Academic Affairs Committee

Report on Grading Policy

**Charge:** By the last meeting of this Faculty Senate in April 2017, provide a review of a subset of our peer, aspirant and competitive universities letter grade policies and any academic trends as it pertains to using whole letter grades (A, B, C, D, F) or using some other measure such as a + or - system combined with letter grades (A+, A, A-, B+, B, B-, ...).

**Methodology:** Members of the Committee were tasked with reviewing the grading policy of a number universities and reporting back to the Chair. In addition to the report, the members of the Committee thought that a campus survey would be beneficial. To that end, the Committee worked with Institutional Research to develop a survey that was distributed to the campus community.

**Findings:**

Other Universities: Members of the committee reviewed the policies at Arkansas’ four-year institutions, UCA’s peer and aspirant institutions, and UCA’s Southland Conference peers. The trend toward whole letter grades versus plus/minus grades appears to be regional, with southern schools using whole letter grades and Midwestern and northeastern schools using plus/minus grades.

Arkansas: John Brown University uses plus/minus grades, as does the University of Arkansas in its law school, architecture school, and agricultural college. The law school at the University of Arkansas—Little Rock uses a numerical system were a grade point (4.0 to 1.2) is assigned. All other Arkansas four-year institutions use a whole letter system.

Southland Conference: All Southland Conference peers use whole letter grades.

Peer Institutions: Seven of our peer institutions use plus/minus grading systems:

Plus/minus: Appalachian State University, William Paterson University of New Jersey, CUNY Lehman College, Middle Tennessee State University, Eastern Michigan University, Northern Kentucky University, Minnesota State University—Mankato.

Whole letters: Arkansas State University, Morehead State University, Northern Kentucky University, Texas A&M International University, University of Central Oklahoma, University of Tennessee—Chattanooga, University of Louisiana—Lafayette, University of West Georgia, Valdosta State University

Aspirant Institutions: Twelve of our aspirant institutions use plus/minus grading systems:

Plus/minus: San Jose State University, Central Connecticut State University, University of Northern Iowa, Western Illinois University, Bridgewater State University (MA), Grand Valley State University, Missouri State University, Kean University (NJ), Baruch College (NY), Brooklyn College (NY), Buffalo State SUNY, West Chester University (PA)

Whole letters: Eastern Illinois University, Southern Illinois University Edwardsville, Murray State University, University of Central Missouri, Texas State University

Survey Data: The results of the survey are listed on the following pages. The highlights are as follows:

Note: In describing the two systems, a plus/minus system is defined as ones with grades such as A, A-, B+, B, B-, etc. A hybrid system is one with grades defined as A, AB, B, BC, etc.

1. After eliminating blank responses (respondents who opened the survey but did not complete enough of the survey for the data to be meaningful), we had 275 faculty members, 82 staff members, and 1137 students complete the survey. (Some applications did not complete the entire survey, but their results were included if they gave opinions on at least converting to a plus/minus or hybrid system.)
2. Faculty were split nearly evenly on their opinions about a plus/minus grading system, with 123 favoring the system and 120 disfavoring the system (30 were neutral). The greatest proponents of a plus/minus system were in Fine Arts and Communication (31/51 favoring, 21 of those strongly favoring) and Liberal Arts (35/52 favoring, 16 of those strongly favoring). The biggest opponents were Business (20/28 disfavoring, with 18 of those strongly disfavoring) and University College (6/7 disfavoring, 5 of those strongly disfavoring). Faculty were unified in their dislike of the hybrid system, with 198/275 disfavoring, 138 of those strongly disfavoring.
3. In response to a faculty member who wanted to go as far as eliminating D’s from our grading policy, respondents were asked about eliminating D’s. Only 14/272 faculty members, 7/79 staff members, and 89/1099 students favored eliminating D’s. Surprisingly, while most of the faculty believed that a D should a passing grade (232/272), there was a substantial (but not majority) support among staff and students for a D being a failing grade. (23/79 staff members and 352/1100 students disfavored D being a passing grade.)
4. Faculty were split on whether there should be discretion in giving plus/minus grades, with 127 favoring faculty member discretion and 123 favoring a mandatory policy (19 were neutral). However, of those favoring faculty member discretion, 101 strongly favored it.
5. A majority of faculty thought that a change in policy would have no effect on retention, graduate school applications, transfers to UCA, or transfers from UCA. Of those who thought that a change would make a difference, however, the plurality thought that the change would be slightly positive in each case. The opinions of UCA staff were much more diverse. A plurality of staff members thought that a plus/minus system would have a positive effect on retention (32 positive, 22 none, 24 negative) and graduate applications (32 positive, 19 none, 27 negative). A plurality of staff members thought that there would be no change to the effect on transfers to UCA (22 positive, 29 none, 24 negative) or transfers from UCA (26 positive, 31 none, 20 negative).
6. When it came to the students, we received a good cross section of the student body as it relates to classifications and colleges, but not grades. A majority (654/1135) self-reported a cumulative GPAs of 3.5 and above. Only 56 self-reported a cumulative GPA of below 2.5.
7. Students do not like the plus/minus system (808/1130 disfavored the system, with 620 strongly disfavoring it). The hybrid system faired only slightly better (736 disfavoring the system, with 557 strongly disfavoring it). More students opined that their GPAs would go down (455) than up (341). The overwhelming majority of students thought that a change would not affect how much they would learn or study. Of those for whom they believe a change would make a difference, more students thought that they would study more (317 more to 106 less), but more students thought that they would learn less (177 less to 136 more).

We finally note that our charge was merely to research and present the information. While members of the committee have their own opinions on these policies, we as a committee offer no opinion as to whether our grading policy should be changed.

Respectfully submitted,

Anthony McMullen, Chair, COB

Becky Bogoslavsky, At Large, UC

Lynn Burley, CLA

Larry Dilday, CFAC

Rahul Mehta, CNSM

Lisa Ray, At Large, CHBS

Wendy Rickman, COE

**Detailed Data:**

Note: In addition to what is listed here, the survey also asked respondents to rank their opinions on a straight-letter grade system, a plus/minus system, and a hybrid system. The data received indicates that either many respondents did not answer the question or that the data did not get included in the spreadsheet. Because we cannot determine the reliability of the data on the face of the spreadsheet, a report on those questions have been omitted.

Demographics of Respondents:

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| |  |  | | --- | --- | | **Faculty Members** | | | **Adjunct** | **24** | | 0-4 years | 10 | | 5-9 years | 8 | | 10-14 years | 2 | | 15 years or more | 4 | | **Continuing** | **235** | | 0-4 years | 59 | | 5-9 years | 35 | | 10-14 years | 48 | | 15 years or more | 93 | | **Visiting** | **16** | | 0-4 years | 11 | | 5-9 years | 3 | | 15 years or more | 2 | | **Grand Total** | **275** | | |  |  | | --- | --- | | **Staff Members** | | | **Academic Affairs** | **25** | | Full-time | 23 | | Part-time | 2 | | **Athletics** | **21** | | Full-time | 20 | | Part-time | 1 | | **Finance & Admin.** | **5** | | Full-time | 5 | | **Info. Systems & Tech.** | **2** | | Full-time | 2 | | **Student Services** | **19** | | Full-time | 11 | | Part-time | 8 | | **University Relations** | **5** | | Full-time | 2 | | Part-time | 3 | | **(blank)[[1]](#footnote-1)** |  | | Full-time |  | | Part-time |  | | **Grand Total** | **77** | | |  |  | | --- | --- | | **Students by Class** | | | **Freshman** | **154** | | Full-time | 151 | | Part-time | 3 | | **Sophomore** | **234** | | Full-time | 222 | | Part-time | 12 | | **Junior** | **288** | | Full-time | 277 | | Part-time | 11 | | **Senior** | **286** | | Full-time | 257 | | Part-time | 29 | | **Non-Degree** | **1** | | **Graduate** | **141** | | Full-time | 85 | | Part-time | 56 | | **Post-Bacc** | **33** | | Full-time | 16 | | Part-time | 17 | | **Grand Total** | **1137** |  |  |  | | --- | --- | | **Students by Cum GPA** | | | 3.500 to 4.000 | 654 | | 3.000 to 3.499 | 295 | | 2.500 to 2.999 | 130 | | 2.000 to 2.499 | 48 | | Under 2.000 | 8 | | **Grand Total** | **1135** | |

Thinking about what a grading scale that incorporates pluses and minuses might look like, what are your thoughts of converting from a straight letter grade system to a plus/minus system?

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Faculty** | | | | | | | | | | |
|  | **COB** | **COE** | **CFAC** | **CHBS** | **CLA** | **CNSM** | **Hon** | **Libr** | **UC** | **Total** |
| Strongly Disfavor | 18 | 9 | 8 | 19 | 8 | 12 | 2 |  | 5 | 81 |
| Slightly Disfavor | 2 | 6 | 8 | 6 | 6 | 9 | 1 |  | 1 | 39 |
| Neutral | 2 | 2 | 4 | 12 | 3 | 6 |  |  | 1 | 30 |
| Slightly Favor | 2 | 4 | 7 | 10 | 19 | 9 |  | 1 |  | 52 |
| Strongly Favor | 4 | 4 | 24 | 13 | 16 | 8 | 1 | 1 |  | 71 |
| **Total** | **28** | **25** | **51** | **60** | **52** | **44** | **4** | **2** | **7** | **273** |

|  |  |
| --- | --- |
| **Staff** | |
| Strongly Disfavor | 40 |
| Slightly Disfavor | 7 |
| Neutral | 6 |
| Slightly Favor | 16 |
| Strongly Favor | 13 |
| **Total** | **82** |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Students** | | | | | | | | |
|  | **COB** | **COE** | **CFAC** | **CHBS** | **CLA** | **CNSM** | **Und/NC** | **Total** |
| Strongly Disfavor | 87 | 69 | 36 | 236 | 47 | 138 | 7 | 620 |
| Slightly Disfavor | 26 | 30 | 11 | 61 | 19 | 40 | 1 | 188 |
| Neutral | 13 | 21 | 5 | 25 | 9 | 18 |  | 91 |
| Slightly Favor | 12 | 18 | 12 | 43 | 8 | 27 | 2 | 122 |
| Strongly Favor | 18 | 6 | 8 | 32 | 10 | 33 | 2 | 109 |
| **Total** | **156** | **144** | **72** | **397** | **93** | **256** | **12** | **1130** |

What are your thoughts of converting from a straight letter grade system to this hybrid system?

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Faculty** | | | | | | | | | | | |
|  | **blank** | **COB** | **COE** | **CFAC** | **CHBS** | **CLA** | **CNSM** | **Hon** | **Libr** | **UC** | **Total** |
| Strongly Disfavor | 2 | 16 | 11 | 25 | 30 | 25 | 22 | 3 | 1 | 3 | 138 |
| Slightly Disfavor | | 6 | 7 | 11 | 14 | 13 | 7 |  | 1 | 1 | 60 |
| Neutral |  | 3 | 4 | 6 | 9 | 2 | 5 |  |  | 2 | 31 |
| Slightly Favor | | 1 | 2 | 5 | 3 | 8 | 8 | 1 |  | 1 | 29 |
| Strongly Favor | | 2 | 1 | 4 | 4 | 4 | 2 |  |  |  | 17 |
| **Total** | **2** | **28** | **25** | **51** | **60** | **52** | **44** | **4** | **2** | **7** | **275** |

|  |  |
| --- | --- |
| **Staff** | |
| Strongly Disfavor | 42 |
| Slightly Disfavor | 13 |
| Neutral | 9 |
| Slightly Favor | 10 |
| Strongly Favor | 8 |
| **Total** | **82** |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Students** | | | | | | | | |
|  | **COB** | **COE** | **CFAC** | **CHBS** | **CLA** | **CNSM** | **Und/NC** | **Total** |
| Strongly Disfavor | 82 | 70 | 32 | 205 | 40 | 120 | 8 | 557 |
| Slightly Disfavor | 17 | 27 | 13 | 69 | 15 | 36 | 2 | 179 |
| Neutral | 21 | 24 | 8 | 46 | 13 | 37 |  | 149 |
| Slightly Favor | 23 | 17 | 14 | 51 | 19 | 33 | 1 | 158 |
| Strongly Favor | 12 | 5 | 5 | 26 | 6 | 29 | 1 | 84 |
| **Total** | **155** | **143** | **72** | **397** | **93** | **255** | **12** | **1127** |

Respondents were presented with two options as it related to the rounding of grade points (e.g. should an A- be a 3.7 or a 3.67; should a B+ be a 3.3 or a 3.33).

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| |  |  | | --- | --- | | **Faculty** | | | Strongly prefer 1 decimal | 74 | | Slightly prefer 1 decimal | 56 | | Neutral | 88 | | Slightly prefer 2 decimals | 26 | | Strongly prefer 2 decimals | 26 | | **Total** | **270** | | |  |  | | --- | --- | | **Staff** | | | Strongly prefer 1 decimal | 28 | | Slightly prefer 1 decimal | 15 | | Neutral | 18 | | Slightly prefer 2 decimals | 11 | | Strongly prefer 2 decimals | 9 | | **Total** | **81** | |  |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Students** | | | | | | | | |
| **Row Labels** | **COB** | **COE** | **CFAC** | **CHBS** | **CLA** | **CNSM** | **Und/NC** | **Total** |
| Strongly prefer 1 decimal | 47 | 44 | 21 | 150 | 33 | 80 | 6 | 381 |
| Slightly prefer 1 decimal | 49 | 46 | 22 | 129 | 26 | 74 | 3 | 349 |
| Neutral | 34 | 34 | 16 | 69 | 16 | 59 | 2 | 230 |
| Slightly prefer 2 decimals | 16 | 13 | 6 | 26 | 12 | 30 |  | 103 |
| Strongly prefer 2 decimals | 9 | 5 | 7 | 19 | 6 | 13 | 1 | 60 |
| **Total** | **155** | **142** | **72** | **393** | **93** | **256** | **12** | **1123** |

Some universities that have adopted this scale give an A+ 4.3 or 4.33 points. Others do not have an A+. Which do you prefer?

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| |  |  | | --- | --- | | **Faculty** | | | Allow A+; assign it 4.0 points | 81 | | Allow A+; assign it 4.3 points | 52 | | Do not allow A+ | 134 | | **Total** | **267** | | |  | | --- | | **Staff** | | Allow A+; assign it 4.0 points | 13 | | Allow A+; assign it 4.3 points | 30 | | Do not allow A+ | 34 | | **Total** | **77** | |  |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Students** | | | | | | | |  |
|  | **COB** | **COE** | **CFAC** | **CHBS** | **CLA** | **CNSM** | **Und/NC** | **Total** |
| Allow A+; assign it 4.0 points | 30 | 30 | 15 | 64 | 21 | 39 | 3 | 202 |
| Allow A+; assign it 4.3 points | 75 | 61 | 38 | 201 | 42 | 147 | 6 | 570 |
| Do not allow A+ | 43 | 46 | 15 | 122 | 28 | 65 | 3 | 322 |
| **Total** | **148** | **137** | **68** | **387** | **91** | **251** | **12** | **1094** |

On the other end is a D-. Some universities do not assign them. Others do. What do you prefer?

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| |  |  | | --- | --- | | **Faculty** | | | Assign it 0.0, failing grade | 9 | | Assign it 0.67, failing grade | 40 | | Assign it 0.67, passing grade | 81 | | Do not allow D- | 138 | | **Total** | **268** | | |  |  | | --- | --- | | **Staff** | | | Assign it 0.0, failing grade | 4 | | Assign it 0.67, failing grade | 8 | | Assign it 0.67, passing grade | 28 | | Do not allow D- | 37 | | **Total** | **77** | |  |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Students** | | | | | | | | |
|  | **COB** | **COE** | **CFAC** | **CHBS** | **CLA** | **CNSM** | **Und/NC** | **Total** |
| Assign it 0.0, failing grade | 9 | 5 | 3 | 17 | 2 | 13 |  | 49 |
| Assign it 0.67, failing grade | 20 | 25 | 7 | 79 | 10 | 48 | 2 | 191 |
| Assign it 0.67, passing grade | 68 | 50 | 37 | 150 | 47 | 98 | 7 | 457 |
| Do not allow D- | 52 | 58 | 21 | 141 | 32 | 92 | 3 | 399 |
| **Total** | **149** | **138** | **68** | **387** | **91** | **251** | **12** | **1096** |

Even under our current system, should a D be a passing grade?

