

For release September 19, 2016

Grading Results for AY 2015-16

Page | 1

To promote fairness and transparency in the assessment of students' work and grading practices, the University grading policy, approved by the faculty in October 2014, charges each department with articulating and upholding its own well-defined and meaningful grading standards for work within its discipline.

To date, all but four departments have published grading standards. Individual faculty are encouraged to consult their department's or program's rubrics to form their own clear statement of their grading policies and practices on their course syllabi.

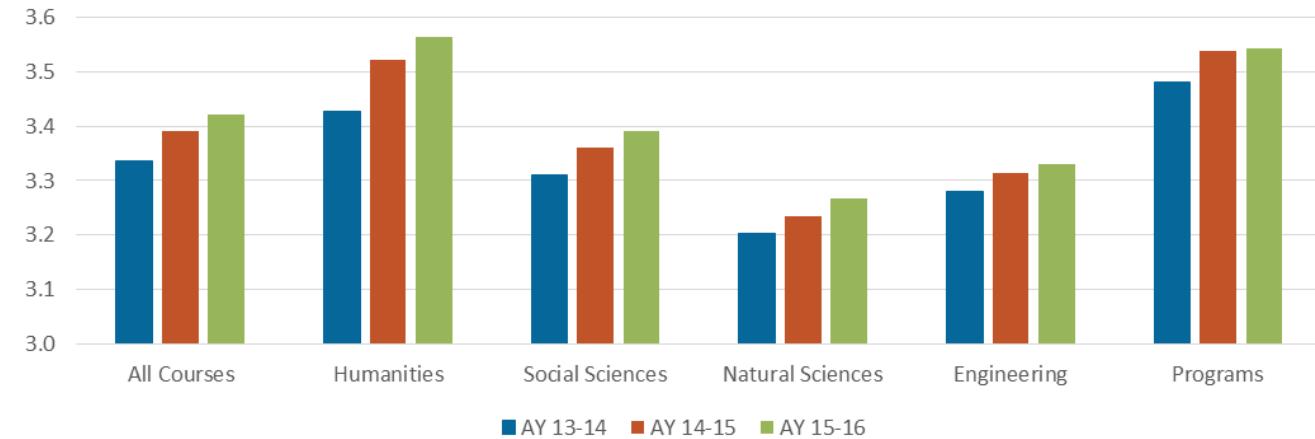
The dean of the college has informed new faculty of Princeton's grading policies. Undergraduate departmental representatives have been encouraged to remind colleagues and visiting faculty about the pedagogical importance of articulating clear grading standards and of providing students with meaningful and timely feedback.

The Faculty Committee on Examinations and Standing has reviewed grading data for AY 2015-16 and notes the continued upward trend in grade point average for undergraduate courses.

The grade point average for the University as a whole, in 100-400 level courses across all departments and programs, increased .032 points over the past year, from 3.390 in AY 14-15 to 3.422 in AY 15-16.

The chart below shows the increase in grade point average by division and by programs (for programs that have their own subject codes).

Change in Grade Point Average From AY 13-14 to AY 15-16
100-400 Level Courses



	All Courses	Humanities	Social Sciences	Natural Sciences	Engineering	Programs
AY 13-14	3.335	3.426	3.311	3.201	3.279	3.482
AY 14-15	3.390	3.522	3.360	3.234	3.314	3.538
AY 15-16	3.422	3.565	3.391	3.267	3.330	3.542

More detailed grading data for all divisions, departments, and programs will be made available shortly to all faculty on a secure server on the Office of the Dean of the College website. Individual faculty members will continue to receive from the Registrar a report of their own grading data, and chairs will continue to receive summary reports for their departments. We recommend that departments review their grading results to ensure consistency with the standards they have established.

We hope that faculty in departments and programs will meet periodically to review and refine their grading and assessment practices, and that chairs and program directors will encourage ongoing discussion of

grading standards. The McGraw Center for Teaching and Learning is available to support the efforts of academic units to advance their pedagogy and assessment of student work.

We emphasize that quality teaching requires high quality assessment. Transparency about faculty expectations for students' work mitigates misunderstandings and confusion about final course grades. Setting a high but clear standard for excellent work allows students to work with confidence unclouded by anxiety about how they will be assessed.

The Faculty Committee on Examinations and Standing is chaired by Jill Dolan, the Dean of the College, and consists of the following elected faculty members, representing all four divisions: Nozomi Ando, Chemistry; Steven Chung, East Asian Studies; Jason W. Fleischer, Electrical Engineering; Katja Guenther, History; Aarti Gupta, Computer Science; Rena S. Lederman, Anthropology; M'hamed Oualdi, Near Eastern Studies; Anna M. Shields, East Asian Studies. Janet Rapelye, Dean of Admission; Polly Winfrey Griffin, Registrar; Rochelle Calhoun, Vice President for Campus Life; and Claire Fowler, Senior Associate Dean of the College, serve *ex officio*.

The committee's charge from the faculty is to administer academic regulations concerning the program of study and scholastic standing of undergraduate students. The grading policy approved by the faculty on October 6, 2014, calls for the Faculty Committee on Examinations and Standing to report to the faculty each fall on the grading record of the previous year.