



SENATE LEGISLATION APPROVAL

Date:	April 9, 2015
To:	Wallace D. Loh
From:	Donald Webster Chair, University Senate 
Subject:	Review of Mid-Semester and Early Warning Grades Policies and Procedures
Senate Document #:	13-14-36

I am pleased to forward for your consideration the attached legislation entitled, "Review of Mid-Semester and Early Warning Grades Policies and Procedures." Charles Delwiche, Chair of the Academic Procedures & Standards (APAS) Committee, presented the proposal. The University Senate approved the proposal at its April 8, 2015 meeting.

We request that you inform the Senate Office of your decision as well as any subsequent action related to your conclusion.

Enclosure: Review of Mid-Semester and Early Warning Grades Policies and Procedures
Senate Document # 13-14-36

DW/rm

Cc: Mary Ann Rankin, Senior Vice President and Provost
Reka Montfort, Executive Secretary and Director, University Senate
Juan Uriagereka, Associate Provost for Faculty Affairs
Michael Poterala, Vice President and General Counsel
Janet Turnbull, Office of General Counsel
Elizabeth Beise, Associate Provost for Academic Planning & Programs
Sylvia B. Andrews, Academic Affairs
Donna Hamilton, Associate Provost for Academic Affairs & Dean for Undergraduate Studies
Adrian Cornelius, University Registrar

Approved: 
Wallace D. Loh
President

Date: 04-15-2015



University Senate TRANSMITTAL FORM

Senate Document #:	13-14-36
PCC ID #:	N/A
Title:	Review of Mid-Semester and Early Warning Grades Policies and Procedures
Presenter:	Charles Delwiche, Chair of the Academic Procedures & Standards (APAS) Committee
Date of SEC Review:	March 24, 2015
Date of Senate Review:	April 8, 2015
Voting (highlight one):	<ol style="list-style-type: none"> 1. On resolutions or recommendations one by one, or 2. In a single vote 3. To endorse entire report 4. For information only
Statement of Issue:	<p>In spring 2014, a proposal was submitted to the Senate Executive Committee (SEC) regarding a mandate for instructors to use the Enterprise Learning Management System (ELMS) and to report Mid-Semester grades for all undergraduate students. The SEC reviewed this proposal and decided to send it back to the proposer, but also to charge the Academic Procedures & Standards (APAS) Committee with conducting a broader review of Mid-Semester and Early Warning Grades procedures at the University. The proposal was attached to the charge for the committee's reference. The SEC asked APAS to review the information about Early Warning Grades as provided in the Faculty Handbook (http://faculty.umd.edu), and consider whether the creation and implementation of a formal policy would be beneficial for the University.</p>
Relevant Policy # & URL:	N/A
Recommendation:	<p>In spring 2015, APAS voted unanimously in favor of recommending the creation and implementation of proposed University of Maryland Policy and Procedures on Mid-Term Grades for Undergraduate Students (included as part of the following report). APAS recommends that this new policy be added to the official list of Consolidated USM and UMD Policies and Procedures. APAS also recommends a number of administrative recommendations, particularly for the Faculty Handbook, which are included in the</p>

	following report.
Committee Work:	APAS began its review of this charge in fall 2014. Over the course of several months, the committee carefully reviewed the language on Early Warning Grades as provided in the Faculty Handbook. The committee confirmed that the process described in the Faculty Handbook is not official University policy. APAS consulted with the student proposer, academic advisors from various colleges/schools across campus, the Senate Educational Affairs Committee, representatives of the Office of the Dean for Undergraduate Studies, the Office of Faculty Affairs, and the Office of the University Registrar. The committee researched similar policies and procedures at peer institutions within the Big Ten. After its thorough review, the committee determined that the establishment of an official policy on Mid-Term Grades for Undergraduate Students is in the best interest of the University and the student body.
Alternatives:	To not accept the recommendation of the Academic Procedures & Standards (APAS) Committee for the creation of official University of Maryland Policy and Procedures on Mid-Term Grades for Undergraduate Students.
Risks:	There are no associated risks.
Financial Implications:	There are no financial implications.
Further Approvals Required:	Senate approval, Presidential approval.

