TRANSPARENT ASSIGNMENTS PROMOTE EQUITABLE OPPORTUNITIES FOR STUDENT SUCCESS
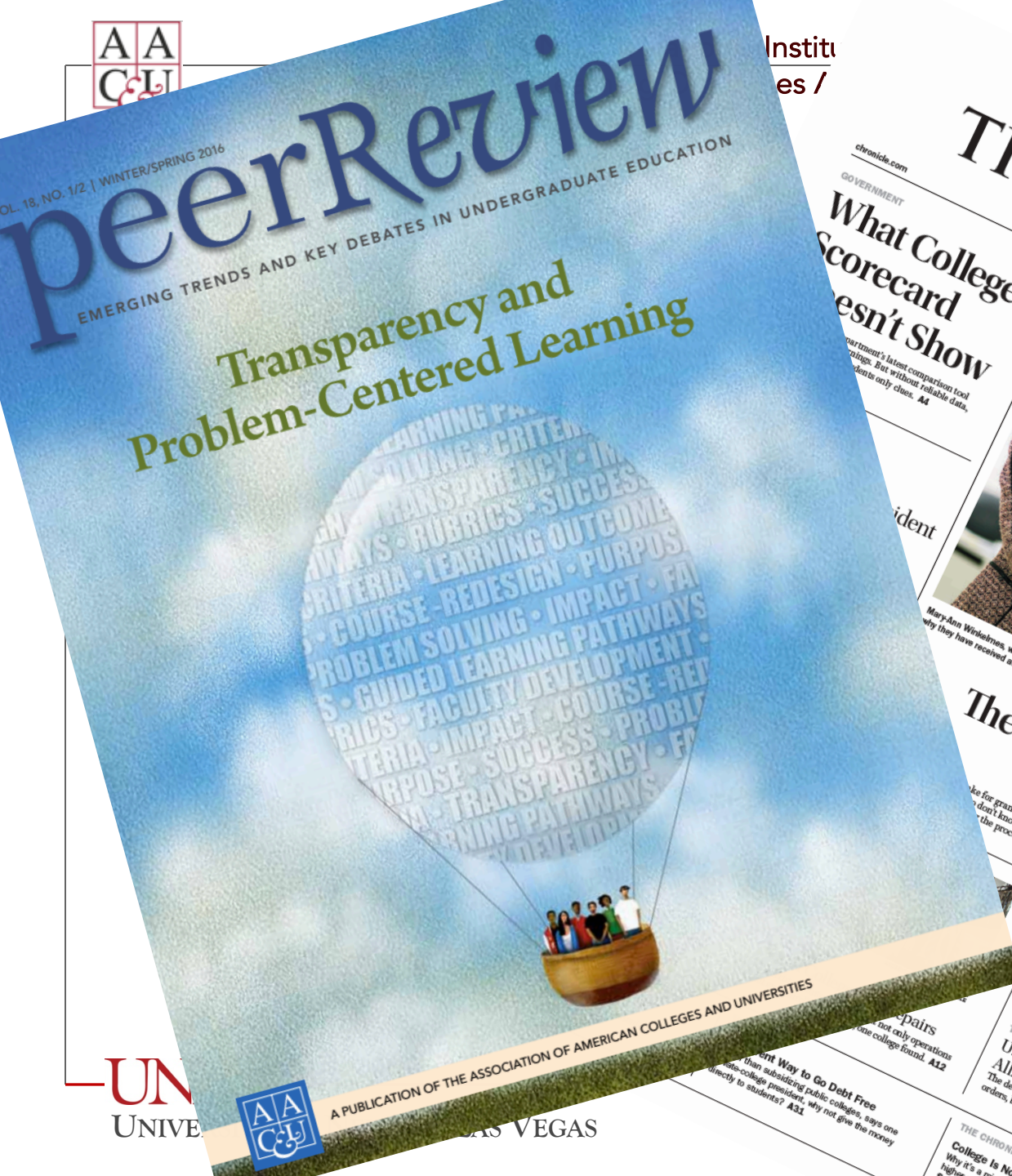
Mary-Ann Winkelmes, Ph.D.

Coordinator, Instructional Development & Research, UNLV
Senior Fellow, Association of American Colleges & Universities
Nevada Humanities Board of Directors member
Founder and Principal Investigator, TILT Higher Ed
Transparency in Learning and Teaching

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TILT Higher Ed
Transparency in Learning and Teaching

peerReview
EMERGING TRENDS AND KEY DEBATES IN UNDERGRADUATE EDUCATION

VOL. 18, NO. 1/2 | WINTER/SPRING 2016

Transparency and
Problem-Centered Learning

A PUBLICATION OF THE ASSOCIATION OF AMERICAN COLLEGES AND UNIVERSITIES

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AAC&U

chronicle.com

THE CHRONICLE
of Higher Education®

September 25, 2015 • $6.99
Volume LXII, Number 4

GOVERNMENT

What College
Scorecard
Doesn't Show

...partment's latest comparison tool
...rnings. But without reliable data,
...dents only clues. A4

Mary-Ann Winkelmes, who trains professors in "transparent" teaching, says the approach helps students understand ...why they have received an assignment, what they are expected to do, and how they will be evaluated.

The Unwritten Rules
of College

...ake for granted the logic and the rhythm of their courses, but students —
...don't know what to expect — may get lost. The U. of Nevada at Las Vegas
...r the process of teaching explicit to help them succeed. A26

GRADUATE SCHOOLS

Ph.D.s in Humanities: Few Feel
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The disciplines will probably continue to thin,
a result of choices by students as well as
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TECHNOLOGY

U. of Florida Rethinks
Alliance With Pearson
The deal got UF Online running, on the governor's
orders, but interest is low. A16

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...not only operations
...one college found. A12

...ent Way to Go Debt Free
...than subsidizing public colleges, says one
...ate-college president, why not give the money
...directly to students? A31

THE CHRONICLE REVIEW

College Is Not...
Why it's a ...

