

**Final Report
Of
The Task Force on Academic Standards
Of
The University Faculty Senate
George Mason University**

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Task Force Chair: Donald Gantz

**Task Force: Sheryl Beach (Provost Rep.)
Yvonne Demory
Laurie Fathe (Provost Rep.)
James Sanford
William Sutton**

Executive Summary

At its Nov. 13, 2002 meeting, the Faculty Senate passed a Resolution establishing a Task Force on Academic Standards. This action was the result of perceptions that grades given at George Mason University may be unduly high, reinforced by awareness that there is a growing national concern about deteriorating academic standards.

The Task Force is charged to provide a comprehensive and detailed description of grades given at GMU. Specific charges include:

- to study the present distribution of grades and how it compares to that of earlier years;
- to study the grades given by individual departments and schools and of programs or subsections within these units;
- to study the grades given by different categories of professors (tenure track, contract and adjunct); and
- to study the grades given in the new general education curriculum.
- In the event that the Task Force judges current grading practices to be inappropriately high, then it should attempt to ascertain what factors are promoting grade inflation and to recommend corrective policies.

The Task Force consists of four faculty members elected by the Senate and one faculty member appointed by the Provost. The Task Force held its organizational meeting on December 19, 2002. The Task Force has reviewed and evaluated the literature on academic standards and, in particular, grade inflation. It has surveyed the Mason faculty to ascertain their perceptions concerning grade inflation at Mason. It has analyzed data on undergraduate course grades from 1991 through 2000. It has analyzed data on student Cumulative Grade Point Averages (CGPAs) in the Spring, 2003 semester.

The Task Force has attempted to address each of the charge areas bulleted above. However, in its analysis of grading, it was not able to identify different categories of professors. Also, the decade, 1991 through 2000, of data used for analysis of grades precedes the new general education curriculum; hence that analysis does not address the new general education curriculum. It does identify course levels in its figures. By doing its analysis of Spring, 2003 student CGPAs within five separate categories of current earned hours, the Task Force is able to make some observations concerning students taking predominantly general education courses.

In its survey of faculty, the Task Force found that most faculty believe that grade inflation has occurred, and the average increase is thought to be about 0.50 grade points. The most commonly reported causes for grade inflation were pressure from course evaluations and increasing use of adjunct faculty, graduate students, and non-tenure line faculty.

The Task Force does not find significant trends toward higher or lower grades in grading practices within schools over the 1991 through 2000 decade. It does find that grading practices varied significantly among schools. Schools can be divided into two similarity groups according to grading practices. Overall, in courses given by the College of Arts and Sciences, the School of Management and the School of Information Technology and Engineering, the average grade point for sections are very consistently symmetric and centered around a median average grade point in the interval from 2.75 to 3.00. Overall, in courses given by the College of Visual and Performing Arts, the Graduate School of Education, New Century College and the School of Nursing and Health Science, the average grade point for sections are consistently asymmetric with section grade point averages clustered at high values. The median of the average grade point distribution for the College of Visual and Performing Arts is consistently above 3.250. The median of the average grade point distribution for the Graduate School of Education is consistently above 3.00. The median of the average grade point distribution for New Century College is consistently above 3.00. The median of the average grade point distribution for the School of Nursing and Health Science is consistently above 3.50 after 1991.

The Task Force finds for the Spring, 2003 semester that there is significant variation in student CGPAs among majors at all levels of current earned hours. Among students with 132 or fewer earned hours, those with majors in the School of Information Technology and Engineering have the lowest CGPAs and those in the College of Visual and Performing Arts and the School of Nursing and Health Science have the highest CGPAs. At each level of current earned hours, the difference between the median CGPA for majors in the School of Information Technology and Engineering and the median CGPA in the school with the highest CGPAs is about .5 or more.

The Committee was impressed by other institutions' use of feedback on grading to administrators and faculty to address potential grade inflation. The tables and figures of this report provide broad

summaries that could be part of such feedback at Mason. Further, we recommend that grading summaries at department, course and instructor level be provided electronically to Deans for dissemination to units in their college. An example of such detailed feedback is provided in this report.

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1. Background on Grade Inflation

The academic community has expressed grade inflation concerns for the past few decades. There has been a resurgence of concern in the last three to five years. Researchers have investigated grade inflation assertions using data from public and private institutions. Grade inflation, defined as mostly As with very few Cs, is most evident in Ivy League schools and other very competitive institutions. Grade inflation varies among schools and colleges within institutions; humanities are highest in grade inflation, social sciences are in the middle and science, education and business are lowest.

Research Findings Concerning Grade Inflation In Higher Education

American Academy of Arts and Sciences (AAAS)

A 2002 report from the American Academy of Arts and Sciences (AAAS) examined the subject of grade inflation, and the wealth of literature on the subject. The focus of the report was undergraduate education across the variety of schools that deal with undergraduate students.

Findings:

- Grade inflation has been occurring from the 1960s through at least the mid-1990s.
- Grade inflation was especially rampant from 1968-1972.
- By the mid-1990s, B- to B rather than C was the average grade.
- Grade inflation has occurred most in the humanities and least in the natural sciences.
- In graduate school admissions and employment of graduating seniors, criteria other than grades have become increasingly more important in the evaluation of applicants.

It cites myriad reasons put forth for the apparent grade inflation:

- Higher caliber students;
- Grading effects from student evaluations which factor into promotions and salary;
- Carry-over effects from the Vietnam War era, when failing grades made students vulnerable to the draft;

- Watering down of courses to accommodate less prepared students;
- Social grading to encourage students rather than discourage them;
- Increasing use of adjunct and term faculty;
- False assumptions relating to appropriate distributions for grades;
- An increased quality of instruction, teaching aids and educational resources.

Grading recommendations:

- The report suggests that colleges and universities better identify grading norms and expectations and that standard curves be established for large classes to provide fair and reproducible standards for students.
- The report identifies the characteristics of a good grading system as:
 - Rigorous, accurate, and permitting meaningful distinction among students;
 - Fair to students, and candid to those who use the information contained in grades;
 - Supportive of learning and helpful to students in achieving their educational goals.

The primary options that have been suggested to address grade inflation are:

- Ignore it.
- Publicize grade distributions for schools, colleges and departments.
- Encourage discussion of grading standards.
- Establish and enforce grade distribution limits and ranges.

The authors suggest that faculty members ought to know how their grading standards compare to those of their colleagues.

U.S. Department of Education

U.S. Department of Education: The Department of Education surveyed 50,000 undergraduate student records nationwide during the 1999-2000 academic year.

- This very large study finds only selective grade inflation, mostly at the Ivy League universities and other highly selective private doctoral-granting institutions.
- There is little or no recent grade inflation at other types of institutions.
- At all undergraduate class levels 34% of students earned predominantly Cs, Ds and worse; 41% earn mostly Bs with some Cs; and 26% of students earn A and B grades with most of them As.
- At public doctoral-granting universities, 33% of grades are Cs and Ds.

Chronicle of Higher Education (Central Michigan University)

A Chronicle of Higher Education Article, "Central Michigan U. Administrators Describe a Small Victory in War on Grade Inflation", Monday, March 17, 2003, reports the way that Central Michigan addresses grade inflation. Beginning in the 2000-2001 academic year, that institution makes data on grade inflation widely available so that more professors and students can recognize the problem.

The University of North Carolina

In February, 2000, the Educational Policy Committee reported to the Faculty Council at the University of North Carolina. They reported that 77.2% of all undergraduate grades in Spring, 1999 were 'A' and 'B' compared to 66.4% in Spring, 1987. The report discussed the individual and collective responsibilities of the faculty for a grading system's integrity. They insist that the faculty as a whole has a right and an obligation to insure that instructors apply the grading system in conformance with general University norms and standards. Some of the principles recommended by the Committee for attempts to restore the integrity of the grading system were:

- The meaning of letter grades in terms of intellectual achievement in a course should be widely published.
- Schools and departments should bear the major responsibility for maintaining the integrity of their grading systems, but they must be responsible to the University as a whole.
- Grading practices of schools, departments and instructors should be public information and departmental standards should be subject to ongoing faculty review.

2. Grade Inflation at Mason

Faculty Perceptions: The Task Force administered a survey to a random sample of GMU faculty. The survey findings are summarized below.

- Most faculty felt that grade inflation had occurred, and the average increase was thought to be about 0.50 grade points,
- Most commonly reported causes for grade inflation were pressure from course evaluations and increasing use of adjunct faculty, graduate students, and non-tenure line faculty.

Summary of Observations from the Grade Inflation Survey

Low response rate (39 responses out of 204 surveys distributed) makes quantitative evaluation suspect. Furthermore, some questions were filter questions, meaning even fewer than 39 respondents answered some questions. The low response rate may suggest that faculty do not feel strongly about grade inflation. However, based on the intensity of some comments, it is obvious that a few faculty feel very strongly.

In general, faculty believe that grades should be slightly higher in upper level than lower level classes. In 100- and 200-level classes the proposed university average grade ranged from C- to B+, with most faculty proposing C and C+ averages. For 300- and 400-level courses, proposed averages ranged from C to A-, with all but four respondents proposing average grades in the B range (B-, B, and B+). There were no obvious differences across academic units, perhaps due to the low response rate.

More than half the faculty who responded to the question said they felt pressure to raise grades. With just a few exceptions, however, the reported pressure came from students rather than chairs/directors or college and university administrators.

About 2/3 of respondents who answered the question felt that grade inflation at GMU had occurred during their tenure here. Of these respondents, the average increase was thought to be about 0.50 grade points. Only one respondent thought that grades had deflated, and the remainder indicated that they had not changed.

Of faculty who responded to the question regarding causes of grade inflation, the most consistent responses involved pressure resulting from course evaluations and the increasing use of adjunct faculty, graduate student instructors, and non-tenure line faculty. One respondent indicated that the close tie between salary and course evaluation results impacted grades.

Relatively few faculty made additional comments. However, one respondent made the point that s/he had never gotten an adequate statement of what various letter grades mean (e.g., does a B mean "competent" performance?). Another respondent commented that an overall average university grade for each course level should be displayed publicly each semester.

Mason Data for 100-400 level Courses – 1991 Through 2000

The Committee has analyzed Fall semester course data over the years 1991 through 2000. Archived data was available from the Registrar for the years 1991, 1995, 1996, 1997, 1999 and 2000; these data files were analyzed. The Task Force believes that it is appropriate to study this decade of data. Mason has been changing continuously during its relatively short existence. It makes sense to focus on a somewhat homogeneous period in Mason history, and recent years are most relevant. Laboratory courses have been eliminated from analyses with these data.

Two sets of analysis results are included in this report. First, the grade point average is calculated for each course section, and distributions of section grade point averages are displayed and compared across academic units. Second, the frequencies of the various assigned grades are computed and these frequencies are summarized, displayed and compared across academic units.

Average Grade Points for Sections

Figure 1 presents separate bar charts of course section average grade points for non-laboratory 100, 200, 300 and 400 level sections. There is one page of bar charts for the Fall semester of each year 1991, 1995, 1996, 1997, 1999 and 2000. Grade point averages for a section are the sum of quality points for all students enrolled in the section divided by the number of students. The quality point assignments are: 'A'=4, 'A-'=3.67, 'B+'=3.33, 'B'=3, 'B-'=2.67, 'C+'=2.33, 'C'=2, 'D'=1, 'F'=0. For each year, there are separate bar charts for all schools; this

permits comparison of section average grade points across schools. Each bar chart uses a common set of CGPA intervals; the interval midpoints are annotated on the chart. The length of a bar next to an interval midpoint reflects the percentage of sections whose average CGPA is in the interval. Using the percentage scale facilitates comparisons among schools and years. The symbols (1, 2, 3 and 4) that are used to draw the bars refer to the level (1=100, 2=200, 3=300 and 4=400) of the courses whose sections contribute to the percentage for the bar. Throughout the report, the various schools and colleges are referenced; the current names of units are used even though some units have changed names or organization over the reporting period.

Note the following patterns in the charts.

- Average grade point distributions for each school are very stable in their shape (symmetric or asymmetric) and in the location of their median average grade point over the years.
- Among schools, average grade point distributions differ in their shape (symmetric or asymmetric) and in the location of their median average grade point.
- Average grade point distributions are symmetric for the College of Arts and Sciences, the School of Management and the School of Information Technology and Engineering. The median of the average grade point distributions for these schools is very consistently in the interval from 2.75 to 3.00 with midpoint 2.875.
- Average grade point distributions are asymmetric for the School of Visual and Performing Arts, the Graduate School of Education, New Century College and the College of Nursing and Health Science. The median of the average grade point distribution for the School of Visual and Performing Arts is consistently in the interval from 3.250 to 3.50 with midpoint 3.375 until 2000 when it is in the interval from 3.50 to 3.75 with midpoint 3.625. The median of the average grade point distribution for the Graduate School of Education is consistently in the interval from 3.00 to 3.250 with midpoint 3.125 except in 1991 and 2000 when it is higher. The median of the average grade point distribution for New Century College is consistently in the interval from 3.00 to 3.250 with midpoint 3.125 or the interval from 3.250 to 3.50 with midpoint 3.375. After 1991, the median of the average

grade point distribution for the College of Nursing and Health Science is consistently in the interval from 3.50 to 3.750 with midpoint 3.625 or the interval from 3.750 to 4.00 with midpoint 3.875.

Distributions of Assigned Grades

Table 1 and Figures 2 and 3 summarize 100-400 level non-laboratory section assigned grades for the Fall semester of each year 1991, 1995, 1996, 1997, 1999 and 2000. The frequency tables in Table 1 and the bar charts in Figure 3 compare grade frequencies for courses offered by each school across the six Fall semesters.

The bar charts in Figure 2 compare grade frequencies for all 100-400 level non-laboratory sections offered by the entire University across the six Fall semesters. Note that the percentage of As and Bs combined declines slightly from 65.2% in 1991 to 62.3% in 1997. With the +/- system in 1999 and 2000, the percentage of As and Bs (including B-) combined is 66.7% and 67.5%, respectively. The Senate Chair, during discussion of the formation of this Task Force, quoted statistics from the Provost Office indicating that the percentage of As and Bs (including B-) combined had increased to 71% in Fall 2001. The Task Force has not verified the accuracy of the quoted 2001 figures and it cannot determine whether those figures were computed with the same data definitions as those included in this report.

The percentage of Ds and Fs combined increased from 12.3% in 1991 to 15.3% in 1997, and then it declined to 12% in 1999 and 2000 coincident with the introduction of the +/- system.

Note the following patterns in the bar charts of Figure 3 which are used to compare grade frequencies for courses offered by each school.

Frequency of A and A- grades:

- In Fall 2000, the three largest units, the College of Arts and Sciences, the School of Information Technology & Engineering and the School of Management, have the lowest percentages of As and A-s combined, ranging from 23-35%.
- New Century College and the Graduate School of Education each had 49% As and A-s combined in 2000.

- The College of Nursing and Health Science had 57% As and A-s combined in 2000, and the College of Visual and Performing Arts had 60% As and A-s combined in 2000.
- The College of Visual and Performing Arts shows over 50% As in years before the +/- system. With the +/- system in 2000, there are 60.7% As and A-s combined.
- The College of Arts and Sciences shows about 29% As each year before the +/- system. With the +/- system, there are 29% As and A-s combined.
- The School of Management shows an increase from about 19% As to about 25% As in 1997 before the +/- system. With the +/- system, there are 26% or less As and A-s combined.
- The Graduate School of Education shows a steady 41% As in 1995 through 1997 before the +/- system. With the +/- system, there are 49% As and A-s combined in 2000.
- The School of Information Technology & Engineering shows about 30% to 35% As each year before the +/- system. With the +/- system, there are 35% As and A-s combined in 2000.
- New Century College shows fluctuation between 38% and 46% As in 1995 through 1997 before the +/- system. With the +/- system, there are 49% As and A-s combined in 2000.
- The College of Nursing and Health Science shows over 57% As in each year 1995 through 1997 before the +/- system. With the +/- system, there are about 57% As and A-s combined in 1999 and 2000.

Frequency of D and F grades:

- The College of Visual and Performing Arts shows about 8% Ds and Fs combined in 1995 through 1997 before the +/- system. With the +/- system in 1999 and 2000, there are 4% or less Ds and Fs combined.
- The College of Arts and Sciences shows fluctuation between 13% and 17% Ds and Fs combined over years before and after the +/- system.

- The School of Management shows fluctuation between 11% and 13% Ds and Fs combined over years before and after the +/- system.
- The Graduate School of Education shows an increase from 3% to 7% Ds and Fs combined from 1991 to 1997 before the +/- system. With the +/- system, there are 4.9% Ds and Fs combined in 1999 and 3.4% Ds and Fs combined in 2000.
- The School of Information Technology & Engineering shows fluctuation between 16% and 18% Ds and Fs combined in 1991 through 1999. There are 14% Ds and Fs combined in 2000.
- New Century College shows 10% to 11% Ds and Fs combined in 1995 through 1997 before the +/- system. With the +/- system, there are about 6% Ds and Fs combined in 1999 and 2000.
- The College of Nursing and Health Science shows less than 1% Ds and Fs combined in each year 1995 through 2000.

