



2017 Grades and Grading Practices in U.S. Higher Education: A Cross Survey Perspective of Practice

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Introduction

This is the fifth iteration of a grades and grading practices publication by AACRAO. The previous versions in 1971, 1982, 1992, and 2004 were produced in a book for purchase format. AACRAO has decided to release this and future versions as a report free to all members.

The 2017 edition contains the data from two surveys: one on graduate and/or professional level grading practices and another on undergraduate practices. The surveys were reviewed and modified through the input of the AACRAO research advisor, board members, and other internal experts. This review led to significant changes in question design, including breaking previous complex questions into multiple questions. In addition, the categorical response choice of “other” was added to several questions followed by the ability to clarify the “other” response and/or practice. We also added the ability to select multiple responses for many questions where other iterations of the surveys were limited to mostly single categorical responses.

The surveys were distributed electronically to AACRAO member institutions in the United States. We received 661 responses at the undergraduate level and 306 at the graduate and professional level.

General Findings

In general, grading practices appear to be stable over time. In the aggregate, practices do not vary considerably based on institutional characteristics. However, when practices do vary, they are most likely to vary between institutional control (i.e., public vs. private) or institutional type (i.e., lower division only compared to a comprehensive undergraduate institution). In addition, a few institutions still report that their grading practices vary by school or college within the institution, but, for the most part, grading practices are set at the institutional level.

That being said, the details of grading practice are quite varied. Respondents provided a great deal of additional information about more than half of the practices.

Data

This next section contains the aggregate data and general comparative discussion for each question for both undergraduate and graduate grading practices. Disaggregated data by institutional type, size, and control is reported in Appendix A and B respectively and discussed here as needed.

The results are presented in the order in which the questions were asked in the surveys. Additional comments about practice have been reported as aggregated themed responses or individual practice comments as applicable. Data comparisons are also made between current practice and past practice where the questions were asked in an equivalent manner.

Grading System

Similar to the 2004 survey, a series of questions were proffered about the academic calendar, the grading system, the use of plus and minus grades, the use of withdrawal failing/passing and the practices around credit earned through alternative assessments including transfer, credit for prior learning, testing, and study abroad. This survey also introduced the practice of competency-based education (CBE) and how CBE is addressed on the transcript.

Academic Calendar

Question: What type of academic calendar is currently in use by your institution for credit-bearing classes? (check all that apply)

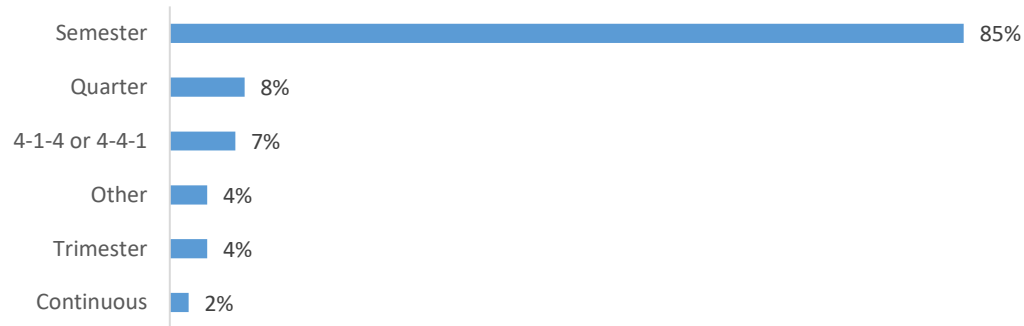
Definitions:

Semester	A <u>calendar system</u> that consists of two sessions called semesters during the <u>academic year</u> with about 15 weeks for each semester of instruction. There may be an additional <u>summer session</u> .
Quarter	A <u>calendar system</u> in which the <u>academic year</u> consists of 3 sessions called quarters of about 12 weeks each. The range may be from 10 to 15 weeks as defined by the institution. There may be an additional quarter in the summer.
Trimester	An <u>academic year</u> consisting of 3 terms of about 15 weeks each.
4-1-4 or 4-4-1	The 4-1-4 calendar usually consists of 4 courses taken for 4 months, 1 course taken for 1 month, and 4 courses taken for 4 months. There may be an additional <u>summer session</u> .
Continuous	A calendar system classification that is used by institutions that allow students to enroll/start classes at any time during the year. For example, a cosmetology school or a word processing school might allow students to enroll and begin studies at various times, with no requirement that classes begin on a certain date.

