

STLR: Tool & Process to Develop, Track, Assess, & Document Student “Non-Cognitive” Skills

Jeff King, EdD
University of Central Oklahoma
October 2016



October 12-14



Minneapolis, MN

Transformative Learning

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

Academic Transcript



Discipline
Knowledge



Global &
Cultural
Compe-
tencies



Health &
Wellness



Leadership

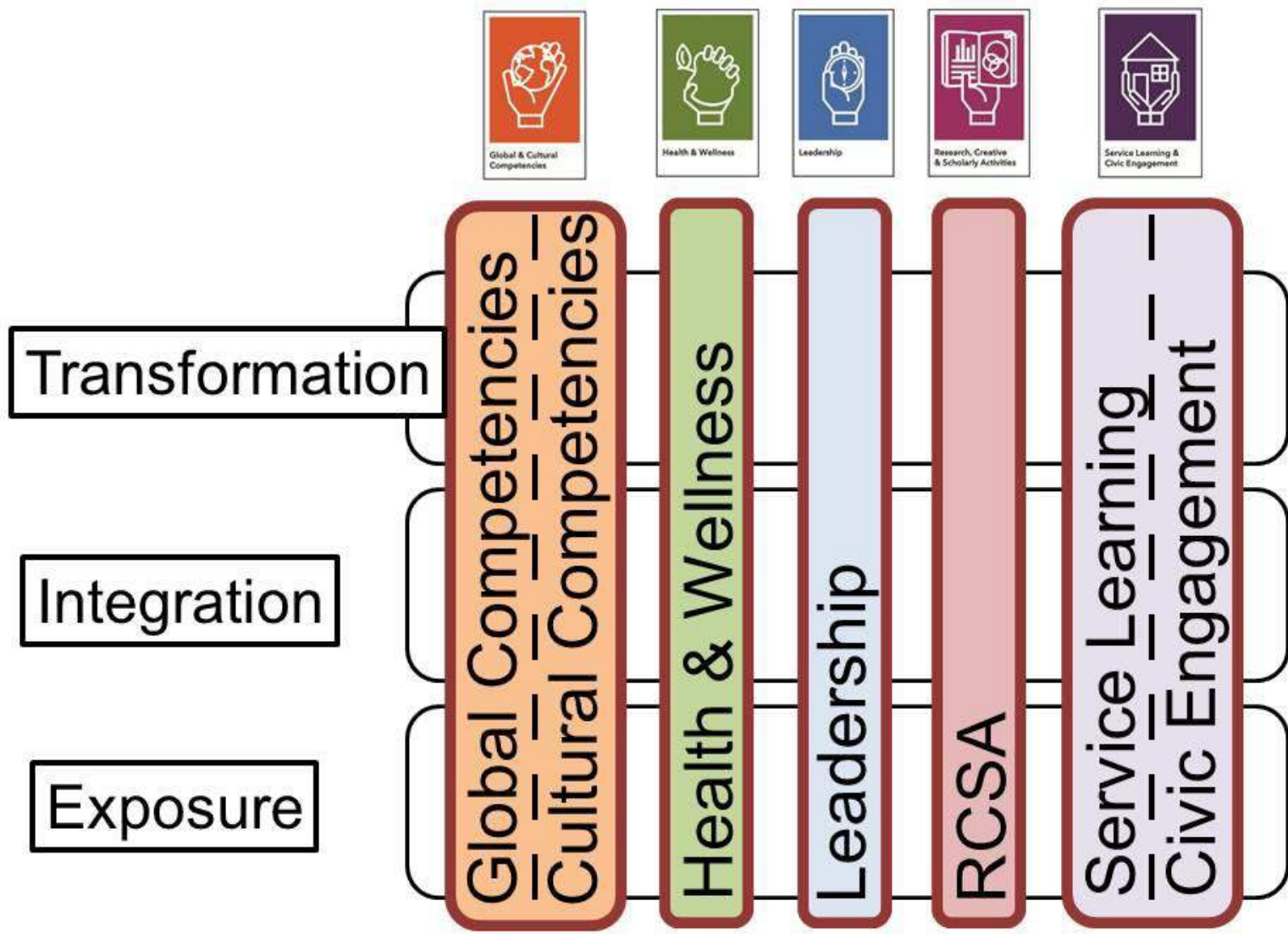


Research,
Creative, &
Scholarly
Activities



Service
Learning
& Civic
Engage-
ment

STLR Achievement Badge Levels



Rubrics for assessing beyond-disciplinary learning
are based on the

**Validated Assessment of Learning in
Undergraduate Education (VALUE) rubrics**

from the *Association of American
Colleges & Universities*






Robust Rubrics!



