SOUTHWEST MISSOURI STATE UNIVERSITY
GRADE INFLATION REPORT
2002-2003

Prepared by

THE ACADEMIC RELATIONS COMMITTEE
A Standing Committee of the Faculty Senate (2002-2003)

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Note: All tables are included in order at the end of the report.

"A student's grade should accurately inform all who know of it – most important, the student – of his or her degree of mastery of an academic subject." Bradford Wilson (2002)

I. Grade Inflation: A General Overview

The charge to the Academic Relations Committee regarding *grade inflation* focuses on three related issues.[1] The first is whether grade inflation actually exists at SMSU. The data presented below clearly indicates that grade inflation does exist at SMSU. As discussed in the next section, this conclusion is based upon significant increases in average grades (GPAs) at SMSU over the past two decades, especially over the past decade. Increasing average grades are characterized by a disproportionate number of "A" and "B" grades, at times reaching 77 percent in undergraduate courses. Elevated course grades can sometimes be justified by mounting student achievement. However, not only can measuring student achievement be problematic but increased achievement, if it does exist, is unlikely to alone serve as a justification for either the elevation of average grades (GPAs) or the increasing proportion of "A" and "B" grades at SMSU in recent years.

Second, the committee was charged with comparing grade inflation at SMSU with grade inflation in sister institutions in Missouri as well as peer institutions. Given the relative paucity of data from many of these institutions, this charge was somewhat more difficult to achieve. However, available data indicates that SMSU's increasing average grades over the past 30 years are comparable to the same phenomenon nationwide as well as regionally among comparable institutions. A common perception is that increasing grades are occurring nationwide only at the most selective institutions, where student achievement is highest (Kohn, 2002; Humprhreys, 2002; Adelman, 1999). The available data shows that this perception is not correct, with grades increasing at both public and private universities as well as highly and less selective institutions (Wilson, 2002; Rojstaczer, 2003).

The committee also presents data that shows significant variation in grades at SMSU across departments/schools and colleges in the past semester and over the past decade. The fact that such significant differences exist by academic unit has important implications for the university and for each academic unit. More importantly, comparisons by academic unit over the past decade revealed some interesting results. For example, grade inflation at SMSU is occurring primarily among undergraduate courses. To a lesser extent, the grade inflation is concentrated in lower division courses. Moreover, the results tend to show that the highest grade inflation by academic unit is occurring among those units with initially lower grades. This result provides some evidence that pressure exists upon faculty, especially those previously tending to give lower grades, to increase grades. Whether that pressure is internal, prompted by student demands for example, or external, prompted by pressure from academic administrators is not clear given the data.

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[1] The committee charge reads as follows:

> Should there be any attempt to curb grade inflation? If so, recommend how this could be done.
>
> First, examine the records over the last 10 to 15 years (if possible) and determine if, in fact, grade inflation has occurred. How does this compare to that of our sister institutions in the State, as well as that of our peer institutions? (Check with Paul Langston for this list of schools.)

The committee's most important charge was to answer the question of whether or not an attempt should be made to curb the existing grade inflation and, if so, to recommend how this might be done. The issue of whether existing grade inflation *should* be curbed ties directly to whether or not grade inflation has a negative impact on SMSU and its academic goals. The committee's view is that the grade inflation occurring at SMSU over the past several decades clearly limits SMSU's ability to fulfill its academic mission. Conceptually, grade inflation means that some students obtain grades that do not accurately reflect their academic work. The available evidence is summarized in Section II and detailed in Sections IV through VI. This evidence indicates not only that grade inflation exists at SMSU but that, in fact, it is the weakest students at SMSU who are most likely to experience grade inflation.

Not only does grade inflation represent a weakening of academic standards but it also tends to penalize unfairly those students with the highest academic standards. A more insidious problem is that grade inflation tends to decrease incentives for our best students to excel and for our weaker students to invest appropriately in their education. As a result, the committee concludes that curbing SMSU's grade inflation is a worthy goal.

The committee's recommendations are given in the next section and provide the committee's view regarding the best methods for curbing grade inflation. These recommendations focus on faculty academic freedom, authority, and responsibility. Just as faculty at other institutions have taken the lead in addressing grade inflation, it must be the SMSU faculty themselves who lead the way in discussions of the problem of grade inflation as well as in instituting necessary changes. Of course, academic administrators must play an important role as well by encouraging such faculty efforts to curb grade inflation. Nor should the focus be just on collective faculty decision-making and responsibility. Each of us individually, as we teach our classes and struggle with assessing our students, must carefully re-examine our grading methods and results in light of the data here presented.

II. Findings and Recommendations

The grade inflation report is relatively long and includes fourteen tables of detailed data. As a result, not all faculty and other interested parties will be able to read the entire report. This section is intended to summarize the significant findings of the report, with reference to specific page and table numbers within the report. This section also presents the committee's recommendations regarding grade inflation.

Findings

1. The average grade (GPA) for SMSU graduates has increased from 2.94 in 1979 to 3.19 in 2002, an increase of 8.5 percent or .11 grade points per decade . The increases in GPAs were relatively small during the 1970s and early to mid-1980s and much larger thereafter (page 10, Table 1).
2. The average grades for all SMSU courses taught in the fall semester rose from 2.68 in 1982 to 3.02 in 2002, an increase of 12.7 percent or .17 grade points per decade (page 10, Table 1).
3. GPAs for graduates are increasing at a slower rate than GPAs for students in all courses over a similar time period. Similar cumulative GPAs for non-graduates were not available. Nonetheless, this result does indicate that average grades are going up faster for students who ultimately do not graduate than for students who do graduate (page 10, Table 1).
4. Trends in GPAs found nationally and regionally are similar to those for SMSU discussed above (see findings 1 and 2). For example, a sample of universities nationwide found an overall increase in GPAs of approximately .146 grade points per decade. Furthermore, the national trends showed relatively large levels of grade inflation beginning in the 1960s and into the 1970s, with level GPAs thereafter until about 1987. After 1987 grade inflation increased at substantial rates again (page 11, Table 1).
5. Student achievement data is currently unavailable for SMSU. However, national data tends to demonstrate that student achievement data is relatively unreliable and unlikely to explain a substantial portion of the national trends in grades. Given the similarity between SMSU and national trends, it seems reasonable to conclude that increased student achievement is not a sufficient explanation for grade inflation at SMSU (page 11).
6. Significant variation in assigned grades between academic units exists within the university. Two measures of average grades are for all courses taught at SMSU in the fall semester of 2002, average GPA and the percent of students receiving A and B grades, are presented by department/school and college. The departments from two colleges – Humanities and Public Affairs and Natural and Applied Sciences – tend to assign the lowest grades. The departments from two colleges – Education and Health and Human Services – tend to assign the highest grades. Similar results are found when examining undergraduate courses as when examining all courses (page 12, Tables 2 through 5).

7. Although the data demonstrates conclusively that assigned grades do vary dramatically between academic units, the data does not allow one to determine whether variation by academic unit results from differences in grading practices or other systematic differences. Whether grading practices, student quality, types of courses commonly taught, or other systematic differences affect the results is an issue best addressed by individual academic units (page 14).
8. Similar results are found for 1992 as were found in 2002 – significant differences exists between academic units on campus with respect to grades, as measured either by average grade or percent of students receiving A and B grades. In fact, in almost all cases academic units that assigned either high or low grades in 2002 also did so in 1992 (page 15, Tables 7, 8, 11, and 12).
9. Graduate enrollment increased substantially over the decade from 1992 to 2002. Grades in graduate courses (3.75 in 2002) are consistently higher than in undergraduate courses (3.02 in 2002). Nonetheless, grade inflation at SMSU does not primarily result from increased graduate enrollment. First, graduate enrollment remains a relatively small proportion of total enrollment. More importantly, undergraduate grades from 1992 to 2002 increased at significant rates that were much larger than for graduate grades. For example, among departments teaching both undergraduate and graduate courses only two of 22 departments had a higher percentage increase in graduate than undergraduate student grades (page 15, Tables 9 and 10).
10. The average grade for all courses taught in fall semesters rose by 8.8 percent from 1992 to 2002. Over the same time period, the percent of students receiving A and B grades rose by 12.4 percent. Average grades for undergraduate and graduate students rose by 8.1 and 1.2 percent, respectively, from 1992 to 2002 (page 16, Tables 9, 10, 13, and 14).
11. The data shows that percentage increases in grades from 1992 to 2002 tended to be largest for those academic units with the lowest initial grades. These results tend to suggest that upward pressure on grades may be especially significant for those departments and colleges where grades were initially the lowest. Whether pressure for higher grades is driven internally by student expectations, enrollment or evaluations, or whether the pressure is driven externally by academic administrators or outside faculty is unknown given the data (page 16, Tables 9, 10, 13, and 14).
12. Consistent with the overall finding that grade inflation exists at SMSU, the data shows positive and relatively large percentage changes in grades from 1992 to 2002 for all but a very few academic units. In point of fact, only four regular academic departments in existence in both decades experienced even slightly falling average grades over the decade; only two regular academic departments experienced an even slightly falling percent of students receiving A and B grades over the decade (page 16, Tables 9, 10, 13, and 14).

Recommendations

The Academic Relations Committee moves the first three of the following recommendations as Faculty Senate resolutions and the fourth recommendation as a Faculty Senate Action:

1. Whereas systematic differences may exist between academic units that are not reflected in the SMSU Grade Inflation Report and whereas the SMSU Faculty Senate is dedicated to the principles of faculty governance and academic freedom, therefore be it resolved that the faculty of each academic unit on campus will hold meetings and discussions, creating committees where appropriate, on the issue of grade inflation within their academic unit. As part of this process, individual faculty members should reevaluate their individual grading practices and results. Academic units are encouraged to develop additional data specific to their academic unit to address the issue of grade inflation on campus.
2. Whereas the available data indicates that systematic pressure may exist, whether originating from students, administrators, or faculty to increase grades without an increase in student achievement, therefore be it resolved that the Faculty Concerns Committee be charged with developing and adding appropriate questions to the Faculty Morale Survey to address the issue of the existence and source of such grade inflation pressures.
3. Whereas the available data indicates that significant grade inflation exists at SMSU and has for the past decade and a half, therefore be it resolved that the issue of grade inflation be re-examined at the minimum every three years by the Faculty Senate. The Faculty Senate Executive Committee will be responsible for ensuring that the re-examination takes place via a charge to either the Academic Relations Committee or to an Ad hoc committee to be formed by the Executive Committee.
4. Whereas the available data indicates that significant grade inflation exists at SMSU and whereas much of the grade inflation is caused by an increased percentage of A and B grades assigned, and whereas confusion may exist over definitions of grades at SMSU, therefore be it resolved that SMSU will add plus and minus grades to their grading system within the next three years. Be it further resolved that the definitions of grades within SMSU catalogues be revised as follows (new wording underlined, old wording struck out):

   Grading and the Credit Point System

   Grades are awarded to indicate the quality of a student's work and are assigned as follows (point values per credit hour appear in parentheses):

   A (4.0) = ~~Excellent~~ Outstanding work. Outstanding achievement relative to the level necessary to meet course requirements. Performance was of the highest level. Excellence while meeting course objectives was sustained throughout the course. Not only was student's performance clearly and significantly above satisfactory, it was also of an independent and creative nature.

   A – (3.7) = Excellent work. Excellent achievement relative to the level necessary to meet course requirements. Performance was clearly and significantly above satisfactory, and was independent.

B + (3.3) = Near excellent work. Achievement significantly above the level necessary to meet course requirements. Performance was clearly above satisfactory, although not necessarily of an independent and creative nature.

B (3.0) = ~~Superior Work~~ Very good work. Achievement significantly above the level necessary to meet course requirements. Performance was very good, although not of the highest level. Performance was clearly and significantly above satisfactory fulfillment of course requirements. (For undergraduates: B = meritorious. For graduates: B = adequate.)

B – (2.7) = Good work. Achievement at a level just above that necessary to meet course requirements. Performance was notable.

C + (2.3) = Slightly above satisfactory work. Achievement that meets the course requirements. Performance was slightly more than adequate.

C (2.0) = Satisfactory work. Achievement that meets the course requirements. Performance was adequate, although marginal in quality. (For undergraduates: C = adequate. For graduates: C = inadequate.)

C – (1.7) = Below average work. Achievement that barely meets the course requirements. Performance was below average and marginal in quality.

D + (1.3) = Unsatisfactory but passing work. Achievement below average in meeting course requirements. Student demonstrated unsatisfactory achievement in meeting course objectives, yet fulfilled a sufficient enough proportion of the course objectives that repeating the course is not necessary unless required by the academic unit.

D (1.0) = ~~Minimum passing work~~. Unsatisfactory but passing work. Worthy of credit even though work fails to meet fully the course requirements. Student demonstrated unsatisfactory achievement in meeting course objectives, yet fulfilled a sufficient enough proportion of the course objectives that repeating the course is not necessary unless required by the academic unit.

D – (0.7) = Minimum passing work. Achievement barely worthy of credit. Student demonstrated unsatisfactory achievement in meeting course objectives, yet has fulfilled a sufficient enough proportion of the course objectives that repeating the course is not necessary unless required by the academic unit.

F (0.0) = Failed – no credit. A failure to meet course requirements. The work or course objectives were either: (1) completed but not at a level of achievement that is worthy of credit, or (2) have not been completed and there was no agreement between the instructor and the student that the student would be awarded an "I" (incomplete).

III. Grade Inflation at Southwest Missouri State University and in the United States both Nationally and Regionally

Grade Inflation is defined as an increase in student grades, mostly commonly measured by grade point averages (GPAs), without a corresponding increase in student achievement. Both of these two requirements for a finding that significant grade inflation exists are difficult to assess, especially nationally. In this section of the report, we focus on whether GPAs are rising nationally, regionally, and at SMSU. The evidence regarding changes in student achievement is briefly mentioned at the end of the section.

Table 1 presents GPAs for SMSU, other regional and national universities, and a national average by year from 1967. The SMSU data was calculated from data obtained by the committee from the SMSU Office of Records and Registration. The additional data was obtained from an internet website which contains detailed data (Rojstaczer, 2003). Rojstaczer has gathered data on GPAs over time from more than eighty universities. Table 1 contains just a sampling of the GPA data, focusing on universities that are either in Missouri or are smaller, regional universities similar to SMSU. The method of calculating each university's GPA data sometimes varies substantially, as shown by Table 1.

Two types of GPA data was collected for SMSU. Similar to several other universities in Table 1, the average GPA for all graduates in a given year are included in Table 1 from 1979 to 2002. Over this 23 year period, the average GPA of SMSU graduates rose from 2.94 in 1979 to 3.19 in 2002, an increase in the average GPA of .25 or 8.5 percent. On average, the GPA for SMSU graduates is rising about .11 per decade over this time period. Notice that the SMSU GPA remains relatively unchanged throughout most of the 1980s, especially the early to mid 1980s. In fact, eighty percent of the change in the average GPA of SMSU graduates comes after 1987.

The second measure of GPAs at SMSU looks at the average grade (GPA) in all courses taught in the fall semester of the respective year. Only three years worth of data were gathered for SMSU but this method of calculating GPAs is actually more comparable to the method used by most of universities in Table 1. From 1982 to 2002, the average grade in all courses taught in fall semesters rose from 2.68 to 3.02, an increase of 12.7 percent or .17 per decade.

Notice that the average GPA of successful graduates is relatively higher in each year than the average GPA for all courses taught in the fall of that year. That graduates tend to have higher GPAs than all students in all courses in a given semester is relatively unsurprising. After all, the graduates are those students who have been more successful throughout their career as compared to all students in general. However, the difference between the two measures of GPAs is also narrowing with graduates having a higher GPA than all students by .32 points in 1982, by .26 points in 1992, and by only .17 points in 2002. Thus, even though successful graduates still tend to have a higher GPA than all students, some of whom will never graduate, in 2002, this is much less true than in earlier years. This finding implies that grades are going up at a faster rate for seemingly <u>non-successful</u> students than for successful students, with success being defined by eventual graduation.

Rojstaczer (2003) finds remarkably similar trends, nationally, as was found in the SMSU data. For example, he finds relatively large amounts of grade inflation from the late 1960s to the mid 1970s. Thereafter, GPAs tended to stagnate over time, remaining relatively similar until

about 1987. From 1987 on, average GPAs, nationally, increased at a much more rapid rate. Rojstaczer's data includes both selective and less selective institutions as well as both public and private universities, lending further credence to the conclusion that the observed changes in GPAs is not a statistical anomaly.

Further, Rojstaczer (2003) also finds that, using his entire data set of eighty some odd universities, GPAs have increased in the U.S. about .146 grade points per decade over the past 30 to 40 years. The universities included in Table 1 have a slightly higher increase, about .172 grade points per decade. Of more importance, however, the SMSU change per decade is either slightly below the national trend, .109 grade points per decade for SMSU graduates' GPAs, or slightly above the national trend, .168 grade points per decade for fall semester course GPAs.

The above discussion, combined with the data in Table 1, is sufficient to establish that grades both nationally and at SMSU have been rising substantially especially since about 1987. However, by our definition of grade inflation it is insufficient to simply observe rising grades in order to correctly conclude that *grade inflation* actually exists. Rather, for grade inflation to exist one must observe higher grades that are <u>not</u> justified by higher student achievement.

For example, one might argue that SMSU's move to selective admissions status has resulted in student achievement rising enough to explain the increased grades at SMSU in Table 1. Whether student achievement has actually increased as a result of selective admissions is problematic. Student achievement is notoriously difficult to measure objectively. One method of measuring student achievement is to use student scores on student admissions tests, such as the ACT or SAT. Although the committee attempted to gather data for SMSU regarding ACT scores, we were ultimately unsuccessful in gathering ACT data, especially by college and department, in the limited time available. Nonetheless, most research on the topic tends to find that GPAs are not closely tied to ACT or SAT scores.

