

# ***Enhancing Experiential Learning Opportunities***

## ***Recording the Resulting Transformative Learning for Student Employability***

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Record



# Overview

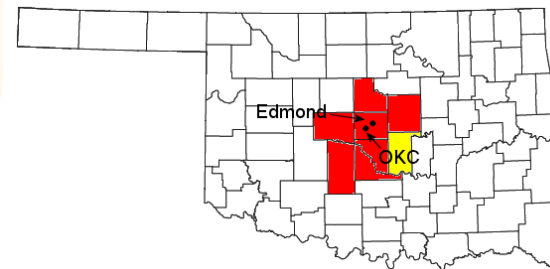
- About UCO
- Student Transformative Learning Record
  - Overview
  - Our Central 6 Tenets
- Experiential Learning Office
- The Link to Employability
- STLR: Tracking & Technology
  - D2L Dashboard
  - ePortfolio
- Participant Reflection and Application
- Conclusion



# About UCO



- Located in Edmond, Oklahoma (northern suburb of Oklahoma City)
- Metropolitan designation
- Oklahoma's oldest institution of higher education



# About UCO

- PUI / Master's – Large
  - 15,000 UG / 2,000 GR
  - Primarily nontraditional (10% live on campus)
  - Most international UGs in OK
- 
- 450 FT faculty/~670 FTE faculty
  - Teaching load: 12 hrs/semester (4x4 load)
  - 5 colleges, 1 grad college, 1 institute





# About UCO

**Mission:** The University of Central Oklahoma exists to help students learn by providing transformative education experiences to students so that they may become productive, creative, ethical, and engaged citizens and leaders serving our global community. UCO contributes to the intellectual, cultural, economic and social advancement of the communities and individuals it serves.



*UCO's Center for Transformative Learning (2010)*

## Four Strategic Themes:

- 1) *Transformative Learning*
- 2) *Student Success*
- 3) *Value*
- 4) *Place*



# Transformative Learning @ UCO:

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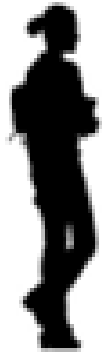
- Develops beyond disciplinary skills and
- Expands students' perspectives of their relationship with self, others, community and environment.



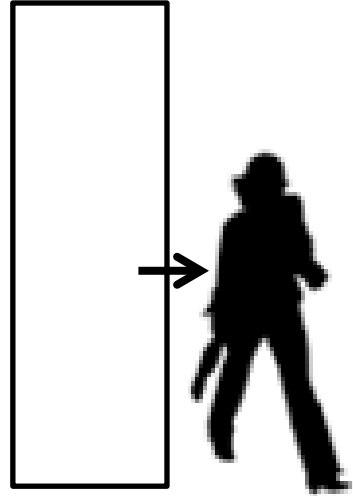
# Why TL? Challenges From Employers

U.S. college graduates lack:

- Coachability
- Emotional Intelligence (EI)
- Leadership Skills & Initiative
- Temperament (self regulation of emotions in workplace)
- Competence in Discipline



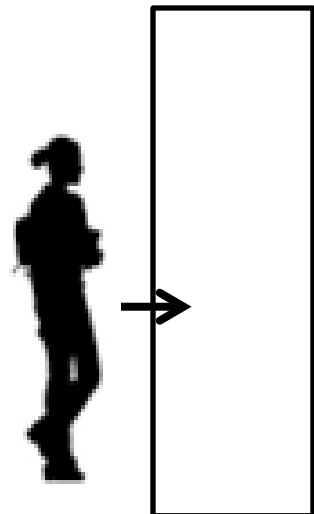
Pre-college  
Student  
Entering the  
University



UCO  
Graduate  
Ready for  
Life/Career

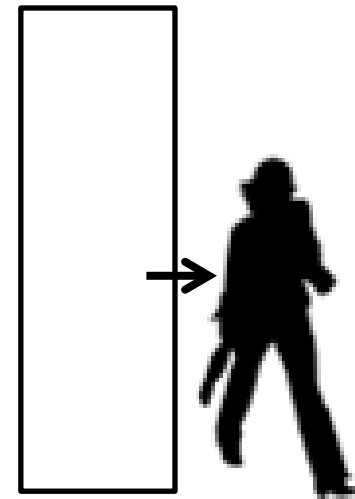


# Why TL? The Case We Must Make



Pre-college  
Student  
Entering the  
University

- College = knowledge of discipline + gen ed + co-curricular skills (this produces TL).
- Skills promoted through TL increase a graduate's workforce readiness.
- TL promotes engagement leading to higher persistence and completion.