14 Mary-Ann Winkelmes

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)

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TILT Higher Ed 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

Underrep, First Gen, Low Income:
half as likely to complete in 4 years

High-achievement in HS
can frustrate college success

Equity of Access

≠

Equity of Experience

Gatekeepers
stunt research

Well-prepared novices
don't think like experts

2 Questions: Compiled from 13 LEAP leader responses

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

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
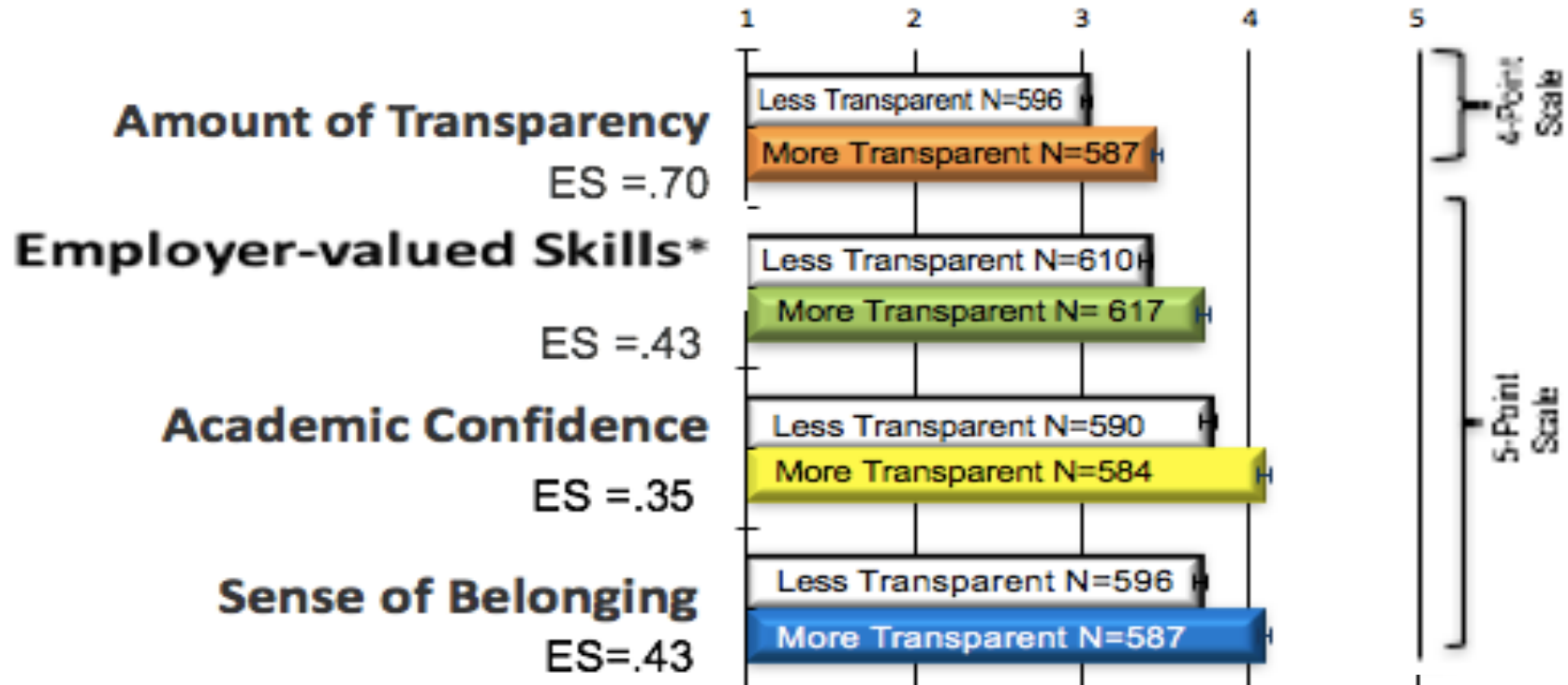
Winkelmes. *Liberal Education* 99, 2 (Spring 2013)
Winkelmes et al. *Peer Review* 18, 1/2 (Winter/Spring 2016)

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   Increased GPA, retention
    - Skills valued most by employers

All Disciplines/All Students, End of Term

Amount of Transparency
ES =.70
- Less Transparent N=596
- More Transparent N=587

Employer-valued Skills*
ES =.43
- Less Transparent N=610
- More Transparent N= 617

Academic Confidence
ES =.35
- Less Transparent N=590
- More Transparent N=584

Sense of Belonging
ES=.43
- Less Transparent N=596
- More Transparent N=587

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).
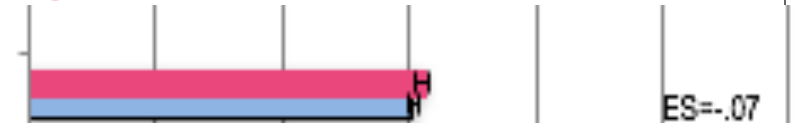   **Less Transparent**: mean perceived transparency < 3.3/4
    More Transparent: mean ≥ 3.3/4
    * Hart Associates employer surveys, 2015, 2013.

