

# Artifacts, Rubrics, Tracking... Oh My! How do I Capture Evidence of Learning?

Fraternity and Sorority Life Track coordinated by the  
*Piazza Center for Fraternity and Sorority Research and Reform*

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- Lambda Chi Alpha
- Zeta Beta Tau Foundation
- Anonymous

**\$75K**

- Alpha Tau Omega, Gamma Omega Alumni
- Pi Kappa Phi, Alpha Mu Alumni

**\$50K**

- Jim and Evelyn Piazza
- Holmes Murphy Fraternity Practice
- Sigma Phi Epsilon
- Beta Theta Pi and Foundation

**\$20 - 30K**

- Rae Ann, Steve Gruver & Max Gruver Foundation
- Tammy Godley Family
- National Panhellenic Conference & Foundation
- Kappa Kappa Gamma & Foundation
- Delta Tau Delta

**\$10K- 19K**

- AliveTek/Prevent.Zone
- Chi Omega
- Amplify Development Company
- Anonymous

**Student Chapters and Councils**

- Ohio University
- Delta Alpha Chapter of Kappa Kappa Gamma
- Penn State
- University of Arizona
- SUNY Plattsburgh's

**“We are both excited and pleased to make our gift to the Piazza Center... Our goal is to make fraternity and sorority life safer, healthier, and more meaningful for students who become members in the future.”**

**-Jim and Evelyn Piazza, parents of Timothy Piazza and anti-hazing advocates**

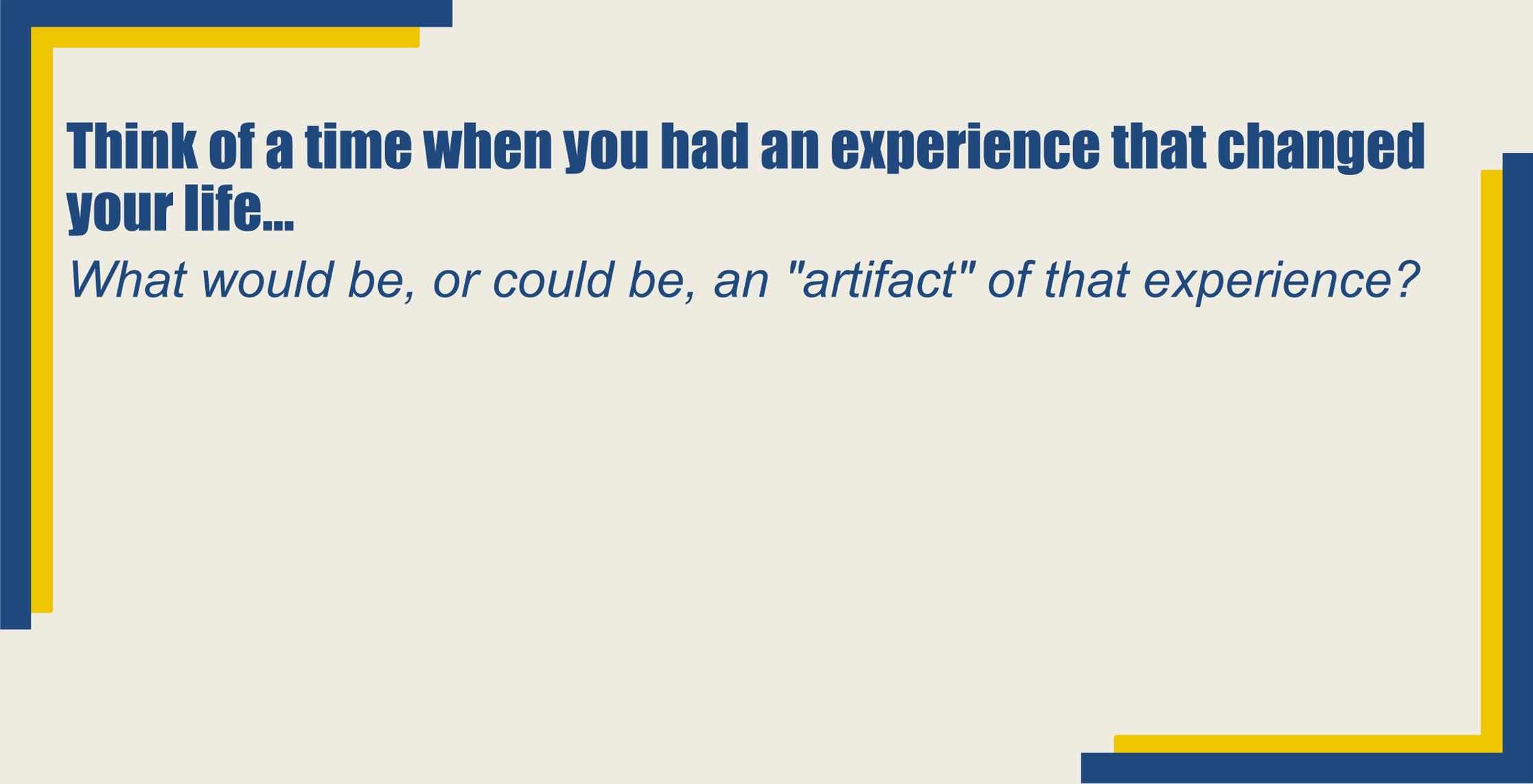
# **Think of a time when you had an experience that changed your life...**