UCO  
Graduate  
Ready for  
Life/Career





# UCO tracks transformative learning across our “Central Six Tenets”

closely align with George Kuh’s High-Impact Educational Practices (2008)  
*Kuh, G. D. High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter. AAC&U. 2008.*



Discipline Knowledge



Global & Cultural Competencies



Health & Wellness



Leadership



Research, Creative & Scholarly Activities



Service Learning & Civic Engagement



# How do we track transformative learning

- For all students
- Across all tenets
- For curricular and co-curricular activities?

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The logo for the Student Transformative Learning Record (STLR) features the letters "STLR" in a large, bold, black sans-serif font. A small trademark symbol (TM) is located at the bottom right of the "R".

STUDENT  
TRANSFORMATIVE  
LEARNING  
RECORD

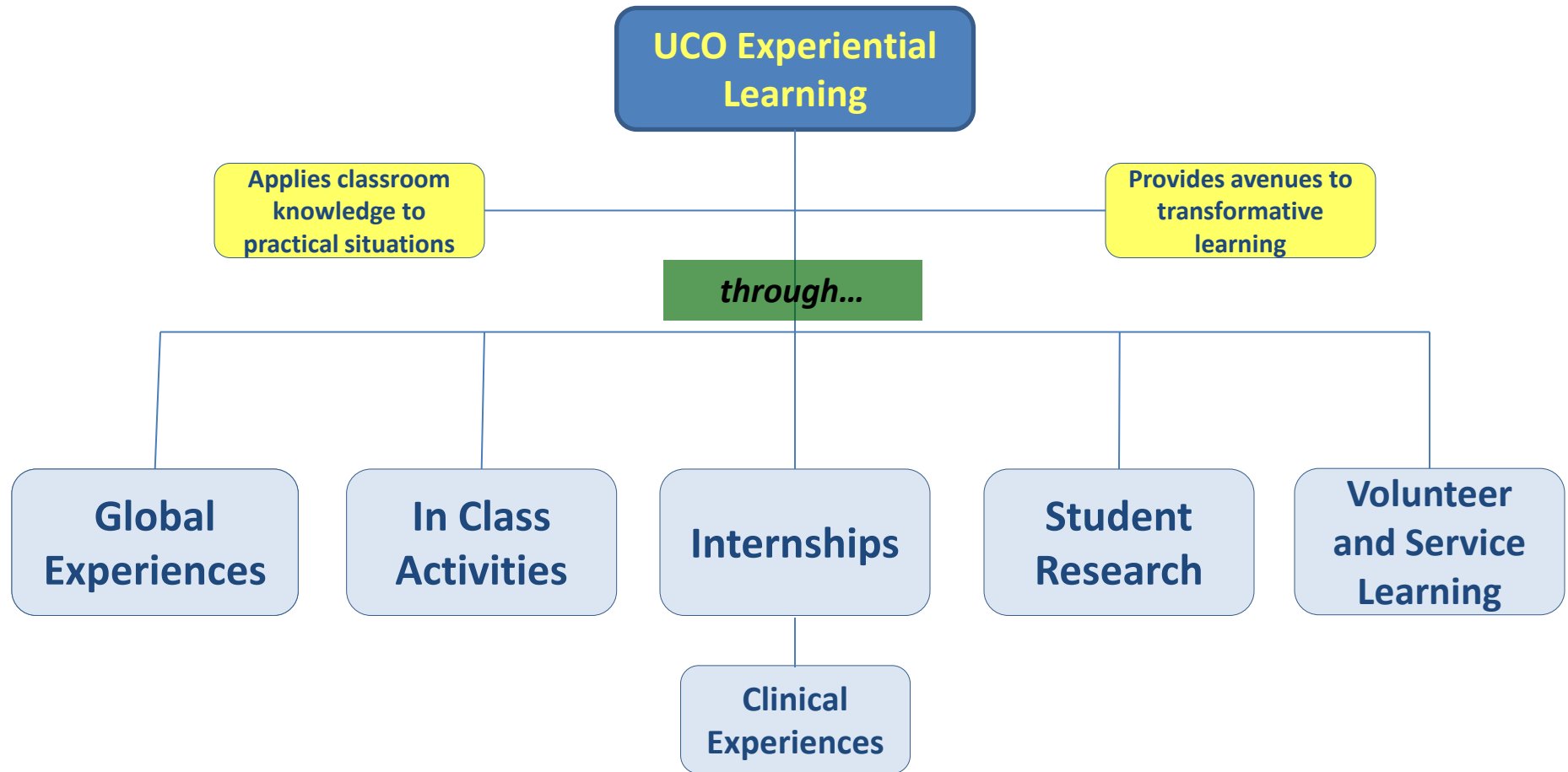


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# Experiential Learning at UCO takes the following forms and helps catalyze transformation:





# The connection to employability



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STUDENT  
TRANSFORMATIVE  
LEARNING  
RECORD

The student's academic transcript tracks  
Discipline Knowledge; STLR tracks the rest.



