

To: The University Senate
From: Purdue Student Government and University Senate Educational Policy Committee
Subject: Academic Regulations Update on Mid-Semester Academic Progress
Disposition: University Senate for Discussion and Adoption
Rationale: Time is a limited resource for University Student academic progress can be supported by regular feedback from course instructors, staff. Current University regulations require instructors to provide students in lower division courses (10000-29999 level) with at minimum one instance of graded feedback between the fifth and seventh week of the semester. However, students to balance demands inherent to in all undergraduate course levels (10000-49999) would benefit from expanded feedback throughout their engagement and success in traditional classroom and experiential learning, professional and personal social networking, family activities, and self-care. course progress.

To succeed, it is essential for academically, students to should ideally be aware of their up-to-date grade status while taking a course academic progress (i.e., current scores graded feedback on assignments) and the grading system and grading scale) used by the instructor. Not having this information can make it difficult for students to assess the efficacy of their learning strategies, and thus how optimally to allocate their efforts to balance the demands on their time successfully. In addition, such uncertainty. Uncertainty of academic progress can place unnecessary stress and pressure on students. Students. Because students often do not know their current scores or the grading scale of the course, they have reported difficulty in making time-allocation timely decisions and in making. Examples of these decisions about include whether to change the grade modality of a course, to withdraw from a course, or to seek further additional academic support, because they do not know or advising services, or how to best prioritize their current scores or the grading scale-time during busy seasons of the course academic term (e.g., when during mid-terms and finals week).

The final date to withdraw with a W or WF grade is critical point of the academic term for students as well as an approximate halfway marker for the term. The week preceding the final examination period of the academic term is another critical point. Due to the

nature, timing, and standardization of these critical points for each academic term, we have selected them as a framework for providing up-to-date graded feedback. This allows for students to understand a more accurate portrayal of their academic progress.

Furthermore, up-to-date graded feedback shall be provided in an equitable, accessible, and secure manner to students while conversely not placing undue burden on a “curve”). If course instructors. Up-to-date grade graded feedback shall preferably be provided via the student’s university learning management system to ensure equity and accessibility of the feedback as well as FERPA compliance.

While graded feedback is provided individually to students have, knowledge of their academic standing within the grading scale at the beginning of a course, they may more readily seek necessary academic support services and advising in times of poor academic performance. term is needed to give context to graded feedback.

The goal of this proposal is to provide students with increased, and valuable feedback on their academic performance throughout the term, not to change course design. Academic. We recognize that up-to-date graded feedback may not be possible for classes without formal assessments throughout the term.

Current University regulations require instructors to periodically provide students with graded feedback in lower division courses. However, this graded feedback is not required in upper division courses and does not provide students with the grading scale of a course, which can at times make it difficult for a student to assess their overall standing in a course. during at the two time-points of this policy. The proposed regulation shall be enacted by the Spring Semester of 2021-2022 academic year.

Proposal:

The Purdue University Senate To improve student academic success, Purdue Student Government requests to replace Section H of the Purdue University Academic Regulations titled “Mid-Term Grades of the Grades and Grade Reports” as on the left, replace with the following language on the right:

H. Mid-Term Grades*

Between the beginning of the fifth week and the end of the seventh week, all students enrolled in 10000-29999 level and those approved for foundational courses shall be

H. Mid-Term Grades Semester Academic Progress

Faculty shall provide all students enrolled in courses from the 10000-59999 49999 level their courses with up-to- date grade status (e.g., current scores and

provided graded feedback by their faculty. These grades will not become part of the permanent record.

*<https://catalog.purdue.edu/content.php?catoid=10&navoid=12729>

grade scale) preferably via the student's university learning management system. An up-to-date grade status shall be made available **graded feedback** at least **twice two times** during the course term. This regulation applies to ~~fall, spring, and summer courses.~~ At least one update shall be provided before the final date to withdraw from the course with a W or WF grade. The second update shall be provided at least one week prior to the term's final examination period. ~~The~~ **Instructors shall provide students with graded feedback on individual course assessments. At the beginning of a term, instructors shall provide a comprehensive outline of the course grade assessment method as part of their syllabus and certify that such information has been provided up to students. Graded feedback shall preferably be provided via the student's university learning management system. This regulation applies to fall, spring, and summer courses. ~~date grade status is~~ **These grade updates are** nonbinding and will not be a part of the student's permanent record. ~~If~~ **Grade updates may not be available if** no formal assessments have **yet** taken place in ~~the a~~ **a** course, ~~an up-to-date grade status may not be available.~~**

Committee Votes:

For:

Faculty

Thomas Brush
Jennifer Freeman
Eric Kvam
Erik Otárola-Castillo
Alice Pawley
Vanessa Quinn
Libby Richards
Antônio Sá Barreto
John Sheffield
Thomas Siegmund

Students

Elli DiDonna
Janelle Grant
Olivia Wyrick

Advisors

Jeff Elliott
Keith Gehres
Jenna Rickus

Against:

N/A

Abstained:

Faculty

Todor Cooklev

Advisors

Jeffery Stefancic

Absent:

Faculty

Li Qiao
Jeffrey X. Watts

Ex-Officio

Present, but non-
voting members:

Jaclyn Palm
John Pearson