

**REPORT ON
GRADE INFLATION IN
VIRGINIA'S COLLEGES AND UNIVERSITIES**

**TO
THE GOVERNOR
AND
THE GENERAL ASSEMBLY OF VIRGINIA**



House Document No. 3

**COMMONWEALTH OF VIRGINIA
Department of Purchases and Supply
Richmond
1978**

GRADE INFLATION

A

REPORT

PREPARED BY THE

COUNCIL OF HIGHER EDUCATION FOR VIRGINIA

SEPTEMBER 27, 1977

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Introduction

During the 1977 Session, the Virginia General Assembly directed the Council of Higher Education to study grade inflation in Virginia's public institutions of higher education, and to report its findings to the Governor and General Assembly by November, 1977 (see Appendix B).

The Council conducted the examination of grade inflation in three phases. First, to determine the extent of grade inflation in Virginia's public institutions, the Council staff collected historical data on grading patterns from the fifteen state-supported senior institutions, Richard Bland College, and the Community Colleges. Second, the staff reviewed the literature on grade inflation as reported in national journals and studies conducted by institutions in other states. Grading patterns at Virginia's public institutions were compared with national grade average data. Third, the Council staff studied possible modifications to grading practices. These proposed solutions were discussed with the Council's Instructional Programs Advisory Committee, composed of the chief academic officers from the public senior institutions and representatives from the Virginia Community College System and the private sector. This Committee also discussed responses by Virginia's institutions to grade inflation. The Council staff also discussed the report with the Council's General Professional Advisory Committee, composed of the presidents from the senior public institutions, the Chancellor and three presidents from the Community College System, and the President of Richard Bland College.

Finally, the Council conducted its study in such a way that it has not overstepped its statutory responsibility. Specifically, the Council is prohibited by statute from any action which affects

either directly or indirectly, the selection of faculty or the standards and criteria for admission of any public institution, whether related to academic standards, residence or other criteria...[Virginia Code 23-9.6:1(b)].

Because grading is an aspect of academic standards, the Council was aware that grading was the prerogative of the faculties of the individual institutions.

SECTION I: Review of the Literature

Measuring student achievement has been a continuing concern of faculty for many years. Historical variations in grading formats have been observed for centuries. The first grading systems in America were descriptive. After 1800 a variety of grading scales were introduced. Among some of those scales introduced were 1-4 at Yale in 1813, 1-20 at Harvard in 1830, and a scale of 100 at Harvard in 1877. In 1851 the pass/fail option was introduced at the University of Michigan. Harvard, in 1883, gave the first letter grades (A, B, C, D and F), and by 1895 had also adopted the pass/fail method.¹

Interest in grading procedures and grade distributions has remained high since those first grading concepts were introduced. A statement in the Wall Street Journal summarizes the concerns currently being expressed about the philosophy of grading:

There were problems with the old system of grading. Students often got confused and studied to get a somewhat arbitrary mark instead of to master a body of knowledge. But grades were not entirely arbitrary, and they did attempt to show that scholarship required devotion to high standards. Without these standards life may be temporarily easier for both student and teacher, but the state of learning is found to decline. The student has most cause to complain, he is being cheated, but in the long run we will all lose something.²

An annual survey of entering freshmen conducted by the American Council on Education determined that freshmen are entering college with higher grades than ever before.³ Among the 1976 college freshmen, nearly 19.7 percent earned an A average in high school. This figure represents an increase of 1.4 percent over 1975 and 6.2 percent over 1969. The number of freshmen with C averages in high school declined from 32.5 percent to only 19.8 percent during the same period. The survey found that, whereas C students outnumbered A students by more than 2 to 1 in the late 1960's, the two groups are of equal size among today's freshmen. Investigators concluded that grading standards in the secondary schools have changed markedly since the late 1960's. This conclusion is strongly supported by the recent Wirtz panel report on Scholastic Aptitude Test (SAT) score decline.⁴

Several recent studies have focused on the extent of grade inflation. In 1974 a national survey of grade point averages at the undergraduate level conducted at Michigan State University confirmed widespread reports of grade inflation on college campuses across the country. That survey, which received responses from 197 colleges and universities for the years 1960 to 1973, determined that, on a grading scale of 0.00 to 4.00, the average grade point average had increased 0.404 points.⁵ Generally, the survey indicates that grade point averages increased slowly during the early 1960's and more rapidly after 1965, reaching the the highest rate of increase between 1968 and 1972. Grades also increased between 1972 and 1973, but at a slower rate.

A follow-up national survey was conducted in 1976 to extend the analysis of grade inflation from 1973 through 1975. The 1976 survey revealed that grade point averages had declined slightly from 2.77 (on a 4.0 point scale) in 1974 to 2.74 in 1975.⁶ Because the decline was slight, and occurred over only a one-year period, it is difficult to determine whether or not the drop represents the beginning of a downward trend. However, the decline does represent a marked change from the trend of significant increases in grade point averages between 1965 and 1973. The Michigan State University analysis attributed the decline in grade point averages to the widespread concern in colleges and universities over grade inflation. The survey indicated that 80 percent of the responding institutions had taken steps to study or curb inflation. The actions taken ranged from a general review of the problem to specific academic and administrative changes. These will be discussed in more detail in Section III.

The Office of Institutional Research at the University of California at Berkeley conducted a much smaller survey of grading patterns at 14 institutions. It was reported that the number of A grades awarded more than doubled between 1960 and the early 1970's, while the number of C grades decreased by approximately one-half. Overall, the grade point average increased by one-half a letter grade.⁷

A number of institutions across the country have become sensitive to the changes in their grade distributions. At the University of Michigan, the freshman grade point average for the class that entered in fall of 1974 was the highest ever ~~through the~~

class ranked lowest over the last 20 years in terms of performance on standardized tests.⁸ Dickinson College temporarily discontinued listing of students with grade point averages of 3.50 or better because the list had become embarrassingly long. Eighty-two percent of Harvard's class of 1974 graduated cum laude or better. Recently, 81 percent of all grades at Vassar were A's and B's while the average grade at Stanford was A-minus.¹⁰ Grade inflation also appeared at the University of North Carolina, where between 1962 and 1972, the percentage of A's awarded doubled. Yale ordered standards tightened in the early 1970's, after the graduating class for one year had 70 percent honor graduates. In 1976-77 only 44 percent of the graduating class received honors.¹¹

Chapters of Phi Beta Kappa have raised the minimum grade average for membership because college transcripts reflect a much higher percentage of A's and B's.¹² This action taken by some chapters of Phi Beta Kappa is intended to safeguard the honor society's traditional exclusivity.

The recent expression of concern over grade inflation has been brought to the public's attention by being reported in the press in a manner that gives an aura of public scandal.¹³ Most educational leaders believe many of these articles are misleading and oversimplified. On the surface there does appear to be cause for concern, however. In reviewing the research currently available it can be seen that much of the inflationary trend is attributable to the multiplicity of grading formats that have been introduced in the last decade. This multiplicity of grading formats reflects multiple sets of standards which cannot always be brought into congruity.

Nationally, over the past several years, there has been considerable concern over grade inflation. As noted in Section III of this report, various approaches are being taken to evaluate the magnitude of the phenomenon. The data on grade inflation, nationally and in Virginia, indicate that grade inflation may have peaked. There are as many reasons given in the literature for the reversal of the trend as there were for the original inflationary trend. Most institutions in Virginia and nationally are monitoring their own trends and have either taken action to curb the inflation or are in the process of determining what has caused the upward trend.

FOOTNOTES

1. William V. Mayville, "The Trouble With Grading Is...", *Research Currents*, American Association for Higher Education, October, 1975, p. 2.
2. "Grade Inflation," *The Wall Street Journal*, December 6, 1974, p. 6.
3. *The American Freshman: National Norms for Fall, 1976* (Graduate School of Education), UCLA, Los Angeles, California.
4. Willard Wirtz, et al, *On Further Examination: Report of the Advisory Panel on The Scholastic Aptitude Test Score Decline*. New York, New York: College Entrance Examination Board, 1977, p. 44.
5. Arvo Juola, "Grade Inflation (1960-1973) A Preliminary Report," Learning and Evaluation Service, Michigan State University, East Lansing, Michigan, August, 1974.
6. Arvo Juola, "Grade Inflation -- 1975. Is It Over?," Learning and Evaluation Service, Michigan State University, East Lansing, Michigan, August 23, 1976.
7. Chronicle of Higher Education, March 22, 1976.
8. Chronicle of Higher Education, May 19, 1975.
9. Higher Education Daily, January 23, 1975.
10. *Newsweek*, February 9, 1976.
11. William Delaney, "Disturbing College Phenomenon: Cum Loude Creep," *Washington Star*, June 20, 1977.
12. Amitoi Etzioni, "Grade Inflation," *Science*, (American Association for the Advancement of Science) Volume 190, Number 4210 (October 10, 1975), p. 101.
13. William V. Mayville, "The Trouble With Grading Is...", *Research Currents*, American Association for Higher Education, October, 1975, p. 1.

SECTION II: Grade Inflation in Virginia's Colleges and Universities

The statewide grading pattern shows a gradual, but steady, increase in the grade point average at public four-year institutions between 1965 and 1973. From 1973 to 1975, there was a slight decrease. In the Fall of 1976 there was a .03 of a point increase over 1975 (2.62 in 1975; 2.65 in 1976). At the community colleges, the grade point average declined between 1974 and 1976. Table I presents the grade point averages for Virginia's state-supported senior colleges and universities. Table II presents the reported grade point averages for Virginia's Community College System. The community colleges only had data in their management information system for three years (1974-1976). (Comparisons of individual senior state-supported institutions with the national average are included in Appendix A). Although institutions differ in the manner in which they compute grade point averages, the data provides an accurate picture over time.

There are several points regarding the Virginia data that need clarification in reviewing and evaluating the information. First, the number of institutions reporting data varies from year to year. The reason was data from some institutions were not readily available for certain years. Legislators calling for this study stipulated that it should not require a major data collection effort. Institutions were requested to furnish the data on grade point averages which were readily accessible.

Second, institutions may differ in the manner in which they computed their grade point averages. For example, one institution may have changed from a 3.0 point system to a 4.0 point system during the time period under review. Some institutions may omit the category "other" in computing their grade point average. The "other" category included non-credit, pass, withdraw failing, withdraw passing, and no credit. All the averages used in this section and in the appendix have the "other" category omitted.

The reported statewide average from the state-supported senior institutions increased from 2.28 in 1965 (4 institutions reporting) to 2.65 in 1976 (15 institutions reporting). Thus, the average grade when translated into standard letter grades increased modestly from a C+ to a B- over that period. Generally, grade point averages for Virginia's

senior institutions increased at about the same rate as the national averages between 1965 and 1973. Between 1973 and 1975 Virginia's grade point average leveled, only to increase slightly in 1976. National data were not available for 1976.

The differences in the grading practices of individual institutions are highlighted in the comparisons of individual institutional grade point averages and the national averages (see Appendix A). Much of the increase in grade point averages in Virginia's institutions is attributed to changes in missions which normally have resulted in changes in student body. Several of Virginia's institutions have changed their missions during the period 1965 to 1976. As a result, the student bodies have changed. For example, if an institution were to shift from a narrow spectrum of offerings to a broader array of offerings the students will also change and, therefore, the grade point averages may change. A related factor will be the acceptance of more qualified students. Several institutions indicate that the quality of their students has increased which accounts for the upward trend in grade point averages. During the period from 1965 to 1973, there was rapid growth in enrollments in Virginia's colleges and universities. The faculty attracted to teach were being drawn from a national pool and brought with them grading norms from across the nation. Additional explanations for the upward trend in grades are noted in Section III.