Student Cumulative Grade Point Averages

The Committee analyzed student cumulative grade point averages (CGPAs) for the Spring 2003 semester. Figures 4, 5 and 6 use box and whisker summaries (boxplots) to compare CGPAs across various categorizations. A boxplot is a graphic summary of data that is particularly convenient for use in comparing data across categories. Boxplots in this report use a box to cover the middle 50% of data values and use whiskers to extend from the box to the most extreme (minimum and maximum) data values. The following diagram illustrates how a boxplot summarizes data (plus signs in the upper part of the diagram). In the boxplot, an M indicates the median and an A indicates the average.



First, Figure 4 presents summary pages for each school. Each page compares CGPAs for students with a major in the school at five separate levels of Earned Hours. Earned Hours are the sum of transfer hours and hours used for the Mason CGPA. The CGPA is calculated from courses taken at Mason. For each school Figure 3 shows that CGPAs increase considerably as earned hours increase.

Second, Figure 5 presents summary pages for each earned hours category. Figure 5 permits comparison of student CGPAs across colleges where the students have their major. Note that while the undeclared students have been included on each plot, they are not a significant percentage of the population on the plots for earned hours from 91-132, or greater than 132. Overall average CGPAs generally shift higher in all colleges as students accrue more hours.

The following patterns appear in the graphs of Figure 5.

- For each earned hours category Engineering CGPAs are lowest.
- For each earned hours category except the category '0 to 30 Hours', CGPAs of students in Nursing and Arts are highest. For the category '0 to 30 Hours' Nursing CGPAs are similar to those of Management, Education and Arts and Sciences.

Third, Figure 6 presents summary pages for each earned hours category. Figure 6 permits comparison of student CGPAs across majors. Majors are identified by a four letter abbreviation; a two letter abbreviation for the school housing the major is included. In each array of boxplots, the boxplots for majors are ordered by their median CGPAs.

Again, as would be expected, CGPAs in most majors tend to become somewhat higher as students earn more hours. Note that data by major for the category '0-30 earned hours' may not be a good indicator since these data only contain information for a fraction of the students who eventually choose any given major. Many students at this level of earned hours have not yet selected a major.

The boxplot arrays in Figure 6 show relative consistency in the ordering of majors by median CGPAs. The difference between the largest and smallest median CGPAs across majors narrows as the number of earned hours increases. These differences are:

'0 to 30 Hours' – 1.39 points

- '31 to 60 Hours' – 1.25 points
- '61 to 90 Hours' – 1.23 points
- '91 to 132 Hours' – 1.11 points
- 'Over 132 Hours' – 1.05 points

Note Concerning Instructor Demographics

The data that are available through the Registrar and that have been used by the Task Force do not identify instructor demographics such as full-time v. adjunct. The Task Force's Charge included investigation of grading pattern differences across instructor demographics. However, the data constraints have prevented the Task Force from addressing this. Figure 7 presents examples of detailed department/course/instructor level grade reporting that could be evaluated by the schools/colleges/departments where instructor demographics are known and their relationship to grading can be evaluated.

3. Recommendations

The Committee was impressed by other institutions' use of feedback on grading to administrators and faculty to address grade inflation. The tables and figures of this report provide broad summaries of course grades that could be part of such feedback at Mason. Accordingly, the Task Force's first recommendation is that **such summaries be part of regular feedback to administrators and faculty concerning grading practices at Mason.** Further, we recommend that **detailed grading summaries at department, course and instructor level be provided electronically to Deans for dissemination to units in their college.**

4. Bibliography

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5. Tables and Figures

FIGURE 1

Fall Data 1991 to 2000 -- Average Grade Per Course Section
Non-Laboratory Sections

----- Semester=Fall 1995 -----

College	Average Grade Point Midpoint		Freq	Cum. Freq	Percent	Cum. Percent
Arts	0.125	,	0	0	0.00	0.00
	0.375	,	0	0	0.00	0.00
	0.625	,	0	0	0.00	0.00
	0.875	,	0	0	0.00	0.00
	1.125	,	0	0	0.00	0.00
	1.375	,	0	0	0.00	0.00
	1.625	,	0	0	0.00	0.00
	1.875	,	0	0	0.00	0.00
	2.125	,123	3	3	4.41	4.41
	2.375	,3	1	4	1.47	5.88
	2.625	,122223444	7	11	10.29	16.18
	2.875	,12222333	6	17	8.82	25.00
	3.125	,111222222222333333	12	29	17.65	42.65
	3.375	,122222333333333444	14	43	20.59	63.24
	3.625	,11111122222233333334444	16	59	23.53	86.76
	3.875	,1111333444444	9	68	13.24	100.00
Arts & Sciences	0.125	,	0	0	0.00	0.00
	0.375	,	0	0	0.00	0.00
	0.625	,	0	0	0.00	0.00
	0.875	,	0	0	0.00	0.00
	1.125	,	4	4	0.39	0.39
	1.375	,	7	11	0.69	1.08
	1.625	,1	16	27	1.57	2.65
	1.875	,11	33	60	3.24	5.89
	2.125	,1112233	72	132	7.07	12.95
	2.375	,1111122333334	116	248	11.38	24.34
	2.625	,111111222233333344	172	420	16.88	41.22
	2.875	,111111222233333334	190	610	18.65	59.86
	3.125	,1111122333333344	165	775	16.19	76.05
	3.375	,1123333344	116	891	11.38	87.44
	3.625	,112333344	89	980	8.73	96.17
	3.875	,334	39	1019	3.83	100.00
Education	0.125	,	0	0	0.00	0.00
	0.375	,	0	0	0.00	0.00
	0.625	,	0	0	0.00	0.00
	0.875	,	0	0	0.00	0.00
	1.125	,	0	0	0.00	0.00
	1.375	,	0	0	0.00	0.00
	1.625	,	0	0	0.00	0.00
	1.875	,	0	0	0.00	0.00
	2.125	,33	1	1	2.44	2.44
	2.375	,3333333	3	4	7.32	9.76
	2.625	,22222334444444	6	10	14.63	24.39
	2.875	,22222233333334444444	9	19	21.95	46.34
	3.125	,1133334444444	6	25	14.63	60.98
	3.375	,111113333333	5	30	12.20	73.17
	3.625	,333333333333	5	35	12.20	85.37
	3.875	,33333333344444	6	41	14.63	100.00
Engineering	0.125	,	0	0	0.00	0.00
	0.375	,	0	0	0.00	0.00
	0.625	,	0	0	0.00	0.00
	0.875	,	0	0	0.00	0.00
	1.125	,	0	0	0.00	0.00
	1.375	,	0	0	0.00	0.00
	1.625	,12222	4	4	4.82	4.82
	1.875	,123	3	7	3.61	8.43
	2.125	,1223333	6	13	7.23	15.66
	2.375	,1111222233334	11	24	13.25	28.92
	2.625	,13333344444444	12	36	14.46	43.37
	2.875	,1111333333444444	13	49	15.66	59.04
	3.125	,11112333344444444444444444	20	69	24.10	83.13
	3.375	,1123444444	9	78	10.84	93.98
	3.625	,344	3	81	3.61	97.59
	3.875	,44	2	83	2.41	100.00

Fall Data 1991 to 2000 -- Average Grade Per Course Section
Non-Laboratory Sections

----- Semester=Fall 1996 -----

College	Average Grade Point Midpoint		Freq	Cum. Freq	Percent	Cum. Percent
Arts	0.125 ,	2	1	1	1.25	1.25
	0.375 ,		0	1	0.00	1.25
	0.625 ,		0	1	0.00	1.25
	0.875 ,		0	1	0.00	1.25
	1.125 ,		0	1	0.00	1.25
	1.375 ,		0	1	0.00	1.25
	1.625 ,		0	1	0.00	1.25
	1.875 ,		0	1	0.00	1.25
	2.125 ,	1	1	2	1.25	2.50
	2.375 ,	2333	3	5	3.75	6.25
	2.625 ,	11122222333333	10	15	12.50	18.75
	2.875 ,	22223333	6	21	7.50	26.25
	3.125 ,	11122222222222222233334444	17	38	21.25	47.50
	3.375 ,	111112223333334444	13	51	16.25	63.75
	3.625 ,	1111122223333333334	14	65	17.50	81.25
	3.875 ,	111222333333333333444	15	80	18.75	100.00
Arts & Sciences	0.125 ,		1	1	0.09	0.09
	0.375 ,		0	1	0.00	0.09
	0.625 ,		0	1	0.00	0.09
	0.875 ,		0	1	0.00	0.09
	1.125 ,		4	5	0.38	0.47
	1.375 ,		6	11	0.57	1.04
	1.625 ,	13	16	27	1.52	2.56
	1.875 ,	11123	5	70	4.95	7.49
	2.125 ,	1111233	84	163	7.96	15.45
	2.375 ,	11111223333334	130	293	12.32	27.77
	2.625 ,	111112222333333344	196	489	18.58	46.35
	2.875 ,	111112223333333344	186	675	17.63	63.98
	3.125 ,	1111223333333344	175	850	16.59	80.57
	3.375 ,	113333344	99	949	9.38	89.95
3.625 ,	23334	53	1002	5.02	94.98	
3.875 ,	13334	53	1055	5.02	100.00	
Education	0.125 ,		0	0	0.00	0.00
	0.375 ,		0	0	0.00	0.00
	0.625 ,		0	0	0.00	0.00
	0.875 ,		0	0	0.00	0.00
	1.125 ,		0	0	0.00	0.00
	1.375 ,		0	0	0.00	0.00
	1.625 ,		0	0	0.00	0.00
	1.875 ,		0	0	0.00	0.00
	2.125 ,		5	5	11.90	11.90
	2.375 ,	333333333344	8	13	19.05	30.95
	2.625 ,	223333333333344444	6	19	14.29	45.24
	2.875 ,	2233333333344	6	25	14.29	59.52
3.125 ,	22224444444444	7	32	16.67	76.19	
3.375 ,	1111133333333344	6	38	14.29	90.48	
3.625 ,	3333333333344	6	44	9.52	100.00	
3.875 ,	333333344	4	42			
Engineering	0.125 ,		0	0	0.00	0.00
	0.375 ,		0	0	0.00	0.00
	0.625 ,		0	0	0.00	0.00
	0.875 ,		0	0	0.00	0.00
	1.125 ,		0	0	0.00	0.00
	1.375 ,		0	0	0.00	0.00
	1.625 ,	2	1	1	1.16	1.16
	1.875 ,	11223444	8	9	9.30	10.47
	2.125 ,	22223344	8	17	9.30	19.77
	2.375 ,	1112334444444444	14	31	16.28	36.05
	2.625 ,	12223333333444	13	44	15.12	51.16
	2.875 ,	1112333333334444444	17	61	19.77	70.93
	3.125 ,	1123344444444444	13	74	15.12	86.05
	3.375 ,	3444444	6	80	6.98	93.02
3.625 ,	1444444	6	86	6.98	100.00	
3.875 ,		0	86	0.00	100.00	

Fall Data 1991 to 2000 -- Average Grade Per Course Section
Non-Laboratory Sections

----- Semester=Fall 1999 -----

College	Average Grade Point Midpoint		Freq	Cum. Freq	Percent	Cum. Percent
Arts	0.125	,	0	0	0.00	0.00
	0.375	,	0	0	0.00	0.00
	0.625	,	0	0	0.00	0.00
	0.875	,	0	0	0.00	0.00
	1.125	,	0	0	0.00	0.00
	1.375	,	0	0	0.00	0.00
	1.625	,	0	0	0.00	0.00
	1.875	,	0	0	0.00	0.00
	2.125	,22	1	1	0.96	0.96
	2.375	,44	1	2	0.96	1.92
	2.625	,111133	3	5	2.88	4.81
	2.875	,1111111122223333333333	11	16	10.58	15.38
	3.125	,1111111111112222222222222233333333333344	19	35	18.27	33.65
	3.375	,1111111111112222222222222222333333333333444444	23	58	22.12	55.77
	3.625	,11111111111122222222222222223333333333334444444444	23	81	22.12	77.88
3.875	,1111112222222222333333333333444444444444444444	23	104	22.12	100.00	
Arts & Sciences	0.125	,	0	0	0.00	0.00
	0.375	,	0	0	0.00	0.00
	0.625	,	0	0	0.00	0.00
	0.875	,	0	0	0.00	0.00
	1.125	,	1	1	0.09	0.09
	1.375	,11	12	13	1.09	1.18
	1.625	,11	14	27	1.27	2.45
	1.875	,11123	25	52	2.26	4.71
	2.125	,111111112223334	76	128	6.88	11.59
	2.375	,111111112223334	96	224	8.70	20.29
	2.625	,1111111111222233333333333344	160	384	14.49	34.78
	2.875	,11111111111122222233333333333333333333334444	227	611	20.56	55.34
	3.125	,11111111111122222233333333333333333333334444	214	825	19.38	74.73
	3.375	,111111222233333333333333334444	140	965	12.68	87.41
	3.625	,11233333334444	79	1044	7.16	94.57
3.875	,11233333444	60	1104	5.43	100.00	
Education	0.125	,	0	0	0.00	0.00
	0.375	,	0	0	0.00	0.00
	0.625	,	0	0	0.00	0.00
	0.875	,	0	0	0.00	0.00
	1.125	,	0	0	0.00	0.00
	1.375	,	0	0	0.00	0.00
	1.625	,	0	0	0.00	0.00
	1.875	,3333	1	1	1.79	1.79
	2.125	,4444	1	2	1.79	3.57
	2.375	,	0	2	0.00	3.57
	2.625	,11113333333333444444444444	7	9	12.50	16.07
	2.875	,333333333333444444444444	6	15	10.71	26.79
	3.125	,111111222222333333333333333333333333333333333334444444444	16	31	28.57	55.36
	3.375	,11112222223333333333334444	7	38	12.50	67.86
	3.625	,11113333333333333333334444444444444444444	11	49	19.64	87.50
3.875	,1111333333444444444444444444	7	56	12.50	100.00	
Engineering	0.125	,44	1	1	0.94	0.94
	0.375	,	0	1	0.00	0.94
	0.625	,	0	1	0.00	0.94
	0.875	,	0	1	0.00	0.94
	1.125	,	0	1	0.00	0.94
	1.375	,	0	1	0.00	0.94
	1.625	,112222	3	4	3.77	3.77
	1.875	,1122222	4	8	3.77	7.55
	2.125	,11112222222233333333444444	11	19	10.38	17.92
	2.375	,11111222222233333333444444	13	32	12.26	30.19
	2.625	,11111111111333333344444444444444	16	48	15.09	45.28
	2.875	,11111111111133333333333333444444444444444444444	23	71	21.70	66.98
	3.125	,1111111133333333333344444444444444	16	87	15.09	82.08
	3.375	,33444444444	6	93	5.66	87.74
	3.625	,33333444444444	7	100	6.60	94.34
3.875	,111111223344	6	106	5.66	100.00	

Fall Data 1991 to 2000 -- Average Grade Per Course Section
Non-Laboratory Sections

----- Semester=Fall 2000 -----

College	Average Grade Point Midpoint	Freq	Cum. Freq	Percent	Cum. Percent
Arts	0.125	0	0	0.00	0.00
	0.375	0	0	0.00	0.00
	0.625	0	0	0.00	0.00
	0.875	0	0	0.00	0.00
	1.125	0	0	0.00	0.00
	1.375	0	0	0.00	0.00
	1.625	0	0	0.00	0.00
	1.875	0	0	0.00	0.00
	2.125	0	0	0.00	0.00
	2.375	1	1	0.83	0.83
	2.625	1	2	0.83	1.67
	2.875	12	14	10.00	11.67
	3.125	14	28	11.67	23.33
	3.375	24	52	20.00	43.33
3.625	42	94	35.00	78.33	
3.875	26	120	21.67	100.00	
Arts & Sciences	0.125	0	0	0.00	0.00
	0.375	0	0	0.00	0.00
	0.625	0	0	0.00	0.00
	0.875	0	0	0.00	0.00
	1.125	0	0	0.00	0.00
	1.375	4	4	0.34	0.34
	1.625	11	15	1.28	1.62
	1.875	11	19	3.42	5.04
	2.125	40	59	12.5	10.68
	2.375	66	125	8.55	19.23
	2.625	100	225	13.59	32.82
	2.875	159	384	19.32	52.14
	3.125	237	610	20.26	72.39
	3.375	170	847	14.53	86.92
3.625	96	1113	8.21	95.13	
3.875	57	1170	4.87	100.00	
Education	0.125	0	0	0.00	0.00
	0.375	0	0	0.00	0.00
	0.625	0	0	0.00	0.00
	0.875	0	0	0.00	0.00
	1.125	0	0	0.00	0.00
	1.375	0	0	0.00	0.00
	1.625	0	0	0.00	0.00
	1.875	0	0	0.00	0.00
	2.125	0	0	0.00	0.00
	2.375	3	3	5.17	5.17
	2.625	7	10	12.07	17.24
	2.875	6	16	10.34	27.59
	3.125	9	25	15.52	43.10
	3.375	10	35	17.24	60.34
3.625	8	43	13.79	74.14	
3.875	15	58	25.86	100.00	
Engineering	0.125	0	0	0.00	0.00
	0.375	0	0	0.00	0.00
	0.625	0	0	0.00	0.00
	0.875	0	0	0.00	0.00
	1.125	1	1	0.87	0.87
	1.375	0	1	0.00	0.87
	1.625	0	1	0.00	0.87
	1.875	5	6	4.35	5.22
	2.125	8	14	6.96	12.17
	2.375	15	29	13.04	25.22
	2.625	13	42	11.30	36.52
	2.875	25	67	21.74	58.26
	3.125	20	87	17.39	75.65
	3.375	14	101	12.17	87.83
3.625	9	110	7.83	95.65	
3.875	5	115	4.35	100.00	