*Either in a Greek Life Organization or your Personal Life*

*(5 Minutes)*

- *What happened?*
- *What caused the experience?*
- *What was the outcome?*

*Find a partner near you and share.*



**Think of a time when you had an experience that changed your life...**

*What would be, or could be, an "artifact" of that experience?*

# Artifacts



Borrowed from anthropology and archaeology, **artifacts** are

- Anything created by humans which **gives information about its creator and users**, or
- Something observed that is not naturally present but **occurs as a result of** the preparative or investigative procedure

Artifacts can exist organically as part of a student's participation in an organization OR might need to be intentionally created.

# Artifacts

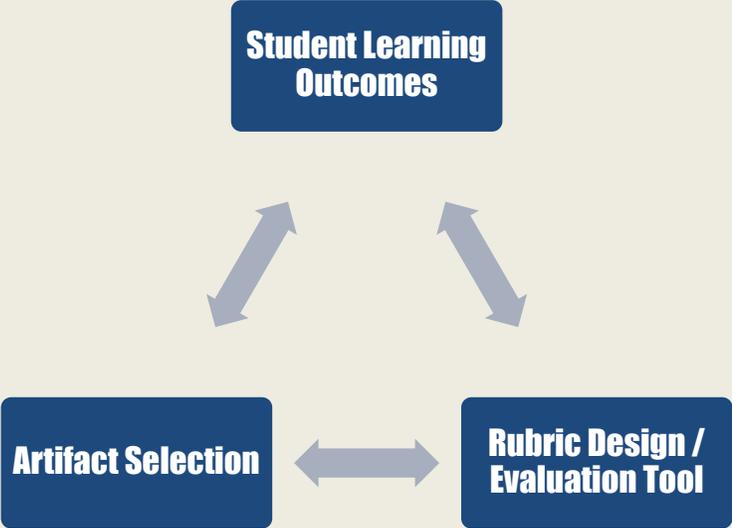


In academic courses, we often see **course assignments as artifacts**. Papers, lab reports, reflective essays, exam questions, presentations, final portfolios, etc. These are tangible products that can be evaluated.

In co-curricular learning, some of these apply – projects and presentations, reflections, open-ended survey responses, etc. We can also think creatively about **creations** from members that give us **information about what they have learned** (e.g., campaign materials for SGA, event plans or run-of-show "scripts" for orientation)

# SLOs & Rubrics

In identifying or creating artifacts to use as assessment of learning, consider *what must the artifact(s) tell me?*



**CRITICAL THINKING VALUE RUBRIC**  
*for more information, please contact [valr@aacu.org](mailto:valr@aacu.org).*

 Association of American Colleges and Universities

**Definition**  
Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

*Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (all one) level performance.*

	Capstone 4	Milestones 3                      2		Benchmark 1
<b>Explanation of issues</b>	Issue/ problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/ problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/ problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/ or backgrounds unknown.	Issue/ problem to be considered critically is stated without clarification or description.
<b>Evidence</b> <i>Selecting and using information to investigate a point of view or conclusion</i>	Information is taken from source(s) with enough interpretation/ evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/ evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/ evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/ evaluation. Viewpoints of experts are taken as fact, without question.
<b>Influence of context and assumptions</b>	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.
<b>Student's position (perspective, thesis/hypothesis)</b>	Specific position (perspective, thesis/ hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/ hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/ hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/ hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/ hypothesis) is stated, but is simplistic and obvious.
<b>Conclusions and related outcomes (implications and consequences)</b>	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.