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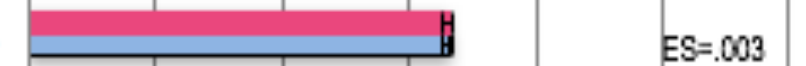
Baseline Equivalence, Beginning of Term

Confidence to Succeed

Please rate your confidence about your ability to succeed in this field. — ES=-.07
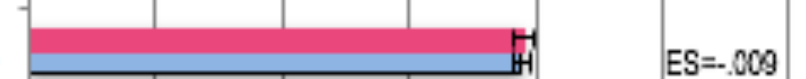
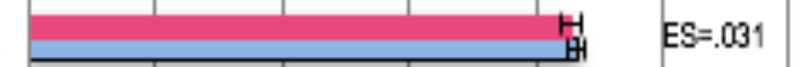Please rate your confidence about your ability to succeed in school. — ES=.003
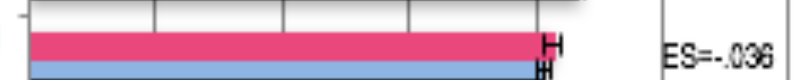
Skills Highly Valued by Employers*
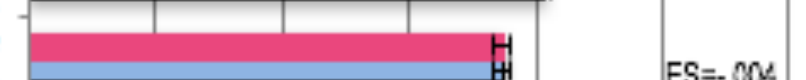
I am capable of learning effectively on my own. — ES=-.009

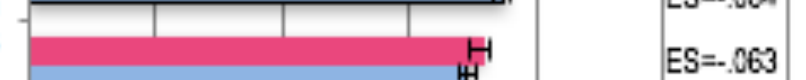I tend to consider the ethical implications of my actions. — ES=.031

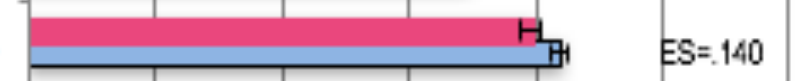I am able to apply the things I have learned to new problems and situations. — ES=-.036

When I get information from multiple sources, I have an easy time making connections between them — ES=-.004

I am good at breaking down theories, ideas and experiences into pieces so I can consider them. — ES=-.063

I collaborate well with others on academic work. — ES=.140

I can communicate effectively when I speak. — ES=-.028

I can express my ideas effectively when I write. — ES=.008

1   1.5   2   2.5   3   3.5   4

■ More Transparent Courses (N=485)   ■ Less Transparent Courses (N=630) |—|: one standard error

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First Generation College Students, End of Term

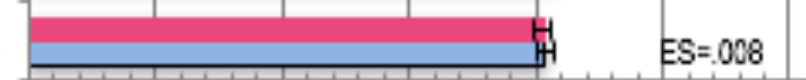**Amount of Transparency**
ES=.80

- Less Transparent N=246
- More Transparent N=188

4-Point Scale

Employer-valued Skills*
ES=.58

- Less Transparent N=245
- More Transparent N=188

Academic Confidence
ES=.50

- Less Transparent N=242
- More Transparent N=183

Sense of Belonging
ES=.64

- Less Transparent N=246
- More Transparent N=188

5-Point Scale

Scale marks: 1 1.5 2 2.5 3 3.5 4 4.5 5

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).
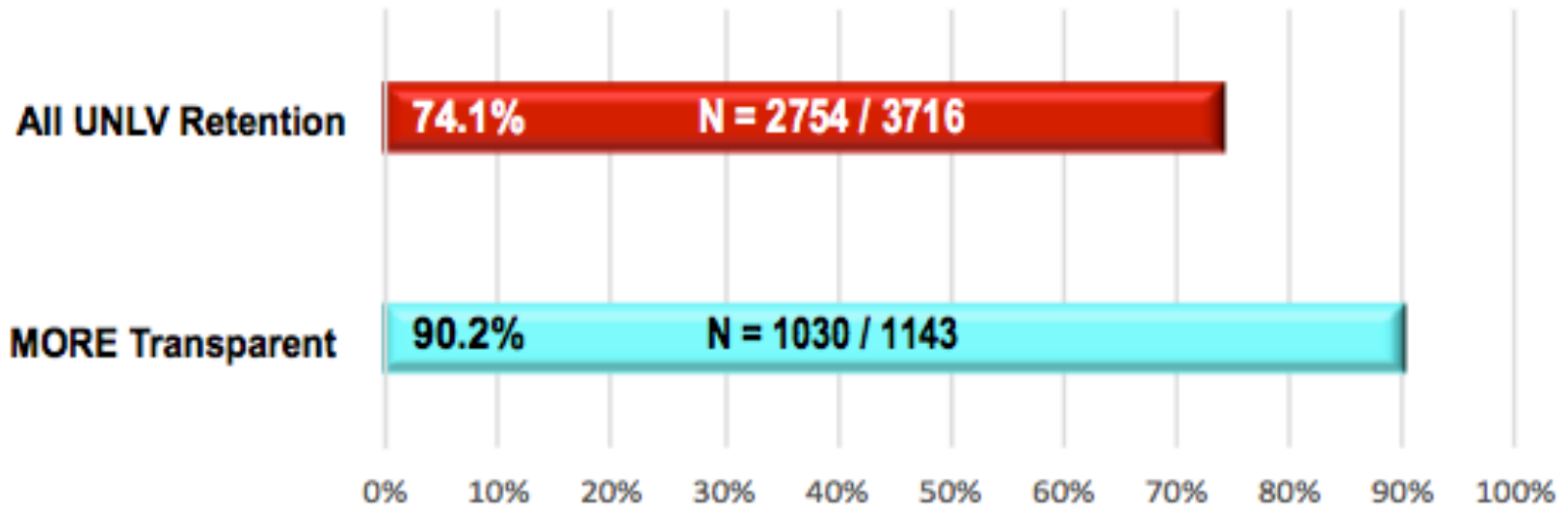**Less Transparent**: mean perceived transparency < 3.3/4
More Transparent: mean ≥ 3.3/4
* Hart Associates employer surveys, 2015, 2013.