Some critics of the view that grade inflation does exist rely upon the subjectivity of student achievement, arguing that it is the burden of proponents to prove that higher observed grades are not deserved as a result of higher student achievement (Kohn, 2002). Other critics suggest that grades have not actually increased over time (Humphreys, 2002; Adelman, 1999) or that only the most selective institutions have experienced grade inflation (Kohn, 2002; Humphreys, 2002). Clearly, as Table 1 illustrates, these two critiques are not accurate.[2] Both sides of this debate do tend to agree that the most widely available, and objective, measure of student achievement, student scores on SAT and ACT tests, are not useful indicators of GPAs in college (Rojstaczer, 2003; Kohn, 2002). For example, a recent study by the University of California system finds that only 13.3 percent of the variation in their student grades was explained by variation in SAT scores.

Given that other objective measures of student achievement, exclusive of GPAs, are currently unavailable, the question remains whether it is possible to legitimately conclude that increased grades at SMSU actually reflect grade inflation or whether they simply reflect higher student achievement. Clearly, given the lack of data it is impossible to categorically conclude that higher grades do not result primarily from higher student achievement.

[2] In his nationwide study, Adelman (1999) found that the average GPA fell from 2.71 for college graduates in the high school class of 1972 to 2.65 for the graduates in the high school class of 1982. Notice, however that these results are similar to those reported by Robstaczer (2003) who finds grades stagnating, perhaps even falling slightly, nationally during a similar time period but increasing thereafter.

From the point of view of the committee and the faculty senate, not to mention the faculty at large, regardless of the paucity of data, we must nonetheless consider the very real possibility that significant grade inflation exists at SMSU. As the next section illustrates, the fact that grades vary significantly across departments and colleges lends credence to conclusion that grade inflation does exist. Nonetheless, future study on the issue of grade inflation should investigate other methods of objectively determining student achievement.

IV. Grade Inflation at SMSU across Departments/Schools and Colleges

As noted above, Table 1 contains SMSU GPAs over time calculated by two separate measures, either average GPAs of graduates or average grades for all undergraduate students in fall semesters. The latter measure was used to calculate average grades by department/school and college in the fall semester of 2002, the most recent semester for which grade data was available. Tables 2 and 3 contain these calculations for average grades for all courses taught in the fall of 2002 by college and department/school.

In addition to providing average grade data for all courses, Tables 2 and 3 also provide more detailed data on average grades for each SMSU academic unit. For example, average grades for each academic unit are calculated by the level of the course, dividing up courses into 100 level courses, 200 level courses, and so forth. Furthermore, average grades were also calculated for lower division courses (100 and 200 level courses), upper division courses (300, 400, and 500 level courses), all undergraduate courses (100 through 500 level courses), all graduate courses, and all courses, both undergraduate and graduate. The only difference between Tables 2 and 3 is that the Table 2 contains the data organized by college affiliation while Table 3 contains the data sorted by the average grade for all courses.

One of the main purposes of presenting the data in the detailed format of Tables 2 and 3 is to allow individual academic units to examine the results for their own specific unit. Clearly, average grades tend to vary by the level of the course as is illustrated by an examination of most of the academic units. For example, in Table 2 the overall university average grades by course level is listed under the title "All Colleges", which is at the bottom of Table 2. The average grade rises with the level of the course, with the lowest GPA occurring in 100 level courses (2.88) and the highest GPA occurring in graduate courses (3.75). Furthermore, notice that, with a single exception (400 level courses compared to 500 level courses), each higher level results in a higher average grade.

That grades tend to rise as the level of the courses rises is not particularly surprising or, even, alarming. First of all, it seems reasonable to conclude that students who have successfully completed lower division courses tend to be better prepared. Furthermore, many lower level courses are general education or other general types of courses taught to a wider student body. In contrast, upper division courses and graduate courses are primarily taught to students who have chosen either the course or the program with which the course is related because of their aptitude for or their success with the topic. Furthermore, not only are graduate courses taught to students who have exhibited higher achievement in the particular area, but graduate courses also have different grading standards than undergraduate courses. In any event, clearly the level of the courses commonly taught within an academic unit will tend to affect the average grade.

Table 3 presents the same data as in Table 2, now sorted by the average grade in all courses. In general, departments from two colleges – Humanities and Public Affairs and Natural and

Applied Sciences – have the lowest average grades. In fact, out of the departments with the ten lowest average grades, only Psychology comes from a different college. However, as discussed above, it is also the case that these two colleges, and more specifically, the departments with the lowest average grades also tends to have a larger percentage of students in lower division courses. Mathematics and Economics, for example, have 85 percent and 87 percent of all students, respectively, in lower division courses in Fall of 2002. In fact, six out of the ten departments in Table 3 with the lowest overall average grade, are also in the ten departments with the highest percentage of lower division students.[3]

In contrast, however, a careful examination of Table 3 illustrates that at least some of these same departments also tend to have the lowest grades in general, not just for all courses. Three of the ten departments (Mathematics, Economics, and History) are among those departments with the ten lowest average grades whether those are sorted by all courses, lower division, upper division, or graduate courses. Many of the other departments, while not remaining in the lowest ten average grades, still have relatively low average grades by other course levels. On the other hand, a number of the ten departments with the lowest average grades for all courses, as listed in Table 3, have much higher grades relative to other departments in higher level courses.

Just as there exist some departments that, regardless of course level, have relatively low average grades, Table 3 also illustrates that there exist other departments and colleges with relatively high average grades, regardless of course level. Considering only regular academic departments or schools, those departments with the highest average grades for all courses tend to be departments from either the College of Education or the College of Health and Human Services. For example, nine of the ten regular departments academic departments with the highest average grades in Table 3 come from these two colleges.[4]

Again, however, these results must be interpreted carefully. For example, four of these ten departments have only graduate students. Only two of the ten departments teach more than half of their student credit hours to lower division students, Library Science (55 percent) and Theatre and Dance (75 percent). Just as importantly, though, a number of these departments are again among those departments with the ten highest average grades whether these are sorted by all courses, lower division, upper division, or graduate courses. However, other departments ranking does change substantially dependent upon which course level is being examined.

Average grades are not, obviously, the only method of examining the issue of whether or not grades vary substantially at SMSU across colleges and departments. Tables 4 and 5 contain another common method of evaluating assigned grades, the percent of students who received either A or B grades by academic unit for fall 2002. As with Tables 2 and 3, the data is presented by course level as well as by academic unit. Table 4 presents these numbers organized

[3] The six departments include Mathematics (seventh highest percent of students in lower division courses), Economics (sixth highest), Political Science (ninth highest), Religious Studies (fourth highest), Physics (fifth highest), and Philosophy (eighth highest).

[4] There are a number of "departments" listed in the tables would generally not be considered regular academic departments. For example, Natural and Applied Sciences had only a single course with 18 students who were assigned grades in fall 2002. Health and Human Services represents the Gerontology Program, again representing only a small number of courses and students. University Honors College included only students taking the one credit course, UHC 110 (Freshman Honors Seminar). There are four additional "departments" listed in the tables that would not generally be considered regular academic departments; Military Science, Interdisciplinary Studies, University College, and Humanities and Public Affairs.

by college while Table 5 presents the same numbers sorted by the percent of As and Bs in all courses.

While the same caveats hold when interpreting the numbers in Tables 4 and 5 as those in Tables 2 and 3, nonetheless the same general results are found to be true. For example, the same ten departments assign the lowest percent of A and B grades as give the lowest average grades. Furthermore, nine of the ten regular academic departments that give the highest average grades also assign the highest percent of A and B grades. The order of the departments does change slightly between Tables 3 and 5. Nevertheless, the results by college and department/school are similar whether using the average grade or whether using the percent of students receiving A and B grades.

The data presented in Tables 2 through 5, although demonstrating conclusively that assigned grades do vary dramatically between academic units at SMSU even when controlling for course level, also raises many other issues which are perhaps best answered by individual academic units. For example, as discussed above, are grades higher/lower in a given unit because of differences in student quality? Are such differences explained by differences in the types of courses commonly taught, not just graduate vs. undergraduate but also other potential systematic course differences that might exist between units.

The committee does not propose to tell individual academic units how to assess their own relative results. Rather, the main purpose in presenting the data by department/school and college is to allow individual academic units themselves to assess their own results relative to their peer academic units. In the view of the committee each academic unit is best situated to evaluate their results with respect to their own specific situation. The committee offers the enclosed data to initiate discussions within academic units, not to make specific conclusions regarding individual academic units.

V. Grade Inflation at SMSU in the Past Decade

Although the data presented above clearly illustrates that assigned grades vary substantially at SMSU by individual academic unit, that finding does not necessarily reflect the issue of *grade inflation*. As noted above, grade inflation refers to increases in grades over time that are not justified by increases in student achievement. The purpose of this section is to present data on how grades within SMSU have changed over the past decade.

Significant organizational changes over the last decade make grading comparisons by college and department/school over time problematic, to say the least. Organizational changes over the past decade have mostly been at the college level. Table 6 illustrates how academic unit organizations, with a major focus on college organization, have changed over the past decade.

As illustrated by Table 6, every SMSU college has undergone significant organizational change during this time period. In many cases, these organizational changes have been moving departments from one college to another (*e.g.* moving the Psychology Department from the College of Education and Psychology to the College of Health and Human Services). However, in other cases the organizational changes are more substantial. For example, a new college, the University College, was created during this time period. This college includes significant course development, most prominently new general education courses (*e.g.,* GEP 397) and university life courses (*e.g.,* IDS 110) that did not exist in 1992. In other instances new departments may

have been created (*e.g.,* the Department of Media, Journalism, and Film) or existing departments may have been deleted (*e.g.,* the Department of Administrative Office Systems).

Table 6 illustrates these organizational changes between the Fall of 1992 and the Fall of 2002, the two years whose data is compared by department/school and college. In the case that the department, school, or college has simply undergone a name change , the new name is listed on the same line as the original name. More complex organizational changes, as discussed above, are identified in the table.

Tables 7 and 8 present the average grade data for the fall semester of 1992 as presented for fall 2002 in Tables 2 and 3. In Tables 7 and 8, college average grades are given using both the 1992 college definitions and the 2002 college definitions. In most cases, changing the college definitions has little impact upon college average grades. Department/school average grades are presented using 1992 department definitions. Again, Table 7 presents the data organized by college while Table 8 presents the data sorted by the average grade in all courses.

The results from 1992 also show substantial variation in average grades by academic unit. However, even though overall grades are lower in 1992 than in 2002, the order of academic units remain remarkably similar to the results a decade later. Comparisons show that for most departments and colleges the order of the academic units remain remarkably similar between the two years. A prominent exception is Physics, Astronomy, and Materials Science, which had the sixth lowest average grades in fall 2002 but only the twentieth lowest average grades in fall 1992. No other department/school changed its order between the two years by more than ten places. Thus, in general the data illustrates that academic units that had relatively low or high grades in 2002 also tended to have relatively low or high grades in 1992.

One significant change that occurred over this decade, worthy of mention, is a move toward increased graduate enrollment. The data upon which the tables are based indicate that in the fall semester of 1992, total student enrollment in graduate courses equaled 2,155 while the same enrollment equaled 5,144 in fall 2002, a 139 percent increase. In contrast, student enrollment in undergraduate classes fell from fall 1992 to fall 2002 by 6 percent (from 80,153 to 75,113). Clearly SMSU has moved more to graduate programs and courses over the decade. Grades for graduate courses are significantly higher than for undergraduate courses primarily because graduate students can only count a limited number of hours of C credit or below toward graduation. Thus, one would expect some increase in grades over time because of increased graduate enrollment. However, not only does graduate enrollment remain a relatively small percentage of total enrollment, the tables also illustrate significant increases in undergraduate grades as discussed above.

Tables 9 and 10 provide direct comparisons between the 1992 data on average grades and the 2002 data presented earlier for each academic unit that was in existence in both years. The percentage change in average grades over the decade is also presented in Tables 9 and 10. Table 9 presents these comparisons organized by college definitions, using 2002 college definitions, while Table 10 presents the comparisons sorted by the percent change in average grades over the two years.

One of the interesting results from Tables 9 and 10 is the lack of a clear relationship between the increases in grades over the decade observed in these tables and the sorted grades from Tables 3 and 8. That is, it is not the case that the departments with the lowest average grades also had the lowest percentage increases in average grades over this decade. In fact, out of the

ten departments with the lowest average grades in Table 3 only one, Physics, is among the ten departments with the lowest percentage increases in grades over the decade. On the other hand, three of the ten departments with the lowest average grade are included in the departments with the highest percentage increases in grades over the decade. The remaining six departments either have relatively high or moderately high grade increases over the decade. Furthermore, overall the two colleges with the lowest average grades in both Tables 3 and 8, Humanities and Public Affairs and Natural and Applied Sciences, are exactly the colleges with the highest percentage increase in average grades over the decade.

These results tend to suggest that upward pressure on grades may be especially significant for those departments and colleges where grades were initially the lowest. The data does not allow the committee to make conclusions about whether such pressure is internal, driven by student expectations, enrollment, or evaluations, or whether such pressure is external, driven by administrators or outside faculty. In all likelihood, pressure is both external and internal but would be a worthwhile topic of future study. Other studies of grade inflation tend to find a mixture of both causes the most likely explanation for grade inflation. In any event, the likelihood that outside pressure on grades exists is a significant finding.

Likewise, it is also not the case that the departments with the highest average grades in 1992 or 2002 are the departments with the highest percentage increases in grades over the decade. For example, only two of the ten departments with the highest average grades in 2002 had the highest percentage increases in grades over the decade. In point of fact, many of these departments had some of the lowest levels of grade increases over the decade. This result is both easier to explain and understand; an upward bound exists upon grades. If a department's average grade is already relatively high in 1992, then less room for grade inflation exists.

Table 10 also illustrates why grades are rising at SMSU overall. Only four out of the 30 to 40 regular academic units in existence in both 1992 and 2002 experienced decreasing grades over the decade. Thirteen departments experienced percentage increases in grades equal to or exceeding 10 percent.

Tables 11 through 14 present similar data to that discussed above by measuring grades by the percent of students receiving A and B grades rather than average grades. Tables 11 and 12 present the percent of students receiving A and B grades for 1992 organized either by college affiliation or sorted by the percent of A and B grades in all courses, respectively. Tables 13 and 14 present the comparisons between 1992 and 2002 for the percent of A and B grades data, including percentage changes over time. Again, Tables 13 and 14 present the same data either organized by college affiliation or sorted by percentage changes over the decade.

Similar to the discussion in the previous section, changing the method of calculating assigned grades in this manner leads to few significant changes in the observed results. The order of the departments does change slightly between the relevant tables. Consider, for example, Table 14 and Table 10, where seven of the ten departments with the highest percentage increases in average grades were also among the ten departments with the highest percentage increases in assigned A and B grades.

More importantly, although the average grade on campus rose by 8.8 percent, the percent receiving A or B grades rose by 12.4 percent, with eight departments and one college having increases over the decade in the latter of more than 20 percent. Nor was this change primarily a result of increased graduate enrollment. In point of fact, both Table 10 and Table 14 demonstrate

that grades in graduate classes rose by approximately 1 percent over the decade regardless of how grades are measured. Among the 22 departments listed in Table 10 as teaching both graduate and undergraduate courses, only two had a higher percentage increase in graduate student average grades than undergraduate student average grades. The same result is found in Table 14 – although not for the same two departments. Thus, the increased grades at SMSU primarily occurred among undergraduates and, especially, among lower division courses.

As with the committee's original discussion in the previous section of variations in grades between academic units, either as measured by averages grades or by percent of A and B grades, the committee believes that the data on changes in these measures over the past decade is best utilized by the academic unit in question. Again, each department/school or college is better situated to know better than the committee items specific to their academic unit, especially with respect to changes in the nature of their department/school or college over the past decade. For example, although we have attempted to reflect organizational changes in academic units over the decade within the data, that attempt was undoubtedly imperfect, especially at the department/school level. Again, the committee's hope is that this report and data will allow academic units to raise the issue of grade inflation and initiate meaningful discussions within academic units.