Discipline Knowledge



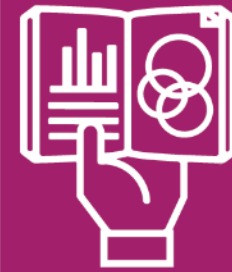
Global & Cultural  
Competencies



Health & Wellness



Leadership



Research, Creative  
& Scholarly Activities



Service Learning &  
Civic Engagement





STUDENT  
TRANSFORMATIVE  
LEARNING  
RECORD

PHASE 1:  
DEVELOPMENT

PHASE 2:  
IMPLEMENTATION

PHASE 3:  
ASSESSMENT

1

Select an Assignment or Event

2

Match to a Tenet

3

Develop Criteria for TL Levels





# Assessment in STLR

*STLR Rubric is based on AAC&U VALUE Rubrics*

## Central Six Tenet

## AAC&U Value Rubric

Research, Creative, and  
Scholarly Activity

- Creative thinking
- Critical thinking
- Problem solving

Leadership

- Ethical reasoning
- Teamwork

Global and Cultural  
Competencies

- Global Learning
- Intercultural knowledge and competence

Service Learning and Civic  
Engagement

- Civic knowledge and engagement—local and global

Health & Wellness

- Created by campus committee to be a VALUE-like rubric





# STUDENT TRANSFORMATIVE LEARNING RECORD



STUDENT  
TRANSFORMATIVE  
LEARNING  
RECORD

## STLR Rubric and Badge Level Descriptions

		Transformation		Integration		Exposure		NOT	
Leadership		The student can identify the leadership styles and philosophies of peers and effectively use this knowledge to create teams and workgroups. The student is cognizant of community needs and aligns her/his efforts to serve and meet those needs.		The student articulates a personal philosophy of leadership. The student acknowledges that individuals may display leadership differently and recognizes that leadership is not a position or title but centers on the ability to influence the community (world).		The student may have never considered her- or himself as a leader but is open to the potential and understands that each person has the ability to serve as a leader. The student may have begun to develop an awareness of her or his own personal values and how they differ from those of others. The student interacts with others who are considered leaders and may adopt the mindset of serving as a leader with a position or title in limited experiences or activities.		The student believes that s/he does not have the potential to serve as a leader and seems unwilling to explore the opportunities presented.	
RCSA	Research: The student has gone beyond mere ability to properly define the problem and identify correct methods of investigation: uses proper methodology and tools as the matter-of-course starting point but then critically applies a meta-view of similar research to compare and contrast potential research designs, selecting the best match to discover, specifically, the answer s/he is seeking in the research (use of new research slants, tools, or processes, including qualitative and mixed-methods).	Creative endeavors: The student displays a unique artistic vision, something more than mere competent execution (although competent execution is required). The artistry is made tangible in the work of art. The artistic statement made in the work can be explicated by the artist in a cogent description of the piece, its theme(s), and the intent in creating the piece.	Research: The student begins to contextualize the research project within a disciplinary context and widens the search for relevant information. The student asks more questions to frame both the problem & the hypothesis and considers a broad array of potential intervening variables. For qualitative research, the student can employ a rudimentary coding scheme to categorize responses. The student works independently of instructor on at least some aspects of the research and takes care to ensure data integrity.	