TRANSPARENT ASSIGNMENTS PROMOTE EQUITABLE OPPORTUNITIES FOR STUDENT SUCCESS

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Founder and Principal Investigator, TILT Higher Ed
Overview

PURPOSE:
– Understand how transparently designed assignments can offer equitable opportunities for all college students to succeed; and consider applications

TASKS:
– Review: summary of research findings
– Consider applications: for institutions; for faculty

CRITERIA:
You’ll leave with
– Understanding of our research
– Strategies for applying transparent instruction
– Draft plan for action and use of resources
• Partnership with AAC&U
  - Grant from TG PHILANTHROPY
• Co-PIs: Tia Brown McNair, Ashley Finley
• Schools:
  – Community College of Philadelphia
  – Queensborough Community College, Bayside, NY
  – St Edward's Univ. Austin, TX
  – Univ. of Houston – Downtown, TX
  – California State University, LA
  – Winston-Salem State University, NC
  – Heritage University, Toppenish, WA
• Publication: Peer Review (Spring 2016)
Research Team:

Transparency Project team members, UNLV
Matthew Bernacki, Ph.D. (consultant)
Jeffrey Butler, Ph.D. (research, analysis)
David Copeland (consultant)
Jennifer Golanics, J.D., M. Ed. (analysis)
Sherry Marks (budget)
MaryKay Orgill (consultant)
Kati Harriss Weavil Ph.D. candidate (analysis)
Michelle Zochowski, M. Ed. candidate (analysis)
CONTEXT
Equity of Access

Equity of Experience

Underrep, First Gen, Low Income: half as likely to complete in 4 years
High-achievement in HS can frustrate college success

Gatekeepers stunt research
Well-prepared novices don’t think like experts
## 2 Questions: Compiled from 13 LEAP leader responses

<table>
<thead>
<tr>
<th>Your challenges</th>
<th>Your strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Understanding/Preparation</strong>&lt;br&gt;• insufficient pre-requisite knowledge and skills&lt;br&gt;• understanding of expectations&lt;br&gt;• don’t get objectives and relevance&lt;br&gt;• unfamiliar methods, terminology&lt;br&gt;• faculty researchers not trained in writing/scaffolding good assignments</td>
<td>• guided practice during class&lt;br&gt;• scaffolded due dates for portions&lt;br&gt;• small projects that build to a big one&lt;br&gt;• rubrics and examples of good work&lt;br&gt;• formative feedback <em>before</em> due dates&lt;br&gt;• identify transferrable skills, connect to real world experiences&lt;br&gt;• tutoring/academic support services</td>
</tr>
<tr>
<td><strong>Motivation</strong>&lt;br&gt;• not seeing relevance or connection to their own lives: authentic work&lt;br&gt;• immaturity&lt;br&gt;• confusion, laziness&lt;br&gt;• fear of failure</td>
<td>• clearer directions&lt;br&gt;• explanation of relevance, connection&lt;br&gt;• in-class review and practice&lt;br&gt;• progressive submissions that get feedback and build to bigger project&lt;br&gt;• peer mentoring with clear guidelines</td>
</tr>
<tr>
<td><strong>Time Management</strong>&lt;br&gt;• lack of time on task&lt;br&gt;• competing responsibilities: jobs, families&lt;br&gt;• procrastination&lt;br&gt;• lack of focus on the directions</td>
<td>• semester project map/schedule&lt;br&gt;• multiple reminders&lt;br&gt;• timelines, frequent small due dates</td>
</tr>
</tbody>
</table>
What is Transparency?

- Transparent teaching and learning methods explicitly focus on *how* and *why* students are learning course content in particular ways.
How can Transparency help students?

• Transparent teaching/learning methods benefit students who are unfamiliar with college success strategies by explicating learning/teaching processes.