FIGURE 2

Fall Data -- 1991 to 2000
All 100-400 Level Non-Laboratory Sections

Semester	Grade		Freq	Cum. Freq	Percent	Cum. Percent
Fall 1991	1. A	,111111111122222333333333334444	15126	15126	30.19	30.19
	2. A-	,	0	15126	0.00	30.19
	3. B+	,	0	15126	0.00	30.19
	4. B	,11111111112222223333333333334444	17525	32651	34.98	65.16
	5. B-	,	0	32651	0.00	65.16
	6. C+	,	0	32651	0.00	65.16
	7. C	,111111112222333333344	11291	43942	22.53	87.70
	8. D	,111233	3106	47048	6.20	93.90
	9. F	,11123	3059	50107	6.10	100.00
Fall 1995	1. A	,111111111122222333333333334444	15185	15185	31.17	31.17
	2. A-	,	0	15185	0.00	31.17
	3. B+	,	0	15185	0.00	31.17
	4. B	,11111111112222223333333333334444	16092	31277	33.03	64.21
	5. B-	,	0	31277	0.00	64.21
	6. C+	,	0	31277	0.00	64.21
	7. C	,11111112222333333344	10341	41618	21.23	85.44
	8. D	,111233	3347	44965	6.87	92.31
	9. F	,1112233	3748	48713	7.69	100.00
Fall 1996	1. A	,1111111122223333333333334444	14604	14604	29.56	29.56
	2. A-	,	0	14604	0.00	29.56
	3. B+	,	0	14604	0.00	29.56
	4. B	,11111111112222223333333333334444	16535	31139	33.47	63.02
	5. B-	,	0	31139	0.00	63.02
	6. C+	,	0	31139	0.00	63.02
	7. C	,111111122223333333344	10906	42045	22.07	85.10
	8. D	,111233	3387	45432	6.86	91.95
	9. F	,1112233	3976	49408	8.05	100.00
Fall 1997	1. A	,1111111122223333333333334444	14985	14985	29.50	29.50
	2. A-	,	0	14985	0.00	29.50
	3. B+	,	0	14985	0.00	29.50
	4. B	,11111111112222223333333333334444	16672	31657	32.82	62.32
	5. B-	,	0	31657	0.00	62.32
	6. C+	,	0	31657	0.00	62.32
	7. C	,111111122223333333344	11358	43015	22.36	84.68
	8. D	,111233	3375	46390	6.64	91.32
	9. F	,1112233	4408	50798	8.68	100.00
Fall 1999	1. A	,111111222233333333334444	11790	11790	22.19	22.19
	2. A-	,111233334	5109	16899	9.62	31.81
	3. B+	,11123334	4706	21605	8.86	40.66
	4. B	,111111222233333333444	10043	31648	18.90	59.56
	5. B-	,1112334	3781	35429	7.12	66.68
	6. C+	,112334	2969	38398	5.59	72.27
	7. C	,1111112222333334	7923	46321	14.91	87.18
	8. D	,111233	3526	49847	6.64	93.82
	9. F	,11123	3286	53133	6.18	100.00
Fall 2000	1. A	,111111222233333333334444	11042	11042	21.33	21.33
	2. A-	,1112233334	5477	16519	10.58	31.91
	3. B+	,11123334	5089	21608	9.83	41.74
	4. B	,1111112222333333344	9503	31111	18.36	60.10
	5. B-	,1112334	3809	34920	7.36	67.46
	6. C+	,1112334	3001	37921	5.80	73.26
	7. C	,1111112222333334	7754	45675	14.98	88.24
	8. D	,111233	3349	49024	6.47	94.71
	9. F	,11123	2740	51764	5.29	100.00

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Percentage

Symbol	Level	Symbol	Level	Symbol	Level	Symbol	Level
1	100	2	200	3	300	4	400

TABLE 1

College of Visual and Performing Arts
Fall Data -- 1991 to 2000

Non-Laboratory Sections

Table of Semester by Grade

Semester	Grade									Total
Frequency , Row Pct	1. A	2. A-	3. B+	4. B	5. B-	6. C+	7. C	8. D	9. F	
Fall 1991	462	0	0	310	0	0	67	14	42	895
	51.62	0.00	0.00	34.64	0.00	0.00	7.49	1.56	4.69	
Fall 1995	652	0	0	353	0	0	105	34	62	1206
	54.06	0.00	0.00	29.27	0.00	0.00	8.71	2.82	5.14	
Fall 1996	777	0	0	356	0	0	135	40	69	1377
	56.43	0.00	0.00	25.85	0.00	0.00	9.80	2.90	5.01	
Fall 1997	792	0	0	489	0	0	163	51	78	1573
	50.35	0.00	0.00	31.09	0.00	0.00	10.36	3.24	4.96	
Fall 1999	832	369	249	252	121	55	116	35	45	2074
	40.12	17.79	12.01	12.15	5.83	2.65	5.59	1.69	2.17	
Fall 2000	805	429	254	211	143	59	75	31	35	2042
	39.42	21.01	12.44	10.33	7.00	2.89	3.67	1.52	1.71	
Total	4320	798	503	1971	264	114	661	205	331	9167

College of Arts & Sciences
Fall Data -- 1991 to 2000

Non-Laboratory Sections

Table of Semester by Grade

Semester	Grade									Total
Frequency , Row Pct	1. A	2. A-	3. B+	4. B	5. B-	6. C+	7. C	8. D	9. F	
Fall 1991	10850	0	0	13181	0	0	8702	2496	2377	37606
	28.85	0.00	0.00	35.05	0.00	0.00	23.14	6.64	6.32	
Fall 1995	10497	0	0	11844	0	0	7787	2688	2957	35773
	29.34	0.00	0.00	33.11	0.00	0.00	21.77	7.51	8.27	
Fall 1996	9641	0	0	11769	0	0	8078	2671	3130	35289
	27.32	0.00	0.00	33.35	0.00	0.00	22.89	7.57	8.87	
Fall 1997	9514	0	0	11286	0	0	8205	2656	3490	35151
	27.07	0.00	0.00	32.11	0.00	0.00	23.34	7.56	9.93	
Fall 1999	6827	3396	3173	6243	2778	2193	5375	2615	2324	34924
	19.55	9.72	9.09	17.88	7.95	6.28	15.39	7.49	6.65	
Fall 2000	6287	3659	3620	5832	2739	2317	5225	2457	1969	34105
	18.43	10.73	10.61	17.10	8.03	6.79	15.32	7.20	5.77	
Total	53616	7055	6793	60155	5517	4510	43372	15583	16247	212848

School of Management
Fall Data -- 1991 to 2000

Non-Laboratory Sections

Table of Semester by Grade

Semester	Grade									Total
Frequency , Row Pct	1. A	2. A-	3. B+	4. B	5. B-	6. C+	7. C	8. D	9. F	
Fall 1991 ,	869 ,	0 ,	0 ,	1915 ,	0 ,	0 ,	1314 ,	268 ,	259 ,	4625
	18.79	0.00	0.00	41.41	0.00	0.00	28.41	5.79	5.60	
Fall 1995 ,	982 ,	0 ,	0 ,	1686 ,	0 ,	0 ,	1276 ,	278 ,	296 ,	4518
	21.74	0.00	0.00	37.32	0.00	0.00	28.24	6.15	6.55	
Fall 1996 ,	1191 ,	0 ,	0 ,	2036 ,	0 ,	0 ,	1462 ,	316 ,	303 ,	5308
	22.44	0.00	0.00	38.36	0.00	0.00	27.54	5.95	5.71	
Fall 1997 ,	1649 ,	0 ,	0 ,	2530 ,	0 ,	0 ,	1669 ,	346 ,	348 ,	6542
	25.21	0.00	0.00	38.67	0.00	0.00	25.51	5.29	5.32	
Fall 1999 ,	1533 ,	460 ,	488 ,	2049 ,	334 ,	346 ,	1504 ,	495 ,	441 ,	7650
	20.04	6.01	6.38	26.78	4.37	4.52	19.66	6.47	5.76	
Fall 2000 ,	1323 ,	268 ,	335 ,	2059 ,	302 ,	231 ,	1611 ,	486 ,	327 ,	6942
	19.06	3.86	4.83	29.66	4.35	3.33	23.21	7.00	4.71	
Total	7547	728	823	12275	636	577	8836	2189	1974	35585

Graduate School of Education
Fall Data -- 1991 to 2000

Non-Laboratory Sections

Table of Semester by Grade

Semester	Grade									Total
Frequency , Row Pct	1. A	2. A-	3. B+	4. B	5. B-	6. C+	7. C	8. D	9. F	
Fall 1991 ,	936 ,	0 ,	0 ,	489 ,	0 ,	0 ,	168 ,	33 ,	18 ,	1644
	56.93	0.00	0.00	29.74	0.00	0.00	10.22	2.01	1.09	
Fall 1995 ,	653 ,	0 ,	0 ,	538 ,	0 ,	0 ,	302 ,	43 ,	44 ,	1580
	41.33	0.00	0.00	34.05	0.00	0.00	19.11	2.72	2.78	
Fall 1996 ,	614 ,	0 ,	0 ,	523 ,	0 ,	0 ,	267 ,	48 ,	51 ,	1503
	40.85	0.00	0.00	34.80	0.00	0.00	17.76	3.19	3.39	
Fall 1997 ,	573 ,	0 ,	0 ,	438 ,	0 ,	0 ,	295 ,	56 ,	45 ,	1407
	40.72	0.00	0.00	31.13	0.00	0.00	20.97	3.98	3.20	
Fall 1999 ,	447 ,	120 ,	115 ,	273 ,	82 ,	55 ,	142 ,	32 ,	31 ,	1297
	34.46	9.25	8.87	21.05	6.32	4.24	10.95	2.47	2.39	
Fall 2000 ,	500 ,	120 ,	73 ,	247 ,	97 ,	59 ,	126 ,	26 ,	17 ,	1265
	39.53	9.49	5.77	19.53	7.67	4.66	9.96	2.06	1.34	
Total	3723	240	188	2508	179	114	1300	238	206	8696

College of Information Technology & Engineering
Fall Data -- 1991 to 2000

Non-Laboratory Sections

Table of Semester by Grade

Semester	Grade									Total
Frequency	1. A	2. A-	3. B+	4. B	5. B-	6. C+	7. C	8. D	9. F	
Fall 1991	1033	0	0	975	0	0	784	265	334	3391
	30.46	0.00	0.00	28.75	0.00	0.00	23.12	7.81	9.85	
Fall 1995	1108	0	0	894	0	0	575	224	330	3131
	35.39	0.00	0.00	28.55	0.00	0.00	18.36	7.15	10.54	
Fall 1996	1007	0	0	995	0	0	642	222	334	3200
	31.47	0.00	0.00	31.09	0.00	0.00	20.06	6.94	10.44	
Fall 1997	1054	0	0	978	0	0	658	190	321	3201
	32.93	0.00	0.00	30.55	0.00	0.00	20.56	5.94	10.03	
Fall 1999	860	325	304	745	264	185	601	272	380	3936
	21.85	8.26	7.72	18.93	6.71	4.70	15.27	6.91	9.65	
Fall 2000	1034	419	368	723	326	194	513	260	343	4180
	24.74	10.02	8.80	17.30	7.80	4.64	12.27	6.22	8.21	
Total	6096	744	672	5310	590	379	3773	1433	2042	21039

New Century College
Fall Data -- 1991 to 2000

Non-Laboratory Sections

Table of Semester by Grade

Semester	Grade									Total
Frequency	1. A	2. A-	3. B+	4. B	5. B-	6. C+	7. C	8. D	9. F	
Fall 1991	555	0	0	314	0	0	162	16	22	1069
	51.92	0.00	0.00	29.37	0.00	0.00	15.15	1.50	2.06	
Fall 1995	468	0	0	411	0	0	224	80	54	1237
	37.83	0.00	0.00	33.23	0.00	0.00	18.11	6.47	4.37	
Fall 1996	725	0	0	436	0	0	261	84	84	1590
	45.60	0.00	0.00	27.42	0.00	0.00	16.42	5.28	5.28	
Fall 1997	714	0	0	563	0	0	276	72	120	1745
	40.92	0.00	0.00	32.26	0.00	0.00	15.82	4.13	6.88	
Fall 1999	898	270	224	325	152	97	155	75	62	2258
	39.77	11.96	9.92	14.39	6.73	4.30	6.86	3.32	2.75	
Fall 2000	739	318	270	277	148	98	169	88	48	2155
	34.29	14.76	12.53	12.85	6.87	4.55	7.84	4.08	2.23	
Total	4099	588	494	2326	300	195	1247	415	390	10054

College of Nursing and Health Science
Fall Data -- 1991 to 2000

Non-Laboratory Sections

Table of Semester by Grade

Semester	Grade									Total
Frequency , Row Pct	1. A	2. A-	3. B+	4. B	5. B-	6. C+	7. C	8. D	9. F	
Fall 1991 ,	417 ,	0 ,	0 ,	335 ,	0 ,	0 ,	92 ,	13 ,	5 ,	862
	48.38 ,	0.00 ,	0.00 ,	38.86 ,	0.00 ,	0.00 ,	10.67 ,	1.51 ,	0.58 ,	
Fall 1995 ,	824 ,	0 ,	0 ,	352 ,	0 ,	0 ,	65 ,	0 ,	5 ,	1246
	66.13 ,	0.00 ,	0.00 ,	28.25 ,	0.00 ,	0.00 ,	5.22 ,	0.00 ,	0.40 ,	
Fall 1996 ,	647 ,	0 ,	0 ,	416 ,	0 ,	0 ,	60 ,	5 ,	5 ,	1133
	57.11 ,	0.00 ,	0.00 ,	36.72 ,	0.00 ,	0.00 ,	5.30 ,	0.44 ,	0.44 ,	
Fall 1997 ,	689 ,	0 ,	0 ,	388 ,	0 ,	0 ,	92 ,	4 ,	6 ,	1179
	58.44 ,	0.00 ,	0.00 ,	32.91 ,	0.00 ,	0.00 ,	7.80 ,	0.34 ,	0.51 ,	
Fall 1999 ,	393 ,	169 ,	153 ,	156 ,	50 ,	38 ,	30 ,	2 ,	3 ,	994
	39.54 ,	17.00 ,	15.39 ,	15.69 ,	5.03 ,	3.82 ,	3.02 ,	0.20 ,	0.30 ,	
Fall 2000 ,	354 ,	264 ,	169 ,	154 ,	54 ,	43 ,	35 ,	1 ,	1 ,	1075
	32.93 ,	24.56 ,	15.72 ,	14.33 ,	5.02 ,	4.00 ,	3.26 ,	0.09 ,	0.09 ,	
Total	3324	433	322	1801	104	81	374	25	25	6489

FIGURE 3

College of Visual and Performing Arts
 Fall Data -- 1991 to 2000
 Non-Laboratory Sections

Semester	Grade	Freq	Cum. Freq	Percent	Cum. Percent	
Fall 1991	1. A	,1111111111112222223333344	462	462	51.62	51.62
	2. A-	,	0	462	0.00	51.62
	3. B+	,	0	462	0.00	51.62
	4. B	,11111111222233334	310	772	34.64	86.26
	5. B-	,	0	772	0.00	86.26
	6. C+	,	0	772	0.00	86.26
	7. C	,123	67	839	7.49	93.74
	8. D	,	14	853	1.56	95.31
	9. F	,12	42	895	4.69	100.00
Fall 1995	1. A	,11111111111122222233333444	652	652	54.06	54.06
	2. A-	,	0	652	0.00	54.06
	3. B+	,	0	652	0.00	54.06
	4. B	,11112222333334	353	1005	29.27	83.33
	5. B-	,	0	1005	0.00	83.33
	6. C+	,	0	1005	0.00	83.33
	7. C	,1123	105	1110	8.71	92.04
	8. D	,1	34	1144	2.82	94.86
	9. F	,123	62	1206	5.14	100.00
Fall 1996	1. A	,111111111111222222333333344	777	777	56.43	56.43
	2. A-	,	0	777	0.00	56.43
	3. B+	,	0	777	0.00	56.43
	4. B	,1111122233334	356	1133	25.85	82.28
	5. B-	,	0	1133	0.00	82.28
	6. C+	,	0	1133	0.00	82.28
	7. C	,1123	135	1268	9.80	92.08
	8. D	,1	40	1308	2.90	94.99
	9. F	,123	69	1377	5.01	100.00
Fall 1997	1. A	,111111111111222222333333444	792	792	50.35	50.35
	2. A-	,	0	792	0.00	50.35
	3. B+	,	0	792	0.00	50.35
	4. B	,11111122233334	489	1281	31.09	81.44
	5. B-	,	0	1281	0.00	81.44
	6. C+	,	0	1281	0.00	81.44
	7. C	,11123	163	1444	10.36	91.80
	8. D	,1	51	1495	3.24	95.04
	9. F	,12	78	1573	4.96	100.00
Fall 1999	1. A	,111111112222223333444	832	832	40.12	40.12
	2. A-	,111222334	369	1201	17.79	57.91
	3. B+	,112234	249	1450	12.01	69.91
	4. B	,111223	252	1702	12.15	82.06
	5. B-	,112	121	1823	5.83	87.90
	6. C+	,1	55	1878	2.65	90.55
	7. C	,123	116	1994	5.59	96.14
	8. D	,1	35	2029	1.69	97.83
	9. F	,1	45	2074	2.17	100.00
Fall 2000	1. A	,11111111222222333344	805	805	39.42	39.42
	2. A-	,11111222334	429	1234	21.01	60.43
	3. B+	,111234	254	1488	12.44	72.87
	4. B	,11123	211	1699	10.33	83.20
	5. B-	,1123	143	1842	7.00	90.21
	6. C+	,1	59	1901	2.89	93.10
	7. C	,1	75	1976	3.67	96.77
	8. D	,	31	2007	1.52	98.29
	9. F	,1	35	2042	1.71	100.00