VI. References

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Table 1
Grade Point Averages by University and Year

	SMSU -1	SMSU-2	Central Michigan	Eastern Oregon	Kent State	University of Missouri	Northern Iowa	Northern Michigan	Southern Illinois	Wisconsin - La Crosse	Wisconsin - Oshkosh	Western Washington	National	Averages
1967					2.44		2.34							2.39
1969													2.60	2.60
1971					2.68									2.68
1974					2.74									2.74
1976													2.93	2.93
1977					2.75					2.85				2.80
1978										2.9				2.90
1979	2.94									2.89				2.92
1980	2.93				2.64									2.79
1981	2.96													2.96
1982	2.90	2.68												2.79
1983	2.94				2.66					2.85				2.82
1984	2.92									2.86				2.89
1985	2.96						2.69			2.85				2.83
1986	2.96				2.73		2.69			2.83				2.80
1987	2.99						2.76			2.84				2.86
1988	3.01						2.74			2.84				2.86
1989	3.02				2.77		2.79			2.89				2.87
1990	3.03						2.8	2.72		2.94	2.85	3.08		2.90
1991	3.04						2.81	2.74	2.88	3	2.85			2.89
1992	3.06	2.80			2.76		2.84	2.73	2.87		2.9	3.09		2.88
1993	3.05						2.84	2.69	2.87	3.09	2.88	3.12	3.07	2.95
1994	3.06						2.85	2.69	2.88	3.02	2.93	3.15		2.94
1995	3.08			2.91	2.78		2.84	2.63	2.9	3.03	2.92	3.14		2.91
1996	3.08			3			2.89	2.64		3.03	2.9	3.15		2.96
1997	3.07		2.83	2.96			2.92	2.68	2.98	3.05	2.91	3.16		2.95
1998	3.11		2.92	3.08	2.8		2.94	2.69	3.03	3.1	2.9	3.15		2.97
1999	3.13		2.92	3.07		2.95	2.96	2.72	3.03	3.11	2.91	3.13		2.99
2000	3.12		2.95	3.13		2.95		2.74	3.06	3.11		3.12		3.02
2001	3.16					2.79		2.79	3.08	3.19				3.00
2002	3.19	3.02				2.98								3.06
Change in GPA	0.25	0.22	0.12	0.22	0.36	0.03	0.62	0.07	0.20	0.34	0.06	0.04	0.47	0.23
Number of Years	23	10	3	5	31	3	32	11	10	24	9	10	24	15
Percentage change	8.50%	7.86%	4.24%	7.56%	14.75%	1.02%	26.50%	2.57%	6.94%	11.93%	2.11%	1.30%	18.08%	8.72%
Change per decade	0.1087	0.2200	0.4000	0.4400	0.1161	0.1000	0.1938	0.0636	0.2000	0.1417	0.0667	0.0400	0.1958	0.1759
Method of Calculation	Average GPA of graduates.	Average GPA for all undergraduate courses taught in Fall semester	Cumulative Average GPA for all undergraduate courses	Average Grades in undergraduate courses - Fall Quarter	Calculated from percent grades in Fall Semesters.	Average GPA for Fall Semester	Average GPA for Fall Semester	Average Cumulative GPA for Graduates.	Average Cumulative GPA for Seniors.	Spring Semester GPA	Method was unspecificed.	Average GPA for Graduates	Estimated from percent grades	

Sources: SMSU numbers provided by Records and Registration. All others found in Rojstaczer (2003), which lists primary sources for each data series.

Note: The 2002 number for SMSU - 1 is tentative.

Table 2
Average Grade in all Courses taught in Fall 2002 by College/Department and Level of Course - Sorted by College

College/School/Department	100-199	200-299	300-399	400-499	500-599	Lower Division	Upper Division	Under Graduate	Graduate (600-899)	All Courses
COLLEGE OF ARTS & LETTERS	3.19	3.07	3.30	3.45	3.43	3.14	3.36	3.21	3.83	3.22
ART & DESIGN	3.13	2.92	3.23	3.35		3.01	3.28	3.07	3.88	3.08
COMMUNICATION	2.98	2.98	3.38	3.41	3.55	2.98	3.40	3.12	3.82	3.15
ENGLISH	3.16	3.22	3.23	3.10	3.54	3.19	3.29	3.22	3.92	3.24
MOD & CLAS LANGUAGES	3.17	3.20	3.31	3.45		3.18	3.34	3.21		3.21
MEDIA, JOURN & FILM	3.34	2.79	2.95	3.13	3.10	2.98	3.04	3.01	3.50	3.02
MUSIC	3.41	3.02	3.69	3.87	3.64	3.20	3.74	3.35	3.70	3.36
THEATRE AND DANCE	3.44	3.21	3.46	3.71	3.16	3.39	3.40	3.39	4.00	3.40
COLLEGE OF BUSINESS ADMINISTRATION	3.30	2.85	2.91	3.19	3.25	2.99	3.01	3.00	3.59	3.01
ACCOUNTING	3.17	2.73	2.74		3.20	2.75	2.89	2.80	3.59	2.88
COMPUTER INFO SYSTEM	3.24	3.18	3.26	3.33	3.15	3.22	3.25	3.23	3.79	3.27
FINANCE/GEN BUSINESS	3.85	2.76	3.00	3.10	3.47	2.90	3.08	2.97	3.36	2.98
INDUSTRIAL MANAGEMNT	2.94	2.81	3.20	3.27	3.34	2.88	3.23	3.13	3.82	3.15
MANAGEMENT		2.84	2.87	3.01	3.18	2.84	2.90	2.89	3.41	2.92
MARKETING	3.26	2.76	2.80	3.26	3.44	2.81	2.93	2.90	3.59	2.96
COLLEGE OF EDUCATION	3.10	3.28	3.68	3.81	3.91	3.24	3.78	3.73	3.89	3.77
COUNSELING									3.83	3.83
EDUCATIONAL ADMIN									3.89	3.89
LIBRARY SCIENCE	3.10				3.86	3.10	3.86	3.44		3.44
TEACHER EDUC		3.28	3.68	3.81	3.91	3.28	3.78	3.74	3.91	3.77
COLLEGE OF HEALTH & HUMAN SERVICES	2.94	3.06	3.25	3.42	3.32	2.96	3.30	3.09	3.74	3.16
BIOMEDICAL SCIENCES	2.78	2.97	3.17	3.90	3.42	2.82	3.42	3.11	3.79	3.17
COMM SCI & DISORDERS		2.65	3.34	3.79	3.27	2.65	3.48	3.32	3.74	3.48
CONSUMER/FAMILY STDY	3.05	3.17	3.35	3.30	3.25	3.10	3.33	3.21		3.21
HEALTH & HUMAN SVCS			3.77	3.75			3.77	3.77		3.77
HEALTH/PHY EDU/REC	3.24	3.03	3.33	3.26	3.64	3.22	3.34	3.24	3.71	3.25
NURSING	3.39		3.76	3.46	3.43	3.39	3.68	3.61	3.89	3.72
PHYSICIAN ASSISTANT									3.73	3.73
PHYSICAL THERAPY									3.66	3.66
PSYCHOLOGY	2.53	3.05	3.02	3.25	3.12	2.58	3.07	2.76	3.74	2.81
SPORT MED & ATHL TRN		2.68	3.44	3.50		2.68	3.46	2.98		2.98
SCHL OF SOCIAL WORK		3.30	3.48	3.68	3.63	3.30	3.54	3.45	3.74	3.58
COLLEGE OF HUMANITIES & PUBLIC AFFAIRS	2.57	2.86	2.97	3.42	3.24	2.59	3.08	2.68	3.53	2.70
DEFENSE & STRAT STY			3.27		3.26		3.26	3.26	3.36	3.33
ECONOMICS	2.25		2.91		3.08	2.25	2.97	2.33	3.36	2.36
HISTORY	2.44	2.65	2.72	3.68	3.15	2.44	2.94	2.53	3.48	2.55
HUMANITIES & PUB AFF	2.95					2.95		2.95		2.95
MILITARY SCIENCE	3.79	4.00	3.62	4.00		3.81	3.76	3.80		3.80
PHILOSOPHY	2.73		3.14		3.53	2.73	3.23	2.80		2.80
POLITICAL SCIENCE	2.50	2.94	2.77	3.09	3.17	2.54	2.98	2.59	3.73	2.64
RELIGIOUS STUDIES	2.71	2.84	3.19		3.59	2.73	3.27	2.77	3.50	2.78
SOCIOLOGY/ANTHROP	2.79	2.81	3.02	3.43	3.65	2.80	3.10	2.92		2.92
COLLEGE OF NATURAL & APPLIED SCIENCES	2.55	2.78	2.84	3.52	3.19	2.57	3.01	2.69	3.80	2.70
AGRICULTURE	2.85	3.04	2.87	3.56	2.65	2.93	3.03	2.98	3.92	3.00
BIOLOGY	2.72	2.66	2.73	3.71	3.01	2.71	2.90	2.77	3.84	2.80
CHEMISTRY	2.74	2.04	2.93	3.42	3.13	2.71	3.04	2.78	3.81	2.80
COMPUTER SCIENCE	2.94	3.12	2.51	3.21	3.88	2.95	2.88	2.94		2.94
GEOG/GEOL,PLANNING	2.74	3.35	3.26	3.74	3.54	2.82	3.35	2.95	3.78	2.96
MATHEMATICS	2.09	2.48	2.55	3.53	3.26	2.13	2.79	2.24	3.41	2.25
NATURAL & APPL SCI				4.00			4.00	4.00		4.00
PHYS, ASTR & MAT SCI	2.73	2.49	3.15	4.00	3.64	2.70	3.33	2.77	4.00	2.80
UNIVERSITY COLLEGE	3.43	3.87	3.18			3.44	3.18	3.36		3.36
INTERDISCIPLINE STY	3.39	3.87	3.87			3.40	3.87	3.41		3.41
UNIVERSITY COLLEGE			3.14				3.14	3.14		3.14
UNIV HONORS COLLEGE	3.87					3.87		3.87		3.87
ALL COLLEGES	2.88	2.96	3.11	3.48	3.41	2.90	3.24	3.02	3.75	3.07

All Colleges and Departments/Schools are defined by their 2002 organizational structure.

Table 3
Average Grade in all Courses taught in Fall 2002 by College/Department and Level of Course - Sorted by Average Grade

College/School/Department	100-199	200-299	300-399	400-499	500-599	Lower Division	Upper Division	Under Graduate	Graduate (600-899)	All Courses
MATHEMATICS	2.09	2.48	2.55	3.53	3.26	2.13	2.79	2.24	3.41	2.25
ECONOMICS	2.25		2.91		3.08	2.25	2.97	2.33	3.36	2.36
HISTORY	2.44	2.65	2.72	3.68	3.15	2.44	2.94	2.53	3.48	2.55
POLITICAL SCIENCE	2.50	2.94	2.77	3.09	3.17	2.54	2.98	2.59	3.73	2.64
COLLEGE OF NATURAL & APPLIED SCIENCES	2.55	2.78	2.84	3.52	3.19	2.57	3.01	2.69	3.80	2.70
COLLEGE OF HUMANITIES & PUBLIC AFFAIRS	2.57	2.86	2.97	3.42	3.24	2.59	3.08	2.68	3.53	2.70
RELIGIOUS STUDIES	2.71	2.84	3.19		3.59	2.73	3.27	2.77	3.50	2.78
PHYS, ASTR & MAT SCI	2.73	2.49	3.15	4.00	3.64	2.70	3.33	2.77	4.00	2.80
CHEMISTRY	2.74	2.04	2.93	3.42	3.13	2.71	3.04	2.78	3.81	2.80
BIOLOGY	2.72	2.66	2.73	3.71	3.01	2.71	2.90	2.77	3.84	2.80
PHILOSOPHY	2.73		3.14		3.53	2.73	3.23	2.80		2.80
PSYCHOLOGY	2.53	3.05	3.02	3.25	3.12	2.58	3.07	2.76	3.74	2.81
ACCOUNTING	3.17	2.73	2.74		3.20	2.75	2.89	2.80	3.59	2.88
MANAGEMENT		2.84	2.87	3.01	3.18	2.84	2.90	2.89	3.41	2.92
SOCIOLOGY/ANTHROP	2.79	2.81	3.02	3.43	3.65	2.80	3.10	2.92		2.92
COMPUTER SCIENCE	2.94	3.12	2.51	3.21	3.88	2.95	2.88	2.94		2.94
HUMANITIES & PUB AFF	2.95					2.95		2.95		2.95
MARKETING	3.26	2.76	2.80	3.26	3.44	2.81	2.93	2.90	3.59	2.96
GEOG/GEOL,PLANNING	2.74	3.35	3.26	3.74	3.54	2.82	3.35	2.95	3.78	2.96
SPORT MED & ATHL TRN		2.68	3.44	3.50		2.68	3.46	2.98		2.98
FINANCE/GEN BUSINESS	3.85	2.76	3.00	3.10	3.47	2.90	3.08	2.97	3.36	2.98
AGRICULTURE	2.85	3.04	2.87	3.56	2.65	2.93	3.03	2.98	3.92	3.00
COLLEGE OF BUSINESS ADMINISTRATION	3.30	2.85	2.91	3.19	3.25	2.99	3.01	3.00	3.59	3.01
MEDIA, JOURN & FILM	3.34	2.79	2.95	3.13	3.10	2.98	3.04	3.01	3.50	3.02
ALL COLLEGES	2.88	2.96	3.11	3.48	3.41	2.90	3.24	3.02	3.75	3.07
ART & DESIGN	3.13	2.92	3.23	3.35		3.01	3.28	3.07	3.88	3.08
UNIVERSITY COLLEGE			3.14				3.14	3.14		3.14
INDUSTRIAL MANAGEMNT	2.94	2.81	3.20	3.27	3.34	2.88	3.23	3.13	3.82	3.15
COMMUNICATION	2.98	2.98	3.38	3.41	3.55	2.98	3.40	3.12	3.82	3.15
COLLEGE OF HEALTH & HUMAN SERVICES	2.94	3.06	3.25	3.42	3.32	2.96	3.30	3.09	3.74	3.16
BIOMEDICAL SCIENCES	2.78	2.97	3.17	3.90	3.42	2.82	3.42	3.11	3.79	3.17
MOD & CLAS LANGUAGES	3.17	3.20	3.31	3.45		3.18	3.34	3.21		3.21
CONSUMER/FAMILY STDY	3.05	3.17	3.35	3.30	3.25	3.10	3.33	3.21		3.21
COLLEGE OF ARTS & LETTERS	3.19	3.07	3.30	3.45	3.43	3.14	3.36	3.21	3.83	3.22
ENGLISH	3.16	3.22	3.23	3.10	3.54	3.19	3.29	3.22	3.92	3.24
HEALTH/PHY EDU/REC	3.24	3.03	3.33	3.26	3.64	3.22	3.34	3.24	3.71	3.25
COMPUTER INFO SYSTEM	3.24	3.18	3.26	3.33	3.15	3.22	3.25	3.23	3.79	3.27
DEFENSE & STRAT STY			3.27		3.26		3.26	3.26	3.36	3.33
MUSIC	3.41	3.02	3.69	3.87	3.64	3.20	3.74	3.35	3.70	3.36
UNIVERSITY COLLEGE	3.43	3.87	3.18			3.44	3.18	3.36		3.36
THEATRE AND DANCE	3.44	3.21	3.46	3.71	3.16	3.39	3.40	3.39	4.00	3.40
INTERDISCIPLINE STY	3.39	3.87	3.87			3.40	3.87	3.41		3.41
LIBRARY SCIENCE	3.10				3.86	3.10	3.86	3.44		3.44
COMM SCI & DISORDERS		2.65	3.34	3.79	3.27	2.65	3.48	3.32	3.74	3.48
SCHL OF SOCIAL WORK		3.30	3.48	3.68	3.63	3.30	3.54	3.45	3.74	3.58
PHYSICAL THERAPY									3.66	3.66
NURSING	3.39		3.76	3.46	3.43	3.39	3.68	3.61	3.89	3.72
PHYSICIAN ASSISTANT									3.73	3.73
TEACHER EDUC		3.28	3.68	3.81	3.91	3.28	3.78	3.74	3.91	3.77
HEALTH & HUMAN SVCS			3.77	3.75			3.77	3.77		3.77
COLLEGE OF EDUCATION	3.10	3.28	3.68	3.81	3.91	3.24	3.78	3.73	3.89	3.77
MILITARY SCIENCE	3.79	4.00	3.62	4.00		3.81	3.76	3.80		3.80
COUNSELING									3.83	3.83
UNIV HONORS COLLEGE	3.87					3.87		3.87		3.87
EDUCATIONAL ADMIN									3.89	3.89
NATURAL & APPL SCI				4.00			4.00	4.00		4.00

All Colleges and Departments/Schools are defined by their 2002 organizational structure.

