

Adopted: May 12, 2026

**ACADEMIC SENATE
Of
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, CA**

AS-1010-26

RESOLUTION ON SCHEDULING OF ONLINE ASSESSMENTS

Impact on Existing Policy: Revises some of the provisions and guidelines in AS-939-22 in preparation for semesters.

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|----|----------|---|
| 1 | WHEREAS, | Online assessments of student learning are more common as many more |
| 2 | | courses offered by Cal Poly have been approved for online modalities ; |
| 3 | | and |
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| 5 | WHEREAS, | Students have personal commitments scheduled outside of class time; |
| 6 | | and |
| 7 | | |
| 8 | WHEREAS, | Students plan these commitments based on their class schedules; and |
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| 10 | WHEREAS, | On semesters full time students will likely be enrolled in more courses |
| 11 | | per term which adds to their scheduled commitments; and |
| 12 | | |
| 13 | WHEREAS, | Online assessments with narrow availability windows may cause conflicts |
| 14 | | with other scheduled courses or personal commitments; and |
| 15 | | |
| 16 | WHEREAS, | These conflicts may fall disproportionately and inequitably on |
| 17 | | students who need to work or have dependent care obligations; and |
| 18 | | |
| 19 | WHEREAS, | These conflicts may cause complications for students in remote locations, |
| 20 | | in different time zones, completing internships, fieldwork or off-site |
| 21 | | training, and/or traveling for university approved events, field trips, |
| 22 | | competitions, conferences, etc.; and |
| 23 | | |
| 24 | WHEREAS, | These conflicts may compromise student success in completing online |
| 25 | | assessment; and |
| 26 | | |
| 27 | WHEREAS, | Online assessments with broader availability windows alleviates conflicts |
| 28 | | that can compromise student success; and |

29 WHEREAS, The faculty are dedicated to facilitating student success; therefore be it
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31 RESOLVED: That the Cal Poly Academic Senate endorses the attached guidance for
32 administering online assessments, and be it further
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34 RESOLVED: That the Academic Senate requests that this policy and attached
35 guidance be communicated to all faculty at the start of each term by the
36 Provost or their designee, and be it further
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38 RESOLVED: That the Academic Senate requests a process be put in place, for
39 Cal Poly students enrolled in Cal Poly online classes, to be accommodated
40 at their respective San Luis Obispo or Solano home campus if the
41 course requires students to take major/final assessments in person, and
42 be it further
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44 RESOLVED: That the Academic Senate requests that the Center for Teaching,
45 Learning and Technology post the guidance on the Teaching Resources:
46 Assessment and Activities webpage, and be it further
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48 RESOLVED: That the Guidance for Scheduling Online Assessments be cited on
49 the AS-1007-26 Resolution on Final Assessment/Exam
50 Scheduling Overload policy webpage published by Academic
51 Programs and Planning, and be it further
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53 RESOLVED: This will be effective Fall term 2026.

Proposed by: Academic Senate Instruction Committee
Date: March 3, 2026

Guidance for Scheduling Online Assessments

(Effective Fall 2026)

Background

Online assessments have become more common in all modalities of instruction. Further, each term many Cal Poly students are enrolled in classes with and without scheduled meeting times that are delivered in multiple modalities. This guidance to faculty for scheduling assessments that are delivered and/or submitted online is intended to support students to manage their deadlines and other obligations by doing what we can to reasonably reduce the chances of time conflicts or constraints for students required to complete major assessments (i.e., exams, finals, projects, etc.) online.

This guidance in part is in response to student concerns that they may have been required to complete online assessments outside of the scheduled class meeting time with a short timeline or availability window that results in conflicts with other scheduled class meetings, employment, dependent care responsibilities, school related events, etc. To avoid creating conflicts or unnecessary challenges for students, faculty are encouraged to consider the following guidance when scheduling online assessments.

Definitions

“Availability Window”:

The assessment “availability window” is the time interval during which a student can complete and submit an online exam, quiz or other assessment. This does not pertain to the time frame a student has to complete the assessment once begun (e.g. a student could start an exam with a 50-minute timeline at any time during the availability window but would have to finish within 50 minutes of starting the exam.)

“Major Assessment”:

Major assessments refer to those that are more summative in nature, such as high-stakes exams/quizzes, and final assessments such final exams, term papers, projects, portfolios, etc.

“Formative Assessment”:

Formative assessments refer to those that are lower-stakes measures of student progress, such as short quiz, brief reflection or reply to discussion, etc.

Scheduling Online Assessments during the Instructional Period (not including Finals Week)

Classes **WITH** a Scheduled Meeting Time:

1. For classes **with** a scheduled meeting time, more formative lower-stakes assessments administered online should be offered during the regularly scheduled class meeting or have an availability window of **at least** 24 hours, or for classes that meet on successive days, the interval between class meetings.
2. For classes **with** a scheduled meeting time, major assessments administered online should be offered during the regularly scheduled class meeting or have an availability window of **at least** 48 hours. If the assessment availability window includes weekend days, instructors are encouraged to set the availability window for 72 hours.

