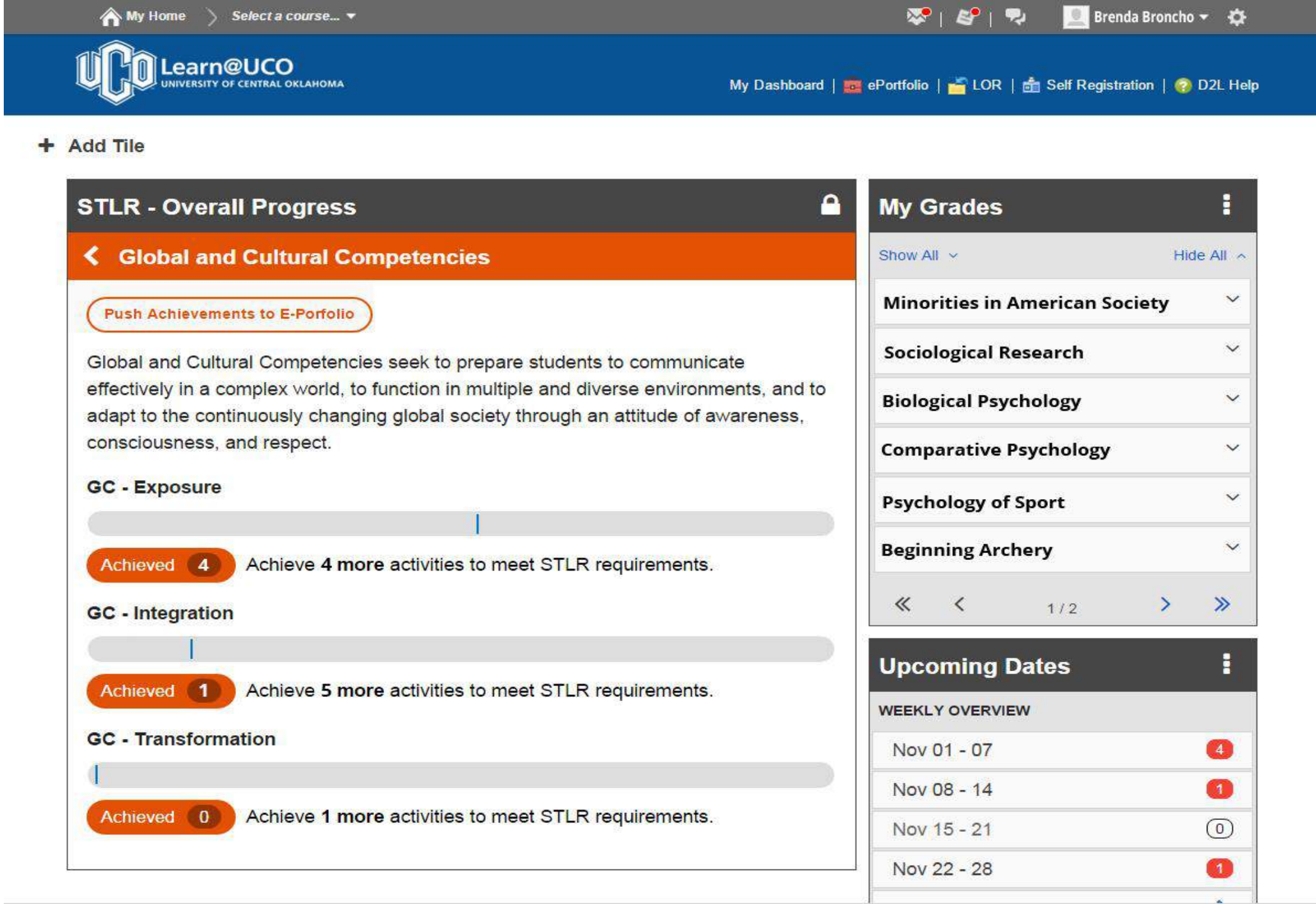
STLR Achievement Badge Levels



STLR Student Mobile Dashboard



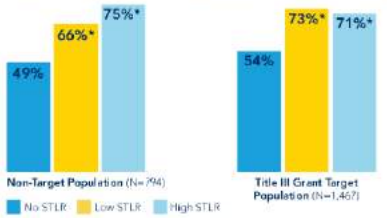
Dashboard Drill-Down



STLR STUDENT TRANSFORMATIVE LEARNING RECORD

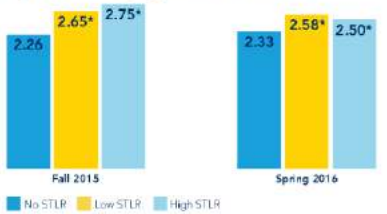
Completed Mid-Grant Data

UCO Retention by STLR Engagement
(First-Time Full-Time Freshmen, Fall 2015-Fall 2016)



Assessment Level Frequencies (N=5,714)

Title III Target Group Semester GPA by STLR Engagement (N=1,464)



*Statistically significant at the 0.001 level. All confidence intervals and other statistical details are available in full report.

