211 TILT:

ASSIGNMENTS MATTER

The Equitable Assignment Challenge
Overview, *Phase 1 Pilot*, *Phase 2*

Introductions

- ## Meet the Steering Committee!

    - Peg Balachoski, Associate Dean, EvCC
    - Tsai-En Cheng, Faculty, Seattle Central
    - Sally Heilstedt, Dean, LWTech
    - Judy Loveless-Morris, Dean, Clover Park
    - Angela Rasmussen, Faculty, Spokane

- ## Read More: [Steering Committee Member Bios](#)

Overview

- **Set the Context**: Student Learning Matters to our System Goals
- **2,1,1 TILT– The Equitable Assessment Challenge** ([Overview](#)): Assignments Matter
- [Phase 1 Pilot](#): Faculty Learning Matters to Student Learning
- [Phase 2](#): Artifacts Matter, Relationships Matter, Your Participation Matters

What Matters to the System

- Jen's Interview with Jan Yoshiwara July 2013

  - Jan's Goal

    - Ensure our systems, policies, and structures work better for students . . . in ways that impact LARGE numbers of students

      - Move Away from "Boutique" Interventions– Towards Scale

Jan's Two Questions

1. How will you engage faculty in making our institutions work better for large numbers of students?

2. How do you plan to engage the largest number of faculty possible?

Fast Forward to Fall 2018

- Jen's Best Answers to Jan's Questions

    - 2,1,1 TILT: The Equitable Assignment Challenge

    - (de)Composing ENGL&101: Collectively Creating an Equitable ENGL&101 Course

- 5 Years for a Coherent Answer!

Context: Jan's Goals for the System in 2018-19

- We must work together as a Washington State CTC System to

    - Increase the Completions of ALL Students

    - Rigorously Focus on Equity– Close Equity Gaps

    - Do Better with the Students We Have (Enrollments)

Do Do We Achieve these Goals?

- Guided Pathways: The Current "Best Thinking"

    - Clarify the Path

    - Get on the Path

    - Stay on the Path

    - **Ensure Learning on the Path**

Bring the 4ᵗʰ Design Principle into the Foreground

- **National Conversation:** "Ensure Student Learning"

- **In Washington State:** "Ensure ALL Students Have Access to <u>Equitable Learning Environments</u>."

Equity of Student Learning Matters

- To **our GP Redesigns**
  - who is learning, who is not learning?

- To our **enrollments**
  - who are we retaining in the short-term, who are we not retaining?

- To the quality of our **completions**
  - who is completing, who is not completing?

Ensure ALL Students Have Access to Equitable Learning Environments

- How to do this?

    - **Chapter 5 of *Redesigning*:** "Engage Faculty."

    - **Bob Morhbacher:** "Faculty is a Collective Noun."

    - **Parteo Principle:** 20% of our inputs impact 80% of our outputs.

Assignments Matter

- Huge body of scholarship around the importance of assignments.

- We know that "assignments as assessments" is a best practice.

- [Transparency in Learning and Teaching](#) (aka TILT Higher Ed)

The Study

- TILT Higher Ed's Research Question:

  - *What is the effect when teachers provide two transparently designed, problem-based take-home assignments on spring-term first-year college students' learning experiences, especially underserved students' experiences?*

To Put This Another Way

- TILT Higher Ed Asked the Right Question about Policy-Level Pro D:

  - *What is the smallest change ALL faculty could make to their teaching that would have the biggest impact on student learning?*

- **Parallel to Jan's Questions:** When it comes to engaging faculty, what will have an impact on students? What is scaleable?

What is "TILT-ing"?

- Faculty make small changes, aka "tweaks," to assignments in 3 key ways to improve TRANSPARENCY:

    - **Purpose**: Knowledge gained, skills practiced, importance to the learner 5 years from now

    - **Task**: What to do (what not to do)

    - **Criteria**: What success looks like

A Replicable, Scaleable Intervention

- Simple, elegant, easily accessible strategy.
- Low-Stakes, Low-Tech, High Impact
- Inexpensive
- Sensible
- Engages Faculty

Assignment Design is a Retention Strategy

- "TILT-ing" 2 assignments in 1 course 1 quarter seems to have big results for ALL students:

    - **Quantitative:** The students who received transparent instruction had 13% to 15% higher retention rates not just 1 year later . . . but 2 years later;

    - **Qualitative:** Increases in academic confidence, sense of belonging, sense of perceived transparency, sense of gaining employer-valued skills.

Assignment Design is an Equity Strategy

- The Gains Were Even Greater for . . .

