When faculty members are collecting course-level data for General Education assessment purposes, the following guidelines apply to classify students who withdraw from a course. The same rationale also applies to students who are chronically absent from class:

- Score student artifact and include assessment data for all \textit{attempted} student work
- Student work that is \textit{not attempted} should be excluded from General Education assessments rather than scored as zero on the rubric
- If a student withdraws from a course, his/her work up to the point of course withdrawal should be included in the assessment (in the event work was attempted). Instructors should use their best judgment in defining what constitutes attempted work.

Please note: Norming between faculty teaching the same type of course is encouraged (e.g. does a completely blank question on an otherwise filled-out exam constitute “attempted work”? What about an entirely blank exam for a student who was present at the exam?)

These guidelines are based on the following rationale:

- Important information can be gathered from all attempted student work, including work done by students who later withdraw from a class
- General Education assessment is focused on collecting data that is representative of the entire RIT student population
- Students that do not attempt coursework, or who are not present for class, are not able to provide meaningful data and should be excluded from analyses