  ▪ Greater benefits for underrepresented and first-generation students

Winkelmes. *Liberal Education* 99, 2 (Spring 2013)
Winkelmes et al. *Peer Review* 18, 1/2 (Winter/Spring 2016)
Transparency and Problem-centered Learning
AAC&U and Transparency Project collaboration

- 7 MSIs, 1800 students, 35 faculty
  - 425 First generation students
  - 402 non-white students
  - 479 low-income students
  - 297 multiracial students

- 2 x small teaching intervention (2 assignments)

- Boosted students’ learning in 3 important ways (medium-large effect for underserved students):
  - Academic confidence
  - Sense of belonging
  - Skills valued most by employers

Increased GPA, retention
KEY:  

N: number of students responding  

|——|: one standard error  

ES: effect size (Hedges’ G)  

Effect sizes of 0.25 standard deviations or larger are “substantively important” (US Dept of Education WWC, 2014, p. 23).

Less Transparent: mean perceived transparency < 3.3/4  

More Transparent: mean ≥ 3.3/4  

Baseline Equivalence, Beginning of Term

**Confidence to Succeed**

Please rate your confidence about your ability to succeed in this field.

Please rate your confidence about your ability to succeed in school.

**Skills Highly Valued by Employers**

I am capable of learning effectively on my own.

I tend to consider the ethical implications of my actions.

I am able to apply the things I have learned to new problems and situations.

When I get information from multiple sources, I have an easy time making connections between them.

I am good at breaking down theories, ideas and experiences into pieces so I can consider them.

I collaborate well with others on academic work.

I can communicate effectively when I speak.

I can express my ideas effectively when I write.

---

(N=485) More Transparent Courses

(N=630) Less Transparent Courses

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First Generation College Students, End of Term

Amount of Transparency
- Less Transparent N=246
- More Transparent N=188
  ES=.80

Employer-valued Skills*
- Less Transparent N=245
- More Transparent N=188
  ES=.58

Academic Confidence
- Less Transparent N=242
- More Transparent N=183
  ES=.50

Sense of Belonging
- Less Transparent N=246
- More Transparent N=188
  ES=.64

KEY:
- N: number of students responding
- ES: effect size (Hedges’ G) Effect sizes of 0.25 standard deviations or larger are “substantively important” (US Dept of Education WWC, 2014, p. 23).
- Less Transparent: mean perceived transparency < 3.3/4
- More Transparent: mean ≥ 3.3/4

Impact: UNLV Retention Rates 1st year to 2nd year, 2014-2015

All UNLV Retention
- 74.1% N = 2754 / 3716

MORE Transparent
- 90.2% N = 1030 / 1143

red: UNLV first-time full-time freshman students in all courses AY 2014-2015, including “more transparent” courses, retained in October 2015
blue: UNLV students enrolled in 100-level or lower “more transparent” courses Spring 2015, who completed the Fall 2015 term

Sources: UNLV Data Warehouse / MyUNLV Analytics, 5/5/2016; UNLV Registrar; TILT Higher Ed Survey

- **Non-white**: 74.5% (N=1916)
- **Hispanic**: 71.3% (N=787)
- **Low SES**: 94.1% (N=353)
- **African American**: 66.4% (N=176)
- **First Generation**: 75.2% (N=408)
- **All**: 74.1% (N=2754)

**Red**: UNLV first-time full-time freshman students in all courses, including "more transparent" courses, who were retained in October 2015 (Source: UNLV Data Warehouse / MyUNLV Analytics, 5/5/2016)

**Blue**: UNLV students enrolled in 100-level or lower "more transparent" courses in Spring 2015, who completed the Fall 2015 term (Sources: UNLV Registrar and TILT Higher Ed Survey)

*Differences between the two groups will be greater when "more transparent" group is removed from the (red bars) group of UNLV first-time full-time freshman students in all courses.*
Impact on UNLV students’ views of learning

Helped Collaborating Effectively: STEM & Life Sciences

- First Generation: Red, N=144, ES=0.635, p=0.000
- African American: Blue, N=31, ES=0.253, p=0.3281
- Low SES: Red, N=122, ES=0.697, p=0.000
- Hispanic: Blue, N=106, ES=0.649, p=0.000
- Non-White: Red, N=204, ES=0.679, p=0.000