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Percentage

Symbol	Level	Symbol	Level	Symbol	Level	Symbol	Level
1	100	2	200	3	300	4	400

College of Arts & Sciences
 Fall Data -- 1991 to 2000
 Non-Laboratory Sections

Semester	Grade		Freq	Cum. Freq	Percent	Cum. Percent
Fall 1991	1. A	,111111111122222333333333444	10850	10850	28.85	28.85
	2. A-	,	0	10850	0.00	28.85
	3. B+	,	0	10850	0.00	28.85
	4. B	,1111111111112222233333333333444	13181	24031	35.05	63.90
	5. B-	,	0	24031	0.00	63.90
	6. C+	,	0	24031	0.00	63.90
	7. C	,1111111111222233333334	8702	32733	23.14	87.04
	8. D	,1111233	2496	35229	6.64	93.68
	9. F	,111233	2377	37606	6.32	100.00
Fall 1995	1. A	,11111111112222233333333333444	10497	10497	29.34	29.34
	2. A-	,	0	10497	0.00	29.34
	3. B+	,	0	10497	0.00	29.34
	4. B	,1111111111112222233333333333444	11844	22341	33.11	62.45
	5. B-	,	0	22341	0.00	62.45
	6. C+	,	0	22341	0.00	62.45
	7. C	,1111111111222233333334	7787	30128	21.77	84.22
	8. D	,111123	2688	32816	7.51	91.73
	9. F	,1111233	2957	35773	8.27	100.00
Fall 1996	1. A	,111111112222233333333333444	9641	9641	27.32	27.32
	2. A-	,	0	9641	0.00	27.32
	3. B+	,	0	9641	0.00	27.32
	4. B	,1111111111112222233333333333444	11769	21410	33.35	60.67
	5. B-	,	0	21410	0.00	60.67
	6. C+	,	0	21410	0.00	60.67
	7. C	,1111111111222233333334	8078	29488	22.89	83.56
	8. D	,1111233	2671	32159	7.57	91.13
	9. F	,11112233	3130	35289	8.87	100.00
Fall 1997	1. A	,11111111112222233333333333444	9514	9514	27.07	27.07
	2. A-	,	0	9514	0.00	27.07
	3. B+	,	0	9514	0.00	27.07
	4. B	,1111111111112222233333333333444	11286	20800	32.11	59.17
	5. B-	,	0	20800	0.00	59.17
	6. C+	,	0	20800	0.00	59.17
	7. C	,1111111111222233333334	8205	29005	23.34	82.52
	8. D	,1111233	2656	31661	7.56	90.07
	9. F	,11112233	3490	35151	9.93	100.00
Fall 1999	1. A	,1111112223333333344	6827	6827	19.55	19.55
	2. A-	,111123334	3396	10223	9.72	29.27
	3. B+	,111123334	3173	13396	9.09	38.36
	4. B	,111111112223333334	6243	19639	17.88	56.23
	5. B-	,111123334	2778	22417	7.95	64.19
	6. C+	,111233	2193	24610	6.28	70.47
	7. C	,111111112233334	5375	29985	15.39	85.86
	8. D	,1111123	2615	32600	7.49	93.35
	9. F	,1111123	2324	34924	6.65	100.00
Fall 2000	1. A	,11111122333333344	6287	6287	18.43	18.43
	2. A-	,1111233334	3659	9946	10.73	29.16
	3. B+	,1111233334	3620	13566	10.61	39.78
	4. B	,1111111122333334	5832	19398	17.10	56.88
	5. B-	,111123334	2739	22137	8.03	64.91
	6. C+	,1111233	2317	24454	6.79	71.70
	7. C	,11111111223334	5225	29679	15.32	87.02
	8. D	,1111123	2457	32136	7.20	94.23
	9. F	,111123	1969	34105	5.77	100.00

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Percentage

Symbol	Level	Symbol	Level	Symbol	Level	Symbol	Level
1	100	2	200	3	300	4	400

Graduate School of Education
Fall Data -- 1991 to 2000
Non-Laboratory Sections

Semester	Grade	Freq	Cum. Freq	Percent	Cum. Percent	
Fall 1991	1. A	,111111113333333344444444	936	936	56.93	56.93
	2. A-	,	0	936	0.00	56.93
	3. B+	,	0	936	0.00	56.93
	4. B	,1112333333334444	489	1425	29.74	86.68
	5. B-	,	0	1425	0.00	86.68
	6. C+	,	0	1425	0.00	86.68
	7. C	,12333	168	1593	10.22	96.90
	8. D	,3	33	1626	2.01	98.91
	9. F	,	18	1644	1.09	100.00
Fall 1995	1. A	,11233333333333334444	653	653	41.33	41.33
	2. A-	,	0	653	0.00	41.33
	3. B+	,	0	653	0.00	41.33
	4. B	,122223333333334444	538	1191	34.05	75.38
	5. B-	,	0	1191	0.00	75.38
	6. C+	,	0	1191	0.00	75.38
	7. C	,223333444	302	1493	19.11	94.49
	8. D	,3	43	1536	2.72	97.22
	9. F	,3	44	1580	2.78	100.00
Fall 1996	1. A	,11223333333333334444	614	614	40.85	40.85
	2. A-	,	0	614	0.00	40.85
	3. B+	,	0	614	0.00	40.85
	4. B	,122233333333334444	523	1137	34.80	75.65
	5. B-	,	0	1137	0.00	75.65
	6. C+	,	0	1137	0.00	75.65
	7. C	,233333444	267	1404	17.76	93.41
	8. D	,3	48	1452	3.19	96.61
	9. F	,3	51	1503	3.39	100.00
Fall 1997	1. A	,11233333333333334444	573	573	40.72	40.72
	2. A-	,	0	573	0.00	40.72
	3. B+	,	0	573	0.00	40.72
	4. B	,122333333333334444	438	1011	31.13	71.86
	5. B-	,	0	1011	0.00	71.86
	6. C+	,	0	1011	0.00	71.86
	7. C	,2233333444	295	1306	20.97	92.82
	8. D	,34	56	1362	3.98	96.80
	9. F	,3	45	1407	3.20	100.00
Fall 1999	1. A	,1122333333333333444	447	447	34.46	34.46
	2. A-	,123334	120	567	9.25	43.72
	3. B+	,1334	115	682	8.87	52.58
	4. B	,1233333344	273	955	21.05	73.63
	5. B-	,1234	82	1037	6.32	79.95
	6. C+	,34	55	1092	4.24	84.19
	7. C	,123334	142	1234	10.95	95.14
	8. D	,4	32	1266	2.47	97.61
	9. F	,3	31	1297	2.39	100.00
Fall 2000	1. A	,1111223333333333444	500	500	39.53	39.53
	2. A-	,1333	120	620	9.49	49.01
	3. B+	,33	73	693	5.77	54.78
	4. B	,1223333344	247	940	19.53	74.31
	5. B-	,3334	97	1037	7.67	81.98
	6. C+	,134	59	1096	4.66	86.64
	7. C	,123334	126	1222	9.96	96.60
	8. D	,	26	1248	2.06	98.66
	9. F	,	17	1265	1.34	100.00

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Percentage

Symbol	Level	Symbol	Level	Symbol	Level	Symbol	Level
1	100	2	200	3	300	4	400

College of Information Technology & Engineering
 Fall Data -- 1991 to 2000
 Non-Laboratory Sections

Semester	Grade		Freq	Cum. Freq	Percent	Cum. Percent
Fall 1991	1. A	,111111122223333333333344444444	1033	1033	30.46	30.46
	2. A-	,	0	1033	0.00	30.46
	3. B+	,	0	1033	0.00	30.46
	4. B	,111111122223333333333344444444	975	2008	28.75	59.22
	5. B-	,	0	2008	0.00	59.22
	6. C+	,	0	2008	0.00	59.22
	7. C	,111111122233333333444444	784	2792	23.12	82.34
	8. D	,11223344	265	3057	7.81	90.15
	9. F	,1111223344	334	3391	9.85	100.00
Fall 1995	1. A	,1111111112222333333333444444444444	1108	1108	35.39	35.39
	2. A-	,	0	1108	0.00	35.39
	3. B+	,	0	1108	0.00	35.39
	4. B	,111111222333333333334444444444	894	2002	28.55	63.94
	5. B-	,	0	2002	0.00	63.94
	6. C+	,	0	2002	0.00	63.94
	7. C	,11112223333333334444	575	2577	18.36	82.31
	8. D	,1122334	224	2801	7.15	89.46
	9. F	,111222334	330	3131	10.54	100.00
Fall 1996	1. A	,11111111222233333333334444444444	1007	1007	31.47	31.47
	2. A-	,	0	1007	0.00	31.47
	3. B+	,	0	1007	0.00	31.47
	4. B	,111111222333333333334444444444	995	2002	31.09	62.56
	5. B-	,	0	2002	0.00	62.56
	6. C+	,	0	2002	0.00	62.56
	7. C	,11112223333333444444	642	2644	20.06	82.63
	8. D	,1123334	222	2866	6.94	89.56
	9. F	,1112223344	334	3200	10.44	100.00
Fall 1997	1. A	,11111111222233333333334444444444	1054	1054	32.93	32.93
	2. A-	,	0	1054	0.00	32.93
	3. B+	,	0	1054	0.00	32.93
	4. B	,111111122233333333334444444444	978	2032	30.55	63.48
	5. B-	,	0	2032	0.00	63.48
	6. C+	,	0	2032	0.00	63.48
	7. C	,11111222333333444444	658	2690	20.56	84.04
	8. D	,112334	190	2880	5.94	89.97
	9. F	,1111222334	321	3201	10.03	100.00
Fall 1999	1. A	,1111111222333333444444	860	860	21.85	21.85
	2. A-	,11123344	325	1185	8.26	30.11
	3. B+	,11113344	304	1489	7.72	37.83
	4. B	,111111223333444444	745	2234	18.93	56.76
	5. B-	,1112344	264	2498	6.71	63.47
	6. C+	,12334	185	2683	4.70	68.17
	7. C	,11112223333444	601	3284	15.27	83.43
	8. D	,112234	272	3556	6.91	90.35
	9. F	,111122234	380	3936	9.65	100.00
Fall 2000	1. A	,111111112223333333444444	1034	1034	24.74	24.74
	2. A-	,111233344	419	1453	10.02	34.76
	3. B+	,111123344	368	1821	8.80	43.56
	4. B	,1111112233334444	723	2544	17.30	60.86
	5. B-	,11233444	326	2870	7.80	68.66
	6. C+	,11234	194	3064	4.64	73.30
	7. C	,111122233344	513	3577	12.27	85.57
	8. D	,11123	260	3837	6.22	91.79
	9. F	,111122334	343	4180	8.21	100.00

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Percentage

Symbol	Level	Symbol	Level	Symbol	Level	Symbol	Level
1	100	2	200	3	300	4	400

New Century College
Fall Data -- 1991 to 2000
Non-Laboratory Sections

Semester	Grade		Freq	Cum. Freq	Percent	Cum. Percent
Fall 1991	1. A	,111111111111111111112233344	555	555	51.92	51.92
	2. A-	,	0	555	0.00	51.92
	3. B+	,	0	555	0.00	51.92
	4. B	,111111123333344	314	869	29.37	81.29
	5. B-	,	0	869	0.00	81.29
	6. C+	,	0	869	0.00	81.29
	7. C	,1113333	162	1031	15.15	96.45
	8. D	,	16	1047	1.50	97.94
	9. F	,1	22	1069	2.06	100.00
Fall 1995	1. A	,1111111111111111133334	468	468	37.83	37.83
	2. A-	,	0	468	0.00	37.83
	3. B+	,	0	468	0.00	37.83
	4. B	,11111111133333344	411	879	33.23	71.06
	5. B-	,	0	879	0.00	71.06
	6. C+	,	0	879	0.00	71.06
	7. C	,111111333	224	1103	18.11	89.17
	8. D	,113	80	1183	6.47	95.63
	9. F	,11	54	1237	4.37	100.00
Fall 1996	1. A	,11111111111111111333344	725	725	45.60	45.60
	2. A-	,	0	725	0.00	45.60
	3. B+	,	0	725	0.00	45.60
	4. B	,11111111233334	436	1161	27.42	73.02
	5. B-	,	0	1161	0.00	73.02
	6. C+	,	0	1161	0.00	73.02
	7. C	,11111233	261	1422	16.42	89.43
	8. D	,11	84	1506	5.28	94.72
	9. F	,113	84	1590	5.28	100.00
Fall 1997	1. A	,111111111111111112333334	714	714	40.92	40.92
	2. A-	,	0	714	0.00	40.92
	3. B+	,	0	714	0.00	40.92
	4. B	,1111111123333334	563	1277	32.26	73.18
	5. B-	,	0	1277	0.00	73.18
	6. C+	,	0	1277	0.00	73.18
	7. C	,1111333	276	1553	15.82	89.00
	8. D	,13	72	1625	4.13	93.12
	9. F	,113	120	1745	6.88	100.00
Fall 1999	1. A	,111111111111122333344	898	898	39.77	39.77
	2. A-	,112334	270	1168	11.96	51.73
	3. B+	,11334	224	1392	9.92	61.65
	4. B	,1123334	325	1717	14.39	76.04
	5. B-	,13	152	1869	6.73	82.77
	6. C+	,13	97	1966	4.30	87.07
	7. C	,134	155	2121	6.86	93.93
	8. D	,13	75	2196	3.32	97.25
	9. F	,1	62	2258	2.75	100.00
Fall 2000	1. A	,11111111223333444	739	739	34.29	34.29
	2. A-	,11123334	318	1057	14.76	49.05
	3. B+	,111334	270	1327	12.53	61.58
	4. B	,111334	277	1604	12.85	74.43
	5. B-	,13	148	1752	6.87	81.30
	6. C+	,13	98	1850	4.55	85.85
	7. C	,1134	169	2019	7.84	93.69
	8. D	,13	88	2107	4.08	97.77
	9. F	,	48	2155	2.23	100.00

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Percentage

Symbol	Level	Symbol	Level	Symbol	Level	Symbol	Level
1	100	2	200	3	300	4	400

College of Nursing and Health Science
Fall Data -- 1991 to 2000
Non-Laboratory Sections

Semester	Grade	Freq	Cum. Freq	Percent	Cum. Percent	
Fall 1991	1. A	,222233333344444444444444	417	417	48.38	48.38
	2. A-	,	0	417	0.00	48.38
	3. B+	,	0	417	0.00	48.38
	4. B	,2222233333333344444444	335	752	38.86	87.24
	5. B-	,	0	752	0.00	87.24
	6. C+	,	0	752	0.00	87.24
	7. C	,223334	92	844	10.67	97.91
	8. D	,3	13	857	1.51	99.42
	9. F	,	5	862	0.58	100.00
Fall 1995	1. A	,333333333344444444444444444444	824	824	66.13	66.13
	2. A-	,	0	824	0.00	66.13
	3. B+	,	0	824	0.00	66.13
	4. B	,3333334444444444	352	1176	28.25	94.38
	5. B-	,	0	1176	0.00	94.38
	6. C+	,	0	1176	0.00	94.38
	7. C	,44	65	1241	5.22	99.60
	8. D	,	0	1241	0.00	99.60
	9. F	,	5	1246	0.40	100.00
Fall 1996	1. A	,333333333344444444444444444444	647	647	57.11	57.11
	2. A-	,	0	647	0.00	57.11
	3. B+	,	0	647	0.00	57.11
	4. B	,233333333344444444444444	416	1063	36.72	93.82
	5. B-	,	0	1063	0.00	93.82
	6. C+	,	0	1063	0.00	93.82
	7. C	,344	60	1123	5.30	99.12
	8. D	,	5	1128	0.44	99.56
	9. F	,	5	1133	0.44	100.00
Fall 1997	1. A	,333333333344444444444444444444	689	689	58.44	58.44
	2. A-	,	0	689	0.00	58.44
	3. B+	,	0	689	0.00	58.44
	4. B	,2333334444444444444444	388	1077	32.91	91.35
	5. B-	,	0	1077	0.00	91.35
	6. C+	,	0	1077	0.00	91.35
	7. C	,23444	92	1169	7.80	99.15
	8. D	,	4	1173	0.34	99.49
	9. F	,	6	1179	0.51	100.00
Fall 1999	1. A	,233334444444444444444444	393	393	39.54	39.54
	2. A-	,3333444444	169	562	17.00	56.54
	3. B+	,33444444	153	715	15.39	71.93
	4. B	,33344444	156	871	15.69	87.63
	5. B-	,34	50	921	5.03	92.66
	6. C+	,34	38	959	3.82	96.48
	7. C	,34	30	989	3.02	99.50
	8. D	,	2	991	0.20	99.70
	9. F	,	3	994	0.30	100.00
Fall 2000	1. A	,2333344444444444444444	354	354	32.93	32.93
	2. A-	,33333444444444	264	618	24.56	57.49
	3. B+	,33344444	169	787	15.72	73.21
	4. B	,33334444	154	941	14.33	87.53
	5. B-	,34	54	995	5.02	92.56
	6. C+	,44	43	1038	4.00	96.56
	7. C	,34	35	1073	3.26	99.81
	8. D	,	1	1074	0.09	99.91
	9. F	,	1	1075	0.09	100.00

