other may be considered a member of any class entering in June, 1929, or thereafter. The first part of the rule will be enforced for the first time in March, 1931, and the second part of the rule for the first time in March, 1933. For the students entering Ohio State University in June, 1929, or thereafter, the rule will operate whenever they are ready for admission to the Senior Division or ready for graduation.

1. The ratio required for admission to the Senior Division of the College of Arts and Sciences is fixed at 1.9 points per credit hour undertaken.

2. The ratio required for graduation from the College of Arts and Sciences is fixed at 2.2 points per credit hour undertaken, this ratio shall be computed on work undertaken while the student is registered in the Senior Division.

**ILLUSTRATION I**

Satisfactory Work

<table>
<thead>
<tr>
<th>Course</th>
<th>No.</th>
<th>Credit Hours</th>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geology</td>
<td>401</td>
<td>5</td>
<td>A</td>
<td>20</td>
</tr>
<tr>
<td>French</td>
<td>401</td>
<td>5</td>
<td>D</td>
<td>5</td>
</tr>
<tr>
<td>English</td>
<td>401</td>
<td>5</td>
<td>C</td>
<td>10</td>
</tr>
<tr>
<td>Hygiene</td>
<td>400</td>
<td>1</td>
<td>B</td>
<td>3</td>
</tr>
<tr>
<td>Military Science</td>
<td>401</td>
<td>1</td>
<td>C</td>
<td>2</td>
</tr>
<tr>
<td>Physical Education</td>
<td>401</td>
<td>1</td>
<td>C</td>
<td>2</td>
</tr>
</tbody>
</table>

| Total         |     | 18           |       | 42     |

**ILLUSTRATION II**

Unsatisfactory Work

<table>
<thead>
<tr>
<th>Course</th>
<th>No.</th>
<th>Credit Hours</th>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geology</td>
<td>401</td>
<td>5</td>
<td>D</td>
<td>5</td>
</tr>
<tr>
<td>French</td>
<td>401</td>
<td>5</td>
<td>E</td>
<td>0</td>
</tr>
<tr>
<td>History</td>
<td>401</td>
<td>5</td>
<td>D</td>
<td>5</td>
</tr>
<tr>
<td>Hygiene</td>
<td>400</td>
<td>1</td>
<td>B</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education</td>
<td>401</td>
<td>1</td>
<td>A</td>
<td>4</td>
</tr>
<tr>
<td>Military Science</td>
<td>401</td>
<td>1</td>
<td>B</td>
<td>3</td>
</tr>
</tbody>
</table>

| Total         |     | 18           |       | 20     |

*Note: It is evident that a student who receives the grade "D" in any subject is not up to the standard requirements of the University and must have made grades of higher point value in sufficient number to offset this deficiency. In Illustration I this has been accomplished. In Illustration II it has not been accomplished and the student would be placed on Probation.*

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The

OHIO STATE UNIVERSITY

Rules Regarding the Grading System, the Point Value of Grades, Probation, and Dismissal for Low Standing

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**Grading System**

In order to receive full credit for his work, the student must receive passing grades for all courses that he undertakes. Each course has a definite value represented by credit hours.

**Important Notice to All Students:** Please report to the office of the Dean of your College before you enter your classes for the next Quarter if you have failed in any subject other than Military Science, Physical Education, or Hygiene.

Form 8121
OFFICIAL MARKS

The standing of every student in each of his courses is reported to the Registrar’s Office at the end of each Quarter by his instructor in the following official marks: A (Excellent); B (Good); C (Average); D (Poor); E (Failed).

The mark E cannot be removed by re-examination. The subject must be repeated in class if the student is to receive credit for the course.

In addition the following marks are authorized: Prog. (Progress) indicating satisfactory progress in courses that are individual in character and extend over more than one Quarter, such as experimental research work, certain graduate courses, and thesis courses.

E. Abs. (Failed, Absent) indicating that the work of the student during the course does not justify the expectation that he will secure a passing grade, and that he has been absent from the final examination without previous explanation to his instructor.

Inc. (Incomplete) indicating (1) that the work of the student in the course is qualitatively satisfactory, but that for legitimate reasons a small fraction of the work remains to be completed; or (2) that the record of the student in the course justifies the expectation that he will obtain a passing grade, but he has been absent from the final examination, because of illness, or for some other reason which he has explained to his instructor. After the beginning of the fourth week of any Quarter the mark Inc. incurred during the preceding Quarter of residence shall be counted as a failure (E) in all matters of probation, dismissal, and eligibility, and at the end of the Second Quarter in residence it shall automatically lapse into a failure.

POINT VALUES

In addition to receiving credit for all courses that he undertakes, the class-room work of the student must reach a certain standard of excellence. This standard is measured by the point system which assigns to each grade a certain point value.

The grades and point values are as follows:

A—Excellent—4 points  D—Poor—1 point
B—Good—3 points  E—Failed—0 points
C—Average—2 points  Inc.—Incomplete—0 points

The number of credit points required for graduation is 1.8 times the number of credit hours which the student has attempted in the University. A student who fails to maintain this point average is not doing satisfactory work. (See Illustrations I and II.)

PROBATION

Any student who is not doing satisfactory work will be placed on probation for the next Quarter of his residence in the University if four:

1. If he fails to earn at the end of any Quarter at least 5 points more than the total number of credit hours represented by the courses for which he is registered. (See Illustration II.)

2. If he fails to receive a passing grade in at least two-thirds of the credit hours for which he is registered.

DISMISSAL FROM THE UNIVERSITY FOR LOW STANDING

1. Any student who fails to earn at the end of any Quarter at least two-thirds as many points as the number of credit hours for which he is registered will be dismissed from the University without a period of Probation.

2. Any student who is on Probation and who is not doing satisfactory work will be dismissed from the University under the following conditions:

a. If he fails to earn at least 5 credit points more than the number of credit hours for which he is registered.

b. If he fails to receive a passing grade in at least two-thirds of the credit hours for which he is registered.

3. Any student who has been placed on Probation for two Quarters at any time (since the Summer Quarter of 1927) and who fails to meet the above rules at the end of any Quarter thereafter will be dismissed.

4. Dismissal for Deficiency in Points

a. Any student who has been registered in the University for nine Quarters (in the College of Law for six Quarters) and has not earned credit points equal to at least 1.7 times the number of credit hours which he has attempted, shall be dismissed from the University.

b. Any student who is eligible for registration for his tenth Quarter and who fails to maintain an average of 1.7 points per credit hour attempted by him during any three consecutive Quarters of residence thereafter, shall not be entitled to further registration in the University.

COLLEGE OF LIBERAL ARTS

NEW RULE ON REQUIREMENTS IN POINTS

The following rule becomes effective for all students entering the College of Liberal Arts in June, 1929, and thereafter. It also affects any student who for one reason or an-
APPENDIX A

HISTORY OF MARKING AND GRADING SYSTEMS

1. Entries used in the "Ohio Agricultural and Mechanical College Register" September 1873-January 1881:
   Passed
   Failed
   Conditional (Similar to incomplete)
   P.W.H. (Passed with merit)

2. Subsequent registers of The Ohio State University cover the period 1861-1889 with occasional entries up through 1894 and contain these marks:
   Passed
   Failed
   Conditional
   Absent
   Credit (First appears about 1890 and was probably "entrance" credit)

3. The first individual permanent academic record cards were made about 1890, although the registers were still in use. Academic record cards for the period 1890-1922 contain the following entries:
   a. 1890-1894
      M - Passed with merit
      Cr - Credit
      P - Passed
      C - Condition
      F - Failed
      / (red) - Condition removed
      X (red) - Condition changed to Failure
   b. 1895-1906
      M - Passed with merit
      K - Passed with (entrance) credit
      P - Passed
      C - Conditioned
      F - Failed
   c. 1907-1913
      M - Passed with merit
      K - Entrance credit for work done elsewhere
      P - Passed
      C - Conditioned
      F - Failed

*Name of institution actually changed to The Ohio State University in 1878.
d. 1914-1922

M - Passed with merit
G - Good
A - Average
P - Passed
C - Conditioned
F - Failed
K - Cetrance credit for work done elsewhere

(Wording is from academic record)

3. Beginning July 1, 1922, and revised through the present as shown:

A - Excellent
B - Good
C - Average
D - Poor but passing
E - Failed
Em - Examination credit
Inc - Incomplete
K - Transferred credit (retained fro the old system)

a. August 1955

F - Filed absent (E Abs)
I - Incomplete
N - None Required
P - Progress
R - Final mark will be reported at end of sequence
S - Satisfactory
T - Temporarily excused
U - Audit
X - Permanently excused

b. October 1958

R - Registered to audit ("R-Final Mark" and "U-Audit" are canceled)

c. February 1961

A - Highest quality
B - Second quality
C - Third quality
D - Lowest quality

d. September 1963

H - Honors (Medicine only)
S - Satisfactory (Graduate and Medicine only)

e. September 1967

Student teaching added to the categories of courses in which S must be used instead of A, B, C, or D.

f. September 1968

PA and WP for 15 hours of elective, also in Health, Physical Education, and National Defense courses.
Council On Instruction Handed
New Gym Grade Plan By CSA

By BILL WORTH

A Student Senate recommendation that required physical education courses be graded on a "satisfactory-unsatisfactory" basis was "transmitted with approval" last night by the Council on Student Affairs (CSA) to the Council on Instruction.