Table 4
Percent of Students Receiving A and B Grades in all Courses taught in Fall 2002 by College/Department and Level of Course - Sorted by College

College/School/Department	100-199	200-299	300-399	400-499	500-599	Lower Division	Upper Division	Under Graduate	Graduate (600-899)	All Courses
COLLEGE OF ARTS & LETTERS	81.6%	76.2%	84.2%	88.7%	88.1%	79.4%	85.9%	81.3%	97.9%	81.7%
ART & DESIGN	82.1%	71.6%	82.2%	87.7%		75.8%	84.4%	78.0%	100.0%	78.1%
COMMUNICATION	76.9%	75.5%	88.0%	94.5%	95.7%	76.8%	89.7%	81.2%	99.1%	82.0%
ENGLISH	81.0%	82.0%	82.6%	83.3%	90.5%	81.5%	84.4%	82.3%	98.4%	82.8%
MOD & CLAS LANGUAGES	79.3%	78.9%	84.0%	86.3%		79.2%	84.5%	80.2%		80.2%
MEDIA, JOURN & FILM	87.0%	70.7%	74.2%	77.5%	79.4%	76.3%	76.2%	76.2%	100.0%	76.4%
MUSIC	84.1%	72.6%	91.6%	98.9%	93.4%	77.8%	94.6%	82.5%	94.4%	82.8%
THEATRE AND DANCE	88.9%	81.0%	87.6%	93.2%	78.4%	87.2%	85.4%	86.7%	100.0%	86.8%
COLLEGE OF BUSINESS ADMINISTRATION	82.5%	65.8%	70.7%	84.3%	84.6%	70.8%	75.0%	73.0%	95.6%	73.5%
ACCOUNTING	79.3%	58.4%	62.6%		82.6%	59.6%	69.0%	63.2%	95.1%	66.3%
COMPUTER INFO SYSTEM	80.7%	78.5%	85.1%	84.8%	80.9%	79.9%	83.8%	81.1%	97.3%	82.2%
FINANCE/GEN BUSINESS	97.5%	62.0%	74.4%	82.9%	93.3%	66.5%	78.2%	71.0%	94.4%	72.0%
INDUSTRIAL MANAGEMNT	76.8%	62.9%	80.4%	86.1%	86.2%	69.8%	82.6%	79.0%	100.0%	79.4%
MANAGEMENT		70.2%	69.4%	77.8%	81.6%	70.2%	71.4%	71.1%	93.8%	72.5%
MARKETING	85.1%	62.6%	66.2%	89.8%	90.4%	64.8%	72.3%	70.8%	95.9%	72.8%
COLLEGE OF EDUCATION	77.2%	83.6%	94.1%	96.9%	98.3%	82.2%	96.2%	94.7%	99.6%	96.0%
COUNSELING									99.0%	99.0%
EDUCATIONAL ADMIN									99.7%	99.7%
LIBRARY SCIENCE	77.2%				96.9%	77.2%	96.9%	86.0%		86.0%
TEACHER EDUC		83.6%	94.1%	96.9%	98.4%	83.6%	96.2%	95.1%	99.3%	95.8%
COLLEGE OF HEALTH & HUMAN SERVICES	70.1%	75.4%	81.3%	87.3%	83.1%	71.1%	83.0%	75.6%	98.5%	78.0%
BIOMEDICAL SCIENCES	67.0%	69.9%	80.0%	100.0%	86.1%	67.5%	86.6%	76.6%	100.0%	78.8%
COMM SCI & DISORDERS		58.8%	85.4%	99.1%	88.9%	58.8%	90.1%	84.4%	95.8%	88.7%
CONSUMER/FAMILY STDY	72.5%	79.2%	84.6%	82.8%	76.2%	75.0%	83.0%	78.9%		78.9%
HEALTH & HUMAN SVCS			95.8%	100.0%			96.4%	96.4%		96.4%
HEALTH/PHY EDU/REC	82.5%	75.3%	85.0%	85.4%	89.3%	81.6%	85.4%	82.3%	96.6%	82.5%
NURSING	87.0%		98.1%	92.3%	100.0%	87.0%	97.3%	94.8%	100.0%	96.9%
PHYSICIAN ASSISTANT									100.0%	100.0%
PHYSICAL THERAPY									99.2%	99.2%
PSYCHOLOGY	53.3%	76.2%	72.7%	79.5%	80.1%	55.8%	74.7%	62.7%	98.4%	64.5%
SPORT MED & ATHL TRN		65.4%	91.7%	100.0%		65.4%	94.0%	76.6%		76.6%
SCHL OF SOCIAL WORK		82.2%	91.1%	97.0%	100.0%	82.2%	92.9%	89.0%	99.0%	93.4%
COLLEGE OF HUMANITIES & PUBLIC AFFAIRS	56.4%	68.5%	72.7%	85.2%	84.4%	57.4%	76.4%	60.9%	94.3%	61.8%
DEFENSE & STRAT STY			90.9%		95.7%		94.1%	94.1%	94.5%	94.4%
ECONOMICS	41.0%		74.5%		75.0%	41.0%	74.6%	44.6%	85.7%	45.8%
HISTORY	51.6%	64.7%	63.7%	100.0%	79.7%	51.7%	72.1%	55.5%	95.7%	56.3%
HUMANITIES & PUB AFF	74.5%					74.5%		74.5%		74.5%
MILITARY SCIENCE	95.7%	100.0%	95.2%	100.0%		96.1%	97.1%	96.3%		96.3%
PHILOSOPHY	62.9%		81.0%		94.1%	62.9%	83.8%	66.0%		66.0%
POLITICAL SCIENCE	53.0%	68.5%	62.0%	72.2%	84.5%	54.2%	71.9%	56.3%	96.9%	58.2%
RELIGIOUS STUDIES	63.8%	66.3%	80.9%		96.3%	64.2%	83.9%	65.8%	96.2%	66.2%
SOCIOLOGY/ANTHROP	67.7%	68.9%	73.9%	85.3%	100.0%	68.0%	76.5%	71.5%		71.5%
COLLEGE OF NATURAL & APPLIED SCIENCES	56.6%	63.1%	66.6%	90.8%	78.4%	57.5%	72.5%	61.3%	98.5%	61.8%
AGRICULTURE	68.3%	66.1%	64.2%	92.2%	53.8%	67.4%	70.5%	69.1%	100.0%	69.7%
BIOLOGY	62.1%	61.7%	63.0%	100.0%	72.8%	62.0%	69.2%	64.4%	100.0%	65.3%
CHEMISTRY	63.5%	28.9%	71.5%	88.9%	77.4%	62.0%	75.1%	65.1%	93.8%	65.4%
COMPUTER SCIENCE	71.5%	82.4%	58.5%	82.1%	100.0%	72.1%	70.7%	71.8%		71.8%
GEOG/GEOL,PLANNING	65.0%	90.1%	85.7%	95.7%	93.4%	68.2%	88.0%	73.1%	100.0%	73.4%
MATHEMATICS	39.9%	53.1%	55.5%	89.8%	81.0%	41.3%	63.9%	45.2%	94.1%	45.5%
NATURAL & APPL SCI				100.0%			100.0%	100.0%		100.0%
PHYS, ASTR & MAT SCI	63.0%	54.6%	77.0%	100.0%	87.9%	61.7%	81.1%	64.0%	100.0%	64.7%
UNIVERSITY COLLEGE	86.5%	98.4%	79.4%			86.8%	79.4%	84.7%		84.7%
INTERDISCIPLINE STY	85.6%	98.4%	98.1%			85.9%	98.1%	86.1%		86.1%
UNIVERSITY COLLEGE			78.6%				78.6%	78.6%		78.6%
UNIV HONORS COLLEGE	97.8%					97.8%		97.8%		97.8%
ALL COLLEGES	68.4%	71.1%	76.9%	89.5%	86.6%	69.1%	81.1%	73.5%	97.9%	75.0%

All Colleges and Departments/Schools are defined by their 2002 organizational structure.

Note: Numbers equal the number of students receiving A or B grades in all courses taught by the respective academic unit as a percent of all students receiving grades.

Table 5
Percent of Students Receiving A and B Grades in all Courses taught in Fall 2002 by College/Department and Level of Course - Sorted by Percent

College/School/Department	100-199	200-299	300-399	400-499	500-599	Lower Division	Upper Division	Under Graduate	Graduate (600-899)	All Courses
MATHEMATICS	39.9%	53.1%	55.5%	89.8%	81.0%	41.3%	63.9%	45.2%	94.1%	45.5%
ECONOMICS	41.0%		74.5%		75.0%	41.0%	74.6%	44.6%	85.7%	45.8%
HISTORY	51.6%	64.7%	63.7%	100.0%	79.7%	51.7%	72.1%	55.5%	95.7%	56.3%
POLITICAL SCIENCE	53.0%	68.5%	62.0%	72.2%	84.5%	54.2%	71.9%	56.3%	96.9%	58.2%
COLLEGE OF HUMANITIES & PUBLIC AFFAIRS	56.4%	68.5%	72.7%	85.2%	84.4%	57.4%	76.4%	60.9%	94.3%	61.8%
COLLEGE OF NATURAL & APPLIED SCIENCES	56.6%	63.1%	66.6%	90.8%	78.4%	57.5%	72.5%	61.3%	98.5%	61.8%
PSYCHOLOGY	53.3%	76.2%	72.7%	79.5%	80.1%	55.8%	74.7%	62.7%	98.4%	64.5%
PHYS, ASTR & MAT SCI	63.0%	54.6%	77.0%	100.0%	87.9%	61.7%	81.1%	64.0%	100.0%	64.7%
BIOLOGY	62.1%	61.7%	63.0%	100.0%	72.8%	62.0%	69.2%	64.4%	100.0%	65.3%
CHEMISTRY	63.5%	28.9%	71.5%	88.9%	77.4%	62.0%	75.1%	65.1%	93.8%	65.4%
PHILOSOPHY	62.9%		81.0%		94.1%	62.9%	83.8%	66.0%		66.0%
RELIGIOUS STUDIES	63.8%	66.3%	80.9%		96.3%	64.2%	83.9%	65.8%	96.2%	66.2%
ACCOUNTING	79.3%	58.4%	62.6%		82.6%	59.6%	69.0%	63.2%	95.1%	66.3%
AGRICULTURE	68.3%	66.1%	64.2%	92.2%	53.8%	67.4%	70.5%	69.1%	100.0%	69.7%
SOCIOLOGY/ANTHROP	67.7%	68.9%	73.9%	85.3%	100.0%	68.0%	76.5%	71.5%		71.5%
COMPUTER SCIENCE	71.5%	82.4%	58.5%	82.1%	100.0%	72.1%	70.7%	71.8%		71.8%
FINANCE/GEN BUSINESS	97.5%	62.0%	74.4%	82.9%	93.3%	66.5%	78.2%	71.0%	94.4%	72.0%
MANAGEMENT		70.2%	69.4%	77.8%	81.6%	70.2%	71.4%	71.1%	93.8%	72.5%
MARKETING	85.1%	62.6%	66.2%	89.8%	90.4%	64.8%	72.3%	70.8%	95.9%	72.8%
GEOG/GEOL,PLANNING	65.0%	90.1%	85.7%	95.7%	93.4%	68.2%	88.0%	73.1%	100.0%	73.4%
COLLEGE OF BUSINESS ADMINISTRATION	82.5%	65.8%	70.7%	84.3%	84.6%	70.8%	75.0%	73.0%	95.6%	73.5%
HUMANITIES & PUB AFF	74.5%					74.5%		74.5%		74.5%
ALL COLLEGES	68.4%	71.1%	76.9%	89.5%	86.6%	69.1%	81.1%	73.5%	97.9%	75.0%
MEDIA, JOURN & FILM	87.0%	70.7%	74.2%	77.5%	79.4%	76.3%	76.2%	76.2%	100.0%	76.4%
SPORT MED & ATHL TRN		65.4%	91.7%	100.0%		65.4%	94.0%	76.6%		76.6%
COLLEGE OF HEALTH & HUMAN SERVICES	70.1%	75.4%	81.3%	87.3%	83.1%	71.1%	83.0%	75.6%	98.5%	78.0%
ART & DESIGN	82.1%	71.6%	82.2%	87.7%		75.8%	84.4%	78.0%	100.0%	78.1%
UNIVERSITY COLLEGE			78.6%				78.6%	78.6%		78.6%
BIOMEDICAL SCIENCES	67.0%	69.9%	80.0%	100.0%	86.1%	67.5%	86.6%	76.6%	100.0%	78.8%
CONSUMER/FAMILY STDY	72.5%	79.2%	84.6%	82.8%	76.2%	75.0%	83.0%	78.9%		78.9%
INDUSTRIAL MANAGEMNT	76.8%	62.9%	80.4%	86.1%	86.2%	69.8%	82.6%	79.0%	100.0%	79.4%
MOD & CLAS LANGUAGES	79.3%	78.9%	84.0%	86.3%		79.2%	84.5%	80.2%		80.2%
COLLEGE OF ARTS & LETTERS	81.6%	76.2%	84.2%	88.7%	88.1%	79.4%	85.9%	81.3%	97.9%	81.7%
COMMUNICATION	76.9%	75.5%	88.0%	94.5%	95.7%	76.8%	89.7%	81.2%	99.1%	82.0%
COMPUTER INFO SYSTEM	80.7%	78.5%	85.1%	84.8%	80.9%	79.9%	83.8%	81.1%	97.3%	82.2%
HEALTH/PHY EDU/REC	82.5%	75.3%	85.0%	85.4%	89.3%	81.6%	85.4%	82.3%	96.6%	82.5%
ENGLISH	81.0%	82.0%	82.6%	83.3%	90.5%	81.5%	84.4%	82.3%	98.4%	82.8%
MUSIC	84.1%	72.6%	91.6%	98.9%	93.4%	77.8%	94.6%	82.5%	94.4%	82.8%
UNIVERSITY COLLEGE	86.5%	98.4%	79.4%			86.8%	79.4%	84.7%		84.7%
LIBRARY SCIENCE	77.2%				96.9%	77.2%	96.9%	86.0%		86.0%
INTERDISCIPLINE STY	85.6%	98.4%	98.1%			85.9%	98.1%	86.1%		86.1%
THEATRE AND DANCE	88.9%	81.0%	87.6%	93.2%	78.4%	87.2%	85.4%	86.7%	100.0%	86.8%
COMM SCI & DISORDERS		58.8%	85.4%	99.1%	88.9%	58.8%	90.1%	84.4%	95.8%	88.7%
SCHL OF SOCIAL WORK		82.2%	91.1%	97.0%	100.0%	82.2%	92.9%	89.0%	99.0%	93.4%
DEFENSE & STRAT STY			90.9%		95.7%		94.1%	94.1%	94.5%	94.4%
TEACHER EDUC		83.6%	94.1%	96.9%	98.4%	83.6%	96.2%	95.1%	99.3%	95.8%
COLLEGE OF EDUCATION	77.2%	83.6%	94.1%	96.9%	98.3%	82.2%	96.2%	94.7%	99.6%	96.0%
MILITARY SCIENCE	95.7%	100.0%	95.2%	100.0%		96.1%	97.1%	96.3%		96.3%
HEALTH & HUMAN SVCS			95.8%	100.0%			96.4%	96.4%		96.4%
NURSING	87.0%		98.1%	92.3%	100.0%	87.0%	97.3%	94.8%	100.0%	96.9%
UNIV HONORS COLLEGE	97.8%					97.8%		97.8%		97.8%
COUNSELING									99.0%	99.0%
PHYSICAL THERAPY									99.2%	99.2%
EDUCATIONAL ADMIN									99.7%	99.7%
PHYSICIAN ASSISTANT									100.0%	100.0%
NATURAL & APPL SCI				100.0%			100.0%	100.0%		100.0%

All Colleges and Departments/Schools are defined by their 2002 organizational structure.

Note: Numbers equal the number of students receiving A or B grades in all courses taught by the respective academic unit as a percent of all students receiving grades.

Table 6
Southwest Missouri State University Department/School and College Definitions by Year

Fall 1992	Fall 2002
COLLEGE OF ARTS & LETTERS	COLLEGE OF ARTS & LETTERS
ART & DESIGN	ART & DESIGN
COMMUNICATION	COMMUNICATION
ENGLISH	ENGLISH
FOREIGN LANGUAGES	MOD & CLAS LANGUAGES
	MEDIA, JOURN & FILM*
MUSIC	MUSIC
THEATRE AND DANCE	THEATRE AND DANCE
*In Communication Department in 1992	
COLLEGE OF BUSINESS ADMINISTRATION	COLLEGE OF BUSINESS ADMINISTRATION
ACCOUNTING	ACCOUNTING
ADMINISTRATIVE OFFICE SYSTEMS*	
COMPUTER INFO SYSTEM	COMPUTER INFO SYSTEM
FINANCE/GEN BUSINESS	FINANCE/GEN BUSINESS
	INDUSTRIAL MANAGEMNT**
MANAGEMENT	MANAGEMENT
MARKETING	MARKETING
*In CIS and Management Departments in 2002	
**Technology Department in 1992	
COLLEGE OF EDUCATION & PSYCHOLOGY	COLLEGE OF EDUCATION
GUIDANCE/ COUNSELING	COUNSELING
EDUCATIONAL ADMINISTRATION	EDUCATIONAL ADMINISTRATION
LIBRARY SCIENCE	LIBRARY SCIENCE
CURRICULUM/INSTRUCTION	TEACHER EDUCUCATION
PSYCHOLOGY	
COLLEGE OF HEALTH & APPLIED SCIENCES	COLLEGE OF HEALTH & HUMAN SERVICES
AGRICULTURE	
	BIOMEDICAL SCIENCES
COMM SCI & DISORDERS	COMM SCI & DISORDERS
CONSUMER/FAMILY STDY	CONSUMER/FAMILY STDY
	HEALTH & HUMAN SVCS**
HEALTH/PHY EDU/REC	HEALTH/PHY EDU/REC
MILITARY SCIENCE	
NURSING	NURSING
	PHYSICIAN ASSISTANT**
	PHYSICAL THERAPY**
	PSYCHOLOGY
	SPORT MED & ATHL TRN**
	SOCIAL WORK
TECHNOLOGY*	
*Industrial Management Department in 2002	
**Departments\Programs did not exist in 1992	

Table 6
Southwest Missouri State University Department/School and College Definitions by Year

Fall 1992	Fall 2002
COLLEGE OF HUMANITIES & SOCIAL SCIENCES	COLLEGE OF HUMANITIES & PUBLIC AFFAIRS
	DEFENSE & STRAT STY
ECONOMICS	ECONOMICS
HISTORY	HISTORY
	HUMANITIES & PUB AFF*
	MILITARY SCIENCE
PHILOSOPHY	PHILOSOPHY
POLITICAL SCIENCE	POLITICAL SCIENCE
RELIGIOUS STUDIES	RELIGIOUS STUDIES
SOCIAL WORK	
SOCIOLOGY/ANTHROP	SOCIOLOGY/ANTHROP
*Did not exist in 1992	
COLLEGE OF SCIENCE & MATHEMATICS	COLLEGE OF NATURAL & APPLIED SCIENCES
	AGRICULTURE
BIOMEDICAL SCIENCES	
BIOLOGY	BIOLOGY
CHEMISTRY	CHEMISTRY
COMPUTER SCIENCE	COMPUTER SCIENCE
GEOG/GEOL,PLANNING	GEOG/GEOL,PLANNING
MATHEMATICS	MATHEMATICS
	NATURAL & APPL SCI*
PHYSICS & ASTRONOMY	PHYS, ASTR & MAT SCI
*Did not exist in 1992	
COLLEGE OF SPECIAL ACADEMIC PROGRAMS	UNIVERSITY COLLEGE
DEFENSE & STRAT STY	
INTERDISCIPLINE STY	INTERDISCIPLINE STY
	UNIVERSITY COLLEGE*
	UNIV HONORS COLLEGE*
*Did not exist in 1992	