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| |  |  | | --- | --- | | **Faculty** | | | Strongly Disfavor | 39 | | Slightly Disfavor | 47 | | Neutral | 47 | | Slightly Favor | 75 | | Strongly Favor | 64 | | **Total** | **272** | | |  |  | | --- | --- | | **Staff** | | | Strongly Disfavor | 13 | | Slightly Disfavor | 10 | | Neutral | 14 | | Slightly Favor | 17 | | Strongly Favor | 25 | | **Total** | **79** | |  |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Students** | | | | | | | | |
|  | **COB** | **COE** | **CFAC** | **CHBS** | **CLA** | **CNSM** | **Und/NC** | **Total** |
| Strongly Disfavor | 11 | 30 | 6 | 52 | 6 | 41 | 1 | 147 |
| Slightly Disfavor | 17 | 22 | 13 | 90 | 14 | 45 | 4 | 205 |
| Neutral | 20 | 28 | 11 | 76 | 12 | 63 | 1 | 211 |
| Slightly Favor | 40 | 29 | 14 | 76 | 34 | 44 | 3 | 240 |
| Strongly Favor | 61 | 31 | 24 | 95 | 25 | 58 | 3 | 297 |
| **Total** | **149** | **140** | **68** | **389** | **91** | **251** | **12** | **1100** |

Even under our current system, should professors be allowed to assign a D?

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| |  |  | | --- | --- | | **Faculty** | | | Strongly favor keeping a D grade. | 180 | | Slightly favor keeping a D grade. | 52 | | Neutral | 26 | | Slightly favor eliminating a D grade. | 6 | | Strongly favor eliminating a D grade. | 8 | | **Total** | **272** | | |  |  | | --- | --- | | **Staff** | | | Strongly favor keeping a D grade. | 46 | | Slightly favor keeping a D grade. | 17 | | Neutral | 9 | | Slightly favor eliminating a D grade. | 4 | | Strongly favor eliminating a D grade. | 3 | | **Total** | **79** | |  |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Students** | | | | | | | | |
|  | **COB** | **COE** | **CFAC** | **CHBS** | **CLA** | **CNSM** | **Und/NC** | **Total** |
| Strongly favor keeping a D grade. | 72 | 58 | 34 | 150 | 39 | 108 | 2 | 463 |
| Slightly favor keeping a D grade. | 42 | 36 | 21 | 121 | 38 | 69 | 4 | 331 |
| Neutral | 22 | 35 | 9 | 81 | 11 | 54 | 4 | 216 |
| Slightly favor eliminating a D grade. | 9 | 8 | 4 | 26 | 3 | 15 | 1 | 66 |
| Strongly favor eliminating a D grade. | 4 | 3 |  | 10 |  | 5 | 1 | 23 |
| **Total** | **149** | **140** | **68** | **388** | **91** | **251** | **12** | **1099** |

Should a professor have the discretion to assess on a straight letter grade system (ignoring all other options) or should all professors be required to consider the full grading scale?

|  |  |
| --- | --- |
| **Faculty** | |
| Strongly favor faculty member's discretion | 101 |
| Slightly favor faculty member's discretion | 26 |
| Neutral | 19 |
| Slightly favor mandatory policy | 46 |
| Strongly favor mandatory policy | 77 |
| **Total** | **269** |

How do you think it would have affected your GPA? (Substantially = more than 0.1 point; slightly = less than 0.1 point)

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Students** | | | | | | | | |
|  | **COB** | **COE** | **CFAC** | **CHBS** | **CLA** | **CNSM** | **Und/NC** | **Total** |
| Substantially higher | 31 | 24 | 10 | 58 | 12 | 56 | 3 | 194 |
| Slightly higher | 23 | 21 | 6 | 51 | 17 | 29 |  | 147 |
| Almost the same | 36 | 55 | 21 | 101 | 29 | 48 | 2 | 292 |
| Slightly lower | 19 | 16 | 16 | 72 | 17 | 53 | 5 | 198 |
| Substantially lower | 38 | 21 | 14 | 102 | 16 | 64 | 2 | 257 |
| **Total** | **147** | **137** | **67** | **384** | **91** | **250** | **12** | **1088** |

Do you think you would study more?

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Students** | | | | | | | | |
|  | **COB** | **COE** | **CFAC** | **CHBS** | **CLA** | **CNSM** | **Und/NC** | **Total** |
| Much more likely | 17 | 10 | 6 | 47 | 7 | 36 |  | 123 |
| More likely | 26 | 17 | 13 | 63 | 20 | 51 | 4 | 194 |
| About the same | 83 | 101 | 41 | 229 | 55 | 146 | 6 | 661 |
| Less likely | 11 | 6 | 2 | 22 | 5 | 10 | 1 | 57 |
| Much less likely | 9 | 5 | 6 | 17 | 3 | 8 | 1 | 49 |
| **Total** | **146** | **139** | **68** | **378** | **90** | **251** | **12** | **1084** |

Do you think you would learn more?

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Students** | | | | | | | | |
|  | **COB** | **COE** | **CFAC** | **CHBS** | **CLA** | **CNSM** | **Und/NC** | **Total** |
| Much more likely | 8 | 5 |  | 20 | 4 | 12 |  | 49 |
| More likely | 11 | 4 | 5 | 22 | 8 | 35 | 2 | 87 |
| About the same | 95 | 117 | 53 | 275 | 66 | 159 | 6 | 771 |
| Less likely | 13 | 7 | 5 | 34 | 6 | 28 | 1 | 94 |
| Much less likely | 19 | 6 | 5 | 27 | 6 | 17 | 3 | 83 |
| **Total** | **146** | **139** | **68** | **378** | **90** | **251** | **12** | **1084** |

Effect on retention?

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| |  |  | | --- | --- | | **Faculty** | | | Have a substantially negative effect | 25 | | Have a slightly negative effect | 22 | | Have no change | 146 | | Have a slightly positive effect | 56 | | Have a substantially positive effect | 18 | | **Total** | **267** | | |  |  | | --- | --- | | **Staff** | | | Have a substantially negative effect | 13 | | Have a slightly negative effect | 11 | | Have no change | 22 | | Have a slightly positive effect | 23 | | Have a substantially positive effect | 9 | | **Total** | **78** | |

Effect on graduate school applications?

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| |  |  | | --- | --- | | **Faculty** | | | Have a substantially negative effect | 20 | | Have a slightly negative effect | 24 | | Have no change | 113 | | Have a slightly positive effect | 79 | | Have a substantially positive effect | 29 | | **Total** | **265** | | |  |  | | --- | --- | | **Staff** | | | Have a substantially negative effect | 13 | | Have a slightly negative effect | 14 | | Have no change | 19 | | Have a slightly positive effect | 22 | | Have a substantially positive effect | 10 | | **Total** | **78** | |

Effect on transfers to UCA?

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| |  |  | | --- | --- | | **Faculty** | | | Have a substantially negative effect | 21 | | Have a slightly negative effect | 25 | | Have no change | 163 | | Have a slightly positive effect | 48 | | Have a substantially positive effect | 8 | | **Total** | **265** | | |  |  | | --- | --- | | **Staff** | | | Have a substantially negative effect | 12 | | Have a slightly negative effect | 14 | | Have no change | 29 | | Have a slightly positive effect | 17 | | Have a substantially positive effect | 5 | | **Total** | **77** | |

Effect on transfers from UCA?

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| |  |  | | --- | --- | | **Faculty** | | | Have a substantially negative effect | 20 | | Have a slightly negative effect | 24 | | Have no change | 142 | | Have a slightly positive effect | 68 | | Have a substantially positive effect | 12 | | **Total** | **266** | | |  |  | | --- | --- | | **Staff** | | | Have a substantially negative effect | 11 | | Have a slightly negative effect | 9 | | Have no change | 31 | | Have a slightly positive effect | 22 | | Have a substantially positive effect | 4 | | **Total** | **77** | |