Creative endeavors: The student demonstrates competency of execution, ensuring an enjoyable experience for the audience, while not necessarily accomplishing the goals or vision s/he had in mind. The explanation of vision lacks clarity and, most importantly, a crystallized, easily understood description of what was intended with the work of art. The student is still "finding her/his voice" and how to express it uniquely.	Research: The student is only at the beginning engagement level with good research. Planning the research is not thorough and the research design may be mismatched to the problem. The student does not thoroughly test the hypothesis and does not seek corroboration of findings or validation of research design and process. The student does not look for potential intervening variables and may jump to conclusions. For qualitative research, the student understands how qualitative research differs from quantitative but cannot design or implement a qualitative research project. The student requires extensive guidance at every, or almost every, stage of the project.	Creative endeavors: The artistic vision is unfulfilled and/or the creative work lacks cohesion and/or the creative process is incompletely executed, lacking depth.	Research: The student has never done a research project that required the formulation of a hypothesis and the process of supporting or disproving that hypothesis.	Creative endeavors: The student is a beginner at the college level and does not comprehend the basic elements of the creative process. The student is unable to combine technical skills with tools of composition/creativity in order to fulfill an artistic vision.	
Service Learning & Civic Engagement		SL: The student is actively engaged in socially responsible	CE: The student can articulate through thorough	SL: The student expresses awareness of how her/his service experience	CE: The student has a developing sense of her- or himself as a	SL: The student completes the required service-learning component of the	CE: The student comes to an awareness of what democracy is and what	SL: The student does not complete the	CE: The student has not engaged with



# STUDENT TRANSFORMATIVE LEARNING RECORD

## PHASE 1: DEVELOPMENT

1

Select an Assignment or Event

2

Match to a Tenet

3

Develop Criteria for TL Levels

## PHASE 2: IMPLEMENTATION

4

Setup Dropbox and/or Event  
Swipe

5

Communicate to Students  
Purpose & Criteria

6

Collect  
Assignments/Reflections/Swipes

## PHASE 3: ASSESSMENT

7

Assess Student Achievement  
Using STLR Rubric

8

Remind Student to Push to  
ePortfolio



# STLR Student Dashboard

[My Home](#) > [Select a course...](#)

Student Cool

**Learn@UCO**  
UNIVERSITY OF CENTRAL OKLAHOMA

[UCO Student Dashboard](#) | [ePortfolio](#) | [LOR](#) | [Self Registration](#) | [D2L Help](#)

+ Add Tile

**STLR - Overall Progress**

Overall Progress

 <b>Global and Cultural Competencies</b> Achieved <b>5</b>	 <b>Health and Wellness</b> Achieved <b>9</b>
 <b>Leadership</b> Achieved <b>0</b>	 <b>Research, Creative and Scholarly Activities</b> Achieved <b>0</b>
 <b>Service Learning and Civic Engagement</b> Achieved <b>0</b>	

**Activity Feed**

No relevant activity could be found.



+ Add Tile

## STLR - Overall Progress



### < Global and Cultural Competencies

Push Achievements to E-Portfolio

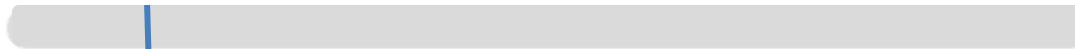
Global and Cultural Competencies seek to prepare students to communicate effectively in a complex world, to function in multiple and diverse environments, and to adapt to the continuously changing global society through an attitude of awareness, consciousness, and respect.

#### GC - Exposure



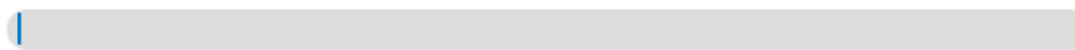
Achieved **4** Achieve **4 more** activities to meet STLR requirements.