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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

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

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

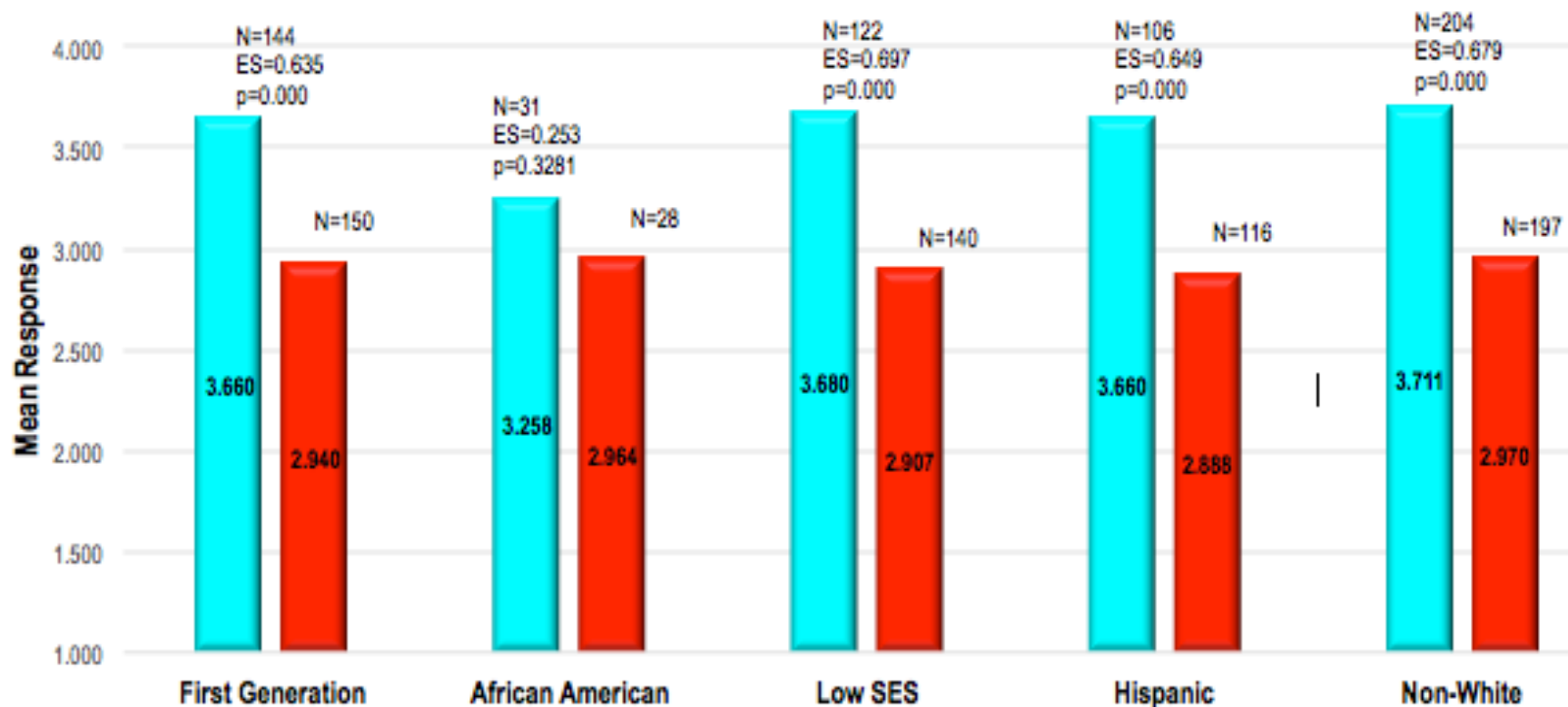UNIVERSITY OF NEVADA, LAS VEGAS

Impact: UNLV Retention, 2014-2015

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.
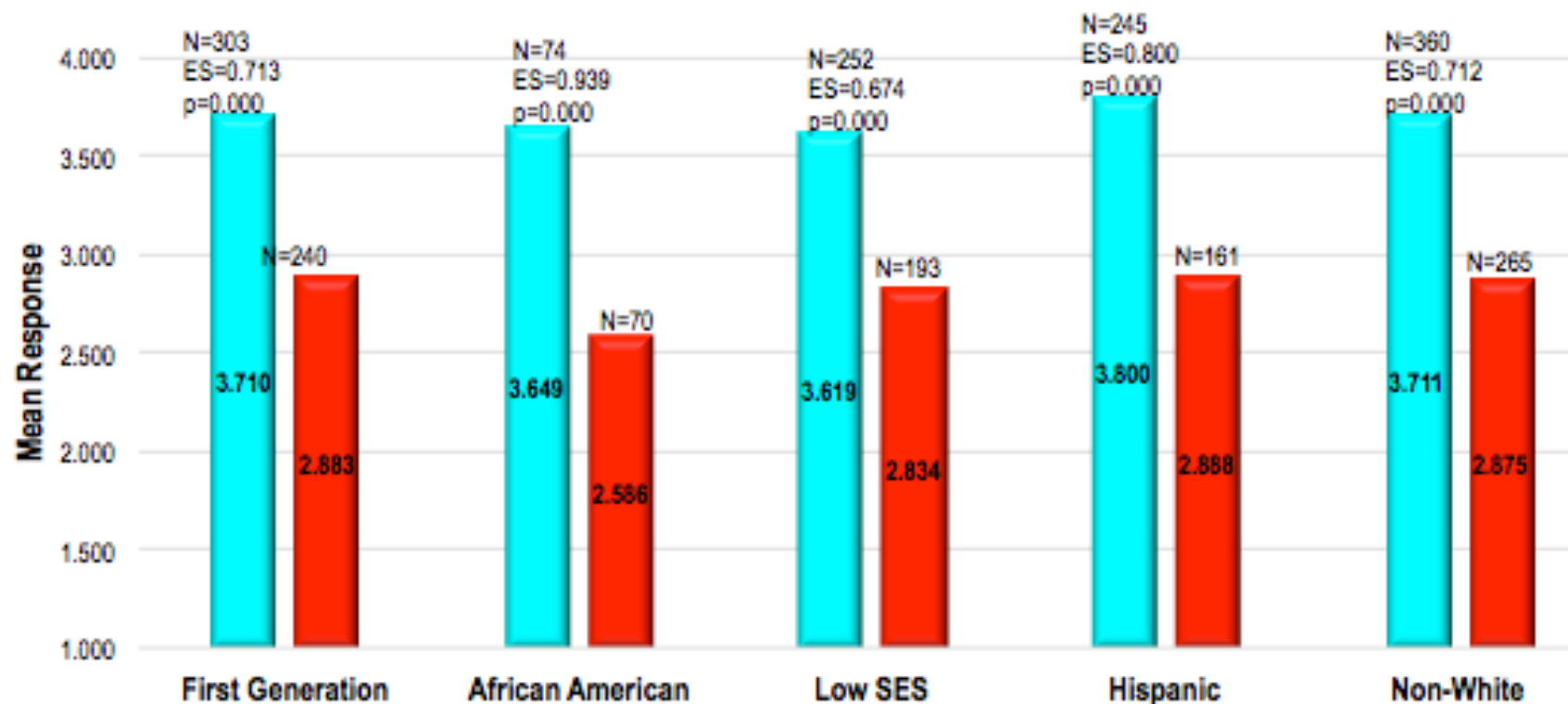
Impact on UNLV students' views of learning

Helped Collaborating Effectively: STEM & Life Sciences

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=144, ES=0.957, p=0.000 — blue 3.465 (N=144); red 2.447 (N=150)

