

Resolution on Early Student Assessment and Evaluation
(Student Engagement Roster)

Proposed Resolution from the Undergraduate Affairs Committee

Resolution on Early Student Assessment and Evaluation
Approved by the Undergraduate Affairs Committee
October 1, 2021

Early assessment and feedback about student progress are valuable to students, faculty, and academic advisors, allowing each to make informed decisions and take actions that support student success. Early feedback is especially valuable for beginning students, as they acclimatize to the university environment. This is a key component of the campus enrollment and student success strategy focused on retention and timely persistence to degree completion. Additionally, this feedback provides information necessary for federal financial aid compliance.

The Student Engagement Roster (the “SER”) is an early feedback tool that allows instructors to communicate with students about how they are doing in a class and make recommendations to improve or deepen their learning. Information shared through the SER is available to academic advisors facilitating early interventions that increase student retention and success.

To ensure prompt assessment and feedback for beginning students, all instructors teaching 100 and 200 level courses are to submit feedback on each student at least once using the SER by the end of the fifth full week of classes during the fall and spring terms and by the end of the second week during summer terms. The ~~method by which an early evaluation is determined is decided by the instructor. evaluation may consist of written observations and recommendations in addition to or in lieu of the assignment of a score or letter grade indicating the student progress as of the evaluation date. The method by which an early evaluation is determined, and the percentage of the final grade which that evaluation represents (if the evaluation is in the form of a letter grade), are decided by the instructor.~~ This evaluation will be accessible to the student and the student’s academic advisor.

Commented [LK1]: Changes suggested by the Academic Affairs Committee.

Recognizing that ongoing evaluation of undergraduate students is important at all stages, the faculty further recommends that all undergraduates receive a written or oral evaluation of their performance in a course as early as compatible with the nature of the course, but not later than after two-thirds of the semester has elapsed.