

COLLEGE COMMUNICATIONS

January 8, 1937.

GRADES FOR 1935-'36

TABLE I

Table I shows the grade point index, or the number of grade points per hour of credit, for each department.

Students from other schools of the University, though enrolled in College classes, are not included in this study. In other words, both tables deal only with College students.

The first column of figures shows the relative ranking of the departments for 1935-'36; the second column, with figures in parentheses, shows the ranking in 1934-'35. The figures in parentheses to the right of the departmental names show the relative ranking for 1935-'36 of the College departments.

29 departments are listed in 1935-'36 in the Freshman-Sophomore list as against 28 in 1934-'35, because we separated the grades for Applied and Theory courses in Music. 31 departments are listed in the Junior-Senior list for 1935-'36 as against 32 in 1934-'35. Departments in which enrollment of College students was less than 10, as in Anatomy and Engineering, are not included in Table I, but are included in Table II. Obviously such limited enrollments cannot give a fair estimate of a department's grading.

It seems that about 1.4 for Freshman-Sophomore work and about 1.7 for Junior-Senior work were the median departmental indices for 1935-'36.

We are enclosing your own grade point index. It might be interesting to compare it with your departmental index and also with the College index.

TABLE II

Table II is, we believe, self-explanatory. Note that the first column of figures shows the enrollments of College students in the several departments.

Below is a comparison of the percentages of grades shown in the last three studies for the College as a whole:

	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>I</u>	<u>F</u>
1929-'30	15.3	29.0	34.0	10.2	3.3	8.2
1934-'35	16.6	33.5	33.7	9.2	2.3	4.7
1935-'36	16.8	33.2	34.7	8.8	1.8	4.7

In 1929-'30, 44.3 per cent of the grades were A's and B's.

In 1934-'35, 50.1 per cent of the grades were A's and B's.

In 1935-'36, 50.0 per cent of the grades were A's and B's.

Note the rather general agreement in all the percentages of the last two years.

The continued reduction in the percentage of I's is gratifying. This means that more students are developing the good habit of completing their work at the right time, and that fewer instructors will be bothered about getting to this office the bothersome Incomplete make-up cards.