Senate Academic Procedures and Standards (APAS) Committee

Senate Document # 13-14-36

Review of Mid-Semester and Early Warning Grades Policies and Procedures

March 2015

BACKGROUND

In March 2014, a proposal was submitted by an undergraduate student to the Senate Executive Committee (SEC) regarding a mandate for instructors to use the Enterprise Learning Management System (ELMS) and to report Mid-Semester grades for all undergraduate students. The SEC reviewed this proposal in April 2014 and decided to send the proposal back to the student, but also to charge the Academic Procedures & Standards (APAS) Committee with conducting a broader review of Mid-Semester and Early Warning Grades procedures at the University. The undergraduate student's proposal was attached to the charge for the committee's reference. The SEC asked APAS to review the information about Early Warning Grades as provided in the Faculty Handbook (<http://faculty.umd.edu>), and consider whether the creation and implementation of a formal policy would be beneficial for the University. The official charge from the SEC is attached to this report as Appendix 1.

COMMITTEE WORK

The APAS Committee began its review of this charge in fall 2014. Over the course of several months, the committee carefully reviewed the language on Early Warning Grades as provided in the Faculty Handbook. The committee confirmed that the process described in the Faculty Handbook is not official University policy.

N.B.; as discussed in more detail below, under "Peer Institution Research," the committee noted that a variety of terms are used to describe early performance evaluation of students; the preferred term was found to be "Mid-Term Grades," and this term is used throughout except when referring to the charge or other existing documents that use other terminology.

The APAS Committee fulfilled the requirements of its charge, as follows:

Administrative Consultation

The APAS Committee met with the initial undergraduate student proposer in September 2014 to learn more about her rationale for submitting a proposal to the SEC on this topic. The committee also met with three academic advisors from across campus in October 2014, to discover more about the usefulness of Early Warning Grades for advising purposes. Academic advisors from the College of Behavioral & Social Science (BSOS), the A. James Clark School of Engineering (ENGR), and Letters & Sciences (LTSC) expressed the tremendous benefits of Early Warning Grades for the advising process with undergraduate students. All of the advisors with whom the committee consulted were highly in favor of utilizing Early Warning Grades as a useful tool for students. It was reported to the committee that at least one department on campus has analyzed

relevant data over recent years to see how effective Early Warning Grades are in contributing to student success, with positive results.

The Chair of the APAS Committee also consulted with an Associate Dean in the College of Computer, Math & Natural Sciences (CMNS) to find out more about the technological side of how Early Warning Grades are entered, analyzed, and used by colleges/schools. In addition, the Chair of APAS met with the Senate Educational Affairs Committee, as directed by the committee's charge, in order to gather further input and feedback on the committee's proposed policy and procedures.

Throughout its review, the APAS Committee continually consulted with representatives of the Office of the Dean for Undergraduate Studies, the Office of Faculty Affairs, and the Office of the University Registrar. The University Registrar provided recent data and statistics on Early Warning Grades for the committee's review. The committee found that less than half of the Early Warning Grades that should have been issued for applicable students in spring 2014 were actually issued.

Peer Institution Research

During the fall 2014 semester, the APAS Committee evaluated similar policies and practices for undergraduates at peer institutions and other Big Ten universities, including those at the University of Iowa, the University of Illinois at Urbana-Champaign, Indiana University, the University of Minnesota, the University of Nebraska-Lincoln, Pennsylvania State University, Purdue University, the University of Wisconsin-Madison, Rutgers University, the University of California, Berkeley, the University of North Carolina, Chapel Hill, and Iowa State University. A summary of research is attached to this report as Appendix 2. The committee looked at which students are covered by the policies and procedures at these institutions, and considered the format of the grades and their distribution.