According to the faculty rulebook, "Publications For Faculty Information," the Council on Instruction "shall be responsible for making recommendations to the Faculty Council concerning the educational and academic policies of the University."

THE RECOMMENDATION transmitted by CSA also asks that the physical education requirement for men and women be equalized. The requirement now is that men must take three quarters of physical education before graduation. Women must take six quarters.

The Senate recommendation did not stipulate how the requirement was to be equalized, "leaving that up to the Council on Instruction and the department of physical education," according to Stanton G. Darling, A-2. Darling presented the recommendation to CSA.

The recommendation also asks: (1) that credit toward a degree, but not a grade, be given for physical education courses taken as electives; and (2) that students explicitly be allowed to defer a quarter of physical education if they wish. The quarter's work would have to be made up later.

DARLING SAID the Educational Affairs Commission of the Student Senate had been studying the question of physical education requirements for about a year.

He said the commission had written to "about 50 schools," had tabulated the results of a questionnaire sent to 1,500 students, and had considered what was best for the University before deciding to make the recommendation to the Senate.

The recommendation was approved by the Senate on April 4 and also approved by the Women's Self-Government Association (WSGA) the day before.

IN OTHER ACTION, John T. Bonner Jr., executive dean, student relations and chairman of the council, announced that Philip W. Warken, Grad., had been appointed to CSA as the representative from the Graduate School.

Bonner also announced that Ann E. Yarrington, H-Ec-3, had been appointed as CSA representative to Social Board.
Students, Faculty Want Grading Revised

By STUART SPIEGEL
3-9-67
Western Staff Writer

Everybody complains about grades. Pressure to get them has been blamed for everything from cheating to suicide.

Yet, at Ohio State few would change the present competitive system (A, B, C, D and E) to a pass or fail system. A majority of students and faculty members who answered a questionnaire about grades not only favor some kind of competitive system, but would like to see the grading process made more precise, more competitive.

They believe, for example, that the student deserving a high C should receive more credit than the one deserving a low or middle C.

Random Selection

Those polled were selected at random from the faculty and student directories. They were asked these questions:

- Do you think the present grading system is acceptable? Why or why not?
- What effects do you think the present grading system has on students?
- Should grades be eliminated? Should a student merely pass or fail a course? If there were no grades, what would be the consequences?
- How would you improve the present grading system?

Pass-Fail System

The results of this questionnaire tend to reject the notion that our educational system would be improved if grades were abolished and replaced by a system whereby students merely pass or fail a course.

"If there were no grades," wrote a professor, "incentive would be greatly reduced and many students would choose to 'goof off.' As a consequence, there would be many poorly prepared students leaving Ohio State. Only those who already had a desire to excel would be prepared."

I think it would be senseless and naive to eliminate grades," one student wrote. "You would be eliminating a basic criterion for judging excellence in a field. You would be throwing away much incentive for studying and as a consequence of studying less, the student would learn less.

Grades Defeat Purpose

Proponents of the pass-fail system contend that the stiff competition for grades is the blame for many things including cheating, emotional problems and suicides. They say that grades defeat the purpose of education.

Much has been written that supports this contention.

Jerome Ellison's "American Disgrace. College Cheating," which appeared in the Jan. 9, 1960 issue of the "Saturday Evening Post," said it is the rare institution where large-scale cheating does not exist. "The reason for cheating most commonly given," Ellison wrote, "is that the pressure to succeed, reinforced by the fear of failure, overwhelms consideration of honor."

Pressure of Dismissal

At schools, such as Ohio State, where falling below a C average may result in dismissal, the pressure to succeed is greater.

In the May 23, 1960 issue of "U.S. News & World Report" are the findings of a New York grand jury that investigated cheating in colleges.

The grand jury found that ghostwriting agencies provided students with a variety of written assignments and "in dire emergencies even a substitute to take an exam."

OSU Cheating Scandal

You don't have to look at other institutions, however, to find cheating scandals. Just last June, five Ohio State students bribed a custodian in the Mathematics Building to unlock a cabinet where a final exam was kept.

After getting the exam, they sold copies to students enrolled in the math course for prices ranging from $4 to $50.

The Lantern quoted John T. Bonner Jr., executive dean for student relations, as saying that one student who had a high 90 grade in the math course bought the exam because he wanted "extra assurance of a good grade."

Some students who answered the questionnaire found other disadvantages in the grading system. "I think students are made to worry too much about grades, for grades are the deciding factors of future employable positions," one coed wrote. "They are in some cases even the cause of life and death, as in the case of the draft."

"The present grading system encourages students to study for the grade rather than the knowledge," another coed wrote. "It sets up a competitive atmosphere which creates tension and ill feelings within the student himself, among students and between the student and the teacher. Students are back against a wall and pressured into... beating the other guy."

A professor said that if grades were eliminated, perhaps students wouldn't be afraid to take those "tough courses" in which they had some interest.

Despite these criticisms of the present grading system, the great majority of those responding to the questionnaire said they did not want to eliminate grades. The following responses sum up their reasons:

- "If there were no grades," wrote one student, "how many students would really study, especially in required courses in which they had no interest? Furthermore, many students like to set a personal goal in a course. With no grades, there would be no tangible goal and thus nothing to work for."

- "For a job well done, you feel you want a little more than just a 'pass,'" a coed wrote. "You want another person's (namely the instructor's) opinion and evaluation of your work."

- "If the University only gave credit for passing or failing, I think I would take 20 hours, work 40 hours a week, go to class, take notes and take the tests."

One associate professor wrote: "How would one judge qualifications for graduate work if there were no grades? How would employers evaluate students for job offers? I am afraid also that incentive would be greatly reduced for many students."

A college dean said grades are necessary because students want to know precisely how they did in a course.

"If there were no grades," he wrote, "students would gradually demand a system that would give individuals an idea as to how they were doing."

"The first step would be to tell each student whether his work was satisfactory or unsatisfactory. Next, the student would ask, 'Did I just barely pass or did I do exceptionally well?'" This would lead to S-plus or S-minus, then double plus and double minus.

The satisfactory-unsatisfactory system, therefore, would lead right back to the former system, the professor predicted.

Many of those responding to the questionnaire believed that the present grading system would be greatly improved if grades were more precise.

One student suggested giving pluses and minuses and indicated how this could affect a student's accum by
nearly a point. By giving a 2.4 to a C-plus student, he said, the student will get the credit he deserves, rather than the same credit as the student who deserved a C-minus.

"I like the present grading system, but I think a grading system based on a scale of 1 to 100 per cent would be more accurate," another student wrote. "This would relieve the frustration resulting from working hard and just barely missing a grade."

"The present grading system," wrote an associate professor, "would be improved if the variety of grades given were increased. I have found that I am often giving the same grade to two students of rather different abilities and different grades to two students of rather like abilities."

"It is true that the present grading system is far from perfect," one student wrote, "but in the long run, grades help students get more out of their courses than they would if there were no grades."
Faculty Assembly Threat Would Postpone Grades

8-20-62

A proposed faculty action to withhold Summer Quarter grades for 48 hours would cause little inconvenience to students, according to the man who presented the motion.

Richard T. Garner, associate professor of philosophy, said students would not be effected nor would the grades of graduating seniors be involved.

Members of the Faculty Assembly considered the action to protest the University's decision to dismiss eight Negro students. A hand vote of the 64 persons present at the meeting in Hagerty Hall Thursday showed 15 for the proposal and seven against, with seven abstentions.

"The idea is to voice our discontent with decisions on the black students, and the trustees' and president's overruling of the faculty recommendations on the case of David Green," Garner said.

Ronald E. Thompson, executive dean of admissions and registrations, said the action would hinder students more than it would the administration.

"If the faculty holds up grades two days," he said, "the grades will simply be sent out two days late. We process grades as soon as we receive them. What is in by Saturday is out by Monday. Maybe this quarter we won't have to work over the weekend."

Garner said there are about 25 faculty members who are willing to delay sending in their grades. He refused to identify them, but said, "This is nothing we expect to get kicked out of school for."

Grades Withholding Gets Little Support

8-21-62

Richard T. Garner, associate professor of philosophy, said Wednesday he had gained the support of only about 25 of the 50 faculty members he expected to participate in a two-day, grade-withholding action this quarter.

Garner and other members of a small group that calls itself the "Faculty Assembly" hoped to withhold grades of students in classes they are teaching as a protest of University disciplinary action against eight Negro students involved in the April 26 Administration Building lock-in.

"We may not even withhold the grades if we don't get enough faculty support," Garner said.

The grade withholding action is solely concerned with the disciplinary action against the Negro students, Garner said.
IBM Scoring Aflame

Ohio State officials and faculty members have denied a story that University machine-scored examinations are in "substantial error," and that the past editor of the Lantern had "been ordered not to publicize the story."