- UNLV students enrolled in 100-level or below "less transparent" courses Spring 2015-Fall 2015
- UNLV students enrolled in 100-level or lower "more transparent" courses Spring 2015-Fall 2015

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Impact on UNLV students’ views of learning

Helped Collaborating Effectively: Humanities & Social Sciences

- First Generation: Red (N=240, Mean=3.710, p=0.000) vs. Blue (N=240, Mean=2.883, p=0.000)
- African American: Red (N=70, Mean=3.649, p=0.000) vs. Blue (N=70, Mean=2.556, p=0.000)
- Low SES: Red (N=193, Mean=3.619, p=0.000) vs. Blue (N=193, Mean=2.834, p=0.000)
- Hispanic: Red (N=161, Mean=3.600, p=0.000) vs. Blue (N=161, Mean=2.858, p=0.000)
- Non-White: Red (N=265, Mean=3.711, p=0.000) vs. Blue (N=265, Mean=2.875, p=0.000)

Red: UNLV students enrolled in 100-level or below "less transparent" courses Spring 2015-Fall 2015
Blue: UNLV students enrolled in 100-level or lower "more transparent" courses Spring 2015-Fall 2015

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Impact on UNLV students’ views of learning

Helped Communicating: Writing, STEM & Life Sciences

- First Generation
  - N=150
  - Mean Response: 3.465
- African American
  - N=150
  - Mean Response: 2.447
- Low SES
  - N=28
  - Mean Response: 2.429
- Hispanic
  - N=115
  - Mean Response: 3.443
- Non-White
  - N=198
  - Mean Response: 3.265

Red: UNLV students enrolled in 100-level or below "less transparent" courses Spring 2015-Fall 2015
Blue: UNLV students enrolled in 100-level or lower "more transparent" courses Spring 2015-Fall 2015

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What does Transparent Assignment Design look like?

Faculty/Instructors agreed (in national study, 7 MSIs) to discuss with students in advance:

**Purpose**
- Skills practiced
- Knowledge gained

long-term relevance to students’ lives
connection to learning outcomes

**Task**
- What students will do
- How to do it (steps to follow, avoid)

**Criteria** for success
- Checklist or rubric in advance so students can self-evaluate
- What excellence looks like (annotated examples where students/faculty apply those criteria)

Winkelmes et al, *Peer Review* (Winter/Spring, 2016)
Resources for faculty/instructors
<table>
<thead>
<tr>
<th>Research on Learning</th>
<th>Implications for Transparent Design</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elbow, Jaschik/Davidson, Mazur Ambrose, Bergstahler Gregorc, Kolb</td>
<td><strong>PURPOSE:</strong> Low stakes for greater creativity / risk Varied and/or flexible formats appeal equitably to students’ strengths; inclusive</td>
</tr>
<tr>
<td>AAC&amp;U HIPs, Bass, Bloom, Colomb, Felder, Perry</td>
<td><strong>PURPOSE:</strong> Build critical thinking skills in sequence. Target feedback to phase, don’t overwhelm</td>
</tr>
<tr>
<td>Doyle, Felder, Tanner, Winkelmes</td>
<td><strong>PURPOSE:</strong> Specify knowledge/skills, criteria and encourage self-monitoring.</td>
</tr>
<tr>
<td>Fisk/Light, Tanner</td>
<td><strong>TASK:</strong> Provide annotated examples of successful work w/criteria applied, before students begin work</td>
</tr>
<tr>
<td>Aronson, Dweck, Fisk, Light, Schnabel, Spitzer, Steele, Treisman, Yeager/Walton, Vygosky</td>
<td><strong>TASK:</strong> Structure and require peer instruction, feedback; positive attribution activities.</td>
</tr>
<tr>
<td>Finley/McNair Winkelmes et al Yeager, Walton</td>
<td><strong>CRITERIA:</strong> Explicate purposes, tasks, criteria in advance. Give students a compass, set expectations; Explicate applicability, relevance; Engage students in applying shared criteria to increase belonging.</td>
</tr>
</tbody>
</table>
Apply all that research to designing transparent, equitable assignments!
Sample Assignments

