Student Success-Oriented Action Plan

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Creating Your Action Plan in Three Steps

Step 1: Inventory the types of data/information connected to inclusive teaching to which you currently have access. Examples: disaggregated data from a specific course showing DFW rates; DFW rates by race, gender, first-generation status, and income.

Step 2: Plan to collect more information (data or evidence) throughout the semester to help you determine where and how to adjust your approach to inclusive teaching. In addition to your own ideas, you can select a specific data collection tool or method: Who's in Class survey, Protocol for Advancing Inclusive Teaching Efforts (PAITE), midsemester feedback, Starfish, and Canvas Insights.

Step 3: Using this guide, identify or create interventions that support student success, such as designing assessments and assignments, drafting a welcome statement, clarifying student participation expectations, interrupting microaggressions, and implementing equity-minded exam/assignment wrappers.

Tools and Methods for Collecting Additional Data

Who's in Class? Survey
You can use the "Who's in class?" survey (Addy et al., 2021) to uncover aspects of your students' social identities, challenges, and perspectives that can impact their learning. You can examine a template of the survey and consider how you might adapt it for your own courses. A Schreyer Institute consultant can help you administer the student survey, interpret student responses, and consider how to adjust your course.

Observation of Classroom Interactions: The PAITE protocol
The Protocol for Advancing Inclusive Teaching Efforts (PAITE) is a formative classroom observation protocol focused on inclusive teaching approaches. You can request a Schreyer Institute consultant to observe your class using the PAITE protocol, and to discuss the results of the observation with you.

Midsemester Feedback
Beginning Fall 2024, all Penn state students will be able to submit mid-semester feedback for all of their courses. The mid-semester feedback survey (MSEEQ) contains two questions about inclusive teaching (one numerical and one open-ended). A Schreyer Consultant can work with you to review the feedback and consider what adjustments you can make.

Canvas Analytics
You can use Canvas Analytics Tools (currently in pilot phase) to get information about student engagement, such as how frequently students are visiting the course page and what resources

they are accessing. Consider adding a statement to the syllabus to inform students about your use of these tools.

Evidence-Based Approaches That Support Student Success

Before Class Starts: Course Design Considerations

Create Equitable Assignments and Exams
Consider [low-stakes and more frequent assessments](#) to provide students ongoing feedback on their learning.

Assignments with clearly described purposes, tasks, and criteria support equity. Develop transparent assignments using [nationally recognized guidelines and tools](#). This also includes expectations for participation. Be transparent about your expectations and articulate (or co-create with students) [guidelines](#) for class discussions.

Develop assignments that have applications beyond a specific course and provide opportunities for students to connect their lived experience and knowledge to the assignment.

Design for All Learners
Leverage Universal Design for Learning [(UDL) principles](#) when designing your course to provide opportunities for all students to succeed. Get ideas by considering [examples](#). You can also work with a Schreyer Institute consultant or take a [Schreyer short course](#) on incorporating UDL principles into your course.

Select Low-Cost or No-Cost Course Materials
Choosing low- or no-cost course materials supports students experiencing financial stress. Penn State has a team that can [help you find](#), adapt, and develop Open Access Educational Resources (OAER). Consider [additional ways](#) you can support the learning of financially stressed students in your course.

Welcome Students
You can help your students feel welcome in your course before you ever meet them. Consider sharing a welcome statement/video in Canvas or by email. You can introduce yourself, briefly talk about what's exciting/interesting about the course, share your enthusiasm for teaching and supporting student learning, and introduce the syllabus using a survey or quiz (Appendix D of *What Inclusive Instructors Do*; see below for full citation). View an example script in Appendix C of *What Inclusive Instructors Do* (2021) by T. M. Addy, D. Dube, K. A. Mitchell, & M.E. SoRelle. Available as an eBook through Penn State Libraries.

Reconsider Examples You Use in Class
Keep in mind that examples and analogies commonly used to describe key concepts in your field might be familiar to some students but not to others. Examples that depend heavily on

shared cultural understandings (such as particular foods or holidays) have limited utility for learning. So do those that involve (traditionally) gendered knowledge (e.g., football, car engines). Select and develop multiple examples to illustrate a given concept or examples that apply broadly.

During the Semester

Address Microaggressions

Microaggressions can threaten student concentration, motivation, and learning. Plan to address identity threatening incidents before they occur and disrupt microaggressions when they occur. Consider Souza's ACTION framework for examples of phrases that might be helpful.

Provide Feedback That Supports Learning

Plan on how you will phrase critical feedback for key assignments in ways that support student growth and learning. Consider supporting growth-oriented views of failure and success by leveraging "wise feedback" language in your assignment rubrics. You can go beyond writing to communicate with students about their work in modes that convey warmth and care for student learning, such as emojis and recorded verbal comments on student work.

Help Students Gauge and Reflect on Their Learning

Reflection helps students monitor and regulate their learning.

Penn State uses Starfish for progress reports and advising. Instructors are prompted to submit progress reports. "Using Starfish progress reports, you can reinforce course expectations with students and alert their larger Success Networks to concerns that may be impacting students in multiple courses." https://sites.psu.edu/starfishinfo/users/instructors/

Equity-minded wrappers for assignments and exams can help students reflect on their learning and decide what to do next. Assignments that invite reflection on what students have learned and why it is personally relevant to them can positively impact minoritized students and increase student retention.