# Transformative Learning Process



Willingness to be transformed  
(Taylor)



Expand perspective  
(Brookfield, Mezirow)



Have an experience  
(Mezirow)



Perhaps even a "tectonic shift" in worldview or belief



May be disorienting

Rational discourse  
(Mezirow)

Reflect critically  
(Brookfield)

Takes emotional intelligence

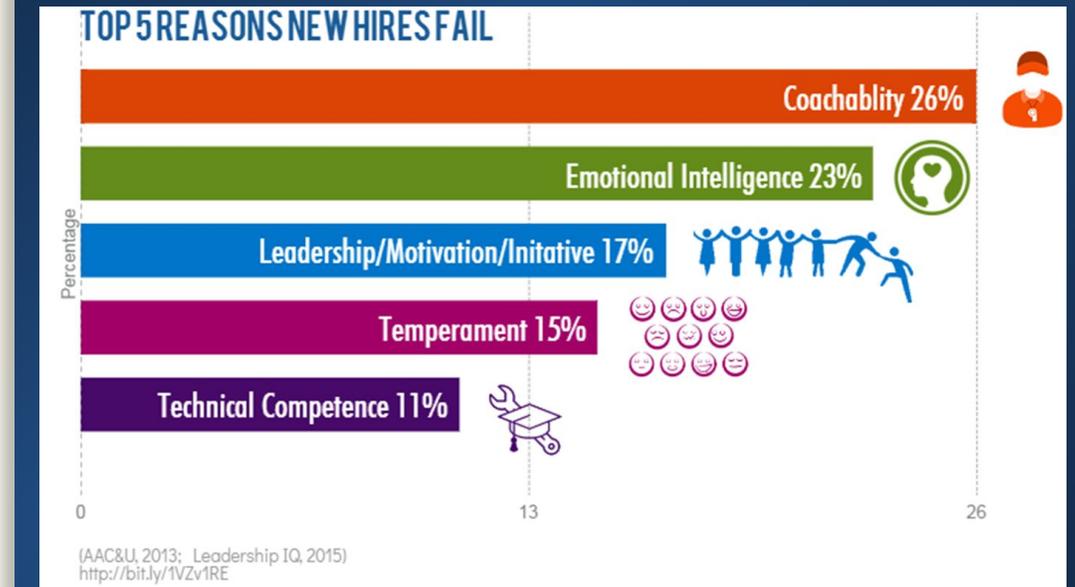


At university, often prompted by instructor or supervisor

# Top 5 Reasons New Hires Failed

## (AAC&U, Leadership IQ)

- 1. Coachability (26%):** The ability to accept and implement feedback from bosses, colleagues, customers and others.
- 2. Emotional Intelligence (23%):** The ability to understand and manage ones own emotions, and accurately assess others emotions.
- 3. Leadership/Initiative/Motivation (17%):** Sufficient drive to achieve ones full potential and excel in the job.
- 4. Temperament (15%):** Attitude and personality suited to the particular job and work environment.
- 5. Technical Competence (11%):** Functional or technical skills required to do the job.



# UCO Documents and Tracks Transformative Learning

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## TRANSFORMATIVE LEARNING...