Sample A

Purpose

• Skills practiced  
  long-term (problem-centered) relevance to students’ lives

• Knowledge gained  
  connection to learning outcomes

Task: What to do

  How to do it (steps to follow, avoid)

Criteria

• Checklist or rubric in advance to help students to self-evaluate

• What excellence looks like (multiple annotated examples)
Sample Assignments

Sample A

Purpose

• Skills practiced

  } long-term (problem-centered) relevance to students’ lives

• Knowledge gained

  } connection to learning outcomes

Task: What to do

  How to do it (steps to follow, avoid)

Criteria

• Checklist or rubric in advance to help students to self-evaluate

• What excellence looks like (multiple annotated examples)
1. Select a professional in your prospective academic discipline and/or career field that is considered an expert in an area in which you are interested.

2. Secure an interview with the professional for a date and time that is convenient for both of you.

3. Prepare 8-10 questions to ask the professional about their knowledge of a particular academic discipline/career filed.

4. Conduct a 20-30 minute, face-to-face interview to gather knowledge that will help you make an informed decision about the major/career you are considering. You will want to audio/video record the interview with the interviewee's permission.

5. Prepare a typed transcript of the questions and answers using the audio/video recording.

6. Write a 400-500 word reflection paper in which you address the following items:
   a. Who you selected and why?
   b. What you learned from them that is most interesting?
   c. What this assignment helped you learn about your major/career decision?
   d. What questions you still have?

7. Submit the typed transcript and reflection paper to your instructor.
Sample Assignments

Sample D

**Purpose**
- Skills practiced  
- Knowledge gained  

relevance to students  
connection to LOs

**Task:** What to do
- How to do it

**Criteria**
- What excellence looks like (annotated)
- Criteria in advance to help students to self-evaluate
Purpose: The purpose of this assignment is to analyze a past poster to help you research, design, and create your own effective poster with sufficient scientific evidence that supports your conclusion.

Skills/Knowledge: As a result of completing this assignment, you will be able to identify and judge the success of the important parts of a scientific poster:
• The sources of scientific information,
• The interpretation of the results, and
• The scientific merit of the conclusion.

Task: Read through your example poster and answer the following questions: ...
Gather Feedback on Your Own Assignment

*Why are we doing this now?*

**Purpose**
- Knowledge: share feedback, insights; promote student success
- Skills: apply transparency; engage community of practice

**Task**
- Four steps, 2-4 min each, in pairs / 3s

**Criteria**
- Draft you can use in your course
- Helpful insights from colleagues *as novices*
Apply Transparency to Assignment: Set up

1. Volunteers: Who has an assignment for an upcoming course – from 1st half of term?
2. Sit with a **disciplinary stranger** who has an assignment
Choose an Assignment from Your Course

• from 1\textsuperscript{st} half of the term
• after students are acquainted with basic tools and terminology the course uses
• when students are starting to apply those and try them out

Describe this assignment to your partners (2 min each)
Feedback on Your Assignments, part 1 of 3

handout: page 6

As a novice student, offer feedback on the **Purpose**

In pairs or 3s, discuss and define (6 min total)

Five years after taking your course,

- What essential **knowledge** should students retain from doing this assignment?
- What **skills** should students be able to perform from doing this assignment? *(p. 2 may help)*
- Why are these important to students?
Feedback on Your Assignments, part 2 of 3

handout page 6

As a novice student, offer feedback on the **Task**

In pairs, discuss and define (6 min total)

As a novice, list the steps you’d take to do the assignment.
Feedback on Your Assignments, part 3 of 3

As a novice student, offer feedback on the **Criteria**

In pairs or 3s, discuss and define  (6 min total)

As a novice:
- Are you confident you are doing the task effectively?
- Are you confident you are doing excellent work?
- Do you have annotated good examples?