  - Students from Systemically Non-Dominant Populations (Coined by Deb Jenkins, see [Explanation of the Term](#)).

  - ESPECIALLY in the first year of college, when the greatest numbers of students drop out.

Our Research Questions

- In other places, this has mattered for students. Why not try it in Washington State in our CTC system?

    - What would happen if faculty used the tools of TILT in a more deliberate way . . . And we started to track what happens?

    - If more faculty use this approach intentionally, what might be the equity-producing benefits for student learning?

    - Could ensuring equitable learning environments through "TILT-ing" make a difference in retentions? Close equity gaps? Increase completions?

Fall Pilot 2018

- Fast Facts

  - 1 Summer Institute in August of 2018

  - 13 Washington State CTCs

  - 35 to 40 faculty

  - All 3 mission areas (BeDA, Workforce, Academic Transfer)

  - "TILT-ing" 2 assignments in 1 course in Fall 2018

Summer Institute

- Faculty Learning Experiences

  - 2 Interdisciplinary Assignment Charrettes
  - Power, Privilege, and Inequity (PP&I) Training
  - Milner's Equity Gap Explanatory Framework
  - Student Voices, Student Agency

Note: Please see the Participant Agenda and the materials in the Open Canvas Shell for more details.

SBCTC Will Collect Artifacts

- Faculty submit their assignments to an open Canvas shell

  - "Less" Transparent
  - "More" Transparent
    - TILT-ed
    - Accessible
    - Openly Licensed with a CC BY 4.0

Faculty Will Collect Qualitative Data

- Faculty will invite students in the 1 course identified (Fall 2018) to take the TILT survey 1 time, via e-mail.

  - Used by post-secondary institutions across the US, this online survey gathers **students' perceptions** of their **learning experiences** in order to **inform teachers' improvement** of their **instructional practices**.

- Read more about the survey, which begins with an information and consent statement, and [view the questions](#).

SBCTC Will Collect Quantitative Data

- Initial Outcome: successful course completion

  - *"After "TILT-ing" 2 assignments in these classes, students were XX% more likely to successfully complete the course, they persisted to complete an additional XX credits on average, and were XX% more likely to finish their program or transfer to a four-year institution."*

Not Just Scaleable . . .

- TILT-ing ENGAGES FACULTY

  - Faculty Voices

    - Participant Learning

    - Impact on Teaching

    - Impact on Student Learning

    - Institutional Impact

SBCTC Will Collect Qualitative Data

- We are designing a qualitative survey to collect faculty voices.

- Here's a few teasers from faculty currently engaged in the pilot . . .

Justin Ericksen, English Faculty, Whatcom

"After conducting assignment charrettes with other faculty at the TILT Institute, I was able to see my assignments through fresh eyes. I thought they were TILT-ed already, but the post assignment charrette revisions were intensive. Those conversations and work sessions were so enlightening and crucial to the process."

[Read More](#) from Justin . . .

Jill Darley-Vanis, English Faculty, Clark

"After nearly twenty years of doing this work, I can look back and map out my career in terms of trying to find a center or trying to get "there." Professional development work with TILT has helped me realize more clearly that "there" is equity and social justice. Finally, we can create assignments that are not examples of faculty talking to themselves."

Andrea Reid, English Faculty, Spokane

"Partnering with a non-disciplinary colleague gave me the chance to hear her puzzle through the purpose, task, and criteria for a Composition assignment I had used for several quarters that was—clearly—not as clear as I thought it was. That moment convinced me of my own responsibility to create more transparent assignments that contribute to student success."

[Read More](#) from Andrea . . .

Alys Hugo, Math Faculty, Everett

"After learning about TILT at ATL, I TILT-ed three assignments in Calculus 4. A main objectives in my course is for students to find the *best* method to solve a problem . . . I saw fewer students solving problems the long way on homework and exams, and could tell that they were thinking critically about problems."

[Read More](#) from Alys . . .

Erin Huebner, Spanish Faculty, Spokane

"Based on the research about TILT, I expected to see evidence of closing gaps among my students. What I did not expect was to experience the closing of a gap between my students and myself. TILT breaks down the notion that students and instructors occupy adversarial positions in the educational arena. TILT does many things, and in my classroom, TILT builds trust.

Read More from Erin . . .

Shanti Conners, Early Childhood Education, LWTech

"The transparency framework served as a guide for faculty in our program. We thought that our assignments were clear. When we implemented the framework in our program, we started to see that students who did not complete the assignments as expected were often missing pieces from the "assignment puzzle."

Read More from Shanti . . .