Table 7
Average Grade in all Courses taught in Fall 1992 by College/Department and Level of Course - Sorted by College

College/School/Department	100-199	200-299	300-399	400-499	500-599	Lower Division	Upper Division	Under Graduate	Graduate (600-899)	All Courses
COLLEGE OF ARTS & LETTERS	2.90	2.80	3.00	3.26	3.31	2.87	3.10	2.94	3.74	2.95
ART & DESIGN	2.80	2.72	2.75	3.08		2.75	2.80	2.77		2.77
COMMUNICATION	2.83	2.52	2.85	3.10	3.06	2.78	2.96	2.84	3.76	2.87
ENGLISH	2.79	2.95	2.98	2.81	3.49	2.81	3.06	2.87	3.65	2.87
FOREIGN LANGUAGES	3.00	2.91	3.21	3.11		2.98	3.18	3.00		3.00
MUSIC	3.46	2.82	3.55	3.86	3.38	2.15	3.64	3.20	4.00	3.21
THEATRE AND DANCE	3.04	3.15	3.50	3.44	3.15	3.06	3.37	3.14	3.65	3.14
COLLEGE OF BUSINESS ADMINISTRATION	2.67	2.72	2.79	3.13	3.14	2.70	2.87	2.79	3.46	2.81
COLLEGE OF BUSINESS ADMINISTRATION*	2.65	2.72	2.80	3.08	3.15	2.70	2.88	2.80	3.46	2.81
ACCOUNTING		2.52	2.75	2.89	3.27	2.52	2.85	2.68	3.49	2.71
ADMIN OFFICE SYS	3.10	3.03	3.13	3.50	3.37	3.05	3.17	3.07	4.00	3.09
COMPUTER INFO SYSTEM	2.62	2.81	2.89	3.25	3.13	2.69	2.99	2.81	3.45	2.82
FINANCE/GEN BUSINESS	2.55	2.69	2.70	3.07	3.04	2.67	2.77	2.70	3.42	2.71
MANAGEMENT			2.75	3.24	2.75		2.84	2.84	3.43	2.86
MARKETING			2.81	3.00	3.22		2.84	2.84	3.30	2.86
COLLEGE OF EDUCATION & PSYCHOLOGY	2.72	2.78	3.10	3.55	3.56	2.72	3.37	3.11	3.79	3.17
COLLEGE OF EDUCATION*	3.15	3.00	3.58	3.64	3.61	3.15	3.62	3.50	3.82	3.54
GUIDANCE/COUNSELLING									3.83	3.83
EDUCATIONAL ADMIN									3.82	3.82
LIBRARY SCIENCE	3.04	3.00	3.57	4.00		3.04	3.65	3.08		3.08
CURRICULUM/INSTRUCTION	3.19		3.58	3.64	3.61	3.19	3.62	3.53	3.80	3.55
COLLEGE OF HEALTH & APPLIED SCIENCES	3.08	3.02	3.11	3.27	3.27	3.07	3.17	3.10	3.71	3.12
COLLEGE OF HEALTH & HUMAN SERVICES*	2.93	3.02	2.95	3.36	3.28	2.95	3.08	3.00	3.66	3.01
BIOMEDICAL SCIENCES	2.71	3.25	2.36	3.71	2.88	2.83	2.73	2.77		2.77
COMM SCI & DISORDERS		2.82	3.07	3.71		2.82	3.42	3.23	3.71	3.35
CONSUMER/FAMILY STDY	2.83	3.11	3.23	3.30	3.31	2.92	3.26	3.06		3.06
TECHNOLOGY	2.59	2.99	2.99	2.95	3.26	2.65	2.99	2.84		2.84
HEALTH/PHY EDU/REC	3.27	3.24	3.28	3.26	3.58	3.27	3.30	3.28	3.33	3.28
NURSING	3.50		3.61	3.71	2.50	3.50	3.55	3.53		3.53
PSYCHOLOGY	2.45	2.77	2.72	3.09	3.24	2.49	2.84	2.64	3.58	2.67
SCHL OF SOCIAL WORK		2.60	3.09	3.41	4.00	2.60	3.20	3.05		3.05
COLLEGE OF HUMANITIES & SOCIAL SCIENCES	2.33	2.63	2.71	2.79	2.83	2.35	2.75	2.43	3.50	2.44
COLLEGE OF HUMANITIES & PUBLIC AFFAIRS*	2.35	2.71	2.66	2.63	2.84	2.37	2.69	2.43	3.56	2.45
DEFENSE & STRAT STY				2.91	3.50		3.22	3.22	3.75	3.53
ECONOMICS	2.13		2.11	2.28	2.68	2.13	2.21	2.14	3.24	2.16
HISTORY	2.31		2.78	4.00	2.75	2.31	2.77	2.39	3.43	2.40
MILITARY SCIENCE	3.62	3.79	3.64	3.92		3.65	3.77	3.67		3.67
PHILOSOPHY	2.61		3.02	4.00		2.61	3.05	2.65		2.65
POLITICAL SCIENCE	2.23	2.60	2.71	2.57	2.82	2.25	2.69	2.33	3.76	2.36
RELIGIOUS STUDIES	2.44	2.40	2.99		3.34	2.43	3.09	2.48		2.48
SOCIOLOGY/ANTHROP	2.45	2.73	2.70	2.64	3.89	2.49	2.70	2.55		2.55
COLLEGE OF SCIENCE AND MATHEMATICS	2.46	2.44	2.69	3.36	3.10	2.36	2.86	2.45	3.76	2.46
COLLEGE OF NATURAL & APPLIED SCIENCES*	2.47	2.41	2.76	3.08	3.09	2.36	2.87	2.46	3.77	2.46
AGRICULTURE	2.62	2.52	2.74	3.00	2.78	2.59	2.78	2.67	3.78	2.68
BIOLOGY	2.27	2.66	2.76	0.00	3.29	2.31	2.94	2.46	3.93	2.48
CHEMISTRY	2.56	2.37	2.82	3.12	3.24	2.55	2.94	2.63		2.63
COMPUTER SCIENCE	2.72	2.30	2.28	2.96	4.00	2.69	2.64	2.68		2.68
GEOG/GEOL,PLANNING	2.64	4.00	2.85	3.87	3.41	2.66	3.06	2.74	3.43	2.74
MATHEMATICS	2.23	2.15	2.71	2.48	2.70	2.06	2.70	2.12	3.64	2.12
PHYSICS & ASTRONOMY	2.79	2.97	3.05	3.71	3.08	2.82	3.11	2.86		2.86
COLLEGE OF SPECIAL ACADEMIC PROGRAMS	3.93	4.00	3.83	3.44	3.50	3.93	3.51	3.82	3.75	3.81
UNIVERSITY COLLEGE*	3.93	4.00	3.83	3.81		3.93	3.82	3.91		3.91
INTERDISCIPLINE STY	3.93	4.00	3.83	3.81		3.93	3.82	3.91		3.91
ALL COLLEGES	2.67	2.75	2.91	3.32	3.29	2.66	3.06	2.80	3.70	2.82

* These Colleges are defined by their 2002 organizational structure using 1992 data. Other College definitions use the 1992 organizational structure.

Table 8
Average Grade in all Courses taught in Fall 1992 by College/Department and Level of Course - Sorted by Average Grade

College/School/Department	100-199	200-299	300-399	400-499	500-599	Lower Division	Upper Division	Under Graduate	Graduate (600-899)	All Courses
MATHEMATICS	2.23	2.15	2.71	2.48	2.70	2.06	2.70	2.12	3.64	2.12
ECONOMICS	2.13		2.11	2.28	2.68	2.13	2.21	2.14	3.24	2.16
POLITICAL SCIENCE	2.23	2.60	2.71	2.57	2.82	2.25	2.69	2.33	3.76	2.36
HISTORY	2.31		2.78	4.00	2.75	2.31	2.77	2.39	3.43	2.40
COLLEGE OF HUMANITIES & SOCIAL SCIENCES	2.33	2.63	2.71	2.79	2.83	2.35	2.75	2.43	3.50	2.44
COLLEGE OF HUMANITIES & PUBLIC AFFAIRS*	2.35	2.71	2.66	2.63	2.84	2.37	2.69	2.43	3.56	2.45
COLLEGE OF SCIENCE AND MATHEMATICS	2.46	2.44	2.69	3.36	3.10	2.36	2.86	2.45	3.76	2.46
COLLEGE OF NATURAL & APPLIED SCIENCES*	2.47	2.41	2.76	3.08	3.09	2.36	2.87	2.46	3.77	2.46
RELIGIOUS STUDIES	2.44	2.40	2.99		3.34	2.43	3.09	2.48		2.48
BIOLOGY	2.27	2.66	2.76	0.00	3.29	2.31	2.94	2.46	3.93	2.48
SOCIOLOGY/ANTHROP	2.45	2.73	2.70	2.64	3.89	2.49	2.70	2.55		2.55
CHEMISTRY	2.56	2.37	2.82	3.12	3.24	2.55	2.94	2.63		2.63
PHILOSOPHY	2.61		3.02	4.00		2.61	3.05	2.65		2.65
PSYCHOLOGY	2.45	2.77	2.72	3.09	3.24	2.49	2.84	2.64	3.58	2.67
AGRICULTURE	2.62	2.52	2.74	3.00	2.78	2.59	2.78	2.67	3.78	2.68
COMPUTER SCIENCE	2.72	2.30	2.28	2.96	4.00	2.69	2.64	2.68		2.68
ACCOUNTING		2.52	2.75	2.89	3.27	2.52	2.85	2.68	3.49	2.71
FINANCE/GEN BUSINESS	2.55	2.69	2.70	3.07	3.04	2.67	2.77	2.70	3.42	2.71
GEOG/GEOL,PLANNING	2.64	4.00	2.85	3.87	3.41	2.66	3.06	2.74	3.43	2.74
ART & DESIGN	2.80	2.72	2.75	3.08		2.75	2.80	2.77		2.77
BIOMEDICAL SCIENCES	2.71	3.25	2.36	3.71	2.88	2.83	2.73	2.77		2.77
COLLEGE OF BUSINESS ADMINISTRATION	2.67	2.72	2.79	3.13	3.14	2.70	2.87	2.79	3.46	2.81
COLLEGE OF BUSINESS ADMINISTRATION*	2.65	2.72	2.80	3.08	3.15	2.70	2.88	2.80	3.46	2.81
COMPUTER INFO SYSTEM	2.62	2.81	2.89	3.25	3.13	2.69	2.99	2.81	3.45	2.82
ALL COLLEGES	2.67	2.75	2.91	3.32	3.29	2.66	3.06	2.80	3.70	2.82
TECHNOLOGY	2.59	2.99	2.99	2.95	3.26	2.65	2.99	2.84		2.84
PHYSICS & ASTRONOMY	2.79	2.97	3.05	3.71	3.08	2.82	3.11	2.86		2.86
MARKETING			2.81	3.00	3.22		2.84	2.84	3.30	2.86
MANAGEMENT			2.75	3.24	2.75		2.84	2.84	3.43	2.86
COMMUNICATION	2.83	2.52	2.85	3.10	3.06	2.78	2.96	2.84	3.76	2.87
ENGLISH	2.79	2.95	2.98	2.81	3.49	2.81	3.06	2.87	3.65	2.87
COLLEGE OF ARTS & LETTERS	2.90	2.80	3.00	3.26	3.31	2.87	3.10	2.94	3.74	2.95
FOREIGN LANGUAGES	3.00	2.91	3.21	3.11		2.98	3.18	3.00		3.00
COLLEGE OF HEALTH & HUMAN SERVICES*	2.93	3.02	2.95	3.36	3.28	2.95	3.08	3.00	3.66	3.01
SCHL OF SOCIAL WORK		2.60	3.09	3.41	4.00	2.60	3.20	3.05		3.05
CONSUMER/FAMILY STDY	2.83	3.11	3.23	3.30	3.31	2.92	3.26	3.06		3.06
LIBRARY SCIENCE	3.04	3.00	3.57	4.00		3.04	3.65	3.08		3.08
ADMIN OFFICE SYS	3.10	3.03	3.13	3.50	3.37	3.05	3.17	3.07	4.00	3.09
COLLEGE OF HEALTH & APPLIED SCIENCES	3.08	3.02	3.11	3.27	3.27	3.07	3.17	3.10	3.71	3.12
THEATRE AND DANCE	3.04	3.15	3.50	3.44	3.15	3.06	3.37	3.14	3.65	3.14
COLLEGE OF EDUCATION & PSYCHOLOGY	2.72	2.78	3.10	3.55	3.56	2.72	3.37	3.11	3.79	3.17
MUSIC	3.46	2.82	3.55	3.86	3.38	2.15	3.64	3.20	4.00	3.21
HEALTH/PHY EDU/REC	3.27	3.24	3.28	3.26	3.58	3.27	3.30	3.28	3.33	3.28
COMM SCI & DISORDERS		2.82	3.07	3.71		2.82	3.42	3.23	3.71	3.35
DEFENSE & STRAT STY				2.91	3.50		3.22	3.22	3.75	3.53
NURSING	3.50		3.61	3.71	2.50	3.50	3.55	3.53		3.53
COLLEGE OF EDUCATION*	3.15	3.00	3.58	3.64	3.61	3.15	3.62	3.50	3.82	3.54
CURRICULUM/INSTRUCTION	3.19		3.58	3.64	3.61	3.19	3.62	3.53	3.80	3.55
MILITARY SCIENCE	3.62	3.79	3.64	3.92		3.65	3.77	3.67		3.67
COLLEGE OF SPECIAL ACADEMIC PROGRAMS	3.93	4.00	3.83	3.44	3.50	3.93	3.51	3.82	3.75	3.81
EDUCATIONAL ADMIN									3.82	3.82
GUIDANCE/COUNSELLING									3.83	3.83
UNIVERSITY COLLEGE*	3.93	4.00	3.83	3.81		3.93	3.82	3.91		3.91
INTERDISCIPLINE STY	3.93	4.00	3.83	3.81		3.93	3.82	3.91		3.91

* These Colleges are defined by their 2002 organizational structure using 1992 data. Other College definitions use the 1992 organizational structure.

Table 9
Average Grade in all Courses taught by College/Department, Semester, and Level of Course - Sorted by College