To answer yes, what would you need?
Additional Research-based Strategies

handout page 1

Offer feedback in pairs, 3s (4 min total)

• Which additional research-based methods could be used?  (chart, p. 1)
How did we do in this peer activity?

Purpose
- Knowledge: share feedback, insights
- Skills: apply transparency; engage community of practice

Task
- Four steps, 2 – 4 min each, in pairs / 3s

Criteria
- draft you can use in your course
- helpful insights from colleagues as novices
- Strategies (chart, page 1)
## Your in-class Activities (p. 9)

<table>
<thead>
<tr>
<th>Years out Knowledge &amp; Skills</th>
<th>Purpose</th>
<th>Task</th>
<th>Task Cues</th>
<th>Criteria</th>
<th>Stakes % high/low</th>
<th>Assessed by peer/teacher</th>
<th>E Transparent Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Knowledge, disciplinary methods/tools content</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2) Analysis / Application</td>
<td></td>
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</tr>
</tbody>
</table>

[-----You just did this part in pairs. ---------------medium---------------------]

This is where an in-class activity can prepare students to excel on next assgt.

-----Are students now ready to excel on this graded assignment?---------
Your in-class Activities (p. 9)

<table>
<thead>
<tr>
<th>3 years out Knowledge &amp; Skills</th>
<th>Purpose</th>
<th>Task</th>
<th>Task Cues Bloom chart</th>
<th>Criteria</th>
<th>Stakes % high/low</th>
<th>Assessed by peers/teacher</th>
<th>6 Transparent Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Knowledge, disciplinary methods/tools content</td>
<td>In-class activity for practice <em>before</em> students do it for a grade (low stakes)</td>
<td>Take-home assignment</td>
<td>med/hi stakes</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>2) Analysis / Application</td>
<td>In-class activity for practice <em>before</em> students do it for a grade (low stakes)</td>
<td>Take-home assignment</td>
<td>med/hi stakes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3) Evaluation</td>
<td>In-class activity for practice <em>before</em> students do it for a grade (low stakes)</td>
<td>Take-home assignment</td>
<td>med/hi stakes</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>4) Creative Contribution</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
How did we do?

PURPOSE:
- Consider and apply research on college students’ learning to the design of transparent course assignments / activities that offer equitable opportunities for all students to succeed

TASKS:
- Review research findings
- Apply to revising your assignments and activities

CRITERIA:
You’ll leave with
- Overview of research
- Strategies to revise your assignments and activities
- Draft ideas for an assignment, an activity

Long term: improved student confidence, skills, success
Please join us!

http://www.unlv.edu/provost/teachingandlearning

• use our student learning surveys
• receive a confidential instructor’s report

Transparent 2nd Tuesdays at 2:00 pm
https://zoom.us/s/337401450

• review draft assignments with colleagues
Questions for Leaders
How might a Transparent Framework boost student success in these contexts?

**Courses/Programs:**
- Intro (large, small), Gateway, High DFW, Majors/Pathways, Gen Ed

**Units:**
- collaboration among student support, faculty affairs

**Networks:**
- MSIs, Community Colleges, Research Intensive, Liberal Arts, Regional, Teaching/Learning Centers, STEM Ed Ctrs, Disciplinary Association conferences...
Examples: Courses, Programs

- 1\textsuperscript{st} - 2\textsuperscript{nd} year retention
- Course learning outcomes

- Non-white: 74.5% retention, N=1916
- Hispanic: 71.3% retention, ES=0.455, p=0.00, N=787
- Low SES: 94.1% retention, N=353
- African American: 66.4% retention, ES=0.756, p=0.000, N=176
- First Generation: 75.2% retention, N=408
- All: 74.1% retention, ES=0.397, p=0.000, N=2754

**red:** UNLV first-time full-time freshman students in all courses, including “more transparent” courses, who were retained in October 2015 (Source: UNLV Data Warehouse / MyUNLV Analytics, 5/5/2016)