Tenet	Transformation		Integration		Exposure		NOT Assessed	
	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.	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.	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.	CE: The student has a developing sense of her- or himself as a contributing citizen, but may not fully grasp her/his individual rights or responsibilities. The student's level of engagement is growing, but has not reached the point of full contribution.	SL: 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.	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.	SL: The student does not complete the required service-learning component of the course.	CE: The student has not engaged with the community and is not aware of democratic principles or concepts.

STLR Evaluation Rubric

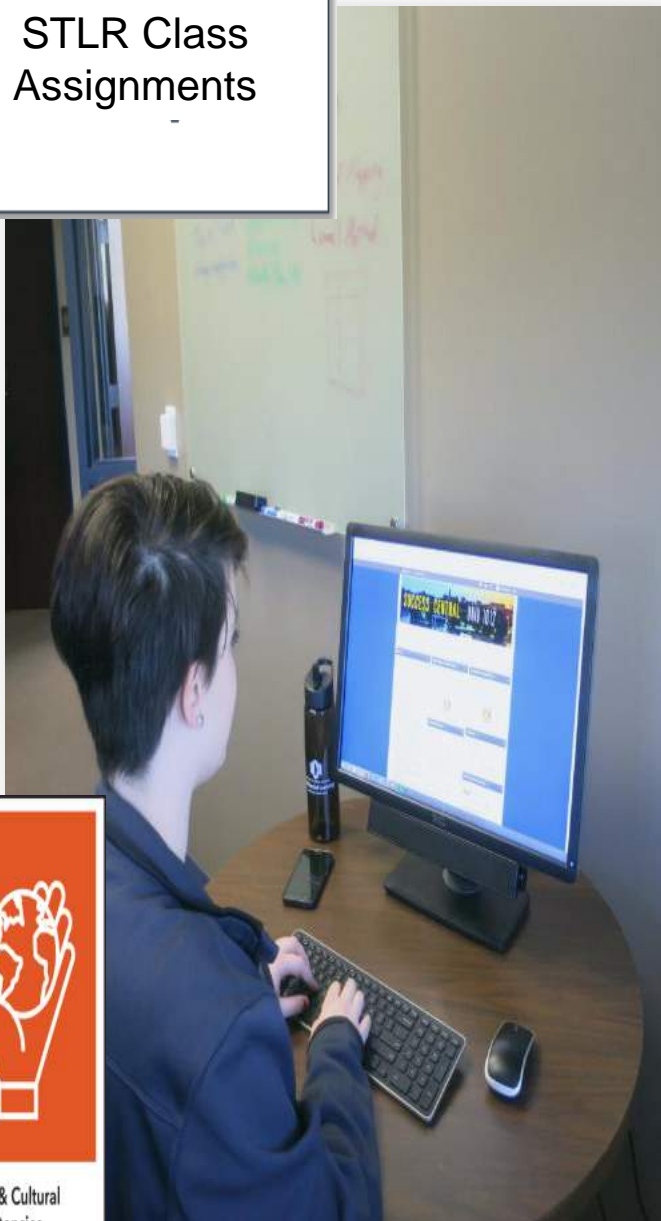
Graded By Amanda Admin

Student Transformative Learning Record	Transformation	Integration	Exposure	Not Achieved	Feedback
Leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Global & Cultural Competency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Research, Creative & Scholarly Activity 	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	 
Service Learning & Civic Engagement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Health & Wellness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Overall Score	Transformation	Integration	Exposure	Not Achieved	Feedback
	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	 

☒ Transfer rubric feedback to general feedback for the assignment.

