EARLY ALERT GRADE PROPOSAL

University Senate, November 2012

Existing Grading Policy

"…Instructors shall determine the policy regarding grading which they feel is best for the course. This policy shall be presented to the class, in writing, at the beginning of the term and will govern the actions of the instructor in the course."

--from the Auburn University Policy on Class Attendance

https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassAttendance.pdf

Problems—

➢ Students need feedback on their academic performance.

➢First-year students in particular need feedback to help them adjust to the complexities of college-level academic work.

➢Students may need a "push" to get them to take advantage of a professor's office hours, tutoring, or other services they may need to help them succeed academically

Results of Poor Academic Performance in the First Year

➢ Being placed on Academic Warning

➢ Undermined confidence in ability to succeed at Auburn

➢ A deep hole it may be very hard to dig out of

➢ 4-year graduation rate: 42%

➢ 6-year graduation rate: 68%

➢ The Improved Graduation Rates Task Force Report (2008) noted the importance of midterm grades in establishing an early alert system that would provide for intervention with at-risk students.

➢ http://www.auburn.edu/academic/provost/pdf/IGR_Report_12-19-2008.pdf

What our peers do…

University of Alabama	**Midterm grades required in 100- & 200-level courses**
University of Arkansas	**Midterm grades required for 1000- & 2000-level classes, approx. 2 weeks prior to midterm date.**
Clemson University	**Faculty encouraged to provide freshmen with midterm grades**
University of Georgia	**Faculty are requested to report midterm grades by one day prior to midterm**
LSU	**Midterm grades reported for all students online**
Mississippi State University	**Encouraged, but not required, for all students**
University of Missouri	**Midterm grades not required**
University of South Carolina	**Midterm grades not required**
Texas A&M	**Faculty report midterm grades for students with < 30 hours, students <2.0 GPA, student athletes, and students in language assistance programs**

The Process thus far…

➢Improved Graduation Rates Task Force Report (2008)
  ➢Identified an early alert system (including midterm grade reporting) as a best practice to aid in student retention and graduation

➢Midterm Pilot Project (2010-11)
  ➢Explored assigning midterm grades in Banner for students earning D/F grades in selected core Biology, Math, and History courses; midterm grades also assigned for students in First-Year Seminar (UNIV) classes. Follow-up provided by Educational Support Services & Undergraduate Advising/Counseling Center, and instructors

➢Academic Affairs Committee (summer 2012)
  ➢Considered policy options and made a recommendation to the Senate leadership.

➢Core Curriculum and General Studies Committee (fall 2012)
  ➢Asked by the Senate leadership to review the proposal and make a recommendation to the Senate.

The Proposed Policy

- **In order to facilitate the adjustment of students to the rigors of Auburn University course work, faculty teaching core courses must record in Banner an early alert grade for all students enrolled in those classes one week prior to midterm. This process will permit students to seek tutoring or take other action before the midterm drop deadline.**

Three Important Parts of the Proposed Policy

- In order to facilitate the adjustment of students to the rigors of Auburn University course work, faculty teaching **core courses** must record **in Banner** an early alert grade for all students enrolled in those classes **one week prior to midterm**. This process will permit students to seek tutoring or take other action before the midterm drop deadline.

Core courses because of the likelihood of early career students enrolled in them

In Banner so that reports may be run and shared with those who will follow-up with students.

One week prior so that students have a chance to take action.

QUESTIONS?

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Additional data

	Midterm policy	1st-year Retention*	4-yr grad rate*	6-yr grad rate*	Median ACT*
Auburn University	**Not required**	**86%**	**35.7%**	**66.4%**	**26**
University of Alabama	**100- & 200-level courses**	**83%**	**37.9%**	**67.3%**	**24.5**
University of Arkansas	**1000- & 2000-level classes, approx. 2 weeks before midterm**	**83%**	**34.5%**	**57.9%**	**26**
Clemson University	**All freshmen**	**90%**	**49.7%**	**76.2%**	**26.5**
University of Georgia	**Faculty requested to report prior**	**94%**	**51.9%**	**79.8%**	**26.5**
LSU	**all students**	**84%**	**26.2%**	**58.8%**	**25.5**
Mississippi State	**Encouraged**	**82%**	**28.4%**	**58%**	**23.5**
University of Missouri	**not required**	**85%**	**43.1%**	**69.4%**	**25.5**
Univ. of South Carolina	**not required**	**87%**	**45.8%**	**67.6%**	**26**
Texas A&M	**Special populations**	**93%**	**46.2%**	**79.9%**	**27**
* 2010 data from www.collegeresults.org					