The APAS Committee found that many institutions in the Big Ten refer to Early Warning Grades as "mid-term grades," "early evaluation grades," or "early progress reports." The committee considered whether Early Warning Grades should be referred to as such, since some concern was raised over the fact that the word "warning" implies that a student is doing poorly, even when the student may not be at risk for failing or earning a low grade in the course. The committee discussed a number of options and ultimately agreed that Mid-Term Grades is the most appropriate term for these grades.

Overall Findings

The APAS Committee noted that the motivation for the original proposal was a general desire for improved feedback on student progress. Potential forms of feedback include graded assignments and exams, homework, and Mid-Term Grades. Of these, Mid-Term Grades are particularly important, because they are available to the student's Academic Advisor and to the College or School. Although Mid-Term Grades are currently considered to be part of best practice in the classroom, in any given semester less than half of the requested Mid-Term Grades are issued. The reasons for this low compliance are not altogether clear. Syncing ELMS with

the University of Maryland Electronic Grading (UMEG) System is not altogether straightforward, and in some cases Mid-Term Grades may be reported to the students, but not to the University via UMEG. In other cases the course structure may make Mid-Term Grades impractical. At the same time, information from advisors, administrators, and students made it clear that Mid-Term Grades provide extremely valuable information, and should be an integral part of campus practice.

The APAS Committee concluded that the establishment of an official policy on Mid-Term Grades for Undergraduate Students is justified as a first step in addressing the continued need for strong communication between all instructors and their students regarding student performance. The committee feels that establishing such a policy will help encourage compliance with best practice. Many of those consulted felt that Mid-Term Grades should be issued for all undergraduate students, but the committee felt that it would be preferable to establish a policy consistent with current practice; the policy could then be re-evaluated in the future to consider whether expanding the scope to include upper-level students would be beneficial.

The APAS Committee unanimously agrees that the University should have an official policy on Mid-Term Grades for Undergraduate Students. Having such a supportive policy for undergraduate students reinforces the University's commitment to student success, effective retention efforts, and strong graduation rates.

The committee also recognized that Mid-Term Grades are only part of a comprehensive structure of feedback and progress reports, and that many students would benefit from improved feedback. ELMS provides a diverse suite of tools intended to enhance the classroom experience, including both traditional and novel assessment mechanisms. There are important opportunities for improving the student experience by making appropriate use of ELMS.

Thus, as detailed in the following section, the APAS Committee recommends:

- 1) Adopting a formal University policy on Mid-Term Grades,
- 2) Revising and enhancing the Faculty Handbook to better reflect best practices on student assessment, including judicious use of ELMS, and
- 3) Urging Deans and Department Chairs to encourage their faculty to provide students with timely and useful feedback on their performance.

RECOMMENDATIONS

Policy

The Academic Procedures and Standards (APAS) Committee unanimously recommends the creation and implementation of the proposed 'University of Maryland Policy and Procedures on Mid-Term Grades for Undergraduate Students,' which immediately follows its report. The APAS Committee asks that this new policy be added to the official list of Consolidated USM and UMD Policies and Procedures.

University Websites, Calendars, and Publications

Early Warning Grades are referenced on several academic websites, on a number of academic calendars, and in various publications across campus. Therefore, the APAS Committee also recommends that all entities providing information about Early Warning Grades update their materials and websites, etc., to reflect the newly codified policy and procedures, if approved by the University Senate and President. See a few examples below:

Example 1: The term “Early Warning Grade(s)” should be changed to “Mid-Term Grade(s)” in all instances of the Faculty Handbook, including, but not limited to, on the following webpages:

- Course Grades – <http://faculty.umd.edu/teach/coursegrade.html>
- Grading Policies and Resources – http://faculty.umd.edu/teach/TeachUM_5.html
- Useful Campus Dates – <http://faculty.umd.edu/teach/dates.html>
- Useful Information for Preparing the Syllabus – <http://faculty.umd.edu/teach/useful.html>