\$ffff~ffff~ffff~ffff~ffff~ffff~ffff~fff
10 20 30 40 50 60

Percentage

Symbol	Level	Symbol	Level	Symbol	Level	Symbol	Level
1	100	2	200	3	300	4	400

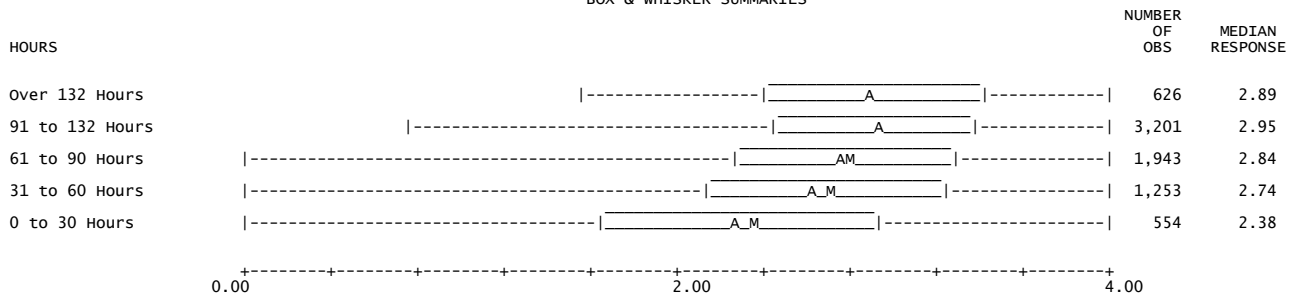
FIGURE 4

CGPA ANALYSIS

CUMULATIVE GPAS SUMMARIZED ACROSS EARNED HOURS

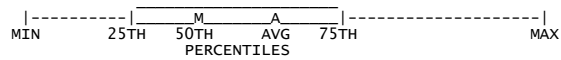
SUMMARIES FOR: CUMULATIVE GPA College of Arts and Sciences

BOX & WHISKER SUMMARIES



PERCENTILE SUMMARIES

--- KEY FOR READING DIAGRAM ---



OBSERVATIONS SUMMARIZED

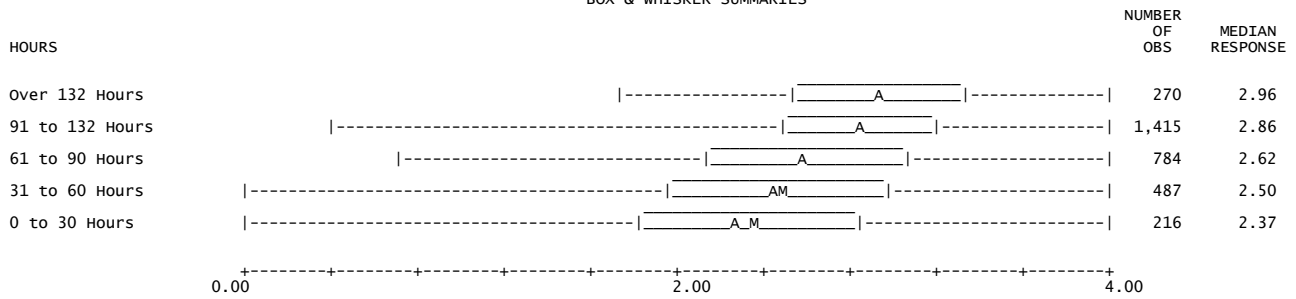
HOURS	NUMBER OF OBS	PERCENT OF OBS	MEAN RESPONSE	MINIMUM RESPONSE	25TH PERCENTILE RESPONSE	MEDIAN RESPONSE	75TH PERCENTILE RESPONSE	MAXIMUM
Over 132 Hours	626	100.0%	2.93	1.58	2.42	2.89	3.46	4.00
91 to 132 Hours	3,201	100.0%	2.93	0.79	2.47	2.95	3.42	4.00
61 to 90 Hours	1,943	100.0%	2.79	0.00	2.31	2.84	3.29	4.00
31 to 60 Hours	1,253	100.0%	2.66	0.00	2.17	2.74	3.26	4.00
0 to 30 Hours	554	100.0%	2.28	0.00	1.67	2.38	2.97	4.00

CGPA ANALYSIS

CUMULATIVE GPAS SUMMARIZED ACROSS EARNED HOURS

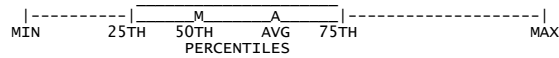
SUMMARIES FOR: CUMULATIVE GPA School of Business Administration

BOX & WHISKER SUMMARIES



PERCENTILE SUMMARIES

--- KEY FOR READING DIAGRAM ---



OBSERVATIONS SUMMARIZED

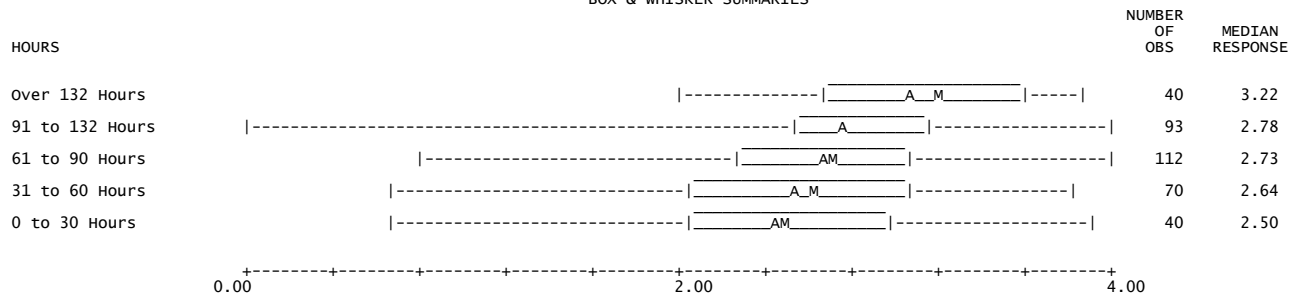
HOURS	NUMBER OF OBS	PERCENT OF OBS	MEAN RESPONSE	MINIMUM RESPONSE	25TH PERCENTILE RESPONSE	MEDIAN RESPONSE	75TH PERCENTILE RESPONSE	MAXIMUM
Over 132 Hours	270	100.0%	2.96	1.74	2.53	2.96	3.37	4.00
91 to 132 Hours	1,415	100.0%	2.87	0.40	2.52	2.86	3.22	4.00
61 to 90 Hours	784	100.0%	2.61	0.74	2.17	2.62	3.07	4.00
31 to 60 Hours	487	100.0%	2.47	0.00	1.96	2.50	3.00	4.00
0 to 30 Hours	216	100.0%	2.30	0.00	1.82	2.37	2.88	4.00

CGPA ANALYSIS

CUMULATIVE GPAS SUMMARIZED ACROSS EARNED HOURS

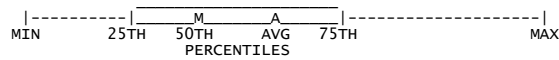
SUMMARIES FOR: CUMULATIVE GPA Graduate School of Education

BOX & WHISKER SUMMARIES



PERCENTILE SUMMARIES

--- KEY FOR READING DIAGRAM ---



OBSERVATIONS SUMMARIZED

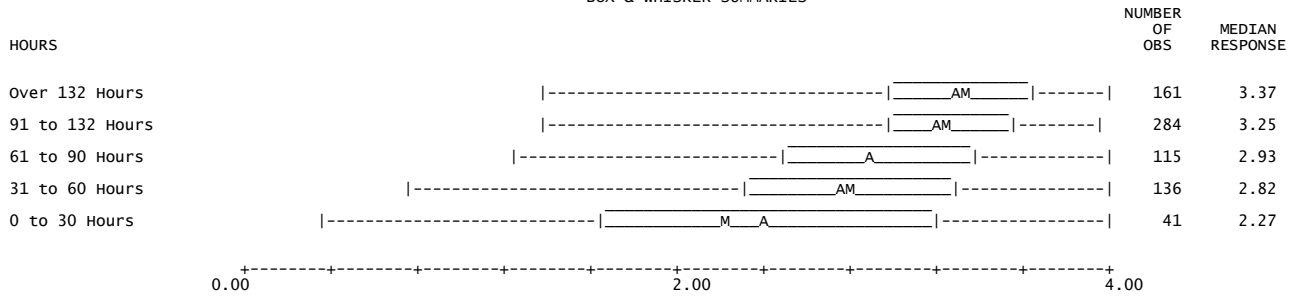
HOURS	NUMBER OF OBS	PERCENT OF OBS	MEAN RESPONSE	MINIMUM RESPONSE	25TH PERCENTILE RESPONSE	MEDIAN RESPONSE	75TH PERCENTILE RESPONSE	MAXIMUM
Over 132 Hours	40	100.0%	3.08	2.03	2.67	3.22	3.61	3.87
91 to 132 Hours	93	100.0%	2.79	0.00	2.54	2.78	3.17	4.00
61 to 90 Hours	112	100.0%	2.71	0.80	2.29	2.73	3.08	4.00
31 to 60 Hours	70	100.0%	2.56	0.67	2.06	2.64	3.08	3.87
0 to 30 Hours	40	100.0%	2.47	0.67	2.05	2.50	3.00	3.92

CGPA ANALYSIS

CUMULATIVE GPAS SUMMARIZED ACROSS EARNED HOURS

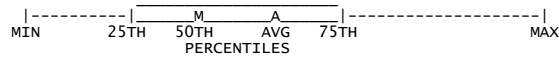
SUMMARIES FOR: CUMULATIVE GPA School of Nursing

BOX & WHISKER SUMMARIES



PERCENTILE SUMMARIES

--- KEY FOR READING DIAGRAM ---



OBSERVATIONS SUMMARIZED

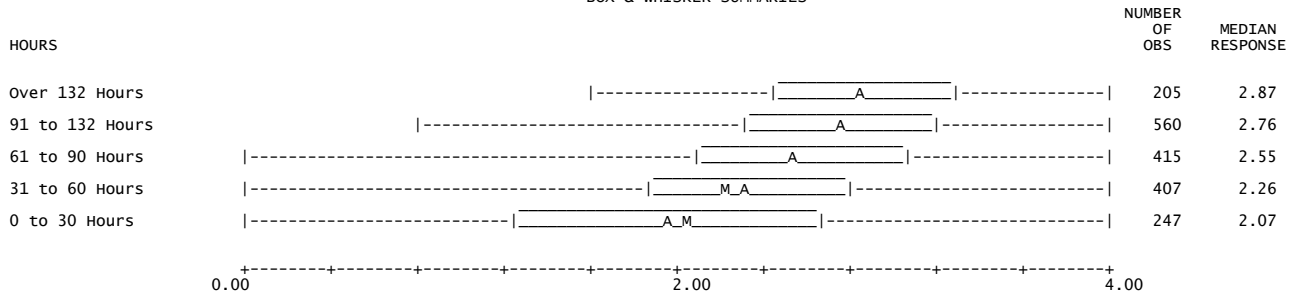
HOURS	NUMBER OF OBS	PERCENT OF OBS	MEAN RESPONSE	MINIMUM RESPONSE	25TH PERCENTILE RESPONSE	MEDIAN RESPONSE	75TH PERCENTILE RESPONSE	MAXIMUM
Over 132 Hours	161	100.0%	3.30	1.38	3.02	3.37	3.66	4.00
91 to 132 Hours	284	100.0%	3.23	1.38	2.98	3.25	3.56	3.99
61 to 90 Hours	115	100.0%	2.93	1.25	2.53	2.93	3.40	4.00
31 to 60 Hours	136	100.0%	2.79	0.76	2.34	2.82	3.32	4.00
0 to 30 Hours	41	100.0%	2.42	0.36	1.67	2.27	3.21	4.00

CGPA ANALYSIS

CUMULATIVE GPAS SUMMARIZED ACROSS EARNED HOURS

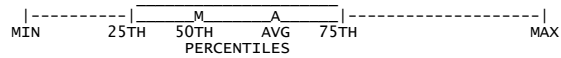
SUMMARIES FOR: CUMULATIVE GPA Information Technology and Engineering

BOX & WHISKER SUMMARIES



PERCENTILE SUMMARIES

--- KEY FOR READING DIAGRAMS ---



OBSERVATIONS SUMMARIZED

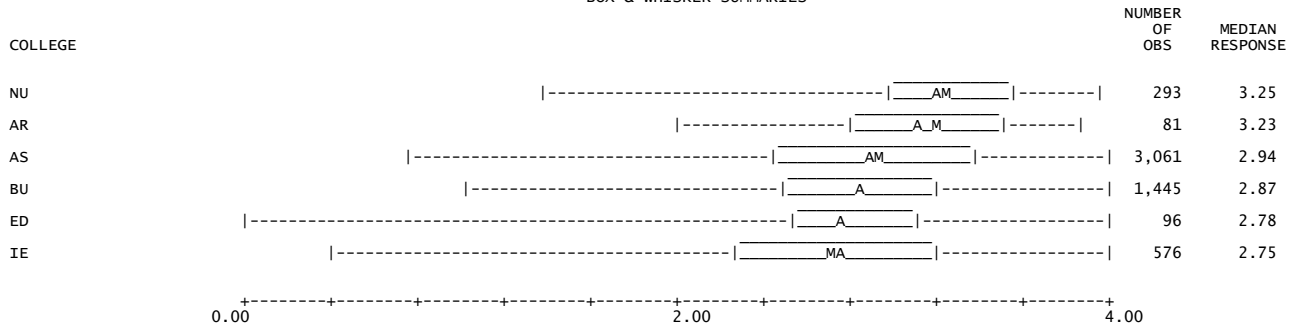
HOURS	NUMBER OF OBS	PERCENT OF OBS	MEAN RESPONSE	MINIMUM RESPONSE	25TH PERCENTILE RESPONSE	MEDIAN RESPONSE	75TH PERCENTILE RESPONSE	MAXIMUM
Over 132 Hours	205	100.0%	2.87	1.63	2.45	2.87	3.30	4.00
91 to 132 Hours	560	100.0%	2.78	0.83	2.32	2.76	3.23	4.00
61 to 90 Hours	415	100.0%	2.57	0.00	2.11	2.55	3.07	4.00
31 to 60 Hours	407	100.0%	2.31	0.00	1.89	2.26	2.83	4.00
0 to 30 Hours	247	100.0%	1.99	0.00	1.29	2.07	2.69	4.00

FIGURE 5

School of Visual and Performing Arts (AR)
College of Arts and Sciences (AS)
School of Management (BU)
Graduate School of Education (ED)
School of Information Technology and Engineering (IE)
New Century College (NC)
College of Nursing and Health Science (NU)

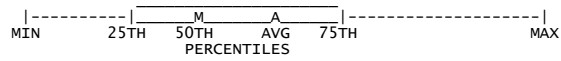
CGPA ANALYSIS
 CUMULATIVE GPAs SUMMARIZED ACROSS COLLEGES
 SUMMARIES FOR: CUMULATIVE GPA HOURS FROM 91 TO 132

