

# **TRANSPARENT ASSIGNMENT DESIGN ENHANCES STUDENTS' SUCCESS**

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## Research team:

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# Overview

## PURPOSE:

- Understand how transparency can offer equitable opportunities for all college students to succeed; and consider applications

## TASKS:

- Review: summary of research and findings (keynote)
- Consider: applications in various higher ed contexts (breakouts)

## CRITERIA:

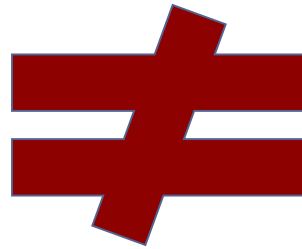
You'll leave with:

- Understanding of our research
- Strategies for implementing transparency to address your challenges in your contexts

**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**

Your challenges	Your strategies
<b>Lack of Preparation</b> <ul style="list-style-type: none"> <li>Don't have critical thinking / writing / research skills needed to do the assignment</li> <li>Don't know what good scholarship looks like</li> <li>Don't understand the instructions</li> <li>No experience doing this kind of project</li> </ul>	<ul style="list-style-type: none"> <li>In-class peer and individual work on assignments</li> <li>Evaluate examples of good work in class</li> <li>Review instructions in class</li> <li>Break assignment into smaller pieces with feedback after each due date</li> <li>Explain how to do each step</li> <li>Students use my checklist to evaluate work</li> </ul>
<b>Motivation</b> <ul style="list-style-type: none"> <li>Lack of confidence</li> <li>Fear of failure</li> </ul>	<ul style="list-style-type: none"> <li>Practice skills in class</li> <li>Begin working on assignment in class</li> <li>Discuss benefits of assignment to their learning; relevance to this class, their life</li> <li>Offer feedback on each piece of project</li> </ul>
<b>Time Management</b> <ul style="list-style-type: none"> <li>Procrastination</li> <li>Competing responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>Provide time estimates for each step of the project</li> <li>Offer feedback on drafts</li> <li>Early due dates for small pieces of project</li> </ul>



# Early Engagement Hypothesis

## Context:

- We lose the greatest numbers of underserved students from college in their first year.
- Two teaching practices that show learning benefits for all students, especially underserved:
  - **Problem-centered** for underserved engagement (Finley, McNair 2013)
  - **Transparency** in teaching/learning (Winkelmes 2013)

**Hypothesis:** Combining these in introductory courses might improve students' learning experiences, the quality of students' work, and students' persistence/retention.

# What is Problem-Centered Learning?

- Problem-centered learning engages students in applying their knowledge and skills to addressing complex, important problems that are relevant to them, their communities and our society.

# What is Transparency?

- Transparent teaching and learning methods focus the attention of teachers and students explicitly 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, AAC&U's \*Liberal Education\* 99, 2 \(Spring 2013\)](#)

# Transparency and Problem-centered Learning

AAC&U and Transparency Project collaboration (p. 10)

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

# Variety of Institutions

Institution Name	Size	Programs; Enrollment	Carnegie Class; Setting	Private Public
Community College of Philadelphia	Large	2-year; exclusively undergrad, mixed part-time full-time	Associates; 1-campus, Urban-serving, MSI	Public
Queensborough Community College, Bayside, NY	Very Large	2-year; exclusively undergrad, mixed part-time full-time	Associates; Multicampus, Urban-serving, MSI, HSI	Public
St Edward's Univ. Austin, TX	Medium	4-year, professional, Master's; very high undergrad full-time	Primarily residential; MSI, HSI	Private
Univ. of Houston – Downtown, TX	Medium	4-year, professional, Master's; very high undergrad, part-time	Primarily non-residential; MSI, HSI	Public
California State University, LA	Large	4-year, professional, Master's; high undergrad	Primarily non-residential; MSI, HSI	Public
Winston-Salem State University, NC	Medium	4-year, professional Master's; very high undergrad, full-time	Primarily residential; MSI, HBCU	Public
Heritage University, Toppenish, WA	Very Small	4-year professional; high undergrad	Primarily non-residential; on Yakama Indian Reservation, MSI, Native American Serving	Private

# Impact: Boosted Predictors, national study

## All Disciplines/All Students, End of Term



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).

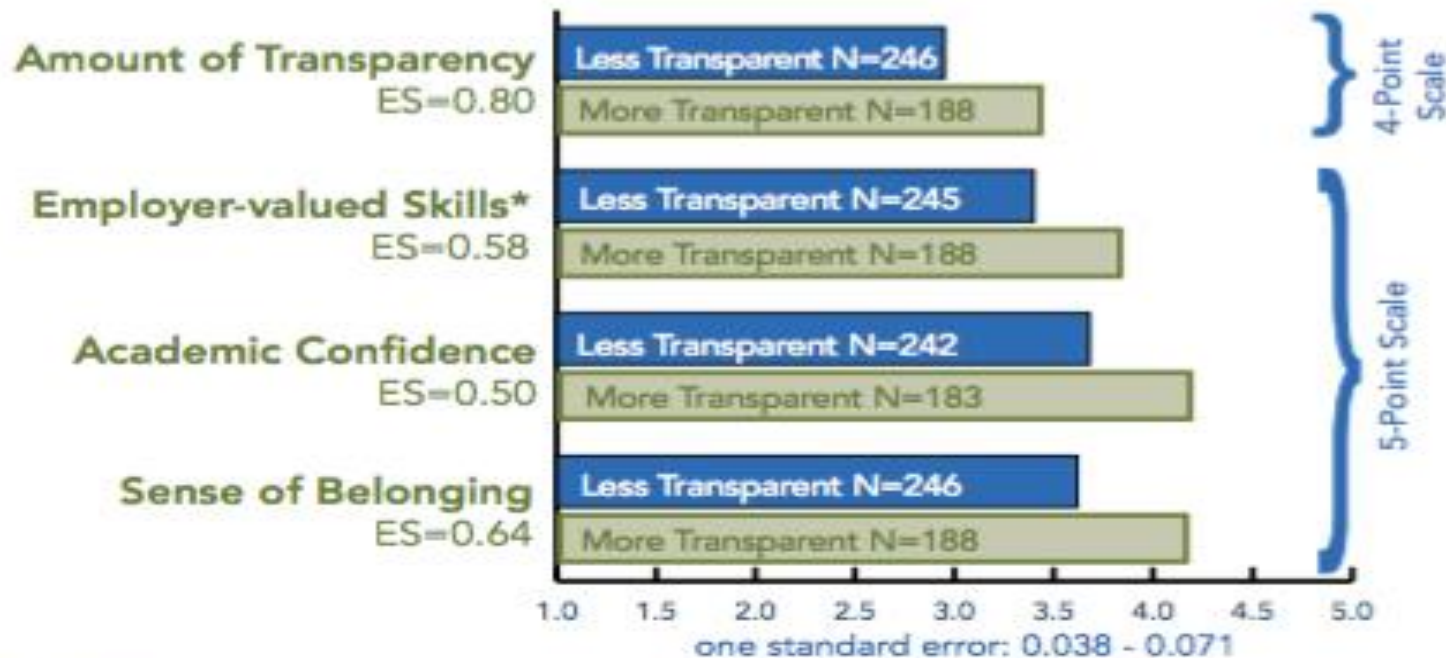
Less Transparent: mean perceived transparency <3.3/4