Two faculty members who launched an investigation into the grading matter and two University administrators said a copyrighted story, which appeared in Wednesday's edition of Our Choking Times, was in error.

Philip S. Jastram, professor of physics and chairman of the Senate of the Colleges of Arts and Sciences, said he asked for the investigation last quarter when he learned of an isolated case where the machine had scored Autumn Quarter tests incorrectly.

"We discovered one case, and we asked for the investigation immediately," Jastram said. "I told the editor we did not yet have enough data and I asked him not to run the story since it was right before finals week and we didn't want a major panic."

J. Ralph Hammock, Lantern Winter Quarter editor, said he agreed the data was still too skimpy.

Hammock also said Jastram promised the Lantern first information on the story when the data were compiled. Jastram confirmed this.

In a March 17 letter to college deans and departmental chairmen, Jastram asked them to cooperate with his group's investigation.

He called the matter urgent, and he asked that it be kept quiet, apparently to avoid any panic.

Shirley P. Wiley, editor of Our Choking Times, said the paper took its information from Jastram's letter and another source which she said she would not make public until today.

In the story, the black student newspaper charged that machine-scored tests were "in such substantial error that thousands of students may have had their scores lowered as much as two grades.

"Panicky administrative officials have hushed up the story because of possible student turmoil, and the editor of the Lantern has been ordered not to publicize the story," the account added.

Charles W. McLarnan, executive assistant to the Vice President for Academic Affairs, and Lloyd R. Evans, associate provost for the University, said there had been no pressure put on the Lantern from the Office of Academic Affairs.

Robert W. Ullman, director of testing and orientation for the University, said the Autumn Quarter error probably was the result of maintenance work being done on the $60,000 scoring machine. He said repairmen worked on the machine 23 hours.
Prof seeks grade system switch

By Ronald Gorski

For the last three years Melvin Newman, professor of chemistry, has been working to change the University's grading system.

Under his system, the traditional A, B, C, D, and E would be replaced by a set of numbers ranging from 4.0 to 0.0, increasing by tenths.

For example, a student whose final grade averaged 78 would receive a 2.8 instead of a C. (Presently a C represents a 2.0 in calculating the student's point-hour ratio.)

This means in calculating averages a student would receive 14 points (2.8 x 5) for a 78 in a five-hour class as opposed to the 10 points (2 x 5) for the same grade in the present system.

"SO YOU HAVE a borderline B student who instead of getting a C gets a 2.8. He's not upset and I'm not upset," Newman said. "It's a much more accurate way of grading a student. That's what we're after isn't it?"

Newman said that under the present grading system it is impossible to do justice to a student by assigning letter grades and as a professor he finds it frustrating.

"The letter grade I give a student is turned into a number grade by the computer. Computers can't calculate using letters. So why not assign a number grade to begin with?" Newman said.

Newman said he and other professors are bombarded at the end of each quarter by irate students who have missed an A or B by a few points.

"I CAN'T start changing grades. If I give a student who has earned a 79 in my course a B, what do I give a person with a 78 or 59? I would have to change everyone's grades. When you start changing grades the system breaks down," Newman said.

Newman first presented his proposal to the University in 1969. In June of 1970 it was approved by the Faculty Council of Mathematics and Physical Sciences.

Since then Newman has written letters and talked to various administrative personnel in his campaign to improve student grading, but to no avail.

"I KEEP expecting something to happen. Last Spring Quarter I met with George Crepeau, the associate provost for instruction in the office of academic affairs. That's when I learned about the kiss of death. As far as they are concerned it is a dead issue," Newman said.

When contacted by the Lantern, Crepeau said the issue of grading reform comes up every year and is a matter for the University Senate to decide.
Grading system draws mixed reactions

11-8-73
By Ronald Gorski

Of 18 Ohio State department heads randomly sampled, 12 expressed negative opinions toward the present University grading system while six expressed positive and semi-positive support for the system.

The consensus was that although the present A, B, C, D, and E method does a good job of segmenting the ability of most of the students, there are many borderline cases that require a more accurate and fairer method of grading.

THE SYSTEM most often mentioned was a plus or minus addition to the present letter grade with the grading computer adding or deleting points to the student’s point hour ratio.

The pass-non-pass option found grade support as a method of encouraging students to enroll in classes, not in their majors, that they ordinarily would “shy away from.”

Not one department head advocated the pass non-pass option as a total University grading system.

RALPH BENDER, chairman of the agricultural education department, said the present system does an adequate job of grading student ability.

However, Bender went on to explain that his department supplements its graduates with a “descriptive narrative.” Bender said this helps explain the student to a potential employer better than just the present raw grade average does.

Robert Howe, chairman of the science-mathematics education department, supports the present grading system but said it should be supplemented by written comments.

HOWE SAID the only problem with this method of individualizing grades is that in a large class it is impossible for a professor to get to know each student.

Edward Taaffe, chairman of the geography department, questioned the value of having a more precise grading system.

In his opinion, a finer distinction would place a greater stress on grades than exists.

“The instructor would be forced into making a very fine evaluation of a student’s ability,” Taaffe said.

MICHAEL GEIS, chairman of the linguistics department, said the present grading system has been a colossal failure, nationally. Geis contends the system is unfair to the above-average student and favors the average or below average student.

Geis said on a national average undergraduate grade is given one whole letter grade over the last several years. “Student ability is just not that high,” he said.

David Smith, associate chairman of the College of Social and Behavioral Sciences, said he could find no fault with the present system. But, added he would not be “terribly upset” if the University were to adopt a plus-minus opinion.

Marvin Zahniesser, chairman of the history department, said the matter of grading reform “was a blade that could cut both ways.” He said he would prefer a system of plusses and minuses but on the whole it would be no guarantee to students that their grades would rise.

A more accurate grading system would remove the benefit of the doubt that some professors consider in these cases, Zahniesser said.

KARL GRAFF, chairman of the engineering mechanics department, said the present grading system is adequate. “You are starting to split hairs if you increase the number of options in which you can place students,” he said.

Robert Turnbull, chairman of the philosophy department, questioned the value of making plus-minus distinctions, both to the University and to the student, in undergraduate education.

Col. William Crum, chairman of the Air Force aerospace studies department, said he believes the University should have a more “definitive” method of grading. The current method is just not adequate to grade students, he said.

ARTHUR ADAMS, dean of the College of Humanities, said, “I don’t think the present system is adequate it’s just to gross to evaluate an individual.”

Wayne Lawson, chairman of the comparative literature and languages department, said he doesn’t like the present grading system.

Lawson reflected the views of approximately 66 percent of the chairmen and deans responding by saying, “There just is no accurate way to grade borderline students under the present system.”

ACCORDING TO George Crepeau associate provost for instruction in the office of academic affairs, the matter of grading reform comes up several times a year.

Since 1964 the Council on Academic Affairs has discussed more than 30 different proposals regarding some aspect of the University grading procedure. Crepeau said.

Crepeau said that last spring some grading rule changes were approved by the Council of Academic Affairs, the University Senate and the Board of Trustees. However, the basic grades of A, B, C, D and E remain unchanged.
THE OHIO STATE UNIVERSITY
OFFICE OF RECORDS

TRANSCRIPT KEY
OFFICIAL MARKING AND GRADING SYSTEMS

JULY 1922

A—Excellent ............... 4 Pts.
B—Good .................. 3 Pts.
C—Average ................. 2 Pts.
D—Poor ................... 1 Pt.
E—Failed ................ 0 Pts.
E Abs—Failed absent ....... 0 Pts.
Em—Examination credit ..... 0 Pts.
Inc.—Incomplete .......... 0 Pts.
K—Transferred credit ..... 0 Pts.

AUGUST 1955

F—Failed absent (E Abs) .. 0 Pts.
I—Incomplete .............. 0 Pts.
N—None required .......... 0 Pts.
P—Progress ............... 0 Pts.
R—Final mark will be reported at end of sequence .. 0 Pts.
S—Satisfactory .......... 0 Pts.
T—Temporarily excused ... 0 Pts.
U—Audit .................. 0 Pts.
X—Permanently excused ... 0 Pts.

OCTOBER 1958

R—Registered to Audit .... 0 Pts.
(F—Failed Absent, N—None Required, R—Final Mark, S—Satisfactory, and U—Audit are cancelled.)

FEBRUARY 1961

A—Highest Quality ....... 4 Pts.
B—Second Quality ....... 3 Pts.
C—Third Quality ........ 2 Pts.
D—Lowest Quality ...... 1 Pt.

SEPTEMBER 1963

H—Honors (Medicine only) 0 Pts.
S—Satisfactory .......... 0 Pts.

SEPTEMBER 1968

PA—Pass ................. 0 Pts.
NP—Non-Pass ............. 0 Pts.

JANUARY 1970

U—Unsatisfactory ......... 0 Pts.

JULY 1970

WP—Withdrew passing ... 0 Pts.
WF—Withdrew failing ... 0 Pts.

