

## WHY?

- For Students: Provides info by which to assess and revise current efforts, early enough to effect real impact
- For Instructors: Gauges students' understanding so you can revise class activities accordingly
- For Advisors/Success Coaches: Provides key data for early intervention with struggling students
- Alignment with UT Mission and Vision – Student-Centeredness
- Enrollment pressures – early alert, done well, improves retention

Retention=\$\$\$

# BASIC PRINCIPLES OF STUDENT-CENTERED UNIVERSITIES:

## 1. See student success as everyone's business

- Understand that all people who work on campus have a responsibility to promote student success and develop structures, policies and practices to support that work

## 2. Believe every student can succeed

- Value the assets students bring to campus, have a growth mindset about their capacities, and understand that our job is to support student learning

## 3. Help students navigate college

- Make transparent our expectations of students, provide support for the whole student, and promote conscious understanding of how students learn

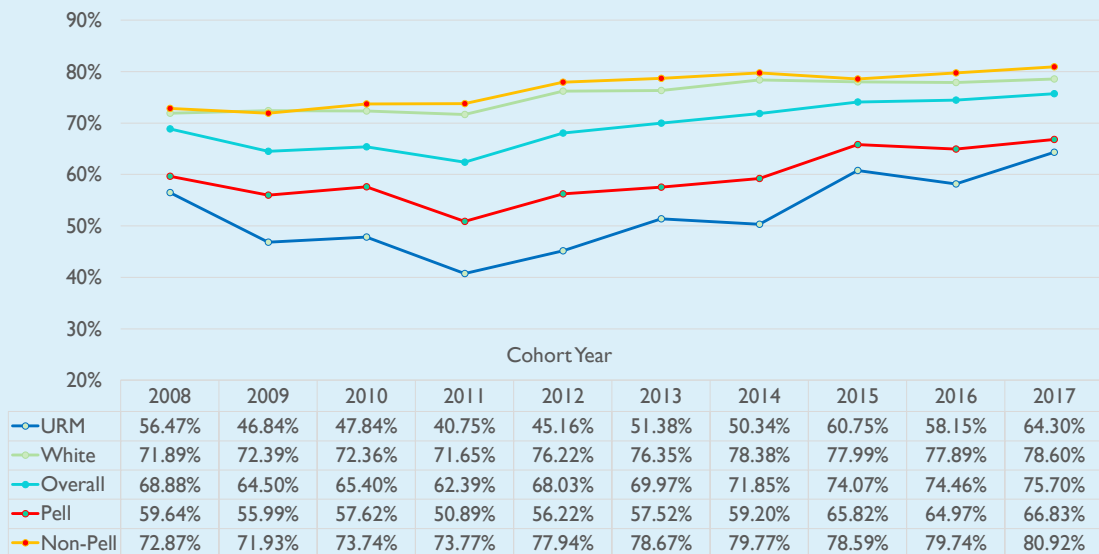
## 4. Foster students' well-being and sense of belonging

- Understand the critical connection between well-being, sense of belonging, and retention and student, and work to promote a sense of belonging and well-being for all students

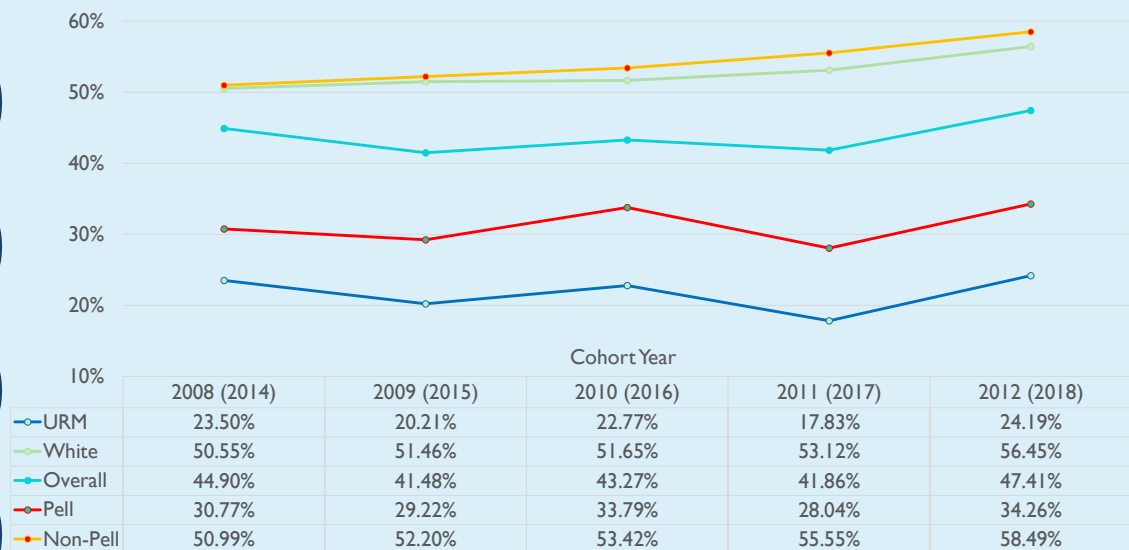
## 5. Maintain an unshakeable focus on equity