African American: N=31, ES=0.724, p=0.0063 — blue 3.258 (N=31); red 2.429 (N=28)

Low SES: N=122, ES=0.793, p=0.000 — blue 3.402 (N=122); red 2.536 (N=140)

Hispanic: N=106, ES=0.895, p=0.0000 — blue 3.443 (N=106); red 2.417 (N=115)

Non-White: N=215, ES=0.737, p=0.000 — blue 3.265 (N=215); red 2.465 (N=198)
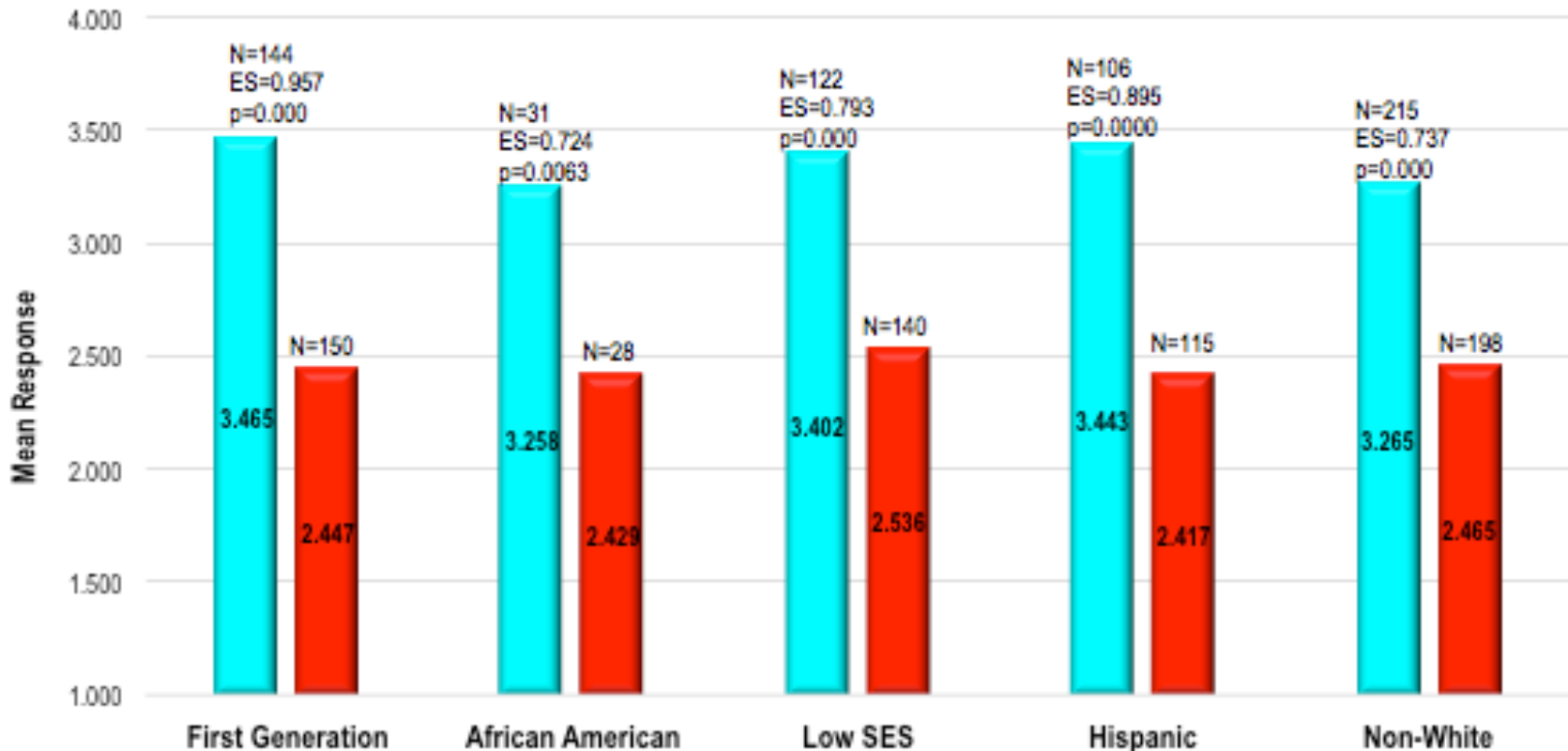
red: UNLV students enrolled in 100-level or below "less transparent" courses Spring 2015-Fall 2015
blue: UNLV students enrolled in 100-level or lower "more transparent" courses Spring2015-Fall 2015