1

STLR Class Assignments



Global & Cultural
Competencies

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2

Official STLR Student Events



Service Learning &
Civic Engagement



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4

STLR TL Student Projects



3

Student Organization or Group w/STLR Artifact



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STLR Student Mobile Dashboard

The screenshot displays the STLR Student Mobile Dashboard. At the top, a navigation bar includes links for 'My Home', 'Select a course...', and user information for 'Brenda Broncho'. Below this is a blue header with the 'Learn@UCO' logo and navigation links for 'My Dashboard', 'ePortfolio', 'LOR', 'Self Registration', and 'D2L Help'. The main content area features a '+ Add Tile' button and a 'STLR - Overall Progress' section. This section contains a grid of five competency tiles: 'Global and Cultural Competencies' (Achieved 5), 'Health and Wellness' (Achieved 9), 'Leadership' (Achieved 7), 'Research, Creative and Scholarly Activities' (Achieved 5), and 'Service Learning and Civic Engagement' (Achieved 3). A large 'STLR' logo and the text 'STUDENT TRANSFORMATIVE LEARNING RECORD' are positioned at the bottom of the grid. To the right, a 'My Grades' section lists courses: 'Minorities in American Society', 'Sociological Research', 'Biological Psychology', 'Comparative Psychology', 'Psychology of Sport', and 'Beginning Archery'. Below the grades is an 'Upcoming Dates' section showing a 'WEEKLY OVERVIEW' for 'Nov 01 - 07' with a red notification icon.

My Home > Select a course... ▾

Brenda Broncho ▾

Learn@UCO
UNIVERSITY OF CENTRAL OKLAHOMA

My Dashboard | ePortfolio | LOR | Self Registration | D2L Help

+ Add Tile

STLR - Overall Progress

Overall Progress ▾

 Global and Cultural Competencies Achieved 5	 Health and Wellness Achieved 9
 Leadership Achieved 7	 Research, Creative and Scholarly Activities Achieved 5
 Service Learning and Civic Engagement Achieved 3	 STLR STUDENT TRANSFORMATIVE LEARNING RECORD

My Grades

Show All ▾ Hide All ^

- Minorities in American Society ▾
- Sociological Research ▾
- Biological Psychology ▾
- Comparative Psychology ▾
- Psychology of Sport ▾
- Beginning Archery ▾

« < 1 / 2 > »

Upcoming Dates

WEEKLY OVERVIEW

Nov 01 - 07 **4**

Dashboard Drill-Down

+ 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.

My Grades

Show All ▾ Hide All ▴

Minorities in American Society ▾

Sociological Research ▾

Biological Psychology ▾

Comparative Psychology ▾

Psychology of Sport ▾

Beginning Archery ▾

« < 1 / 2 > »

Upcoming Dates

WEEKLY OVERVIEW

Nov 01 - 07	4
Nov 08 - 14	1
Nov 15 - 21	0
Nov 22 - 28	1



Let Gabby, one of our students, explain how everything works.

<https://www.youtube.com/watch?v=jhGED6u7PxU>



ACHIEVEMENT LEVELS



E - ■ ■ ■
I - ■
T - ■ ■

STLR Student Project - Juvenile Justice System - FALL 2015 - Transformation

Big Brothers Big Sisters - SUM 2015 - Transformation

SOC 3103 - Juvenile Delinquency - SPR 2015 - Integration

UNIV 1112 - Success Central - FALL 2013 - Exposure



E - ■
I - ■
T - ■ ■

Contributor - Great Plains Review Journal - SPR 2015 - Transformation

Presenter - Liberal Arts Symposium - SPR 2015 - Transformation

Presenter - Liberal Arts Symposium - FALL 2014 - Integration

ENG 1113 - English Composition - FALL 2013 - Exposure



E - ■ ■ ■
I - ■ ■ ■
T - ■

President - Peer Health Leaders Program - FALL 2015 - Transformation

THRT 3583 - Improvisational Acting - FALL 2013 - Integration

City Council Mock Sessions - SPR 2015 - Integration



E - ■
I - ■
T -

Peer Health Leaders Program - FALL 2015 - Integration

HLTH 1112 - Healthy Life Skills - SPR 2014 - Exposure

The Co-Curricular Student Record is an accurate reflection of the named student's transformative learning experiences and 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 at the University of Central Oklahoma.

Registrar's Signature Required

The Comprehensive
Student Record (CSR)
will link STLR
achievement in each
tenet to the academic
transcript.

