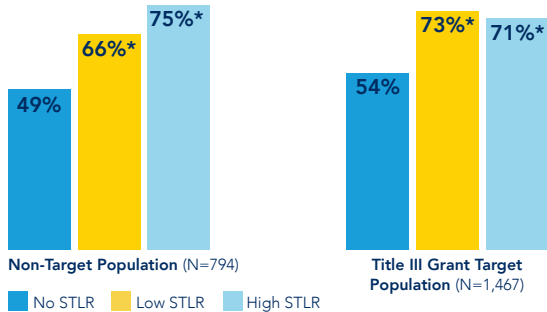


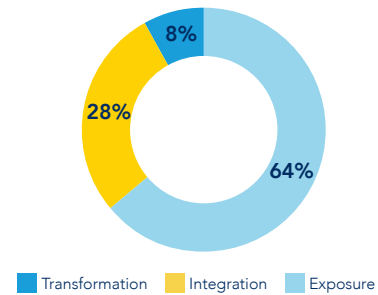
Completed Mid-Grant Data

UCO Retention by STLR Engagement

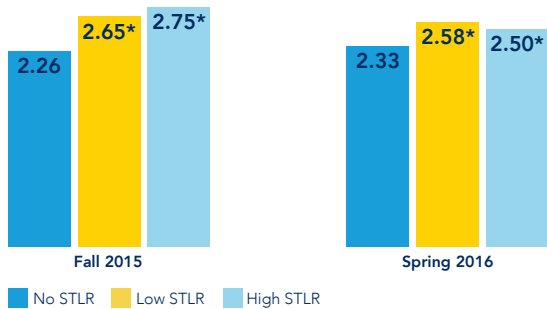
(First-Time Full-Time Freshmen, Fall 2015-Fall 2016)



Assessment Level Frequencies (N=5,714)



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

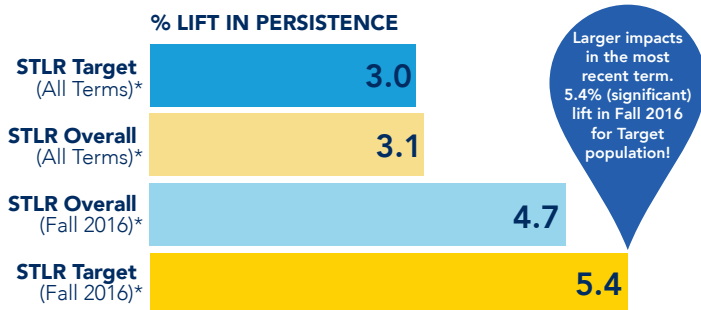


*Statistically significant at the 0.001 level. All confidence intervals and other statistical details are available in full report.

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

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 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

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.



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.