**blue:** UNLV students enrolled in 100-level or lower “more transparent” courses in Spring 2015, who completed the Fall 2015 term (Sources: UNLV Registrar and TILT Higher Ed Survey)

* Differences between the two groups will be greater when “more transparent” group is removed from the (red bars) group of UNLV first-time full-time freshman students in all courses.
Impact on UNLV students’ views of learning

Helped Collaborating Effectively: STEM & Life Sciences

<table>
<thead>
<tr>
<th>Group</th>
<th>Mean Response</th>
<th>N</th>
<th>ES</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Generation</td>
<td>3.660</td>
<td>144</td>
<td>0.635</td>
<td>0.000</td>
</tr>
<tr>
<td>African American</td>
<td>2.940</td>
<td>150</td>
<td>0.253</td>
<td>0.3281</td>
</tr>
<tr>
<td>Low SES</td>
<td>3.258</td>
<td>31</td>
<td>0.697</td>
<td>0.000</td>
</tr>
<tr>
<td>Hispanic</td>
<td>3.680</td>
<td>122</td>
<td>0.649</td>
<td>0.000</td>
</tr>
<tr>
<td>Non-White</td>
<td>3.660</td>
<td>106</td>
<td>0.679</td>
<td>0.000</td>
</tr>
<tr>
<td></td>
<td>2.970</td>
<td>204</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**red:** UNLV students enrolled in 100-level or below "less transparent" courses Spring 2015-Fall 2015

**blue:** UNLV students enrolled in 100-level or lower "more transparent" courses Spring 2015-Fall 2015

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Examples: Units

At UNLV:

student support and faculty affairs units spoke different (accrediting) languages until…

• purpose
• task
• criteria
## Online Ed Developers: Help Faculty apply Transparent Assignment Design

<table>
<thead>
<tr>
<th>Transparency</th>
<th>Quality Matters</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Purpose</strong></td>
<td></td>
</tr>
<tr>
<td>• Skills practiced</td>
<td>2. Learning objectives, competencies</td>
</tr>
<tr>
<td>• Knowledge gained</td>
<td>4. Instructional Materials</td>
</tr>
<tr>
<td><strong>Task</strong></td>
<td></td>
</tr>
<tr>
<td>• What to do</td>
<td>1. Course Overview and Intro</td>
</tr>
<tr>
<td>• How to do it</td>
<td>5. Course Activities and Learner Interaction</td>
</tr>
<tr>
<td><strong>Criteria</strong></td>
<td></td>
</tr>
<tr>
<td>• Annotated examples</td>
<td>7. Learner Support</td>
</tr>
<tr>
<td>• Checklist (Am I on</td>
<td>5. Assessment and Measurement</td>
</tr>
<tr>
<td>the right track?)</td>
<td></td>
</tr>
</tbody>
</table>

**Quality Matters Rubric**

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## Librarians: Help Faculty apply Transparent Assignment Design

<table>
<thead>
<tr>
<th>Transparency</th>
<th>Dee Fink’s model</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose</td>
<td></td>
</tr>
<tr>
<td>• Skills Practiced</td>
<td>Learning Goals</td>
</tr>
<tr>
<td>• Knowledge Gained</td>
<td></td>
</tr>
<tr>
<td>Task</td>
<td>Teaching/Learning Activities</td>
</tr>
<tr>
<td>• What to do</td>
<td></td>
</tr>
<tr>
<td>• How to do it</td>
<td></td>
</tr>
<tr>
<td>Criteria</td>
<td>Feedback and Assessment</td>
</tr>
<tr>
<td>• Annotated examples of successful work</td>
<td></td>
</tr>
<tr>
<td>• Checklist (Am I on the right track?)</td>
<td></td>
</tr>
</tbody>
</table>

Dee Fink, Significant Learning
# Academic Advising: Help Students Apply Transparency to Academic Work (Checklist)