**Faculty Comments:**

* The current grading system is fine, but the difference between a student with an 89 and student with an 80 is often vast. A plus/minus system would allow faculty to better assess student achievement
* Keep the letter grades as is, without pluses and minuses.
* I strongly disapprove of assigning a C- anything less than a 2.0. Such a move will seriously affect the retention and graduation rates of our low-income, first-generation, and minority students.
* Moving to a +/- system will result in students trying harder and not stopping at the tenths level (60, 70, 80, 90) ...
* "Comment 1: As a student I was at UCF when they switched from straight letters to a plus/minus system. Both A+ and A were 4.0, and the university president straight up said that this was to reduce the number of 4.0 graduates, because they had too many which reflected poorly on the university. Comment 2: By having A+ count as 4.0, there is an inequity between ""A Students"", ""B students"", ""C Students"" etc. This is because the plusses and minuses tend to average out for ""B students"" and such, but for ""A students"" the plusses do not cancel out minuses. As an instructor, I cannot and will not ethically assign an ""A-"" grade if an ""A+"" is worth 4.0. I do not mind if that is the university grading scale we adopt, but in my syllabus there will be no ""A-"" grade nor ""A+"". I would use plusses and minuses only for B grades and lower. (And I do have a preference for something more fine)"
* Our current system does not allow for discernment between students who are borderline and achieving versus borderline and slacking. Our current system might require both be assigned the same grade, a B or a C. It is not only unfair, but disheartening to those struggling students who might be able to achieve an AB or B+. It also dissuades students from continuing to work hard through the entire semester once the letter grade that covers a ten percent range is already set. For example, why study for a final, or put that extra effort into a final project, if you can only get a B. An AB or B+ might, however, be worth the continued effort. I've thought our grading system flawed since I got here, and am glad it's finally being reviewed.
* I think the current grading system is fine as is. Please don't change it. Having the plus / minus simply adds another layer of assessment that has little value. Why put the added burden of deciding whether a student is really A or A- or B+ or B? This is especially problematic should the difference in A vs A- is one student with 93 average and one with 94.
* "&gt;Regardless of what system is chosen, faculty should have the academic freedom to determine what percentage or what points will represent each grade category.
* &gt;How would we convert students who transfer with a traditional grades?
* &gt;How would we handle students who start with one grading system and finish with another?
* &gt;I don't give a letter grade of D in my graduate level classes. How would that be affected by a new grading system?
* &gt;I currently have 4 ranges in grading scale that cause students to beg for points (high F, high D, high C, and high B) to be bumped to the next letter grade. I feel like this is going to make all the grade ranges so small that everyone will be begging. In a class with 600 points, the difference in a letter grade is 60 points; I am constantly asked for 3-9 extra points to bump them up. Under a +/- system letter grade ranges are more like 20 points. I think the point-beggers will be overwhelming because they will always be close to the next letter grade."
* Obviously, grades are an essential component of any university system. If one goes to a rigid +, - system, then it implies - at least to me - that the methodology of testing and assigning grades is an absolute system and the tests, project grades, papers, homework, etc., are so carefully constructed that the grades assigned are both valid and reliable and free of bias in any way. It also says that the instructor is so good at constructing tests or assessments that there could be no misunderstanding about the outcome and that everyone has clear understanding of the assessment and that the assessment is graded fairly and with a carefully constructed rubric. I do not think that any of the above are always present for all assessments over a term. Too often one poorly worded question on a final exam makes the difference between a student earning an A or a B in a class. As faculty we're are not that proficient at constructing evaluation measures and assessing student work.
* For years, I have felt constrained by having no system to delineate between students who have significantly different course averages but receive the same grade. For example, students who have an average of 89% receive the same grade as a student with an average of 80%. I highly favor a change.
* I've always thought it is clunky and doesn't truly reflect what some students have earned. I've always wanted it to change. Btw, your earlier page would not let me rank the three grading scale possibilities. I couldn't assign a number. FYI, I would rank a plus/minus system as best, with our current system as second best.
* Grading is already highly subjective - plus minus schemes make it even more subjective.
* We already tend to discount GPA's of high school students with a 5 point scale. We also tend to adjust grades for transfer students to our scales. Graduate schools and students who transfer are not going to be given full points if the other institution doesn't use a +/- system. They will also recognize that we do not use a +/- system. The end result will be more work for faculty with no real benefit to any one.
* As it stands in the College of Education/ Elem, Lit, & Sped, we require a 94-100% (A), 84-93% (B), & so on. I believe it signifies a higher standard expectation and evolves teacher candidates of the highest standards, in to the profession!
* When evaluating students from other universities for admission to our competitive-entry graduate program, we must deal with students who have been evaluated on a plus/minus system. Evaluating such students takes a great deal more time (calculating total GPA, science GPA, etc.), especially if the student also has attended a university with a conventional grading system. In addition, students evaluated under a plus/minus system are frequently at a disadvantage when compared with students using a conventional grading system, as conventional systems do not assign partial points with lower levels of a grade (A-, B-, etc.). Any conversion of the grading system at UCA should in no way disadvantage our students in competitive admission processes where they would be compared with students using conventional grading systems.
* As long as the WP/WF issue is resolved, I think the current system is ok.
* We discuss this issue every 10 years or so. Ultimately, changing the metric still creates debatable thresholds and given scholarship grade-point rules there will be even more pressure on faculty to inflate grades. Another important thing to consider is how changing our system to include more punitive grades creates an incentive to take courses at community college (where a 90% will not be penalized). Also, UCA is #2 in the state and we should be consistent with #1 in the state or risk looking odd. How does Fayetteville grade? We should emulate the flagship school. Overall, I prefer carrots to sticks. Why not keep the current system in place but allow professors to give a 4.3 to one student per class per semester? Let's find a way to reward our best students without nattering the helplessly mediocre majority.
* "Current system: I do not believe that a D should be a passing grade. I believe that the change to a +/- system is a positive. However, I feel strongly that an A+ should not be part of the system or if it is it should only be a 4.0. "
* "What is driving this study? We need to expend limited resources on meaningful topics, e.g. why does UCA admit students having low ACT scores. Why do we have remediation classes billed to students (parents) at full price, yet students receive 0 credit? The odds of graduating for those attending remediation (classes that should have passed in high school at $0 cost) are 1 of 4. I would like to see research studies that clearly show a correlation between adding - & + signs and higher graduation rates. We should be ashamed, all of us, of our graduation rate.
* Leave the current grading system in place!! There's absolutely no benefit of changing to a plus/minus or hybrid system!!
* Please! Are we really bringing this topic up AGAIN! It seems like it comes around every few years. . . and gets voted down every single time. Let's just leave the grading system alone.
* Changing the scale doesn't change the fact that we all grade differently. For some a C will always be likely a D, some will work for a curve, some will be accused of too many A+. It would be helpful to know what problems we are trying to solve by changing and if they are real or perceived.
* The rest of the world would not understand this system, which appears to lower the students overall GPA. The rest of the world judges students on the 4.0 system so a 3.7 or lower for an "A" would be viewed as a deficiency.
* I would think that faculty would be more willing to liberally "round up" to get to the next to the next tier of grades. Having said that, it doesn't seem like there would be that much difference in the overall output of grades. It would just be more work.
* I think the purpose of grades should be first motivational and second should be equitable both internally and externally. Internal integrity is an essential attribute of the university's grading system. Adding a plus or minus or whatever does not have meaning as far as the above are concerned. Instead the policies, procedures, standards etc that contribute to the uniformity of interpretation of such grades are more important. Currently, grades are an important part of the students and yet grades are embedded in a shroud of secrecy and often ambiguity. Both for the graders who are supposed to be able to evaluate and grade and for the students who are supposed to know how they are being graded. These uncertainties are definitely not motivating but instead are stressful. More thoughts in efforts to improve the grading process and reducing students' stress are necessary. Then the grades will be more meaningful
* We need to stay with the current grading system. The proposed change has been going around for the last 15 years that I know of. This is old news and until the majority of universities adopt the proposed grading system it will work against the best interest of our students.
* As a professor, being locked into a traditional A, B, C system is frustrating b/c there is a HUGE difference in the area between a + and a - in every category. I'd like to have the students' grades reflect their performance in the class accurately and a plus/minus system does that.
* "The current grading system is not good for students or faculty. For students, this punishes students by locking their grade into only 5 possible outcomes. Students who earn a high letter grade receive the same points as those who receive a low letter grade. I consistently have good students who choose not to work hard at the end of the semester because they do not have enough points to move up 8 or 9%. There would be enough remaining points for them to change letter grades if +/- were allowed. For faculty, the straight letter grades encourages grade inflation. A student who has worked hard all semester and earned an 89% is so close to an A that it really hurts to penalize them with a B (a full GPA point). However, the difference between a B+ and an A- is much smaller and does not create this same pressure for ""rounding up"". Everybody is in a better position with the use of +/- grades."
* Do not change the current system.
* An 89 is not the same as an 82 and the current system does not allow for that. Some students say there is no reason to put in the extra work to get the 89 because it will still be a B grade.
* Our current system is not flexible enough and hurts students when they apply for graduate school, especially out of the region.
* Students whine and beg for points now. I think hat would only get worse with a +- system.
* I strongly favor moving to a system that allows more discrimination in grading. Right now an 89.5 and a 80.1 are treated as equivalent, even though they represent vastly different levels of achievement. A professor is tempted to bump up borderline grades, because it feels excessively harsh to give a B when someone performs so well and gets close to an A. This leads to grade inflation. Also, many students barely manage to get enough points for a C, B, or A (perhaps they are at 90.0), and it does not seem they should earn the same grade as someone who is solidly in the range for that grade. There needs to be some system to allow more fine distinctions. It seems a good idea not to make it mandatory (if a professor wants to use a straight A-B-C system, fine) but I would like to have to option myself.
* Plus/minus grading systems have been in use in many universities for many years and I have long been disappointed that we are not able to use them here at UCA. It has never seemed right to me that a student earning 80.5% is graded as a "B" while a student earning 87% is not given a higher grade.
* KEEP IT.
* Changing UCA policy to a plus/minus grading system would be a monumental disaster to manage. Expect more students appealing their assigned grades, and more administrative busy work for faculty. The plus/minus system is typically only for private liberal arts colleges with high admission standards. UCA does not fit that model. However, I support having a D grade designated as Failure rather than Below Average.
* Would not follow a change in policy
* "My previous schools have +/- and I found it to be a disadvantage to students. I frequently give students on the border the next higher grade if I feel it is appropriate. The +/- system adds complexity with negative value in my opinion. Based upon some of the questions with regard to students, I think it is important to gain student perspective. If students prefer it by a significant margin then I would probably go with it. At least then we would have a benefit (positive student perception). "
* I think any change to the grading system would increase my workload and in terms of grading and advising, I can't handle any more work.
* At the end of each semester, students will always beg me for the next grade up if right on the boundary (example: if a student has an 89.5 or close to that or a 79.5 or 69.5). With a plus/minus system, it would pretty much eliminate this problem.
* I believe that faculty should have the ability to determine the grading scale for the course, with approval and oversight from the curriculum committee in each department.
* I am truly neutral on this, and could adapt to any change that has consensus.
* The current system often forces grade inflation, particularly in pushing some to contemplate assigning an A rather than a B for close grades like 89 (or B rather than C for 79). Either system would help give more accurate grades and help students understand their progress better.
* Leave the current grafting system in place and don't change it
* I strongly favor revising UCA's system. A student who ends the class with an 89% is very different from the student who ended with 81%. Currently, they would both get B's. I do not think the current system adequately reflects student achievement.
* I do not believe that we should change the current grading system.
* "FWIW, I strongly favor the ""threshold system"" of only five grades for reporting purposes.
* #1. It retains the notion that the process of educating / becoming educated is prioritized. While +/- grading shifts the emphasis to the grade as end product with classes, etc. as a means.
* #2. A +/- system models - and so encourages - ""grade grubbing."" If UCA recognizes & rewards minute differences (say between 71% & 72% -- 2.0 vs. 2.33 GPA, but not between 72% & 73% & 74% & ...), we should expect students to devote some of their focus to those differences as well. Having acknowledged a preference for such parsing at the institutional level, should we really expect to not see a similar focus by student's within each of her classes?
* Of course some part of our office hours, should be spent explaining why a particular grade was awarded on an assignment, discussing ways to improve their next submission, etc. But this is far different from squabbling over a point or two for the next higher grade."
* Employers don't care about plus or minus.
* I am in favor of a system that helps retain the marginal student by boosting their gpa's in their first 2.5 years. I am afraid that a C- grade being worth less than a 2.0 will lead to more students falling below a 2.0 gpa and losing their financial aid eligibility. If their were more C- given in place of D's it would help with retention- but if C- were given in place of C's then we would lose students. If we go to this we definitely need to give 4.3 for A's to help with gpa.
* "The current system seems too approximate. There's a big difference between a B+ and a B- performance, for instance.
* I just feel it's difficult assigning a solid A to two students who are at least 8 points apart from one another. It doesn't seem fair somehow and I'd like to be able to acknowledge the difference in their achievements.
* "I believe a +/- system will provide fairer and more accurate assessment of students' performances. For instance, the performance of a student who earns a very high B is close to the level of performance of a student who earns a very low A. Yet those two students currently earn completely different grades. Furthermore, the performance of a student who earns a very high B is significantly better than the performance of a student who earns a very low B. Yet currently those students earn the exact same grade."
* I am good with the system as it is.
* I want this change to happen very much. There is a big difference between a B+ and a B- and this should be reflected in the student's transcript and GPA.
* I feel that a lot more students would fail if you take away the D, which would reflect poorly on the university and hurt retention, as well as dissuading students from continuing to pursue high education.
* "I currently use a grading scale in most of my courses like this: that is numeric, based on 100%, but also give students letter grades with + or - to help them orient themselves."
* I do not like the +\- system. Let the grade be the grade, like it is now.
* too long of a survey
* Whether or not a D is passing should be left up to individual programs as it is now. Many majors do not count D's as passing, but the Core program does. i wouldn't want to see the Core no longer count D's. That would be a problem for retention, especially in some courses such as College Algebra.
* Would be helpful to know why this would be a benefit to our students, transferring students and new students. This is a new topic to me so I hope to learn more as this is addressed.
* "I prefer changing the system from ABCDF to A, B+, B, C+. C, D+, D, F
* Gives instructors more flexibility, gives students more incentive to work harder when there are more grade options. But do NOT like the ""minus"" option. "
* "I strongly favor the +/- system, because there is a big difference between earning an 88% and earning an 80%. The latter student barely got a B at all, while the former almost had an A. Also, I think the +/- system would encourage a better attitude among students towards their grades. In some students' minds, what's the point of doing the work for an 88% if you can work for just an 80% and have it all look the same on your transcript? I think it's worth recognizing these kinds of gradations on transcripts and GPA calculations.
* I don't think changing the grading system will make any difference in student retention, graduate school applications, or graduation. An "A" is an "A" and an "F" is an "F" no matter how you spin it. It will just complicate matters for the student and the faculty. What students need is support in their first year, good advising, and faculty who care and are adequately trained. Faculty should have high expectations for their students but they should not pile so much unnecessary work on students that they become discouraged. Many students, particularly from low-SES and rural areas (average U.S. schools) don't get the preparation they need for college. When students lose their scholarship, they dropout because of the financial burden. Expecting kids to take a full load and keep a 3.0 their freshman year is setting them up for failure. This, in my opinion, is unethical and cruel.
* I taught for four years at a school which had the +/- system. Grade inflation was rampant and student complaints constant because no matter what point total they ulitmately received, they were always close to another grade level. They complained constantly and would go over the heads of the professors to the department chair (which was me) to complain and accuse the faculty of making mistakes and intentionally lowering grades. Employeers could not care less about +/- so I think it is nothing but a waste of time for us to even be thinking about it.
* I see several problems with changing the grading system. The first is for those instructors who place a curve on grades. It becomes much more difficult to decide where the cutoffs are. Second, students will bitch and moan for points even worse than the do now.
* To me it feels weird for a student having a 100 and a student having a 90.1 to receive the same grade. I feel the pluses and minuses help reward strong performance.
* UCA is the only institution I've both attended and taught at that doesn't use a plus/minus system. I think if there is going to be a change, it's incredibly important for that scale to be consistent across the university. Allowing instructor's not to use the grading scale at their discretion undermines the system.
* I prefer not assigning grades at all. We get enough pressure for "points" with the current grading scale regardless of learning accomplished. The current scale does not differentiate the truly exceptional students from those that just do enough to get an "A" or a "B", but those that are truly exceptional don't need grade motivation anyway. AND....in some disciplines a 90% is exceptional and a + or - system will negatively impact graduate school applications for those students. Let's focus on improving internal motivation rather than on a grading scale.
* I think simple is better. Grading (whatever we may say) is ultimately subjective, and treating it as if it's scientifically precise is further fooling ourselves.
* "+/- grades will be a fair grading system in my opinion for the following reasons: It would motivate a student to work hard to earn + in front of their grade. It would also differentiate students who outperformed the class. For instance, those who "
* The major problem with plus and minus grading is that there is a tendency for faculty members to give a C- grade at times when it should be a D grade; and it is much easier for some faculty members to give a D- when it should be an F. The single letter without the plusses and minuses makes it easier all around, although I do slightly favor the plus and minor grading. I do know that a B+ makes a student feel much better than getting a B. I have worked under the plus and minus system and it works well also. Plus getting an A on top of a B+ often calculates to an A-, whereas an A on top of a B does not calculate to an A. It remains a B under the present system. The main problem at UCA will be whether or not faculty are open to change of any kind.
* I came from systems with a +/- system. It works FAR better. This system leads to grade inflation, a question you did not ask about. As someone who grades writing (not objective answer tests) I am far more comfortable giving an above average but not outstanding paper a B+ or a very good paper an A-, while I do not want to give that paper a B, because it does not communicate the level the paper has achieved. But all I have to work with is an A? This works on the C to B level as well. I would welcome the opportunity to be more discriminating with grades and to give students the grades they truly deserve rather than grades above or below the work they actually produced because we are sorely limited in what we have to describe their work. The grading system here has frustrated me throughout my time here and I have been here two decades.
* I was under a +/- system in middle school, high school, college, and my master's program (all in western United States). I was surprised when I got to my PhD program in Texas that they had straight A, B, C, D, F. Then I found the same system here at UCA. Southern thing? I prefer the +/- system because it bothers me to award a student with 89% the same B (3.0) as someone with 81%. One is almost an A, and the other almost a C, and they get the same grade?? I don't like it. I'd prefer to give the former a B+ and increase their GPA (3.3) and assign the other a B- (2.67). I think it's a much fairer system and more accurately assesses student performance.
* I believe that using a more exact method implies greater precision to evaluation of a student's performance than exists in reality.
* I think the faculty senate should be tackling MORE important issues than the +/- system. In the grand scheme of things this issue really doesn't matter.
* Our current grading system is fine. Introduction of a +/- system would just create more grade disputes. ("Why did I get an A-? I had a 92.49, wouldn't that round up?") It is troubling that the survey even mentions REQUIRING faculty to adhere to a particular grading scale. This is clearly a violation of academic freedom and is totally unacceptable.
* "Grading is such a subjective process , it makes no scientific sense to divide up grades into such finite categories. Students already have a hard time understanding how many points it takes to go from a 70% to an 80% and they often complain and beg professors for more points. If we further segment the grading scale this nonsensical busy work for the professor will only get worse. Students who have a 73 will be begging to earn points to move from a C- to a C etc. as this will seem more reasonable. "
* Changing the current grading system to a Plus/Minus or a Hybrid system will likely cause more problems than it would solve. Firstly, grandfathering accommodations would be required for current students. These accommodations would create unnecessary administrative challenges that detract from more pressing issues (e.g. student retention, university reputation, enrollment growth, etc.). Secondly, grading system changes would likely penalize stronger students by decreasing their GPA. Affected students are also likely to become more aggressive and combative regarding intermediate faculty grading decisions, and final grade assignment if grades are only 3 to 4 points apart . Similarly, failing students are likely to more aggressively press faculty for "few extra points" to receive a passing grade. Both of these situations could unnecessarily strain student-faculty relationships. Lastly, changing the grading system is unlikely to improve employment or graduate school opportunities.
* In some ways, the current grading system makes it easier to determine final grades for many students who fall in the ranges of "clearly A," "clearly B," etc. On the other hand, I often find it difficult to justify, for example, giving one student whose course average is an 87 (which would usually lead to a B) and another student whose course average is 90 (which would usually lead to an A) such different grades -- in cases like that, being able to give + and - grades would be beneficial. In many cases, + and - grades more accurately reflect students' work and achievements in a given course than what our current grading system allows for.
* Switching to a +/- system may reduce student dissatisfaction when they barely miss the higher grade.
* "The current grading system if fine. With the legislature changing funding I would like to have time to assess those changes and there effects on the University before we introduce such a substantial change that could impact retention. We have so that are more important before I would tackle grade point. The survey form was flawed. Many times voting against the system was not an option."
* plus/minus system would be great. I've always hated that an 80 and an 89 are the same grade.
* I use the plus/minus system as an incentive. I let the student know that if her attendance and participation is good, a grade that falls between two letter grades will be moved up. So while UCA doesn't offer the plus or minus system, I use it internally as motivation.
* How many universities are "some", as written in the survey? What is broken? Is this a solution looking for a problem. What does Sen. Jason Raepert say? Seriously, the most significant improvement in the entire higher ed business is to prepare high school students for college. Do ALL remediation in high schools or Jucos, not at the highest cost location - universities. Second, do not accept students with scores/grades historically proven to fail. By doing these 2 actions, the D thing will go away as well as any talk of + -. A &lt;50% graduation rate cannot be corrected by adding symbols.
* Our current grading system is simple for students to understand and simple for faculty to implement. I see no reason to change.
* It works fine as is
* Yes! We need to keep it: easy to understand for students, faculty, and EMPLOYERS who come to campus. I think we would just have 3 times the arguments about grades with students who are borderline. Most students believe (appropriately) that the + - system actually lowers their GPA. I very strongly oppose either of the alternatives to the grading system currently in place. At another school that employed me for over a decade, the students practically had a public demonstration to state their strong opinion to NOT go to a + - system or a hybrid system. This was only 3 years ago, so I doubt the times have changed significantly.
* When I was a student, I was on the +/- scale and it messed up my GPA. I have straight As but my GPA is below a 4.0 because I received two A- (which were both 93%). None of my classmates liked the +/- scale. I have since learned that they do not use the +/- scale anymore. Additionally, as a faculty member, I have numerous students hitting me up at the end of the semester to round them to the next grade (and sometimes two grades). I don't round their grades, but I can't imagine how many more students will be requesting their grade being rounded from a C- to a C, A to an A+, etc. While the requests may be time consuming and annoying, the concern is that it will reflect on my teaching evaluations, as it has before. When students are angry (even if it is their own fault) they tend to "take it out" on evaluations, without much concern with the truth. Ultimately, there is a reason most universities do not have +/- grades, or tried it and went back to the normal letter grades.
* I have concerns about the ability to transition to a scale that differs from most of the graduate institutions for which our students will be applying. It could be problematic or could have no effect whatsoever as most institutions are looking at the number assigned to the GPA rather than the letter grade. I do believe that changing the weight of grades could prove extremely problematic (i.e. 4.33 GPA) when applying to graduate programs.
* This will add to grade inflation.
* Eliminate the D grade
* I would like to see the plus/minus system since 10 points can mean a wide range of grades were earned...I've often thought it was rather unfair to assign a plain "B" to someone who almost made an "A" for instance, along with another students who made a "B" but nearly a "C"
* Another option would be to use numbers instead of letters.