Example 2: The webpage of the Office of the Registrar entitled, “Early Warning Grades,” would need to be updated following the approval of changes to this policy: http://registrar.umd.edu/current/Policies/early_grades.html

Example 3: Webpages with information about Freshman Year Academic Advising (such by the A. James Clark School of Engineering) would need to be updated following the approval of changes to this policy: <http://eng.umd.edu/advising/parents/academic-advising-fresh>

Undergraduate Catalog

The APAS Committee also recommends that, if approved, a link to the new University of Maryland Policy and Procedures Concerning Mid-Term Grades for Undergraduate Students be added to the list of “University of Maryland College Park and University of Maryland System policies and procedures that may impinge on an undergraduate student's studies” on the University Policies webpage of the Undergraduate Catalog, which is available at: <http://www.umd.edu/catalog/index.cfm/show/content.chapter/c/52>

Faculty Handbook

Lastly, the APAS Committee recommends that the following edits be incorporated into the Faculty Handbook [new text is shown in **Blue/Bold** Font; deleted text is shown in ~~red-strikeout~~]:

1) SECTION: Course Grades, SUB-SECTION: Early Warning Grades
Available in the Faculty Handbook at: <http://faculty.umd.edu/teach/coursegrade.html>

~~Early Warning~~ **Mid-Term** Grades

Students are to be kept informed concerning their progress during the semester. The Mid-Term Grade is required for all entry-level courses and students in their first year at Maryland (see below for more information). Instructors are responsible for providing

timely and informative feedback to all students. Such feedback may include graded exams, quizzes, homework, writing assignments, practical projects, and other assignments appropriate to the field that are graded in such a way that the student can understand the basis for the grade and infer how that performance will relate to the final semester grade. The nature and timing of interim assessments should be given in the syllabus, which should also include information on how these assessments will contribute to the final grade.

The Enterprise Learning Management System (ELMS) provides communication tools, including an online gradebook, and can provide significant enhancements to the student experience. Instructors should use ELMS to communicate grades to students, and additional uses of ELMS should be incorporated into courses whenever appropriate.

~~Early warning grades~~ **Mid-Term Grades** ~~should~~ **must** be submitted for undergraduate students ~~who are newly enrolled at the University as detailed below~~. Instructors who have such students will be prompted ~~via email~~ to submit ~~early warning grades~~ **Mid-Term Grades**. These grades are an important component of ~~retention efforts~~ **student success**, as they provide timely feedback to ~~those~~ students ~~who are unfamiliar with our~~ about the University's academic expectations. **Mid-Term Grades** are used to inform students of their performance in the course during roughly the first half of the semester; they are used for advising purposes and are not recorded on the student's academic transcript. ~~Faculty may submit a letter grade or~~ **Mid-Term Grades** should be issued in the grading mode for the course. ~~Satisfactory/~~ unsatisfactory (S/U) marks **may be used**. ~~Early warning grades~~ **Mid-Term Grades** are due ~~ten~~ **eight (8)** weeks after the start of the semester. [Click here](#) for the exact dates. Instructors are encouraged to adjust course syllabi so that some graded work is available for review by these dates. **All Mid-Term Grades must be submitted as specified by the Office of the Registrar.**

Mid-Term Grades must be submitted for all of the following:

- **Undergraduate students enrolled in their first year (fewer than 30 credits earned at the University of Maryland),**
- **Undergraduate students in all 0xx, 1xx, and 2xx level courses,**
- **Student athletes in undergraduate courses.**

The University of Maryland Policy and Procedures Concerning Mid-Term Grades for Undergraduate Students can be found at [web link].