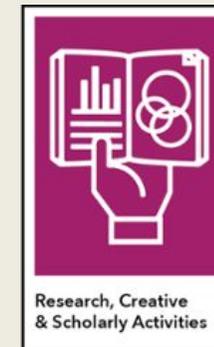
- Develops beyond-disciplinary skills (soft skills)

# STLR

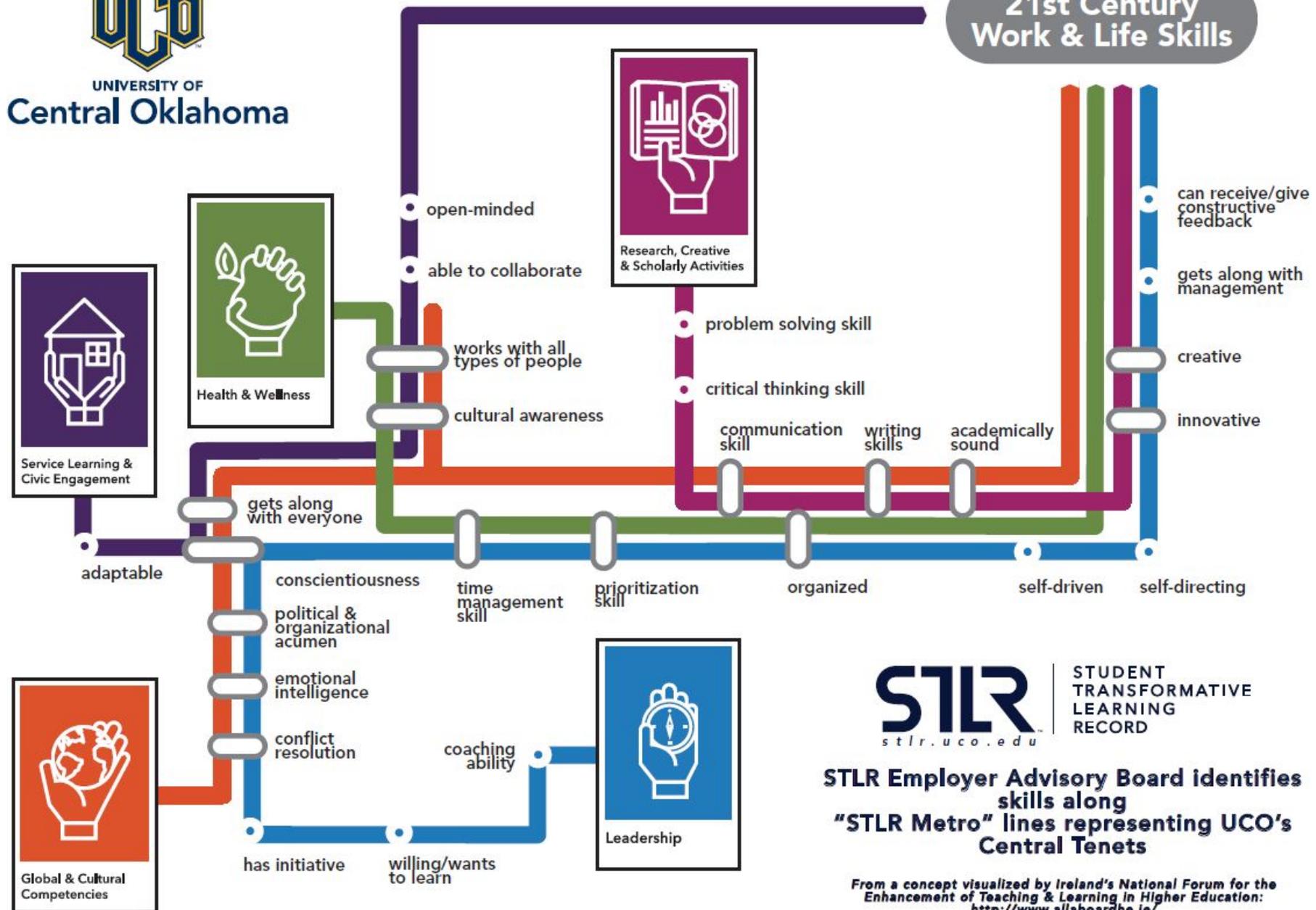
STUDENT  
TRANSFORMATIVE  
LEARNING  
RECORD

*AND*

- Expands perspectives of their relationships with self, others, community, and the environment.