SEPTEMBER 1973

The instructor judged the student to have satisfied the stated objective: the course in a manner which was:
A—Excellent ............... 4 Pts.
B—Above average .......... 3 Pts.
C—Average ................. 2 Pts.
D—Lowest acceptable ...... 1 Pt.
E—Unacceptable ........... 0 Pts.

W—Withdrew ............... 0 Pts.
W (H, T, WP, WF, X are discontinued.)

NOTE: Before the end of the sophomore year, an undergraduate student who has received a grade of D or E in a course or courses taken during his freshman year may repeat or substitute up to 15 credit hours. Both the original grade and the new grade appear on the transcript; however, only the new grade counts toward the cumulative point hour average.

GENERAL

1. Probationary or dismissal status is indicated on the transcript for the quarter(s) applicable. The individual is in good standing unless otherwise noted.

2. The quarter system replaced the semester system in 1922.
Polled students dissatisfied

Grade investigation set

By Jerry L. Allison

The Select Committee of the University Senate in charge of the preliminary study of the grading system has recommended a full-scale investigation be made.

Arnold Shapiro, associate professor of English and a member of the Select Committee, said, "The recommendation was made on the basis of information gathered during our investigation."

"We've gone through the files at the Academic Affairs Office and concluded that many of the grading proposals made deserve consideration," Shapiro said.

"These proposals range from a numerical grading system to a total pass/fail option," he added.

Meeting set

The results of the Select Committee's investigation will be submitted to the University Senate's Steering Committee, which will determine who should be on the full investigation committee.

"We hope to have a list of people for the new investigation by our next meeting in the early part of March," said Peter Simmins, professor of law and chairman of the Steering Committee.

There is a great deal of dissatisfaction among students about the present system according to a University poll taken last year, Shapiro said.

In the poll 58 percent of the students were not satisfied with the present grading system.

Shapiro said the committee spoke with Richard H. Armitage, vice president in the Office of Student Services and former University ombudsman, and Joanne W. Murphy, the present ombudsman.

Reason cited

"Both indicated there had been a number of complaints about the grading system," Shapiro said.

"Probably the main reason for the decision to implement the full investigation was a resolution by the Student Assembly of the Undergraduate Student Government, asking that the investigation be fully opened.

"This showed us (the Select Committee) there was still a great deal of student interest and the whole system merited attention," added Shapiro.

Grading to be reviewed

By Harvey Cooper

The University Senate's Select Committee on Grading will meet Friday to investigate student and faculty questions about Ohio State's system of grading.

Committee Chairman Lawrence H. Newcomb, assistant professor of agricultural education, said the 11-member body would decide Friday whether to "look at alternative grading systems beyond the current type of system at Ohio State," or work on improving the present system.

"The meeting will be the first scheduled for the committee, formed March 5 after a previous senate committee found need for such an investigation," Newcomb said.

Some members of the committee felt that "it was probably not the fact that we have an A, B, C, D, E system that is the problem," Newcomb said.

"It is probably more the fact that there are borderline cases, predetermined curves, and persons who are not fairly administering the thing (grading system) that gets the students upset," he said.

Newcomb said that the committee is awaiting a report concerning student problems and complaints with the present grading system from University Ombudsman Joanne Murphy.

"The Office of Academic Affairs already has on file literally volumes and volumes of alternative grading proposals," submitted by students, faculty, and administrators, which the committee will look at data collected by University Poll.

"Grading is an eternal kind of question, something which comes up with each quarter, at the end of each quarter, and certainly with each new generation of college students," Newcomb said.

He said his goal as chairman, "is to look at the situation very seriously and to make some very concrete recommendations to the senate."

He said that he hoped the committee would meet "on a rather regular basis" in order to make a report to the senate as quickly as possible.

He said, however, that no deadline had been set for that report.
Murphy will recommend grading system changes

By Tricia Mollov

Student complaints about grading concern unfair administration of grades rather than the letter system itself, according to Joanne Murphy, University ombudsman.

In an upcoming report to the University Senate's Select Committee on Grading, Murphy will review the grading problems received by her office and recommend some procedural changes.

Murphy said she stresses the rights and responsibilities of faculty in assigning grades. Although no one can tell a teacher how to grade, there should be a mechanism to handle grade challenges, such as a University-wide committee, Murphy said.

Students and faculty should know where to go and what to do if a grade challenge arises, Murphy said.

Murphy said she is not an expert on grading, but some system is necessary.

Student example

Citing an example of a student applying to graduate or professional school, Murphy said a pass/non-pass system or one that lumps students into impersonal groups is harmful to the student. No distinction can be made between superior and mediocre students.

It is a reality of life that people will be evaluated. "People are going to judge," Murphy said. "If you don't give them a standard, they'll find one of their own." Murphy feels that students want a more refined grading system rather than one that lumps them into large categories.

She recommends a system that would allow pluses and minuses as part of the letter grade. A numerical scale would also be more fair to students by distinguishing a high from a low letter grade, Murphy said.

Universal system

A certain universality should exist in grading systems to be easily translated by employers and graduate schools. Murphy said.

A special system may work for one university, but will not work in the world around it, Murphy said.

Murphy said employees and graduate schools look at the composite of a student's academic grades. Therefore, a student should not worry too much about borderline cases.

For example, a student who just misses an A in one course will probably just make an A in another. The system balances itself out, Murphy said.

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Group proposes grade revisions

3-11-75
By Kathy Jelepis

A recommendation to change the grading system will be among proposals discussed by members of University Senate in a 3 p.m. meeting today in Electronics Laboratory 113.

The Senate Select Committee on Grading, appointed by the senate last year to examine the existing grading system at Ohio State, will recommend that points rather than letter grades be used on grade card evaluations.

UNDER THE proposed system, grades ranging from a maximum value of 4.0 to a minimum value of 0.0 will be rounded off to 10ths on student grade cards.

A student would receive a 3.0 instead of a B, a 3.3 instead of a B plus and a 2.7 instead of a B minus under the new system.

In 1969 Melvin S. Newman, professor of chemistry, presented this proposal to the University.

LAWRENCE H. NEWCOMB, chairman of the committee, said a professor will not be limited to using points in evaluating a student's work.

Traditional letter grades and letter grades with plusses or minuses will translate into points on the student's report card.

Newcomb said he expects prolonged debate about changing the grading system. Depending on how much it is discussed, the issue could go before the senate for a vote, subject to approval by the Board of Trustees.

INCLUDED ON the agenda are:

• Proposals from Undergraduate Student Government to begin Autumn Quarter 1975 in late September rather than two weeks early and to halt the restructuring of the Office of Student Programs.

• A progress report from the Committee on University Senate Mechanics.

• The Senate Rules Committee report concerning the addition of a freshman senate member on the Council of Student Affairs.
Grades ‘inflated,’ professor claims
By David M. Miller

Too many ‘A’ and ‘B’ grades are being given out at Ohio State because “the faculty has become soft,” Robert G. Arns, associate provost for instruction and professor of physics, said Monday.

About 50 faculty members attended his 4 p.m. speech at Independence Hall. The American Society for Engineering Education requested the speech by Arns.

“GRADE inflation” does not make sense when 25 per cent of incoming freshmen have little comprehension of high school math and English, he said.

More liberal course drop procedures and the pass-fail grading system add to higher grades, Arns said. The draft also added to “grade inflation” because instructors were reluctant to fail a student if it meant he would go to Vietnam.

ARNS SAID course objectives stated to define the specifics of a course will help an instructor give more representative grades. Course objectives will also force instructors to define educational goals and translate them into the reality of the classroom. Arns said this gives students a better view of course goals and will help improve a course.

He said course objectives should define what a student is doing in a course and describe the context under which a student will do it. Also, course objectives should specify the level of achievement needed to pass, he said.

ARNS SPOKE briefly on legal aspects of grades when he said some students are going to the courts to have “unfair” grades amended.

This means a standard grievance procedure must be established for students who feel a grade is not representative of their efforts.

Arns said the student should receive a ‘C’ grade if his work is of average quality as compared to other students who are taking, or have taken, the course.

Plus and minus grading begins
By Earl Rinehart

Students constantly complaining about how close they came to achieving that all important A will no longer have a case to plead because plus-minus grading goes into effect today.

The plus and minus system was scheduled to begin Spring Quarter, said Weldon E. Ihrig, assistant vice president for business and administration. However, the programming and paperwork were completed early enough to begin the system this quarter, he said.

LAWRENCE H. Newcomb, chairman of the University Senate Select Committee on Grading and assistant professor of agricultural education, said, “There was a strong support of change from many factions on campus.” The committee approved the system Spring Quarter 1975.

Accompanying the plus and minus notations are equivalent numerical markings.

The complete listing is:

A = 4.0  B = 2.7  D+ = 1.3
A− = 3.7  C+ = 2.3  D = 1.0
B+ = 3.3  C = 2.0  E = 0
B− = 3.0  C− = 1.7

IHRIG SAID the expense of changing to the plus and minus system will be shared by the Office of Registration Services and University Systems.