More Transparent: mean perceived transparency ≥3.3/4

\*Hart Associates 2015, 2013

# Impact: Boosted Predictors, national study

## First-Generation College Students, End of Term



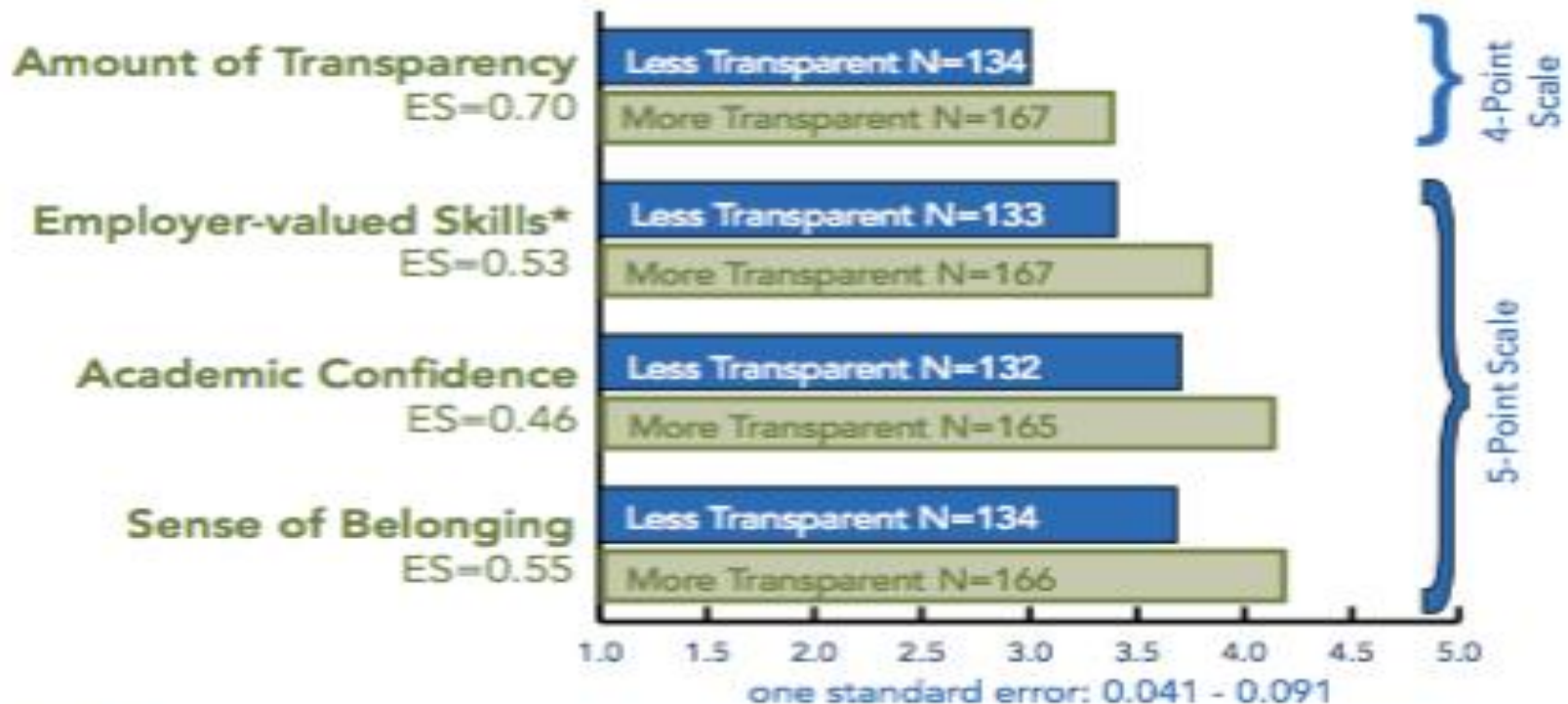
**KEY:** N: number of students responding  
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 Less Transparent: mean perceived transparency <3.3/4  
 More Transparent: mean perceived transparency ≥3.3/4

\*Hart Associates 2015, 2013

Winkelmes, Bernacki, Butler, Golanics, Zochowski, Harriss Weavil, *Peer Review* 2016

# Impact: Boosted Predictors, national study

## Multiracial Students, End of Term



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 perceived transparency ≥3.3/4

\*Hart Associates 2015, 2013

## Perceived Transparency in the Course

- 36. In this course, I knew the purpose of each assignment.
- 37. Each assignment included a section that explained how the assignment was related to the objectives of the course.
- 38. My instructor identified a specific learning goal for each assignment.
- 39. In this course, I knew the steps required to complete my assignments.
- 40. Each assignment included a detailed set of instructions for completing it.
- 41. My instructor provided detailed directions for each learning activity that was assigned.
- 42. In this course, I knew how my work would be evaluated.
- 43. My instructor provided students with annotated examples of past students' work.
- 44. My instructor provided tools I could use to assess the quality of my and others' work.

Never, Sometimes, Often, Always

# Learning Outcomes that at Least Four in Five Employers Rate as Very Important

*Proportions of employers rating each skill/knowledge area as very important for recent college graduates to have\**

Students:  
very important  
for success  
in workplace\*



\*8, 9, 10 ratings on zero-to-10 scale, 10 = very important

## Awareness of Improvement of Employer-valued skills

4. How much has this course helped you in writing effectively?
5. How much has this course helped you in communicating your ideas effectively in your spoken statements?
6. How much has this course helped you in collaborating effectively with others?
8. How much has this course helped you in improving your ability to separate and examine the pieces of an idea, experience, or theory?
9. How much has this course helped you in learning how to connect information from a variety of sources?
10. How much has this course helped you in learning how to apply concepts to practical problems or in new situations?
11. How much has this course helped you in considering the ethical implications of your actions?  
Not at all, A little, A moderate amount, A lot, A great deal
22. As a result of taking this course are you a better or worse judge of the strengths and weaknesses of ideas, or has the course made no difference?
24. As a result of taking this course are you a better or worse judge of the reliability of information from various sources, or has the course made no difference?  
Much worse, Somewhat worse, No difference, Somewhat Better, Much Better
32. Are you likely to apply knowledge and skills you gained from this course in contexts outside of this course?  
Not likely, Slightly likely, Moderately likely, Very likely, Extremely likely

# Academic Confidence & Sense of Belonging

## Confidence

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

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

Low, Moderate, High

25. As a result of taking this course are you more or less confident about your ability to succeed in school, or has the course made no difference?

26. As a result of taking this course are you more or less confident about your ability to succeed in this field, or has the course made no difference?