In summary, there has been an upward movement of those grades subject to grade point calculation in Virginia's public senior institutions over the last 12 years. The averages have remained significantly below the national averages, however, the rate of grade inflation in Virginia was about the same for the nation between 1965, and 1973 (see Figure 1). Although there are insufficient data to identify long-term grading patterns for the community colleges, the grade point average for the community colleges has declined during the last three years.

TABLE I
Reported Grade Point Averages for Undergraduates at Four-Year State-Supported Institutions
(Fall)

	1965	1967 ¹	1969	1971	1972	1973	1974	1975	1976
Christopher Newport College*	--	--	--	2.48	2.52	2.54	2.56	2.54	2.61
Clinch Valley College	--	--	2.34	2.57	2.49	2.69	2.66	2.62	2.69
George Mason University	--	--	--	2.49	2.63	2.67	2.73	2.80	2.76
Longwood College	--	2.56	2.55	2.48	2.59	2.66	2.65	2.64	2.58
James Madison University	2.27	2.34	2.38	2.47	2.50	--	2.61	2.69	2.74
Mary Washington College	--	2.61	2.70	2.77	2.74	--	--	--	2.75
Norfolk State College	2.06	1.92	1.99	2.09	2.12	2.24	2.05	2.06	2.18
Old Dominion University**	--	--	--	2.66	2.72	2.73	2.69	2.67	2.71
Radford College	2.40	2.44	2.40	2.49	2.59	2.59	2.67	2.65	2.70
University of Virginia	--	--	2.61	2.77	2.83	2.89	2.95	2.97	2.99
Virginia Commonwealth University	--	--	--	2.61	--	2.71	2.76	2.78	2.79
Virginia Military Institute	--	--	--	2.23	2.21	2.28	2.23	2.24	2.25
Virginia Polytechnic Institute and State University	--	2.45	--	--	2.73	2.69	2.78	2.62	2.63
Virginia State College	2.38	2.33	2.41	2.52	2.50	2.56	2.68	2.58	2.53
The College of William and Mary	--	2.52	2.56	2.65	2.87	2.90	2.75	2.78	2.72
Average - Public Four-Year	2.28 (n=4)	2.40 (n=8)	2.44 (n=9)	2.52 (n=14)	2.57 (n=14)	2.63 (n=13)	2.63 (n=14)	2.62 (n=14)	2.65 (n=15)
Richard Bland College	--	1.91	2.03	2.01	2.09	2.10	2.20	2.00	2.17

Data for blank years not readily available.

*Data for 1965, 1967, and 1969 were not included for Christopher Newport College because it was a two-year institution at that time.

**Spring Terms (Except 1976).

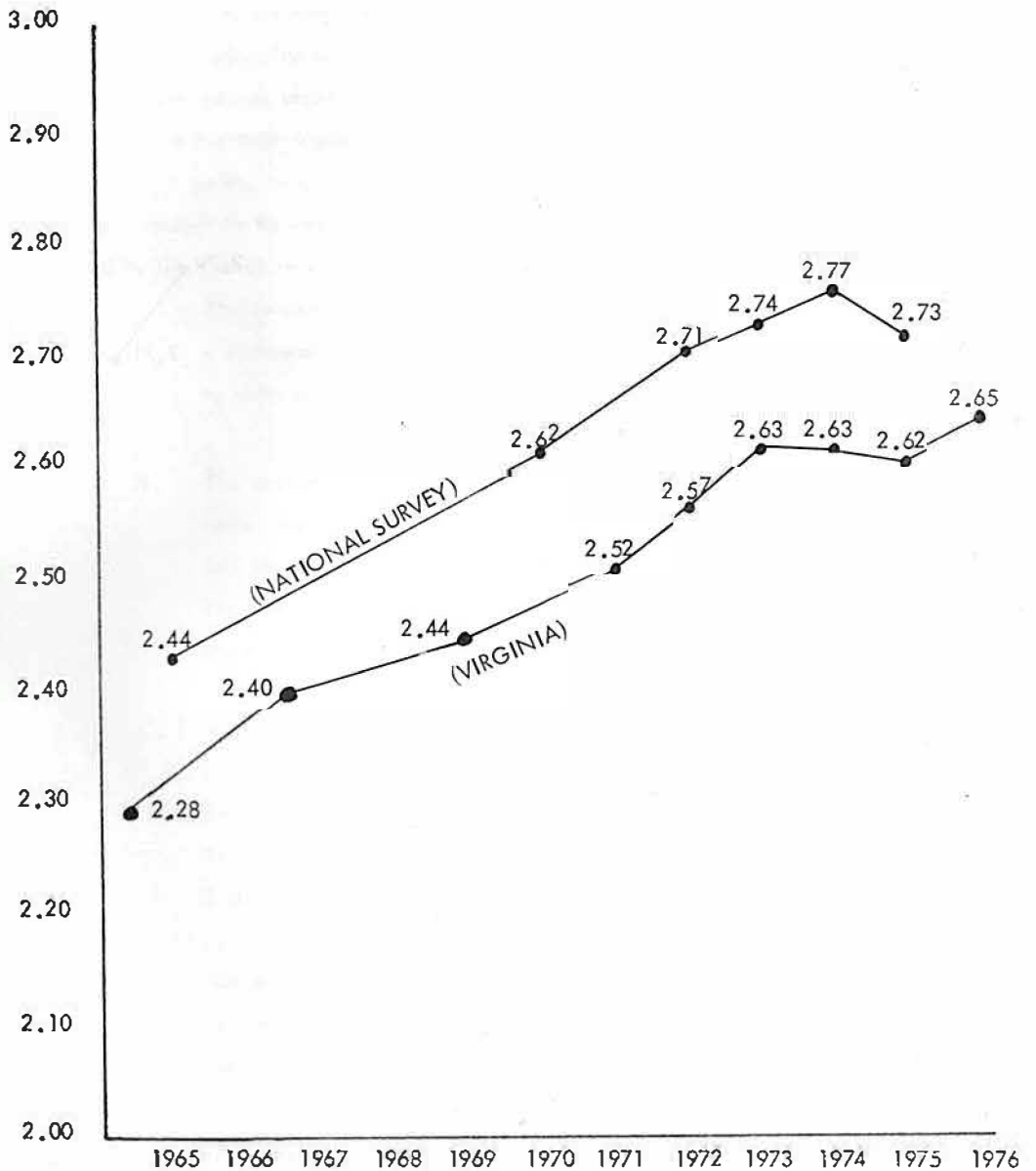
¹For the four institutions reporting in 1965, the grade point average in 1967 was 2.26.

TABLE II
 Reported Grade Point Averages for Community Colleges
 (Fall)

	1974	1975	1976
Blue Ridge	2.89	2.61	2.64
Central Virginia	2.65	2.57	2.59
Dabney S. Lancaster	2.88	2.84	2.77
Danville	2.75	2.71	2.75
Eastern Shore	2.84	2.61	2.60
Germonna	2.87	2.69	2.79
J. Sargeant Reynolds	2.82	2.53	2.50
John Tyler	2.86	2.78	2.78
Lord Fairfax	2.90	2.73	2.79
Mountain Empire	3.04	2.92	2.90
New River	3.11	2.70	2.86
Northern Virginia	2.88	2.87	2.83
Patrick Henry	2.45	2.44	2.41
Paul D. Camp	2.85	2.73	2.67
Piedmont Virginia	2.82	2.81	2.86
Rappahannock	2.88	2.81	2.79
Southside Virginia	2.79	2.65	2.69
Southwest Virginia	2.98	2.87	3.20
Thomas Nelson	2.61	2.63	2.68
Tidewater	2.57	2.60	2.71
Virginia Highlands	2.83	2.78	2.85
Virginia Western	2.67	2.50	2.42
Wytheville	2.80	2.80	2.80
Average - Community Colleges	2.79	2.71	2.73

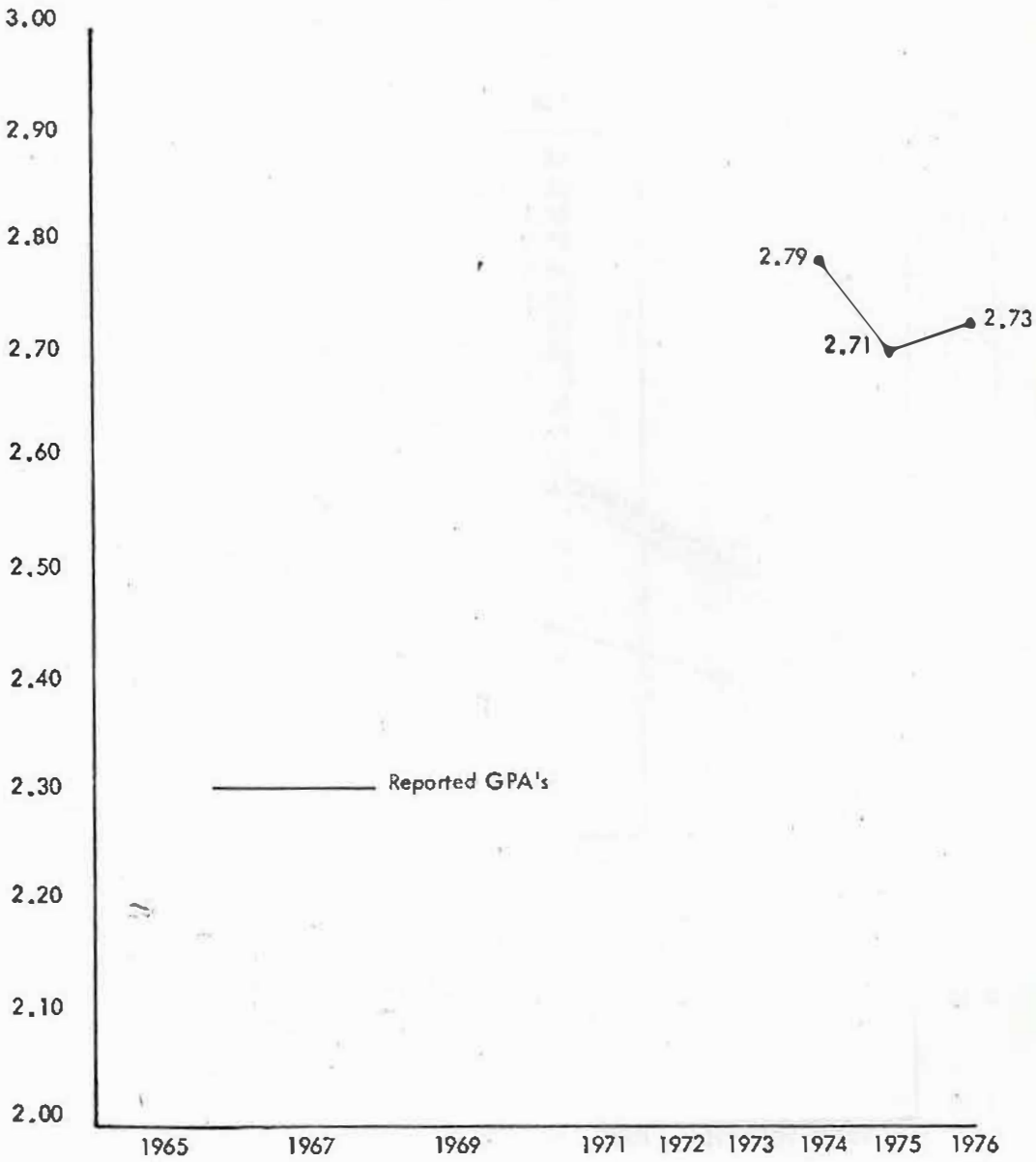
FIGURE 1

Statewide Grade-Point Averages (Four-Year Institutions)
as Compared to National Averages*



* See Juola's, "Grade Inflation -- 1975. Is It Over?"