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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　　　} long-term relevance to students' lives
- Knowledge gained　　} connection to learning outcomes

Problem-centered

•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)

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Resources for faculty/instructors

Where does Transparent Assignment Design Come From?

Research on Learning	Implications for Transparent Design	
Elbow, Jaschik/Davidson, Mazur Ambrose, Bergstahler Gregorc, Kolb	PURPOSE: Low stakes for greater creativity / risk Varied and/or flexible formats appeal equitably to students' strengths; inclusive	1
AAC&U HIPs, Bass, Bloom, Colomb, Felder, Perry	PURPOSE: Build critical thinking skills in sequence. Target feedback to phase, don't overwhelm	2
Doyle, Felder, Tanner, Winkelmes	PURPOSE: Specify knowledge/skills, criteria and encourage self-monitoring.	3
Fisk/Light, Tanner	TASK: Provide annotated examples of successful work w/criteria applied, before students begin work	4
Aronson, Dweck, Fisk, Light, Schnabel, Spitzer, Steele, Treisman, Yeager/Walton, Vygosky	TASK: Structure and require peer instruction, feedback; positive attribution activities.	5
Finley/McNair Winkelmes et al Yeager, Walton	CRITERIA: Explicate purposes, tasks, criteria in advance. Give students a compass, set expectations; Explicate applicability, relevance; Engage students in applying shared criteria to increase belonging.	6

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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

Problem-centered

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)

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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.

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Sample Assignments   Sample D

Purpose

- Skills practiced   } relevance to students
- Knowledge gained   } connection to LOs

Problem-centered

Task: What to do

How to do it

Criteria

- What excellence looks like (annotated)
- Criteria in advance to help students to self-evaluate

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Science 101 Exercise 3: Scientific Evidence

Alison Sloat, UNLV

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 tand 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 1st 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 <u>Purpose</u>

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?

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Feedback on Your Assignments,   part 2 of 3
handout page 6

As a novice student, offer feedback on the <u>Task</u>

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
handout page 6

As a novice student, offer feedback on the <u>Criteria</u>

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?

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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)*

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Your in-class Activities (p. 9)

3 years out Knowledge & Skills	Purpose	Task	Task Cues Bloom chart	Criteria	Stakes % high/low	Assessed by peers/teacher	6 Transparent * Strategies
1) Knowledge, disciplinary • methods/tools • content							
2) Analysis / Application	[------You just did this part in pairs. --------------------medium----------------------]						
3) Evaluation	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?---------						
4) Creative Contribution							

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Your in-class Activities (p. 9)

3 years out Knowledge & Skills	Purpose	Task	Task Cues Bloom chart	Criteria	Stakes % high/low	Assessed by peers/teacher	6 Transparent * Strategies
1) Knowledge, disciplinary • methods/tools • content							
	In-class activity for practice *before* students do it for a grade (low stakes)						
2) Analysis / Application	Take-home assignment			med/hi stakes			
	In-class activity for practice *before* students do it for a grade (low stakes)						
	Take-home assignment			med/hi stakes			
3) Evaluation							
	In-class activity for practice *before* students do it for a grade (low stakes)						
	Take-home assignment			med/hi stakes			
4) Creative Contribution							

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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

- 1st - 2nd year retention

- Course learning outcomes

Impact: UNLV Retention, 2014-2015

Non-white
- 86.9% N=539
- 74.5% N=1916

Hispanic
ES=0.455
p=0.00
- 90.3% N=318
- 71.3% N=787

Low SES
- 94.1% N=353

African American
ES=0.756
p=0.000
- 96.1% N=99
- 65.4% N=176

First Generation
- 92.1% N=408
- 75.2%

All
ES=0.397
p=0.000
- 90.2% N=1030
- 74.1% N=2754

10.0% 20.0% 30.0% 40.0% 50.0% 60.0% 70.0% 80.0% 90.0% 100.0%

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.