Much less confident, Somewhat less confident, No difference,  
Somewhat more confident, Much more confident

## Belonging

34. How much did class meetings incorporate the students' suggestions and interests?

35. How much did the instructor value you as a student?

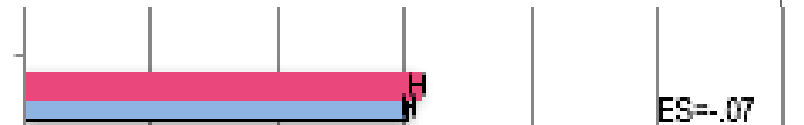
Not at all, A little, A moderate amount, A lot, A great deal

# Baseline Equivalence, Beginning of Term

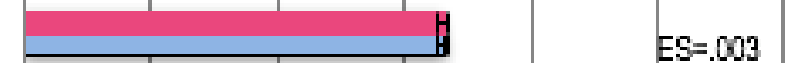
All Disciplines, All Students

## Confidence to Succeed

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

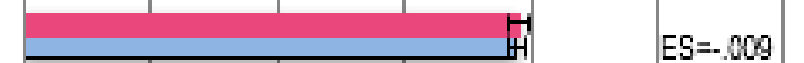


Please rate your confidence about your ability to succeed in school.

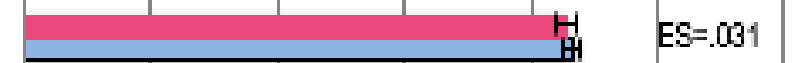


## Skills Highly Valued by Employers\*

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



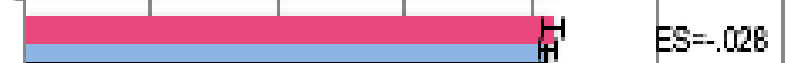
I am good at breaking down theories, ideas and experiences into pieces so I can consider them.



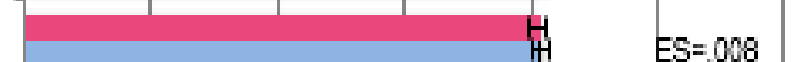
I collaborate well with others on academic work.



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) |—| one standard error

# Short-term retention rates

Less transparent courses: 9.18% withdrawals (65/708)

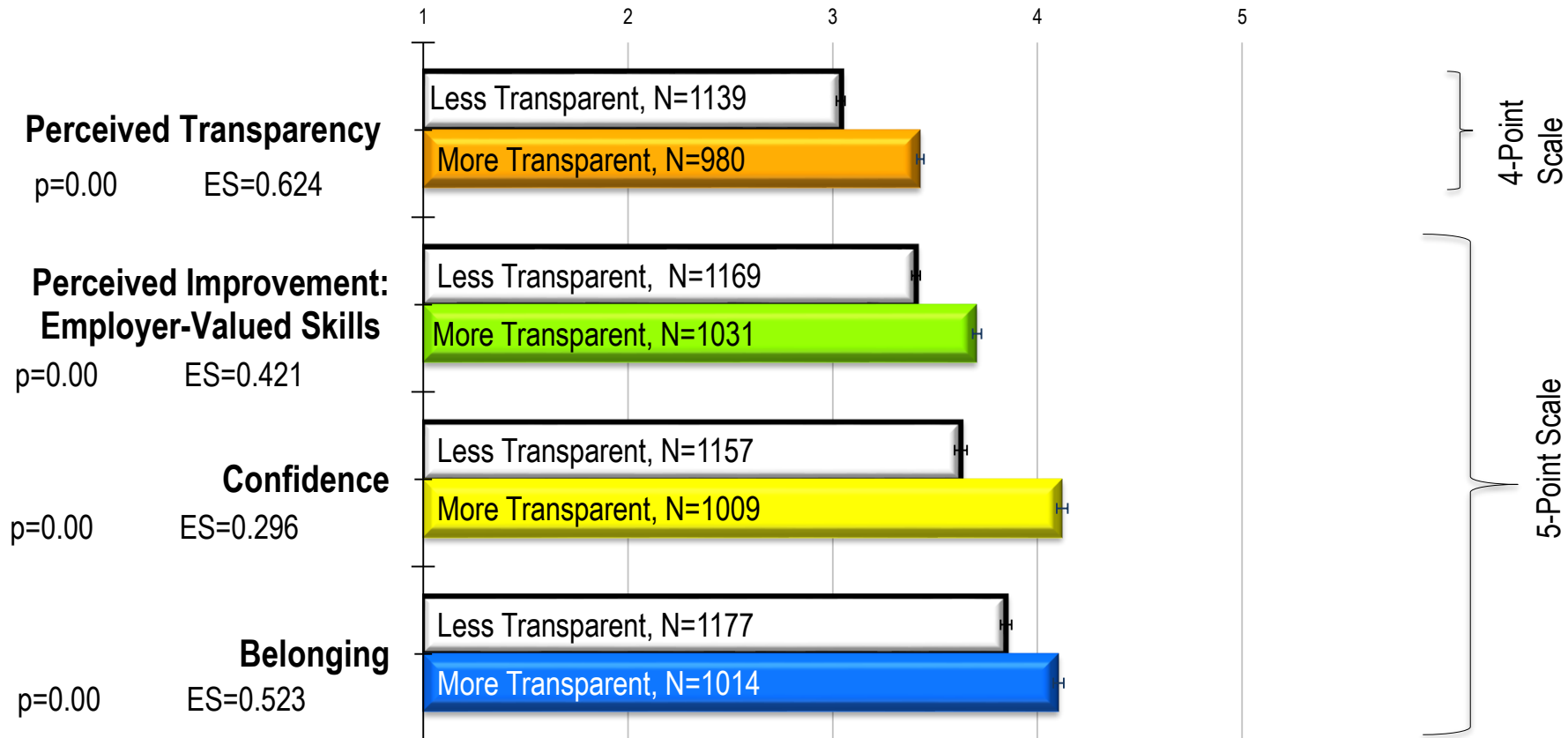
More transparent courses: 7.50% withdrawals (44/586)