FIGURE 2
Statewide Trend
(Community Colleges)*



*Data only available for three years(1974, 1975 and 1976)

SECTION III: Reasons for Grade Inflation and Conclusions

The information presented in the preceding sections indicates that grade inflation has occurred both nationally and in Virginia over the past decade. Grade inflation in Virginia, although not as severe, does appear to follow the national pattern. Virginia and national data indicate a possible leveling of grade point averages after the increase over the past ten years.

There appear to be many reasons for the upward trend in average grades. Among those cited in the literature or noted by institutional personnel in Virginia are:

- A. The tendency for institutions to provide more lenient class withdrawal deadlines. Some institutions now allow a student to drop or audit a course later in the semester without penalty.
- B. The option that allows students to take courses for pass/fail rather than grades. Students naturally tend to take for pass/fail those courses they are least likely to get high grades in. The option places more grades in the "other" category and thereby increases the grade point average for the institution.
- C. At some institutions it is clear that the undergraduates are better prepared in their verbal and mathematics abilities than they have been in the past. Despite a national drop in Scholastic Aptitude Test scores, several institutions in Virginia have experienced an increase in the average SAT scores of their entering freshmen.
- D. The pressure on undergraduates to make good grades in order to gain admission to graduate or professional schools. During the period 1965-1976 the number of degrees conferred in graduate and professional schools in Virginia has more than tripled. In 1965-66 there were 1,163 Master's degrees awarded, 465 professional

degrees and 159 Doctorate's for a total of 1,786. In comparison, in 1975-76, there were 4,815 Master's, 850 professional, and 475 Doctorate's for a total of 6,140 degees awarded. '

- E. Flexibility of degree requirements has resulted in students being able to elect more courses and to take courses in their major field sooner. The election of courses may motivate students to work harder and to take a greater interest in their work, thereby resulting in higher grades.
- F. The tendency for faculty to award higher grades in order to gain popularity and thereby to receive favorable student course evaluations. More qualified faculty members are available than there are jobs. This may result in higher grades in order to insure favorable student evaluations which may assist in tenure and promotion decisions.
- G. The idea that students should not experience failure was advocated frequently during the past ten years.
- H. Many faculty now believe that a student's worth cannot be evaluated by grades. This belief is reflected in a general rejection of the credentialing function.
- I. The rising proportion of women students has been an important factor leading to higher grades at some insitutions.
- J. The increase in the number of veterans and part-time, older students who are more motivated than younger persons.

- K. Course distribution requirements for some curricula changed significantly during the 1960's and early 1970's. For example, the emphasis on language and natural science courses was reduced for some degree programs. With fewer traditionally difficult courses, students tended to earn higher grades.
- L. Faculties also experienced significant growth in the number of young members during the 1960's and early 1970's. The grading practices of these younger faculty probably reflected the more permissive social outlook of the time.
- M. There were changes in some institutional grading policies which influenced grade point averages during the time period. Some institutions, for example, dropped all F grades from a student's record; other institutions averaged the F grades with those grades earned in repeated courses. The net effect of these changes was an increase in institutional grade point averages.
- N. Finally, faculty in different disciplines have different attitudes toward grading practices. Accordingly, an institution's curriculum will have an impact upon the institutional grade patterns.

Generally, there appears to be agreement that the solution to grade inflation is not a return to preinflation grading standards. Some observers believe that it would be unfair for some institutions to revise their grading systems and standards and other institutions not to change. The graduate of an institution that returned to preinflation standards would be at a disadvantage when competing with graduates of institutions still giving grades under their present system.

Several procedures have been developed as deterrents to grade inflation. The first was developed by the University of California at Berkeley Academic Senate Committee on Instruction. This is a reporting system called the Relative Transcript.¹ A number of institutions, including the University of Michigan, the University of Vermont, Central Washington State College, and the University of California at Irvine, are considering such a system. The Relative Transcript includes not only the student's grade but also the number of students and the average grade for the course. Most criticism regarding the Relative Transcript stems from the concern that such a method will force a return to the curved grading. Proponents argue, however, that the transcript would only give additional information about the relative standing of the grade.

The University of Utah has suggested another method for reducing the grading disparity between colleges or departments within an institution.² The University's self-study of grade inflation identified significant differences in grading practices between colleges. A practice of using only the grade point average enables colleges with lenient grading practices to have more of their students invited into honor societies and other activities where admission is based upon grade point averages. It was suggested, therefore, that in addition to the regular grade point average (to be recorded on everyone's transcript) an additional computation be made that provides an adjustment to the regular grade point average. This "adjusted grade point average" may or may not appear on the transcript, but would be used for purposes where decisions are made on the basis of grade point average alone (e.g. - election to Phi Beta Kappa).

Conclusions and Recommendations

Grade inflation appears to be analogous to inflation in the economy. It must be remembered that grade inflation has occurred nationally, and not just in Virginia. Consequently, efforts to change grading practices must extend beyond the bounds of Virginia's institutions. Also, it should be remembered grading is an important faculty prerogative. Although some administrative actions could influence change, the success of proposed solutions to grade inflation will depend upon individual faculty members. There is evidence that graduate and professional schools, along with employers, may provide a partial solution to grade inflation: if grade point averages are weighted less and other indicators weighted more in evaluating students, grade inflation might decrease.

The major conclusion to be reached from this study of grade inflation is that although it has indeed occurred in Virginia, the State's colleges and universities continue to grade more rigorously than institutions across the nation. Ten years ago, Virginia's overall grade point average was below that of the nation; in 1976 it was still well below the national average.

This fact, coupled with preliminary indications that grade inflation may have ceased or, at least, slowed considerably, leads the Council of Higher Education to conclude that no specific corrective action is necessary at this time.

However, the Council of Higher Education does recommend that the faculties of Virginia's state-supported institutions of higher education closely monitor their grading practices to insure that undesirable grade inflation is minimized in the future. In the final analysis, the preservation of quality in the colleges and universities depends upon the professional standards of the men and women who are their faculty members. Above all others, tenured faculty members are the leaders of their academic communities and should, therefore, use their considerable influence to guard against undesirable grade inflation.

Due to enrollment growth and normal attrition, many persons join Virginia's faculties each year. These persons come from institutions throughout the nation and bring a variety of experiences to their new assignments in Virginia. The Council of

Higher Education believes that it would be useful for each of Virginia's state-supported colleges and universities to provide its new faculty members with a profile of grading practices at the institution. It would further be desirable to discuss grading practices with new faculty members on the departmental, divisional, school or college level. The Council of Higher Education does not make this recommendation in an attempt to enforce conformity; rather, the Council is concerned to guarantee that each new faculty member have the benefit of as much information as possible about the grading practices in the institution to which he or she has been called to teach. The Council does not believe that such information, properly conveyed, would constitute a constraint upon academic freedom.

Finally, the very fact that much of the data necessary to conduct this brief study of grade inflation was readily available from Virginia's state-supported colleges and universities indicates the sensitivity of their faculties and administrators to the issue of grade inflation. Many institutions have standing committees which review grading trends; in virtually every institution the subject has been discussed by students, faculty, and administrators. The Council of Higher Education encourages this sensitivity to the issue and believes that the most appropriate response to grade inflation over the past decade is the heightened awareness which members of the higher education community in Virginia demonstrate.

FOOTNOTES

1. Robert L. Bailey, "Engineering Grade Deflation, "Change Magazine (May, 1977), Volume 9, No. 5.
2. Noel de Nevers, memo to Executive Committee, Faculty Senate of University of Utah, December 20, 1976.