BOX & WHISKER SUMMARIES



PERCENTILE SUMMARIES

--- KEY FOR READING DIAGRAMS ---



OBSERVATIONS SUMMARIZED

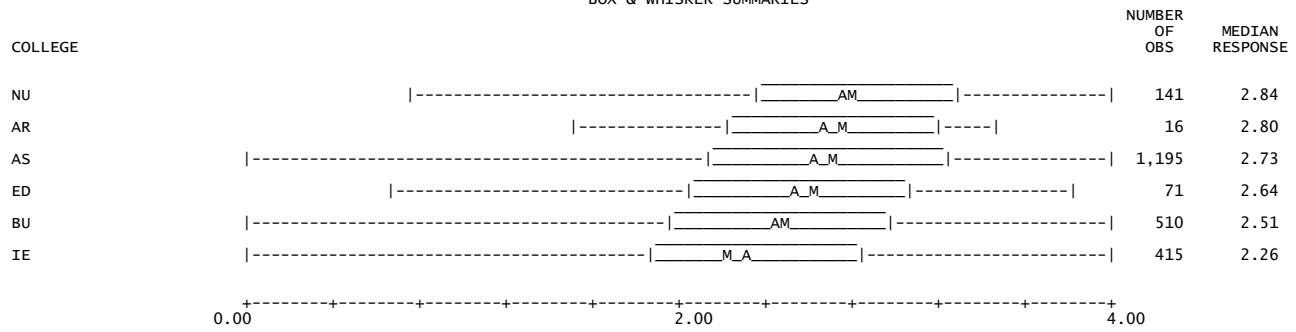
COLLEGE	NUMBER OF OBS	PERCENT OF OBS	MEAN RESPONSE	MINIMUM RESPONSE	25TH PERCENTILE RESPONSE	MEDIAN RESPONSE	75TH PERCENTILE RESPONSE	MAXIMUM
NU	293	100.0%	3.23	1.38	2.99	3.25	3.56	3.99
AR	81	100.0%	3.14	2.04	2.81	3.23	3.53	3.88
AS	3,061	100.0%	2.93	0.79	2.47	2.94	3.42	4.00
BU	1,445	100.0%	2.88	1.03	2.53	2.87	3.22	4.00
ED	96	100.0%	2.79	0.00	2.55	2.78	3.14	4.00
IE	576	100.0%	2.76	0.40	2.31	2.75	3.22	4.00

CGPA ANALYSIS

CUMULATIVE GPAs SUMMARIZED ACROSS COLLEGES

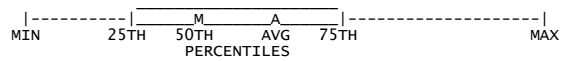
SUMMARIES FOR: CUMULATIVE GPA HOURS FROM 31 TO 60

BOX & WHISKER SUMMARIES



PERCENTILE SUMMARIES

--- KEY FOR READING DIAGRAMS ---



OBSERVATIONS SUMMARIZED

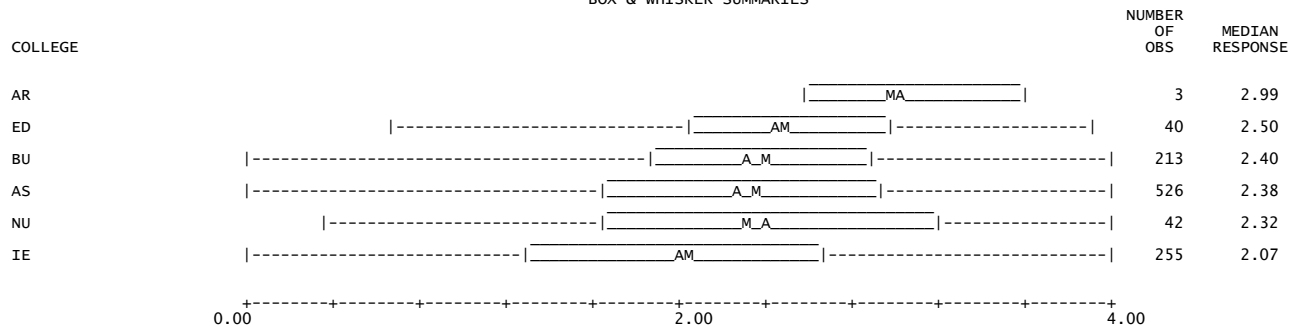
COLLEGE	NUMBER OF OBS	PERCENT OF OBS	MEAN RESPONSE	MINIMUM RESPONSE	25TH PERCENTILE RESPONSE	MEDIAN RESPONSE	75TH PERCENTILE RESPONSE	MAXIMUM
NU	141	100.0%	2.80	0.76	2.38	2.84	3.31	4.00
AR	16	100.0%	2.71	1.55	2.24	2.80	3.24	3.49
AS	1,195	100.0%	2.66	0.00	2.17	2.73	3.26	4.00
ED	71	100.0%	2.57	0.67	2.06	2.64	3.08	3.87
BU	510	100.0%	2.48	0.00	1.96	2.51	3.01	4.00
IE	415	100.0%	2.32	0.00	1.89	2.26	2.85	4.00

CGPA ANALYSIS

CUMULATIVE GPAs SUMMARIZED ACROSS COLLEGES

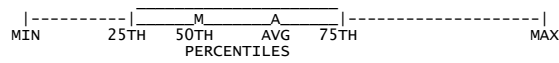
SUMMARIES FOR: CUMULATIVE GPA HOURS FROM 0 TO 30

BOX & WHISKER SUMMARIES



PERCENTILE SUMMARIES

--- KEY FOR READING DIAGRAMS ---



OBSERVATIONS SUMMARIZED

COLLEGE	NUMBER OF OBS	PERCENT OF OBS	MEAN RESPONSE	MINIMUM RESPONSE	25TH PERCENTILE RESPONSE	MEDIAN RESPONSE	75TH PERCENTILE RESPONSE	MAXIMUM
AR	3	100.0%	3.06	2.59	2.59	2.99	3.60	3.60
ED	40	100.0%	2.47	0.67	2.05	2.50	3.00	3.92
BU	213	100.0%	2.32	0.00	1.88	2.40	2.91	4.00
AS	526	100.0%	2.31	0.00	1.67	2.38	2.97	4.00
NU	42	100.0%	2.43	0.36	1.67	2.32	3.21	4.00
IE	255	100.0%	2.01	0.00	1.31	2.07	2.69	4.00

FIGURE 6

School of Visual and Performing Arts (AR)
College of Arts and Sciences (AS)
School of Management (BU)
Graduate School of Education (ED)
School of Information Technology and Engineering (IE)
New Century College (NC)
College of Nursing and Health Science (NU)

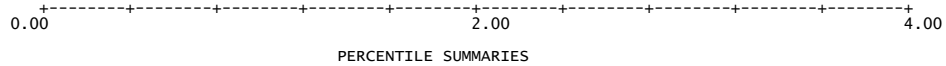
CGPA ANALYSIS

CUMULATIVE GPAs SUMMARIZED ACROSS MAJORS

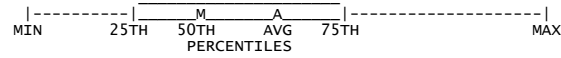
SUMMARIES FOR: CUMULATIVE GPA HOURS GREATER THAN 132 (MAJORS WITH 12 OR MORE STUDENTS)

BOX & WHISKER SUMMARIES

MAJOR		NUMBER OF OBS	MEDIAN RESPONSE
FRLN - AS	----- _A_M_ ---	13	3.62
INDV - AS	----- _A_M_ ---	74	3.57
NURS - NU	----- _AM_ -----	155	3.37
PHED - ED	----- _A_M_ -	17	3.29
HFRR - ED	----- _A_M_ -----	23	3.21
ENGL - AS	----- _A_M_ -----	29	3.18
SOCW - AS	----- _A_M_ ---	12	3.18
FNAN - BU	----- _MA_ -----	35	3.11
MGMT - BU	----- _AM_ -----	24	3.06
CS - IE	----- _AM_ -----	103	3.05
MKTG - BU	----- _AM_ -----	23	3.00
CHEM - AS	----- _MA_ -----	18	2.97
GVIP - AS	----- _A_ -----	41	2.96
ACCT - BU	----- _A_ -----	84	2.96
SOCI - AS	----- _A_ -----	13	2.93
HIST - AS	----- _MA_ -	17	2.90
HSCI - NU	----- _M_A_ -----	12	2.90
DMIS - BU	----- _MA_ -----	109	2.86
BIOL - AS	----- _AM_ -----	71	2.81
ADJ - AS	----- _M_A_ -----	27	2.80
PSYC - AS	----- _M_A_ -----	59	2.75
CPE - IE	----- _M_A_ -----	23	2.73
MATH - AS	----- _M_A_ -----	19	2.73
CEIE - IE	----- _M_A_ ---	14	2.67
INTS - AS	----- _M_A_ -----	23	2.66
ELEN - IE	----- _MA_ -----	52	2.62
COM - AS	----- _A_ -----	53	2.59
ECON - AS	----- _M_A_ -----	47	2.57

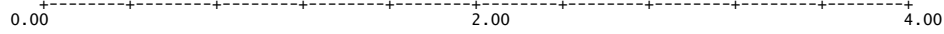
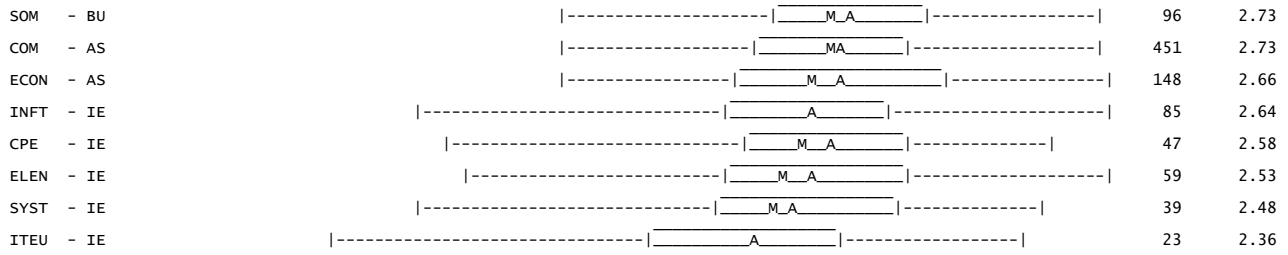


--- KEY FOR READING DIAGRAMS ---



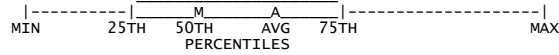
OBSERVATIONS SUMMARIZED

MAJOR		NUMBER OF OBS	PERCENT OF OBS	MEAN RESPONSE	MINIMUM RESPONSE	25TH PERCENTILE RESPONSE	MEDIAN RESPONSE	75TH PERCENTILE RESPONSE	MAXIMUM
FRLN	- AS	13	100.0%	3.47	2.29	3.36	3.62	3.83	4.00
INDV	- AS	74	100.0%	3.37	1.80	3.08	3.57	3.85	4.00
NURS	- NU	155	100.0%	3.31	1.38	3.03	3.37	3.66	4.00
PHED	- ED	17	100.0%	3.14	2.15	2.69	3.29	3.65	3.78
HFRR	- ED	23	100.0%	3.02	2.03	2.40	3.21	3.60	3.87
ENGL	- AS	29	100.0%	3.11	2.04	2.54	3.18	3.66	4.00
SOCW	- AS	12	100.0%	3.02	1.89	2.49	3.18	3.63	3.79
FNAN	- BU	35	100.0%	3.13	2.00	2.86	3.11	3.54	3.94
MGMT	- BU	24	100.0%	2.98	2.12	2.56	3.06	3.34	3.87
CS	- TE	103	100.0%	2.98	1.85	2.55	3.05	3.45	3.99
MKTG	- BU	23	100.0%	2.94	2.13	2.46	3.00	3.32	3.90
CHEM	- AS	18	100.0%	3.02	1.96	2.54	2.97	3.51	3.95
GVIP	- AS	41	100.0%	2.95	1.90	2.59	2.96	3.36	3.96
ACCT	- BU	84	100.0%	2.96	1.79	2.53	2.96	3.49	3.93
SOCI	- AS	13	100.0%	2.93	1.98	2.41	2.93	3.53	3.88
HIST	- AS	17	100.0%	2.96	1.74	2.50	2.90	3.70	3.81
HSCI	- NU	12	100.0%	3.06	2.30	2.79	2.90	3.41	4.00
DMIS	- BU	109	100.0%	2.91	1.74	2.50	2.90	3.41	4.00
BIOL	- AS	71	100.0%	2.78	1.73	2.22	2.81	3.23	4.00
ADJ	- AS	27	100.0%	2.97	1.73	2.22	2.81	3.26	3.93
PSYC	- AS	59	100.0%	2.84	2.02	2.47	2.80	3.54	4.00
CPE	- TE	23	100.0%	2.85	2.25	2.31	2.75	3.39	4.00
MATH	- AS	19	100.0%	2.82	2.01	2.50	2.73	3.00	3.68
CEIE	- TE	14	100.0%	2.74	2.01	2.38	2.73	3.16	3.79
INTS	- AS	23	100.0%	2.80	1.82	2.28	2.67	3.38	3.99
ELEN	- TE	52	100.0%	2.69	2.04	2.39	2.66	3.20	3.93
COM	- AS	53	100.0%	2.62	1.63	2.29	2.62	3.14	3.93
ECON	- AS	47	100.0%	2.65	1.58	2.27	2.59	2.90	3.73
						2.25	2.57	3.00	3.87



PERCENTILE SUMMARIES

--- KEY FOR READING DIAGRAMS ---



OBSERVATIONS SUMMARIZED

MAJOR		NUMBER OF OBS	PERCENT OF OBS	MEAN RESPONSE	MINIMUM RESPONSE	25TH PERCENTILE RESPONSE	MEDIAN RESPONSE	75TH PERCENTILE RESPONSE	MAXIMUM
INDV	- AS	225	100.0%	3.35	1.36	3.11	3.45	3.75	4.00
NURS	- NU	246	100.0%	3.29	1.38	3.05	3.30	3.63	3.99
SOCW	- AS	51	100.0%	3.17	2.15	2.82	3.27	3.56	3.94
ARTS	- AR	16	100.0%	3.18	2.47	2.92	3.17	3.57	3.87
FRLN	- AS	37	100.0%	2.98	1.04	2.47	3.14	3.53	4.00
GEOG	- AS	21	100.0%	2.89	1.32	2.32	3.14	3.53	3.90
WTCH	- AS	13	100.0%	3.07	1.58	2.70	3.14	3.51	4.00
AVT	- AR	51	100.0%	3.04	1.19	2.66	3.10	3.52	3.88
ENGL	- AS	263	100.0%	3.04	1.04	2.66	3.06	3.49	4.00
ANTH	- AS	41	100.0%	3.08	1.97	2.62	3.04	3.55	3.95
FNAN	- BU	208	100.0%	2.98	1.49	2.62	2.99	3.28	3.97
ARTH	- AS	20	100.0%	2.99	1.55	2.34	2.97	3.76	4.00
ADJ	- AS	163	100.0%	2.92	1.37	2.44	2.96	3.46	3.98
PSYC	- AS	446	100.0%	2.95	1.32	2.50	2.96	3.45	4.00
GVIP	- AS	283	100.0%	2.97	1.32	2.58	2.96	3.44	3.98
INTS	- AS	200	100.0%	2.94	1.50	2.58	2.95	3.44	4.00
HIST	- AS	162	100.0%	2.92	1.42	2.49	2.95	3.33	4.00
MKTG	- BU	166	100.0%	2.92	1.84	2.57	2.92	3.22	4.00
SOCI	- AS	104	100.0%	2.86	1.32	2.42	2.92	3.30	4.00
ACCT	- BU	258	100.0%	2.94	1.05	2.53	2.91	3.37	4.00
CS	- IE	295	100.0%	2.89	1.14	2.44	2.91	3.33	4.00
PHIL	- AS	16	100.0%	2.87	1.84	2.27	2.90	3.38	3.97
HSCI	- NU	47	100.0%	2.89	1.89	2.50	2.88	3.21	3.97
PHED	- ED	24	100.0%	2.91	2.04	2.58	2.83	3.29	3.88
DMIS	- BU	240	100.0%	2.92	1.23	2.49	2.83	3.29	4.00
CHEM	- AS	520	100.0%	2.82	1.25	2.49	2.82	3.15	4.00
CHEM	- AS	24	100.0%	2.80	1.95	2.39	2.80	3.18	3.82
HFRR	- ED	70	100.0%	2.77	0.00	2.56	2.79	3.06	4.00
MGMT	- BU	191	100.0%	2.83	1.48	2.49	2.78	3.13	4.00
BIOL	- AS	239	100.0%	2.81	0.79	2.31	2.76	3.33	4.00
CEIE	- IE	28	100.0%	2.67	1.44	2.21	2.76	3.04	3.83
MATH	- AS	38	100.0%	2.75	1.21	2.36	2.75	3.16	4.00
PUAD	- AS	44	100.0%	2.80	1.74	2.45	2.74	3.23	3.95
SOM	- BU	96	100.0%	2.82	1.50	2.48	2.73	3.16	3.98
COM	- AS	451	100.0%	2.76	1.48	2.40	2.73	3.11	3.96
ECON	- AS	148	100.0%	2.77	1.47	2.27	2.66	3.28	4.00
INFT	- IE	85	100.0%	2.65	0.83	2.24	2.64	3.01	4.00
CPE	- IE	47	100.0%	2.72	0.94	2.35	2.58	3.10	3.74
ELEN	- IE	59	100.0%	2.65	1.06	2.29	2.53	3.10	4.00
SYST	- IE	39	100.0%	2.54	0.83	2.19	2.48	3.05	3.73
ITEU	- IE	23	100.0%	2.38	0.40	1.87	2.36	2.76	3.61

