WHEN TO SAY YES: LATE POINT POLICY AND FACULTY GRACE

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OLC Innovate 2020
MOTIVATION FOR THE STUDY

• Team of faculty working together to norm grading practices across a common course taught.
  • Not all in alignment with leniency and late point deduction policies.
    • Viewpoints shifted with additional years of experience
    • Questions surfaced:
      • What were other faculty perceptions and practices of late deductions and leniency?
      • How did students perceive when grace should or should not be granted?
Many of the previous studies we found used the term “procrastination” synonymously with “late assignment submissions”

- Falkner and Falkner (2012)
- You (2015)
- Yilmaz (2017)

Negative connotation with procrastination

- Procrastination is not terminology used in our questionnaire
INDIVIDUAL FACTORS FOR DELAYED SUBMISSIONS

- Typically older
  - Task Interaction
    - Apprehension
    - Comprehension
  - Juggling Priorities
    - Career & Family
    - Medical & Equipment
LATE SUBMISSION POLICIES

- No late submissions accepted
- No point deductions but extended due date established
- No late point deductions. Submissions accepted up until close of course
- Assignment is accepted for half credit past the extended due date
- Point deductions per day assignment is late
- No late submissions accepted
RESEARCH QUESTIONS

Question 1
What are student and faculty perceptions of when leniency should be considered by faculty?

Question 2
What are student and faculty perceptions on how strictly faculty adhere to the university-wide policy?

Question 3
What are student and faculty perceptions of a university-wide late assignment policy?
METHODS

Questionnaire
Developed through Survey Monkey

- Informed Consent
- Sorting Participants
- Student Participant Section
- Faculty Participant Section
62.7% female

53 participants

61 faculty in sample

187 full-time online faculty
Fall 2019 semester

25-34
10%

35-44
45%

45-54
26%

55-64
19%

AGE DISTRIBUTION

PROGRAM OF STUDY

Humanities
Education
Nursing
Business
Theology
Doctoral Studies

62.7% female
POPULATION & PARTICIPANT DEMOGRAPHICS

STUDENT PARTICIPANTS

- 587 participants
- 4,000 students in sample
- 80,000 students enrolled online Fall 2019 semester
- 75.4% female
- 24% reported they were enrolled in their first course of the program

AGE DISTRIBUTION

- 18-24: 20%
- 25-33: 40%
- 34-44: 25%
- 45-54: 13%
- 55-64: 2%

PROGRAM OF STUDY

- 89.3% Undergraduate
- 9.4% Master’s
- 1.3% Doctoral
- Humanities: 31%
- Education: 22%
- Nursing: 10%
- Business: 18%
- Fine Arts: 16%
- STEM: 11%
- Theology: 1%
- Doctoral Studies: 1%
Faculty strictly adhere to a 10% deduction per day with no exceptions

Percentage

<table>
<thead>
<tr>
<th>Response</th>
<th>Faculty Response</th>
<th>Student Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>26.5</td>
<td>0</td>
</tr>
<tr>
<td>Agree</td>
<td>13.2</td>
<td>31.2</td>
</tr>
<tr>
<td>Neither Agree nor Disagree</td>
<td>3.8</td>
<td>27.6</td>
</tr>
<tr>
<td>Disagree</td>
<td>47.2</td>
<td>11.2</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>52.8</td>
<td>3.5</td>
</tr>
</tbody>
</table>
A deduction of 10% per day is an effective late policy for an institution to have in place.
A deduction of 10% per day is too lenient and should be stricter

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither Agree nor Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.7</td>
<td>3.8</td>
<td>7.5</td>
<td>45.3</td>
<td>43.4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>17.3</td>
<td>47.2</td>
<td>31.2</td>
</tr>
</tbody>
</table>
Identify scenarios in which leniency is appropriate

- Submitting the wrong document: Faculty Response (63.48%), Student Response (86.79%)
- Minor sicknesses: Faculty Response (42.21%), Student Response (52.83%)
- Longer impacted personal or family issues: Faculty Response (76.88%), Student Response (79.25%)
- Extinguishing circumstances: Faculty Response (93.97%), Student Response (96.23%)
DISCUSSION

Use the comment button within VT to reply.

Were you surprised by student and faculty perceptions of a 10% per day late point policy?

If these questions were posed to students and faculty at your institution, would results be similar?

Why or why not?
WHAT ABOUT YOU & YOUR INSTITUTION?

Scan QR code with your phone or enter poll address into a separate web tab

• PollEv.com/latesubmission

• QR Code

Results may also be available in comments section of this voice thread screen
What kind of late submission practices do you use?

- Does it differ based on level or type of course?

Use the comment button within VT to reply.
Implications & Recommendations

Institutional policy may be helpful for both students and faculty.

Can use of both an institutional policy and individual faculty policy help to meet individual class and teaching needs?

Does a “reasonable” late point policy depend on an institution’s norms?
Student participants may have different perspectives and submission habits than those who choose not to participate in studies.

Limitation: Questionnaire did not directly ask whether participants have ever submitted an assignment late

Limitation: If data is not generalizable to the entire student population

Future Research: Would results differ if data was sorted to only include responses from students who had submitted an assignment late?

Future Research: Include response options of “I do not know” or “I have never had a late assignment” at the end of each question for student participants, instead of “neither agree nor disagree”
We would love to collaborate with you

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Five (5) $25 gift cards will be awarded
Must submit evals using the OLC Conferences mobile app or website
References