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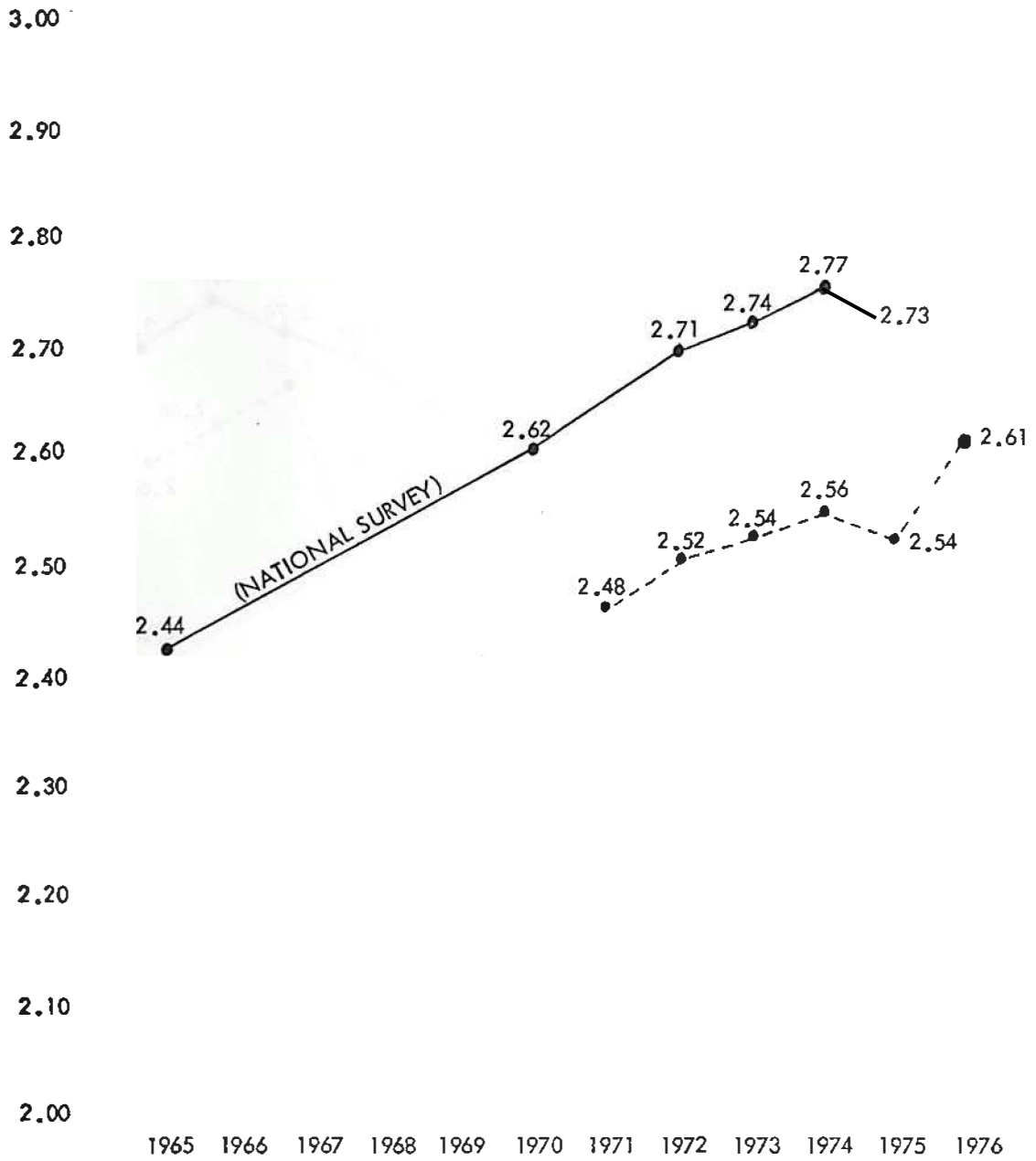
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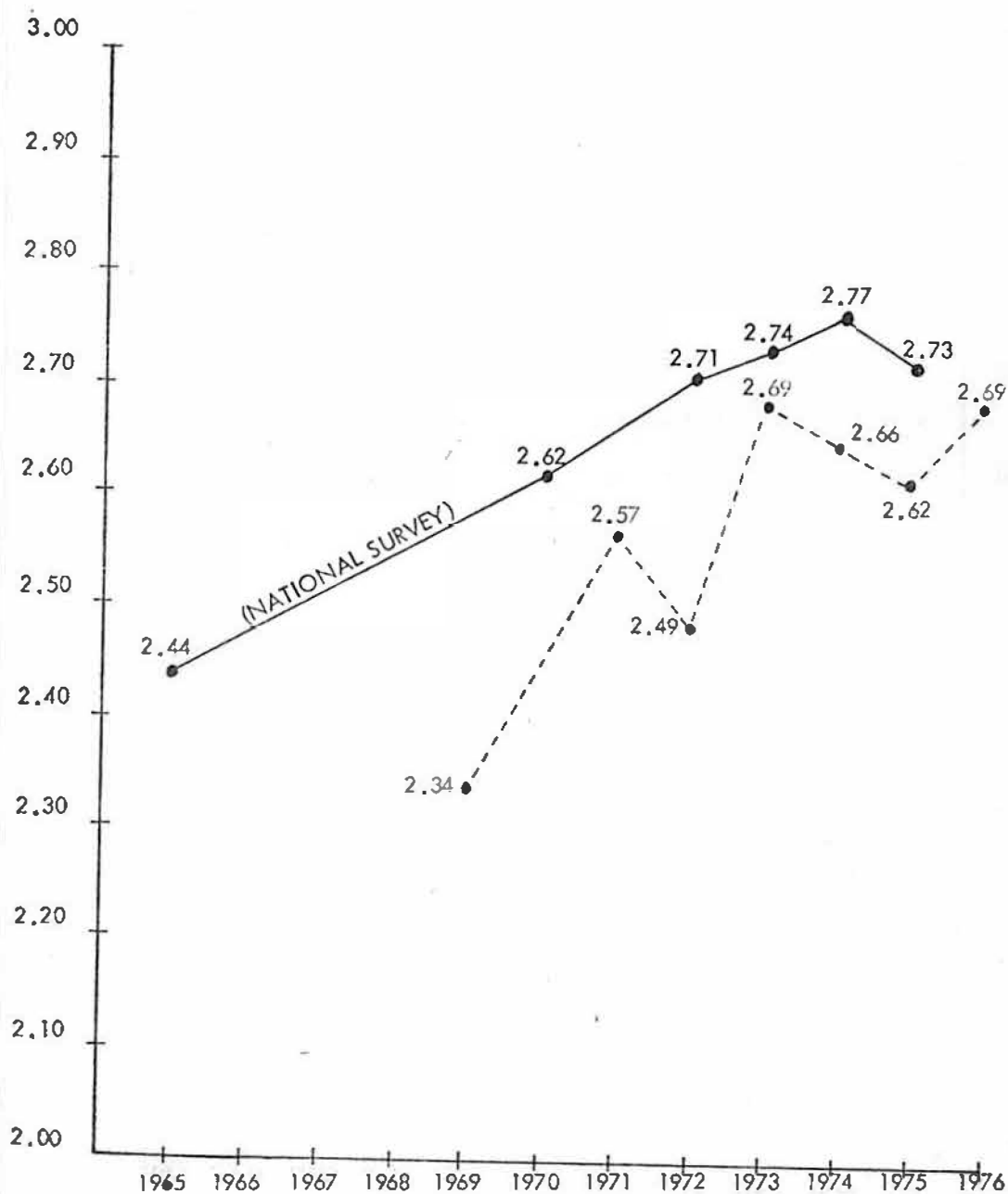
APPENDIX
A

Comparisons of Individual
Senior State-Supported
Institutions
With
National Averages
(Fall Undergraduates)