College/School/Department	Fall 1992					Fall 2002					Percentage Change - Fall 1992 to Fall 2002				
	Lower Division	Upper Division	Under Graduate	Graduate (600-899)	All Courses	Lower Division	Upper Division	Under Graduate	Graduate (600-899)	All Courses	Lower Division	Upper Division	Under Graduate	Graduate (600-899)	All Courses
COLLEGE OF ARTS & LETTERS	2.87	3.10	2.94	3.74	2.95	3.14	3.36	3.21	3.83	3.22	9.4%	8.3%	9.2%	2.4%	9.3%
ART & DESIGN	2.75	2.80	2.77		2.77	3.01	3.28	3.07	3.88	3.08	9.3%	17.0%	11.2%		11.3%
COMMUNICATION	2.78	2.96	2.84	3.76	2.87	2.98	3.40	3.12	3.82	3.15	7.2%	15.0%	9.8%	1.6%	9.9%
ENGLISH	2.81	3.06	2.87	3.65	2.87	3.19	3.29	3.22	3.92	3.24	13.5%	7.6%	12.3%	7.5%	12.7%
MOD & CLAS LANGUAGES	2.98	3.18	3.00		3.00	3.18	3.34	3.21		3.21	6.7%	5.0%	6.9%		6.9%
MEDIA, JOURN & FILM						2.98	3.04	3.01	3.50	3.02	7.1%	3.0%	6.0%	-7.0%	5.1%
MUSIC	2.15	3.64	3.20	4.00	3.21	3.20	3.74	3.35	3.70	3.36	48.8%	2.8%	4.6%	-7.4%	4.8%
THEATRE AND DANCE	3.06	3.37	3.14	3.65	3.14	3.39	3.40	3.39	4.00	3.40	10.7%	1.0%	8.2%	9.7%	8.0%
COLLEGE OF BUSINESS ADMINISTRATION*	2.70	2.88	2.80	3.46	2.81	2.99	3.01	3.00	3.59	3.01	10.7%	4.4%	7.2%	3.8%	7.1%
ACCOUNTING	2.52	2.85	2.68	3.49	2.71	2.75	2.89	2.80	3.59	2.88	9.0%	1.3%	4.5%	2.9%	6.3%
COMPUTER INFO SYSTEM	2.69	2.99	2.81	3.45	2.82	3.22	3.25	3.23	3.79	3.27	19.5%	8.5%	14.8%	9.8%	15.9%
FINANCE/GEN BUSINESS	2.67	2.77	2.70	3.42	2.71	2.90	3.08	2.97	3.36	2.98	8.7%	11.3%	9.9%	-1.7%	10.0%
INDUSTRIAL MANAGEMNT	2.65	2.99	2.84		2.84	2.88	3.23	3.13	3.82	3.15	8.7%	7.9%	10.4%		11.0%
MANAGEMENT		2.84	2.84	3.43	2.86	2.84	2.90	2.89	3.41	2.92		2.2%	1.7%	-0.5%	2.1%
MARKETING		2.84	2.84	3.30	2.86	2.81	2.93	2.90	3.59	2.96		3.0%	2.1%	8.7%	3.4%
COLLEGE OF EDUCATION*	3.15	3.62	3.50	3.82	3.54	3.24	3.78	3.73	3.89	3.77	2.8%	4.6%	6.6%	2.0%	6.5%
COUNSELING				3.83	3.83				3.83	3.83				-0.1%	-0.1%
EDUCATIONAL ADMIN				3.82	3.82				3.89	3.89				1.6%	1.6%
LIBRARY SCIENCE	3.04	3.65	3.08		3.08	3.10	3.86	3.44		3.44	1.9%	5.6%	11.6%		11.6%
TEACHER EDUC	3.19	3.62	3.53	3.80	3.55	3.28	3.78	3.74	3.91	3.77	2.8%	4.6%	5.9%	2.9%	6.2%
COLLEGE OF HEALTH & HUMAN SERVICES*	2.95	3.08	3.00	3.66	3.01	2.96	3.30	3.09	3.74	3.16	0.5%	7.1%	3.0%	2.3%	4.8%
BIOMEDICAL SCIENCES	2.83	2.73	2.77		2.77	2.82	3.42	3.11	3.79	3.17	-0.3%	25.5%	12.0%		14.4%
COMM SCI & DISORDERS	2.82	3.42	3.23	3.71	3.35	2.65	3.48	3.32	3.74	3.48	-6.0%	1.6%	3.0%	0.8%	3.9%
CONSUMER/FAMILY STDY	2.92	3.26	3.06		3.06	3.10	3.33	3.21		3.21	6.2%	1.9%	4.7%		4.7%
HEALTH/PHY EDU/REC	3.27	3.30	3.28	3.33	3.28	3.22	3.34	3.24	3.71	3.25	-1.6%	1.2%	-1.1%	11.4%	-0.9%
NURSING	3.50	3.55	3.53		3.53	3.39	3.68	3.61	3.89	3.72	-3.1%	3.5%	2.1%		5.2%
PSYCHOLOGY	2.49	2.84	2.64	3.58	2.67	2.58	3.07	2.76	3.74	2.81	3.9%	8.1%	4.6%	4.6%	5.4%
SCHL OF SOCIAL WORK	2.60	3.20	3.05		3.05	3.30	3.54	3.45	3.74	3.58	26.9%	10.7%	13.3%		17.5%
COLLEGE OF HUMANITIES & PUBLIC AFFAIRS*	2.37	2.69	2.43	3.56	2.45	2.59	3.08	2.68	3.53	2.70	9.3%	14.3%	10.3%	-0.9%	10.6%
DEFENSE & STRAT STY		3.22	3.22	3.75	3.53		3.26	3.26	3.36	3.33		1.5%	1.5%	-10.3%	-5.7%
ECONOMICS	2.13	2.21	2.14	3.24	2.16	2.25	2.97	2.33	3.36	2.36	5.8%	34.2%	8.6%	3.5%	8.9%
HISTORY	2.31	2.77	2.39	3.43	2.40	2.44	2.94	2.53	3.48	2.55	5.5%	6.3%	6.0%	1.4%	6.1%
MILITARY SCIENCE	3.65	3.77	3.67		3.67	3.81	3.76	3.80		3.80	4.3%	-0.1%	3.7%		3.7%
PHILOSOPHY	2.61	3.05	2.65		2.65	2.73	3.23	2.80		2.80	4.5%	5.9%	6.0%		6.0%
POLITICAL SCIENCE	2.25	2.69	2.33	3.76	2.36	2.54	2.98	2.59	3.73	2.64	12.6%	10.9%	11.0%	-0.7%	12.1%
RELIGIOUS STUDIES	2.43	3.09	2.48		2.48	2.73	3.27	2.77	3.50	2.78	12.3%	5.8%	11.9%		12.3%
SOCIOLOGY/ANTHROP	2.49	2.70	2.55		2.55	2.80	3.10	2.92		2.92	12.5%	14.9%	14.7%		14.7%
COLLEGE OF NATURAL & APPLIED SCIENCES*	2.36	2.87	2.46	3.77	2.46	2.57	3.01	2.69	3.80	2.70	9.0%	5.0%	9.4%	0.9%	9.6%
AGRICULTURE	2.59	2.78	2.67	3.78	2.68	2.93	3.03	2.98	3.92	3.00	13.1%	8.7%	11.7%	3.7%	12.0%
BIOLOGY	2.31	2.94	2.46	3.93	2.48	2.71	2.90	2.77	3.84	2.80	17.2%	-1.2%	12.8%	-2.1%	12.8%
CHEMISTRY	2.55	2.94	2.63		2.63	2.71	3.04	2.78	3.81	2.80	6.0%	3.5%	5.8%		6.3%
COMPUTER SCIENCE	2.69	2.64	2.68		2.68	2.95	2.88	2.94		2.94	9.7%	8.9%	9.7%		9.7%
GEOG/GEOL,PLANNING	2.66	3.06	2.74	3.43	2.74	2.82	3.35	2.95	3.78	2.96	6.1%	9.6%	7.8%	10.2%	8.0%
MATHEMATICS	2.06	2.70	2.12	3.64	2.12	2.13	2.79	2.24	3.41	2.25	3.7%	3.4%	6.1%	-6.3%	6.2%
PHYS, ASTR & MAT SCI	2.82	3.11	2.86		2.86	2.70	3.33	2.77	4.00	2.80	-4.5%	7.1%	-3.0%		-2.2%
UNIVERSITY COLLEGE*	3.93	3.82	3.91		3.91	3.44	3.18	3.36		3.36	-12.5%	-16.8%	-14.1%		-14.1%
INTERDISCIPLINE STY	3.93	3.82	3.91		3.91	3.40	3.87	3.41		3.41	-13.4%	1.4%	-12.8%		-12.8%
ALL COLLEGES	2.66	3.06	2.80	3.70	2.82	2.90	3.24	3.02	3.75	3.07	9.2%	5.6%	8.1%	1.2%	8.8%

* Colleges are defined by their 2002 organizational structure using both 1992 and 2002 data.
** Media, Journalism, and Film did not exist in 1992 but was part of the Communications. Hence, percentage comparisons are to Communications in 1992.

Table 10
Average Grade in all Courses taught by College/Department, Semester, and Level of Course - Sorted by Average Grade

	Fall 1992					Fall 2002					Percentage Change - Fall 1992 to Fall 2002				
College/School/Department	Lower Division	Upper Division	Under Graduate	Graduate (600-899)	All Courses	Lower Division	Upper Division	Under Graduate	Graduate (600-899)	All Courses	Lower Division	Upper Division	Under Graduate	Graduate (600-899)	All Courses
SCHL OF SOCIAL WORK	2.60	3.20	3.05		3.05	3.30	3.54	3.45	3.74	3.58	26.9%	10.7%	13.3%		17.5%
COMPUTER INFO SYSTEM	2.69	2.99	2.81	3.45	2.82	3.22	3.25	3.23	3.79	3.27	19.5%	8.5%	14.8%	9.8%	15.9%
SOCIOLOGY/ANTHROP	2.49	2.70	2.55		2.55	2.80	3.10	2.92		2.92	12.5%	14.9%	14.7%		14.7%
BIOMEDICAL SCIENCES	2.83	2.73	2.77		2.77	2.82	3.42	3.11	3.79	3.17	-0.3%	25.5%	12.0%		14.4%
BIOLOGY	2.31	2.94	2.46	3.93	2.48	2.71	2.90	2.77	3.84	2.80	17.2%	-1.2%	12.8%	-2.1%	12.8%
ENGLISH	2.81	3.06	2.87	3.65	2.87	3.19	3.29	3.22	3.92	3.24	13.5%	7.6%	12.3%	7.5%	12.7%
RELIGIOUS STUDIES	2.43	3.09	2.48		2.48	2.73	3.27	2.77	3.50	2.78	12.3%	5.8%	11.9%		12.3%
POLITICAL SCIENCE	2.25	2.69	2.33	3.76	2.36	2.54	2.98	2.59	3.73	2.64	12.6%	10.9%	11.0%	-0.7%	12.1%
AGRICULTURE	2.59	2.78	2.67	3.78	2.68	2.93	3.03	2.98	3.92	3.00	13.1%	8.7%	11.7%	3.7%	12.0%
LIBRARY SCIENCE	3.04	3.65	3.08		3.08	3.10	3.86	3.44		3.44	1.9%	5.6%	11.6%		11.6%
ART & DESIGN	2.75	2.80	2.77		2.77	3.01	3.28	3.07	3.88	3.08	9.3%	17.0%	11.2%		11.3%
INDUSTRIAL MANAGEMNT	2.65	2.99	2.84		2.84	2.88	3.23	3.13	3.82	3.15	8.7%	7.9%	10.4%		11.0%
COLLEGE OF HUMANITIES & PUBLIC AFFAIRS*	2.37	2.69	2.43	3.56	2.45	2.59	3.08	2.68	3.53	2.70	9.3%	14.3%	10.3%	-0.9%	10.6%
FINANCE/GEN BUSINESS	2.67	2.77	2.70	3.42	2.71	2.90	3.08	2.97	3.36	2.98	8.7%	11.3%	9.9%	-1.7%	10.0%
COMMUNICATION	2.78	2.96	2.84	3.76	2.87	2.98	3.40	3.12	3.82	3.15	7.2%	15.0%	9.8%	1.6%	9.9%
COMPUTER SCIENCE	2.69	2.64	2.68		2.68	2.95	2.88	2.94		2.94	9.7%	8.9%	9.7%		9.7%
COLLEGE OF NATURAL & APPLIED SCIENCES*	2.36	2.87	2.46	3.77	2.46	2.57	3.01	2.69	3.80	2.70	9.0%	5.0%	9.4%	0.9%	9.6%
COLLEGE OF ARTS & LETTERS	2.87	3.10	2.94	3.74	2.95	3.14	3.36	3.21	3.83	3.22	9.4%	8.3%	9.2%	2.4%	9.3%
ECONOMICS	2.13	2.21	2.14	3.24	2.16	2.25	2.97	2.33	3.36	2.36	5.8%	34.2%	8.6%	3.5%	8.9%
ALL COLLEGES	2.66	3.06	2.80	3.70	2.82	2.90	3.24	3.02	3.75	3.07	9.2%	5.6%	8.1%	1.2%	8.8%
THEATRE AND DANCE	3.06	3.37	3.14	3.65	3.14	3.39	3.40	3.39	4.00	3.40	10.7%	1.0%	8.2%	9.7%	8.0%
GEOG/GEOL,PLANNING	2.66	3.06	2.74	3.43	2.74	2.82	3.35	2.95	3.78	2.96	6.1%	9.6%	7.8%	10.2%	8.0%
COLLEGE OF BUSINESS ADMINISTRATION*	2.70	2.88	2.80	3.46	2.81	2.99	3.01	3.00	3.59	3.01	10.7%	4.4%	7.2%	3.8%	7.1%
MOD & CLAS LANGUAGES	2.98	3.18	3.00		3.00	3.18	3.34	3.21		3.21	6.7%	5.0%	6.9%		6.9%
COLLEGE OF EDUCATION*	3.15	3.62	3.50	3.82	3.54	3.24	3.78	3.73	3.89	3.77	2.8%	4.6%	6.6%	2.0%	6.5%
CHEMISTRY	2.55	2.94	2.63		2.63	2.71	3.04	2.78	3.81	2.80	6.0%	3.5%	5.8%		6.3%
ACCOUNTING	2.52	2.85	2.68	3.49	2.71	2.75	2.89	2.80	3.59	2.88	9.0%	1.3%	4.5%	2.9%	6.3%
TEACHER EDUC	3.19	3.62	3.53	3.80	3.55	3.28	3.78	3.74	3.91	3.77	2.8%	4.6%	5.9%	2.9%	6.2%
MATHEMATICS	2.06	2.70	2.12	3.64	2.12	2.13	2.79	2.24	3.41	2.25	3.7%	3.4%	6.1%	-6.3%	6.2%
HISTORY	2.31	2.77	2.39	3.43	2.40	2.44	2.94	2.53	3.48	2.55	5.5%	6.3%	6.0%	1.4%	6.1%
PHILOSOPHY	2.61	3.05	2.65		2.65	2.73	3.23	2.80		2.80	4.5%	5.9%	6.0%		6.0%
PSYCHOLOGY	2.49	2.84	2.64	3.58	2.67	2.58	3.07	2.76	3.74	2.81	3.9%	8.1%	4.6%	4.6%	5.4%
NURSING	3.50	3.55	3.53		3.53	3.39	3.68	3.61	3.89	3.72	-3.1%	3.5%	2.1%		5.2%
MEDIA, JOURN & FILM						2.98	3.04	3.01	3.50	3.02	7.1%	3.0%	6.0%	-7.0%	5.1%
COLLEGE OF HEALTH & HUMAN SERVICES*	2.95	3.08	3.00	3.66	3.01	2.96	3.30	3.09	3.74	3.16	0.5%	7.1%	3.0%	2.3%	4.8%
MUSIC	2.15	3.64	3.20	4.00	3.21	3.20	3.74	3.35	3.70	3.36	48.8%	2.8%	4.6%	-7.4%	4.8%
CONSUMER/FAMILY STDY	2.92	3.26	3.06		3.06	3.10	3.33	3.21		3.21	6.2%	1.9%	4.7%		4.7%
COMM SCI & DISORDERS	2.82	3.42	3.23	3.71	3.35	2.65	3.48	3.32	3.74	3.48	-6.0%	1.6%	3.0%	0.8%	3.9%
MILITARY SCIENCE	3.65	3.77	3.67		3.67	3.81	3.76	3.80		3.80	4.3%	-0.1%	3.7%		3.7%
MARKETING		2.84	2.84	3.30	2.86	2.81	2.93	2.90	3.59	2.96		3.0%	2.1%	8.7%	3.4%
MANAGEMENT		2.84	2.84	3.43	2.86	2.84	2.90	2.89	3.41	2.92		2.2%	1.7%	-0.5%	2.1%
EDUCATIONAL ADMIN				3.82	3.82				3.89	3.89				1.6%	1.6%
COUNSELING				3.83	3.83				3.83	3.83				-0.1%	-0.1%
HEALTH/PHY EDU/REC	3.27	3.30	3.28	3.33	3.28	3.22	3.34	3.24	3.71	3.25	-1.6%	1.2%	-1.1%	11.4%	-0.9%
PHYS, ASTR & MAT SCI	2.82	3.11	2.86		2.86	2.70	3.33	2.77	4.00	2.80	-4.5%	7.1%	-3.0%		-2.2%
DEFENSE & STRAT STY		3.22	3.22	3.75	3.53		3.26	3.26	3.36	3.33		1.5%	1.5%	-10.3%	-5.7%
INTERDISCIPLINE STY	3.93	3.82	3.91		3.91	3.40	3.87	3.41		3.41	-13.4%	1.4%	-12.8%		-12.8%
UNIVERSITY COLLEGE*	3.93	3.82	3.91		3.91	3.44	3.18	3.36		3.36	-12.5%	-16.8%	-14.1%		-14.1%

* Colleges are defined by their 2002 organizational structure using both 1992 and 2002 data.
** Media, Journalism, and Film did not exist in 1992 but was part of the Communications. Hence, percentage comparisons are to Communications in 1992.