2) SECTION: Grading Policies and Resources, SUB-SECTION: Early Warning Grades Available in the Faculty Handbook at: http://faculty.umd.edu/teach/TeachUM_5.html

~~Early warning grades~~ **Mid-Term Grades** must be submitted for **all of the following:**

- ~~All 100 and 200 level courses,~~
- ~~Zero level math courses,~~
- ~~Undergraduate students who are newly enrolled at Maryland, and~~
- ~~Student athletes.~~

- Undergraduate students enrolled in their first year (fewer than 30 credits earned at the University of Maryland),
- Undergraduate students in all 0xx, 1xx, and 2xx level courses,
- Student athletes in undergraduate courses.

If you do not have such students, you will NOT need to submit ~~early warning grades~~ **Mid-Term Grades**. The Electronic Grading system ([UMEG](#)) will prompt you ~~via email~~ with the names of students who should receive ~~an early warning grade~~ **a Mid-Term Grade**. These grades are an important component of ~~our retention efforts~~ **student success**, as they provide timely feedback to ~~those~~ students ~~who are unfamiliar with our~~ **about the University's** academic expectations. ~~Faculty may submit a letter grade or~~ **Mid-Term Grades should be issued in the grading mode for the course.** ~~Satisfactory/unsatisfactory~~ (S/U) marks **may be used**. ~~Early warning grades~~ **Mid-Term Grades** are due ~~ten~~ **eight (8)** weeks after the start of the semester. [Click here](#) for the exact date.

3) SECTION: Grading Policies and Resources, SUB-SECTION: Submitting Grades
Available in the Faculty Handbook at: http://faculty.umd.edu/teach/TeachUM_5.html

To submit your ~~early warning grades~~ **Mid-Term Grades**, and also your final grades, log into your [UMEG](#) account and click on “grades” at the top of your menu and then click on “enter grades”. After entering your grades, click on “logout” at the upper right corner of your screen or “close”. All grades must be submitted electronically using UMEG. You are strongly encouraged to submit final grades within 48 hours after your scheduled final exam. We also suggest that you keep a copy of major papers, exams, and final grades for at least one year for documentation purposes.

APPENDICES

Appendix A – Charge from the Senate Executive Committee (SEC), dated May 29, 2014

Appendix B – Peer Institution Research, conducted by the Senate Office, Fall 2014

UNIVERSITY OF MARYLAND POLICY AND PROCEDURES CONCERNING MID-TERM GRADES FOR UNDERGRADUATE STUDENTS

A. Policy

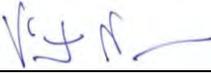
Mid-Term Grades shall be submitted for undergraduate students as detailed below. These grades are an important component of student success, as they provide timely feedback to students about the University's academic expectations. Mid-Term Grades are used to inform students of their performance in the course during roughly the first half of the semester; they are used for advising purposes and are not recorded on the student's academic transcript.

B. Procedures

1. Mid-Term Grades must be submitted for all of the following:
 - Undergraduate students enrolled in their first year (fewer than 30 credits earned at the University of Maryland),
 - Undergraduate students in all 0xx, 1xx, and 2xx level courses,
 - Student athletes in undergraduate courses.
2. Mid-Term Grades are due eight (8) weeks after the start of the semester. Department Chair or Unit Head must approve any courses for which Mid-Term Grades cannot be issued.
3. Instructors who have students who require Mid-Term Grades will be prompted to submit Mid-Term Grades. If instructors do not have such students, they will not need to submit Mid-Term Grades.
4. Mid-Term Grades should be issued in the grading mode for the course. Satisfactory/unsatisfactory (S/U) marks may be used.
5. All Mid-Term Grades must be submitted as specified by the Office of the Registrar.



**University Senate
CHARGE**

Date:	May 29, 2014
To:	Christopher Davis Chair, Academic Procedures & Standards
From:	Vincent Novara Chair, University Senate 
Subject:	Review of Mid-Semester and Early Warning Grades Policies and Procedures
Senate Document #:	13-14-36
Deadline:	March 27, 2015

The Senate Executive Committee (SEC) requests that the Academic Procedures & Standards (APAS) Committee review the University's early warning grade policies and procedures and make recommendations on whether changes are appropriate.