**Staff Comments:**

* Keep as is. No changes needed. No changes warranted.
* If you must change the undergraduate grading system, do it independently from the graduate level grading system leaving the current graduate grading policy unchanged.
* Barely getting a 90.2 in a class should be weighted differently than achieving a 98.0 in that class. It makes sense that these should be rewarded differently. There is a significant difference in a 90 and 94 as far as the amount of work you would have to do during that semester, so I think it is fair to grade those differently.
* I strongly disapprove of assigning a C- anything less than a 2.0. Such a move will seriously affect the retention and graduation rates of our low-income, first-generation, and minority students.
* Please consider keeping the grading system for Graduate School alone. This would prevent students earning a B- from making the required 3.0 needed for retention and graduation.
* "In our major we require a C in a prerequisite course, to continue to the next course, so we have dealt with the issue of awarding D grades. D grades count, but a C is required to advance to the follow-up course. So a student changing majors, a D grade will count, or a final course which is not a prerequisite can count a D grade, or retake it for grade forgiveness."
* At my high school, we had a grading scale of 95-100: A, 90-94: A-. The GPA was different between an A and an A-, and I think this grading scale encouraged me to study more. To me, I think the current grading scale at UCA is too flexible. When students do really well the first part of the semester, they don't try as hard the second half of the semester because they know they will be able to keep their grade at an A, even if they can drop seven or eight percentage points. Especially if UCA adopted a system where an A was a 4.3 GPA, I believe students would study harder, learn more, and have an advantage when applying to grad schools.
* I don't think that our current system needs to be replaced. Plus and minus systems seem like a more complicated way to award credit when it comes to classes that pertain to a student's major, and they don't seem to encourage students to try harder to climb the brackets. Our current system seems like a bigger GPA booster because letter grades are assigned a static quantity, and a low A in a difficult class is rewarded instead of degraded like in the proposed system.
* As someone who works with data, it could prove to be costly to the University to make such a change. The stability of the measure is critical to maintaining valid comparisons for recruiting and retention.
* "Please do not change to a +/- system. I believe that it will only make assigning grades more difficult. My experience as former faculty leads me to believe that the majority of students will end up on the minus side of grades compared with those students who would earn a plus grade. This would have the overall effect of lowering institutional GPA, for little or no return. My experience has been that under the current system, the majority of students earn between a X0.01-X6.99 % in a course. It would now make the professors make the difficult decision of giving students lower grades than they are currently. With regard to a D grade being passing, I believe that it should. I think that the current system of using pre-requisite grades in other courses is fine to make sure a student is theoretically prepared is appropriate. D should be passing, while a C allows for matriculation into higher courses by showing minimal mastery. "
* As an alumni, the current system worked fine for me. We shouldn't be changing it to conform with other universities.
* Our current grading system seems fine as is. However, I think this new system might encourage the "Type-A" students to stress even more about their grades (not necessarily their learning). Especially allowing more than 4.0 GPA would further encourage this idea that I need to achieve the highest score in order to prove I'm smart, thus evoking more undue stress.
* The current grading system is fine how it currently stands. We do not need to move to a +/- system. Changing how grades and grade point averages are determined will not help with retention efforts and it will also not help with enrollment numbers. As an example, why punish a student who receives a 92 and keep them from getting the 4.0 and then reward a student that gets a 88 or 89 by giving them more than a 3.0. This does not benefit the students who are working hard to get the A in a class. There are other colleges and universities that use this method, but who is it benefiting and what is the benefit of us moving to that system. Are we trying to emulate other universities or are we trying to educate our students and help them progress toward graduation and their goals?
* Keep the system the way it is now.
* I like the current grade system. If we changed to a +/- grading system, I think it would be confusing not only to me but to other students. It is not confusing for students to know where their grade stands if it is the range that we currently have. I don't understand why we are wanting to move to a different grading scale just because other universities may use it. If this grading system actually helps with retention numbers, I think that the entire university should be able to see this data. I also feel that the data needs to reflect campuses that are similar to UCA. We do not need to see data from campuses that are not comparable to us. I also think that we make changes before fully planning out the change. This doesn't just change how a professor grades, it can have an affect on the grade forgiveness policy, the transfer admission policy, the evaluation of transcripts, etc. Will all faculty be required to actually use it or just freedom to choose what they give for a grade?
* I am in favor of a system that helps retain the marginal student by boosting their gpa's in their first 2.5 years. I am afraid that a C- grade being worth less than a 2.0 will lead to more students falling below a 2.0 gpa and losing their financial aid eligibility. If their were more C- given in place of D's it would help with retention- but if C- were given in place of C's then we would lose students. If we go to this we definitely need to give 4.3 for A's to help with gpa.
* I believe that switching to a +/- system will result in an automatic lowering of institutional GPAs across the board, and could potentially lead to lower graduation rates. I believe that it may also prove detrimental to keeping our undergraduates in our own graduate programs. We may be looking at this as a way to give students the opportunity to make more than just a 1.0 or 2.0, but it will also create the scenario where a straight A or B student will have less than a 4.0 or 3.0. This could diminish the work that some of our top students put into their courses.
* I am not in favor of the plus minus system.
* "I prefer changing the system from ABCDF to A, B+, B, C+. C, D+, D, F. Gives instructors more flexibility, gives students more incentive to work harder when there are more grade options. But do NOT like the ""minus"" option. "
* If plus/minus or hybrid system is used, it would be necessary for rerequisites to be changed when certain grades are required for courses. More work for faculty to assign grades and perhaps more complaints from students, especially if student received a D+ and needed a C to take a certain course. A minus denotes negatively. In life it isn't whether you nearly complete a project, it is if you complete it at the required expectations. I think UCA's present grading system is correct!
* The current grading system is acceptable; although where I went to high school an A was a grade of 94%. I believe that grades reflect the quality of the university and it's education. Nothing less than a C should be acceptable for satisfaction of a course given "C" is only a minimum grade of 70%. From my educational experience to become an interpreter for the Deaf, if I passed with 70% that meant that I was capable of making only 70% of presented information (in any situation) was being made accessible to the Deaf consumer. Is that really acceptable? Transferring that thought to other concentrations, is internalizing even 70% of information taught acceptable?
* This is not helpful to anyone and unfair to current students. If you are going to do this it needs to be implemented to incoming freshman and worked in year by year. It should not effect any currently enrolled students grades that agreed to come to UCA using the basic grading scale.
* Many of my classmates are just in class to get a grade to get out of college, still be mediocre citizens, but have some sort of status behind their name. Our professors need to design the classes so the passing and grade is optional, the learning is not. We pay to come here to make something of ourselves, so it is the university's job to uphold their end of the promise, or weed out those that don't wish to add to the class experience.
* Many classes if not all should have a different percent requirement for an A, making it lower than the standard 90%, only because so many classes leave so little room for error that once a student does bad on a single project or exam they feel discouraged since they can't make the grade they wanted anymore.