Average course size: 29 students

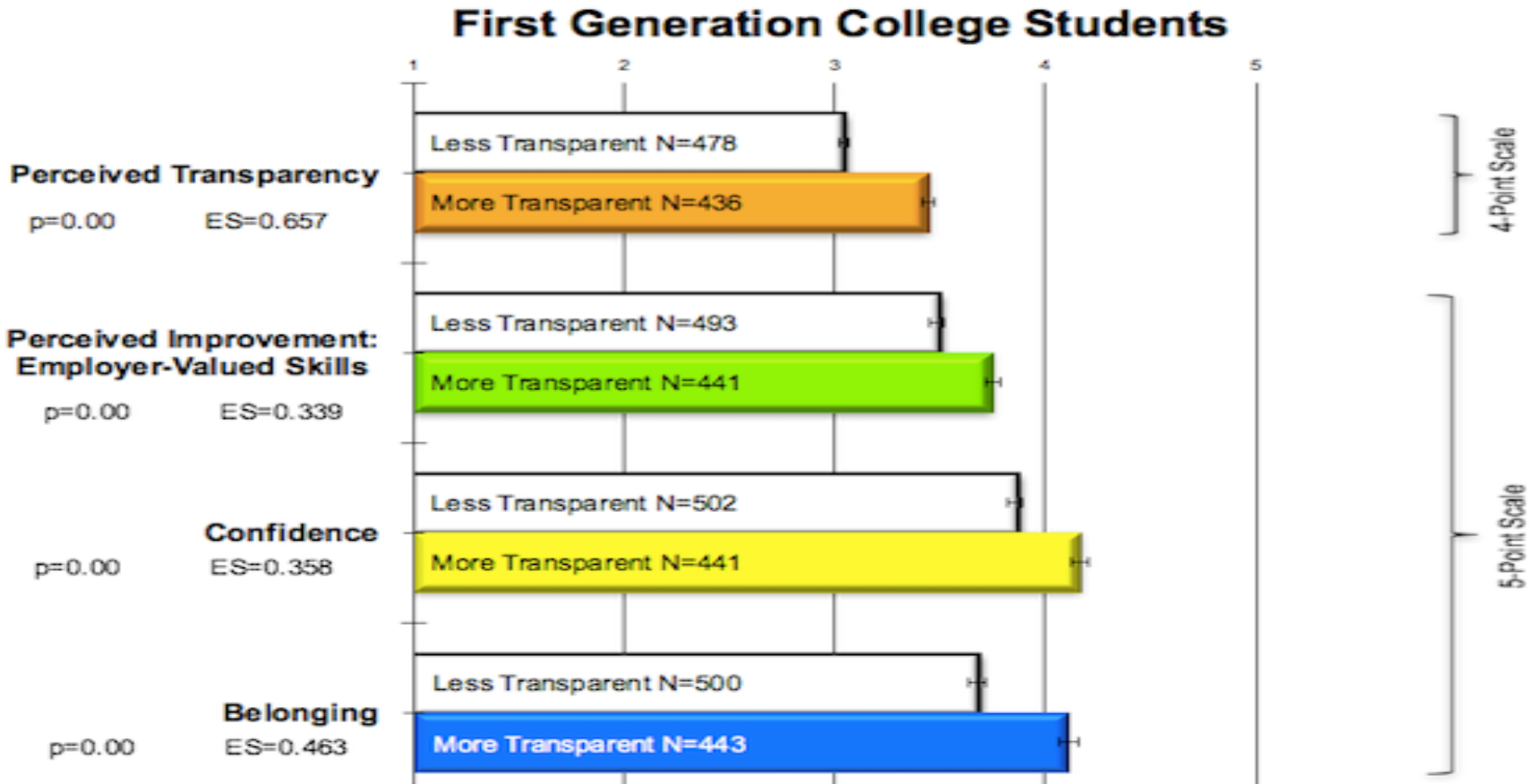
Range of course size: 9 - 74

# Impact: Boosted Predictors, UNLV

## All Students/All Disciplines



# Impact: Boosted Predictors, UNLV



N: number of students responding

Error Bars indicate  $\pm 1$  SE

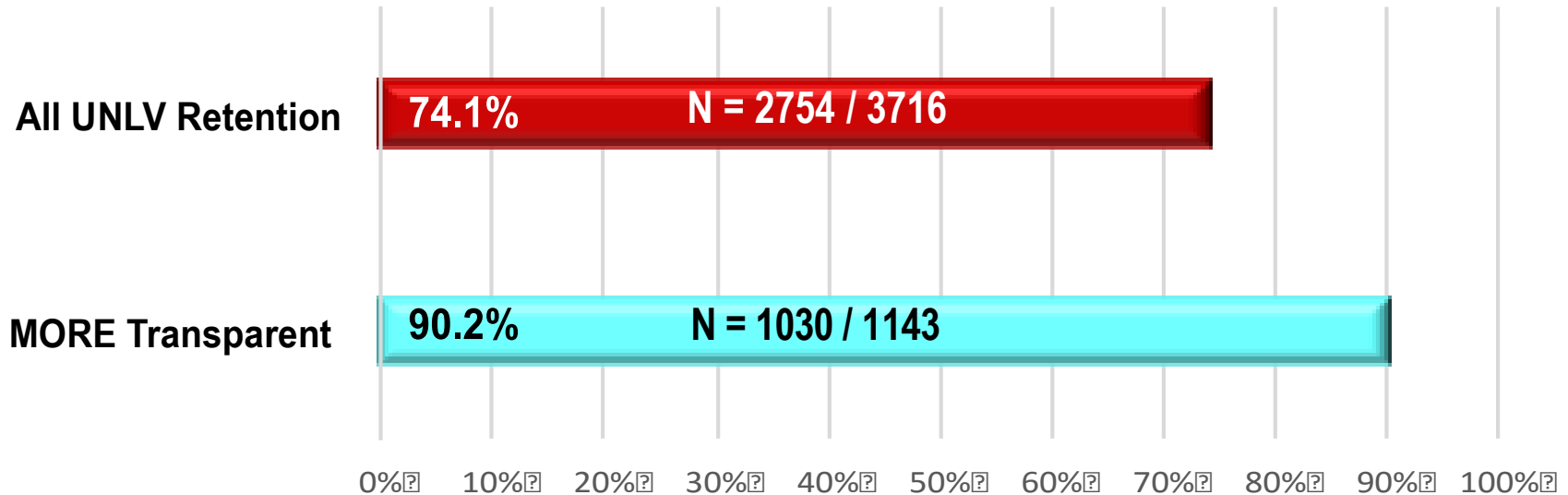
**Less Transparent:** mean perceived transparency  $< 3.3 / 4$

**More Transparent:** mean perceived transparency  $\geq 3.3 / 4$

**ES:** effect size (Hedges' G). Effect sizes of 0.25 standard deviations or larger are "substantively important." [U.S. Department of Education, *What Works Clearinghouse Procedures and Standards Handbook*, version 3.0. Web. March 2014, p. 23.]

\*Hart Research Associates employer surveys: *Falling Short?* (2015), *It Takes More Than a Major* (2013), *Raising the Bar* (2009).