“We estimated the cost for staff time and computer support to be about $25,000,” he said.

Newcomb said the committee viewed grading on a national scale and at other Big Ten schools and decided on the plus and minus system as a “compromise.”

Melvin S. Newman, professor of chemistry, said the new system will “eliminate a lot of griping” and is a “more fair and accurate way of grading.”

Newman proposed a similar numerical system in 1969.

A. RICHARD Nichols, assistant professor of theater, teaches undergraduate performance courses and said the plus and minus system would “make grading a bit more accurate.”

Bernard L. Erven, associate professor of agricultural economics, said, “I believe the new system is better because of more grade alternatives. There wouldn’t be as much difference between two students whose grades were very close. A student wouldn’t be hurt as much.”

Newcomb said the addition of the plus and minus system affects "everyone across the board" except for the College of Medicine which uses a Honors Pass-Fail system.
Grade posting found illegal

By Jeannine Lauber
and
Kathy Raab

At least seven University departments are not complying with the section of the Family Educational Rights and Privacy Act (FERPA) regarding the public posting of grades.

A check of 20 University buildings showed at least one of the seven departments in each building.

The violations ranged in degree from posting grades by Social Security number identification to use of class rosters which contain not only Social Security numbers, but the student’s name and class rank as well.

THE ACT was designed in 1974 to protect the privacy of students by not allowing unauthorized persons to view a student’s educational records.

“A grade is not considered public information, and it is not our position to release them without consent,” said Robert J. Haverkamp, administrative assistant in the Office of Business and Administration.

“We’re going to try and comply with the act,” he added.

Unauthorized persons could be defined as potential employers, credit companies and friends, and the act explains educational records as “those records (grades), files, documents and other materials which are directly related to a student.”

ACCORDING to the act, then, the public posting of grades in any identifiable manner, including Social Security numbers, is considered illegal and teachers who post grades on their office doors, in a hall, on bulletin boards or in any other public way are guilty of noncompliance.

Chairmen from seven departments not complying with the act unanimously responded they were not informed of that particular section of the act.

“I know ignorance is no excuse for not complying with the law, but if there is no widespread dissemination, how are we supposed to know?” said William E.

ROBERT G. Turnbull, chairman of the Department of Philosophy, said, “We (the department) were not notified.” He also said the teachers in his department who posted grades by name would be reprimanded.

Haverkamp said he did not feel teachers were purposely disregarding the act, but were simply not aware of its existence.

He admitted enforcement was lacking because the Department of Health, Education and Welfare, which oversees the act, has not issued final regulations yet.

“We’re not going to take the attitude that we don’t have any final law,” Haverkamp explained. “It is just a matter of getting into compliance with the one we have.”

Of 50 students interviewed, 40 were aware of the law in general, but 38 of the 50 did not know the law included the posting of grades. None of the students were opposed to the posting of grades as long as it was by Social Security number.

Kay E. Heinrich, a junior from Lima, said, “I think people do have a right to privacy. Grades are nobody else’s business.”
University grade grievance policy may be finalized this week by CAA

By Ron Stiebler 4-18-'75

The Council of Academic Affairs (CAA) hopes to have a grade grievance policy finalized this week and approved by the end of Spring Quarter.

There is no university-wide grade grievance procedure by which students can appeal a grade they feel is unfair.

The proposed grade grievance policy, which the CAA is drawing up for University Senate approval, establishes a college-level committee comprised of students and faculty. This special committee will review grade appeals only after a student and instructor have been unable to agree on a grade change.

If the committee rules in favor of the student, a recommendation for a grade change will be made to the instructor's college dean.

In the past, grade grievance policies varied among colleges, but all grade changes were made by the instructor.

If the proposed grade grievance policy is accepted and approved by University Senate, it will create a uniform procedure of grade change that all colleges can follow.

New grading system approved by U-Senate

By Thomas Foglyano 5-21-'75

A new grading system that would allow instructors to give students plus and minus grades could be implemented as early as Autumn Quarter.

University Senate approved the change in grading by voice vote at a special session held Tuesday afternoon.

COMPROMISE was reached by the senate surprisingly early on the plan to allow grades of A, A minus, B plus, B, B minus, C plus, C, C minus, D plus, D and E to appear on student grade reports.

The grading committee had recommended a decimal system of grading from 4.0 to 0.0, with one-tenth point intervals, while giving individual departments the option to continue using letter grades, with or without plus or minus grades.

Confusion on how the cumulative point average of present students would translate into the committee's proposed system, and situations in some departments, such as the Department of Dance, where finer grade judgments would be inappropriate, were among considerations leading to the compromise.

PROVOST ALBERT J. KUHN, presiding over the senate meeting, said Autumn Quarter "would be our aim" in commencing the new grading system.

All senate actions are subject to the approval of the Board of Trustees, but no objections by the trustees are expected.

THE SPECIAL senate session was needed to complete the agenda from the May 13 meeting, which spent over two hours discussing a proposal to increase student representation on the senate. The proposal was defeated by a 2-1 margin.

Because of that defeat, many students left the meeting early, and most of the undergraduate student senators did not attend Tuesday's meeting in order to reflect their belief that working with the senate for student goals was "futile."

Many of the absent student senators felt their absence would not affect the outcome of the grading change.

Tuesday's senate meeting lasted about one hour.
System failures delay test-form grading

By Carolyn Davis
The Lantern
11-12-80

Maintenance problems and unfamiliarity with procedures are causing some delays in the grading of computerized test forms.

But J. Carroll Notestine, director of University Systems, said his department is ready for the onslaught of tests that will be coming finals week. In the past, there have been approximately 40,000 tests during final examination period.

In a quarterly review of services sent to Richard Jackson, vice president for Business and Administration, "Operational concerns continue to plague this service," Notestine reported.

According to the report, "Significant service shortcomings have caused several delays in the daily exam scoring schedules," and, "there appears to be no end to the stream of requests for special, one-of-a-kind service which the Office of Testing had provided and we now receive since we operate the equipment."

University Systems operates the scanner which grades Ohio State computerized test forms. The scanner had been under the auspices of the Office of Testing, but was moved this quarter to the systems. Notestine said. When the move was made, a new scanner was purchased and installed in the University Systems, he added.

The normal turn-around rate — or the time it takes to correct the tests and return them to the instructors — is 24 hours. Notestine said the rate has never been more than two days, but some teachers expect the tests returned in one day.

Many of the delays in getting the tests returned to the instructors are due to workers being unfamiliar with how instructors turn tests in to be corrected, how to deal with requests for specific types of grading and how the tests are returned to the instructors.

There are also new scan forms that the workers must get acquainted with, Notestine said. "We're making progress," he said, "but we're not out of the woods yet."

After the test is administered, the instructor prepares a key to the test and brings the key and the tests to the Office of Testing, Notestine said.

The delay occurs in "being sure the right stuff gets done and that it (the tests) gets back," he said.

Other delays are due to mechanical failures of the scanner, said Franklin Rundio, associate director of the computer center.

In a specific incident, the computer scanner was out of operation four days, he said. The scanner has broken "multiple times," Rundio said.

"At the time (the report was written) we had had a series of maintenance difficulties" and repair was not immediate, Notestine said.

Early in the quarter there was also a problem concerning scoring options such as an item analysis for test questions.

This was not available until mid-October and caused an inconvenience for some instructors, he added.

Notestine said there is room for improvement in his department's handling of tests and time will bring those improvements.
Student dismissals increase

By Michael Norman
The Lantern
12-5 80

The number of students dismissed from University College (UVC) because of poor grades increased slightly during the 1970s, but UVC officials are crediting a fairer dismissal policy and improved counseling services for keeping the present rate far below pre-1970 levels.

A report released by the college shows that the dismissal rate has climbed slowly from 1.6 percent in 1970 to 3.1 percent spring quarter 1980.

Those rates never approached the 10 to 15 percent dismissal figures recorded prior to 1970, the year the university created the deficiency point system as the basis for dismissal. During that year OSU also dropped its old policy of dismissing any student whose grade-point average fell below 1.7 after three quarters of enrollment, according to Jim Tootle, UVC college secretary.

Tootle said 1970 also marked the first year the full effect of improved counseling for freshman and sophomores was felt.

Both policy changes have been instrumental in keeping the dismissal rate relatively low throughout the 1970s, he said.

"The deficiency point system is a much better way to measure a student's progress," Tootle said. "It allows them to get in or out of trouble over a period of a couple of quarters instead of immediately penalizing them for one bad quarter."

Under the system, students are assigned deficiency points each quarter their grade-point average falls below 2.0.

The number of points a student receives is found by subtracting the total credit points a student earns from the number of credit points needed to have a 2.0 grade-point average.

A total of 15 deficiency points must be accumulated before a student is eligible for dismissal. Tootle said students with 15 deficiency points must be placed on probation for one quarter before being dismissed.

"We're not a computer that dismisses everyone who is eligible," Tootle said. "There might be extenuating circumstances and the student goes through a very elaborate counseling process before he can be dismissed."