**21st Century  
Work & Life Skills**



 | STUDENT  
 TRANSFORMATIVE  
 LEARNING  
 RECORD

**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.allboardhe.ie/>*

# Where are these Transformative Learning experiences?

1

## Class Assignments

Capstone eportfolio; Indians of the SW reflection essay; Fundamentals of Speech persuasive reflection

2

## Student Events

OKC Memorial Marathon Day of Service; Food Science Symposium; Earth Day Fair; ACM Live Concert series

3

## Student Groups

BronchoThon Leadership Team; Hispanic American Student Association; Mathematics Club Officers; STLR Student Ambassadors

4

## Out-of-Class Projects

Comparison of DNA Extraction Protocols; Creative video production for Strategic Communication; Modern Relationship Study

5

## Locations

Library Innovation Studio; Melton Gallery Art Museum; VetHero Center; Career Development Center

6

## Student Individual Reflection Appointments (SIRAs)

# Documenting & Tracking: Faculty/Staff Process

Blackboard  
transact™

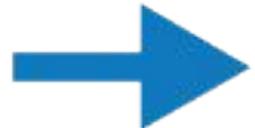
**1. Get  
STLR Trained**



**2. Submit  
STLR-Tagging Form**

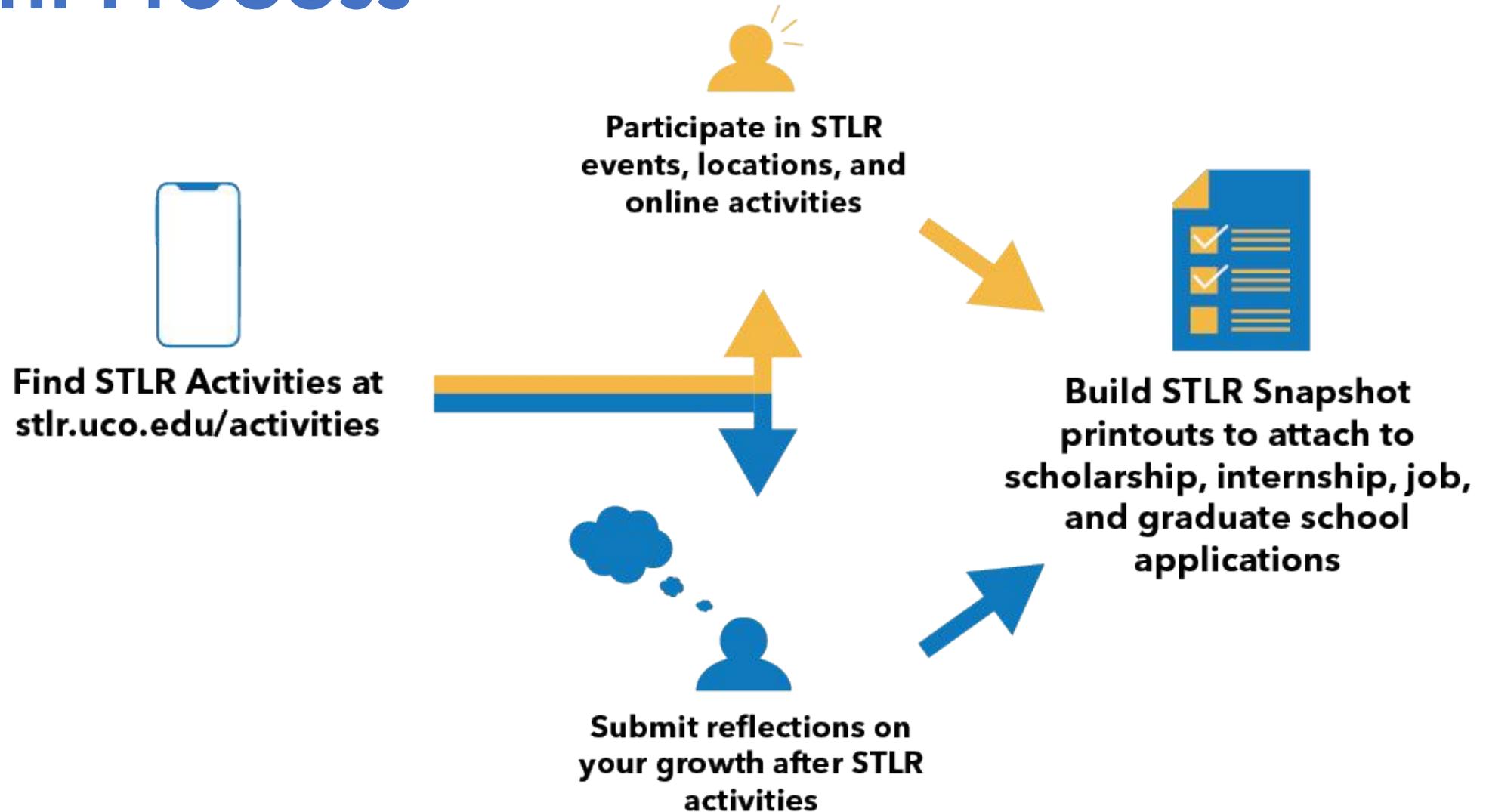


**3. Give Students  
STLR Credits**



**D2L**

# Documenting & Tracking: Student Process



# Manually Assessed Activities - STLR Rubrics

## Achievement Levels



	Transformation	Integration	Exposure
	Global & Cultural Competencies		
	Health & Wellness		
	Leadership		
	Research, Creative & Scholarly Activities		
	Service Learning & Civic Engagement		

**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 their 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**. They have an awareness of their current perspectives related to the tenet(s) and may be developing an understanding of what the tenet(s) entail(s).

**Not Achieved:** The student fails to complete activity or otherwise does not meet objectives.

Demo Student  
\*00001234 \*\*\*\*  
\*\*-1234  
03/30/2017



STUDENT  
TRANSFORMATIVE  
LEARNING  
RECORD

University of Central Oklahoma  
100 North University Drive  
Edmond, OK 73034

