

August 13, 2026

RECOMMENDATION

Working Group on Student Assessment

Preamble

At the February 27, 2026, Senate meeting, a motion was brought forward “To amend the course registration regulation to identify expectations for documented feedback prior to the last day for course discontinuation in a semester”. After much discussion, the motion was tabled. Following the Senate meeting, the former VPAR established an ad hoc Student Assessment Working Group with a mandate to consider the input from Senate on this issue and to bring forward revised policy language on student feedback prior to the last day for discontinuing courses in a semester.

The working group members are Yoely Almonte (VP-Academic, Student Union), Susan Brown (History and Classics), Scott Cassidy (Business), Marissa Clapson (Chemistry), Prince Ehimiye (Graduate Student Rep, Senate), Jonathan Hewitt (Student Culture and Community Standards), Darcy McCardle (Registrar’s Office), John McIntyre (English), Deanelle Sotiar (former VP-Academic, Student Union), Charlene VanLeeuwen (Teaching and Learning Centre) and Bill Whelan (Physics). The working group met on April 10, May 19, June 23 and July 20. The group initially reviewed the documents and motions on student feedback brought to Senate on October 24, 2025, and February 27, 2026, as well as the input from Senate at these meetings. Additional information on practices and policies at other universities were also reviewed.

The working group initially discussed and worked to identify the root cause(s) for the concerns raised by Senators when previous proposals were presented to Senate for consideration, which included:

- Overly specific language that may limit an instructor’s academic freedom;
- Lack of specified language to provide understanding on the reasonable expectations for feedback;
 - Unreasonable workloads for instructors
 - Lack of support for instructors to provide timely feedback
- Lack of student accountability in the feedback cycle.

The group then discussed at depth the purpose, practice and practicality of student feedback in the context of the diversity of course formats and pedagogy at the university. There was general agreement that clear direction on student feedback is needed. To address the concerns raised at Senate, the working group has included revised language that:

- Clearly defines the types of feedback a student may receive (formative vs. summative);

- Incorporates commentary on reasonable expectations for feedback based on course design, evaluation strategy, class size, etc, such that summative feedback may not necessarily be available prior to the last day for discontinuing a course;
- Highlights the shared responsibility of instructors and students to provide and solicit feedback throughout the semester;
- Points instructors and student to resources and assistance on effective feedback.

Recommendation

The Working Group on Student Assessment recommends that the following be added to Academic Regulation #6, Course Registration:

Prior to the last day for discontinuing courses in a given semester, students should be able to make a final decision on an informed basis regarding their continuation in a course. An informed basis means that students should:

1. *Have a reasonable opportunity throughout the semester to consult with the course instructor to solicit formative feedback. Formative feedback is defined as actionable information on the student's progress in a course.*
2. *Receive summative feedback, where possible, provided within a reasonable timeline giving consideration to the nature of assessments in the course, teaching strategies implemented, class size, etc. Summative feedback is defined as an evaluation of coursework that contributes to the student's final grade.*

Students and instructors have a shared responsibility in soliciting and providing feedback. This shared responsibility between student and instructor is key to support learning and student success. Students can seek information and assistance on effective feedback from their academic program advisor. Instructors can seek information on effective feedback through the UPEI Teaching and Learning Centre.