Table 11
Percent of Students Receiving A and B grades in all Courses taught in Fall 1992 by College/Department and Level of Course - Sorted by College

College/School/Department	100-199	200-299	300-399	400-499	500-599	Lower Division	Upper Division	Under Graduate	Graduate (600-899)	All Courses
COLLEGE OF ARTS & LETTERS	73.4%	66.0%	75.5%	81.1%	86.1%	71.4%	78.2%	73.2%	99.5%	73.6%
ART & DESIGN	71.8%	62.5%	65.2%	65.3%		66.0%	65.2%	65.7%		65.7%
COMMUNICATION	71.6%	56.9%	71.4%	78.4%	75.9%	69.4%	74.2%	71.2%	100.0%	72.0%
ENGLISH	71.5%	74.5%	76.1%	64.8%	90.8%	71.8%	77.8%	73.2%	97.9%	73.4%
FOREIGN LANGUAGES	73.6%	70.0%	83.3%	80.4%		72.7%	82.5%	73.9%		73.9%
MUSIC	87.0%	64.9%	90.2%	97.8%	90.1%	47.0%	93.0%	78.0%	100.0%	78.1%
THEATRE AND DANCE	76.5%	80.3%	94.1%	88.3%	83.7%	77.0%	89.1%	80.0%	100.0%	80.3%
COLLEGE OF BUSINESS ADMINISTRATION	61.4%	62.2%	65.5%	85.7%	80.8%	61.9%	69.6%	66.1%	90.5%	66.7%
COLLEGE OF BUSINESS ADMINISTRATION*	61.1%	62.4%	66.1%	82.7%	80.8%	61.9%	70.1%	66.3%	90.5%	66.9%
ACCOUNTING		53.1%	64.1%	70.4%	84.2%	53.1%	68.2%	60.3%	89.7%	61.4%
ADMIN OFFICE SYS	79.2%	77.4%	81.1%	100.0%	100.0%	77.9%	84.1%	78.8%	100.0%	79.2%
COMPUTER INFO SYSTEM	60.1%	65.3%	67.7%	88.5%	82.1%	62.0%	73.5%	66.6%	93.5%	66.9%
FINANCE/GEN BUSINESS	54.1%	61.4%	58.1%	86.2%	79.0%	60.1%	62.8%	61.1%	84.2%	61.4%
MANAGEMENT			65.0%	90.3%	56.3%		69.6%	69.6%	89.7%	70.3%
MARKETING			68.7%	89.8%	80.6%		70.9%	70.9%	92.5%	71.8%
COLLEGE OF EDUCATION & PSYCHOLOGY	61.5%	63.0%	74.7%	91.5%	93.7%	61.6%	85.0%	75.9%	98.1%	77.9%
COLLEGE OF EDUCATION*	80.0%	85.7%	93.5%	94.9%	95.2%	80.1%	94.6%	91.0%	98.3%	91.9%
GUIDANCE/COUNSELLING									98.7%	98.7%
EDUCATIONAL ADMIN									98.2%	98.2%
LIBRARY SCIENCE	75.4%	85.7%	90.5%	100.0%		75.6%	92.3%	76.7%		76.7%
CURRICULUM/INSTRUCTION	81.7%		93.6%	94.9%	95.2%	81.7%	94.6%	92.0%	98.1%	92.4%
COLLEGE OF HEALTH & APPLIED SCIENCES	77.0%	73.6%	76.0%	83.1%	81.7%	76.3%	78.6%	77.1%	100.0%	77.5%
COLLEGE OF HEALTH & HUMAN SERVICES*	71.2%	74.3%	69.9%	85.2%	84.4%	71.8%	75.1%	73.0%	98.7%	73.6%
BIOMEDICAL SCIENCES	63.6%	85.0%	49.5%	94.8%	75.0%	68.2%	62.3%	64.9%		64.9%
COMM SCI & DISORDERS		68.0%	78.0%	95.8%		68.0%	87.8%	81.4%	100.0%	86.1%
CONSUMER/FAMILY STDY	66.6%	79.2%	80.7%	81.9%	85.2%	70.6%	81.6%	75.3%		75.3%
TECHNOLOGY	60.1%	72.0%	73.5%	74.5%	80.9%	61.9%	74.5%	68.7%		68.7%
HEALTH/PHY EDU/REC	86.1%	81.9%	83.1%	83.7%	90.9%	85.6%	83.8%	85.3%	100.0%	85.3%
NURSING	89.1%		91.5%	100.0%	50.0%	89.1%	90.4%	89.9%		89.9%
PSYCHOLOGY	50.1%	62.4%	59.7%	75.0%	84.0%	51.4%	64.9%	57.3%	96.8%	58.4%
SCHL OF SOCIAL WORK		55.9%	79.1%	96.6%	100.0%	55.9%	85.1%	77.7%		77.7%
COLLEGE OF HUMANITIES & SOCIAL SCIENCES	46.4%	59.1%	63.6%	65.8%	68.2%	47.2%	64.8%	50.9%	92.9%	51.3%
COLLEGE OF HUMANITIES & PUBLIC AFFAIRS*	47.1%	62.2%	61.2%	57.1%	68.7%	48.0%	62.1%	50.6%	94.5%	51.2%
DEFENSE & STRAT STY				72.7%	91.7%		82.6%	82.6%	100.0%	92.7%
ECONOMICS	37.7%		42.3%	39.5%	56.8%	37.7%	43.8%	38.8%	90.9%	39.9%
HISTORY	46.6%		65.2%	100.0%	66.4%	46.6%	66.1%	49.9%	88.6%	50.5%
MILITARY SCIENCE	92.5%	94.1%	92.9%	100.0%		92.9%	96.2%	93.3%		93.3%
PHILOSOPHY	60.4%		78.6%	100.0%		60.4%	79.1%	61.9%		61.9%
POLITICAL SCIENCE	40.8%	52.5%	61.3%	56.8%	67.3%	41.5%	61.2%	45.0%	97.8%	46.0%
RELIGIOUS STUDIES	52.5%	49.5%	70.4%		89.7%	52.3%	76.0%	53.9%		53.9%
SOCIOLOGY/ANTHROP	49.8%	66.0%	63.0%	56.9%	100.0%	52.0%	62.5%	55.0%		55.0%
COLLEGE OF SCIENCE AND MATHEMATICS	53.0%	50.8%	61.1%	83.7%	78.0%	49.7%	67.6%	53.0%	97.1%	53.2%
COLLEGE OF NATURAL & APPLIED SCIENCES*	52.5%	48.9%	62.4%	76.3%	76.9%	49.2%	67.1%	52.5%	97.4%	52.8%
AGRICULTURE	50.7%	51.3%	58.3%	76.2%	61.0%	50.9%	61.4%	55.3%	100.0%	55.5%
BIOLOGY	44.4%	59.6%	64.4%	0.0%	88.1%	46.0%	72.4%	52.1%	100.0%	52.9%
CHEMISTRY	56.5%	39.7%	64.3%	74.1%	84.5%	55.8%	69.2%	58.4%		58.4%
COMPUTER SCIENCE	65.9%	52.2%	56.1%	71.4%	100.0%	64.9%	64.3%	64.8%		64.8%
GEOG/GEOL,PLANNING	59.6%	100.0%	66.4%	100.0%	85.1%	60.0%	73.4%	62.6%	92.9%	62.9%
MATHEMATICS	45.4%	40.9%	59.5%	57.1%	61.2%	40.0%	60.0%	41.9%	92.9%	42.0%
PHYSICS & ASTRONOMY	63.5%	67.8%	74.7%	100.0%	76.9%	64.3%	76.8%	65.7%		65.7%
COLLEGE OF SPECIAL ACADEMIC PROGRAMS	100.0%	100.0%	100.0%	88.9%	91.7%	100.0%	91.1%	97.7%	100.0%	98.1%
UNIVERSITY COLLEGE*	100.0%	100.0%	100.0%	100.0%		100.0%	100.0%	100.0%		100.0%
INTERDISCIPLINE STY	100.0%	100.0%	100.0%	100.0%		100.0%	100.0%	100.0%		100.0%
ALL COLLEGES	61.4%	63.5%	69.8%	84.8%	84.5%	60.9%	75.6%	65.9%	97.0%	66.7%

* These Colleges are defined by their 2002 organizational structure using 1992 data. Other College definitions use the 1992 organizational structure.

Note: Numbers equal the number of students receiving A or B grades in all courses taught by the respective academic unit as a percent of all students receiving grades.

Table 12
Percent of Students Receiving A and B grades in all Courses taught in Fall 1992 by College/Department and Level of Course - Sorted by Percent

College/School/Department	100-199	200-299	300-399	400-499	500-599	Lower Division	Upper Division	Under Graduate	Graduate (600-899)	All Courses
ECONOMICS	37.7%		42.3%	39.5%	56.8%	37.7%	43.8%	38.8%	90.9%	39.9%
MATHEMATICS	45.4%	40.9%	59.5%	57.1%	61.2%	40.0%	60.0%	41.9%	92.9%	42.0%
POLITICAL SCIENCE	40.8%	52.5%	61.3%	56.8%	67.3%	41.5%	61.2%	45.0%	97.8%	46.0%
HISTORY	46.6%		65.2%	100.0%	66.4%	46.6%	66.1%	49.9%	88.6%	50.5%
COLLEGE OF HUMANITIES & PUBLIC AFFAIRS*	47.1%	62.2%	61.2%	57.1%	68.7%	48.0%	62.1%	50.6%	94.5%	51.2%
COLLEGE OF HUMANITIES & SOCIAL SCIENCES	46.4%	59.1%	63.6%	65.8%	68.2%	47.2%	64.8%	50.9%	92.9%	51.3%
COLLEGE OF NATURAL & APPLIED SCIENCES*	52.5%	48.9%	62.4%	76.3%	76.9%	49.2%	67.1%	52.5%	97.4%	52.8%
BIOLOGY	44.4%	59.6%	64.4%	0.0%	88.1%	46.0%	72.4%	52.1%	100.0%	52.9%
COLLEGE OF SCIENCE AND MATHEMATICS	53.0%	50.8%	61.1%	83.7%	78.0%	49.7%	67.6%	53.0%	97.1%	53.2%
RELIGIOUS STUDIES	52.5%	49.5%	70.4%		89.7%	52.3%	76.0%	53.9%		53.9%
SOCIOLOGY/ANTHROP	49.8%	66.0%	63.0%	56.9%	100.0%	52.0%	62.5%	55.0%		55.0%
AGRICULTURE	50.7%	51.3%	58.3%	76.2%	61.0%	50.9%	61.4%	55.3%	100.0%	55.5%
CHEMISTRY	56.5%	39.7%	64.3%	74.1%	84.5%	55.8%	69.2%	58.4%		58.4%
PSYCHOLOGY	50.1%	62.4%	59.7%	75.0%	84.0%	51.4%	64.9%	57.3%	96.8%	58.4%
FINANCE/GEN BUSINESS	54.1%	61.4%	58.1%	86.2%	79.0%	60.1%	62.8%	61.1%	84.2%	61.4%
ACCOUNTING		53.1%	64.1%	70.4%	84.2%	53.1%	68.2%	60.3%	89.7%	61.4%
PHILOSOPHY	60.4%		78.6%	100.0%		60.4%	79.1%	61.9%		61.9%
GEOG/GEOL,PLANNING	59.6%	100.0%	66.4%	100.0%	85.1%	60.0%	73.4%	62.6%	92.9%	62.9%
COMPUTER SCIENCE	65.9%	52.2%	56.1%	71.4%	100.0%	64.9%	64.3%	64.8%		64.8%
BIOMEDICAL SCIENCES	63.6%	85.0%	49.5%	94.8%	75.0%	68.2%	62.3%	64.9%		64.9%
ART & DESIGN	71.8%	62.5%	65.2%	65.3%		66.0%	65.2%	65.7%		65.7%
PHYSICS & ASTRONOMY	63.5%	67.8%	74.7%	100.0%	76.9%	64.3%	76.8%	65.7%		65.7%
ALL COLLEGES	61.4%	63.5%	69.8%	84.8%	84.5%	60.9%	75.6%	65.9%	97.0%	66.7%
COLLEGE OF BUSINESS ADMINISTRATION	61.4%	62.2%	65.5%	85.7%	80.8%	61.9%	69.6%	66.1%	90.5%	66.7%
COLLEGE OF BUSINESS ADMINISTRATION*	61.1%	62.4%	66.1%	82.7%	80.8%	61.9%	70.1%	66.3%	90.5%	66.9%
COMPUTER INFO SYSTEM	60.1%	65.3%	67.7%	88.5%	82.1%	62.0%	73.5%	66.6%	93.5%	66.9%
TECHNOLOGY	60.1%	72.0%	73.5%	74.5%	80.9%	61.9%	74.5%	68.7%		68.7%
MANAGEMENT			65.0%	90.3%	56.3%		69.6%	69.6%	89.7%	70.3%
MARKETING			68.7%	89.8%	80.6%		70.9%	70.9%	92.5%	71.8%
COMMUNICATION	71.6%	56.9%	71.4%	78.4%	75.9%	69.4%	74.2%	71.2%	100.0%	72.0%
ENGLISH	71.5%	74.5%	76.1%	64.8%	90.8%	71.8%	77.8%	73.2%	97.9%	73.4%
COLLEGE OF ARTS & LETTERS	73.4%	66.0%	75.5%	81.1%	86.1%	71.4%	78.2%	73.2%	99.5%	73.6%
COLLEGE OF HEALTH & HUMAN SERVICES*	71.2%	74.3%	69.9%	85.2%	84.4%	71.8%	75.1%	73.0%	98.7%	73.6%
FOREIGN LANGUAGES	73.6%	70.0%	83.3%	80.4%		72.7%	82.5%	73.9%		73.9%
CONSUMER/FAMILY STDY	66.6%	79.2%	80.7%	81.9%	85.2%	70.6%	81.6%	75.3%		75.3%
LIBRARY SCIENCE	75.4%	85.7%	90.5%	100.0%		75.6%	92.3%	76.7%		76.7%
COLLEGE OF HEALTH & APPLIED SCIENCES	77.0%	73.6%	76.0%	83.1%	81.7%	76.3%	78.6%	77.1%	100.0%	77.5%
SCHL OF SOCIAL WORK		55.9%	79.1%	96.6%	100.0%	55.9%	85.1%	77.7%		77.7%
COLLEGE OF EDUCATION & PSYCHOLOGY	61.5%	63.0%	74.7%	91.5%	93.7%	61.6%	85.0%	75.9%	98.1%	77.9%
MUSIC	87.0%	64.9%	90.2%	97.8%	90.1%	47.0%	93.0%	78.0%	100.0%	78.1%
ADMIN OFFICE SYS	79.2%	77.4%	81.1%	100.0%	100.0%	77.9%	84.1%	78.8%	100.0%	79.2%
THEATRE AND DANCE	76.5%	80.3%	94.1%	88.3%	83.7%	77.0%	89.1%	80.0%	100.0%	80.3%
HEALTH/PHY EDU/REC	86.1%	81.9%	83.1%	83.7%	90.9%	85.6%	83.8%	85.3%	100.0%	85.3%
COMM SCI & DISORDERS		68.0%	78.0%	95.8%		68.0%	87.8%	81.4%	100.0%	86.1%
NURSING	89.1%		91.5%	100.0%	50.0%	89.1%	90.4%	89.9%		89.9%
COLLEGE OF EDUCATION*	80.0%	85.7%	93.5%	94.9%	95.2%	80.1%	94.6%	91.0%	98.3%	91.9%
CURRICULUM/INSTRUCTION	81.7%		93.6%	94.9%	95.2%	81.7%	94.6%	92.0%	98.1%	92.4%
DEFENSE & STRAT STY				72.7%	91.7%		82.6%	82.6%	100.0%	92.7%
MILITARY SCIENCE	92.5%	94.1%	92.9%	100.0%		92.9%	96.2%	93.3%		93.3%
COLLEGE OF SPECIAL ACADEMIC PROGRAMS	100.0%	100.0%	100.0%	88.9%	91.7%	100.0%	91.1%	97.7%	100.0%	98.1%
EDUCATIONAL ADMIN									98.2%	98.2%
GUIDANCE/COUNSELLING									98.7%	98.7%
UNIVERSITY COLLEGE*	100.0%	100.0%	100.0%	100.0%		100.0%	100.0%	100.0%		100.0%
INTERDISCIPLINE STY	100.0%	100.0%	100.0%	100.0%		100.0%	100.0%	100.0%		100.0%

* These Colleges are defined by their 2002 organizational structure using 1992 data. Other College definitions use the 1992 organizational structure.

Note: Numbers equal the number of students receiving A or B grades in all courses taught by the respective academic unit as a percent of all students receiving grades.

Table 13
Percent of Students Receiving A and B Grades in all Courses taught by College/Department and Level of Course - Sorted by College