Tootle believes the present policy for dismissals and counseling is working well and isn't alarmed by the slight increase in the dismissal rate during the 1970s.

He said, however, that the increasing rate might be an indication of a return to stricter forms of grading among professors.
OSU grade inflation under control
Willke says

By John Steele
T A N T E R S TAFF WRITER

There are many inflation battles being fought at OSU, but one that has nothing to do with the state budget has quietly been waged since the 1960s.

The battle against grade inflation is a product of the 'compassionate' 60s and early 70s, when students believed effort should weigh more heavily on grades than performance.

Grade inflation, the gradual rise of letter grades given for the same quality work, has become what Thomas A. Willke, vice provost of the College of Arts and Sciences, calls 'a lingering element from high schools pushing people through the system.'

Willke said grade inflation is under control at OSU, but added that there still are spot problems. "The peak of the late 60s and early 70s is flattening out," he said.

An analysis of the average quarterly point-hour ratios of undergraduates in the summer of 1974 average of 2.688 to the winter of 1981 average of 2.505, demonstrates a downward trend in grades, supporting Willke's statement.

Willke said grade inflation is not caused by curves or skew lines, but may have blossomed when instructors turned grading into a subjective act rather than an objective one.

"You learn by making mistakes and not just by making an effort. That's not honest," he said.

Objective grading of subjective areas like term papers or newswriting is not difficult, said Walter K. Bunge, director of the School of Journalism.

"I am not adverse to giving a student an 'E' for misspelling one word in an article," he said, "because as journalists, they should get used to criticism."

Bunge is satisfied with the average grades the school now is giving.

"You have to remember," he said, "that since students doing poorly have options to drop or withdraw from courses, the overall average may go up anyway."

Records of the average quarterly point-hour ratios of undergraduates and graduate students show that from at least 1974, the College of Mathematics and Physical Sciences has given the lowest grades to students taking departmental courses, averaging 2.3.

From 1974 to 1977, the College of Education gave the highest marks in department courses, averaging 3.55. That high was displaced by the College of Social Work in 1977 which averaged 3.57.

Colin B. Bull, dean of the College of Mathematics and Physical Sciences, attributes that college's lean grades to "sticking to the rules that state average means a 'C'."

"There's no secret to it," he said. "We believe our teaching standards are high and have some proof to back that up. I always watch with some amusement at the other units and their grading."

Robert O. Washington, dean of the College of Social Work, said because social work is an "interactional discipline training individuals to treat people, subjectivity can not be eliminated, but we do it as well as anyone else."

He said fighting grade inflation is not easy because "something called academic freedom all over the campus forbids a dean from telling an instructor how to grade. But he can make the faculty sensitive to the problem."

To prevent grade inflation, Washington said the college requires the course syllabus, identifying expected tasks and criteria, be handed out the first day of class.

Administrators and teachers seem to agree that standardization and systematic grading are the way to end grade inflation.

Robert L. Wolke, director of the Office of Faculty Development at the University of Pittsburgh, wrote in the Chronicle of Higher Education, "if we tried to peer into the soul of each student every time we assigned a grade, we'd have to trade our academic gowns for cassocks. Or for a heavenly throne."
Problem of misplaced grades shelved by University Senate

By Tom Rinderle
Lantern staff writer 10-19-83

The question of how to eliminate the accumulation of missing grades, first studied by the Council on Admissions and Registration last spring, is likely to remain unanswered for at least the remainder of the quarter.

A proposal intended to resolve the problem was tabled Saturday by the University Senate and sent back to committee for further study.

The proposal, brought before the 120-member Senate by the Council on Academic Affairs, would have required that a missing grade be automatically changed to an "E" by noon of the seventh Saturday of the quarter following the quarter in which the course was taken.

"This is very serious to the student involved because under the current circumstances there is no way to get final resolution of a missing grade," said Elmer Baumer, chairman of the Council on Academic Affairs.

Baumer said 1,565 missing grades have accumulated in the registrar's office over the last 10 years. But the incidence of missing grades, he added, is not uniform across the campus.

"Half of the missing grades occur because a small number of instructors refuse to give an "E" to absent students," he said. "And in many cases, students are happy to let the missing grade stand because they know they deserved to fail the course."

But Richard Firestone, professor of chemistry and a member of the Council on Academic Affairs, said missing grades are often accidental or the result of an error in registration.

"I object to giving a student who has screwed up in the registration procedure an "E" in an academic subject," he said. "It isn't a measure of his academic performance at all."

"It seems to me that to blindly and automatically penalize a student with an "E", that may be very difficult to get off his record, isn't the right approach."

According to Daniel Hughes, who headed the Council on Academic Affairs committee that first studied the problem, a student who received an "E" due to a missing grade would be informed of the appropriate appeals process to redress any grievance.

Some faculty members, however, think the proposal would place the burden of resolving incorrect grades on the student, instead of the instructor who assigned the grade.

Gene Schuster, director of registration, records and scheduling, said every grade change has to be initiated by the faculty member who assigned the grade. Therefore, a student given an "E" as a result of a missing grade would have to convince the instructor that the grade was incorrect before any change would be made.

The proposal, Baumer said, was not intended to be a punitive measure.

Because Senate members were divided on the issue, the proposal will be sent back to the Council on Admissions and Registration to be modified, he said.
Missing grade could end in class failure

Students now have no defined time limit to fix the missing grade. The rule, previously rejected by University Senate, was reevaluated by the council and is now being resubmitted to Academic Affairs for approval. It must ultimately be approved by University Senate.

Instructors might not submit grades because they may feel they should make exceptions for students who never show up for class, while the students' names remain on the official roster, said Richard Firestone, professor of chemistry and a member of University Senate.

According to university guidelines, an "E" should be given when "the instructor judged the student not to have satisfied the stated objectives of the course."

Willke said if the rule were passed, any student who received the "E" unjustly would have his grade "fixed" by his college office. But students who deserved the "E" mark would probably not try to appeal it.

"All a student has to do is let the department know (the grade) is missing," Willke said.

Willke is hopeful the rule would put pressure on instructors to assign an "E" to students who have not satisfied the objectives of the course for any reason, including non-attendance.

Firestone said an "incomplete" would not be an appropriate mark because the student would have had to complete "a major portion of work in a satisfactory manner."

He said he would rather see another kind of mark given to a "no-show" student. He said the "E" should be an earned mark, given to students who have shown failing performance.

"(The change is) an administrative device to build a fire under the student" by giving him a grade he must present to his college in order to get fixed, Firestone said.

The percentage of missing grades is small enough that the university could deal with the problem of missing grades rather than burden students, he said.

Willke said there have been more than 1,000 missing grades in the past 10 years.
Grade deadlines will be changing

By Pamela S. Ross
Lantern staff writer 5-17-84

Because of a change in the faculty deadline to turn in final grades, students probably will not receive grades until the first day of the following quarter.

Beginning this quarter, the deadline has been changed from noon the Saturday after finals week to noon the next Monday.

The change, approved by the Council on Academic Affairs Wednesday, was made in response to complaints from faculty members that they did not have enough time to process grades, said Elmer Baumer, associate provost for academic affairs.

Baumer said a hardship occurs when exams are not given until Thursday of finals week.

Michael Garraway, professor of botany and chairman of the subcommittee that researched the problem, said his committee surveyed faculty members and found that the time allowed for submitting grades was too short.

Garraway said the problem exists especially at the end of winter and spring quarters because of the one-week break.

"The first priority for the faculty is to be able to administer rigorous and effective exams," Garraway said.

The Saturday deadline for grades was not allowing faculty to do this, he said.

Devon Meek, professor of chemistry and a council member, said the chemistry department gives multiple-choice finals so it can grade them by the deadline.

Eugene Shuster, director of registration, records and scheduling, said he doubts the extended deadline will change many professors' exam methods.

Shuster is concerned about the extended deadline because of the problems it will cause for students and for his office.

Students may be enrolled in a course only to find out the first day of class that they failed the prerequisite.

With grades due on Monday, they will not be ready to mail until Wednesday, Shuster said.

This means they will get to the post office Thursday, and with time allowed for delivery, students will probably receive their grades Saturday or the next Monday, he said.

Students whose grades result in dismissal from OSU or those who have failed a course that is part of a series will not find out they failed until the first day of the next quarter, Shuster said.

Students may have traveled from another state only to find out they failed and cannot return to classes, he said. Or they may be enrolled in a course only to find out the first day of class that they failed the prerequisite, he said.

Then, students will flood the registrar's office to get their schedules changed, he said.

Despite his complaints, Shuster said, "We'll take our lumps and live with it."

Thomas Willke, acting dean of University College and vice provost of arts and sciences, said, "A big problem is that we use an archaic processing system of getting grades together."

He said he does not think the 48-hour extension will make a difference.

Willke said the new deadline would inconvenience some.

"There's going to be a squeeze somewhere; it's either going to be the faculty, the staff or the students."