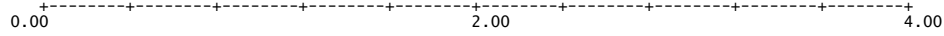
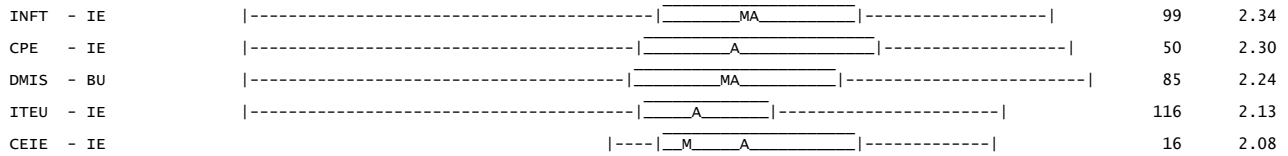
CGPA ANALYSIS

CUMULATIVE GPAS SUMMARIZED ACROSS MAJORS

SUMMARIES FOR: CUMULATIVE GPA HOURS FROM 31 TO 60 (MAJORS WITH 12 OR MORE STUDENTS)

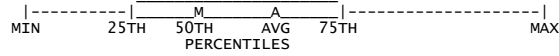
BOX & WHISKER SUMMARIES

MAJOR		NUMBER OF OBS	MEDIAN RESPONSE
INDV - AS	----- [A M] -----	30	3.33
ANTH - AS	----- [A M] -----	20	3.06
ECON - AS	----- [A M] -----	48	3.00
INTS - AS	----- [A M] -----	86	2.96
GVIP - AS	----- [A M] -----	146	2.94
NURS - NU	----- [AM] -----	108	2.93
UNED - ED	----- [A M] -----	22	2.90
CHEM - AS	----- [A] -----	31	2.88
PHED - ED	----- [AM] -----	15	2.83
ENGL - AS	----- [A M] -----	83	2.83
FRLN - AS	----- [A M] -----	18	2.82
SYST - IE	----- [AM] -----	17	2.74
AVT - AR	----- [A M] -----	13	2.74
ELEN - IE	----- [A M] -----	21	2.74
COM - AS	----- [A M] -----	153	2.74
ACCT - BU	----- [A] -----	64	2.68
PSYC - AS	----- [A M] -----	147	2.68
SOCI - AS	----- [A] -----	19	2.65
UNNU - NU	----- [AM] -----	16	2.65
HIST - AS	----- [A M] -----	52	2.65
FNAN - BU	----- [AM] -----	39	2.63
SOCW - AS	----- [MA] -----	16	2.63
MGMT - BU	----- [AM] -----	98	2.63
HSCI - NU	----- [A] -----	17	2.60
BIOL - AS	----- [AM] -----	136	2.52
UNDE - AS	----- [AM] -----	43	2.52
ADJ - AS	----- [MA] -----	81	2.48
SOM - BU	----- [AM] -----	166	2.48
MKTG - BU	----- [MA] -----	58	2.48
MATH - AS	----- [MA] -----	17	2.46
CS - IE	----- [A] -----	94	2.43
HFRR - ED	----- [AM] -----	33	2.38



PERCENTILE SUMMARIES

--- KEY FOR READING DIAGRAM ---



OBSERVATIONS SUMMARIZED

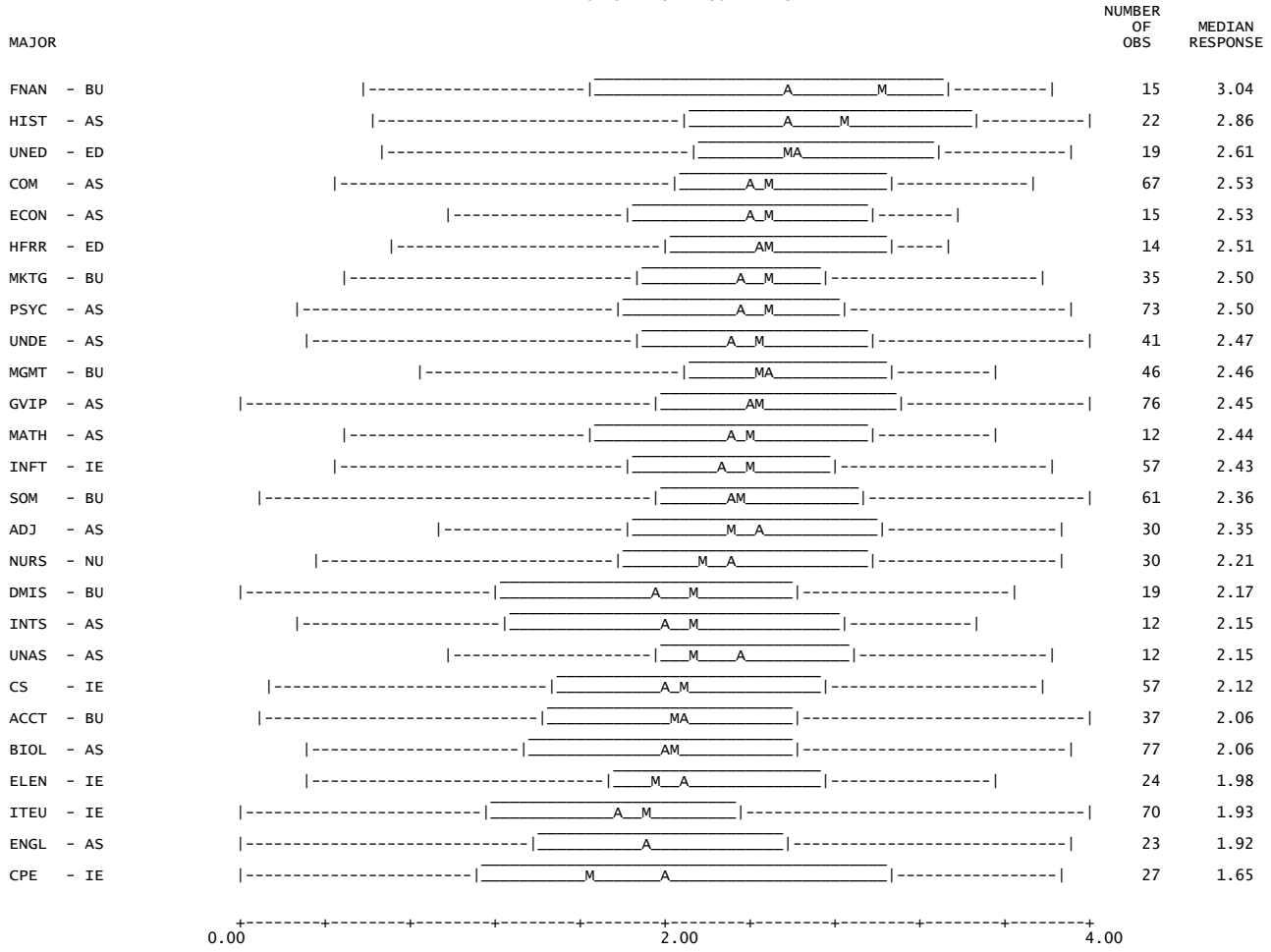
MAJOR	NUMBER OF OBS	PERCENT OF OBS	MEAN RESPONSE	MINIMUM RESPONSE	25TH PERCENTILE RESPONSE	MEDIAN RESPONSE	75TH PERCENTILE RESPONSE	MAXIMUM
INDV - AS	30	100.0%	3.10	1.50	2.67	3.33	3.78	4.00
ANTH - AS	20	100.0%	2.92	0.00	2.41	3.06	3.70	3.88
ECON - AS	48	100.0%	2.92	1.58	2.31	3.00	3.46	4.00
INTS - AS	86	100.0%	2.80	1.08	2.20	2.96	3.42	3.92
GVIP - AS	146	100.0%	2.81	0.48	2.21	2.94	3.38	4.00
NURS - NU	108	100.0%	2.86	0.83	2.29	2.93	3.33	4.00
UNED - ED	22	100.0%	2.73	0.67	2.41	2.90	3.28	3.87
CHEM - AS	31	100.0%	2.86	1.56	2.43	2.88	3.41	3.82
PHED - ED	15	100.0%	2.78	1.32	2.57	2.83	3.28	3.60
ENGL - AS	83	100.0%	2.73	0.00	2.20	2.83	3.49	4.00
FRLN - AS	18	100.0%	2.64	0.00	2.15	2.82	3.38	3.75
SYST - IE	17	100.0%	2.68	1.47	2.09	2.74	3.22	3.96
AVT - AR	13	100.0%	2.66	1.55	2.16	2.74	3.26	3.49
ELEN - IE	21	100.0%	2.59	0.29	1.83	2.74	3.41	4.00
COM - AS	153	100.0%	2.65	0.34	2.23	2.74	3.08	4.00
ACCT - BU	64	100.0%	2.69	0.67	2.10	2.68	3.34	4.00
PSYC - AS	147	100.0%	2.59	0.00	2.17	2.68	3.05	4.00
SOCI - AS	19	100.0%	2.63	1.04	2.22	2.68	3.01	4.00
UNNU - NU	16	100.0%	2.62	0.76	2.15	2.65	3.23	3.84
HIST - AS	52	100.0%	2.57	0.00	2.01	2.65	3.15	4.00
FNAN - BU	39	100.0%	2.59	0.81	2.00	2.63	3.18	3.87
SOCW - AS	16	100.0%	2.67	1.08	2.08	2.63	3.10	4.00
MGMT - BU	98	100.0%	2.59	0.42	2.09	2.63	3.09	3.94
HSCI - NU	17	100.0%	2.60	1.51	2.20	2.60	3.00	3.91
BTOL - AS	136	100.0%	2.48	0.00	2.01	2.52	3.04	3.87
UNDE - AS	43	100.0%	2.45	0.50	1.78	2.52	3.22	4.00
ADJ - AS	81	100.0%	2.49	0.00	2.08	2.52	3.03	3.94
SOM - BU	166	100.0%	2.40	0.50	1.94	2.48	2.91	3.83
MKTG - BU	58	100.0%	2.50	1.15	1.87	2.48	3.13	3.73
MATH - AS	17	100.0%	2.53	0.43	2.05	2.46	3.12	3.78
CS - IE	94	100.0%	2.44	0.00	1.94	2.43	3.10	3.96
HFRR - ED	33	100.0%	2.34	1.36	1.90	2.38	2.76	3.66
INFT - IE	99	100.0%	2.37	0.00	1.94	2.34	2.85	3.66
CPE - IE	50	100.0%	2.28	0.00	1.84	2.30	2.96	3.78
DMIS - BU	85	100.0%	2.27	0.00	1.81	2.24	2.76	3.93
ITEU - IE	116	100.0%	2.11	0.00	1.83	2.13	2.49	3.55
CEIE - IE	16	100.0%	2.34	1.71	1.94	2.08	2.87	3.48

CGPA ANALYSIS

CUMULATIVE GPAS SUMMARIZED ACROSS MAJORS

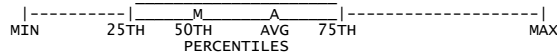
SUMMARIES FOR: CUMULATIVE GPA HOURS FROM 0 TO 30 (MAJORS WITH 12 OR MORE STUDENTS)

BOX & WHISKER SUMMARIES



PERCENTILE SUMMARIES

--- KEY FOR READING DIAGRAM ---



OBSERVATIONS SUMMARIZED

MAJOR	NUMBER OF OBS	PERCENT OF OBS	MEAN RESPONSE	MINIMUM RESPONSE	25TH PERCENTILE RESPONSE	MEDIAN RESPONSE	75TH PERCENTILE RESPONSE	MAXIMUM
FNAN - BU	15	100.0%	2.58	0.58	1.67	3.04	3.33	3.83
HIST - AS	22	100.0%	2.60	0.63	2.10	2.86	3.47	4.00
UNED - ED	19	100.0%	2.63	0.67	2.16	2.61	3.29	3.92
COM - AS	67	100.0%	2.44	0.48	2.08	2.53	3.10	3.77
ECON - AS	15	100.0%	2.42	1.00	1.84	2.53	3.00	3.41
HFRR - ED	14	100.0%	2.45	0.75	2.03	2.51	3.07	3.78
MKTG - BU	35	100.0%	2.38	0.52	1.91	2.50	2.78	3.78
PSYC - AS	73	100.0%	2.39	0.27	1.80	2.50	2.87	3.93
UNDE - AS	41	100.0%	2.34	0.35	1.89	2.47	3.00	4.00
MGMT - BU	46	100.0%	2.50	0.89	2.10	2.46	3.10	3.59
GVIP - AS	76	100.0%	2.44	0.00	1.99	2.46	3.15	4.00
MATH - AS	12	100.0%	2.33	0.51	1.65	2.44	3.01	3.57
INFT - IE	57	100.0%	2.28	0.47	1.83	2.43	2.82	3.84
SOM - BU	61	100.0%	2.34	0.13	1.97	2.36	2.98	4.00
ADJ - AS	30	100.0%	2.47	0.97	1.84	2.35	3.05	3.90
NURS - NU	30	100.0%	2.33	0.36	1.81	2.21	3.00	3.89
DMIS - BU	19	100.0%	2.01	0.00	1.21	2.17	2.67	3.67
INTS - AS	12	100.0%	2.01	0.29	1.27	2.15	2.87	3.50
UNAS - AS	12	100.0%	2.40	1.00	1.96	2.15	2.93	3.85
CS - IE	57	100.0%	2.04	0.15	1.51	2.12	2.78	3.80
ACCT - BU	37	100.0%	2.11	0.13	1.44	2.06	2.64	4.00
BIOL - AS	77	100.0%	2.03	0.32	1.36	2.06	2.64	3.93
ELEN - IE	24	100.0%	2.11	0.35	1.75	1.98	2.77	3.56
ITEU - IE	70	100.0%	1.82	0.00	1.17	1.93	2.37	4.00
ENGL - AS	23	100.0%	1.93	0.00	1.42	1.92	2.62	3.92
CPE - IE	27	100.0%	2.03	0.00	1.15	1.65	3.07	3.87

FIGURE 7

**EXAMPLE OF
RECOMMENDED DETAILED FEEDBACK**

**AT THE
DEPARTMENT/COURSE/INSTRUCTOR
LEVEL**

Table of Semester by Grade

Semester	Grade	1. A	2. A-	3. B+	4. B	5. B-	6. C+	7. C	8. D	9. F	Total
Fall 1991	Frequency	75	0	0	81	0	0	93	35	38	322
	Row Pct	23.29	0.00	0.00	25.16	0.00	0.00	28.88	10.87	11.80	
Fall 1995	Frequency	52	0	0	75	0	0	93	55	77	352
	Row Pct	14.77	0.00	0.00	21.31	0.00	0.00	26.42	15.63	21.88	
Fall 1996	Frequency	42	0	0	84	0	0	67	42	54	289
	Row Pct	14.53	0.00	0.00	29.07	0.00	0.00	23.18	14.53	18.69	
Fall 1997	Frequency	79	0	0	84	0	0	75	11	42	291
	Row Pct	27.15	0.00	0.00	28.87	0.00	0.00	25.77	3.78	14.43	
Fall 1999	Frequency	86	11	9	49	19	11	66	32	40	323
	Row Pct	26.63	3.41	2.79	15.17	5.88	3.41	20.43	9.91	12.38	
Fall 2000	Frequency	38	41	22	24	6	24	36	22	45	258
	Row Pct	14.73	15.89	8.53	9.30	2.33	9.30	13.95	8.53	17.44	
Total	Frequency	372	52	31	397	25	35	430	197	296	1835

----- Department=XXX -----

Semester	Grade	Freq	Cum. Freq	Percent	Cum. Percent
Fall 1991	1. A	75	75	23.29	23.29
	2. A-	0	75	0.00	23.29
	3. B+	0	75	0.00	23.29
	4. B	81	156	25.16	48.45
	5. B-	0	156	0.00	48.45
	6. C+	0	156	0.00	48.45
	7. C	93	249	28.88	77.33
	8. D	35	284	10.87	88.20
	9. F	38	322	11.80	100.00
Fall 1995	1. A	52	52	14.77	14.77
	2. A-	0	52	0.00	14.77
	3. B+	0	52	0.00	14.77
	4. B	75	127	21.31	36.08
	5. B-	0	127	0.00	36.08
	6. C+	0	127	0.00	36.08
	7. C	93	220	26.42	62.50
	8. D	55	275	15.63	78.13
	9. F	77	352	21.88	100.00
Fall 1996	1. A	42	42	14.53	14.53
	2. A-	0	42	0.00	14.53
	3. B+	0	42	0.00	14.53
	4. B	84	126	29.07	43.60
	5. B-	0	126	0.00	43.60
	6. C+	0	126	0.00	43.60
	7. C	67	193	23.18	66.78
	8. D	42	235	14.53	81.31
	9. F	54	289	18.69	100.00
Fall 1997	1. A	79	79	27.15	27.15
	2. A-	0	79	0.00	27.15
	3. B+	0	79	0.00	27.15
	4. B	84	163	28.87	56.01
	5. B-	0	163	0.00	56.01
	6. C+	0	163	0.00	56.01
	7. C	75	238	25.77	81.79
	8. D	11	249	3.78	85.57
	9. F	42	291	14.43	100.00
Fall 1999	1. A	86	86	26.63	26.63
	2. A-	11	97	3.41	30.03
	3. B+	9	106	2.79	32.82
	4. B	49	155	15.17	47.99
	5. B-	19	174	5.88	53.87
	6. C+	11	185	3.41	57.28
	7. C	66	251	20.43	77.71
	8. D	32	283	9.91	87.62
	9. F	40	323	12.38	100.00
Fall 2000	1. A	38	38	14.73	14.73
	2. A-	41	79	15.89	30.62
	3. B+	22	101	8.53	39.15
	4. B	24	125	9.30	48.45
	5. B-	6	131	2.33	50.78
	6. C+	24	155	9.30	60.08
	7. C	36	191	13.95	74.03
	8. D	22	213	8.53	82.56
	9. F	45	258	17.44	100.00