**Student Comments:**

* UCA should stick with the whole letter grading scale because it is simple and effective. There is no need to change.
* I like the grading system as it is. As an education major, I already have a harder grading scale and hate it. I would not like to see the university change the overall grading scale.
* Please don't do this
* Please keep the current grading system. Our learning depends on the teacher not the grading scale.
* I think the current system is fine. The Hybrid system seems to reward student more, and the plus/minus system definitely seems to go against students more. I would despise a plus/minus system, as I feel it would not accurately show the effort put into the course. Whereas with a hybrid system, I think it would show the effort put into a course more accurately than the current system of just having A, B, C, D, or F as an option.
* Our current grading system works the way that it is. We should keep it. Those that want to change this to try and look like that have better scores to get into graduates schools will in all reality end up with a lower GPA than they do right now.
* Our grading system allows students to earn their grade and most of it is up to the professors on how they scale. This allows for harder classes to help, and theres still the work to make an A count. It would make it harder to keep a better GPA
* I've grown up using this grading system. K-12 I had this grading system I was just fine. I think the current grading system is good the way it is.
* The hybrid system would be very beneficial for students like me who typically get 87-89% in classes. Being so close to an A and only getting 3.0 is discouraging.
* Every single B I have made as UCA has been within the 88th to 89th percentile.
* Our current grading system is great and I prefer it to stay that way, if you put in the effort to make an A you shouldn't be docked points because it's a 92% over a 93% it is hard enough to keep a 4.0 GPA along with all the other stress students undergo. Changing the grading scale will not make students study any harder bit make students who are struggling have a harder time getting their degree.
* Barely getting a 90.2 in a class should be weighted differently than achieving a 98.0 in that class. It makes sense that these should be rewarded differently. There is a significant difference in a 90 and 94 as far as the amount of work you would have to do during that semester, so I think it is fair to grade those differently.
* Pleas do this!!
* I strongly disapprove of assigning a C- anything less than a 2.0. Such a move will seriously affect the retention and graduation rates of our low-income, first-generation, and minority students.
* The current grading system is okay but the letter grades should be set percents such as A being 90-100%, B being 80-89%, etc. where F is 0-59%. Whole letters shouldn't be where a professor decides what is an A or B. It should be percents giving whole letter grades.
* The current grading scale is sufficient. I don't see how adding hybrid grades or +/- would motivate anyone learn more or less than what they would learn now. People seem to only argue over grades when they're close but not meeting the mark of the grade above. Changing the system won't decrease that; they'll just complain about the newest level they didn't quite reach.
* I believe the current grading scale is fine. I also would like to say that changing the gpa won't change people's study habits or how they feel about doing work, that comes from whether they want to or not. People on scholarship are the ones who are honestly worried about keeping a gpa, so it just kinda seems like it would be a punishment to those who are working hard but may not be good at learning in certain professor's environments.
* Our current grading system is just fine. An A is an A is an A. Some students GPA's would substantially be affected in a negative way by this. Do not fix what isn't broken.
* It's fine the way it is.
* I do not believe changing the grading system itself is the main source that needs to be addressed. It is the standard under which professors provide students multiple opportunities for extra credit in order to make up for failing test grades or absences which resulted in poorer grades. This is why our system is flawed and broken. It is not simply due to a lack of a sensitive grading scale but a lack of sensitive grading that inflates students grades (therefore lowering the standards or education). This is why earning a BA or BS is relatively meaningless and has become the new High School Diploma. A masters level degree has become the new bachelors. Undergraduate (and to some degree graduate) level education has coddled its clients.
* I came from an out of state high school that used the +/- grading system and part of the reason I chose to come to UCA was I highly preferred the grading system here
* The grading system for the education department is different. I support the strict grading system, but not the attendance policy.
* "The current system is good. This new system would hurt students who know 90% of the material. GPA is very important if a company knows nothing else about you. You will be taking students who had a 4.0 for getting 92-96 in classes and lowering it. This would make them seem as if they did not receive ""All As"" when their competitors from other schools received the same 92-96 grades have a 4.0"
* The current grading system has been apart of my academic life as far back as I can remember, so I like it and want to keep it.
* DON'T DO IT
* An A is an A. If we earned an A, don't try to belittle it by labeling it an A- and giving us a lower gpa score for it. If somebody earns a + or a - score, they likely worked their asses off to get it, as I have done to earn several of my As at UCA. Likewise, giving someone a + grade only means that "hey, you were almost good enough for that next grade! But not quite!" or "hey, you did marginally better than anyone else in the class that got an A/B/C/D like you and the difference was obviously not significant enough to differentiate a letter grade, but we'll give you a gold star anyways". Let us enjoy our A in peace. There is no need for a rigged grading scale. I don't think any hybrid or plus/minus scale will make anyone study substantially harder, but I think it will make a lot of people (who are already studying their butts off to even get a - letter grade, since many professors don't give bonus points or hand out easy grades) very angry. Keep the current grading scale.
* Plz don't
* It's not fair to get an 89 in a class and still receive the same GPA points as someone who received an 80 or 79.5. I do think that we should change the grading system.
* With the way that the current system is, there is not enough diversity to truly reflect the strength or weakness of the grades. With a plus minus system, it can reflect the difference between an 4.0 student, and a 3.5. Although many might not find this as a huge difference, it really can reflect the strength and dedication the student has towards there education.
* At my high school, we had a grading scale of 95-100: A, 90-94: A-. The GPA was different between an A and an A-, and I think this grading scale encouraged me to study more. To me, I think the current grading scale at UCA is too flexible. When students do really well the first part of the semester, they don't try as hard the second half of the semester because they know they will be able to keep their grade at an A, even if they can drop seven or eight percentage points. Especially if UCA adopted a system where an A was a 4.3 GPA, I believe students would study harder, learn more, and have an advantage when applying to grad schools.
* I think our current grading system is fine the way it is
* The only thing beneficial about this system is if A+ grades were graded higher because if a student messed up in a class they would have the opportunity to increase their GPA by receiving a A+ in another class. For me my current grade point is 3.93, it is impossible once you receive a B to ever get a 4.0 grade point again. But with this change it would allow you to possibly recover from the B.
* This would greatly affect my gpa in a negative way, especially after going to UCA for two years, my gpa would be based off the old system and then to have that change would most likely lower my gpa, this is not good for our students, you would see lower gpa's around the entire campus
* Don't try to fix what ain't broke.
* I prefer and like our current grading system. I think it's worked great for years, so why change something if there's not a problem. I think trying to make a change would just cause chaos. I think ALOT of students would be upset. I am a very good student that makes good grades, but it would effect some of the students that already struggle to pass a lot more. I think the only thing a new system would do would be - stress students out, discourage students, lower GPAS, and lower retention rate. We already struggle with so many kids dropping out and I think this would just add fuel to the fire. If so many students are already struggling to meet the GPA requirements to be able to stay in school/keep scholarships then why make it even harder on these students.
* Without pluses and minuses, a student can lose incentive to study. For example, I have had several class where, at the end of the semester, I have to make a 100% or higher to make a better grade, but only have to make a 30 or 40% to keep the grade I have. Because my GPA will be the same whether I pass or fail the test, there's no reason to study. If pluses and minuses existed, I would be more motivated to study to achieve a higher grade.
* I feel like grades from 85-89 should be considered a B+ and so forth because an 87-89 makes it seem like an 85 or 86 isn't a B+ and it is. I feel like the university should definitely ease up on the strictness of grading, especially with the thought of not keeping D's. Some students may have that all semester and then being it up to passing at the end of the semester. I feel like bringing in a hybrid grading scale will just bring more unnecessary stress upon students.
* Changing the grading system would not be very beneficial for students who have strove to maintain a high GPA. It may benefit some students, but those who have maintained a 4.0 under the current system would certainly be at a disadvantage. This would be highly upsetting for students who have maintained a 4.0 for years, who would suddenly be subjected to a change that would lower it. If a decision is made to change the grading system, I believe that the change should be postponed for at least two years.
* I strongly believe that the implementation of this system would affect negatively the average GPA. It would also make the system harder to understand. Instead of improving grades, which I want to believe is the intention of this proposal, it would lower them substantially.
* The grading system in place at UCA is standard and should be left alone. In my opinion, a "D" should not count as a passing grade for a college course. A student needs to have learned a minimum of 70% of the information in order for them to receive credit as this knowledge will be transferred to the work they will perform in their career field. However, if they earn a "D", then that should be reflected on their transcript and they should not receive credit. In the end, college is not about every student passing a course or being pushed through. Instead, they need to be able to prove they are capable of the degree they are seeking.
* Our current grading system works and is what we are accustomed to. If this plan was put into place it would be easier to start at the entry level class for the freshman and then work up each year. The only thing that is disheartening about our current grading system is that if you make a 89.4 you will have a 3.0 instead of a 4.0. Yet it you have all A's with the plus and minus but only get a 3.7 if you transfer you might be looked at behind people with the same grades that just went to a different school.
* "I don't like the idea of a changed system. It's hard enough for some majors such as education because our scale is already higher so this would make it almost impossible to get the grades required for programs"
* The current system encourages students to put in the bare minimum amount of work to remain in the letter grade range they are in, making it easy to drop from a low B to a C or a low A to a B. Implementing a new grading system would give more incentive to raise a student's grade; instead of being satisfied with a 90 for an A (which is still a 4.0) or an 80 for a B (which is still a 3.0), students would be more inclined to put in the effort to raise their GPA for a class to a 3.67 by obtaining a B+ or a 4.3 for an A+.
* I feel if you change the grading system, you are putting students at a disadvantage for getting accepted into graduate level programs, which are based a lot on GPA. You are compared to other students GPA who would not have the plus/minus grading system. I feel that I studied a lot in undergrad to get a good GPA to get into graduateschool. Specific science courses are difficult to even get a 90% to get an A. If you change the grading system, it will not make students study more but simply put them at a disadvantage for getting accepted into graduate level programs. I feel strongly about this as a student. I also feel that if the grading system was plus/minus when I was in undergrad it would have significantly lowered my GPA, ultimately affecting my acceptance into graduate school.
* I love the current system
* I feel strongly having been a college student for over a decade that the traditional A, B, C, D and F grading system should stay in place. If I make an A, I should get 4 points. Period.
* It's great as it is.
* I believe that grading is a major stress factor in undergraduate students. Weighted grades may be used as incentive for better performance, but they may also lead more competitive students to worry more about their grades than they worry about the actual material they are learning in their classes. In other words, I fear that the new plus/minus system would not encourage students doing poorly to do better, but would instead make the students who are already competitive more so. While it is important to qualify the effort put forth by a student, it might not be as important to quantify it. I encourage that UCA consider swapping to a pass/fail system at least in some programs and colleges instead of making their current grading scale more meticulous with the plus/minus system.
* In my experience, having to worry about grades has undermined the process and enjoyment of actually learning a subject. If I'm focused on making the grade, then I'll memorize whatever I need for each test or assignment and promptly push that information out to make room for the next, rather than actually soaking in the subject. If a plus/minus system takes points away from an A-, B-, C-, or D-, then I think that would be more stress on students than it would be worth. Anything above a 90% should earn a student a 4.0, as well as 80% with 3.0 and so on. I do like the idea of an A+ giving more than 4.0, as well as B+ more than 3.0 and so on. But the main point is that once a student crosses the threshold of a letter, they should receive those points.
* Please for all that is good, do not implement this system. Getting above a 93 in upper division biology classes is an extreme challenge in itself. If you implement this system, I can guarantee that the number of pre-professional students getting into their programs after graduation decreases significantly due to having a lower GPA. With the implementation of this system, I can say without a doubt it will negatively affect my entrance into medical school, and as of this moment, UCA students are not highly favored in those admissions. You would essentially be inhibiting many STEM students from entering programs that require highly competitive GPAs. If you do decide to implement this, for the love of God, just wait until I'm gone. I'm having a hard enough time as is, keeping a 3.9. Thanks.
* If I have over 90%, there is no need to try to do better. One who makes a 90 vs one who makes a 99 should have a difference.
* If it aint broke dont break it. The system is simple and works, an A is an A and so on. Don't over complicate something. Quit trying to change things to cater to people who are lazy and cant get the grade, not everything can be handed to you in life and people will figure that out in the real world.
* I feel like our grading system is fine.
* The current grading system is set up the way a grading system should be. Implementing a A+ to A- would mess up a lot of people's GPA. A difference in a A+ and an A- could simply have been some goofed up points on a very small assignment when that student worked just as hard as the A+. Now they have to suffer because of a slight mistake and take a lower GPA than the one who got the A+.
* KEEP IT THE WAY IT IS!
* I'm happy with our current grading system, and think changing it would make it harder for students to feel successful in the classroom.
* Everyone is comfortable with this grading system and all this will do is confuse everyone. Keep it the same
* I think we should keep the current grading system we have. The other grading system would be too confusing and would put more stress on students.
* Keep it the way it is!!!!
* It would be a bad idea as a whole a decrease students overall GPA. I believe that an A is an A regardless of the percentage. That student earned an A and should get full credit for it.
* I love our grading system right now. That's what I'm used to. That's how it should stay. But, I do really like the idea of awarding a 4.3 to an A+. That would definitely encourage students to work harder and do better. But my classes are hard. And sometimes I end up having an A-.. I don't want that to penalize me. It's still an A! That's why I love our grading scale today. It gives us a little more wiggle room in the harder classes on campus.
* People have unique personalities and learn subjects differently, so where I excel at some things, I also fall short in others. This is not reflected well with the current system. I have had near 100 grades and they would have helped my gpa for the classes where I did not perform as well.
* For students who have grade anxiety like I do, this would really cause extra stress.
* Students that really care about school and their grades are already working very hard to maintain good-excellent grade in all their classes. In my opinion an A is an excellent grade no matter where it ranges from in the 90s. I believe some people can work harder to get a 90 in some classes than to getting a 100 in others. I believe either one of these systems would just discourage hard working students. Speaking from experience, I am typically an A student, and I have worked very very hard in some classes and pulled out a 90%, A, and I was very proud of myself and it was very motivating for me. I think the system should stay where it is because college is tough already without having to worry even more about grades.
* I don't think that our current system needs to be replaced. Plus and minus systems seem like a more complicated way to award credit when it comes to classes that pertain to a student's major, and they don't seem to encourage students to try harder to climb the brackets. Our current system seems like a bigger GPA booster because letter grades are assigned a static quantity, and a low A in a difficult class is rewarded instead of degraded like in the proposed system.
* Went to school at Old Dominion University and saw first hand how a poorly designed system limits students when applying to graduate and professional degrees. Many schools choose not to use this system and it may cause difficulty when compared to non +/- systems.
* No bad idea
* I strongly agree with our current grading system. Being a biology pre-med major, I know how difficult it is to get an A in a class nevertheless an A+. I feel like the grading system you start with in college is the grading system you should have all four years in college!
* As of now, the current grading system is functioning well. In honesty, changing it will not affect student study patterns positively. In my opinion, it is difficult to juggle four classes in each semester justly; it becomes a battle of calculating points on the grading scale to discover which assignments can be dropped in the attempt of completing others. Therefore, if the university tacks on the plus/minus scale, it will become harder for students to stay above water when the lowest grade, the safety net is gone.
* I strongly believe that the current grading system in place is the best option. It is most beneficial for the students and faculty alike due to its simple form. Earning an A at the collegiate level of education is difficult enough as it is, adding extra stress to students to have the highest form of an A to maintain a 4.0 GPA is completely unnecessary and quite unfair. The current grading system should remain as the system we have in place here at UCA.
* I think this new grading scale, if implemented, would be penalizing those students that have worked so hard during the semester to get their grades on the crest of a new letter grade. It would be disheartening to receive what you thought was an A with your 90, but to learn that it was not the 4.0 you believed it was.
* I think professors should have to round up anything that has a .5 or higher like a 89.5 to a 90
* If you were asked 50 questions, and you missed 5, would you consider yourself to have done well? Now if asked the same 50 questions but missed 6, would you consider yourself worthy of a 25% decrease in GPA? Going from a 90 on an exam/ or class grade to an 89, should not be a 25% difference in GPA. Simple
* I like the way it is now.
* People need degrees to make a living in this world. If they are getting Ds they probably aren't getting scholarships so it would be cruel to fail people for a D. Cut us some slack. We are amazing!
* The current grading system does not reflect the difference between, for example, an 89% and an 80%. If it could, my GPA could be significantly higher. Students are not given enough credit for the work that they do if it does not fall within a certain parameter. A 1% difference in a grade too drastically affects GPA.
* Being a biology major I try my hardest in every class I am in. Sometimes my best efforts receive a 90% and I am proud of that. I don't think my GPA should be lowered for getting a 90% in a class that I tried my hardest in. I am very happy with the grading scale now.
* As an straight A student, this system will almost definitely harm me more than it would help me. Why try to punish the students that are working hard to get A's already?
* It's pretty good.
* It might probably be the same but gettting A+ or A minus is much better than b or c. I would go for the plus or minus system
* I think that the system of + and - will be beneficial to the people who get 88 or 78 because they clearly worked hard and should be more rewarded than those who get 71 or 82
* The nice thing about our current system is that grades such as 89.5 could be bumped up to an A for the semester, which is great for GPA. Any other system is going to bring down people who make those borderline grades.
* PLEASE, for the love of whatever deity you believe in, KEEP THE CURRENT SYSTEM. The other systems seem to punish individuals who worked hard enough to scrape an A together in the classes with which they have difficulty.
* Some professors make their classes impossible to get an A in. They have exams with averages in the 50s, but don't offer curves (even thought no students make an A on the exams) or extra credit. I know this affected several biology majors GPA because they got stuck with a professor like this, where as in another class they would've gotten a higher letter grade. The university should look more into professors individual grading and ensure that A's are possible for all students who put forth the effort and deserve the grade.
* These are advantageous for every individuals.
* While our system has its own difficulties, it is much better than either of the options presented. The two systems presented as alternatives seem to punish the people who actually try to get an A in a difficult class while favoring those who slack off or merely want to "get by." Please, reconsider this idea and keeping our current system. Best wishes.
* While I disagree with the grading system America has as a whole, I do not believe adding + or - to the grades of college students would be beneficial to the students, professors, or the university.
* I'm not sure why there is a need to change the current system
* I have worked so hard for my 4.0 GPA, but I know that I barely achieved the 'A' in several of my classes. If we were on this hybrid system, I feel as if my hard work was being disregard. As a science major attempting to go to medical school, my grades are very important to me. Please keep the grading system we are currently using.
