Evidence of CLR Impact

STLR
STUDENT TRANSFORMATIVE LEARNING RECORD

WHAT
HOW
WHY
What are CLRs?
What do they do?
(McGowan & Shipley, 2020)

How do CLRs work?
How do they produce outcomes?
(UCO’s STLR, 2014-2020)

Why implement CLRs?
Why have CLRs in Higher Education in the 21st C?
(McGowan & Shipley, 2020; Sinek, 2009)
CLRs:

WHAT
LEARNING + ADAPTATION: The 4 Layer Iceberg

1. Resilient And Adaptive Identity
   Your Resilience And Understanding Of Your Purpose

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

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

4. Skills To Do
   Skills For Which You Are Hired

www.heathermcgowan.com  |  www.work-to-learn.com  |  TWITTER: @heathermcgowan

https://www.youtube.com/watch?v=74BwGtPXjY&feature=emb_logo
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Implicit Curriculum

Explicit Curriculum
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Comprehensive Learner Record

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Critical Self-Reflection for Transformative Learning

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CLRs:

HOW
OPERATIONALIZING TL

Academic Transcript

STLR
STUDENT TRANSFORMATIVE LEARNING RECORD

- Discipline Knowledge
- Global & Cultural Competencies
- Health & Wellness
- Leadership
- Research, Creative & Scholarly Activities
- Service Learning & Civic Engagement
21st Century Work & Life Skills

- Open-minded
- Able to collaborate
- Health & Wellness
- Works with all types of people
- Cultural awareness
- Problem solving skill
- Critical thinking skill
- Communication skill
- Writing skills
- Academically sound
- Can receive/give constructive feedback
- Gets along with management
- Creative
- Innovate
- Adaptable
- Conscientiousness
- Political & organizational acumen
- Time management skill
- Prioritization skill
- Organized
- Self-driven
- Self-directing
- Global & Cultural Competencies
- Emotional intelligence
- Conflict resolution
- Coaching ability
- Leadership
- Has initiative
- Willing/wants to learn

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.stlroireland.ie/](http://www.stlroireland.ie/)
**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).
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)

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)

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)

The student has not yet provided evidence of openness to or awareness of the concepts listed in exposure for this tenet.
The purpose of this Student Transformative Learning Record Snapshot is to provide a visual representation of this student's achievement in the University'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

<table>
<thead>
<tr>
<th>Transformation</th>
<th>Integration</th>
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### Global and Cultural Competencies

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### Health and Wellness

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### Research, Creative, and Scholarly Activities

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### Service Learning and Civic Engagement

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* The portfolio for this student is [http://elrnio.com/8088rkm](http://elrnio.com/8088rkm)*
Graduates ready and motivated to solve societal challenges and who want to create, not simply consume.
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
Cohort 2 First Year UCO Retention*

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

- No STLR 50%†
- Low STLR 63%†
- High STLR 80%†

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

- No STLR 50%†
- Low STLR 72%†
- High STLR 75%†

† 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.
  o $236.65 x 12 hours = $2,839.80 per semester, or $5,679.60 per year.
• $2,839.80 x 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

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

† Indicates results are statistically significant at p<.01

Same calculation for STEM-declared majors = 54 more Coll of Math/Sci students would have returned for the next fall semester.
STEM students would have paid an additional $49.45 per credit hour, so their average per credit hour would have been $286.10.

$$286.10 \times 12 \times 54 = $185,392.80$$ 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

<table>
<thead>
<tr>
<th>Year</th>
<th>STLR Assessed</th>
<th>Non-STLR Students</th>
<th>UCO Cohort Overall</th>
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<tbody>
<tr>
<td>2015-2016</td>
<td>73</td>
<td>52</td>
<td>65</td>
</tr>
<tr>
<td>2016-2017</td>
<td>78</td>
<td>50</td>
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<td>76</td>
<td>44</td>
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<td>79</td>
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STLR - Broncho Analytics (uco.edu)
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?
CLRs:

WHY
Positive financial Return on Investment (ROI)

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

https://www.youtube.com/watch?v=5x4qUI2Nc0
“Today, skills have a shelf life of less than five years, according to researchers at the World Economic Forum.” – McGowan & Shipley, 2020
Now, college grads must be prepared to succeed in a paradigm that requires constant learning, self-curation, adaptation, resilience . . .
Now, college grads must be prepared to succeed in a paradigm that requires constant learning, self-curation, adaptation, resilience . . . and documentation.

Document each of these

https://www.youtube.com/watch?v=5x4zqUi2Nc0
From this . . .
From this . . .

Creative Work Product

. . . to this.

NATURE OF WORK: Old Economy Paradigm (Context)

Success Measures: Placement Rate + Starting Salary

NATURE OF WORK: New Reality Paradigm

CRA: Summit On Technology and Jobs
@heathermcgowan
Why

- Positive financial Return on Investment (ROI)
- Accreditation
- Graduate preparation for the current work paradigm
This is what CLRs 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

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

https://www.youtube.com/watch?v=5x4zqUi2Nc0
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.
People don’t buy what you do; they buy why you do it.

— Simon Sinek