

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.

This policy proposal is NOT 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.

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).

Policy Proposal:

1. **Requirement:** All faculty members are required to post grades for all assignments (homework, quizzes, exams, and other assessments) in the Blackboard LMS. Faculty are not 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.