The purpose of this record is to provide a visual representation of this student's achievement in the University of Central Oklahoma's (UCO) Tenets of Transformative Learning. This student's educational experience at UCO has resulted in achievements at the exposure, integration or transformation level as indicated below. See the key on the back 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 of Central Oklahoma.

<p><b>Leadership</b> Transformation Integration Exposure</p>		* 1
		4
<ul style="list-style-type: none"> <li>Organizational Comm. Capstone - Capstone Project/Reflection - Spring 2016 - Transformation</li> <li>Fundamentals of Speech - Passions Speech Reflection - Fall 2012 - Integration</li> <li>Conflict and Negotiation in Org - Case Study Reflection - Fall 2014 - Integration</li> <li>Corporate Training/Consulting - Training Design Artifact - Fall 2014 - Integration</li> <li>Interviewing Practices - Mock Interview - Spring 2016 - Integration</li> <li>Internship: Recruiting, Event Planning, and Marketing Strategies - Fall 2015 - Exposure</li> <li>Ted x UCO - Event Participant - Fall 2015 - Exposure</li> </ul>		

<p><b>Service Learning and Civic Engagement</b> Transformation Integration Exposure</p>		* 2
		3
<ul style="list-style-type: none"> <li>Integrated Knowledge Portfolio Project (IKPP) - Fall 2015 - Transformation</li> <li>Internship: Recruiting, Event Planning, and Marketing Strategies - Fall 2015 - Transformation</li> <li>Success Central - Service Learning Activity Reflection Paper - Fall 2012 - Integration</li> <li>MLK Day of Service - Event Participant - Spring 2016 - Exposure</li> </ul>		

<p><b>Research Creative and Scholarly Activities</b> Transformation Integration Exposure</p>		* 1
		3
<ul style="list-style-type: none"> <li>Intro to Organizational Comm. - Reflection Paper - Summer 2014 - Transformation</li> <li>Specialized Publications - Research Project Paper - Fall 2014 - Integration</li> <li>Media Production - Media Artifact - Fall 2015 - Integration</li> <li>Major Quest - Event Participant - Fall 2015 - Exposure</li> <li>General Biology - The Decline of Bees Film - Spring 2013 - Exposure</li> <li>LA Symposium - Event Participant - Spring 2016 - Exposure</li> <li>Internship: Recruiting, Event Planning, and Marketing Strategies - Fall 2015 - Exposure</li> </ul>		

View EPortfolio - Clicking the provided link will open the student's portfolio in your computer's browser: <http://bit.ly/29...>