* I have been at UCA for both undergrad (graduated in 07) and now grad school almost done, and the system is fine. In my experience, students will either pass or fail and changing it will only make it harder on those students who are struggling anyway, and those are the students who are studying in the first place. I rarely, basically never study, and I have like a 3.9 GPA where I made like a 98-100 in most of my classes. The B I did get was an attendance policy grade which is a whole other issue ( if I can make the grades without being there should it matter). Anyway, the point is that for the most part the plus minus system isn't going to motivate good students because they are self-motivated/already motivated, but it will discourage those who have to work harder to just pass.
* Keep the grading system how it is.
* If you are going to change from static letters to more flexibility, you must go all the way. Don't do a ridiculous "+A" or "-B" system, because then you're softening reality. Just go with a 100 point system like any normal human would do in this situation. Every percentage point in a class would count towards your class grade. If you made a 95% in a class, you multiply that by the number of credit hours the class was worth, then divide by the total possible percentage. Multiply that decimal by 4, and you would get your new GPA. Everyone's grade would be guaranteed to go down, because very few students get every single point possible in a class. But it would incentivise students to do the best they can rather than simply "going for the C"
* I like the grading system we have now as it is easily understood and allows for a possible higher GPA
* This is ridiculous. It can be confusing for the outside community that is used to the current system. I have a 4.0 in the MAT program. Under the proposed system, I would likely graduate with straight A's, but graduate with less than a 4.0. How do I explain this to a future employer? This would also negatively effect scholarship eligibility for students with straight A's but has less than a 4.0. This could take a private scholarship away from someone at UCA and give it to someone that goes to a school with the traditional grade scaling. This is a terrible proposal. It does not align with high school scoring either. If we are the only ones doing it, we are only hurting our own students.
* I think we should keep it the way it is now.
* I like our current grading scale. I'm am a 4.0 student and it's already enough pressure now to make an A. If I had to get above a 93 then it would be so much more stress and in some classes it is impossible to get that.
* I strongly encourage a continuation of the CURRENT grading system. The newly suggested systems could result in a significantly lowered GPA for students, including myself. If a newly suggested grading system were to be introduced, it should be introduced to incoming students, rather than those who have already utilized the current system. This would allow for consistency and elimination of any last minute alterations and confusion of one's GPA.
* If the grading system changes, students would not work harder or learn more because if an A is too hard to obtain, students would only focus on getting an A and not focus on learning and understanding the material. This could lead to methods of cheating or substance abuse that would aid in academic performance. In my experience, I have a 4.00 not because I'm "smart" but because I'm working as hard as I can to earn my grades. Working any harder will stress me out and affect my health. There have been news in other countries such as Japan about young adults dying from being overworked. Nowadays, there's a lot of pressure and expectations put on students. Mentally, we can accomplish many things, but physically, it's a challenge to do so. There are only so many hours in a day, some reserved for sleeping, eating, hygiene maintenance, etc., but to master any one subject requires a decent amount of time.
* "When hiring the majority of business ask ""Do you have a degree and what was the major?"". Very few ever bring up your grade point average, so I think this issue is more about institutions just trying to statistically tout that they have a higher graduating grade point average.
* It is my belief that most students will do good in classes they enjoy and do poor in classes they ""have to take"" and that changing the grade point scale will not change a students study habits."
* I find this an intriguing idea. I do like the idea of the GPA scale being more specific, but I wonder how necessary that specificity is and would it simply just make things too complicated.
* As a student in the college of education (ELSE department), I am already required to have a 94% to receive an 'A' so this would not affect me in my major classes.
* I think the current grading system works great and everyone is used to it. I believe changing it would negatively impact the students in their academic standing as well as the faculty in having to relearn how to use a grading system. What we have now works and still determines whether or. It the students learn in the classes and how well they understand the information.
* I appreciate our current grading system because I am a 4.0 student who usually makes A's. I feel that a student who makes an A (whether a 90 or 97) deserves a 4.0. Under the plus minus system my GPA would be affected and slightly drop even if I make a 90. I believe our grading system is fine and should be left alone.
* Easy to self calculate GPA.
* I like the current grade system. If we changed to a +/- grading system, I think it would be confusing not only to me but to other students. It is not confusing for students to know where their grade stands if it is the range that we currently have. I don't understand why we are wanting to move to a different grading scale just because other universities may use it. If this grading system actually helps with retention numbers, I think that the entire university should be able to see this data. I also feel that the data needs to reflect campuses that are similar to UCA. We do not need to see data from campuses that are not comparable to us. I also think that we make changes before fully planning out the change. This doesn't just change how a professor grades, it can have an affect on the grade forgiveness policy, the transfer admission policy, the evaluation of transcripts, etc. Will all faculty be required to actually use it or just freedom to choose what they give for a grade?
* Adopting a plus/minus system would be favorable to help take some of the stress and worry about passing or failing a class off of the student. I believe and this works for me that when we as students are less stressed about making good grades we learn more and score better.
* We should have a plus and minus grading system because some may have very high B's or C's that are possibly one or two points from the next highest grade.
* As a student who has scraped by with 90's in classes and still received a 4.0- Im personally not in favor of the plus/minus system. I feel that implementing this would potentially dilute professors own grade scales. I already face teachers who create their own grade scales, I don't stand in favor of the University doing the same.
* The only thing I would want is for a D to be a passing grade. For the students who struggle with test taking and some reading comprehension, it would help for a D to pass.
* "That would just add even more stress to my grades. An A is an A. A B is a B. A C is a C. You work for the letter you get. It would discourage people to drag their GPA down when they still got an A. That unnecessary stress can result in even lower grades. I'm pretty neutral on the D passing/failing"
* I do not have a problem with the current grading system. I think it works the way it is. I do not believe there is a reason to change the current grading system.
* I like the current grading system because some of my classes are truly difficult to make a good grade in them. One the current grading system am able to get 3 points for an 80 in my difficult math class, but under the plus/minus system I would have recieved roughly 2.7 points.
* Do not change the grading scale. It would confuse everyone and it would make it hard for the students to calculate their GPA. Teachers already don't put grades on blackboard making it hard to know our grade. Instead of changing the grading system make it mandatory to have teachers put grades on blackboard or another site so we know OUR grade
* I feel that it is unfair because in the nursing department they refuse to round up if you have an 89.9 and that is a substantial difference in the amount of effort between that and an 80.0 but it shows up the same on my GPA.
* I like it
* Don't change it
* I would strongly recommend the system to not be changed. I would hate for the system to be changed during my last year of college. I would recommend changing it at a later date and let the students who are already enrolled at UCA be grandfathered in to the original grading scale.
* I prefer it
* Numeric grading system is fine; but expectations and actual grades too easy. All classes and grading need to be harder. There are too many poor students who need to either be forced to improve, or be pruned. It is probably the University's fault for letting them (high school students who were poor performers) attend in the first place. Our standards have been degraded. Administration is chasing money at the expense of quality education.
* I like the current grading system but I also think that the plus/minus system would be a positive change to the academics. I think it would be a good addition if the scale is well-balanced.
* I think the current grading system is adequate and works just fine.
* Aside from my questions about whether a D should be considered "passing," I really like the way our current grading system works and I would like for it to remain the same without our University switching to another grading system.
* Some of the programs (Education) use 94-100 as an A and a 84-93 as a B and so on, I think that the grading scale is set too high. If the grading scale was set to the same as the other programs on campus, it would change my GPA.
* Universities should all use the same system regardless of whatever system that is in order to maintain comparability
* I like our current grading system and do not think it is fair to make a 90-93 less than 4.0 because anything 90 or above is still an A. This would hurt a lot of A students GPA's.
* The current grading system makes me not want to learn as much as I am capable of. During finals and figuring out what grade I need to achieve to get the score I prefer, multiple times, I have had one of those close calls. If I scored a 100% on the final, I would be able to get an 89 in the class. That's very discouraging when you can also make a 44% on the final and still have a B, but a B is a B on your transcript. I feel like the hybrid system would show that the student that scored a B was closer to making an A than a C. It would personally make me work harder and not just score the 44% I would need to keep a B.
* I personally prefer our current grading system. It's plain, simple, and easy to understand. If there were multiple letter values, I feel like I'd just be comparing it back to the original scale all the time.
* The amount of time that students allot for studying is, in a lot of cases, the maximum amount of time they have. Non-traditional students would be VERY negatively affected. When you have a job and a family, you only have so much time to study. I think UCA will lose, and no longer attract non-traditional students. If UCA feels it can handle the tens of thousands of dollars in lost revenue, then go ahead and change it.
* I like the single grade system the best. If I know I was doing not so well in a class with the new systems I would be more likely to drop the class instead of riding it out to try to pick up my grade or learning as much as I could so I could retake the class. Because the new system would damage my GPA greater.
* No
* I am normally for change if it will have a beneficial outcome but I do not believe changing the grading system would be beneficial to both parties. Much of what we are required to take to graduate is not applicable when we enter the market. Almost everyone I know in the business world rarely uses business calculus if at all and yet it is a required course. Therefore, if someone gets a D in it, fails it and has to take it again (should the system change to D failing), they are spending a lot of money for something they never needed in the first place. Instead of changing the grading system, they should change the degree requirements to actually match the field requirements in today's market.
* I think this grading system would detriment students who aim to receive A's in all of their classes. It is almost impossible for even a hardworking student to receive above 93% in all of their classes. If this new grading system was implemented, it would lower the overall GPA average for UCA, because there are too many students who would be negatively impacted by this new system.
* I think the current grading system is fine and should not be changed. I think it's silly to waste time changing something that doesn't have problems, especially when we could focus on issues elsewhere. I think that the changes proposed are unnecessarily confusing and don't make things better for anyone except the 'A+' people. It's hard to understand and would be very challenging to change to. This current system is easily understood and pretty standard; the new one is useful to few people and seems like a big waste of time.
* It's what we've grown up on and I think changing it would have a very negative impact
* I like our current grading system and believe if you earn an A it should always count as a 4.0 and not below that. I highly value my grades and always strive to make a 4.0 and if I got less than that it would hurt my slef esteem a bit.
* Keep it.
* I would probably leave UCA.
* Keep the grading system the way it is!!!! Why would you want to hurt our GPAs that's rude
* I believe there is a big difference in the amount of performance shown in students who make what would be A+ and those who make A-. Some students are very gifted in some subjects while they struggle in others and allowing an A+ grade to count for more than a 4.0 would help those students out a lot.
* The current system while it does "work" does not give students the incentive to learn to their full ability.
* There is no way a hybrid or a plus/minus scale could benefit students. It would only hurt our GPA even if we still managed to get an A. A's and 4.0's are hard enough to get as it is. Why make it harder for students to succeed??
* I feel like the grading scale should be eliminated because we all learn differently and learn at different paces and a grading scale only reinforces this box that we are put in. It defines nothing about learning capability but, only what materials can be memorized for the sake of "getting the grade". Going to school is not about the desire to learn, like it used to be; now the focus is mostly around "getting the grade" to move on. I think things are this way because of the use of learning restrictions such as our current grading system.
* I think the current system does not motivate students to study or attempt better grades when they know an 80 will be scored the same as an 89. Students that work hard to get 89s are essentially punished with the "B" GPA even though they were only a point off an A.
* Please keep it the same. A should be 90+, B should be 80-89, C should be 70-79....
* I think we need to keep our grading scale. I personally don't think the A+/A- system is a fair indication of student knowledge. As a Biology major, most of my A's (that I have worked very hard for) are low A's. We should keep the current grading scale.
* I think our current grading system makes the most sense. It is not fair to punish someone and drop their GPA from a 4.0 to a 3.7 for getting a 90-92 in a certain class. College classes are very difficult and it is nearly impossible to get anything higher than a 95. Therefore, having your GPA drop for still getting an A in a class is unfair and I strongly dislike that grading system.
* You need to make it easier to pass and have a better grading scale because the one we have now is terrible and has everybody failing
* Maybe D's shouldn't be allowed because I hate when people say "D's get degrees" and those people don't work very hard.
* It needs to be the same around campus. Some professors make it to where a 92, etc is considered an A. Not a 90. I think it should be universal around campus
* Our current grading system works well. It does not need to be changed.
* I think that the current grading system that is in place is fine. I would be in favor of adding a plus or minus to letter grades as long as doing this would not impact the grade that students get on the 4.0 scale. I am strongly against changing the current system to a system that counts an A (90-92) as anything other than a 4.0 on the gpa scale. Making this change would hurt the gpa's of students who make low As.
* For my major, most of my grades come from presentations and projects rather than from tests. I believe that the projects and presentations I give are a better evaluation of my knowledge over tests. However, I believe that switching to a different system would cause an unnecessary inconvenience for my professors, and it may change how they do grading.
* Our current grading system seems to fall in line with the status quo, and I think we should keep it that way. When applying for scholarships, fellowships, or other opportunities, the majority of students' GPA will reflect our current system. However, if we change it, then our students will be compared against this system unfairly. Most likely, this system will only lower students' GPAs, as it would mine. I have a 4.0 GPA right now, but I would not under this system. When applying against someone else who also has all A's, even if they are in the 90-92 range, my GPA will be less than 4.0 while there's will remain the same, thus distinctly disadvantaging me for that opportunity.
* There's nothing wrong with the grading system, just leave it the same.
* I feel that a lot more students would fail if you take away the D, which would reflect poorly on the university and hurt retention, as well as dissuading students from continuing to pursue high education.
* The current grading system is simple and works well.
* To put it very simply: I like it the way it is
* Keep it the same.
* Not exactly, grading system but I think the current Honours requirements are unfair. Cum laude should start at a lower GPA than 3.7.
* I like that the plus/minus grading would give students a bit more motivation. For example, when I know I'm going to get an A in a class, I might not try as hard on the final because I know I have room to mess up. However, with the plus/minus scale I would be much more likely to push for the A+ than just to push for an 89.5
* Our current educational system in America already stresses memorization over application. I'm afraid that by changing to a +/- or hybrid system students will not be as successful. In the +/- scenario I fear that students will be to concerned on getting a + and therefore not actually retain the material they are learning and negatively effect their mental health. In the hybrid scenario it seems to devalue the work done to get a grade. I would then think that students would not put forth the work necessary to earn they grades they would have originally desired because of the hybrid nature of the grading.
* Don't do it. It will just confuse and stress students out more than it should... students already worry about GPA, don't need to add anymore complications to it..
* In my opinion this is unfair to the students who work very hard and get low As in all or most of their classes. This would drop my GPA even though I'm still putting in the same amount of work and effort (if not more) as others but I would be pentalized by having a grade a few points lower than others, which would lower my GPA. Please don't do this I work hard for my GPA to stay high. Thank you
* Why fix it if it ain't broke? I get that the email said this isn't being considered-- but this honestly seems asinine.
* I would prefer the current grading system, and for transfer students it would be easier. It's hard enough getting an A in a college course. Students shouldn't be having to work for a 94+ just to have an A. Scholarships are hard enough to keep as it is. If the grading scale changes, so should the scholarship requirements change in order to keep the scholarships.
* Why is this even a question? Keep the system the way it is, and it will continue to serve all parties involved well.
* Grading is arbitrarily determined by professors, the same level of effort and competence can have vastly different grades assigned. A professor may even subconsciously lean a grade upward or downward based on who achieved it, or be more forgiving of students they relate to and more strict against those they do not.
* I believe it is fine the way it is. I am a 4.0 student and a 3.7 for a 92 would not be okay with me. I have to think about my appeal to graduate programs and therefore need a competitive GPA
* Keep the current grading system
* I feel like the stress this would add on students would highly affect the grades produced and make students focus on the grades rather than the material
* Changing will strongly effect students grades. It should be the same way it's always been. Keep the regular grading system.
* I love our current grading system. It has been the same for me since kindergarten. An A should be an a no matter what, and I think it is very silly to change that. It will also be much for confusing. It needs to stay the same.
* I think the grading system in place now is fair. An A is an A in my eyes and to decrease gpa points over an A is absurd.
* I strongly favor the current grading system, please do not change it. As a science major, I work very hard in my classes and I am extremely proud of myself whenever I make a 90 or above as a final grade in any of my classes. It would be very discouraging to make a 92 as a final grade, and not receive the full 4 points counted towards your grade.
* Leave it alone.
* The only thing I could recommend is to include a hybrids for grades below an A. For example, an 88-89 could be a AB, to signify that the student was very close to getting an A.
* I just think it will make us be more proud of ourselves because we will push a little harder to get an 88% instead of settling for an 81% since they are worth the same. It shows a little more on the effort you put into your grade point in my opinion. With this though, I think it might be easier to get higher grades, therefore, organizations and Greeks will probably need to raise the recommended/required grade point.
* I like the current grading system
* I enjoy the simplistic nature of UCA's grading scale it might cause an individual to fluctuate on the grading scale either a couple tenths of a point either way, but overall it would just even out so why change what is not broken.
* I think the current grading system is fair and should continue to be implemented. Honestly, I feel like changing to one of the proposed scales is wrong. Students everywhere struggle to be involved on campus, keep a job to pay for the demands of college, all while maintaining good grades. Converting to one of those scales is asking for much more out of students who are already giving 100%. College is hard enough on it's own, and I don't feel people should try and make it harder just for the heck of it. The satisfaction of pulling an A (knowing NINETY PERCENT of the information in a class) is great, so please do not try and take that away from us. I truly feel it is unfair. Also, you may see a drop in people who decide to come to school here. I know that if that grading scale had been implemented before I came here, I would've chosen to go elsewhere. Not attractive at all. So, keep our current grading system how it is, please and thank you.
* This system would not be fair to 4.0 students. We work hard for As regardless of rank. A 92 is not a low A, it is a successful A grade. If the system allowed a 4.3 for A+ to make up for the loss of GPA in A-, it would be slightly better. I think the system is MUCH more effective for grades lower than As. I frankly believe it would make keeping a 4.0 that much more difficult, and would cause immense frustration for those of us striving to keep those.
* Our current grading system is fine, don't fix something that isn't broken so make students lose their scholarships because UCA is broke.
* I think the grading system should stay the same.
* I understand the value of hard work and education, but there is no need in splitting hairs. What the issue of grades has always come down to is whether or not you are willing to work. If you make if harder to get and keep a good GPA, then good students will work harder until they work themselves into the ground. Poor students will simply not care. This would only result in more students dropping out, thus reducing the income for the school, meaning you would raise tuition since we already have seen a decline in enrolment. No one wants to go to a college where it is more difficult to achieve, to work harder here only to get the same grade as another student in a different college.