Luminara Unduli
*20020066
***-**-1138
May 16, ****



Student Transformative
Learning Record
University of Central Oklahoma

ACHIEVEMENT LEVELS



E - ■ ■ ■
I - ■
T - ■ ■

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[Print Customized Record](#)

[Print Complete Record](#)

Service Learning & Civic Engagement



Exposure - 3
Integration - 1
Transformation - 2

[Expand](#)

Research, Creative, and Scholarly Activities



Exposure - 1
Integration - 1
Transformation - 2

[Expand](#)

Leadership



Exposure - 2
Integration - 2
Transformation - 1

[Expand](#)

President - Peer Health Leaders



THRT 3583 - Improvisational Acting



City Council Mock Sessions



Treasurer - Harry Potter Organization



LEAD 1320 - Lessons in Leadership



Health & Wellness



Exposure - 1
Integration - 1
Transformation - 0

[Expand](#)

Peer Health Leaders Program



HLTH 1112 - Healthy Life Skills



Global & Cultural Competencies



Exposure - 2
Integration - 0
Transformation - 0

[Expand](#)

Include link to e-Portfolio



Leadership



Exposure - 2

Integration - 2

Transformation - 1

[Expand](#)



President - Peer Health Leaders



THRT 3583 - Improvisational Acting



City Council Mock Sessions



Treasurer - Harry Potter Organization



LEAD 1320 - Lessons in Leadership



Maximum 5
achievement
details per tenet in
customized print.
Please unselect a
detail to select a
new one.

Health & Wellness





Senior Capstone Project: ePortfolio preparation and CSR customizations

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STLR Honor Cords are in the colors of the Tenets

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Here's a screen shot of the welcome page from Julia Buck's eportfolio. For as long as [this link](#) is active, please tool around Julia's site.

Welcome Work Show Case Philosophy Resume

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](#)

Welcome

“Do not become a mere recorder of facts, but try and penetrate the mystery of their origin.”

— Ivan Petrovich Pavlov

I am Julia Buck, and currently a senior Psychology and Leadership student at the University of Central Oklahoma. As I hope to make my way through graduate level study in Industrial/Organizational Psychology, I want to take the knowledge I've gathered pertaining to this curriculum in order to supply evidence to companies and organizations to use in order to implement better practices for employees and create sustained, ethical organizational growth. Specifically, I hope to look at leadership development and behaviors, and how these factors might stem motivation and consistency within employee efforts and job satisfaction.

This E-Portfolio serves as a platform that provides evidence validating my ability to persist through graduate level study, and into a workforce that supports the study of Psychology as a science, specifically in an Industrial/Organizational Setting.

(Students own their eportfolios and create different versions to which targeted employers are invited. This means they may migrate their “home version” in the process of updating.)



Welcome Work Show Case Philosophy Resume

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

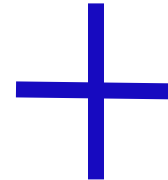
Overview

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 twin challenge routes, it is rare I succeed on my first try. Sustained practice and planning does in fact







Luminara Unduli
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Student Transformative Learning Record
University of Central Oklahoma

ACHIEVEMENT LEVELS

	<p>E - ■■■</p> <p>I - ■■</p> <p>T - ■■</p>	<p>STLR Student Project - Juvenile Justice System - FALL 2015 - Transformation</p> <p>Big Brothers Big Sisters - SUM 2015 - Transformation</p> <p>SOC 3103 - Juvenile Delinquency - SPR 2015 - Integration</p> <p>UNIV 1112 - Success Central - FALL 2013 - Exposure</p>
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Registrar's Signature Required

ePortfolio as the personal presentation of self + CSR as the STLR record of achievement (+ academic transcript) = far more holistic picture of graduates

1

What we had to do to make
STLR happen . . .

1

What we had to do to make
STLR happen . . .

2



. . . lessons
learned
along the
way.

Three Takeaways:



Three Takeaways:



Involve everyone.

Three Takeaways:



Involve everyone. Really!

Three Takeaways:



Involve everyone. Really! Everyone!

Three Takeaways:



Involve everyone. Really! Everyone!



Message well to faculty: For us, STLR does what faculty want to accomplish with their students.

Three Takeaways:



Involve everyone. Really! Everyone!



Message well to faculty: For us, STLR does what faculty want to accomplish with their students.



Work with employers: STLR Employer Advisory Board.



STLR

STUDENT
TRANSFORMATIVE
LEARNING
RECORD



<http://www.uco.edu/stlr>

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