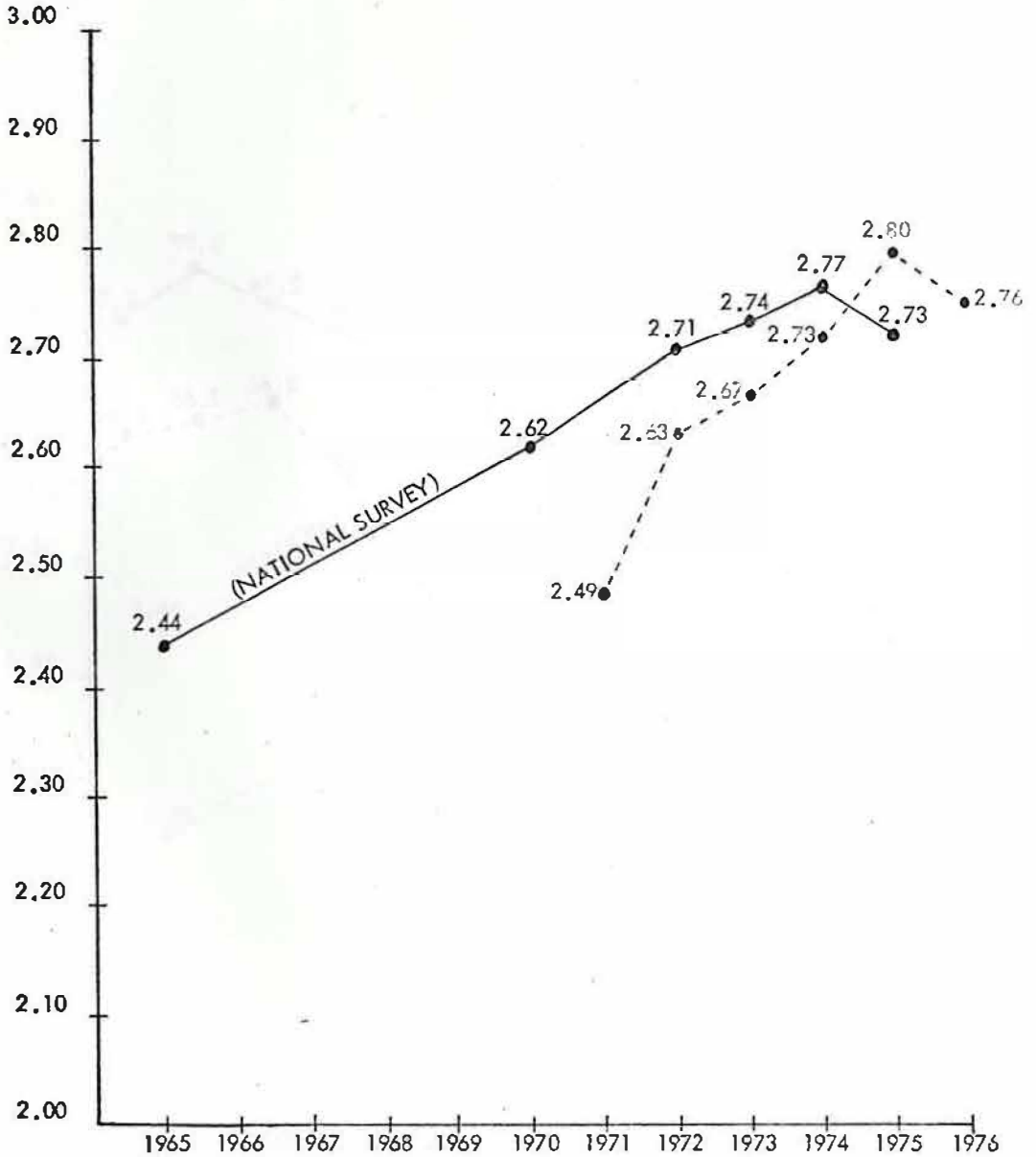
Christopher Newport College



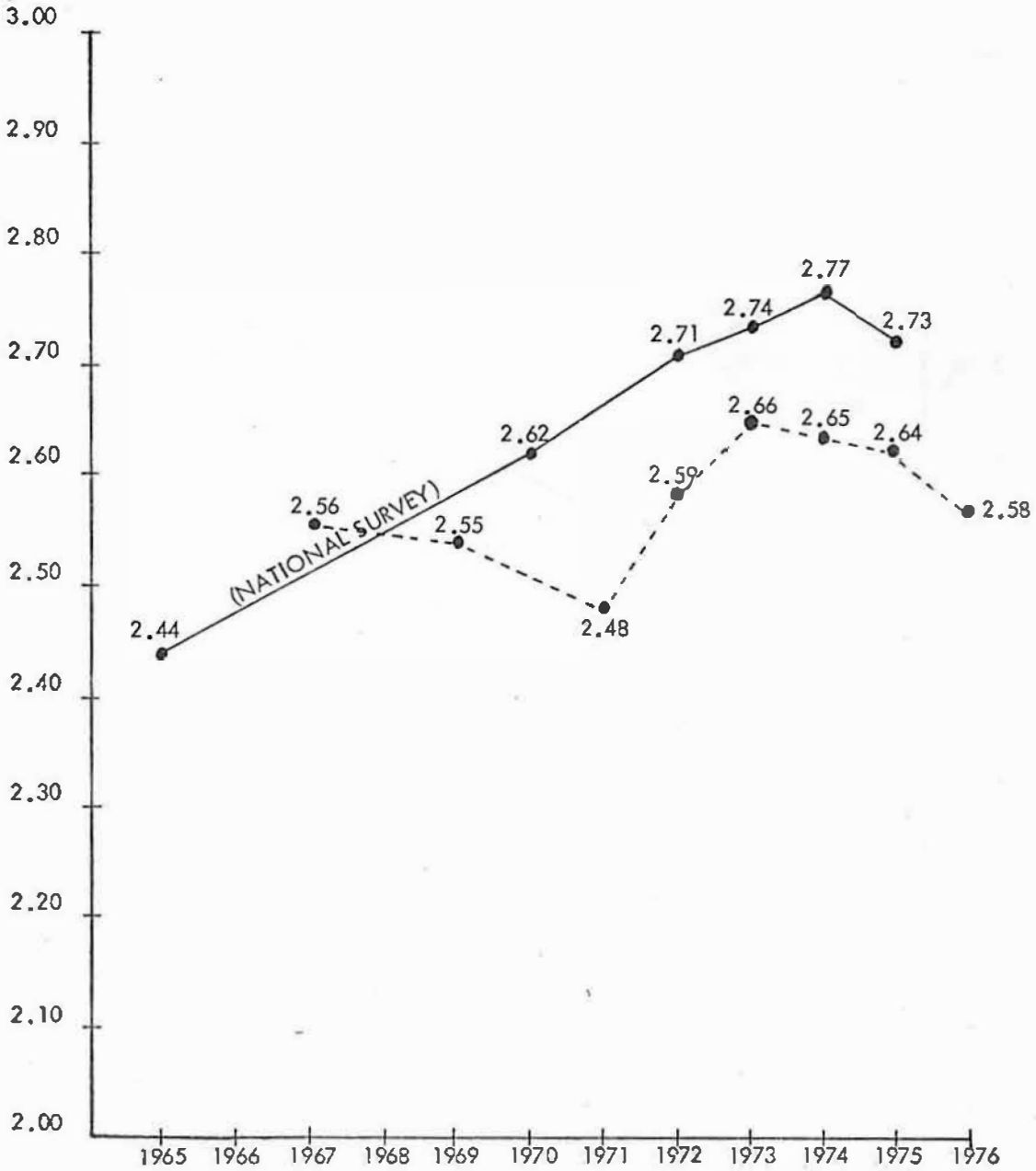
Clinch Valley College



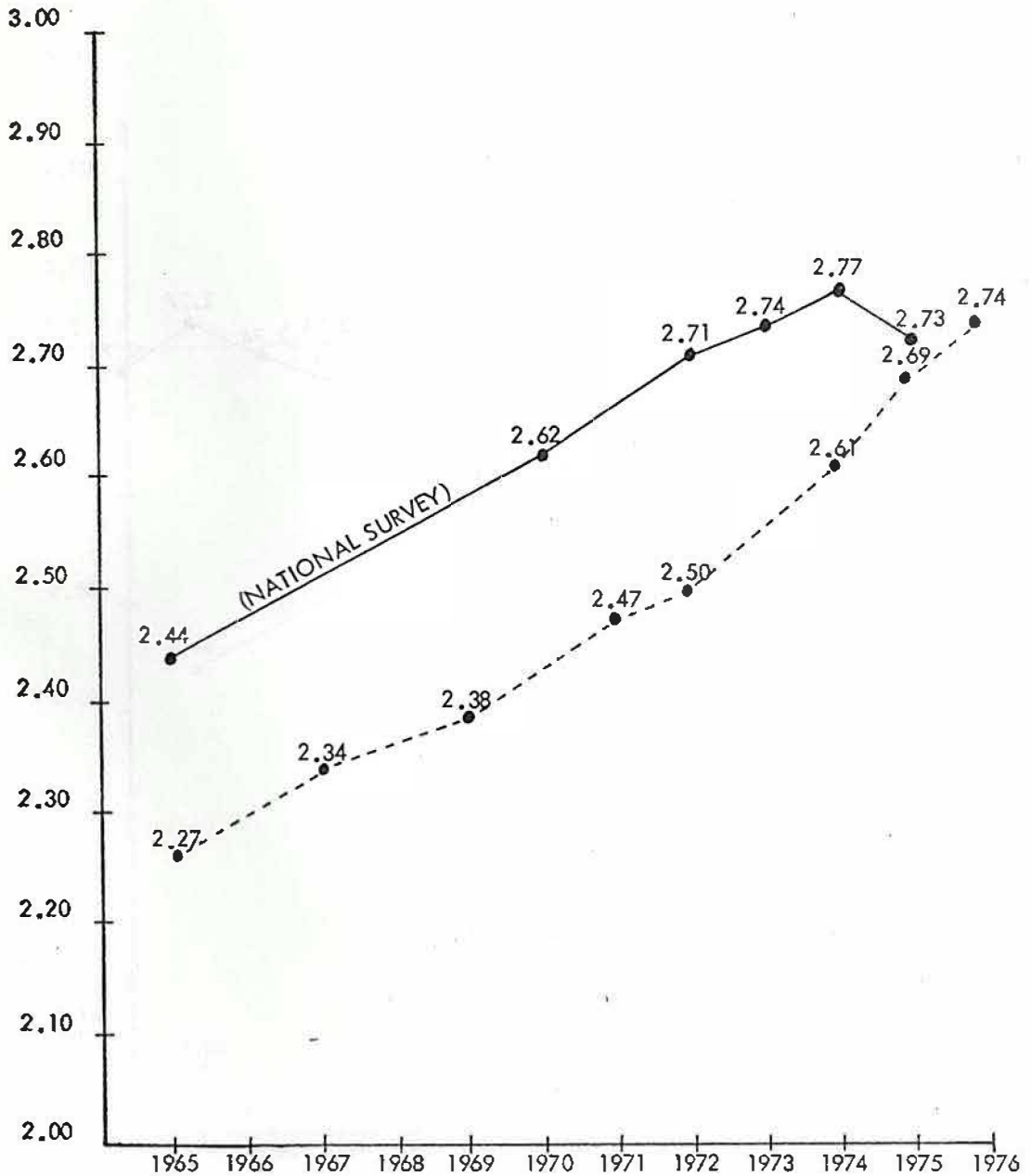
George Mason University



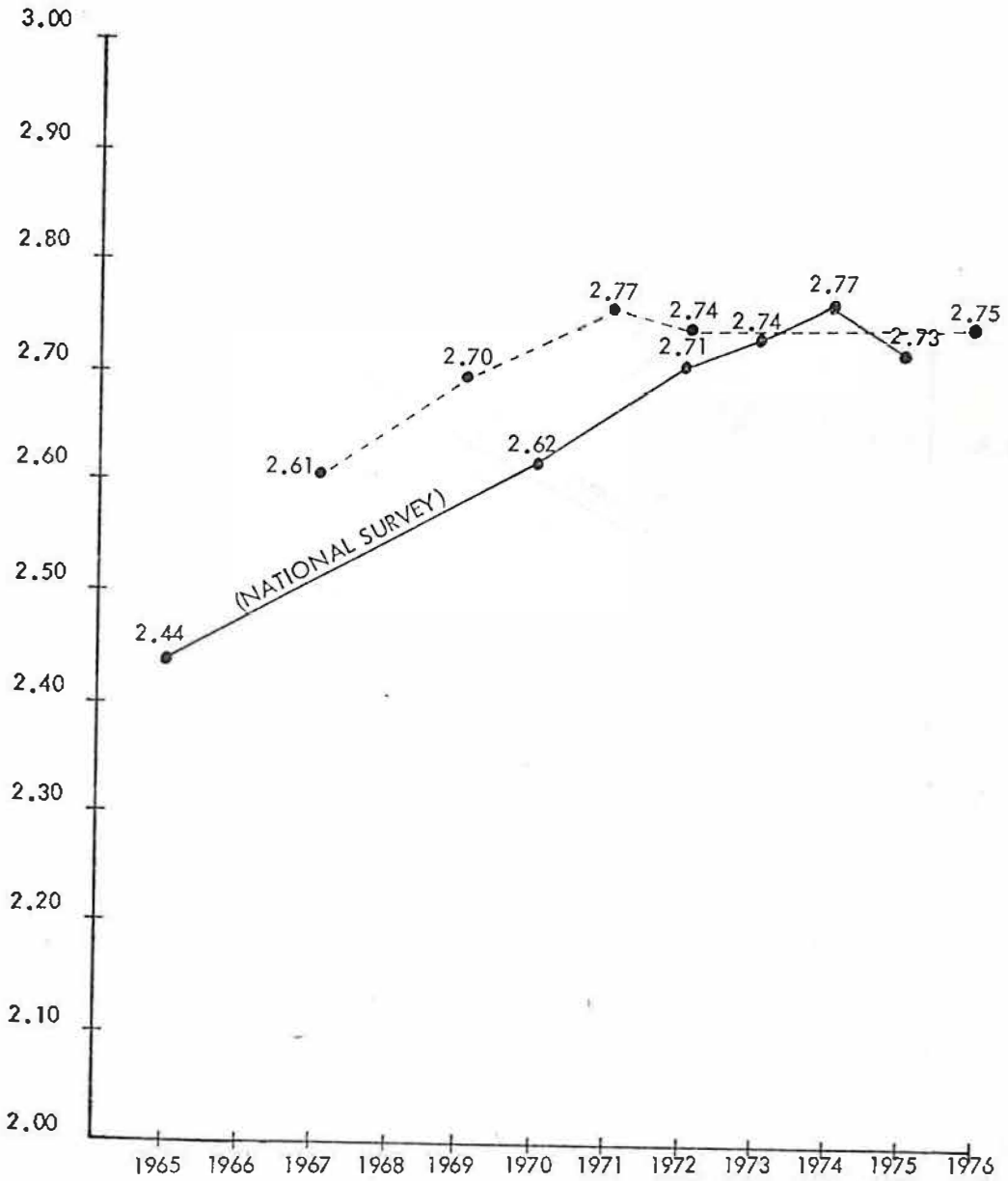
Longwood College



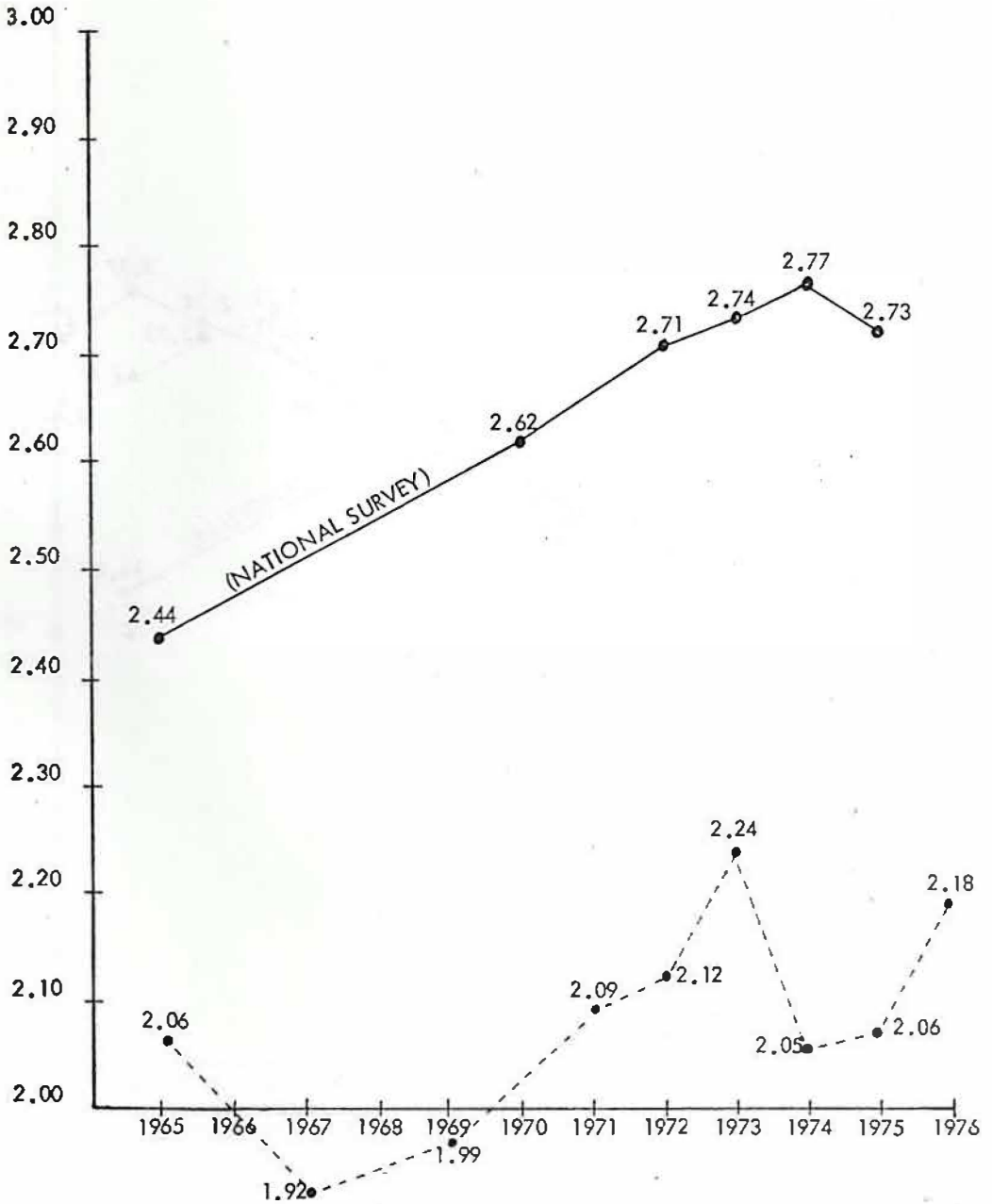