* The current grading system is fine the way it is. Anything that is an A should be a 4.0, B 3.0, C 2.0, D 1.0, and F 0.0. If the university was to implement a system where there were more variations with - and + then it would directly result in the decrease of many students' GPAs which would indirectly look bad on the university. How would the new system work? Would every person's GPA be recalculated in accordance with the new system? That means that students who are content with their GPA might notice a significant decrease in it right before they graduate and not have time to bring it up. Also, it might be slightly easier to do well in lower division classes, however it is quite difficult to maintain an A in upper division courses. If a person has done his best to pull his 85 to a 90 in a class then he is worthy of having that A could as a 4.0 for his GPA and nothing lower. I really hope UCA does not implement this new system. :)
* Our grading system should parallel the standards and format that the most prestigious academic institutions have in place currently.
* College should be pass/fail. Either you know the information or not. GPA is just one more thing to stress over and be judged by.
* I think the grading should reflect the quality of the work and sometimes a + or - helps show that.
* If ain't broke, don't fix it. That's all.
* "I think adding the pluses and minuses would just make students more stressed and harder on themselves. Yes, the students at here to strive for the best, but adding these changes wouldn't do any good but hard. The students would feel like they aren't making a ""good enough"" grade to the campuses standards which freaky isn't th campuses place to say who's ""good enough and who isn't"".
* Also making a D a failing grade would do harm, and set a lot of students back in the degrees. Then it's just a thing some classes are just hard, and students have to set with either a c or d. If the campus wants to make corrections take a survey over classes students have had a load of trouble with no matter what they tried to do to improve their grade. "
* Just Dont
* I am content with the current grading system, but would be open to a school wide discussion concerning the adjustment of it.
* Keep it.
* It should change, but shouldn't be allowed to hurt someone's gpa
* If you change the grading system, change scholarship requirements to fit this new system. I would see grades and learning decline under a new system that more heavily emphasizes grades.
* The current grading system is effective. Changing the grading system could potentially increase the overall stress of students and result in lower grades.
* Nothing wrong with it. Don't change it.
* I believe the current grading system is perfectly fine. If we moved to a plus or minus system, it would most certainly cause a greater deal of stress on students. Assigning letter grades already causes students to just memorize and spit out information. Very little retaining is occurring because students are training themselves to perform well on tests, which determines their grade. Adding a plus or minus will only make this problem worse. I think the grading system is perfectly fine where it is currently. If majority of universities are not using a plus/minus scale, there is a very good reason why they are not.
* ABC system is not fair. I got 89 in ABC system, which drop my GPA, as if I got 80. In plus/minus system I would get fair grade, and my GPA would be higher. In current system, it doesn't matter how hard I was working, I got the same result as a relaxed or lazy person. If the plus-minus system is introduced, I hope that the university will offer students who graduated from the university to raise their GPA by recounting the student's GPA according to the plus minus system.
* The current grading system is great the way it is. An a should be an a. Nothing more to it.
* The current grading system works. I put forth a great deal of time and effort to my studies and do not feel like a plus or minus system would effect that at all. At the university level, I feel like an A is an A, why split hairs with a plus or minus. In my opinion, it could be discouraging for students that work hard, make A's but don't make 99% or 100% for an A+. I think a study should be done with employers, to determine how important it is to hire an A+, A, or A- student. I know some employers that actually prefer to hire graduates with a B average, because many A students may excel in the academic world, do not have the aptitude to perform in a real world work environment. So, if this is not important to future employers, why should it be of any concern, other than bragging rights? And at this point aren't we past that?
* I feel that the current grading system is satisfactory. I do not believe the system is broken in any fashion.
* If we make D a passing that would be great just because you wasn't the best in class or average that doesn't mean you should fail. I am in favor to the plus/minus grading system!!!! Let's do it !!!!!
* I think the current grading system is fine the way it is.
* Since Education majors already have a different grading scale (94 and above is an A), it would be tough on us to make that 4.0 because we are already trying hard for that 94 and up. I would like to know how the scale would affect us because a 93 is a B to education majors, so a new system would bring our GPAs down.
* keep it
* This is pointless and will cause confusion. Changing a system that has had no problems is a waste of valuable time. Why work on parking or wifi or problems within each department? Time spent there would be so much better than changing a perfectly great grading system.
* I do not see any issue with the current grading system and have not seen a valid argument to change it.
* Not really.
* The only aspects to the current grading system is that each professor has their own grading scale as to what is an A, B, C, D, and F based upon how difficult they feel there course is. Changing this could effect how professors with difficult classes scale things.
* I think when a grading system, as with anything, change can be good but not always. Sometimes it is better to allow things to stay the way they are. If it is not broken, why try to reinvent the wheel. I do believe a 90-100 should be an A and 80-89 a B and so forth.
* It works. Why fix something that isn't broken?
* Please do not change it
* In high school, a D or better was passing. In an undergraduate degree it should be a C or better. Hince, a graduate degree requires a B or better. I think this is what should be adopted in grading pass or fail.
* If you're going to punish those who get a 91 with a 3.7, then you need to reward those who get a 98 with a 4.3. I believe I would be fine under either system, however, i would just have to get used to the new system. this may or may not more accurately reflect a person's GPA, but i personally think that there is no need to change the current system
* I prefer to keep it how it is. The alternatives are way too confusing. Keep it simple.
* The current grade system is traditional. In my major (biology premed, Chem minor), I struggle to get an A- in some classes and if I were to do that, instead of getting a 4.0 for an A, it would reduce my GPA.
* The grading system should definitely be changed.
* An 89.5 should round just like any other number. If it's .5 or greater up, .4 and less down.
* I think our current grading system is fine the way it is.
* "ABC system is not fair. No matter how hard you work, you will still be placed next to those people who did not make a lot of efforts. If you received 89, you will not have any advantages before the one who got 80. If you received 100, you will not have any advantages before the one who got 90. In the ABC system, 89 is equivalent to 80, and 100 is equivalent to 90. IT IS UNFAIR. If the system is a plus or minus will be launched, then let those students who graduated from the university and who want to improve their score, recalculate their score on the new system."
* I study my butt off to get the grades I get, but I am not a good test taker. I do not think this is a good idea
* It is tough but it pushes me to work harder so I can make better grades.
* The plus minus system would be horrible for retention of scholarships and could negatively impact the mental health of scholarship students. It could also lead to higher drop out rates which given the state of Arkansas's new funding system for higher edu institutions would result in the university losing money from students, the state all while students are forced into more debt. Likewise, it could negatively effect a student's ability to get into graduate or medical school as they will be competing against similar students who have higher GPAs. This sounds like a solution without a problem.
* I believe this system could hurt people who work extremely hard to make a 4.0. The only advantage I see is that people who make high B's or C's would be rewarded and those who make low A's will be punished. I don't think this move would encourage people to work harder, I think it will actually do the opposite. It's very difficult to score an A+, so if you can't finish school with a 4.0, why not work the system and just strive for high B's?
* Please keep the current system
* Attendance should not affect your grades. If you pay for the class, it shouldn't matter if you show up or not. You are still paying for it. It's your choice.
* Please do not do this. It would ruin a lot of student academic lives.
* "I dont think any changes should be made. It's already stressful on a student. So why add more stress? This can help some people and hurt some people."
* I like current grading system
* I think that if the system was changed to a plus minus it would cause people to have lower grades. I think all that would come from this would be that students would have lower GPAs, so it would make the students not look as good, which would reflect on the university not looking as good.
* Stop trying to fix something that isn't broken. A lot of students are trying hard in school while having full time jobs. Changing the grading system could cause grades to drop below the ability to graduate and cause a lot of students to drop out. Let's make an A- a B and see how fast the drop out rate increases. And A is an A. Leave it alone. Students are having to deal with enough already.
* Changing the grading system to the "hybrid" system would ruin my GPA and any chances I have to getting into graduate school. It should not be done as I believe it would make the professors lives harder in having to adapt to an new system, as well as the students. Many students with 3.8-4.0 GPA's would have a significant drop in their GPA, inhibiting them from perusing further education after their undergraduate degree.
* The current grading system works and is what students are used to. Changing current grading system to a plus/minus system would cause students that are already under high stress to have additional stress. That's not necessary. Students that are involved on campus and maintain a 4.0 should be commended, not threatened by a new system. Be prepared for higher use of the counselor center from highly stressed students.
* Keep it the same
* Most people that I know that make A's have usually low A's. I personally have worked my butt off in higher level science classes to receive an A (even if it is low) and I would rather not have my gpa decrease because of an A-
* I like the current grading system.
* The current grading system allows students the ability to only have to worry about fighting to see one grade at the end of the semester (for example an A). Whereas the other two proposed scales put more worry on the students plate (such as fighting for an AB, A+, or A). The current system eliminates a lot of added stress.
* I like the current grading. Please do not change it.
* Don't change it.
* I think grades are fine just the way they are. Some classes are harder than others and a 92 in one class could be very hard to earn even with countless hours of studying. I think an A is an A, because you work hard to achieve that. Also, in the college of education, our grading scale is different, an A, is 94 and up, while a B starts at 93. That could be an option to make grade scales the way the college of education is, but I think it should stay the way UCA has it.
* I think it should stay the current grading system. It's hard enough as it is and I couldn't possibly study any more than I do now. If you work hard all year and have an A then the final brings you to a 92, it should still be an A. And A should just be an A. I don't see any benefit that could come from a plus/minus or hybrid system.
* I think the current grading system is working just fine, and I don't see any need for it to change.
* The current grading system works fine. It doesn't overcomplicate grades and gives students a greater reward for getting their score a letter grade higher. The current system emphasizes higher achievement as it rewards a student more if they improve their letter grade (it gives him or her a higher gpa) than the other two systems.
* I like the grading system now because it allows a low A to have the same value as a high A, which is more forgiving on gpa.
* Keep it the way it is. There's no point in changing the grading scale
* Just don't mess with it. If a student gets an A- in a class, they shouldn't be faulted. So many academic scholarships have a GPA requirement that may be detrimental to high achieving students trying to keep their scholarships.
* This system would cause more stress in an even more stressful environment. Plus it would drop GPA's, and on applications this systems technicalities could be missed and they would believe we actually have the lesser grade.
* There is no reason to change a system that already works. The proposed system changes reward average students while punishing above average and poor students. STEM majors will suffer!!!
* I think that we should keep the grading system we have now. Changing it now would only confuse students. I think the hybrid and plus/minus systems are unfair.
* I like our current grading system, and I came to this school with it in mind. If it changes, several students might transfer. The school will lose money on this.
* I like the grading system the way it is. There shouldn't be a change.
* I like the current grading system we have now. I would not want to change it because it wouldn't be fair to have 90-91 still be considered A, but not get a 4.0 from it. That will affect people's GPA even though they are getting A's.
* Please do not make changes to UCA grading policy. Right in the UCA eduction department is a 94 to 100 is considered an A. I believe if the school changed its grading policy it would stress college students out even more.
* It doesn't matter which grading system you adopt. A "C" or better is all that matters at the university. Some students are fighting and paying for semesters just to get their aid back. D or F is failing anyway. Most students want to pass for financial reasons. This institution is about gaining education, merit, & knowledge. I think students should be thoroughly, educated about the current policy before changing it.
* Switching to this system is an overall waste of time and money. A system like this will only confuse students and decrease GPAs without increasing incentive to study and learn more - it doesn't make sense. Keep the system the same so that an A is an A.
* Plz keep it. Thx
* I think this system would be terrible. Especially it would confuse students. I have a very difficult major (Chemistry) and making an A is nearly impossible in classes like Biochemistry and Organic Chemistry. Also, no other college in Arkansas has this system and it could confuse Graduate Schools. Why try to change a system that isn't broken?
* I think this is the best grading system. I am in nursing school and I have to fight for high grades and a 90,91, or 92 should be rewarded as an A. Y'all should not change the grading system and punish 4.0 students that reviece 92's and 91's. Classes are hard enough as is, and by changing this grading system it would only reflect poorly on UCA as the majority of students GPA's will suffer.
* I prefer the grading system as it is now. I feel plenty motivated to work hard for good grades and feel a sense of relief when I achieve an A. Even if it is a low A, I worked incredibly hard to get it and don't want it to count as less than a 4.0
* KEEP THE CURRENT GRADING SYSTEM PLEASE FOR THE SAKE OF EVERYONE
* Keep the same grading system we already have. There is nothing wrong with it. Changing it a minus/plus grading system will make students extremely upset including myself.
* I would prefer our current grading system since I feel like you get what you put in. I feel like it is hard enough getting an A in college, so there is no reason to make it even harder to get a 4.0.
* We should keep the grading scale we have now. The new ones are unfair because most schools in Arkansas have the one we have now. It would be confusing for students here and make many people very unhappy. The grading scale we have now is an accurate representation of students' work.
* I really enjoy and strongly disfavor changing the system! It's stupid!
* Don't make it harder to succeed than it already is.
* The grading system should remain that same. If I had known the grading system would be changing I would have never chosen to go to UCA and I would not hesitate to transfer my senior year if the grading system changes.
* I do not think any of the new grading scales explained on here will work. An A should always be a 4.0 and a B should always be at least a 3.0. I think it would be okay for high B's to recieve 3.5 points and low B's to get 3.0 points. If the options are between what we have now, the hybrid scale, and the plus/minus, then we should keep what we have now.
* If it's not broke, don't fix it.
* KEEP THE CURRENT GRADING SYSTEM
* DONT DO THIS. This is a horrible idea that will lower kids GPAs. An A is an A no matter if it is a 100% or a 90%. Don't cheat kids of their grades.
* Keep it the way it is.
* I like the current grading system the way it is and I think going to a pluses/minuses grading system would hinder the grades of the students
* I think our current grading system is fair for everyone. As it is, it can be difficult enough to earn an A, especially in harder gen-ed classes such as biology and chemistry courses.
* I think the current grading system we have is good because it accurately represents how well a student is doing in a class. It is also fair because most other big Arkansas schools use the same system (e.g. Arkansas State and Fayetteville).
* i want to keep it the same!!!! do not change it!!
* Our current grading system is completely fine how it is. Adding the plus/minus system will completely bomb pre med students' GPAs because it is near impossible to make a high A in a science class at UCA, while most students that make A's are borderline-mid lower/mid A. This would decrease the university's success percentage in students getting into graduate and medical schools.
* I don't see how changing our current grading system would benefit anyone. I think we should keep our current grading system because the plus minus system would more so likely lower GPAs. I work hard to be a 4.0 student and have for my whole life and for me I know as a nursing major it would be harder to maintain that.
* I vote in favor to keep our current grading system. Do not change our grading system.
* "UCA is a public college, I am okay with their current grading policy. However, from what I understand most public colleges/universities have a D as a passing grade. The majority of school that do not accept this, are private. I think UCA is trying up their grading policy to seem more advanced than they are right now. Overall, I do not think that letter grades should determine what a student has learned in a course. Just because they have not learned the material in a way required to pass the course, does not mean they have not learned anything at all. I personally failed a philosophy course last semester, but learned more through out that course than any other class I have taken. The course materials given to us, allowed me to research and study philosophy in my own way, opening my eyes to a large amount of information. Yet, I still failed the course after learning more in a class I had no intention on taking, than any other course I have taken in college.
* I believe we do not need to make any changes to our grading system.
* The new grading systems would make it hard to keep scholarships.
* It would interfere with scholarships being kept, and each major have their own type of difficultly so heath science majors would have a much harder time making As if changed to the hybrid or plus/minus version. Keep it how it is.
* I would Probably have to drop out of school. I will honestly transfer if y'all change the policy because I can hardly keep my scholarships with how hard this university is already. Changing the grades makes it harder to keep scholarships, especially when the min for the scholarship is a 3.25. Scholarships is what keeps people at UCA. Without people keeping their scholarships because of these changes, more people will drop or choose not to come here. You will be losing a lot more people by implementing that to make it harder. You should make 87 or up a A so that there is more opportunities for students to do better. This system of "A" only being 94 or up doesn't benefit those. Especially if someone is trying to get into med/grad school their GPA will be lower than candidates from other schools, even if they technically had the same exact grades.
* It's what system I grew up on. I made it through school with that system and I want to graduate college with that system. It's the easiest system to use.
* Current grading system is fine, it is what we have used our whole lives. There is no reason to change it.
* In ordered to meet my academic scholarship GPA, I have to either make three A's and two B's or higher. This means that if I end up getting an 89% in a class, and I have two other bees already I will not be eligible for my academic scholarship. I would prefer it if we did some kind of extra points for a higher or lower grade. I believe it would help people with scholarships.
* "It will affect scholarships as well! Be more difficult to hold them! Im in the nursing program it's already hard enough! Please don not switch the grading scale, keep it the same!"
* I do not like the idea of using the plus minus grading systems, however, if you do I think it should be required to be widespread changes across all classes and majors. It would not be fair otherwise to some students. Right now all my classes have a grading scale of 92-100 is an A 84-91 is a B and so on. It would not be fair to take those grades and make it a unique A+\- just for my classes. I already dislike the fact that not all the classes have the same grading scale. A lot of your GPA is dependent on luck of the draw and which teacher you get.
* "Please keep the current grading system. An A- is still an A, therefore it deserves to be counted as a 4.0. I am a very hardworking student, and am very involved on campus. It would not be fair for me to make the same grades I am now (which is a 4.0) yet I would have a much lower GPA. Im a pre-occupational student and must maintain at least a 3.7 GPA. My chances of getting into the OT graduate program will be crushed. I also believe the new grading system will cause a significant increase in drop out rates. The University needs to focus more on decreasing retention rates rather than increasing them. As of now, the retention rates are 45% - do we want to make this worse? Of course not. College is hard enough- students do not need extra pressure. In conclusion, do not change the grading scale. Student enrollment is vital for the future of this campus. Students need the best GPA they can in order to continue onto graduate school, jobs, etc."
* "Thanks for giving us this opportunity to ask our opinion about grading system. Plus/minus system will show us better ranking between students. Because, in some cases, even one point can change the gpa a lot. So I prefer plus/minus system. Thanks."
* This is not helpful to anyone and unfair to current students. If you are going to do this it needs to be implemented to incoming freshman and worked in year by year. It should not effect any currently enrolled students grades that agreed to come to UCA using the basic grading scale.
* This is a horrible idea
* The grading system sometimes cheats students out of passing grades because some Ds are considered passing while others are considered to be failing grades, which is misleading.
* I believe that the current grading system is the best. As a pre-med honors college student, my 4.0 would suffer and it would affect my chances of getting into medical school. Also, most teachers believe that a student receiving a 97 or above is a mistake on there class, aka their class is too easy.
* I'm concerned that this change will lower some students' GPA. In turn, some students may lose their scholarships by even just a hair. Even more, the university receives funding partly based on retention, and students who lose their scholarships and leave the university will cause a decrease in the funding UCA receives.
* Awful idea