Classes **WITHOUT** a Scheduled Meeting Time:

3. For classes without a scheduled meeting time, assessments administered online should have an assessment availability window of **at least** 48 hours.
4. For classes without a scheduled class meeting time, instructors are encouraged to have an assessment availability window of **at least** 72 hours for **major** assessments administered online.
5. For classes without a scheduled meeting time, if the availability window includes weekend days, assessments administered online should have an availability window of **at least** 72 hours.

Scheduling Online Final Assessments During the Last Week of Classes (for Activity, Lab, and 1-unit Lecture Courses)

Classes **WITH** a Scheduled Meeting Time:

1. For classes **with** a scheduled meeting time, final assessments administered online should occur during the scheduled class meeting time or have an assessment availability window of **at least** 48 hours. The day and time of the final assessment or the assessment availability window for the final assessment should be included in the syllabus provided on the first day of class. *Faculty are encouraged to set the availability window for 72 hours if it includes weekend days.*

Classes **WITHOUT** a Scheduled Meeting Time:

2. For classes **without** a scheduled meeting time, final assessments administered online should have an assessment availability window of **at least** 48 hours. The assessment availability window for the final assessment should be included in the syllabus provided on the first day of class. *Faculty are encouraged to set the availability window for 72 hours if it includes weekend days.*

FINALS Week: Scheduling Online Assessments
(for Lecture Course of Two or More Units)

Classes **WITH** a Scheduled Finals Week Meeting Time:

1. For classes **with** a scheduled finals week meeting time, final assessments administered or submitted online should occur during the scheduled finals week meeting time or have an assessment availability window of **at least** 72 hours. The availability window should not close before the end of the scheduled finals week meeting time. The day and time of the final assessment or the assessment availability window should be included in the syllabus provided on the first day of class.
2. For classes **with** a scheduled class meeting time, if the final assessment is a culmination of a term long or weeks long project/paper/etc., or a take home assessment that is to be submitted online, the deadline to submit should be no sooner than the end of the scheduled finals week meeting time. The day and time of the final assessment submission deadline should be included in the syllabus provided on the first day of class.

Classes **WITHOUT** a Scheduled Meeting Time:

3. For classes **without** a scheduled class meeting time, final assessments administered online should have an availability window of at least 72 hours during final exam week (Monday – Friday) and the availability window for the final assessment should be included in the syllabus provided on the first day of class.

Scheduling In-Person Major/Final Assessments for Online Classes

1. Departments/Instructors requesting to schedule an in-person assessment for an online class should follow the below listed procedures:
 - a. Requests to schedule in-person assessments should be submitted during the Planning Phase of the Academic Schedule Production process for that term. Faculty are encouraged to work with their Department Scheduler regarding schedule production timelines and their Department Head/Chair for approval.

- b. Online classes that require in-person assessments shall be noted in the published Class Schedule so that students are aware of this requirement when registering for the class.
- c. Instructors must provide the date and time of the in-person assessment(s) in the course syllabus on the first day of classes and, if applicable, in the welcome email to students.
- d. Instructors should be prepared to make accommodations for students who have a time conflict with the scheduled date/time of the in-person assessment.
- e. Online Cal Poly classes that require in-person assessments, and thus, coded as a hybrid modality, will not be available to students through CSU Fully Online.
- f. Departments/Instructors are encouraged to limit the scheduling of in-person assessments in online classes to final assessments.
- g. Departments/Instructors are encouraged to be mindful that the requirement for in-person assessment(s) in an online class may limit enrollment opportunities for Cal Poly students participating in study abroad, out of area internship/coop/research experiences, 2 + 2 programs, unable to travel to campus, or off campus for that term, etc.



OFFICE OF THE PRESIDENT

MEMORANDUM

To: Samuel Frame
Chair, Academic Senate

Date: July 28, 2026

From: Jeffrey D. Armstrong
President

Copies: Al Liddicoat
Jennifer Haft
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Academic Deans
Academic Programs and Planning
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Office of the Provost
Office of the Registrar

Subject: Response to AS-1010-26 Resolution on Scheduling of Online Assessments

By way of this memo, I approve the above-entitled Academic Senate resolution. This resolution provides student-centered guidance for the scheduling of online assessments and supports greater clarity, flexibility, and consistency for students navigating multiple course and personal commitments, particularly as the university transitions to semesters.

As this guidance is implemented, I encourage continued attention to ensuring that online assessment practices remain consistent with approved instructional modalities and campus curriculum processes, and that any in-person assessment requirements for online classes are communicated clearly and applied in ways that preserve equitable access for students.

Please extend my appreciation to the Academic Senate and the Academic Senate Instruction Committee for their thoughtful work on this matter.