## Impact: UNLV Retention Rates 1<sup>st</sup> year to 2<sup>nd</sup> year, 2014-2015

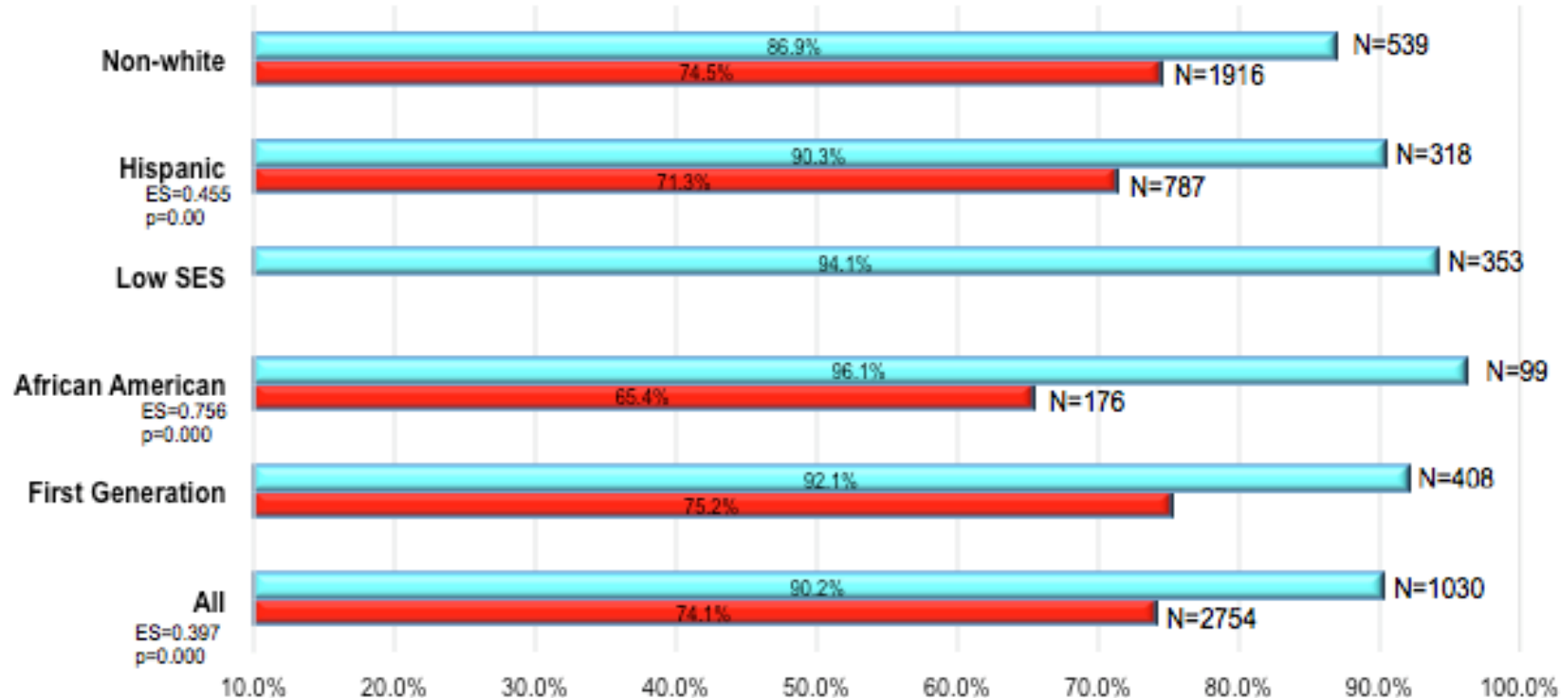


**red:** UNLV first-time full-time freshman students in all courses AY 2014-2015, including “more transparent” courses, retained in October 2015

**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

# Impact : UNLV Retention, 2014-2015

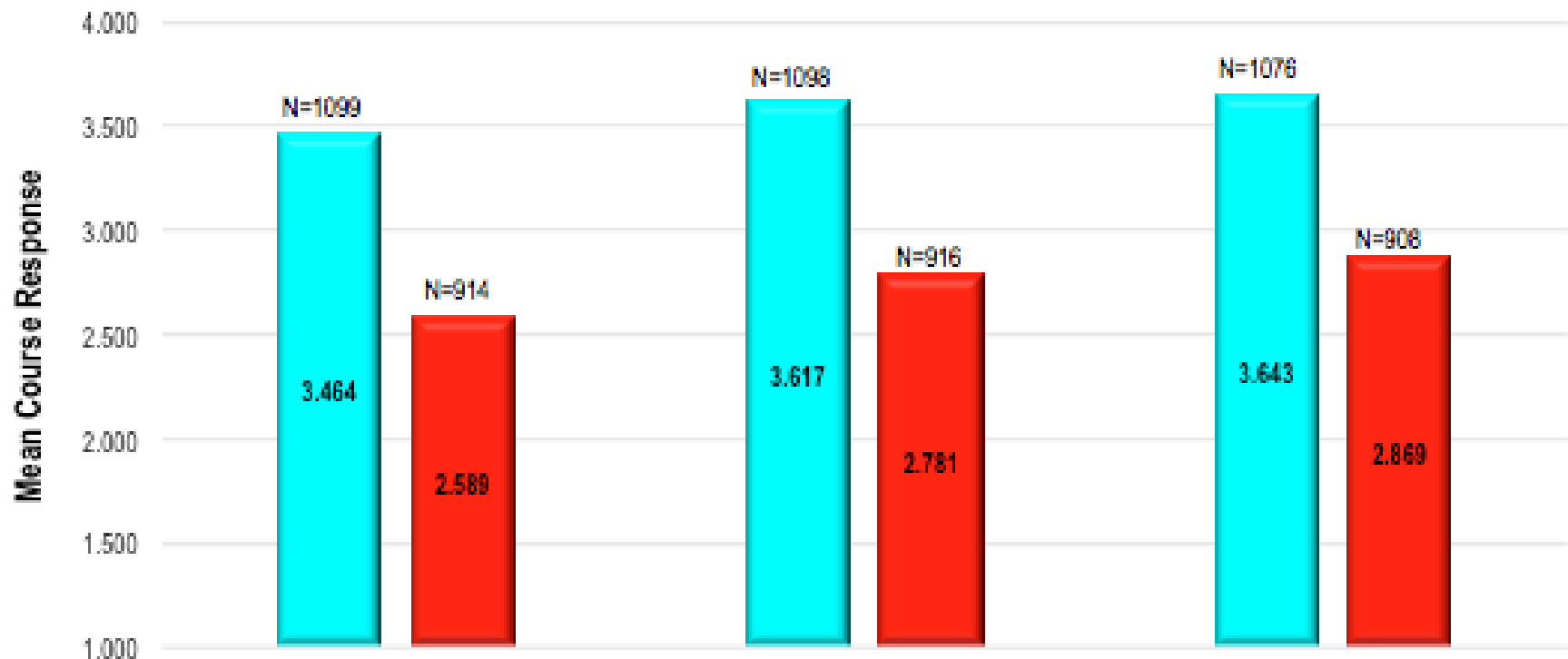


**red:** UNLV first-time full-time freshman students in all courses, including "more transparent" courses, who were retained in October 2015  
(Source: UNLV Data Warehouse / MyUNLV Analytics, 5/5/2016)

**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



How much has this course helped you in:

- 4) writing effectively?
- 5) communicating your ideas effectively in your spoken statements?
- 6) collaborating effectively with others?