Specifically, we ask that you:

1. Review the University of Maryland Undergraduate Catalog (<http://www.umd.edu/catalog/index.cfm>).
2. Review the Course Grades section of the Faculty Handbook (<http://faculty.umd.edu/teach/coursegrade.html>).
3. Consult with a representative from the Office of the Dean for Undergraduate Studies.
4. Consult with a representative from the Office of Faculty Affairs.
5. Consult with the Senate Educational Affairs Committee.
6. Review early warning and mid-semester grades procedures for 100 and 200 level classes.
7. Review similar policies for undergraduates at our peer institutions and other Big Ten universities.
8. Review other methods of early warning grade administration.
9. Consider the merits of creating a formal University policy regarding mandatory early warning grades for 100 and 200 level classes.

10. Consult with the University's Office of Legal Affairs.

11. If appropriate, recommend whether the current policies and procedures should be revised.

We ask that you submit your report and recommendations to the Senate Office no later than March 27, 2015. If you have questions or need assistance, please contact Reka Montfort in the Senate Office, extension 5-5804.

Attachment

VN/rm



University Senate PROPOSAL FORM

Name:	Mythili Mandadi
Date:	3/27/2014
Title of Proposal:	Proposal to Mandate the Use of ELMS and Reporting of Mid-semester Grades of all Instructors and Teaching Professors
Phone Number:	
Email Address:	
Campus Address:	
Unit/Department/College:	BSOS
Constituency (faculty, staff, undergraduate, graduate):	Undergraduate student
Description of issue/concern/policy in question:	Currently university policy does not mandate that professors use ELMS (or prior to 2013, the grading system on my.umd.edu). Also, university policy apparently only mandates the reporting of mid-semester grades in 100- and 200- level courses. While this may be the university policy, in my experience as a junior who has taken over a 100 credits, that many professors/instructors refrain from posting mid-semester grades. In fact, even in my freshman and sophomore years when I was taking 100- and 200-level classes, it was common for at least one or two instructors to abstain from reporting mid-semester grades. In addition, professors who refuse to use ELMS to help us keep abreast of our performance in their classes often offer no alternative. Both of these practices decrease clarity in students' understanding of their academic performance and thus may prevent a student from seeking the guidance or aid necessary to improve their grades. As academic success is something students, faculty, and the whole university community should be working towards, I opine that these policies should be remedied.
Description of action/changes you would like to see implemented and why:	I ask that professors be mandated to use ELMS and post mid-semester grades. If for some reason a professor cannot use ELMS, he must be required to offer an alternate to his students. Although it is already mandatory (According to the English department) for professors to post mid-semester grades for 100- and 200- level courses, this is not being enforced. In addition, this policy should be amended to all undergraduate courses from 100- to 400-.
Suggestions for how your proposal could be put into practice:	The infrastructure for using ELMS is already in place. In addition, most professors have an array of TAs and graders provided by the department to use for just this purpose. For adherence, the individual departments as well as the university should enforce these practices.
Additional Information:	The university has already transitioned to reporting final grades online eliminating the costs associated with mailing final grade reports. This is another step along that road. I understand that not all assignments can be graded with immediacy, but professors still have the option of a S or U aside from the traditional A through F grading system. The privilege to evaluate us is well-deserved by these eminent professionals. That said, they must wield this power responsibly because it affects us now and even more after we graduate. And by obfuscating their evaluations of us, they harm our ability to improve ourself.

Please send your completed form and any supporting documents to senate-admin@umd.edu or University of Maryland Senate Office, 1100 Marie Mount Hall, College Park, MD 20742-7541. Thank you!

Please also find attached my letter to Wallace Loh, the University President on this issue.