Meek said the new deadline will put the time burden on students who are failing instead of on the faculty. It will be important for these students to find out if they passed or failed before they receive their grades in the mail, he said.
Students' grade not always final

By CHRISTOPHER J. BINDER
Lantern staff writer

A student's final grade does not have to be a scarlet letter forever fixed on his permanent academic record.

If a student feels he does not deserve a certain grade, he can always make an appeal to have it changed.

"The first step is always the instructor," said Pat Williams, assistant university ombudsman, "because there needs to be a clear understanding about the criteria, how the student met or failed the criteria."

If a student does not come to an agreement with the instructor, he can take his complaint to the course coordinator, and lastly to the chairperson of the department.

At that point a student can make a written request for the chairperson of the department to initiate a grade grievance procedure, she said.

If the department does not have a chairperson, the written request would be made to the department's director, said C. Grey Austin, university ombudsman.

The chairperson then convenes a committee of three professors within the department, Williams said.

The committee reviews the student's complaint and any submitted relevant evidence, she said.

"They (the committee) may recommend that the grade be raised, lowered, stay the same," she said.

The committee must make a decision within 30 days and submit its recommendations in writing to both the student and the instructor, she said.

If the instructor will not execute the recommendations, then the committee will, Austin said.

The student has two quarters after the final grade to argue for its change.

When asked if the procedure ever got this far in his department, Morris Beja, chairman of the English department, said, "It happens very rarely."

"If I thought that a student or there was a possibility that a student had not received her full rights, that those rights had been violated in some way or another by an instructor within the department, then I would surely set up a process of review," he said.

Ann Blomback, chairperson of the music theory and composition division of the School of Music, said the process rarely reached that stage in her department as well.

"There are enough people (involved) that usually whatever (problems there are) can be worked out," she said.

To argue the fairness of an examination, a student has to be ready to demonstrate to the instructor in what ways the test was unfair, Williams said.
Ohio State sees higher grade point averages

By Karen Alexander
Lantern campus reporter

Grade point averages for OSU students have been on the rise since the mid-1980s, a university official said.

Charles Corbato, associate provost for Academic Affairs, said students are becoming more serious about college and their grades, causing an increase in GPAs.

Reasons given for the upswing in grades include character changes in the students, higher expectations of faculty and changes in the composition of the student body, he said.

Corbato said he compiled the information on student GPAs and presented the information in a graph to the Council on Academic Affairs earlier this month.

"It is necessary for the council to see this information because if drastic changes in the averages were to occur, then the GPAs could be monitored so that possible problems causing the changes could be corrected," he said.

Corbato said he used the Annual Reports of the University Registrar to compile his graphs.

Jed Dickhaut, senior statistician for the University Registrar, said his office is responsible for maintaining certain data on the university and that most of it can be found in the OSU annual report.

"Our responsibility is to make sure data gets to the people who can affect change if it is necessary," he said.

Changes in the classroom that affect things like GPAs are made by deans and colleges, and it is important for them to have statistics of this nature for reference, Dickhaut said.

Corbato said summer quarter GPAs are higher because more graduate students are attending school and they have a higher grade point to maintain than undergraduates.

"Graduate students must maintain a 3.00 to graduate and undergraduates only need a 2.00," he said.

Another reason for the higher grade points during the summer is that students are more serious since many are either making up deficiency points or trying to graduate, Corbato said.

Spring quarter GPAs seem to be higher than autumn and winter. He said this is due to the fact that the students pulling the averages down have left the university, he said.

"The number of rank one or freshmen students has decreased dramatically by spring quarter," he said.

According to the 1988-89 Annual Report of the University Registrar, freshmen enrollment decreased from 12,544 autumn quarter to 10,229 winter quarter to 8,369 spring quarter.

Over the last 35 years the highest GPA was in spring of 1970. This was the same quarter student riots broke out on campus, Corbato said.

During this period, professors offered the option of having classes graded by letter grades or by pass/fail. Therefore, students with high grades took letter grades and those with lower grades took the pass/fail option, he said.

Corbato said another minor factor affecting GPAs is classroom size. Students in smaller classrooms seem to do much better because the professor knows them and they have to work harder, he said.

He said he does not know for sure if selective admissions have played a roll in the 1980s increase of GPAs because it is a little too early to tell. It would also take much more detailed research.
Students say winter means work

By Tim Doulin
Dispatch Higher Education Reporter

Robyn Garver was ready to hunker down and hit the books as winter quarter opened yesterday at The Ohio State University.

"Winter quarter is usually the quarter I load up on classes because you don't have much of a chance to do anything outside," said Garver, a senior from North Canton, Ohio. "As a result, I usually get better grades."

Many students say they earn better grades in winter quarter, but statistics don't back that up.

The grade-point average for OSU undergraduate students on the Columbus campus is highest during spring quarter.

The average grade-point for spring quarter 1989 was 2.712, the OSU registrar's office said. The average grade-point was 2.669 last winter.

"The results are virtually the same every year," said John E. Dickhaut, senior statistician for the registrar's office.

One reason the grade-point average climbs through the course of the school year is that some students drop out after one or two quarters, Dickhaut said.

In 1988, 40,538 undergraduate students attended classes on the Columbus campus during the fall. Enrollment dropped to 39,197 in the winter.

"Once you eliminate the students who bring down the grade-point average, I think you find that the variability ... over the three traditional quarters would not be that great," Dickhaut said.

Regardless, some students say they study more in the winter.

"You don't have a lot of time outside," said Jeff Anderson, a junior from Circleville, Ohio. "And when in doubt, hit the books."

Students at Otterbein College and Columbus State Community College began hitting the books Tuesday. Winter classes begin Monday at Franklin University and Capital University. Ohio Dominican College will open its winter session Jan. 16.
Administrators disagree over role of grades

By Laura E. Briggs
Lantern staff writer

A high cumulative grade-point average might look attractive on a graduate's resume, but OSU administration and staff disagree over its importance when finding a job.

James Tootle, assistant dean of the College of Arts and Sciences, said grades are very important. Employers feel grades indicate motivation. Good grades show employers that a person can learn a body of knowledge in depth, he said.

Tootle said the only thing students have to sell to an employer is their GPA.

"As time goes on," he said, "a GPA is not as critical because one creates a professional work record.

"I hate to see people cut off their options," Tootle said.

Gayla Getman, a recruiting coordinator for the Arts and Sciences Career Placement Office, said a GPA is not that important. Companies who use the office to recruit students realize students must at least have a 2.0 GPA to graduate from college.

Although many companies don't care about GPAs, others do, such as Procter & Gamble and the May Company, she said. In Procter & Gamble's Brand Management Division, a 3.7 GPA or better is required.

It is also expected that graduate students hired for the company have good grades, Getman said. The May Company requires a prospective employee to have had a 3.0 GPA.

As companies have become more selective in hiring, overall student GPAs also have become higher, Getman said. But she added the placement office doesn't eliminate applications based on GPA.

Tootle said there is no set "good GPA." It is merely the best an individual student can do. GPA is a combination of ability, dedication and time management, he said.

For the 435 graduating seniors in Arts and Sciences last quarter, the average GPA was 3.11 for the quarter. The cumulative average was 2.74.

With most students working while in college, GPAs may be lower because students don't have as much time to study, said Margaret Bogenschutz, associate director of Business Career Placement.

"With a tighter job market there is more competition, so students with higher GPAs can compete better," she said.

Although a 3.0 GPA or above is used by many businesses when screening applicants, such as public accounting firms, there are many exceptions. Many people in business today didn't have 3.0 GPAs in college but are successful in business, Bogenschutz said.

A common question business employers ask is if the applicant's GPA reflects their potential, she said.

It is more important to know what is taught in school, such as information in business programming and auditing classes, than merely to have a high GPA, Bogenschutz said.

Business employers look at communication skills, the student's interview and their ability to persuade, all of which may not be reflected in the GPA, Bogenschutz said. No company will just look at GPA when deciding whether to hire someone.

Many students are not working up to their potential, Tootle said. School needs to be a student's full-time job. If a student has to work, they shouldn't take as many classes at a time.

The most important thing about grades is the self-esteem they can generate, especially if the GPA reflects the best a student can do, Tootle said.

The average GPA for all OSU undergraduates in Spring Quarter 1992 was 2.762. In Winter Quarter 1992, the average GPA was 2.738. In Autumn Quarter 1991 it was 2.691, and in Spring Quarter 1991 it was 2.820, according to an OSU annual statistical summary.

Historically, average GPAs have been highest Summer Quarter followed by Spring, Winter and Autumn Quarters respectively, said Jed Dickhaut, senior statistician for the University Registrar.

Graduate GPAs, which include Master's and Post-master's students, are always higher. The average GPA in Spring Quarter 1992 was 3.847; in Winter Quarter 1992 it was 3.618; In Autumn Quarter 1991 it was 3.573 and in Summer Quarter 1991 the average was 3.702.

Dickhaut said average GPAs for all OSU students have remained relatively the same over the years. Because there are so many students at Ohio State, the GPAs don't tend to fluctuate.

There were 40,785 OSU undergraduates in Autumn Quarter 1991, 38,585 students in Winter Quarter 1992; 36,875 students in Spring Quarter 1992 and 12,333 students in Summer Quarter 1991.