<table>
<thead>
<tr>
<th>Transparency</th>
<th>CAS/NACADA Standards 2</th>
</tr>
</thead>
</table>
| **Purpose**  | • Goals  
• Education Plan  
• Responsibility to meet requirements |
| **Task**     | • articulate intent, curriculum  
• use good intellectual habits |
| **Criteria** | • engage  
• use complex info to assess goal achievement |

- **Purpose**
  - Skills Practiced
  - Knowledge Gained

- **Task**
  - What to do
  - How to do it

- **Criteria**
  - Annotated examples of successful work
  - Checklist (Am I on the right track?)

---

Council for the Advancement of Standards in Higher Education (CAS)
National Academic Advising Association (NACADA)
### Academic Advising: Help Advisors Apply … Academic Advising Model

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Task</th>
<th>Criteria for Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduation/Completion</td>
<td>Course Planning, UULOs, General Education Requirements</td>
<td>30 requirement fulfilling credits per year</td>
</tr>
<tr>
<td>Major Declaration</td>
<td>Focus 2, Understanding Strengths and Weakness, Locating Information/ Resources</td>
<td>Declared a major before reaching 48 credits, Develop Self-Reliance</td>
</tr>
<tr>
<td>Goal Setting</td>
<td>Graduation Visualization, Identify desired class grades &amp; GPA</td>
<td>Goal Progression &amp; Awareness</td>
</tr>
</tbody>
</table>
Campus Life – Help Employers and Employees Apply
...Job Description, Performance Review

UNLV CAMPUS RECREATIONAL SERVICES

Building Manager Position Description

Purpose
This position is responsible for daily operations of the SRWC while on shift. Individuals holding this position must be able to solve on-the-job issues by utilizing effective critical thinking and decision-making skills. This person will enforce all building policies and be able to communicate to a diverse group of patrons why the policies are in place. The Building Manager is responsible for the supervision of all student employees and will act as an effective leader and mentor to the employees.

Minimum Qualifications
- Must have one semester of student employment experience within Campus Recreation at the SRWC in any area (facilities, intramurals, sport clubs, fitness, aquatics).
- Current CPR and First Aid Certifications Required.
- Must be available to work a minimum of 10-15 hours per week.
- Minimum GPA requirements. Semester GPA: 2.0  Cumulative GPA: 2.25

Preferred Qualifications
- One year of student employment experience within Campus Recreation at the SRWC in any area (facilities, intramurals, sport clubs, fitness, aquatics).
- Experience with RecTrac or a point of sale software program.
- Experience in multiple positions in Campus Recreation.

Task
Duties and Responsibilities include, but are not limited to:
- Act in the role of a supervisor on duty for the facility.
- Maintain a clean and tidy work space.
- Arrive at least fifteen minutes prior to scheduled shift.
- Assist any and all Student Recreation and Wellness Center staff when needed.
- Responsible for the opening and closing of the SRWC facility.
- Cash handling and backup to the Cash Drawer Attendant.
- Dress and appearance are consistent with SRWC standards including wearing a name tag at all times.
- Knowledge of all programs, services, and facilities of the SRWC including Rebel Wellness Zone, Fitness, Intramurals, Sport Clubs and Aquatics.
- Provide tours of the facility upon request of potential members, students, etc.
- Knowledge of computer software, including Rec Trac, When-to-Work, Time Clock Plus, Google Docs, Gmail.
- Knowledge of all equipment and equipment set-up and tear-down throughout building for Special Events, Tournaments and Open Recreation requests (volleyball, badminton, floor hockey, table tennis).
- First responders to all SRWC emergencies, including preparation of paper work after emergencies.
- Act in a professional manner by upholding SRWC policy when involved in conflict management with patrons, students and staff.
- Proper radio protocol and response in a timely manner, includes radio communication to SRWC, Wellness and Custodial Staff.
- Supervise all on-shift staff members in all SRWC managed spaces (including IM fields).