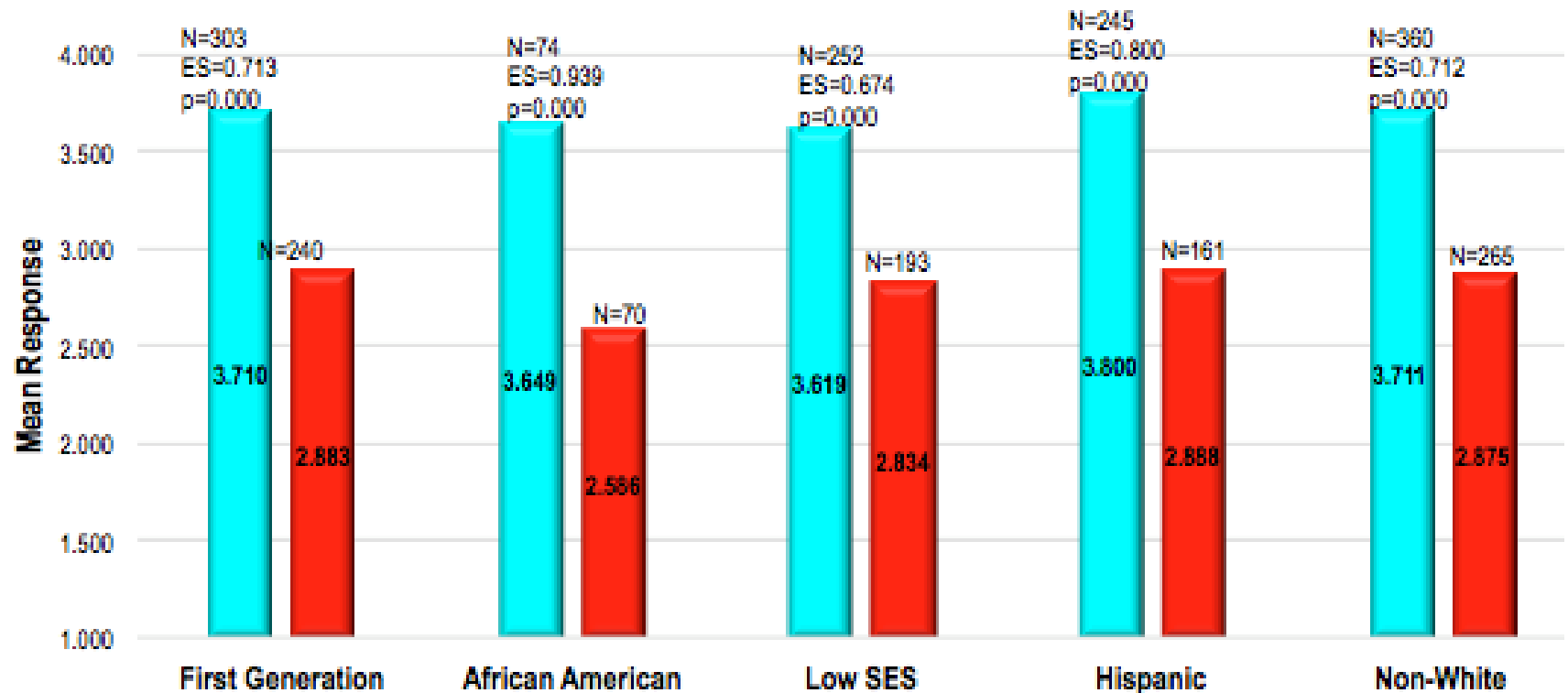
**red:** UNLV first-time full-time freshman students in all FYS courses, including "more transparent" courses Spring 2015 - Fall 2015

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

(Source: TILT Higher Ed Survey)

# Impact on UNLV students' views of learning

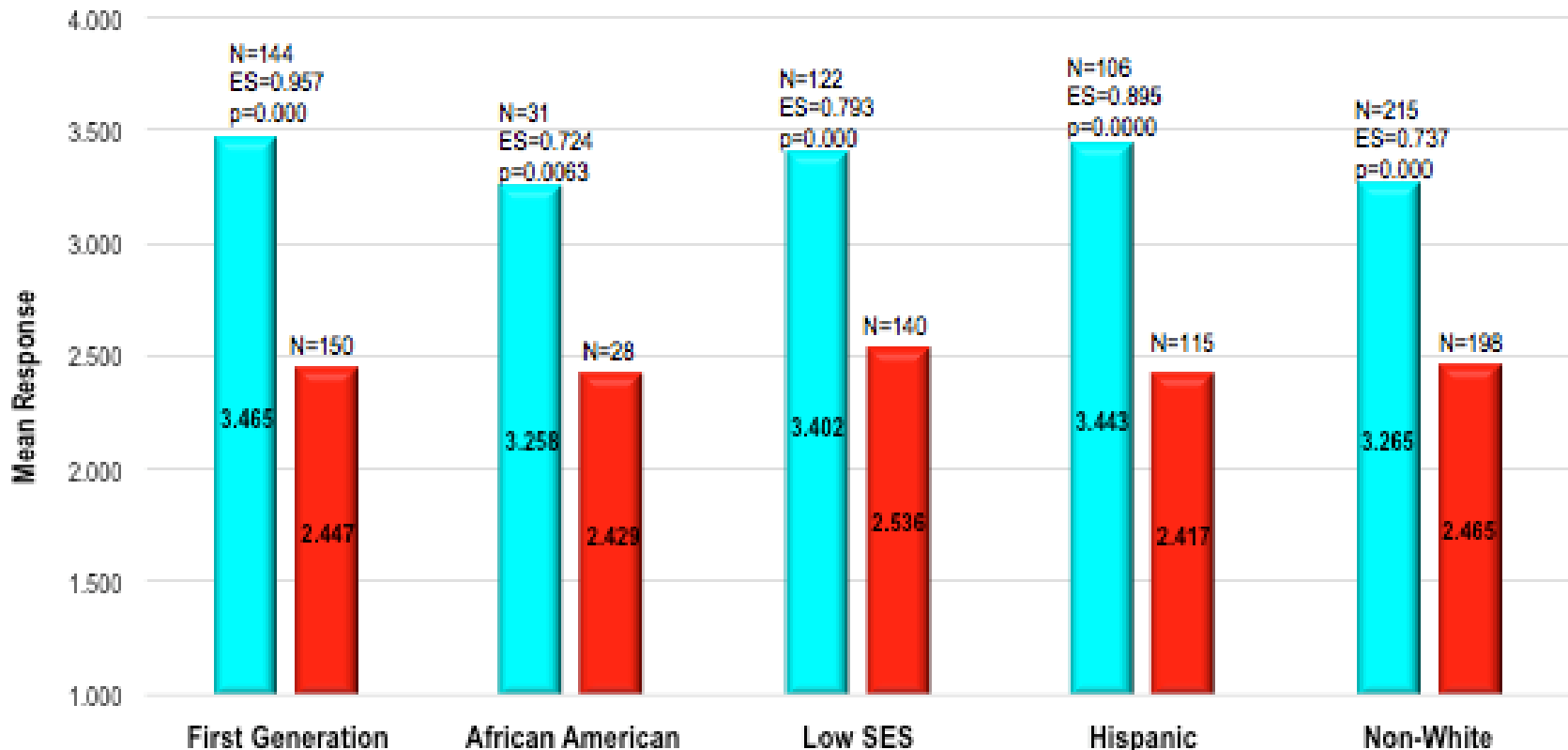
## Helped Collaborating Effectively: Humanities & Social Sciences



**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

# Impact on UNLV students' views of learning

## Helped Communicating: Writing, 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

# What does Transparent Assignment Design look like?

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

## Transparent Assignment Template

© 2014 Mary-Ann Winkelmes

### Purpose

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

### •Task

- What students will do
- How to do it

### •Criteria for success

- What excellence looks like (annotated examples)
- Criteria in advance so students can self-evaluate

problem-centered

# Where does Transparent Assignment Design Come From?

## Research on Learning

## Implications for Transparent Design

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

# Sample Assignments

## Sample A

### Purpose

- Skills practiced
- Knowledge gained



problem-centered

relevance to students 5 years out  
connection to Learning Outcomes

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

### Criteria

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

# Sample Assignments

## Sample B

### Purpose

- Skills practiced
  - Knowledge gained
- } relevance to students 5 years out  
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