STUDENT  
TRANSFORMATIVE  
LEARNING  
RECORD



S N A P S H O T

100 N. University Drive  
Edmond, OK 73034  
FICE = 003152



UNIVERSITY OF  
Central Oklahoma

Office of Enrollment Services  
124 Nigh University Center  
(405) 974-3741  
FAX (405) 974-3841

Student Transformative Learning Record

<p><b>Global and Cultural Competencies</b></p>	<p>Transformation</p> <p>Keen sense of cultural self and an identity as a global citizen has emerged.</p>	<p>Integration</p> <p>Developing sense of cultural self, and relation to the global community.</p>	<p>Exposure</p> <p>Beginning awareness of cultural self; openness to learning.</p>
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<p><b>Health and Wellness</b></p>	<p>Transformation</p> <p>A holistic view of health and wellness for self and community is articulated and practiced.</p>	<p>Integration</p> <p>A developing holistic view; some application to self and community with some ability to evaluate own behavior.</p>	<p>Exposure</p> <p>Beginning awareness and understanding of health and wellness; initial attempts at personal change.</p>
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<p><b>Leadership</b></p>	<p>Transformation</p> <p>Leadership knowledge and skill are applied effectively to community or campus issues.</p>	<p>Integration</p> <p>Leadership is developing; knowledge and skills are applied at a basic to intermediate level.</p>	<p>Exposure</p> <p>Leadership skills are being tried out with increasing understanding.</p>
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<p><b>Research Creative and Scholarly Activities</b></p>	<p>Transformation</p> <p>The "why" and the "how" of research and creation are grasped and show in work.</p>	<p>Integration</p> <p>Relevant inquiry about research and creative process &amp; skills are developing.</p>	<p>Exposure</p> <p>Skills in research and the creative process are developing; ideas are beginning to emerge.</p>
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<p><b>Service Learning and Civic Engagement</b></p>	<p>Transformation</p> <p>Deep engagement in the community, both through learning and helping.</p>	<p>Integration</p> <p>Awareness of community issues and the importance of engagement.</p>	<p>Exposure</p> <p>First experiences in volunteering and civic interest.</p>
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The Student Transformative Learning Record is an accurate reflection of the named student's transformative learning 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 enrolled at the university.

ACCREDITATION:  
The University of Central Oklahoma is accredited by the Higher Learning Commission/North Central Association of Colleges and Schools as a bachelor's and master's degree granting institution.

NAME CHANGE HISTORY:

1890	Territorial Normal School	1939	Central State College
1904	Central State Normal School	1971	Central State University
1919	Central State Teachers College	1990	University of Central Oklahoma