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Impact on UNLV students' views of learning

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Examples: Units

At UNLV:

student support and faculty affairs units

spoke different (accrediting) languages until…

- purpose
- task
- criteria

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Online Ed Developers:
Help <u>Faculty</u> apply Transparent Assignment Design

Transparency	Quality Matters
Purpose • Skills practiced • Knowledge gained	2. Learning objectives, competencies 4. Instructional Materials 6. Course Technology 8. Accessibility and Usability
Task • What to do • How to do it	1. Course Overview and Intro 5. Course Activities and Learner Interaction 7. Learner Support
Criteria • Annotated examples of good work • Checklist (Am I on the right track?)	5. Assessment and Measurement Quality Matters Rubric

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Librarians:

Help <u>Faculty</u> apply Transparent Assignment Design

Transparency	Dee Fink's model
Purpose • Skills Practiced • Knowledge Gained	Learning Goals
Task • What to do • How to do it	Teaching/Learning Activities
Criteria • Annotated examples of successful work • Checklist (Am I on the right track?	Feedback and Assessment

[Dee Fink, Significant Learning](#)

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Academic Advising: Help <u>Students</u> Apply Transparency to Academic Work (Checklist)

Transparency	CAS/NACADA Standards 2
Purpose • Skills Practiced • Knowledge Gained	• Goals • Education Plan • Responsibility to meet requirments
Task • What to do • How to do it	• articulate intent, curriculum • use good intellectual habits Council for the Advancement of Standards in Higher Education (CAS) National Academic Advising Association (NACADA)
Criteria • Annotated examples of successful work • Checklist (Am I on the right track?	• engage • use complex info to assess goal achievement CAS *Learning and Development Outcomes* NACADA *Core Values of Advising*

Academic Advising: Help <u>Advisors</u> Apply …
Academic Advising Model

Purpose	• Graduation/Completion	• Major Declaration	• Goal Setting
Task	• Course Planning, UULOs, General Education Requirements	• Focus 2, Understanding Strengths and Weakness, Locating Information/ Resources	• Graduation Visualization, Identify desired class grades & GPA
Criteria for Success	• 30 requirement fulfilling credits per year	• Declared a major before reaching 48 credits, Develop Self-Reliance	• Goal Progression & Awareness

Campus Life – Help <u>Employers and Employees</u> 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 Rec Trac 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 med-pack 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 responder 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 Team 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.
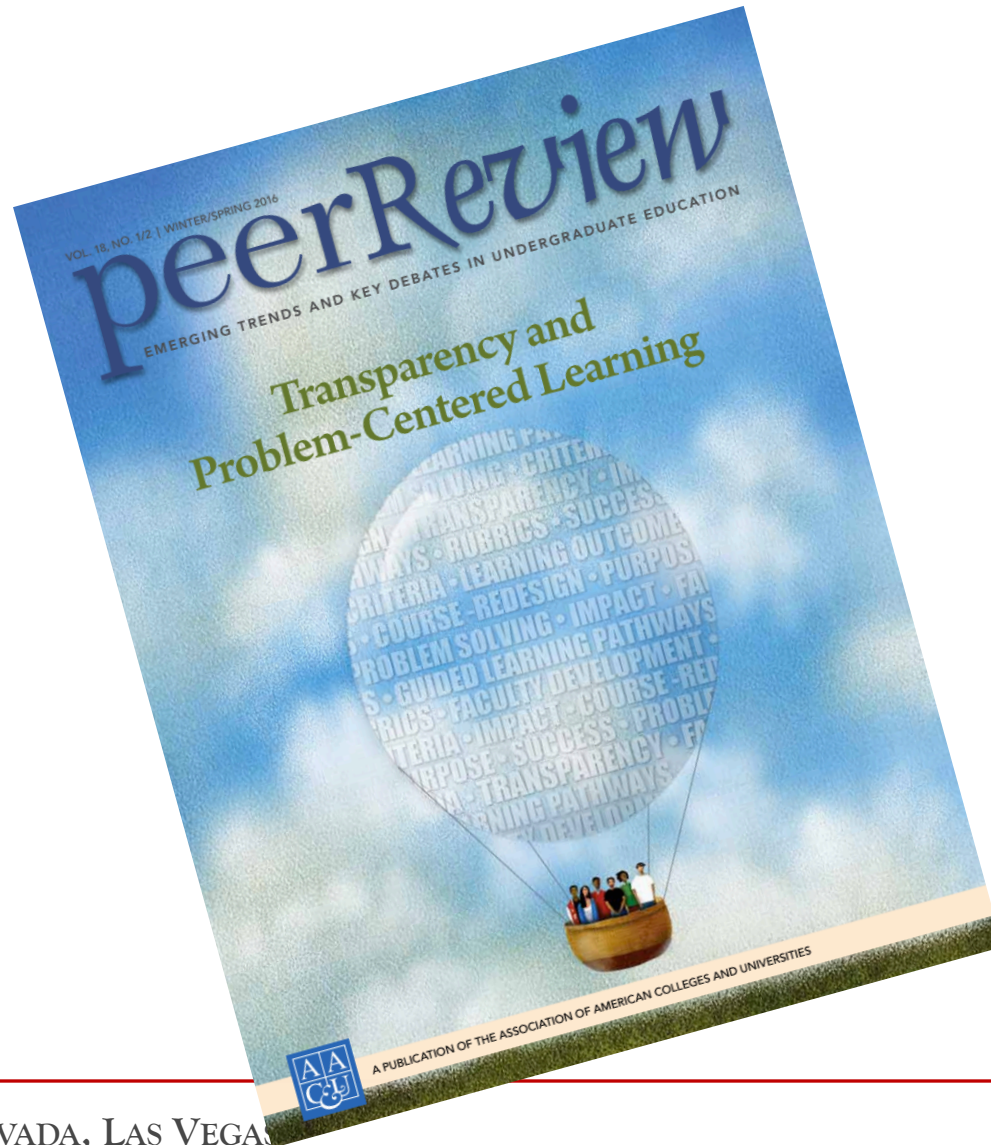- Adhere to all SRWC guidelines and non-negotiables.

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 procedure, 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 peers/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.