James Madison University



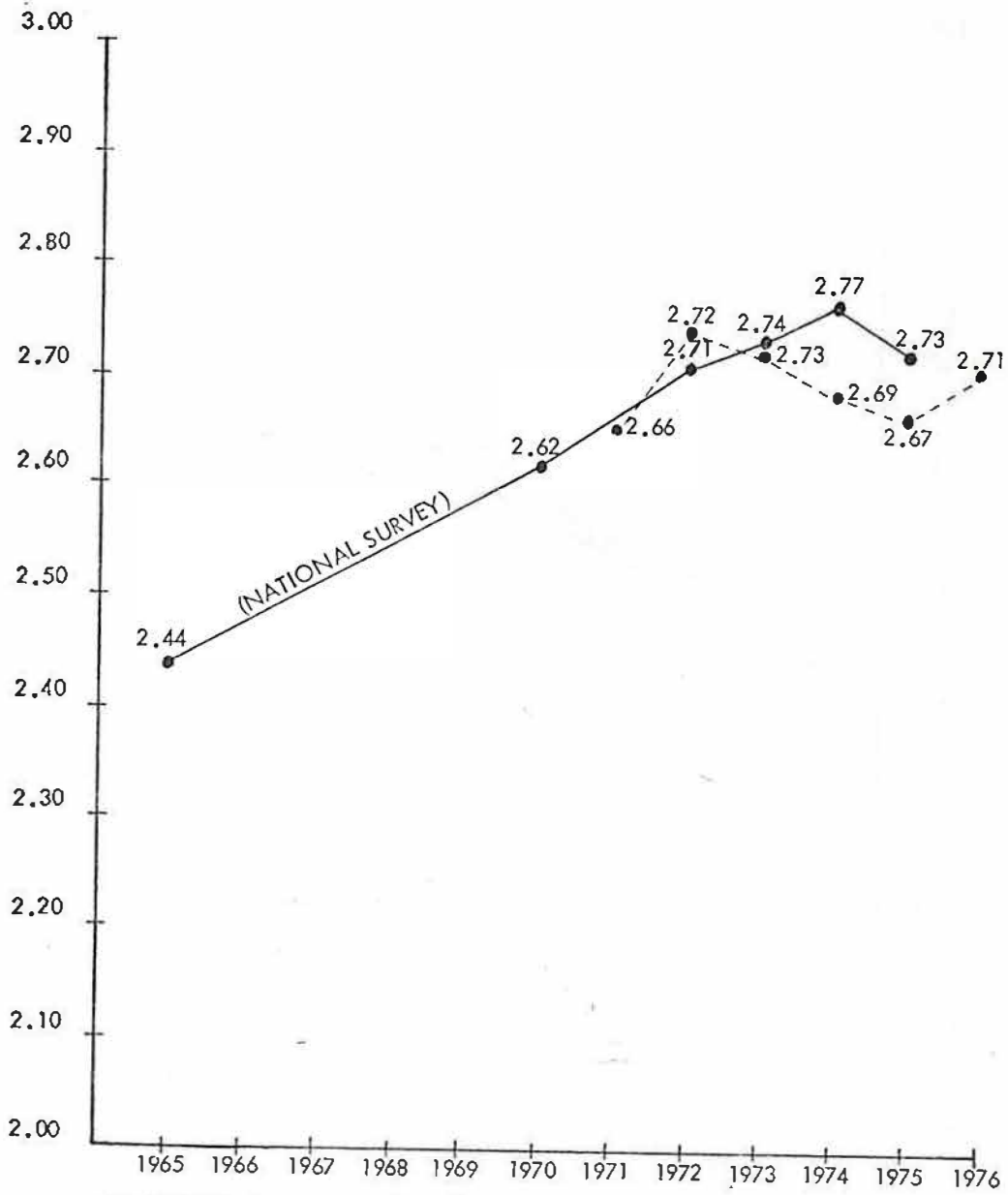
Mary Washington College



Norfolk State College

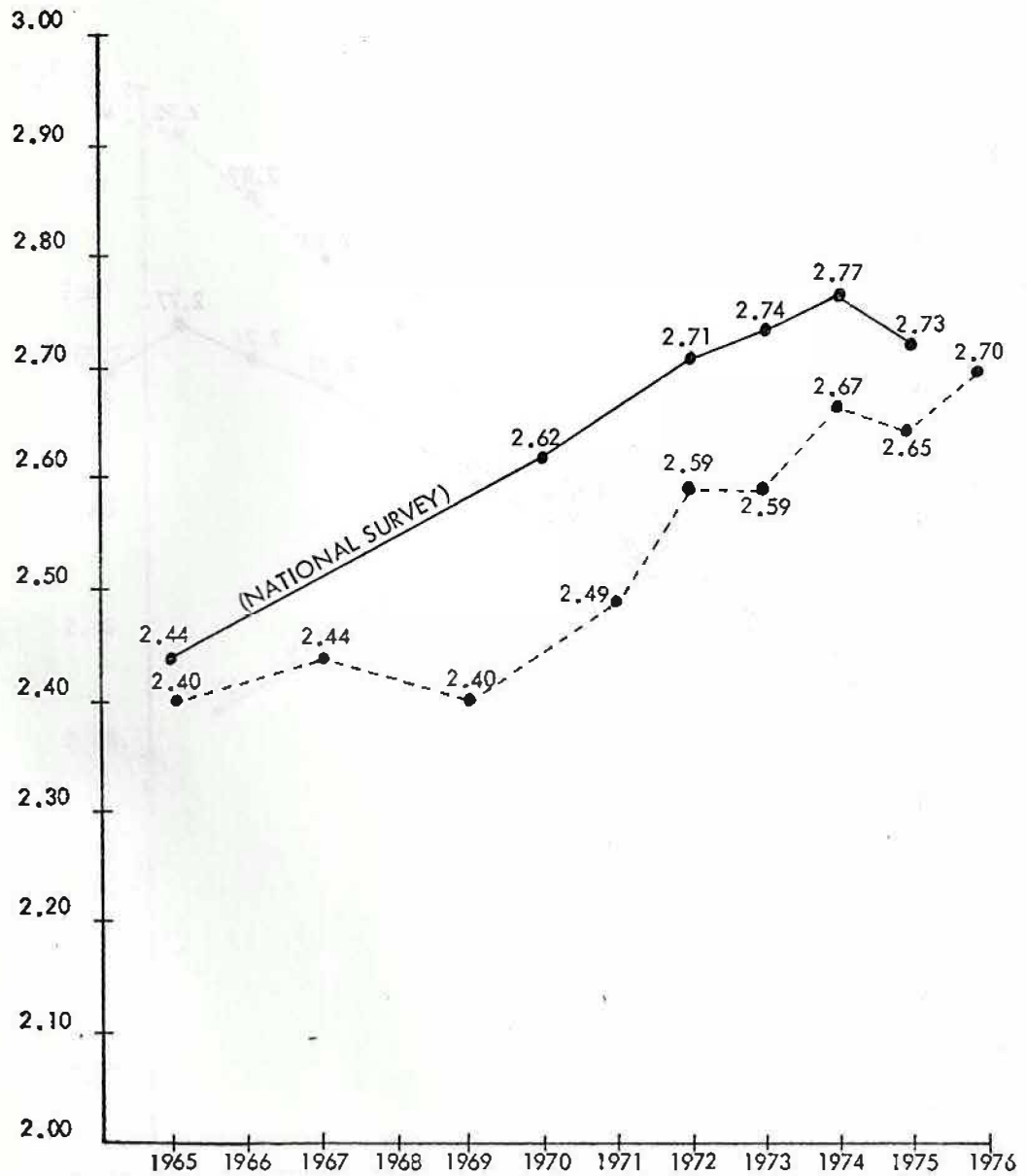


Old Dominion University*

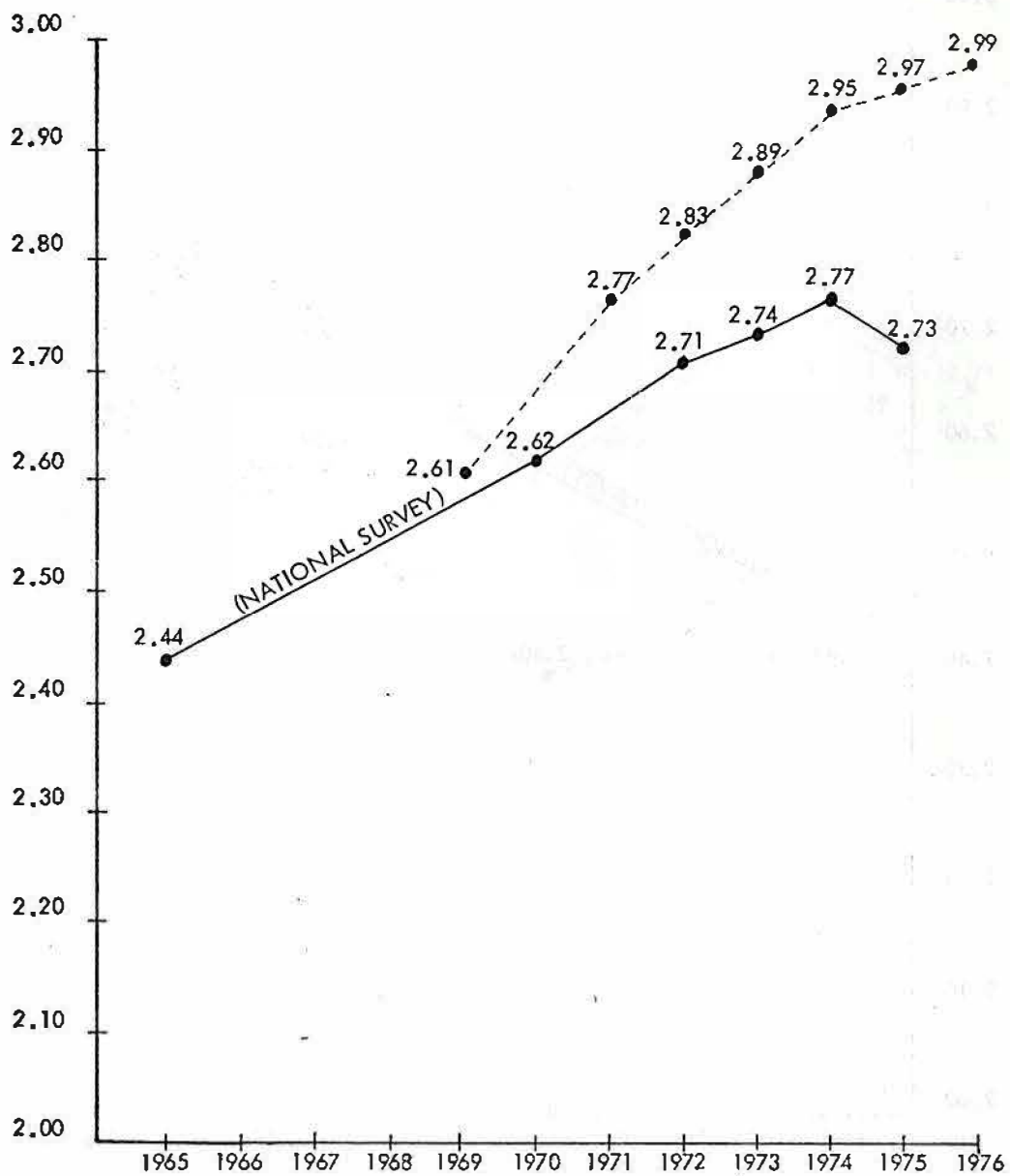


*All of ODU's data, except for Fall, 1976, is Spring data for the same academic year.