* I believe the current grading system is fine. However, to be more improved all teachers need to be consistent on posting grades that way students have an idea on what their grades are. Because some students like myself have run into the issue of not having any idea what their grades are because the teachers don't use Blackboard or they don't know how to use Blackboard. If they could work on keeping the students informed on their grades that'd be fantastic as for the current system it works fine as is.
* I like the current grading system and strongly disfavor the +/- system
* Make teachers read course evaluations! I know most students are not qualified to appraise a teacher, but you can find trends.
* I have no complaints. The plus/minus system seems to be slightly more helpful, though.
* Look into how the Elementary Education has their grading scales. Their lowest A is a 94.
* I think its not too bad. But i sightly favor the sign grading system.
* Our current grading system is good and should be left alone
* It should be kept at straight letter grade. When it's said and done after school, employees only care about credited courses passed and GPA.
* Plus grades would benefit the student. But minus grades would deter me from trying to improve my grade from a C+ to a B-
* I seems to me that changing to a grading system with more increments serves only to reduce students' GPAs. While this may be a much needed motivation for some students, it will hurt the students who simply can't do all the work. For example, this system would bring my GPA down a bit, but that would be fine for me because I would keep my full-ride honors scholarship, but many of my fellow students work jobs, have children, or push themselves by taking academic risks. It seems to me that the proposed plus/minus system would not hurt those who are not hurting, and it would punish those who already have it hard.
* "It does not make sense that a 90% grade equates to a 4.0 whereas an 89% equates to a 3.0. The difference in performance is negligible, however the impact on GPA is substantial. Grades should scale with GPA (E,g 100% = 4.0, 99% = 3.95, 98% = 3.9, etc.). Anecdotal example: I scored an 89.4% in a class last semester. It was literally a difference of one missed test question on the final exam that decided I was to get a 3.0 instead of a 4.0 for the course. There is a major difference in understanding that a student with an 89.49% has, compared to a student with a 79.5%, yet the mark received is the same. The fact that GPA doesn't reflect this difference in understanding makes it a fallible system."
* I definitely like a 90 to be considered a 4.0. But an A+ being considered a 4.3 or so would be good and having a D- as a passing grade would be good because some classes are just hard to pass with a C. Even very smart people struggle to pass a difficult class sometimes. So imagine how hard it is for people who already have trouble learning.
* Leave it alone! It's working just fine.
* I feel that a +/- system could do more harm than good. Ultimately, it would hurt students on the lower end and lead to more dropouts-particularly if you drop D as a passing grade. On the other end, students who earn an A+ would likely be the students who would have earned that grade anyway. A system that adds actual experiences such as service learning as a way to distinguish a student's scholarship would do more to the help the student market themselves as a student who is willing to put extra effort and get greater value from their education while contributing to the community as a whole. An arbitrary semantic change is not particularly meaningful or motivating. It is, in fact, somewhat insulting. I would ask what the research shows when a university moves to the new system. How does this affect retention and how does the university propose to reach students who may incur a greater dropout risk with a C- or D-. Just to provide some context, I currently have a 4.0.
* Whatever you decide to do, make sure it is clear and consistent and don't make it more confusing to students.
* I like the grading system the way it is now. I feel that a C is a C and so on. Students should be rewarded for passing grades, no matter what the number is.
* I think our grading system is fine except for teachers not give students A's when they get an 89.5 because that is technically an A. Also if you change the system I wouldnt have a 4.0 if I got all A's because not every class I get an A in is above a 95. An A is an A no matter what.
* Why use letter grades at all. Numerical grades better quantify the student's performance. I suggest using numerical grading rather than the letter grade system.
* I like our current system; it's simple. I am living with some students that are dealing with the plus/ minus stuff at their school and they hate it. College & keeping up with grades is already complicated/ hard enough...let's not make it more so.
* The current system does a good job of demonstrating mastery of the material.
* Some classes such as Physics, Chemistry, and those crazy hard classes that you try as hard as possible and make a super low A and there's nothing you can do, that would be so sad if you got less than a 4.0 in the class. You try so hard and make it out with a 91 but then that grade would be actually counted as subpar? I don't think that would be right. Those classes are by nature more difficult, and people in those classes work very hard to make the grades they do. Also, if the plus/minus system passes, please don't require it to go into effect with any past grades/classes. It would mess up many of my friend's chances of getting accepted into med school or internships/grad school. Hard working student's GPA's would drop as they are trying to get into grad school and that would be so sad as people will have to retake many classes and UCA's acceptance rates would drop dramatically. Please don't pass this on people already in school. Maybe on incoming freshman that know the policy?
* I do not like our grading system. I absolutely LOVE the Plus/Minus grading system. PLEASE CHANGE!!!!!!!!!!!!!!!
* I think this grading is stupid and should not be changed. Many students like the way the grading system is now and it should be kept that way.
* Our current grading system is great!
* By adding a plus/minus system, my GPA would be slightly lower but it wouldn't reflect that I've learned any more or less, it would just create more anxiety of more categories that stand between a test and the grade I want. If I need an A, I know how much to study for. If I now need an A minus, it means that I'm going to have to cram more so that I can jump one more hurdle. At that point I'm no longer worried about making a B, but rather making an A- at this point. There's safety in a larger buffer.
* We should just acquire a pass/fail scale.
* Keep the 90-100 is an A, 80-89 a B, etc. However change D- to some kind of credit, like .67. Keep requirements for continued enrollment the same, but at least give some credit for the D-. You could have a student that is gifted in one area and not so much in another. You don't want to lose the gifted student because of that.
* We will get out of it what we put into it. A plus, minus system should not affect how we value our education.
* Plus /minus method it's better
* I think the A+ getting higher than 4.00 is a cool idea, but not enough to allow a A- to be lower than a 4.00 in my opinion if you make all A's you should sit with a 4.0 GPA. This is what businesses in the real world will understand. If they see lower than a 4.0 they may not understand you are actually an all A student simply because of a unique grading system at your particular school. An A should be an A and a B a B.
* Please keep the current system
* "I like the way it is"
* My undergraduate institution used a plus/minus system, which I really liked. It allows students a path to a slightly better grade if they are on the fence. A student who is at around 93 might not work as hard to try to increase their grade if there is no difference between 93 and 97, for example. Many people can have 4.0 GPAs with lots of 91s. It cuts both ways, obviously, but the plus/minus system usually gives students a better incentive to keep blazing on their classes to try to bump up an extra grade.
* "I enjoy the current gradin system and switching to the +- system will decrease the value of an A, especially when an A is no longer a 4.0"
* In my mind an A is an A, a B is a B. I haven't given a lot of thought about doing anything differently. If UCA or any school I was attending changed that policy, I would learn to go with the flow. I guess it does not bother me either way, whatever is best for everyone else.
* The current heading system afford teachers and students flexibility, this new grading policy would take away that flexibility.
* Before considering changing any grading systems, the university should weigh how it would effect its overall standing among other four year colleges/universities. Graduations rates could fall tremendously and drop-out rates goes up dramatically. With the standard grading system as is, a student will/may have a better chance at bringing his/her GPA up more quickly than using the grading system in survey. In my opinion, if it is not broken, then why fix it. Also with the current grading system, a student may have a better chance at getting a scholarship because an 'A' is an 'A' and 4.0 between a 90-100. The ten point grading system gives me a better chance at getting an 'A' and maintaining it within this range. Another system will hurt students who are dependent on scholarships to pay for their education.
* Many of my classmates are just in class to get a grade to get out of college, still be mediocre citizens, but have some sort of status behind their name. Our professors need to design the classes so the passing and grade is optional, the learning is not. We pay to come here to make something of ourselves, so it is the university's job to uphold their end of the promise, or weed out those that don't wish to add to the class experience.
* Keep the old system. If people are so upset and need to feel better that they failed they need to get their acts together. Grow up we are in college if you think a D or anything else should qualify as passing you're crazy and don't need to be in an administrative position.
* I like the current grading system because it leaves alot of room for error and improvements. As a grad student, part time, finishing up the MAE Reading & Dyslexia Endorsement and another-ESL endorsement,teaching full time, and raising 3 girls with alot of activities as a single mom, sometimes I do get behind in the coursework, but I complete each thoroughly and put all that I have and can into each assignment. This means, my grades slip and they get better, so the grading system allowing error at both ends, encouraging higher grades and defining the A+ to D-..doesn't say "failure", and also could help me finish up the program, even when alot of legal things and unexpected issues arise. I do strive for the A+!! The less negative wording and positive enhancing words, the better with those grading scales!
* I think it is fine the way it is....
* Keep it how it is, no need to change and make college harder/more confusing that it already is.
* I like the current grading system.
* It works. Please don't switch over, it would screw with scholarships and I'm stressed enough as it is.
* I like our current system a lot.
* "Please do not do this. It will Make it that much harder for us to get into grad school "
* Greater specificity will always allow for more accurate placement of students and grades. I missed honors in High School by .01 percent, and an allowance of more specificity in the grades I deserved would have changed that.
* Uca just need to change their grading system.
* It looks like the plus minus system would strongly benefit those who make grades on the lower end of the scale, while those who have previously made As will have to work substantially harder to maintain a 4.0.
* I transferred from University that had this system and I really liked it because it gave my B+ more weight versus a regular food.
* I think it is fine the way it is. I would not recommend any changes.
* "I like the current grading system. I think that if you get an A you deserve that 4.0. It would hurt my GPA if an A- was lower than a 4.0. "
* I really do not think that changing the system will help anyone
* "I believe that there should be NO. Change to the current gradung system. It is used all over and why would it be changed now. People who have been in school for years do not underatand this. For what reason would this be necessary, for competition? Shouldnt we all just be trying to learn the best we can. This system may be discouraging. It also may make some students drop out. The hybrid system
* Is insane. If you really think a student wants a CD next to their grade when they tried really hard and were PROUD of earning that C it is discouraging. Sometimes it does not matter the amount of tutoring or the time put in studying school can be hard for some people. The + and minus by the name isnt as helpful either. Again, i feel as if this is a way to be more competitive, and yes it may help in some ways, but an A is an A and A- will be looked at funny regardless, ans again. This is discouraging. "
* I've attended a university in the past that used the plus/minus system, and it was terrible. The students hated it, and even the professors disliked it. UCA's current grading scale is perfectly fine.
* I am happy and pleasure with the current grading system!
* Our current grading system should NOT be changed to a hybrid or plus/minus grading scale, it will GREATLY AFFECT many students GPAs and therefore their scholarships and future job opportunities. Getting all 90s-92s should NOT bring someone's GPA down to a 3.7, that is extremely unreasonable.
* If a hybrid system or a plus/minus system were assigned students would be more focused on memorizing information for tests rather than learning critical job-related information. Changing the system would severely impact the quality of learning UCA puts out in a NEGATIVE way, and students graduating from UCA and entering the job market would have a subpar education. Do NOT change the system.
* We shouldn't change our current grading system because college courses are already difficult. Under a plus/minus system, receiving a 4.0 would be unrealistic in courses where teachers grade only a few major assignments. The plus/minus system allows no room for error. The hybrid system is also concerning because it's gives professors too much room for interpretation, since according to the chart, it's not percentage-based. It would be difficult to determine where an A ends and where an AB starts. The current grade system motivates me because it makes me feel like if I work hard enough, a 4.0 is within my reach.
* A grading system should be basic. It doesn't need extra things like plus/minus or a hybrid grade to make people feel better about their grades. Someone's 94% isn't any less of an A than someone else's 97%. Each person worked their hardest to earn that grade. One isn't better than the other and doesn't need to have a different label simply because it's 3 points different. That's silly and unnecessary.
* I strongly recommend a plus/minus system. As it stands students can only apply for grade forgiveness if they have a D or lower and I think students should be able to apply for grade forgiveness at any level. The plus/minus system may help with preventing students from not needing grade forgiveness at all.
* Keep it the same. Please.
* PLUS MINUS SYSTEM IS TERRIBLE AND STUPID. DO NOT DO THIS IT WOULD MAKE ME SAD.
* This could negatively effect retention by making it harder to maintain scholarships. I think making people more worried about their grades is going to lead to higher anxiety for little actual results. Incentives like this tend to make everything worse on average by introducing unnecessary stress into the equation.
* None of this would change anything. If it's not broke, don't fix it
* I prefer our current grading system where an A=4, B=3, C=2, D=1, and F=0. I do not think there should be pluses and minuses. If a 4.33 was introduced as an A+ it would make it harder to convert your GPA to a 4.0 scale that you would need for applications to graduate schools. Also, sometimes it is hard enough to maintain good grades in all your classes. If I have a 92% in the class (still an A but with pluses/minuses would be a 3.7) I would be beyond mad for the drop in the GPA. Making A's is hard enough without the pressure and threat of having a lowered GPA if you can't make a high A.
* I do not want the plus/minus or AB system.
* I do not think that we should adopt this new grading system. Students are already stressed enough, some taking up to 4 labs per semester. Why should we have to worry about getting an A-. We are here to better ourselves as people and employers. We should not have any more stress on us than we already do.
* I think the current system is working just fine. What isn't broke, don't fix it.
* It works.
* Don't mess with it. It will monkey the system of those who've come before. Your grading system is similar to that across the state and makes it easier to transfer in and out. Changing your scales will only create another layer for folks to interpret in ways of their own outside of your system. DON'T DO IT! :-)
* The grading system we have now is fine. Converting to a plus/minus system or a hybrid system will add unnecessary stress to students. It's hard enough already to get a 4.0, why make it even harder?
* Why are education majors graded so hard?
* This grading system would make it harder to receive scholarships - not just UCA scholarships - for the students. UCA prides itself of taking care of its students, but changing the GPA scale would make it harder for them to succeed academically and financially.
* Changing the grading system would make it much more harder for students than it already is. Being a nursing major it is already hard so changing the grading system would be it almost impossible to keep a good GPA
* "Changing the grading scale would negatively affect the education majors GPA. An A in some classes is a 94%-100%. If the scale changed, that would be a 3.0 possibly instead of a 4.0. "
* why would we change the grading system when the one we have already is understood and works perfectly fine? let's worry about other things.
* Many classes if not all should have a different percent requirement for an A, making it lower than the standard 90%, only because so many classes leave so little room for error that once a student does bad on a single project or exam they feel discouraged since they can't make the grade they wanted anymore.
* Or current grading system is much more easy to calculate than if we were to switch to a new grading system. Also--how would it affect current grades? Are future students going to be aware of this grading system?
* The current grading system is JUST FINE.
* I think the current grading system is great!
* Honestly, I think no one cares once you graduate if you had a B+ or an A-. I like the straight letter grades the way they are. Simple, less complicated, and once you graduate, it doesn't really matter.
* I do not like the idea of a plus or minus system because an A in a class should equal a 4.0 no matter what the A is from a 90-100. Using a grading scale like this would only make it harder for students who are already studying hard to keep and attain their high gpa's
* I like the idea of a hybrid system just to see exactly where you're sitting in terms of your grade advancing or dropping
* I like the current system as it stands. In order to switch to a plus/minus system, that would upset the balance of grades. If we were to do that, at least make all As a 4.0 because missing one class for a funeral could be the difference between an A and an A- and both deserve to be a 4.0. Below that, it does not matter. Breaking someone's 4.0 because of some circumstance that happened and made it hard for them to recover isn't fair.
* I am perfectly fine with the grading system as it is with some reservations.
* Most scholarships operate on a GPA system and changing how you're earning your GPA would conflict with many students' scholarships. I suggest that if the university changes the grading system, they should prepare a way to assist students if their shcolarships become compromised.
* The current grading system is fine. Implementing a system in which a 92 no longer counts as a 4.0 is a terrible idea because it screws over anyone applying for graduate school because it could have a substantial impact on their GPA. Putting that much stress on students to have to reach even higher standards when there are already so few that can even graduate with a 4.0 on the grading scale we have now is ridiculous and stupid. By making it even harder, if not impossible, for students to attain higher GPAs, the credit of the University will also drop because students who have 4.0s would most likely no longer have them because they would lose points in classes in which they made a 90 or 91.
* I feel that our current system efficiently gets the job done. I feel that changing the system that is currently in place, though maybe intended to raise levels of studying and commitment to academics, will ultimately have a negative effect on students.
* As someone concerned about students on academic probation, where they are just trying to meet the minimum in order to stay at uca, this would hurt more than help. As a studious person, I believe there should be an incentive to want to do better. A 93 should not be worth the same as a 100.
* It's fine the way it is.
* There's nothing wrong with it. An "A" is an "A" and a "D or F" is simply that. The incentive to learn is you put forth the effort to study. Making it "easier" or going to a system that's not conducive to studying and doing your best is inherently a bad idea and destructive to learning. Students need to learn to study hard and do their best because that's what life teaches you.
* Another option would be to use numbers instead of letters.
* Please keep our current system. I feel like the other systems will discourage students. If getting an A doesn't mean they will get a 4.0 they will become discouraged and possibly do worse in the course.
* I do not want to be punished for working my butt of to get an A even if it is a low A or "A-" I think that an A should be a 4.0 no matter how high of an A it is.
* I believe our current grading system needs no change and should remain the same. The other two grading options presented would make it much more difficult for students, especially when taking science courses such as biochem and organic where the class average is lower to begin with, to keep scholarships if we were to keep the scholarship requirements the same. If we were to adopt one of these two systems, the GPA requirements to keep institution scholarships need to be lowered.
* Please, please, please I implore to not change the system. The system as is very effective and changing it now could cause many issues to students.
* The current grading system is perfectly adequate. Students work hard to obtain an 80% in order to achieve a 3.0. Please do not take that away from us.
* I prefer the current grading system over either of the two prospered systems.
* I have used a mock run in highschool with the hybrid system, and it was a major conflict. Students working for an A may have one slip up and put them just under a 92 and that is very stressful after you worked hard and kept an A all year.
* This plus system or hybrid system would allow for the people that work hard to receive a reward for a perfect score in a class. Then would also allow the students to see the B+ just a few points below the A not be graded as harshly as just getting a B.
* I would hope that is this were implemented, either the hybrid system or the +/- system, GPA requirements for academic scholarships would be reevaluated.
* Leave it like it currently is.
* I don't feel there's anything wrong with the current grading system. I don't see the need to make any changes at this time.
* Under the cirrent system it would be a lot easier for students to self-calculate their own GPA, but I know a lot of students who have lost scholarships from an obscure amount.
* I think our current grading system is fine. It saves a lot of guess work out of trying to figure out grades and GPAs during the semester for students and professors alike. I think it is less complicated and leaves less room for discrepancies. By being an A student, I would hate if I made a 91 in a class and only get 3.7 points for it instead of 4.0 points. I know GPAs mean a lot to some students and if they work hard to get that A according to our current scale, they should be able to get the full points for it. Also, with some students being very involved on campus, working, or having other obligations, they are doing the best they can to reach that 90 or 80 to keep an A or B in a class. To change the scale, might put more pressure on students to score even more to keep the grade. This added pressure can be good, but if someone is doing the best they can now, it can be unrewarding and a little discouraging to receive a lower grade than normal.
* its fine to me

1. There appears to have been some staff members who did not answer this question but continued with the survey. [↑](#footnote-ref-1)