	Fall 1992					Fall 2002					Percentage Change - Fall 1992 to Fall 2002				
College/School/Department	Lower Division	Upper Division	Under Graduate	Graduate (600-899)	All Courses	Lower Division	Upper Division	Under Graduate	Graduate (600-899)	All Courses	Lower Division	Upper Division	Under Graduate	Graduate (600-899)	All Courses
COLLEGE OF ARTS & LETTERS	71.4%	78.2%	73.2%	99.5%	73.6%	79.4%	85.9%	81.3%	97.9%	81.7%	11.2%	9.9%	11.1%	-1.6%	11.0%
ART & DESIGN	66.0%	65.2%	65.7%		65.7%	75.8%	84.4%	78.0%	100.0%	78.1%	14.9%	29.5%	18.7%		18.9%
COMMUNICATION	69.4%	74.2%	71.2%	100.0%	72.0%	76.8%	89.7%	81.2%	99.1%	82.0%	10.6%	20.9%	14.0%	-0.9%	13.8%
ENGLISH	71.8%	77.8%	73.2%	97.9%	73.4%	81.5%	84.4%	82.3%	98.4%	82.8%	13.4%	8.5%	12.4%	0.5%	12.8%
MOD & CLAS LANGUAGES	72.7%	82.5%	73.9%		73.9%	79.2%	84.5%	80.2%		80.2%	8.9%	2.4%	8.5%		8.5%
MEDIA, JOURN & FILM						76.3%	76.2%	76.2%	100.0%	76.4%	9.9%	2.7%	7.1%	0.0%	6.1%
MUSIC	47.0%	93.0%	78.0%	100.0%	78.1%	77.8%	94.6%	82.5%	94.4%	82.8%	65.7%	1.7%	5.8%	-5.6%	6.0%
THEATRE AND DANCE	77.0%	89.1%	80.0%	100.0%	80.3%	87.2%	85.4%	86.7%	100.0%	86.8%	13.1%	-4.1%	8.4%	0.0%	8.1%
COLLEGE OF BUSINESS ADMINISTRATION*	61.9%	70.1%	66.3%	90.5%	66.9%	70.8%	75.0%	73.0%	95.6%	73.5%	14.4%	6.9%	10.0%	5.6%	9.9%
ACCOUNTING	53.1%	68.2%	60.3%	89.7%	61.4%	59.6%	69.0%	63.2%	95.1%	66.3%	12.2%	1.2%	4.7%	5.9%	8.0%
COMPUTER INFO SYSTEM	62.0%	73.5%	66.6%	93.5%	66.9%	79.9%	83.8%	81.1%	97.3%	82.2%	28.8%	14.0%	21.7%	4.0%	22.9%
FINANCE/GEN BUSINESS	60.1%	62.8%	61.1%	84.2%	61.4%	66.5%	78.2%	71.0%	94.4%	72.0%	10.7%	24.5%	16.4%	12.1%	17.2%
INDUSTRIAL MANAGEMNT	61.9%	74.5%	68.7%		68.7%	69.8%	82.6%	79.0%	100.0%	79.4%	12.8%	10.9%	15.0%		15.6%
MANAGEMENT		69.6%	69.6%	89.7%	70.3%	70.2%	71.4%	71.1%	93.8%	72.5%		2.7%	2.2%	4.6%	3.2%
MARKETING		70.9%	70.9%	92.5%	71.8%	64.8%	72.3%	70.8%	95.9%	72.8%		2.0%	-0.2%	3.8%	1.3%
COLLEGE OF EDUCATION*	80.1%	94.6%	91.0%	98.3%	91.9%	82.2%	96.2%	94.7%	99.6%	96.0%	2.7%	1.7%	4.2%	1.3%	4.5%
COUNSELING				98.7%	98.7%				99.0%	99.0%				0.3%	0.3%
EDUCATIONAL ADMIN				98.2%	98.2%				99.7%	99.7%				1.6%	1.6%
LIBRARY SCIENCE	75.6%	92.3%	76.7%		76.7%	77.2%	96.9%	86.0%		86.0%	2.2%	4.9%	12.1%		12.1%
TEACHER EDUC	81.7%	94.6%	92.0%	98.1%	92.4%	83.6%	96.2%	95.1%	99.3%	95.8%	2.4%	1.6%	3.3%	1.3%	3.6%
COLLEGE OF HEALTH & HUMAN SERVICES*	71.8%	75.1%	73.0%	98.7%	73.6%	71.1%	83.0%	75.6%	98.5%	78.0%	-0.9%	10.6%	3.5%	-0.2%	6.0%
BIOMEDICAL SCIENCES	68.2%	62.3%	64.9%		64.9%	67.5%	86.6%	76.6%	100.0%	78.8%	-1.0%	39.0%	17.9%		21.3%
COMM SCI & DISORDERS	68.0%	87.8%	81.4%	100.0%	86.1%	58.8%	90.1%	84.4%	95.8%	88.7%	-13.5%	2.7%	3.6%	-4.2%	3.0%
CONSUMER/FAMILY STDY	70.6%	81.6%	75.3%		75.3%	75.0%	83.0%	78.9%		78.9%	6.3%	1.7%	4.7%		4.7%
HEALTH/PHY EDU/REC	85.6%	83.8%	85.3%	100.0%	85.3%	81.6%	85.4%	82.3%	96.6%	82.5%	-4.7%	1.9%	-3.5%	-3.4%	-3.3%
NURSING	89.1%	90.4%	89.9%		89.9%	87.0%	97.3%	94.8%	100.0%	96.9%	-2.4%	7.7%	5.5%		7.8%
PSYCHOLOGY	51.4%	64.9%	57.3%	96.8%	58.4%	55.8%	74.7%	62.7%	98.4%	64.5%	8.4%	15.2%	9.4%	1.6%	10.4%
SCHL OF SOCIAL WORK	55.9%	85.1%	77.7%		77.7%	82.2%	92.9%	89.0%	99.0%	93.4%	46.9%	9.2%	14.6%		20.3%
COLLEGE OF HUMANITIES & PUBLIC AFFAIRS*	48.0%	62.1%	50.6%	94.5%	51.2%	57.4%	76.4%	60.9%	94.3%	61.8%	19.7%	23.2%	20.4%	-0.2%	20.8%
DEFENSE & STRAT STY		82.6%	82.6%	100.0%	92.7%		94.1%	94.1%	94.5%	94.4%		13.9%	13.9%	-5.5%	1.8%
ECONOMICS	37.7%	43.8%	38.8%	90.9%	39.9%	41.0%	74.6%	44.6%	85.7%	45.8%	8.6%	70.3%	14.8%	-5.7%	14.8%
HISTORY	46.6%	66.1%	49.9%	88.6%	50.5%	51.7%	72.1%	55.5%	95.7%	56.3%	10.9%	9.1%	11.1%	8.0%	11.5%
MILITARY SCIENCE	92.9%	96.2%	93.3%		93.3%	96.1%	97.1%	96.3%		96.3%	3.5%	0.9%	3.2%		3.2%
PHILOSOPHY	60.4%	79.1%	61.9%		61.9%	62.9%	83.8%	66.0%		66.0%	4.2%	5.9%	6.7%		6.7%
POLITICAL SCIENCE	41.5%	61.2%	45.0%	97.8%	46.0%	54.2%	71.9%	56.3%	96.9%	58.2%	30.8%	17.6%	25.0%	-0.9%	26.5%
RELIGIOUS STUDIES	52.3%	76.0%	53.9%		53.9%	64.2%	83.9%	65.8%	96.2%	66.2%	22.8%	10.4%	21.9%		22.7%
SOCIOLOGY/ANTHROP	52.0%	62.5%	55.0%		55.0%	68.0%	76.5%	71.5%		71.5%	30.8%	22.5%	30.0%		30.0%
COLLEGE OF NATURAL & APPLIED SCIENCES*	49.2%	67.1%	52.5%	97.4%	52.8%	57.5%	72.5%	61.3%	98.5%	61.8%	16.9%	8.1%	16.8%	1.1%	17.1%
AGRICULTURE	50.9%	61.4%	55.3%	100.0%	55.5%	67.4%	70.5%	69.1%	100.0%	69.7%	32.5%	14.8%	25.1%	0.0%	25.5%
BIOLOGY	46.0%	72.4%	52.1%	100.0%	52.9%	62.0%	69.2%	64.4%	100.0%	65.3%	34.8%	-4.5%	23.5%	0.0%	23.3%
CHEMISTRY	55.8%	69.2%	58.4%		58.4%	62.0%	75.1%	65.1%	93.8%	65.4%	11.2%	8.5%	11.3%		11.9%
COMPUTER SCIENCE	64.9%	64.3%	64.8%		64.8%	72.1%	70.7%	71.8%		71.8%	11.0%	9.9%	10.8%		10.8%
GEOG/GEOL,PLANNING	60.0%	73.4%	62.6%	92.9%	62.9%	68.2%	88.0%	73.1%	100.0%	73.4%	13.7%	19.8%	16.6%	7.7%	16.8%
MATHEMATICS	40.0%	60.0%	41.9%	92.9%	42.0%	41.3%	63.9%	45.2%	94.1%	45.5%	3.3%	6.4%	7.9%	1.4%	8.2%
PHYS, ASTR & MAT SCI	64.3%	76.8%	65.7%		65.7%	61.7%	81.1%	64.0%	100.0%	64.7%	-4.1%	5.5%	-2.7%		-1.6%
UNIVERSITY COLLEGE*	100.0%	100.0%	100.0%		100.0%	86.8%	79.4%	84.7%		84.7%	-13.2%	-20.6%	-15.3%		-15.3%
INTERDISCIPLINE STY	100.0%	100.0%	100.0%		100.0%	85.9%	98.1%	86.1%		86.1%	-14.1%	-1.9%	-13.9%		-13.9%
ALL COLLEGES	60.9%	75.6%	65.9%	97.0%	66.7%	69.1%	81.1%	73.5%	97.9%	75.0%	13.6%	7.4%	11.5%	0.9%	12.4%

* Colleges are defined by their 2002 organizational structure using both 1992 and 2002 data.
** Media, Journalism, and Film did not exist in 1992 but was part of the Communications. Hence, percentage comparisons are to Communications in 1992.

Note: Numbers equal the number of students receiving A or B grades in all courses taught by the respective academic unit as a percent of all students receiving grades.

Table 14
Percent of Students Receiving A and B Grades in all Courses taught by College/Department and Level of Course - Sorted by Percent

	Fall 1992					Fall 2002					Percentage Change - Fall 1992 to Fall 2002				
College/School/Department	Lower Division	Upper Division	Under Graduate	Graduate (600-899)	All Courses	Lower Division	Upper Division	Under Graduate	Graduate (600-899)	All Courses	Lower Division	Upper Division	Under Graduate	Graduate (600-899)	All Courses
SOCIOLOGY/ANTHROP	52.0%	62.5%	55.0%		55.0%	68.0%	76.5%	71.5%		71.5%	30.8%	22.5%	30.0%		30.0%
POLITICAL SCIENCE	41.5%	61.2%	45.0%	97.8%	46.0%	54.2%	71.9%	56.3%	96.9%	58.2%	30.8%	17.6%	25.0%	-0.9%	26.5%
AGRICULTURE	50.9%	61.4%	55.3%	100.0%	55.5%	67.4%	70.5%	69.1%	100.0%	69.7%	32.5%	14.8%	25.1%	0.0%	25.5%
BIOLOGY	46.0%	72.4%	52.1%	100.0%	52.9%	62.0%	69.2%	64.4%	100.0%	65.3%	34.8%	-4.5%	23.5%	0.0%	23.3%
COMPUTER INFO SYSTEM	62.0%	73.5%	66.6%	93.5%	66.9%	79.9%	83.8%	81.1%	97.3%	82.2%	28.8%	14.0%	21.7%	4.0%	22.9%
RELIGIOUS STUDIES	52.3%	76.0%	53.9%		53.9%	64.2%	83.9%	65.8%	96.2%	66.2%	22.8%	10.4%	21.9%		22.7%
BIOMEDICAL SCIENCES	68.2%	62.3%	64.9%		64.9%	67.5%	86.6%	76.6%	100.0%	78.8%	-1.0%	39.0%	17.9%		21.3%
COLLEGE OF HUMANITIES & PUBLIC AFFAIRS*	48.0%	62.1%	50.6%	94.5%	51.2%	57.4%	76.4%	60.9%	94.3%	61.8%	19.7%	23.2%	20.4%	-0.2%	20.8%
SCHL OF SOCIAL WORK	55.9%	85.1%	77.7%		77.7%	82.2%	92.9%	89.0%	99.0%	93.4%	46.9%	9.2%	14.6%		20.3%
ART & DESIGN	66.0%	65.2%	65.7%		65.7%	75.8%	84.4%	78.0%	100.0%	78.1%	14.9%	29.5%	18.7%		18.9%
FINANCE/GEN BUSINESS	60.1%	62.8%	61.1%	84.2%	61.4%	66.5%	78.2%	71.0%	94.4%	72.0%	10.7%	24.5%	16.4%	12.1%	17.2%
COLLEGE OF NATURAL & APPLIED SCIENCES*	49.2%	67.1%	52.5%	97.4%	52.8%	57.5%	72.5%	61.3%	98.5%	61.8%	16.9%	8.1%	16.8%	1.1%	17.1%
GEOG/GEOL,PLANNING	60.0%	73.4%	62.6%	92.9%	62.9%	68.2%	88.0%	73.1%	100.0%	73.4%	13.7%	19.8%	16.6%	7.7%	16.8%
INDUSTRIAL MANAGEMNT	61.9%	74.5%	68.7%		68.7%	69.8%	82.6%	79.0%	100.0%	79.4%	12.8%	10.9%	15.0%		15.6%
ECONOMICS	37.7%	43.8%	38.8%	90.9%	39.9%	41.0%	74.6%	44.6%	85.7%	45.8%	8.6%	70.3%	14.8%	-5.7%	14.8%
COMMUNICATION	69.4%	74.2%	71.2%	100.0%	72.0%	76.8%	89.7%	81.2%	99.1%	82.0%	10.6%	20.9%	14.0%	-0.9%	13.8%
ENGLISH	71.8%	77.8%	73.2%	97.9%	73.4%	81.5%	84.4%	82.3%	98.4%	82.8%	13.4%	8.5%	12.4%	0.5%	12.8%
ALL COLLEGES	60.9%	75.6%	65.9%	97.0%	66.7%	69.1%	81.1%	73.5%	97.9%	75.0%	13.6%	7.4%	11.5%	0.9%	12.4%
LIBRARY SCIENCE	75.6%	92.3%	76.7%		76.7%	77.2%	96.9%	86.0%		86.0%	2.2%	4.9%	12.1%		12.1%
CHEMISTRY	55.8%	69.2%	58.4%		58.4%	62.0%	75.1%	65.1%	93.8%	65.4%	11.2%	8.5%	11.3%		11.9%
HISTORY	46.6%	66.1%	49.9%	88.6%	50.5%	51.7%	72.1%	55.5%	95.7%	56.3%	10.9%	9.1%	11.1%	8.0%	11.5%
COLLEGE OF ARTS & LETTERS	71.4%	78.2%	73.2%	99.5%	73.6%	79.4%	85.9%	81.3%	97.9%	81.7%	11.2%	9.9%	11.1%	-1.6%	11.0%
COMPUTER SCIENCE	64.9%	64.3%	64.8%		64.8%	72.1%	70.7%	71.8%		71.8%	11.0%	9.9%	10.8%		10.8%
PSYCHOLOGY	51.4%	64.9%	57.3%	96.8%	58.4%	55.8%	74.7%	62.7%	98.4%	64.5%	8.4%	15.2%	9.4%	1.6%	10.4%
COLLEGE OF BUSINESS ADMINISTRATION*	61.9%	70.1%	66.3%	90.5%	66.9%	70.8%	75.0%	73.0%	95.6%	73.5%	14.4%	6.9%	10.0%	5.6%	9.9%
MOD & CLAS LANGUAGES	72.7%	82.5%	73.9%		73.9%	79.2%	84.5%	80.2%		80.2%	8.9%	2.4%	8.5%		8.5%
MATHEMATICS	40.0%	60.0%	41.9%	92.9%	42.0%	41.3%	63.9%	45.2%	94.1%	45.5%	3.3%	6.4%	7.9%	1.4%	8.2%
THEATRE AND DANCE	77.0%	89.1%	80.0%	100.0%	80.3%	87.2%	85.4%	86.7%	100.0%	86.8%	13.1%	-4.1%	8.4%	0.0%	8.1%
ACCOUNTING	53.1%	68.2%	60.3%	89.7%	61.4%	59.6%	69.0%	63.2%	95.1%	66.3%	12.2%	1.2%	4.7%	5.9%	8.0%
NURSING	89.1%	90.4%	89.9%		89.9%	87.0%	97.3%	94.8%	100.0%	96.9%	-2.4%	7.7%	5.5%		7.8%
PHILOSOPHY	60.4%	79.1%	61.9%		61.9%	62.9%	83.8%	66.0%		66.0%	4.2%	5.9%	6.7%		6.7%
MEDIA, JOURN & FILM						76.3%	76.2%	76.2%	100.0%	76.4%	9.9%	2.7%	7.1%	0.0%	6.1%
MUSIC	47.0%	93.0%	78.0%	100.0%	78.1%	77.8%	94.6%	82.5%	94.4%	82.8%	65.7%	1.7%	5.8%	-5.6%	6.0%
COLLEGE OF HEALTH & HUMAN SERVICES*	71.8%	75.1%	73.0%	98.7%	73.6%	71.1%	83.0%	75.6%	98.5%	78.0%	-0.9%	10.6%	3.5%	-0.2%	6.0%
CONSUMER/FAMILY STDY	70.6%	81.6%	75.3%		75.3%	75.0%	83.0%	78.9%		78.9%	6.3%	1.7%	4.7%		4.7%
COLLEGE OF EDUCATION*	80.1%	94.6%	91.0%	98.3%	91.9%	82.2%	96.2%	94.7%	99.6%	96.0%	2.7%	1.7%	4.2%	1.3%	4.5%
TEACHER EDUC	81.7%	94.6%	92.0%	98.1%	92.4%	83.6%	96.2%	95.1%	99.3%	95.8%	2.4%	1.6%	3.3%	1.3%	3.6%
MILITARY SCIENCE	92.9%	96.2%	93.3%		93.3%	96.1%	97.1%	96.3%		96.3%	3.5%	0.9%	3.2%		3.2%
MANAGEMENT		69.6%	69.6%	89.7%	70.3%	70.2%	71.4%	71.1%	93.8%	72.5%		2.7%	2.2%	4.6%	3.2%
COMM SCI & DISORDERS	68.0%	87.8%	81.4%	100.0%	86.1%	58.8%	90.1%	84.4%	95.8%	88.7%	-13.5%	2.7%	3.6%	-4.2%	3.0%
DEFENSE & STRAT STY		82.6%	82.6%	100.0%	92.7%		94.1%	94.1%	94.5%	94.4%		13.9%	13.9%	-5.5%	1.8%
EDUCATIONAL ADMIN				98.2%	98.2%				99.7%	99.7%				1.6%	1.6%
MARKETING		70.9%	70.9%	92.5%	71.8%	64.8%	72.3%	70.8%	95.9%	72.8%		2.0%	-0.2%	3.8%	1.3%
COUNSELING				98.7%	98.7%				99.0%	99.0%				0.3%	0.3%
PHYS, ASTR & MAT SCI	64.3%	76.8%	65.7%		65.7%	61.7%	81.1%	64.0%	100.0%	64.7%	-4.1%	5.5%	-2.7%		-1.6%
HEALTH/PHY EDU/REC	85.6%	83.8%	85.3%	100.0%	85.3%	81.6%	85.4%	82.3%	96.6%	82.5%	-4.7%	1.9%	-3.5%	-3.4%	-3.3%
INTERDISCIPLINE STY	100.0%	100.0%	100.0%		100.0%	85.9%	98.1%	86.1%		86.1%	-14.1%	-1.9%	-13.9%		-13.9%
UNIVERSITY COLLEGE*	100.0%	100.0%	100.0%		100.0%	86.8%	79.4%	84.7%		84.7%	-13.2%	-20.6%	-15.3%		-15.3%

* Colleges are defined by their 2002 organizational structure using both 1992 and 2002 data.
** Media, Journalism, and Film did not exist in 1992 but was part of the Communications. Hence, percentage comparisons are to Communications in 1992.

Note: Numbers equal the number of students receiving A or B grades in all courses taught by the respective academic unit as a percent of all students receiving grades.