An Evidence-Based Process for Quality Digital Credentials

Jeff King, EdD | UCO

Center for Excellence in Transformative Teaching & Learning

IMS Global Summit on Digital Credentials

Arizona State Univ | February 2018
What is it?

STUDENT TRANSFORMATIVE LEARNING RECORD
STLR is how UCO implements Transformative Learning:

- Develops students’ beyond-disciplinary skills
- Expands students’ perspectives of their relationships to self, others, community, and environment
Placeholder Slide: Video played here can be found at

https://youtu.be/UFM1KnidU68
Why STLR?
The Leadership IQ Study: Top Five Reasons New Hires Fail

(3-yr study; 5,000+ hiring managers; 20,000+ new hires;
312 corporations, organizations, institutions*)

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 the 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

Beyond-disciplinary Skills Are Not Shown on the Academic Transcript

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

STLR develops these skills
We can no longer afford to graduate engineers who can only follow directions. We must graduate engineers prepared to ask, “What ought to be?”

Patrick Awuah | President
Ashesi University | Ghana
Academic Transcript

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

STLR
Student Transformative Learning Record
STLR Achievement Badge Levels

- Transformation
- Integration
- Exposure

Badges:
- Global & Cultural Competencies
- Health & Wellness
- Leadership
- Research, Creative & Scholarly Activities
- Service Learning & Civic Engagement
<table>
<thead>
<tr>
<th>Tenet</th>
<th>Transformation</th>
<th>Integration</th>
<th>Exposure</th>
<th>NOT Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>SL: The student is actively engaged in socially responsible behavior and civic dialogue beyond course material. The student develops and articulates informed perspective based on both theory/knowledge (class content) and service experience. The student’s ability to think critically about societal issues is evident and demonstrated through personal reflection.</td>
<td>CE: The student can articulate through thorough explanation and/or direct application an understanding of her/his rights and responsibilities as a contributing citizen in a democratic society.</td>
<td>SL: The student expresses awareness of how her/his service experience contributes to understanding and awareness of core societal issues. The student may become actively engaged in addressing one or more core societal issues but does not completely make connections beyond course material.</td>
<td>CE: The student completes the required service-learning component of the class. There is no evidence of the application of course material to practice within the service-learning experience.</td>
<td>CE: The student comes to an awareness of what democracy is and what opportunities are available for citizen engagement and contribution. The student has not demonstrated active engagement or involvement in civic life.</td>
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## STLR Evaluation Rubric

Graded by Amanda Admin

<table>
<thead>
<tr>
<th>Student Transformative Learning Record</th>
<th>Transformation</th>
<th>Integration</th>
<th>Exposure</th>
<th>Not Achieved</th>
<th>Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership</td>
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<td>○</td>
<td>○</td>
<td>○</td>
<td></td>
</tr>
<tr>
<td>Global &amp; Cultural Competency</td>
<td>○</td>
<td></td>
<td></td>
<td>○</td>
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<tr>
<td>Research, Creative &amp; Scholarly Activity</td>
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<td>○</td>
<td></td>
<td>○</td>
<td>▲</td>
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<tr>
<td>Service Learning &amp; Civic Engagement</td>
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<td></td>
<td></td>
<td>○</td>
<td>○</td>
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<tr>
<td>Health &amp; Wellness</td>
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<table>
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<tr>
<th>Overall Score</th>
<th>Transformation</th>
<th>Integration</th>
<th>Exposure</th>
<th>Not Achieved</th>
<th>Feedback</th>
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<tbody>
<tr>
<td></td>
<td>○</td>
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</tbody>
</table>

- ▲: Yellow warning sign indicating a need for improvement.

- ▲: Orange warning sign indicating a critical area for improvement.

- ▲: Red warning sign indicating a major issue requiring attention.

- Transfer rubric feedback to general feedback for the assignment.
Global and Cultural Competencies seek to prepare students to communicate effectively in a complex world, to function in multiple and diverse environments, and to adapt to the continuously changing global society through an attitude of awareness, consciousness, and respect.

**GC - Exposure**
- Achieved 4
  - Achieve 4 more activities to meet STLR requirements.

**GC - Integration**
- Achieved 1
  - Achieve 5 more activities to meet STLR requirements.

**GC - Transformation**
- Achieved 0
  - Achieve 1 more activities to meet STLR requirements.
1. STLR Class Assignments

2. Official STLR Student Events

Global & Cultural Competencies

Service Learning & Civic Engagement
Student Organization or Group w/STLR Artifact

STLR TL
Student Projects
Cohort 1 Second Year UCO Retention*

Non-Priority Population
First-Time, Full-Time Freshman
Fall 2015 - Fall 2017 (N=794)

- High STLR 65%†
- Low STLR 58%†
- No STLR 39%

Title III Grant Priority** Population
First-Time, Full-Time Freshman
Fall 2015 - Fall 2017 (N=1,467)

- High STLR 59%†
- Low STLR 60%†
- No STLR 44%

† 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.
Cohort 1 Second Year SAM Retention*

Non-Priority Population
First-Time, Full-Time Freshman
Fall 2015 - Fall 2017 (N=794)

- High STLR 77%†
- Low STLR 78%†
- No STLR 60%

Title III Grant Priority** Population
First-Time, Full-Time Freshman
Fall 2015 - Fall 2017 (N=1,467)

- High STLR 73%†
- Low STLR 72%†
- No STLR 59%

† 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.
Cohort 2 First Year UCO Retention*

Non-Priority Population
First-Time, Full-Time Freshman
Fall 2016 - Fall 2017 (N=769)
- High STLR 80%†
- Low STLR 63%†
- No STLR 50%†

Title III Grant Priority** Population
First-Time, Full-Time Freshman
Fall 2016 - Fall 2017 (N=1,404)
- High STLR 75%†
- Low STLR 72%†
- No STLR 50%

† 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.
Cohort 2 First Year SAM Retention*

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

- High STLR 88%†
- Low STLR 73%†
- No STLR 64%

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

- High STLR 84%†
- Low STLR 82%†
- No STLR 62%

† 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.
Includes confidence intervals at 95%.

Title III Target Population** First-Time Freshman
N=1,497

Semester GPA* by STLR Engagement

† Significantly higher than “No STLR” at p<.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.
STLR Achievement Record

Graduates ready and motivated to solve societal challenges and who want to create, not simply consume
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Badge Evidence
Data Mining & Student Peer-to-Peer Connection Enhancement
- 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 Grant
- AT&T Research Partnership