- Understand the deep and persistent inequities in education and work tirelessly, at every level of the university, to ensure that all students have an equal chance at success

First-Year Retention Rates 2008-17



### Six-Year Graduation Rates by Cohort

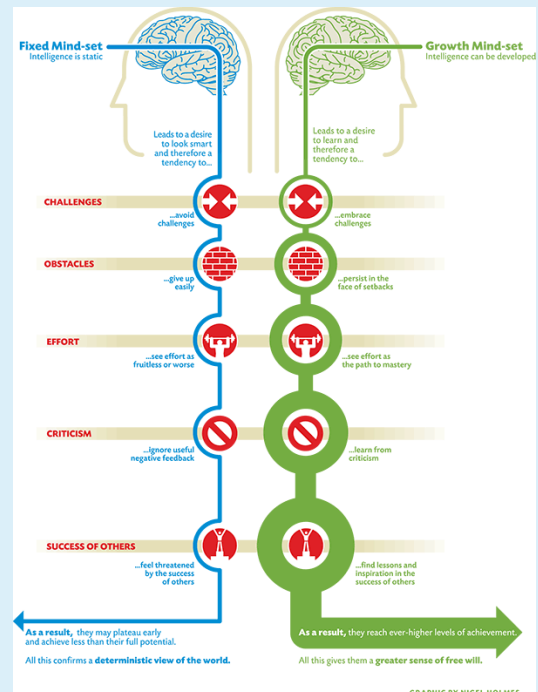


## BEST PRACTICES FOR EARLY GRADED FEEDBACK

- Students benefit from feedback that provides:
  - Information on current performance level (and grade associated)
  - Concrete suggestions for improvement (or maintenance)
- Formative vs. summative assessment
- Build in low-stakes initial assessments, that reflect later, higher-stakes assessment

# FORMATIVE ASSESSMENT

- This type of feedback requires a growth mindset
- This type of feedback provides transparency and reduces equity gaps in course performance



## HOW?

Design learning activities that (1) are tools for student learning, (2) can be used for assessment, and (3) are workload manageable

## QUIZZES & HOMEWORK

*What is the learning goal?*

- Quizzing as a learning, assessment, attendance tool
  - Provide opportunities to practice what will be required on larger assignments
  - Provide feedback on current level of learning/performance, and suggestions for how to move to next stage
    - Clarify what performance levels look like (rubrics, examples)

## BLACKBOARD DISCUSSION FORUMS

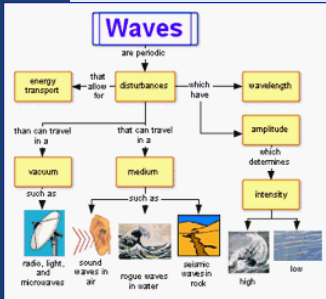
- Ask students to respond, outside of class, to a prompt, and then to a classmate's response – using (and citing) course material

*How does the information presented in the Stephanie Coontz reading help you understand the debate about family change vs. family decline that was discussed on p. 10 of Chapter 1? Specifically, to what extent does the information that Coontz presented support the family change perspective and/or the family decline perspective? Make sure to explain your answer using specific details from the text and reading (and remember to provide citations!).*

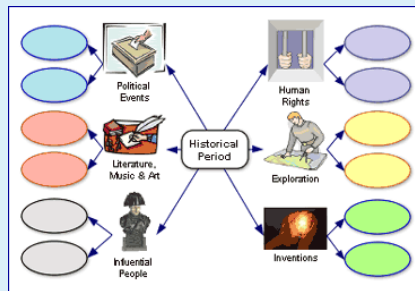
*(If you are interested in reading more of family historian Stephanie Coontz's work [and it is good!], you may want to check out: Marriage, A History or The Way it Never Was)*

# GRAPHIC ORGANIZERS

Concept Maps



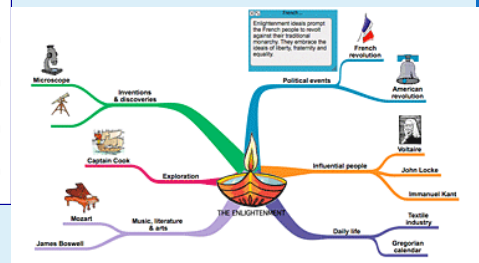
Webs



see:

[https://www.youtube.com/watch?v=GmLowf0uGFM\\_](https://www.youtube.com/watch?v=GmLowf0uGFM_))

Mind Maps



Source: <http://www.inspiration.com/visual-learning/graphic-organizers>

## REFLECTION QUESTIONS

*According to Lindberg et al., what factors were most important in the recent decline in adolescent fertility?*

# WORKSHEETS

Activity - WEIRD Research  
Developmental Research Methods - Bartell

Names: \_\_\_\_\_

1. Can the norms of the scientific community help to address the influence of western analytic/individualistic minds-sets? How so or why not?

