

**How to approach and respond to the results:**

1) Share results anonymously with the students and respond to the data in class preferably within the one week. Here are some suggestions on how to respond to the students' comments that you can immediately implement:

Questions about the responses	Rationale/Suggestions	Reflections
<b>Group 1: Lives and experiences of your students</b>		
1) What are students' preferred names?	Learning how to pronounce your students' names is one way of showing your caring for the class.	
2) Do you identify any commonalities among students' responses?	Share students' common hobbies, hometowns, etc. and ask them to raise their hands, so they find each other.	
3) What are students' passionate about?	Share some students' talents or efforts to learn new passions.	
3) Have you identified any lived experiences that relate to your teaching/discipline?	Relate your class analogies to the students experiences	
4) How does student culture relate to your discipline?	It's about learning who they are, accepting and celebrating their uniqueness, and really listening to them.	
5) Do students reflect a fixed or growth mindset toward risk taking?	Discuss the role of experimentation and mistakes in learning. Here is a video resource that explains the difference <a href="#">[video]</a>	

<b>Group 2: Self-assessment and support systems</b>		
1) Have students taken foundational classes for the course?	Provide resources (add videos/readings to Canvas) for those who have not taken foundational courses. Materials should be	

	equally accessible since students come from different entry levels.	
2) Do you consider their planning appropriate for your course?	<ul style="list-style-type: none"> <li>● Share results with the class. Would you like to add anything else to the students' responses?</li> <li>● Share results and identify those students wishing to join study groups to get together after class.</li> </ul>	
3) Will the selected times help you for your office hours schedule?	<ul style="list-style-type: none"> <li>● Many times, students don't attend office hours because they conflict with other courses and the instructor never gets to know about this</li> </ul>	
4) Are students familiarized with the campus resources?	<ul style="list-style-type: none"> <li>● <a href="#">STEM Tutoring Hub</a></li> <li>● <a href="#">Writing Tutors</a></li> <li>● English Language Institute (<a href="#">ELI</a>) for English language learners.</li> <li>● Peer-Led Undergraduate Study (<a href="#">PLUS</a>) Center for SSHA support</li> <li>● <a href="#">Counseling and Psychological Services (CAPS)</a></li> <li>● <a href="#">Clubs and organizations</a></li> <li>● <a href="#">Basic Needs</a></li> </ul> <p>(curate and share resources specific to your course)</p>	

5) Is there any consensus about students' learning preferences?

- Provide multiple ways of accessing the course information such as videos, notes, websites, articles.
- [AI-prompts](#) for teaching. A teacher's [Prompt Guide to ChatGPTA](#)
- Refer to [student cognition toolkit](#) for how to study for the discipline
- Allow students a choice in the format of the final project. They could draft a paper, produce a professional quality video, or complete a project. Students could also propose a different format for their project.
- Equity-oriented assessment: collect the student perspective on their learning in order to understand and respect the student experience by asking for feedback on your teaching practices, so you can incorporate their suggestions if possible (mid-semester feedback) SATAL can help you with the data collection and reporting. Co-creation increases a sense of relationship and responsibility (more invested). Ensuring that student voice is included in decision-making is a key aspect of equity-centered assessment.
- Studies indicated that opportunities to participate in small group discussion first would enable them to engage more actively in classroom discussions.
- [Teaching practices handout](#) to implement small changes

Group 3: Reinvigorating Engagement		
1) Do students have career goals?	Instructors can share <a href="#">United Nations 17 SDGs</a> highlighting the global issues we are facing and connect their meaningful purpose to them.	
2) Are students excited for the class?	This is an opportunity to share your passion for the discipline and your research interest, if applicable.	
3) Do students understand the CLO/SLO what they are expected to learn in the course presented in the syllabus?	<ul style="list-style-type: none"> <li>• These essential questions stem from research that shows that students need to know their <b>Student Learning Outcomes (SLOs)</b> in order to fully understand and succeed in a course. Explain the SLO and ensure students that everyone has the capacity to achieve them.</li> </ul> <a href="https://assessment.ucdavis.edu/curiousaggies">https://assessment.ucdavis.edu/curiousaggies</a> <ul style="list-style-type: none"> <li>• Have students rephrase the course outcomes to check understanding.</li> <li>• Video resource about class expectation <a href="#">[video]</a></li> </ul>	
4) Outcome discussion: 1) Is there student consensus about interest in achieving 2-3?	<ul style="list-style-type: none"> <li>• Please refer to Smith's article <a href="#">[here]</a> about how to get student buy-in to active learning practices.</li> <li>• Pre-reading assignments with quizzes at the beginning of class will help you to achieve goal 1.</li> </ul>	

For more guidance on questions selection and interpreting results, contact us!  
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