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Percentage

Symbol Level Symbol Level Symbol Level

2 2 3 3 4 4
Fall Data -- Department=XXX

----- Course=YYYYZZ -----

Table of Semester by Grade

Semester	Grade	Frequency	Row Pct	Total
Fall 1991	1. A	75	22.70	163
	2. A-	0	0.00	
	3. B+	0	0.00	
	4. B	81	26.38	
	5. B-	0	0.00	
	6. C+	0	0.00	
	7. C	93	22.70	
	8. D	35	13.50	
	9. F	38	14.72	
Fall 1995	1. A	52	13.73	233
	2. A-	0	0.00	
	3. B+	0	0.00	
	4. B	75	15.88	
	5. B-	0	0.00	
	6. C+	0	0.00	
	7. C	93	21.89	
	8. D	55	17.60	
	9. F	77	30.90	
Fall 1996	1. A	42	13.51	185
	2. A-	0	0.00	
	3. B+	0	0.00	
	4. B	84	23.24	
	5. B-	0	0.00	
	6. C+	0	0.00	
	7. C	67	27.03	
	8. D	42	9.73	
	9. F	54	26.49	
Fall 1997	1. A	79	22.16	176
	2. A-	0	0.00	
	3. B+	0	0.00	
	4. B	84	27.27	
	5. B-	0	0.00	
	6. C+	0	0.00	
	7. C	75	26.14	
	8. D	11	5.68	
	9. F	42	18.75	
Fall 1999	1. A	86	21.03	195
	2. A-	11	5.13	
	3. B+	9	3.00	
	4. B	49	15.38	
	5. B-	19	5.13	
	6. C+	11	3.00	
	7. C	66	20.05	
	8. D	32	17.44	
	9. F	40	14.87	
Fall 2000	1. A	38	21.03	158
	2. A-	41	25.32	
	3. B+	22	13.95	
	4. B	24	15.19	
	5. B-	6	3.80	
	6. C+	24	15.19	
	7. C	36	22.79	
	8. D	22	13.95	
	9. F	45	28.42	

15.19	15.82	7.59	10.76	2.53	13.29	13.92	8.23	12.66	
198	30	15	218	14	25	240	133	237	1110

Fall Data -- Department=XXX

----- Course=YYYY3WW -----

Table of Semester by Grade

Semester	Grade	1. A	2. A-	3. B+	4. B	5. B-	6. C+	7. C	8. D	9. F	Total
Fall 1991	Frequency	34	0	0	28	0	0	27	11	11	111
Fall 1991	Row Pct	30.63	0.00	0.00	25.23	0.00	0.00	24.32	9.91	9.91	
Fall 1995	Frequency	19	0	0	38	0	0	42	14	4	117
Fall 1995	Row Pct	16.24	0.00	0.00	32.48	0.00	0.00	35.90	11.97	3.42	
Fall 1996	Frequency	14	0	0	35	0	0	16	24	4	93
Fall 1996	Row Pct	15.05	0.00	0.00	37.63	0.00	0.00	17.20	25.81	4.30	
Fall 1997	Frequency	35	0	0	35	0	0	28	1	8	107
Fall 1997	Row Pct	32.71	0.00	0.00	32.71	0.00	0.00	26.17	0.93	7.48	
Fall 1999	Frequency	43	5	6	18	9	7	32	3	0	123
Fall 1999	Row Pct	34.96	4.07	4.88	14.63	7.32	5.69	26.02	2.44	0.00	
Fall 2000	Frequency	9	14	9	6	2	3	13	7	25	88
Fall 2000	Row Pct	10.23	15.91	10.23	6.82	2.27	3.41	14.77	7.95	28.41	
Total	Frequency	154	19	15	160	11	10	158	60	52	639

Semester	Grade		Freq	Cum. Freq	Percent	Cum. Percent
Fall 1991	1. A	,22222222222222222222	37	37	22.70	22.70
	2. A-	,	0	37	0.00	22.70
	3. B+	,	0	37	0.00	22.70
	4. B	,22222222222222222222	43	80	26.38	49.08
	5. B-	,	0	80	0.00	49.08
	6. C+	,	0	80	0.00	49.08
	7. C	,22222222222222222222	37	117	22.70	71.78
	8. D	,222222222222	22	139	13.50	85.28
	9. F	,22222222222222	24	163	14.72	100.00
Fall 1995	1. A	,22222222222222	32	32	13.73	13.73
	2. A-	,	0	32	0.00	13.73
	3. B+	,	0	32	0.00	13.73
	4. B	,2222222222222222	37	69	15.88	29.61
	5. B-	,	0	69	0.00	29.61
	6. C+	,	0	69	0.00	29.61
	7. C	,22222222222222222222	51	120	21.89	51.50
	8. D	,2222222222222222	41	161	17.60	69.10
	9. F	,22222222222222222222222222	72	233	30.90	100.00
Fall 1996	1. A	,22222222222222	25	25	13.51	13.51
	2. A-	,	0	25	0.00	13.51
	3. B+	,	0	25	0.00	13.51
	4. B	,22222222222222222222	43	68	23.24	36.76
	5. B-	,	0	68	0.00	36.76
	6. C+	,	0	68	0.00	36.76
	7. C	,22222222222222222222222222	50	118	27.03	63.78
	8. D	,2222222222	18	136	9.73	73.51
	9. F	,222222222222222222222222	49	185	26.49	100.00
Fall 1997	1. A	,22222222222222222222	39	39	22.16	22.16
	2. A-	,	0	39	0.00	22.16
	3. B+	,	0	39	0.00	22.16
	4. B	,22222222222222222222222222	48	87	27.27	49.43
	5. B-	,	0	87	0.00	49.43
	6. C+	,	0	87	0.00	49.43
	7. C	,22222222222222222222222222	46	133	26.14	75.57
	8. D	,222222	10	143	5.68	81.25
	9. F	,22222222222222222222	33	176	18.75	100.00
Fall 1999	1. A	,22222222222222222222	41	41	21.03	21.03
	2. A-	,222	5	46	2.56	23.59
	3. B+	,22	3	49	1.54	25.13
	4. B	,2222222222222222	30	79	15.38	40.51
	5. B-	,22222	10	89	5.13	45.64
	6. C+	,22	4	93	2.05	47.69
	7. C	,22222222222222222222	34	127	17.44	65.13
	8. D	,2222222222222222	29	156	14.87	80.00
	9. F	,22222222222222222222	39	195	20.00	100.00
Fall 2000	1. A	,2222222222222222	24	24	15.19	15.19
	2. A-	,22222222222222222222	25	49	15.82	31.01
	3. B+	,22222222	12	61	7.59	38.61
	4. B	,222222222222	17	78	10.76	49.37
	5. B-	,222	4	82	2.53	51.90
	6. C+	,22222222222222	21	103	13.29	65.19
	7. C	,2222222222222222	22	125	13.92	79.11
	8. D	,22222222	13	138	8.23	87.34
	9. F	,2222222222222222	20	158	12.66	100.00

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5 10 15 20 25 30

Percentage

Symbol Level

2 2

Fall Data -- Department=XXX

----- Instructor=STAFF, PAT -----

Table of Semester by Grade

Semester	Grade	Frequency	Row Pct	1. A	2. A-	3. B+	4. B	5. B-	6. C+	7. C	8. D	9. F	Total
Fall 1991		8	0	0	5	0	0	0	10	3	4		30
Fall 1995		26.67	0.00	0.00	16.67	0.00	0.00	0.00	33.33	10.00	13.33		184
Fall 1996		14.67	0.00	0.00	15.76	0.00	0.00	0.00	21.20	17.93	30.43		137
Fall 1997		20	0	0	32	0	0	0	38	15	32		73
Fall 1999		14.60	0.00	0.00	23.36	0.00	0.00	0.00	27.74	10.95	23.36		71
Fall 2000		20.55	0.00	0.00	34.25	0.00	0.00	0.00	24.66	2.74	17.81		59
Total		28.17	1.41	0.00	11.27	11.27	0.00	14.08	8.45	25.35			554
		10	9	3	3	2	7	6	4	15			
		16.95	15.25	5.08	5.08	3.39	11.86	10.17	6.78	25.42			
		100	10	3	102	10	7	121	63	138			

Fall Data -- Department=XXX

----- Instructor= STAFF, PAT Level=2 -----

Table of Semester by Grade

Semester	Grade(NAME OF FORMER VARIABLE)									Total
Frequency , Row Pct	1. A	2. A-	3. B+	4. B	5. B-	6. C+	7. C	8. D	9. F	
Fall 1995	27	0	0	29	0	0	39	33	56	184
	14.67	0.00	0.00	15.76	0.00	0.00	21.20	17.93	30.43	
Fall 1996	20	0	0	32	0	0	38	15	32	137
	14.60	0.00	0.00	23.36	0.00	0.00	27.74	10.95	23.36	
Fall 1997	15	0	0	25	0	0	18	2	13	73
	20.55	0.00	0.00	34.25	0.00	0.00	24.66	2.74	17.81	
Fall 1999	20	1	0	8	8	0	10	6	18	71
	28.17	1.41	0.00	11.27	11.27	0.00	14.08	8.45	25.35	
Fall 2000	10	9	3	3	2	7	6	4	15	59
	16.95	15.25	5.08	5.08	3.39	11.86	10.17	6.78	25.42	
Total	92	10	3	97	10	7	111	60	134	524

Fall Data -- Department=XXX

----- Instructor= STAFF, PAT Level=3 -----

Table of Semester by Grade

Semester	Grade						Total
Frequency , Row Pct	1. A	4. B	7. C	8. D	9. F		
Fall 1991	8	5	10	3	4		30
	26.67	16.67	33.33	10.00	13.33		
Total	8	5	10	3	4		30

6. Attachments

Committee Charge

Faculty Survey

COMMITTEE CHARGE

At the Nov. 13, 2002 meeting of the Faculty Senate, the following actions resulted in the formation of this Task Force.

Executive Committee – Jim Bennett

Jim Bennett displayed statistics on "Undergraduate Grade Distribution by Academic Unit, Fall 2001" and pointed out that 71% of undergraduate grades given were A's and B's. Dave Kuebrich then introduced a resolution calling for the creation of a Task Force to review academic standards at George Mason and recommend any needed changes.

Resolution Establishing a Task Force on Academic Standards

WHEREAS the maintenance of high academic standards is essential to the mission and reputation of George Mason University, and WHEREAS the faculty bears the primary responsibility for the maintenance of these standards, and WHEREAS preliminary evidence suggests that grades given at our University may be unduly high, and WHEREAS recent senior exit polls of graduating seniors indicate that our full-time students are only spending about 19 hours per week on studying/homework, and WHEREAS there is a growing national concern about deteriorating academic standards,

BE IT RESOLVED by the Faculty Senate that a University Task Force on Academic Standards be created to provide a comprehensive and detailed description of grades given at GMU. Its charge will include, but not be limited to, a study of the present distribution of grades and how it compares to that of earlier years, of grading trends over time, of the grades given by individual departments and schools and of programs or subsections within these units, of the grades given by different categories of professors (tenure track, contract and adjunct), and of the grades given in the new general education curriculum. In the event that the Task Force judges current grading practices to be inappropriately high, then it should attempt to ascertain what factors are promoting grade inflation and recommend corrective policies.

The Task Force will consist of four faculty members, of whom at least one must be from the Faculty Senate, and a representative of the Office of the Provost. The Task Force will make progress reports to the Senate Academic Policies Committee in February, April, and September 2003; and a final report to the Senate in November 2003.

If adopted, the Nominations Committee will create a slate of nominees for approval at the December 4, 2002 meeting, and the Provost will appoint his representative to serve on the Task Force.

The concern was raised that the Resolution didn't allow for student input. It was pointed out that the Task Force's mandate is to gather information and assess if any action needs to be taken. If so, there will be student input at the level of addressing the problem.

Undergraduate Grade Inflation Survey

1.
 - a. For how many years have you taught in higher education? _____
 - b. For how many years have you taught at GMU? _____

2. Given the present characteristics of GMU students, what do you think the average grade should be in a 100-level course? (check one)
 - A (nearly 4.00) _____
 - A- (approx. 3.67) _____
 - B+ (approx. 3.33) _____
 - B (approx. 3.00) _____
 - B- (approx. 2.67) _____
 - C+ (approx. 2.33) _____
 - C (approx. 2.00) _____
 - C- (approx. 1.67) _____
 - D+ (approx. 1.33) _____
 - D (approx. 1.00) _____

3. Given the present characteristics of GMU students, what do you think the average grade should be in a 200-level course? (check one)
 - A (nearly 4.00) _____
 - A- (approx. 3.67) _____
 - B+ (approx. 3.33) _____
 - B (approx. 3.00) _____
 - B- (approx. 2.67) _____
 - C+ (approx. 2.33) _____
 - C (approx. 2.00) _____
 - C- (approx. 1.67) _____
 - D+ (approx. 1.33) _____
 - D (approx. 1.00) _____

4. Given the present characteristics of GMU students, what do you think the average grade should be in a 300-level course? (check one)
 - A (nearly 4.0) _____
 - A- (approx. 3.67) _____
 - B+ (approx. 3.33) _____
 - B (approx. 3.00) _____
 - B- (approx. 2.67) _____
 - C+ (approx. 2.33) _____
 - C (approx. 2.00) _____
 - C- (approx. 1.67) _____
 - D+ (approx. 1.33) _____
 - D (approx. 1.00) _____

5. Given the present characteristics of GMU students, what do you think the average grade should be in a 400-level course? (check one)
- A (nearly 4.00) _____
 - A- (approx. 3.67) _____
 - B+ (approx. 3.33) _____
 - B (approx. 3.00) _____
 - B- (approx. 2.67) _____
 - C+ (approx. 2.33) _____
 - C (approx. 2.00) _____
 - C- (approx. 1.67) _____
 - D+ (approx. 1.33) _____
 - D (approx. 1.00) _____
6. Have you felt pressure to award grades that are different from those that are supported by students' performance? _____(Y/N)
7. If so, is the pressure to award higher _____ or lower _____ grades? (check one)
8. The pressure comes from: (check all that apply)
- _____ the central GMU administration
 - _____ college/school administration
 - _____ department/program chair
 - _____ other faculty
 - _____ students
 - _____ parents
 - _____ other _____
9. The pressure is: (check one)
- _____ greater in 100-200 level courses
 - _____ greater in 300-400 level courses
 - _____ equal regardless of course level

If you have been teaching at GMU for three years or less, please skip Questions #10-13 and go directly to #14. If you have been teaching at GMU for longer than three years, please answer the following questions based on your observations and experiences. Your answers should be based only on your interpretation of student grades during the time you have taught at GMU.

10. The average undergraduate grade at GMU has _____ increased, _____ decreased, _____ remained the same, _____ no opinion/cannot say. (check one)

If you answered "remained the same," please skip Questions #11-13 and go directly to #14. If you answered "increased" or "decreased," please complete the survey.

11. How much change has occurred? (check one)
- _____ less than .10 grade points
 - _____ .11 to .25 grade points
 - _____ .26 to .50 grade points
 - _____ .51 to .75 grade points
 - _____ .76 to 1.00 grade points
 - _____ greater than 1.00 grade points

12. The following factors have been suggested as possible causes for why undergraduate grades have changed. In the space before each one, please indicate the degree to which it has contributed, using the following scale:

- +3: it has had a major impact in increasing average grade
- +2: it has had a moderate impact in increasing average grade
- +1: it has had a minor impact in increasing average grade
- 0: it has had no impact on grade change
- 1: it has had a minor impact on decreasing average grade
- 2: it has had a moderate impact on decreasing average grade
- 3: it has had a major impact on decreasing average grade

- change in degree of preparation of students for academic work
- increase in students' responsibilities unrelated to academic work
- change in degree of motivation of students for academic work
- change in content of courses
- change in faculty perceptions of what constitutes an "average" grade
- change in proportion of required vs. elective courses
- increase in average class size
- addition of plus and minus grades to the grading scale
- addition of other (non-plus/minus) grades (e.g., no credit)
- change in variety of course offerings
- pressure from administrators and other educational professionals
- pressure resulting from course evaluations
- increase in student diversity
- increase in use of full-time, non-tenure line faculty
- increase in use of adjunct (part-time) faculty
- increase in use of graduate student instructors
- carryover from the 1960's and the Viet Nam war
- other _____
- other _____
- other _____

13. Please make any additional comments related to grade change:

14. What is your faculty status? (check one)

- tenured
- non-tenured, tenure track
- full-time, non-tenure track
- adjunct (part-time)

15. In what department or program is your primary affiliation? _____

Thank you for completing the survey. Your response will help us understand faculty perceptions of grading trends at GMU.