Kerry Levett, VPI, Cascadia College

"Many of our students struggle navigating college, in and out of the classroom. TILT demystifies learning and provides students with a clear understanding of why a learning activity is of value to them. Additionally, TILTing an activity requires faculty to purposely thinking about whether the activity is meeting their objectives and think from the student perspective. Our faculty are already seeing a positive impact on the student experience in their classes after TILTing one or two activities."

Phase 2: An Expansion of the Pilot

- In Phase 2, faculty from all 3 mission areas will have the opportunity to

    - "TILT" 2 assignments (**Same**)
    - Participate in interdisciplinary assignment charrettes (**Same**)
    - Submit their "less" and "more" TILT-ed, openly licensed, accessible documents to the Open Canvas shell (**Same**)
    - Collect and analyze qualitative and quantitative data about the impact of transparent teaching (**Same**)

Phase 2: What's Different?

- In Phase 2, faculty from all 3 mission areas will have the opportunity to participate in a Faculty Learning Community (FLC) to become "learners of their own teaching."

- See slide 29, "What it Looks Like" and 30 "Collaborative Inquiry About Assignments" in the 2018 ATL Plenary session [slide deck](.).

Relationships Matter

- **School Improvement the Old Way**: Information flows down, and applying it is straightforward.

- **New Way:** All of our schools are matrixes of social relationships.

An Example: Hallway Conversations

- Two teachers in the hallway. One asks the other, "could you take a look at this?" Then, "Oh, that doesn't make sense. I'll fix it."

- We want to provide a structure for these conversations that reach across mission areas, are interdisciplinary, are cross-institution.

Teaching and Learning as Social Endeavors

- "Teaching and learning are not solo accomplishments but social endeavors that are achieved in the context of the organization, through trusting relationships and teamwork, rather than competition and a focus on individual prowess . . ."

  - Esther Quintero, The Shanker Institute

This Project is a Social Endeavor

- **Goals**
  - Faculty Learning Communities (FLCs) on every campus.
    - 10 faculty (3 academic-transfer, 3 BEdA, 3 Prof-Tech).
  - System Level Community of Practice (CoP) for the Project Leads on each campus.
- **Purpose:**
  - Learning is social.
  - Faculty Learning is social.
  - Teaching is complicated enough that faculty need (and enjoy) learning about teaching with each other.

Assignments Matter . . . Artifacts Matter

- **Project Goal:** Create, curate, and maintain a library of "TILT-ed" assignments from all areas of the curriculum– all 3 mission areas– including STEM.
- **Purpose:**
  - Seeing good examples is the fastest way to learn (What is good for students is good for teachers!)
  - To initiate large-scale change, we have to be very concrete and grounded in artifacts . . . because that is how teachers think, and that matters for students.

Phase II: Nutshell Version

- **The Ask:** Each college hosts 1 faculty learning community (FLC) composed of
  - 1 project lead
  - 10 faculty (ideally 3 from BEdA, 3 from Workforce, 3 from academic-transfer)
- **Winter 2019:** Faculty participate in two assignment charrettes to "TILT" 2 assignments.
- **Spring 2019:** Faculty implement the intervention. We collect qualitative and quantitative data.

Phase 2 Timeline

- Fall Quarter 2018: Getting the Seeds Planted
  - Establish Project Lead/FLC Facilitator
  - Form system level CoP of Project Leads to Train-the-Trainers
  - Begin to recruit/form FLCs on your campus

- Winter Quarter 2019: Professional Development for Faculty and Project Leads
  - Faculty engage in 2 interdisciplinary assignment charrettes
  - Project leads engage in Train-the-Trainer trainings
  - Faculty Submit their "Less" and "More" Transparent Assignments to the Open Canvas Shell.

Faculty Learning Communities (FLCs)

- Form FLCs in each campus
  - 11 members
    - 1 Project Lead/Facilitator
    - 3 BEdA
    - 3 Academic-Transfer
    - 3 Workforce
- Participate in 2 assignment charrettes Winter 2019
  - 1 online convening facilitated by Dr. Mary-Ann Winkelmes, TILT Higher Ed founder, and "TILT" 1 assignment.
  - 1 F2F convening on the home campus, facilitated by the project lead.

Phase 2 Timeline Spring

- Faculty implement the Intervention

  - Teach 2 "TILT-ed" Assignments in 1 course Spring 2019
  - Invite students to take the Pre & Post survey
  - Submit item numbers to Devin Dupree
  - Participate in a faculty survey

Phase 2: All the Details and Dates

- The description of *Phase 2* has a complete detailing of Fall, Winter, and Spring dates, times, etc.
- We hope you will join us!
- Questions? Please contact Jennifer Whetham or a member of the steering committee.