



Date: Nov. 09, 2020

To: Talia Bettcher, Academic Senate Chair

From: Arash Jamehbozorg, Educational Policy Committee Chair

Copies: R. Roquemore, M. Hawley, C. Pugh

Subject: Proposed New Policy: Grading and Student Feedback - Chapter V of the Faculty Handbook (EPC Memo 20-07)

In its discussion regarding the quality of education on campus, the Educational Policy Committee discussed a policy for grading and feedback provided to students in order to make students aware of their progress in the course in a timely manner. The result of this discussion is a new policy presented here. There was a debate in the committee about whether to call this a guideline or policy. EPC's belief has always been that best practice is different from policy. After some discussions, the committee decided to call this a policy but make sure the language is a set of suggestions for faculty rather than a policy with hard deadlines. The proposed policy is broken into three parts; in the first part, faculty are advised to provide early and frequent feedback to students. In the second part, faculty are reminded that students have the right to know how their assignments are graded. In the last section, it is recommended that faculty have multiple evaluations rather than one or two high-stake tests. EPC acknowledges that not all courses can follow these suggestions, and the committee would like to emphasize that the goal here is to give faculty a set of basic guidelines rather than strict rules.

1 **GRADING AND STUDENT FEEDBACK**

2 EARLY, FREQUENT, AND FORMATIVE FEEDBACK ON ASSIGNMENTS IS AN IMPORTANT PART OF THE
3 TEACHING AND LEARNING PROCESS. STUDENTS SHOULD IDEALLY RECEIVE INFORMATION ABOUT THEIR
4 COURSE PROGRESS (I.E., WHAT GRADE THEY ARE RECEIVING) NO LATER THAN ONE-THIRD OF THE WAY
5 INTO THE TERM.

6 STUDENTS HAVE A RIGHT TO BE INFORMED OF THE CRITERIA UPON WHICH THE EVALUATION OF THEIR
7 WORK IS BASED AND TO REVIEW THEIR EVALUATED ASSIGNMENTS WITH THEIR INSTRUCTORS.

8 FINAL COURSE GRADES SHOULD BE BASED ON MULTIPLE DEMONSTRATIONS OF COMPETENCE
9 ALLOWING STUDENTS TO MONITOR THEIR PROGRESS IN THE COURSE. ^P_{SEP} IT IS RECOMMENDED THAT NO
10 SINGLE ASSIGNMENT OR EXAM COUNT FOR MORE THAN ONE-THIRD OF THE FINAL COURSE GRADE.