Graduate student enrollment numbers ranged from a high of 19,861 students in Autumn Quarter 1991 to a low of 7,708 in Summer Quarter 1991.

It isn't accurate to compare GPAs from college to college at Ohio State because different grading philosophies are used, Dickhaut said.

"Employers don't have a good database to judge an employment decision on," Dickhaut said. Employers use GPA as a gauge to see if a prospective employee can work hard, as reflected by their grades, he said.

"Getting a bad grade isn't inherently a bad thing," Dickhaut said. Grades tell students what they're good in.

Exhibit A: OSU faculty have their expectations and most make it clear what is needed to do well.

"If you are here to get grades, you can probably steer your way to a higher GPA," Dickhaut said. But he added it is important to find an area one likes and is good at.

Tootle said there are many people who are in the wrong major. This may be because of the money they think they will make with a certain major or parental pressure to pursue an area.

There needs to be a balance between interests and strengths, he said.
Grade reports to be delivered through E-mail

By Timothy Kurz
Lantern staff writer

Autumn Quarter grades will be sent to students by electronic mail on
Dec. 14, the same day grades are sent to the post office, the university regis-
trar said.

This will be the first quarter Ohio State offers this service. If the univer-
sity can someday send grades exclusively through e-mail accounts,
postage costs may be eliminated, said University Registrar Gene
Schuster II.

"Since we didn't receive any addi-
tional funding for mailing wait list
notices, this (new service) is coming
at a real important time," Schuster
said. "It makes a lot of sense."

Last Spring, OSU Academic Tech-
nology Services assigned every stu-
dent, faculty and staff member a
unique user name as a first step in
providing electronic services, said
Chuck Morrow-Jones, director of
university technology services.

About 25,000 of the nearly 69,000
students, faculty and staff have
active e-mail accounts, Schuster
said.

"We see e-mail as a first step in
changing the way we offer many of
the services at Ohio State," Morrow-
Jones said. "The way business is con-
ducted across campus is changing. E-
mail makes campus, even the world,
a smaller place."

To activate e-mail accounts, stu-
dents should take a blank disk to any
on-line computer lab and ask the site
assistant for the information.
Change of grades causes confusion for students

By Michelle Schaner
Lantern staff writer

Recent confusion over grade changes at Ohio State are causing some students to suffer from lower grade point averages, lose money and graduate late.

Last quarter Danya Kubbara, a junior majoring in accounting, received a letter in the mail two weeks after her report card arrived saying her original "B+" in a Biology 102 class was being changed to a "C+" because of a computer error in the grading of the class.

Kubbara was told by her teaching assistant that 46 percent of the class failed the first midterm.

"I thought the curve would be much higher than what it was," Kubbara said. "I knew the 'B+' was too high, but I knew I did not get a 'C.'"

Kubbara said she approached her professor and was told her final exam could be found. She says she did not appeal any further because she didn't want to start any trouble.

Dr. Jerry Downhower, the professor of Kubbara's class, said Kubbara's claims are false.

"If she did approach me, the information was given to her." Downhower also said the average grade on the first exam was a 75 percent.

"We are here at Ohio State to see that students get in, get an education and get out," Downhower said. "There are 55,000 students at this school. Mistakes are going to be made."

Downhower said he does not think the university has the time to concern itself with grade changes.

"If a student feels they have received a grade they don't deserve, they have the responsibility to change it," he said.

However, the procedure for getting a grade changed can be a huge bureaucratic mess, said Dalene Hoppe, assistant Omnibus for the university. Hoppe said the "grade grievance" rule for appealing a grade can take up to a month, possibly even ending in no grade change.

When a mistake is discovered, not all students will have the confidence to get their grades changed, Hoppe said.

"Every student has the right to know how a teacher decided on their grade," he said. "There is no need to worry about making waves."

Stacey Salzberg, a junior majoring in communications, said she repeatedly appealed to both her professor and advisor over the course of the summer for a grade change, after receiving a non-passing grade in a prerequisite for her major.

Salzberg said her professor responded by sending her a copy of her final exam as well as her transcript from the class.

"I felt that I had done a lot better than what I received," she said, "but it was so hard to get in touch with my advisor and professor again. I was getting nothing accomplished."

While repeating the class this quarter, Salzberg discovered several mistakes in the grading of her previous class tests. Upon her discovery, she said she immediately affirmed the mistakes with her current teacher and appealed for a change.

After her current professor, the department chair, and her past professor met and looked over the exam, they agreed to change the grade, Salzberg said.

"My grade went from a 'D+' to a solid 'C,'" Salzberg said. "If I had passed the class originally, I would have been taking classes in my major this quarter."

Salzberg, an out-of-state student, also thinks that had this situation not occurred, her graduation would have come a quarter earlier, saving her parents over $3,000.
Student grades available from OSU World Wide Web

This fall, University Technology Services and the Office of the University Registrar will be launching a World Wide Web service that enables OSU users to view, and when appropriate, change information about themselves maintained in university databases. Initial services enable faculty, staff, and students to view their individual lists of site-licensed software obtained through the university, and for students to view their grades as well as view and update their address information. Additional services will be available on the web pages in the future; look for announcements on the uts.notices newsgroup.

You can find the interactive services by starting at the OSU home page using Netscape web browsing software, version 1.CN or later. For example, a student can find grades in the student area, and a staff member can find site license information in the staff area. Each application has buttons for information, help, and comments and contains multiple links to other pages. The interactive services are available from anywhere—home, office, lab, or residence hall, as long as you are using Netscape software, because it is the only one that works with the required authentication procedure on the server.

Once you enter your username and password, you remain authenticated throughout your Netscape session; therefore, it's imperative that you properly quit Netscape to disconnect from the interactive services. Quitting from Netscape is especially important if you are connecting in a public computing site, so that others cannot gain access to your personal data.

The interactive web page services grew from a pilot program last spring called Buckeye Access, which was available on Macintosh computers in public computing labs. Buckeye Access will be phased out in stages as the Netscape version goes into service, and announcements will be made on uts.notices.
Grade changes easy as one, two, three, four, five, etc...

By Kathryn Szy nal
Lantern staff writer

At the end of each quarter, most college students anticipate two things — a brief vacation and their grades. If the grades are as good as expected, the vacation begins with some enjoyment.

Every student should know that if they disagree with a grade there is a series of steps to resolve the matter they can follow.

"Changing a grade is a fairly serious matter," said James R. Tootle, assistant dean of the Colleges of the Arts and Sciences. "This is an official record that you don't change unless there is pretty good evidence."

The student must follow the steps as outlined in the Rules of the university and printed in the OSU bulletin and the student handbook.

"Go to the instructor first in a nonadversarial way to discuss the problem," said Tootle.

Occasionally, a math or clerical error, misplaced paper or misunderstanding will have occurred that resulted in the erroneous grade, Tootle said.

Students should be prepared to explain why more points are deserved for a particular answer or body of work, Tootle said. This can be resolved at the student - instructor level in a way that is mutually acceptable to both parties and that is the case 99 percent of the time, he said.

The student must initiate a grade grievance within two quarters after receiving a grade.

"Instructors cannot be expected to keep papers forever," Tootle said.

Students have access to their grades and can go look at how their work was graded, he said.

“We keep all grade books,” said John Rothney, professor and vice-chairperson of the history department. “Instructors are informed that they must keep term papers on file.”

Grade change requests come in waves right after grades come out, Tootle said.

Tootle estimates that 200 to 250 grade change requests are resolved each quarter “at a low level of stress and anxiety.”

"By all means, if there is an error, we want to change the grade and do it very quickly for the student."

—James R. Tootle

If the instructor agrees that the student's grade should be changed because of an error or misunderstanding, a form is signed by the instructor indicating the proposed grade change.

The form is then sent for reviews and signatures to the chairperson of the department, the dean of the instructor's college, and then to the dean of the college where the student is enrolled, Tootle said.

The form then goes to the Registrar's Office. The student receives a notification by mail to indicate the new grade.

The process from start to finish takes one to two weeks but never more than 30 days, Tootle said.

Grade changes are handled quickly because a scholarship, financial aid or athletic eligibility may depend on it, he said.

If the instructor does not agree that a grade change is warranted, the student can request a meeting with the chairperson of the department to explain the problem. If the student is still not satisfied, he can request, in writing, a review by a committee of faculty members from within that department, Tootle said.

"In history, we have a regular, established grievance committee," Rothney said. "This quarter it has seven faculty members, one staff person and one student representative."

Last spring only two cases reached their level, he said.

The committee consults with the student and the instructor to evaluate the validity of the grade grievance and seek resolution.

The committee has the power to override the instructor and authorize a grade change if there is substantial evidence to support it.

If the committee finds insufficient proof that the student deserves a grade change, the student is free to retake the course and have the disputed grade removed from the student's official record.

“We want to be very consistent and very fair," Tootle said. "By all means, if there is an error, we want to change the grade and do it very quickly for the student," he said.