# Sample Assignments

## Sample C

### Purpose

- Skills practiced
  - Knowledge gained
- } relevance to students 5 years out  
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

**It's A, revised**

# Sample Assignments

## Sample D

### Purpose

- Skills practiced
  - Knowledge gained
- } relevance + students  
connect to LOs

Importance beyond context

Compare to B

### Task (problem-based, relevant)

- What to do; How to do it

### Criteria

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

# How can we promote transparent teaching/learning?

Online Ed Developers:

Help Faculty apply Transparent Assignment Design

Transparency	Quality Matters
Purpose <ul style="list-style-type: none"> <li>• Skills practiced</li> <li>• Knowledge gained</li> </ul>	2. Learning objectives, competencies 4. Instructional Materials 6. Course Technology 8. Accessibility and Usability
Task <ul style="list-style-type: none"> <li>• What to do</li> <li>• How to do it</li> </ul>	1. Course Overview and Intro 5. Course Activities and Learner Interaction 7. Learner Support
Criteria <ul style="list-style-type: none"> <li>• Annotated examples of good work</li> <li>• Checklist (Am I on the right track?)</li> </ul>	5. Assessment and Measurement  <a href="#">Quality Matters Rubric</a>

## How did we do?

### PURPOSE:

- Understand how transparent, problem-centered assignments offer equitable opportunities for all college students to succeed; and consider applications

### TASKS:

- Review: summary of research and findings
- Consider: applications in various higher ed contexts

### CRITERIA:

You'll leave with:

- Understanding of our research
- Intro to Breakout Sessions:
  - Strategies for implementing transparency to address challenges in your contexts

# **MORE STRATEGIES:**

## **How can *you* benefit from transparency?**

### **1. Teachers, students, instructional designers**

- Transparency around academic work promotes more equitable opportunities for all students to succeed

### **2. Unit / Department leaders/Administrators**

- Transparency framework enhances collaboration within / between units
- Strategies for implementing the transparency framework at your Institution

# **TILT** Higher Ed

Transparency in Learning and Teaching

Please join us!

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

- Contribute to our research
- Sign up to survey your students, get a confidential report
- Discuss: Transparent 2<sup>nd</sup> Tuesdays at 2:00 pm


## Breakout A)

### **Teachers, students, instructional designers**

- Creating Transparent Assignments to promote equitable opportunities for all students to succeed

Melissa Bowles-Terry

Head, Educational Initiatives, UNLV Libraries

# Gather Feedback on Your Own Assignment

*Why are we doing this now?*

## Purpose

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

## Task

- Four steps, 4 - 6 min each, in pairs / 3s

## Criteria

- draft you can use in your course
- helpful insights from colleagues ***as novices***

## Choose an Assignment from Your Course

- from 1<sup>st</sup> 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 a partner  
(2 min each)***

# Feedback on Your Assignments, part 1 of 3

*handout: page 2*

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?
- Why are these important to students' lives?

# Feedback on Your Assignments, part 2 of 3

## *handout page 2*

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

In pairs or 3s, 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 2*

**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?

# Your in-class Activities

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 <i>this</i> graded assignment?-----						
4) Creative Contribution							

# 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 <i>before</i> students do it for a grade (low stakes)						
2) Analysis / Application	Take-home assignment				med/hi stakes		
	In-class activity for practice <i>before</i> students do it for a grade (low stakes)						
	Take-home assignment				med/hi stakes		
3) Evaluation							
	In-class activity for practice <i>before</i> students do it for a grade (low stakes)						
	Take-home assignment				med/hi stakes		
4) Creative Contribution							

# 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>

- Contribute to our research
- Sign up to survey your students, get a confidential report
- Discuss: Transparent 2<sup>nd</sup> Tuesdays at 2:00 pm


## Breakout B)

# Unit / Department Leaders & Administrators

Using the Transparency Framework at the  
Unit/Institution/Consortium Level

Dan Gianoutsos, Ph.D. Assistant Dean, Academic Success Center

Katie Humphreys, Ph.D. University Registrar

# Overview

## Purpose

- understand how the transparent assignment framework (purpose, task, criteria) helped UNLV units collaborate
- explore how the framework might support student services at your institution; share ideas

## Tasks

- review UNLV's case
- discuss your challenges; share insights

## Criteria      You'll leave this session with insights about:

- how the purpose/task/criteria framework helped 10+ units at UNLV collaborate to boost students' success
  - Specific ideas on who to engage/partner with on your campus
- how it might be useful in other contexts, including yours
- your colleagues' insights.

## UNLV's Challenges/Barriers

- 2008 closure of teaching/learning center
- Fragmented faculty dev't: 12+ units w/12+ missions
- Lack of shared language around faculty dev't
- State funding reduced, furloughs, morale
- 2nd most diverse college campus in US
- 58.2% non-white
- 31% 1<sup>st</sup> generation
- 32% low-income
- 25% stop out after 1<sup>st</sup> year
- 39.2% graduation rate (6-year)
- Silos
- Changes in Leadership

## How could collaboration help us?

- What *are* our goals? (12+ units)
  - Higher retention/graduation rates/involvement
  - Increased online enrollment
  - Increased library integration into curricula
  - Increased collaboration with faculty
  - Better relations: faculty – administration
- Do we have any important shared goals?
  - **Student success**
- Challenges? Different languages in units are a barrier to collaboration/understanding

## EXAMPLES

- How we promote transparent learning and teaching at UNLV.
- One collaborative strategic plan for multiple units:
  - Purpose
  - Tasks
  - Criteria

## Help our Faculty / Instructors to Apply Transparent Assignment Design

### 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?)

[Winkelmes, Transparency in Teaching and Learning Project](#)

# Sample Statement

Transparency in Learning and Teaching—The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information:

<https://www.unlv.edu/provost/teachingandlearning>

<https://www.unlv.edu/provost/transparency>

# How can we promote transparent teaching/learning?

Online Ed Developers:

Help Faculty apply Transparent Assignment Design

Transparency	Quality Matters
Purpose <ul style="list-style-type: none"> <li>• Skills practiced</li> <li>• Knowledge gained</li> </ul>	2. Learning objectives, competencies 4. Instructional Materials 6. Course Technology 8. Accessibility and Usability
Task <ul style="list-style-type: none"> <li>• What to do</li> <li>• How to do it</li> </ul>	1. Course Overview and Intro 5. Course Activities and Learner Interaction 7. Learner Support
Criteria <ul style="list-style-type: none"> <li>• Annotated examples of good work</li> <li>• Checklist (Am I on the right track?)</li> </ul>	5. Assessment and Measurement  <a href="#">Quality Matters Rubric</a>

# How can we promote transparent teaching/learning?

## Librarians:

Help Faculty and Students apply Transparency toward academic work

Transparency	Dee Fink's model
Purpose <ul style="list-style-type: none"> <li>• Skills Practiced</li> <li>• Knowledge Gained</li> </ul>	Learning Goals
Task <ul style="list-style-type: none"> <li>• What to do</li> <li>• How to do it</li> </ul>	Teaching/Learning Activities
Criteria <ul style="list-style-type: none"> <li>• Annotated examples of successful work</li> <li>• Checklist (Am I on the right track?)</li> </ul>	Feedback and Assessment