# **Greek Life Learning Activity Examples**



STUDENT  
TRANSFORMATIVE  
LEARNING  
RECORD

## Academic Transcript



# Project: Alpha Kappa Alpha Philanthropy Project



# Student Org: Greek Multicultural Council



**Event:**  
**Interfraternity Council  
Volleyball Night**



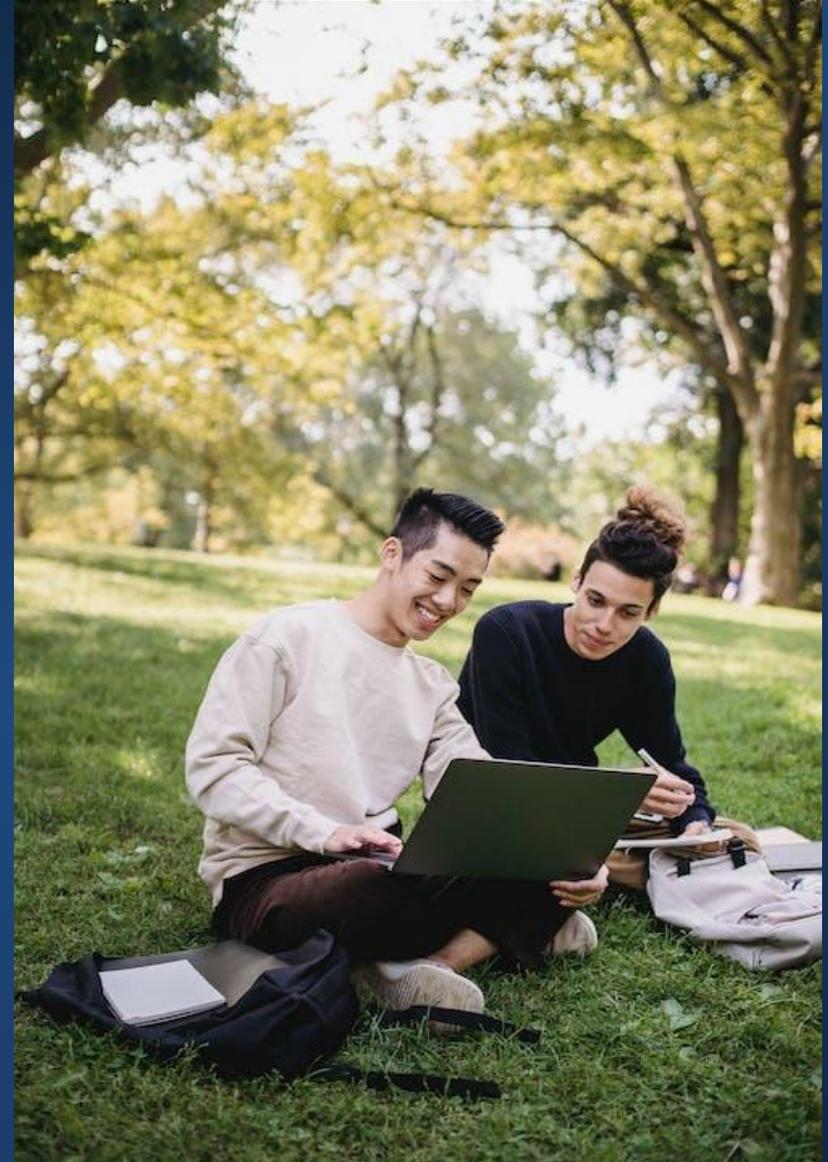
**Health & Wellness**



# Event: Greek Leadership Institute



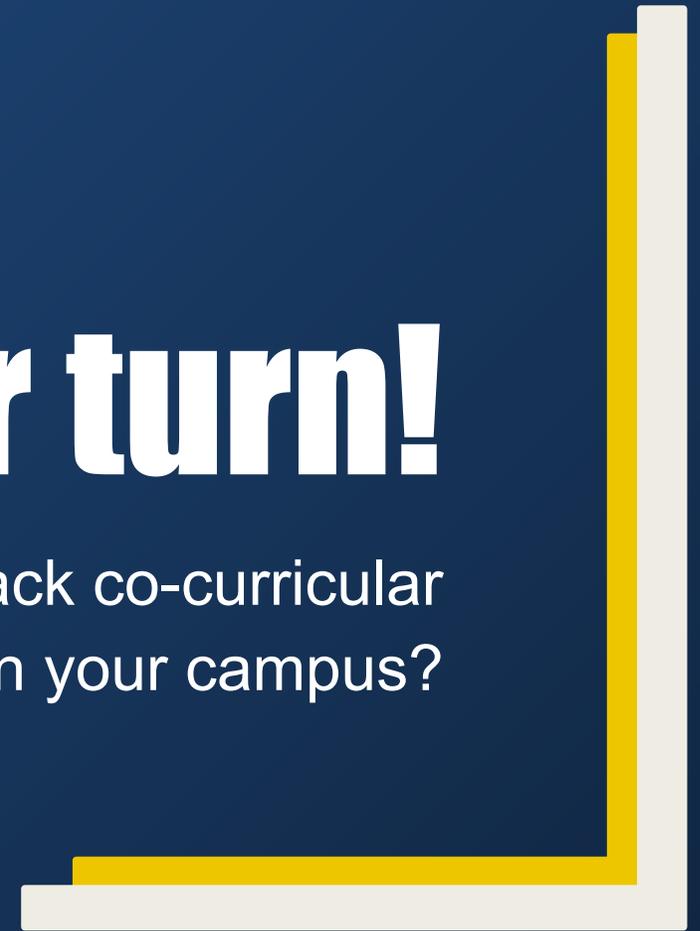
**Location:**  
**Library Study Hours**





# Your turn!

How would you capture, assess, and possibly track co-curricular learning on your campus?



# Thank you!

## Dr. Katie Burr



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