#### GC - Integration



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

#### GC - Transformation



Achieved **0** Achieve **1 more** activities to meet STLR requirements.

## Activity Feed



No relevant activity could be found.

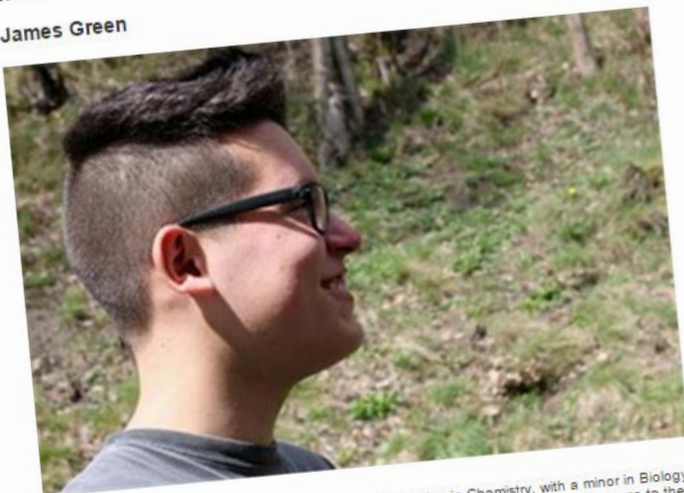
James Green

STLR

STUDENT  
TRANSFORMATIVE  
LEARNING  
RECORD

## Introduction

James Green



[Introduction](#)

[Resume](#)

[Class](#)

[Projects](#)

[Campus](#)

[Involvement](#)

[Contact Info](#)

I am a UCO senior, graduating in May 2018. I am majoring in Chemistry, with a minor in Biology. Because of my major, one of my professors my sophomore year encouraged me to come to the Horticultural Club meeting to meet other science major students.

There was an event soon after involving volunteering to clean up a local community garden space. I didn't know too many people on campus so I joined the club and went to the volunteer day. There I met a few students who also liked computer games. We decided to go out to eat lunch afterwards and those people became some of my best friends. My professor, Dr. Da-ta Soong, was the club advisor.

From hanging out outside the classroom I saw he was a pretty cool guy. Over the rest of my time in school, Dr. Soong became a mentor and I felt like I could actually succeed in college more that I would have ever thought I could.

### STLR Tenets



Discipline Knowledge



Global & Cultural Competencies



Health & Wellness



Leadership



Research, Creative & Scholarly Activities



Service Learning & Civic Engagement

James Green

STLR

STUDENT  
TRANSFORMATIVE  
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[Resume](#)

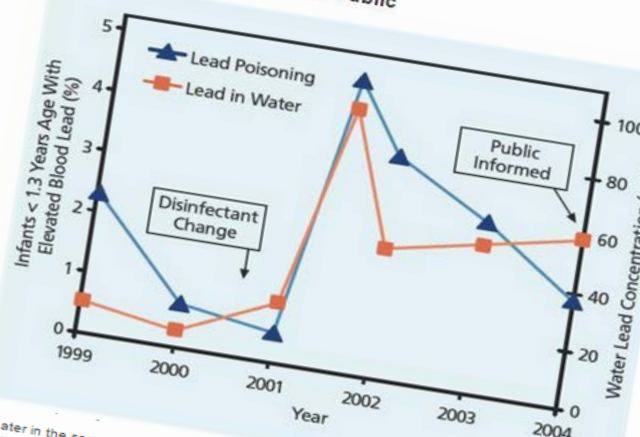
[Class](#)  
[Projects](#)

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[Involvement](#)

[Contact Info](#)

## Class Projects

### Lead Effects on Health & the Public



Later in the semester we had another STLR assignment as a group project. We were to research and present on the effects of lead contamination like we found in the earlier project on the health and wellness of the residents of the area we tested. Though an older area of the city, it is still heavily populated with families as there are two elementary schools in the area. My group decided to focus on the effects on children, since we knew there was a high population of kids attending those schools. We found in young children, exposure to higher levels of lead in drinking water can cause physical and mental development delays, along with deficits in attention span and learning abilities.