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Examples: Networks
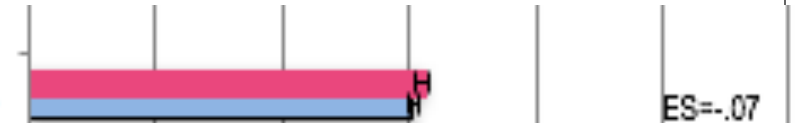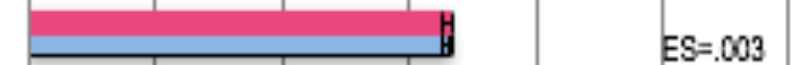
Baseline Equivalence, Beginning of Term

Confidence to Succeed

Please rate your confidence about your ability to succeed in this field. — ES=-.07
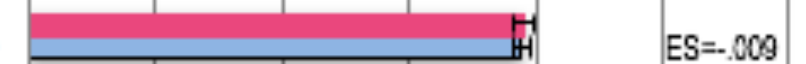
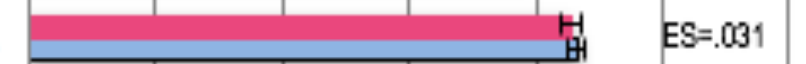Please rate your confidence about your ability to succeed in school. — ES=.003
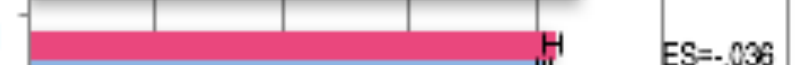
Skills Highly Valued by Employers*
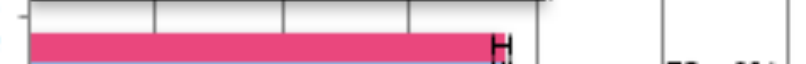
I am capable of learning effectively on my own. — ES=-.009

I tend to consider the ethical implications of my actions. — ES=.031

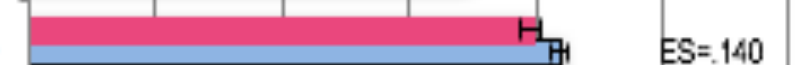I am able to apply the things I have learned to new problems and situations. — ES=-.036

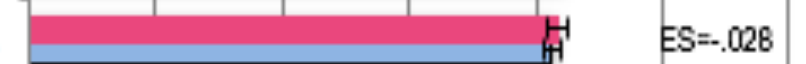When I get information from multiple sources, I have an easy time making connections between them — ES=-.004

I am good at breaking down theories, ideas and experiences into pieces so I can consider them. — ES=-.063
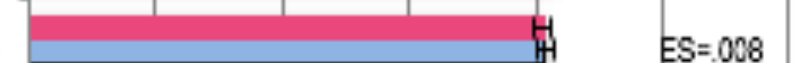
I collaborate well with others on academic work. — ES=.140

I can communicate effectively when I speak. — ES=-.028

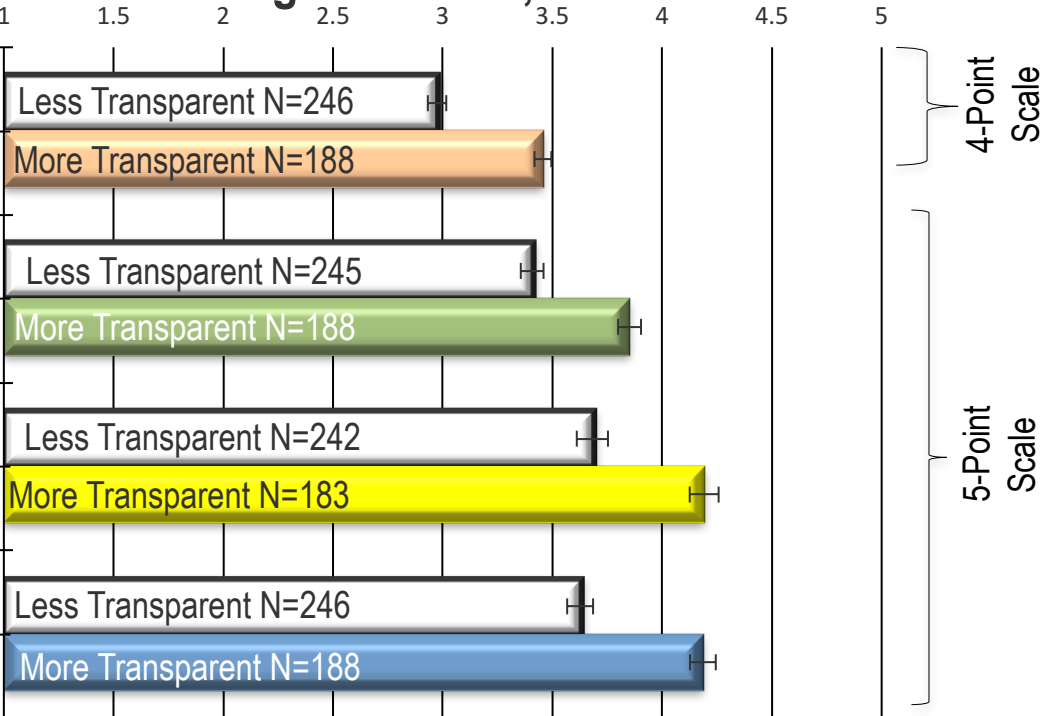I can express my ideas effectively when I write. — ES=.008

■ More Transparent Courses (N=485)   Less Transparent Courses (N=630) |—|: one standard error

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First Generation College Students, End of Term

NILOA National Institute for Learning Outcomes Assessment

TILT Higher Ed — Transparency in Learning and Teaching

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

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

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

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

4-Point Scale
5-Point Scale

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
* Hart Associates employer surveys, 2015, 2013.

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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

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