2. How can you apply what you've learned today to your research proposal?

1

# WRITE AND JUSTIFY AN EXAM QUESTION

## CLEAREST & MUDDIEST POINT

What main point did you best understand from today's class?  
Explain it here, in your own words.

What main point was the most confusing or unclear from today's class? Describe what you know about it, and explain (be specific!) what parts are unclear to you.

## CLASS ENGAGEMENT & PARTICIPATION

### ***Class Engagement, Participation & Collegiality:***

*Attending class and actively participating in class discussions and activities are key to success in this course. As such, part of your grade will be based on the quality of your engagement with the class, defined as the extent to which you are present, you are actively engaged with the course material, you participate in class activities, and you pay attention during class.*

*You are also expected to adhere to the course ground rules in all activities of this class. As such, part of this grade will be based upon the respect, support, and kindness (i.e., the collegiality) you show to other members of our class.*



# HOW TO EVALUATE

## Rubrics

Dimension	Exemplary	Competent	Beginning
	3	2	1

*Class Engagement, Participation & Collegiality Rubric*  
GPS Program

Criteria	Weight	A Exemplary	B Effective	C Minimal	D/F Unsatisfactory
<b>Level of Engagement</b>	50%	<input type="checkbox"/> Contributes to class activities by offering quality ideas and asking appropriate questions on a regular basis <input type="checkbox"/> Actively engages others in class discussions by inviting their comments <input type="checkbox"/> Constructively challenges the accuracy and relevance of statements made <input type="checkbox"/> Effectively identifies and summarizes main points	<input type="checkbox"/> Contributes to class activities by offering ideas and asking questions on a regular basis <input type="checkbox"/> Often engages others in class discussions by inviting their comments <input type="checkbox"/> Challenges the accuracy and relevance of statements made <input type="checkbox"/> Identifies and summarizes main points	<input type="checkbox"/> Occasionally contributes to class activities by offering ideas and asking questions <input type="checkbox"/> Sometimes engages others in class discussions <input type="checkbox"/> Sometimes has an understanding of main points <input type="checkbox"/> Identifies and summarizes some of the main points	<input type="checkbox"/> Fails to contribute to class activities <input type="checkbox"/> Fails to invite comment/opinions from other students <input type="checkbox"/> Demonstrates little understanding of main points <input type="checkbox"/> Does not identify or summarize main points
<b>Preparedness</b>	25%	<input type="checkbox"/> Always prepared for class with assignments and required materials <input type="checkbox"/> Accurately expresses foundational knowledge pertaining to issues raised during the discussion	<input type="checkbox"/> Usually prepared with assignments and required materials <input type="checkbox"/> Expresses basic foundational knowledge pertaining to class discussions	<input type="checkbox"/> Seldom prepared with assignments and required materials <input type="checkbox"/> Expresses limited foundational knowledge pertaining to class discussions	<input type="checkbox"/> Consistently unprepared for class <input type="checkbox"/> Expresses no relevant foundational knowledge
<b>Attitude/Collegiality</b>	25%	<input type="checkbox"/> Consistently positive, cooperative attitude during class <input type="checkbox"/> Always supportive of other students' ideas	<input type="checkbox"/> Usually positive and cooperative with classroom projects and discussions <input type="checkbox"/> Often supportive of other students' ideas	<input type="checkbox"/> Seldom actively participates in classroom projects and discussions <input type="checkbox"/> Sometimes supportive of other students' ideas	<input type="checkbox"/> Rarely if ever participates in classroom projects and discussions <input type="checkbox"/> Occasional disruptive behavior

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## STRIVE TO PROVIDE “WISE” FEEDBACK (YEAGER ET AL., 2014)

- 3 Key Components:
  1. Honest (but respectful) criticism
  2. Statement about high standards
  3. Assurances of your belief student is capable of meeting standards
- Trust of teacher and institution necessary to be effective
- Beware model of criticism + “positive buffer” (positive statement about something truly mediocre)
  - Intention may be to boost self-esteem or convey lack of bias
  - But if conveys low expectations you may confirm student’s suspicion of being stereotyped

## HOW TO EVALUATE

- Self and Peer Evaluations
- A note on TA's

## TA'S AS A STUDENT SUCCESS TOOL

1. Give TA's meaningful role in class
  - Build rapport with students
  - Provide tips on note-taking, studying, etc.
  - Lead study sessions
  - Facilitate class activities
  - Assign credit for formative assessments
2. Support TA development – content and skills
  - Regular feedback
  - Information and resources

## DESIGN TIME

1. Choose a course that could benefit from additional early, formative feedback
2. Design a learning activity that will provide valuable feedback on student understanding/performance for you and the student
  - Use one of the suggested learning activities, and include how you will evaluate the activity
3. Share and provide constructive feedback