**Review of Mid-Semester and Early Warning Grades Policies and
Procedures: Peer Institutions**

	A	B	C	D	E	F	G
1	Peer Institution	Policy or Procedure	Title	Which Students?	Warning Format	Description	Link
2	University of Illinois at Urbana-Champaign	Procedure	Mid-Term Grades for Undergraduate Students	Freshman only	Letter Grade	Requires mid-term grade reports for freshman only (policy is in student code). Mid-term grades will be collected for all new first time freshmen enrolled on campus for university credit. These grades are not recorded on the student's permanent record and are advisory grades used for counseling purposes.	http://registrar.illinois.edu/staff/records/grades_midterm.html
3	Indiana University	Policy	Early Evaluation Grades	Freshmen and "University Division" Sophomores	Letter or grade or written evaluation	Instructors teaching General Education Common Ground courses, as well as other courses in which there are freshmen or sophomores in University Division will receive a request for assignment of letter grade evaluations in the fourth week of the regular semester, with a submission deadline of the Sunday after the sixth week (grades submitted after the published deadline cannot be assured of inclusion in advising reports). Faculty are expected to give each undergrad a written evaluation of performance as early as compatible with the nature of the course, but not later than after two-thirds of the semester or summer session has elapsed.	http://registrar.indiana.edu/grades/early-evaluations.shtml
4	University of Iowa	Procedure	N/A	Varies by department	Varies	Not a university-wide policy or procedure; depends on individual colleges. For example, in the College of Liberal Arts & Sciences, all instructors are expected to submit a mid-term grade for students earning a course grade below a C-. In some departments, faculty are required to submit a mid-term grade even if the earned grade is above a D+; in other departments, this are optional.	http://clas.uiowa.edu/faculty/teaching-policies-resources-grading-system-and-distribution
5	University of Michigan	None identified	N/A	N/A	N/A	N/A	N/A
6	Michigan State University	None identified	N/A	N/A	N/A	N/A	N/A
7	University of Minnesota	Policy (Effective 2009; Responsible Univ Officer: Senior Vice President for Academic Affairs and Provost; Policy Owner: Vice Provost and Dean of Undergraduate Education)	Mid-Term Alerts on Academic Performance	1-XXX level courses	Warning of "unsatisfactory progress"	Instructors are required to provide mid-term alerts for all 1-XXX courses to students who, on the basis of performance to date in the course, appear to be in danger of receiving a grade of D, F, or N. Such notification will be provided no later than the seventh week of class, and earlier if possible, to allow students to improve their classroom performance or to withdraw by the eighth week. Mid-term alerts will not be recorded on transcripts. Instructors are encouraged to provide mid-term alerts for all other courses. The provision of mid-term alerts is a courtesy to the student. Failure to receive a mid-term alert does not create the right for a student to contest a grade in a course. Note: Instructors in classes other than 1xxx can also use the mid-term alerts system.	http://policy.umn.edu/Policies/Education/Education/MIDTERMACADPERFORMANCE.html
8	University of Nebraska-Lincoln	Procedure	Mid-Semester Check	First year students, second year students, and those on academic probation	The "grade sheet" could include a letter grade or comment	Scholarship freshmen and first-year transfer students must submit a grade sheet to their instructors to be completed. There is also a "Mid-Semester Check" event that happens annually for first-year students. The program highlights and reminds students of academic expectations while providing information on advising resources.	http://newsroom.unl.edu/announce/whatsnew/3144/17145
9	Northwestern University	None identified	N/A	N/A	N/A	N/A	N/A
10	Ohio State University	None identified	N/A	N/A	N/A	N/A	N/A

Review of Mid-Semester and Early Warning Grades Policies and Procedures: Peer Institutions