When asked to reflect on the experience of the projects, I realized I grew up in a nicer, newer area of the metro area. It was not likely to have the lead issues. I thought I should be thankful of where I grew up compared to these kids who might not have it as good. I am glad we did these projects as it got me to not just study chemistry for a test and pass the class, but to know how chemistry exists in the world and the bigger picture of how it is connected to what I will need to know in the future.

### National Secondary Drinking Water Regulations



[National Secondary Drinking Water Regulations](#)



Discipline Knowledge



Health & Wellness



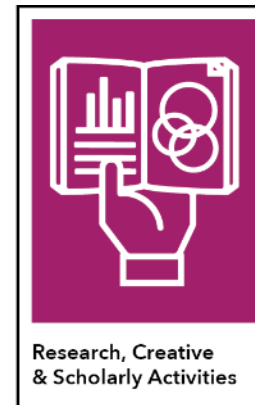
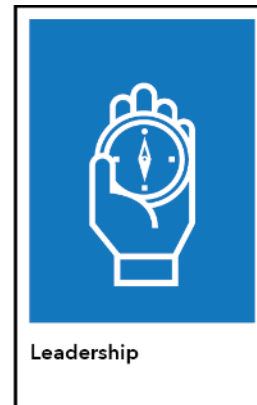
Research, Creative & Scholarly Activities



Service Learning & Civic Engagement

# Now it's you turn!

- Describe an experience you've had in the last 90 days that was transformative
- Which UCO Tenet(s) would it match?
- What “artifact” would you have assessed to push to an ePortfolio?



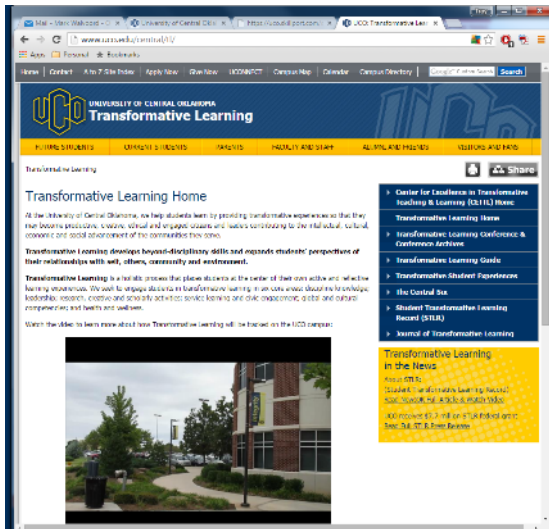
# Conclusions

- Experiential Learning provides opportunities for transformation
- STLR captures learning from both curricular and co-curricular activities.
- STLR should allow employers to recognize graduates who have developed beyond discipline skills
- STLR should demonstrate that a college education is more than a collection of content knowledge.



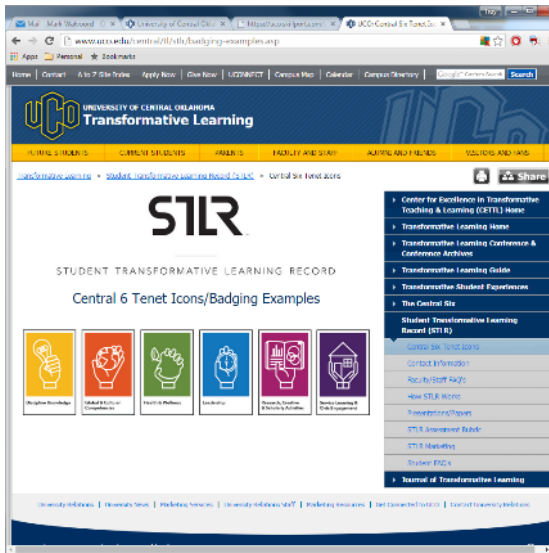


# More on Transformative Learning (TL) at UCO:



[www.uco.edu/tl](http://www.uco.edu/tl)

# More on the Student Transformative Learning Record (STLR):



[www.uco.edu/stlr](http://www.uco.edu/stlr)



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Stratford, M. "Broad Education vs. Industry-Specific Skills." *Inside Higher Ed*. September. 18, 2013.



# *Questions?*

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# *Thanks!*