[Dee Fink, Significant Learning](#)

# How can we promote transparent learning?

## Academic Advising: Help Students Apply Transparency to Academic Work (Checklist)

Transparency	CAS/NACADA Standards 2
<b>Purpose</b> <ul style="list-style-type: none"> <li>• Skills Practiced</li> <li>• Knowledge Gained</li> </ul>	<ul style="list-style-type: none"> <li>• Goals</li> <li>• Education Plan</li> <li>• Responsibility to meet requirements</li> </ul>
<b>Task</b> <ul style="list-style-type: none"> <li>• What to do</li> <li>• How to do it</li> </ul>	<ul style="list-style-type: none"> <li>• articulate intent, curriculum</li> <li>• use good intellectual habits</li> </ul>
<b>Criteria</b> <ul style="list-style-type: none"> <li>• Annotated examples of successful work</li> <li>• Checklist (Am I on the right track?)</li> </ul>	<ul style="list-style-type: none"> <li>• engage</li> <li>• use complex info to assess goal achievement</li> </ul> <p><i>CAS Learning and Development Outcomes</i> <i>NACADA Core Values of Advising</i></p>

Council for the Advancement of Standards in Higher Education (CAS)  
National Academic Advising Association (NACADA)

# How can we promote transparent teaching/learning?

## Academic Advising: Help Advisors Apply ... Academic Advising Model

Purpose	<ul style="list-style-type: none"> <li>Graduation/Completion</li> </ul>	<ul style="list-style-type: none"> <li>Major Declaration</li> </ul>	<ul style="list-style-type: none"> <li>Goal Setting</li> </ul>
Task	<ul style="list-style-type: none"> <li>Course Planning, UULOs, General Education Requirements</li> </ul>	<ul style="list-style-type: none"> <li>Focus 2, Understanding Strengths and Weakness, Locating Information/ Resources</li> </ul>	<ul style="list-style-type: none"> <li>Graduation Visualization, Identify desired class grades &amp; GPA</li> </ul>
Criteria for Success	<ul style="list-style-type: none"> <li>30 requirement fulfilling credits per year</li> </ul>	<ul style="list-style-type: none"> <li>Declared a major before reaching 48 credits, Develop Self-Reliance</li> </ul>	<ul style="list-style-type: none"> <li>Goal Progression &amp; Awareness</li> </ul>

# How can we promote transparent teaching/learning at UNLV?

Higher Ed  
Transparency in Learning and Teaching

## Academic Success Center: Help Student Athletes Apply ... Student Athlete Weekly Meeting Model

Purpose	<ul style="list-style-type: none"><li>• Time Management/Task Completion for Progression</li></ul>
Task	<ul style="list-style-type: none"><li>• Review of syllabi and course schedule.</li><li>• Review upcoming assignments, readings, quizzes, tests, etc.</li><li>• Review of upcoming athletic and academic obligations.</li></ul>
Criteria for Success	<ul style="list-style-type: none"><li>• Success in the classroom (grades, etc.) and understanding/learning the material.</li><li>• Success balancing athletic obligations (making it to practice on time, etc.) and athletic performance.</li><li>• Assess and evaluate effectiveness of planning and execution to make the needed adjustments.</li></ul>

# How can we promote transparent learning / teaching?

## Campus Life & Recreation: Help Students Apply ...

### Student Experience Checklist

Transparency	ACPA, NASPA , AAC&U VALUE Rubrics
Purpose <ul style="list-style-type: none"> <li>Skills Practiced</li> <li>Knowledge Gained</li> </ul>	<ul style="list-style-type: none"> <li>outcomes of the program</li> </ul>
Task <ul style="list-style-type: none"> <li>What to do</li> <li>How to do it</li> </ul>	<ul style="list-style-type: none"> <li>what will students do</li> <li>how will they do it</li> </ul>
Criteria <ul style="list-style-type: none"> <li>Annotated examples of successful work</li> <li>Checklist (Am I on the right track?)</li> </ul>	<ul style="list-style-type: none"> <li>assessment of students' learning</li> </ul> <p>American College Personnel Ass'n and National Ass'n of Student Personnel Administrators, <i>Learning Reconsidered: A campus-wide focus on the student experience.</i> (2004); AAC&amp;U VALUE Rubrics; NASPA Professional Practice Standards</p>

# How can we promote transparent learning /teaching?

## UNLV Registrar's Office:

### Help Department Heads Apply Transparency to Work

Transparency	Strategic Plan, Organizational Self-Assessment, Employee Goals, Employee Evals, etc.
<b>Purpose</b> <ul style="list-style-type: none"> <li>Skills practiced</li> <li>Knowledge gained</li> </ul>	<ul style="list-style-type: none"> <li>The “why” behind the task (why it should matter to the employee, and why it matters for the organization)</li> <li>“These are my expectations of you. Here is how they relate to your own success and the success of the organization in meeting our goals (student support).”</li> </ul>
<b>Task</b> <ul style="list-style-type: none"> <li>What to do</li> <li>How to do it (intended outcome)</li> </ul>	<ul style="list-style-type: none"> <li>Assignments or goals specify an action(s); how that action supports the department mission; metrics or outcomes to aim for; and a deadline.</li> </ul>
<b>Criteria</b> <ul style="list-style-type: none"> <li>Annotated examples of good work</li> <li>Checklist (Am I on the right track?) (how will my work be evaluated/how is the dept. evaluated?)</li> </ul>	<ul style="list-style-type: none"> <li>Sample goals, rewrites, quarterly check-ins, direct approach, data, same-pageness, knowing the audience, being part of the final product (student success!).</li> </ul>

# Specific Strategies for Initiating/Implementing

- University Mission or Strategic Plans
- Job Descriptions
- Faculty & Staff Orientations
- Academic Policy Memos & Syllabi Guidelines
- Dean & Associate Dean's Councils
- Academic Success / CAEO / Grants
- Registrar / IRB / Legal
- Mentorship Initiatives
- FYE
- Intro courses (large,small)
- Gateway
- High DWF
- Majors/Pathways, Gen Ed
- Employee Goals/Evaluations
- Employee Job Descriptions

# Sample Job Description



## 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, aquatic)
- 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, aquatic)
- 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 tour 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 patrons/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.

# Can Transparency help you, too? DISCUSSION

- **Introduction: your name, institution, role**
- **Discuss and Report Back:**

## **Purpose:**

- Identify a (shared) challenge to overcome?
- How will you/your institution benefit?

## **Task:**

- What might you do
- How to do it

## **Criteria**

- Characteristics of the finished product
- How will you know it's been a success?

# How to achieve best impact of transparency in learning and teaching

## **Networks across Institutions:**

National Data

Community Colleges,

Research Intensive,

Liberal Arts

Regional,

Teaching/Learning Centers,

STEM Ed Ctrs...

OLC

**Exchange Business Cards Today!**

# **TILT** Higher Ed

Transparency in Learning and Teaching

Please join us!

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

- Contribute to our research
- Sign up to survey your students, get a confidential report
- Discuss: Transparent 2<sup>nd</sup> Tuesdays at 2:00 pm