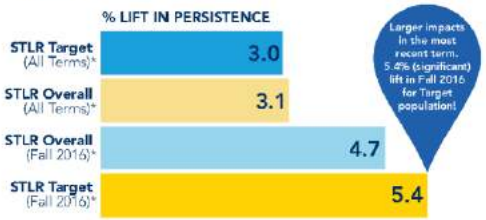
STLR Bachelor Graduates (3-yr total: 1,846)

	2014-15	2015-16	2016-17
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

STLR Activity Counts

ACTIVITY TYPE	GRANT YEAR 1	GRANT YEAR 2	GRANT YEAR 3*
Courses	21	131	72
Student Projects	43	178	159
Student Groups	0	15	7
Co-Curricular Events	16	49	98

Civitas Analysis of STLR Retention Improvement



*For those students least likely to persist, engagement in STLR activities (in collaboration with other campus engagements) yields increases as high as 15.2% among students who are least likely to persist in the absence of STLR. Note: All results for this figure meet the $p \leq 0.05$ threshold for statistical significance. (N=2,807)

STLR Trained Employees

STATUS	GRANT YEAR 1	GRANT YEAR 2	GRANT YEAR 3*
Full-Time Faculty	44	125	68
Adjunct	74	32	14
Full-Time Staff	65	49	14
TOTAL (not cumulative)	144	206	96

*Grant year 3 is in progress until September 30, 2017.

UCO UNIVERSITY OF CENTRAL OKLAHOMA

STLR STUDENT TRANSFORMATIVE LEARNING RECORD

What They're Saying...

Undergraduate student, veteran*:
"Coming from the outside world in… I kind of have a picture of what it's like [out there]. [Students] need something other than books in front of them to learn about what the world is like. And that is what STLR does, it gives them a picture of the world and what they can do to make it better. Or make themselves better. Or help other people make it better."

Recent graduate, College of Business*:
[This student] attended the STLR Melton Gallery event Central African Art Exhibit. Viewing the exhibit expanded his view of the world and culture through the presentation of multiple vantage points: "That was something that I learned that stuck with me so much ever since then… the different viewpoints on the world… the art itself and how they talked about how the artist used the world to portray their piece… In business for instance, when I'm in marketing, it's my job to look at engineering… it's my job to look at the customer's viewpoint, my boss' viewpoint… all of these different viewpoints. Just that artist's example of different viewpoints can be applied in so many other areas. There's a lot of things during that [exhibit] that really stuck with me."

Undergraduate history major*:
"The most important part about transformative learning is being able to see things differently from a different point-of-view perspective or seeing things in a way that you never thought were that way."

Dr. Lindsey Churchill, College of Liberal Arts, faculty mentor for STLR project, "Herland Sister Resources Documentary and Library":
"Students have told me that they really feel like they are making a difference in their community with this project. They have also told me that this project helped them listen. I think that impacted me the most. In this time it is more important than ever that we listen to one another, and this project has helped students see the importance of hearing other people's stories and giving them a place in the community."

Liliana Renteria Mendoza, Director, OKC Cultural Outreach & Diversity Strategies and key component in the Hispanic Success Initiative:
"I believe STLR has provided staff a framework that allows us to capture the learning that is occurring outside of the classroom and provides a way to capture the transformation that students are having as they reflect on and integrate all of their experiences, curricular and co-curricular."

Lance Haffner, Corporate Leadership Development, Patterson–UTI and STLR Employer Advisory Board member, on his mock interview with a STLR grad:
"I was impressed with the student's ability to apply lessons learned from one experience to another experience."

*STLR qualitative research IRB parameters protect student identities.

UCO UNIVERSITY OF CENTRAL OKLAHOMA

STLR Achievement Record

Portable Micro-credential

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

STLR | STUDENT TRANSFORMATIVE LEARNING RECORD

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

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

Leadership

Transformation
Integration ▶▶▶▶
Exposure ▶▶▶▶

1 / 4 / 4

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

Service Learning and Civic Engagement

Transformation ▶▶
Integration ▶▶▶
Exposure ▶▶▶▶

2 / 3 / 4

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

Research Creative and Scholarly Activities

Transformation ▶
Integration ▶▶▶
Exposure ▶▶▶▶▶▶▶▶▶▶

1 / 3 / 10

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

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

100 N. University Drive
Edmond, OK 73034
FICE = 003152

UNIVERSITY OF
Central Oklahoma

Office of Enrollment Services
124 Nigh University Center
(405) 974-3741
FAX (405) 974-3841

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 welness; initial attempts at personal change.

Leadership

Transformation	Integration	Exposure
Leadership knowledge and skill 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.

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

Welcome Work Show Case Philosophy Résumé

Analytical Thinking and a Drive for Results

Analytical Thinking Gets Vertical

Effective Communication

Building Teamwork and Relations Through Feedback

Integrity in Decision Making

A Semester Off, A Lifetime On

Analytic Thinking Gets Vertical

Overview

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

Skills and Insights Gained

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

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

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

Lessons Learned

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

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

Throughout my educations, analytical thinking has helped me develop research projects and design such as my research project regarding Chivalry and Female Attractiveness as well as combine combine classroom research to correct write my own Duchenne Smile

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

STLR ePortfolio

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

Graduates who possess both content knowledge *and* beyond-disciplinary skills

- STLR Employer Advisory Board

-

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