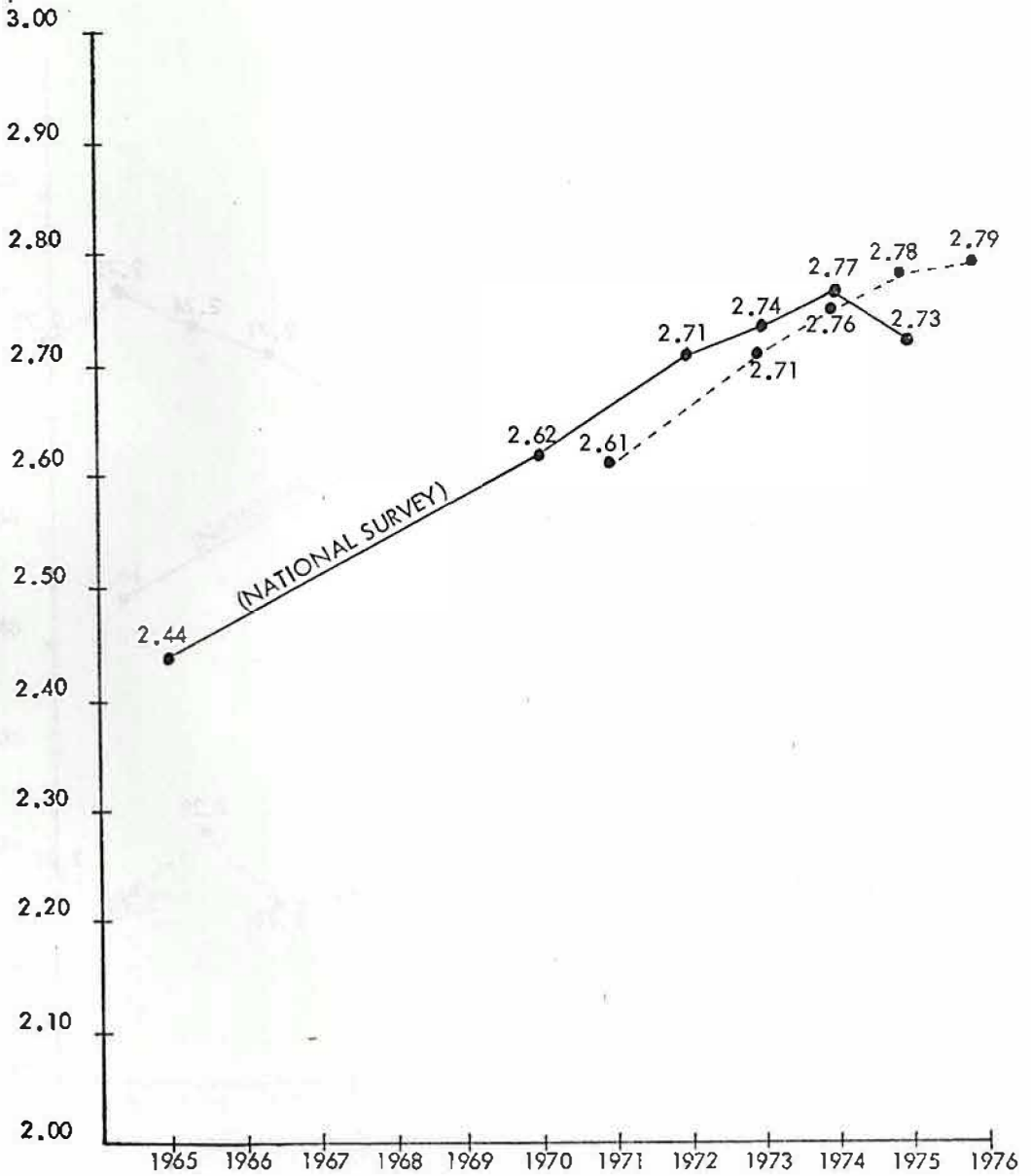
Radford College



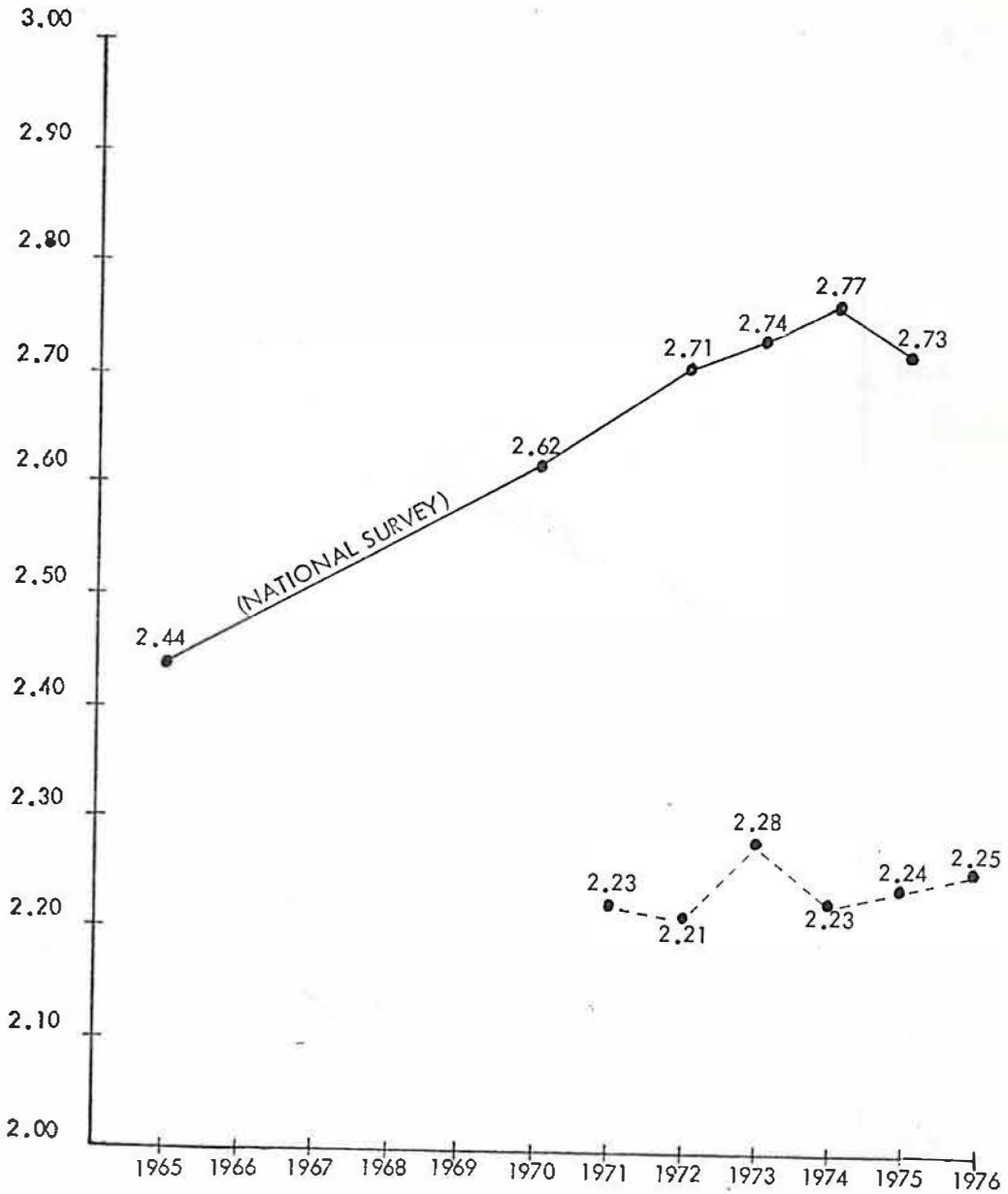
University of Virginia



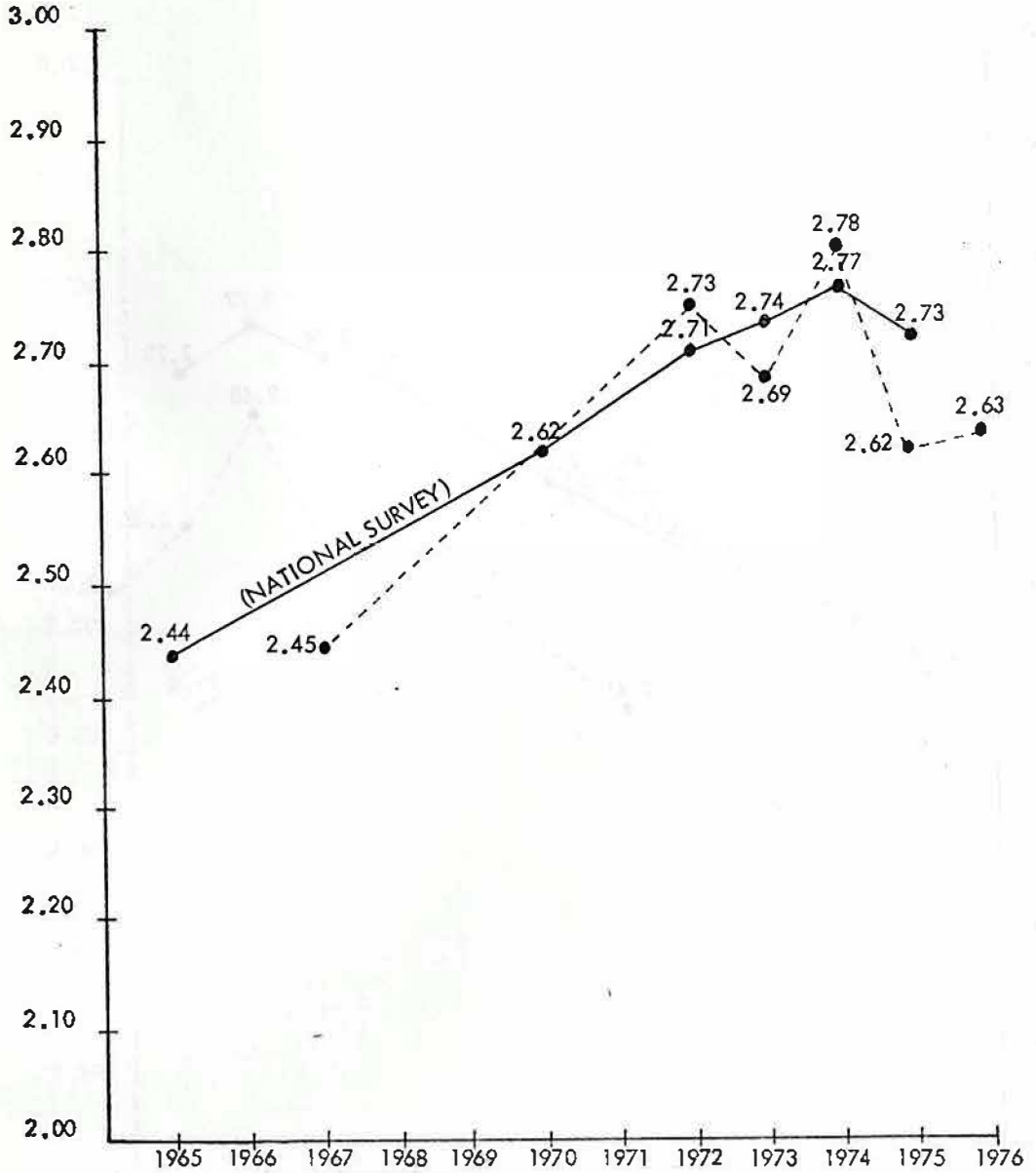
Virginia Commonwealth University



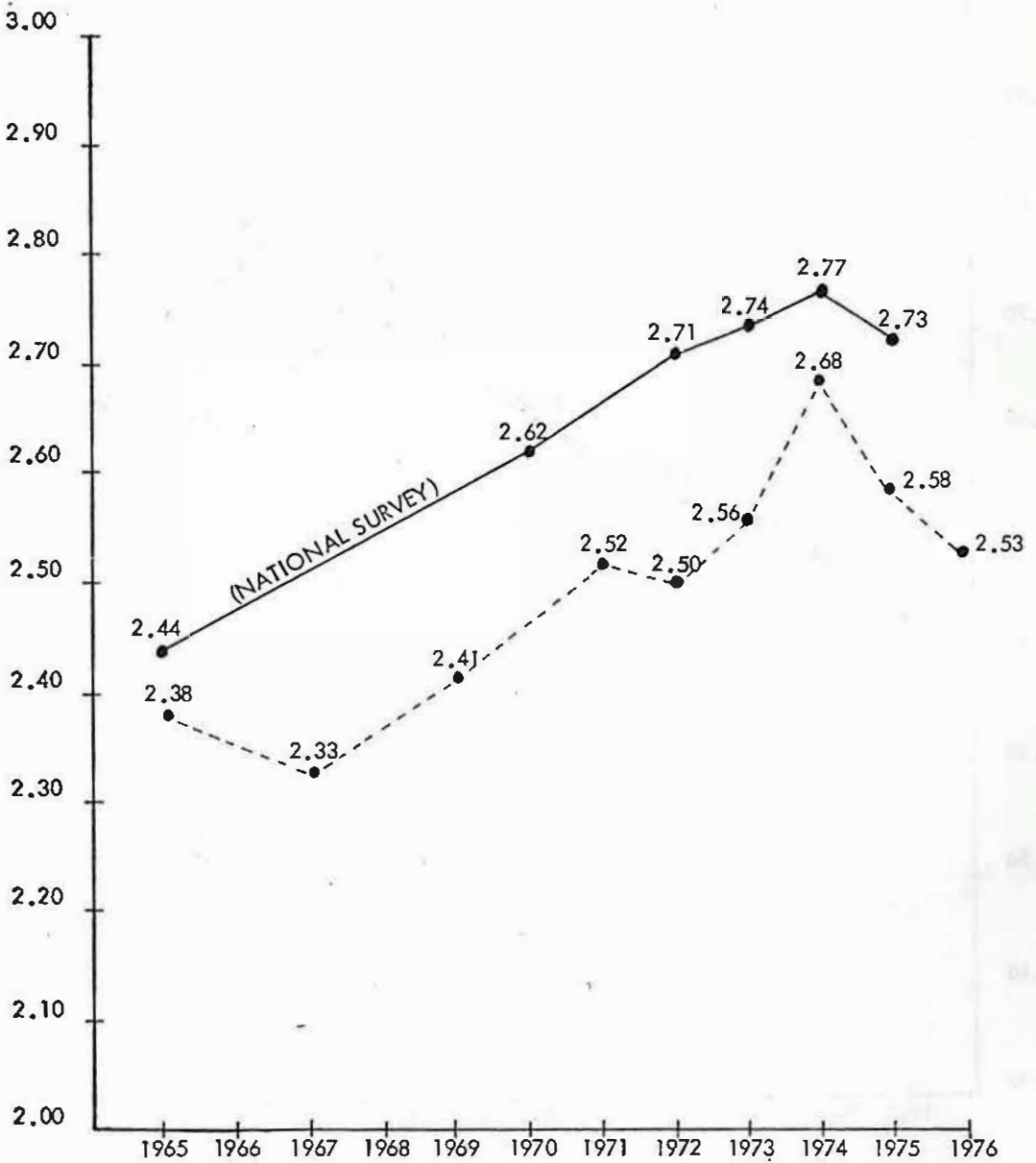
Virginia Military Institute



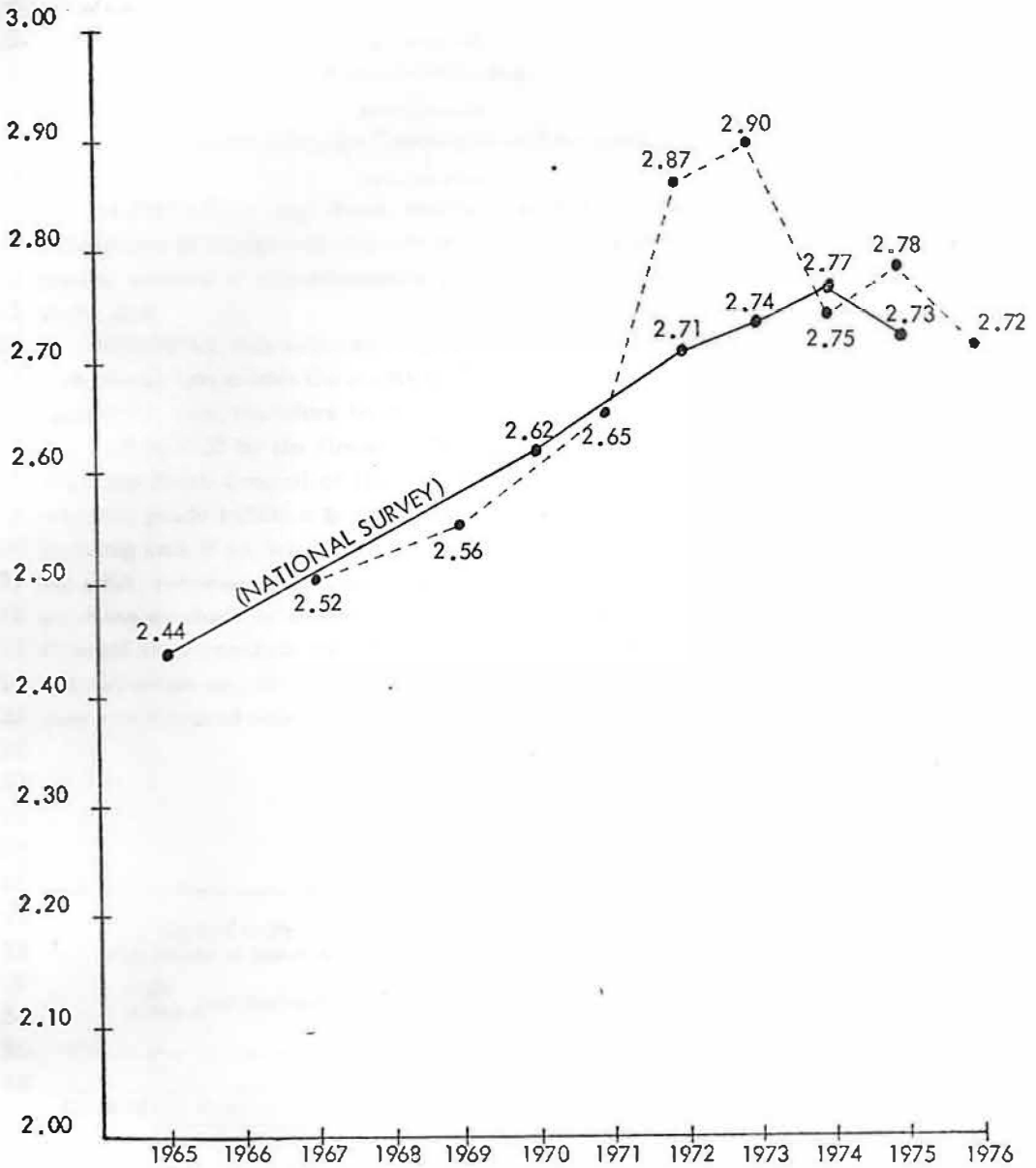
Virginia Polytechnic Institute and State University



Virginia State College



The College of William and Mary



No "F" grades were given in 1972 or 1973. "F" grade restored in 1974.

APPENDIX B

ENGROSSED

1 HO SE JOINT RESOLUTION NO. 170
 2 House Amendments in [] -January 27, 1977
 3 ~~Requesting the State Council of Higher Education to examine grade inflation in institutions~~
 4 ~~of higher learning.~~

5
 6 Patron—Williams
 7
 8 Referred to the Committee on Education

9
 10 WHEREAS, it has been widely reported that students in
 11 institutions of higher learning are being awarded higher and higher
 12 grades without a commensurate increase in the quality of their
 13 work; and

14 WHEREAS, this inflation of grades devalues the significance of
 15 high marks and erodes the ability to recognize and reward academic
 16 excellence; now, therefore, be it

17 RESOLVED by the House of Delegates, the Senate concurring,
 18 That the State Council of Higher Education is requested to study
 19 whether grade inflation is occurring at State institutions of higher
 20 learning and, if so, what the consequences of that inflation are. [If
 21 harmful consequences are found, the Council is requested to
 22 examine methods of controlling and reversing such inflation.] The
 23 Council shall conclude its study and report its recommendations to
 24 the Governor and General Assembly not later than November one,
 25 nineteen hundred seventy-seven.

26
 27
 28
 29
 30

Official Use by Clerks

31	Agreed to By	
32	The House of Delegates	Agreed to By The Senate
33	with	with
34	without amendmen	without amendment
35	Date:	Date:
36
37	Clerk of the House of Delegates	Clerk of the Senate

