COVER SHEET TO BE ATTACHED TO ALL REPORTS SUBMITTED TO THE ACADEMIC SENATE

Date January 29, 2025, Senate Meeting Date February 5, 2025, Report # (Senate Use Only) _____

Intended Action: **Informational___**   **Senate Vote X**   **Consultative/Advisory___**

Name of Committee Submitting Report:

Academic Standards

Along with:

Hillary Fuhrman

Claire Berardini

Committee Status: (elected chartered, appointed chartered, ad hoc, etc.)

Chartered

Names of Committee Members:

Dawna Cerney

Julie Felix

David Frank

Robert Gilliland

Dessalegn Guyo

Jennifer Pintar

Dana Sperry

Billie Spieler

Annie Tapp

Alyssa Weyand

Elected Members

Appointed Members

Please write a brief summary of the report the Committee is submitting to the Senate:

The Committee is responding to Hillary Fuhrman and Claire Berardini who, have requested the committee to consider introducing the policy to support student development in self-monitoring by having access to their grades through Blackboard LMS.

Introduction: Students transitioning from high school to college often struggle with self-monitoring their academic progress. High school environments typically provide more structured and frequent feedback, whereas college students are expected to independently track their performance. This policy proposal aims to support students in developing the necessary skills for self-monitoring by ensuring consistent access to their grades through Blackboard.

The Committee approved to advance the proposal to the February 2025 Senate meeting for a vote. That proposal states:

1. **Requirement:** All faculty members are required to post grades for all assignments (homework, quizzes, exams, and other assessments) in the Blackboard LMS. Faculty <u>are not</u> required to compute a final grade in Blackboard.

2. **Implementation:** Faculty will have access to training and support on how to use Blackboard for grade posting.

3. **Evaluation:** The policy's effectiveness will be evaluated through aggregate student feedback and academic performance metrics.

If substantive changes in your committee recommendation are made from the floor, would the committee prefer that the matter be sent back to the committee for further consideration?

Yes

Introduction and Rationale

Rationale: Why provide access to grades in Blackboard?

1. **Monitoring Grade Progress:** Accessible grade information allows students to track their academic performance continuously and reduces the risk of students losing track of their grades due to misplaced papers or other issues.

2. **Bridging the High School-College Gap:** Particularly for our first- and second-year students, they are still in the process of developing the skillsets of self-monitoring, self-regulation, and academic responsibility. In high school many of these skills were significantly supported by teachers, including posting every single grade in their gradebook.

3. **Evidence-based stance:** research indicates that students are more likely to succeed when they receive regular feedback on their performance. "Students are more likely to succeed in classrooms that assess their performance and give frequent feedback about their performance **in ways that enable … [them] to adjust their behaviors**." Tinto, V . (2012).

This policy proposal is <u>NOT</u> about:

1. *Changing your grading schema or policies*: you may continue to use the same grading approach you have used in the past; the only change is that you record any grades you assign in Blackboard for students to be able to view. This may be in addition to, or instead of, other grade recording methods, whichever you prefer.
2. *Computing a total grade for students:* this policy only asks that you post individual grades. Students can compute their class standing and final grades using your syllabus grading structure, if you prefer they build that skill or you wish to reserve the ability to make final grade adjustments.
3. *Blackboard final grades:* this policy is not about the final grade column, or transferring grades from Blackboard to Banner.
4. *Timely feedback:* Much Senate work had been done on articulating and supporting expectations around timely feedback, including the *TEACH Principles of Good Practice in Teaching*, and the *Reciprocal Responsibilities for* Undergraduate *Students and Instructors*.
5. *Grade reports ahead of the withdrawal deadline:* this proposal does not address the course requirement to provide a grade on a substantial class assignment, as that topic is already outlined in the OEA Agreement.

Revised Policy/Policies (when applicable)

Recommendation

The Committee recommendation is to pass this proposal as presented to The Senate on February 5th, 2025. That the proposal does not require changing faculty grading or policies, computing total grades for student, nor is it requesting that faculty offer final grades in Blackboard or submission of final grades in Blackboard. Concerns regarding timely feedback are addressed within the TEACH Principles of Good Practice and those considerations are found within that policy. Further, grade reports ahead of withdraw dates are covered within the OEA agreement and this proposal is not identifying any change to that agreement.

<u>The full proposal is below and attached as a separate document:</u>

Academic Standards Policy Proposal: Supporting Student Self-Monitoring by Posting of Grades in Blackboard LMS

Introduction: Students transitioning from high school to college often struggle with self-monitoring their academic progress. High school environments typically provide more structured and frequent feedback, whereas college students are expected to independently track their performance. This policy proposal aims to support students in developing the necessary skills for self-monitoring by ensuring consistent access to their grades through Blackboard.

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Rationale: Why provide access to grades in Blackboard?

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Policy Proposal:

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