	A	B	C	D	E	F	G
1	Peer Institution	Policy or Procedure	Title	Which Students?	Warning Format	Description	Link
11	Pennsylvania State University	Policy	Early Progress Report (EPR)	1st-year and provisional students, and non-degree students under 27 credits	Warning of "unsatisfactory progress"	Between the start of the third week and the end of the sixth week of classes during both fall and spring semesters, each instructor shall evaluate the performance of each 1.) non-transfer degree candidates who are enrolled in their first or second semester (summers not included) 2.) Degree-seeking provisional students and 3.) nondegree regular students who have earned 27 or fewer credits. If any such student has a grade of less than C, the instructor will record that information. The student and his/her adviser will be notified that the performance is unsatisfactory. The EPR system includes a collection stage and a communication stage with opportunities for additional data mining that will lend support to customization, tutoring, and/or intervention within the learning environment. The online system strives to achieve early intervention for at-risk students while encouraging them to use existing resources to promote beneficial, evidence-based interventions. There are steps and notifications for faculty, students, and advisors.	http://www.psu.edu/dept/oue/aappm/G7.html
12	Purdue University	Regulation (policy)	Mid-Term Grades	All students enrolled in 10000-29999 level and those approved for foundational courses	Feedback	Between the beginning of the fifth week and the end of the seventh week, all students enrolled in 10000-29999 level and those approved for foundational courses shall be provided graded feedback by their faculty. These grades will not become part of the permanent record.	http://www.purdue.edu/studentregulations/regulations_procedures/grades.html
13	University of Wisconsin-Madison	Procedure	Mid-Term Grades	All first-year students	Grade	A mid-term (sixth week) grades should be reported for each first-year student. These reports are used to assist students in their adjustments to academic work. Students whose reports show their academic work is not satisfactory are advised to seek help from their instructors, advisors, and others so that they may improve their work before it is too late. The same process used for submitting final grades electronically is used for mid-term grades, with a few exceptions. At the end of the mid-term grading period, students are sent an email telling them to check their Student Center to view their grades. Mid-term grades are intended to be advisory in nature and are not recorded on the students' transcripts.	https://registrar.wisc.edu/mid_term_grades.htm
14	Rutgers University	Procedure	Warning Grades	Appears optional	Warnings	W1 = Warning for poor performance W2 = Warning for poor attendance W3 = Warning for poor performance and poor attendance	http://nbregistrar.rutgers.edu/facstaff/grades.htm

Review of Mid-Semester and Early Warning Grades Policies and Procedures: Peer Institutions

	A	B	C	D	E	F	G
1	Peer Institution	Policy or Procedure	Title	Which Students?	Warning Format	Description	Link
15	University of California, Berkeley	Procedure	Midterm Status Grades	Any undergraduate earning D or below	Letter Grade	Faculty are required to submit a midterm status grade for any undergraduate who, at midterm time (end of 8th week in the semester), is earning a D, F, or NP in a class. These grades are only for the purposes of informing students that they are earning a deficient grade, but they are not recorded on the student's permanent record. During the 8th week of the semester, faculty log into 'eGrades'. They will only be able to view the undergraduates in their classes and enter grades only for students earning a D, F or NP. The students will be able to view their midterm grades Tuesday of the following week. Faculty are advised that if they cannot enter the grades, they should notify those students who are earning a deficient grade of their status.	http://registrar.berkeley.edu/midtermstatus.html
16	University of California, Los Angeles	None identified	N/A	N/A	N/A	N/A	N/A
17	University of North Carolina, Chapel Hill	None identified	N/A	N/A	N/A	N/A	N/A
18	Iowa State University	Procedure	Midterm Grades	Any student who is currently earning a C- or lower at mid-semester	Grades of C-, D, F, and M (not attending class)	The Registrar's Office asks that a 'Midterm grade' be reported for any student who is currently earning a C- or lower at mid-semester. The purpose of a 'Midterm grade' is to identify how students are doing in their courses to identify where improvements are needed; they are not recorded on a student's permanent record or transcript. Professors are not required to submit Midterm grades.	http://www.dso.iastate.edu/sites/default/files/files/asc/AdviserMidterm.pdf