Staff Expectations:
- Must act as a role model for fellow staff members.
- Maintain a standard of performance on daily tasks.
- Attend regularly scheduled departmental meetings for all areas necessary.
- Maintain communication with other Campus Recreational Services Teams members regarding positive recognition, performance reviews, substitution, and schedule conflicts.
- Communicate clear and concise information as needed to patrons, students, emergency medical service personnel and police services.
- Practice peer education to develop student staff growth and success.
- Assist with hiring and training of all new Building Managers.
- Adhere to all SRWC guidelines and non-negotiables.

Criteria for Success
Building Managers will be evaluated on their performance each semester. The staff evaluation process consists of a self-evaluation, peer evaluation, and supervisor evaluation. The staff evaluation measures the following objectives:
- Ability to display a positive attitude for all patrons and CRS staff.
- Ability to prioritize tasks, manage time and balance professional and personal commitments.
- Ability to follow policies and procedures, arrive prepared and on time for work and consistently demonstrate service excellence.
- Ability to assess a situation and make well informed decisions independently.
- Ability to act in a professional manner and serve as a role model and mentor for CRS staff.
- Ability to positively promote UNLV and CRS to patrons and take initiative to be involved throughout campus.

Building Managers will attend bi-monthly, Fall/Spring semester, and annual trainings for on-going staff development.
Examples: Networks
Baseline Equivalence, Beginning of Term

Confidence to Succeed

Please rate your confidence about your ability to succeed in this field.

Please rate your confidence about your ability to succeed in school.

Skills Highly Valued by Employers*

I am capable of learning effectively on my own.

I tend to consider the ethical implications of my actions.

I am able to apply the things I have learned to new problems and situations.

When I get information from multiple sources, I have an easy time making connections between them.

I am good at breaking down theories, ideas and experiences into pieces so I can consider them.

I collaborate well with others on academic work.

I can communicate effectively when I speak.

I can express my ideas effectively when I write.

More Transparent Courses (N=485) Less Transparent Courses (N=630)
NILOA National Institute for Learning Outcomes Assessment

First Generation College Students, End of Term

**Amount of Transparency**
- Less Transparent N=246
- More Transparent N=188

**Employer-valued Skills**
- Less Transparent N=245
- More Transparent N=188

**Academic Confidence**
- Less Transparent N=242
- More Transparent N=183

**Sense of Belonging**
- Less Transparent N=246
- More Transparent N=188

**KEY:**
- **N:** number of students responding
- **ES:** effect size (Hedges’ G) Effect sizes of 0.25 standard deviations or larger are “substantively important” (US Dept of Education WWC, 2014, p. 23).
- **Less Transparent:** mean perceived transparency < 3.3/4
- **More Transparent:** mean ≥ 3.3/4

How might a Transparent Framework boost student success in these contexts?

**Courses/Programs** (support for instructors):
- Intro (large, small), Gateway, High DFW, Majors/Pathways, Gen Ed

**Units** (support for administrators/staff):
- collaboration among student support, faculty affairs

**Networks** (cross-institutional collaboration):
- LEAP States, Consortia, MSIs, Community Colleges, Research Intensive, Liberal Arts, Regional, Teaching/Learning Centers, STEM Ed Ctrs, Disciplinary Associations
What would you need to try this?

- materials and resources (online)
  - NILOA assignment library  http://www.assignmentlibrary.org/
  - TILT materials  http://www.unlv.edu/provost/teachingandlearning
  - AAC&U LEAP Networks and Faculty Collaboratives
    - http://www.aacu.org/resources/leap-networks

- organizational structure
  - onsite and online seminars
  - online data-gathering, analysis, reporting

- other?
How did we do?

PURPOSE:
- Understand how transparently designed assignments can offer equitable opportunities for all college students to succeed; and consider applications

TASKS:
- Review: summary of research findings
- Consider applications: for institutions; for faculty

CRITERIA:
You’ll leave with
- Understanding of our research
- Strategies for applying transparent instruction
- Draft plan for action and use of resources