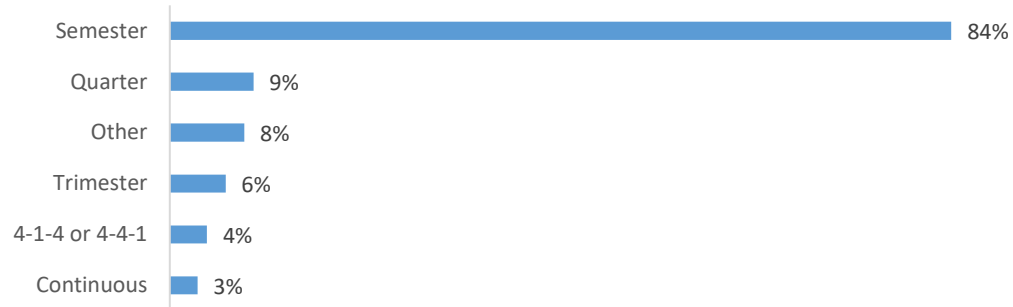
Source: nces.ed.gov

Unlike the previous iterations of this survey and IPEDS reporting system, this question was configured to allow respondents to select all of the academic calendar systems that were in use at their institution, not just the predominant calendar. As such a direct comparison of data is not feasible. In addition, in the 1992 survey the semester calendar category was further differentiated between early semester (fall ends before Christmas) and traditional semester (break at Christmas with completion of fall semester after the break). This language changed in 2004 and remains a single category semester in this report as well. In the current sample, the semester-based academic calendar remains the most common academic calendar system reported by U.S. institutions. Similar data is also collected through the IPEDS survey. Eight percent of undergraduate institutions reported more than one active calendar system and 12% of graduate and/or professional reported the same. Other academic calendars include a “D” plan which is reported as similar to a quarter system, 10-month calendars, two six-month terms, and various short intersession offerings between regular semesters.

Undergraduate Academic Calendar Type



Graduate and/or Professional Academic Calendar Type

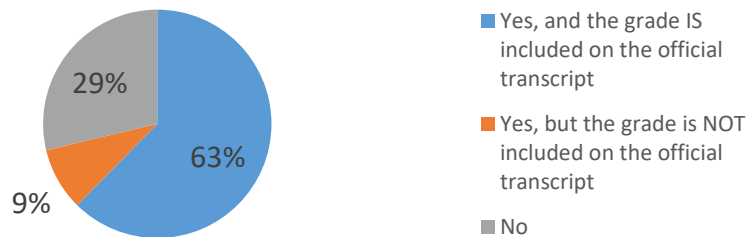


Grading and Competency-Based Education

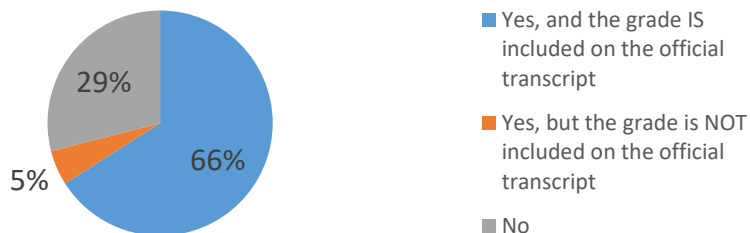
Questions: Does your institution offer competency-based education courses for credit? AND Does your institution issue grades for any credit-bearing competency-based education courses?

Two questions about competency-based education (CBE) are new for this survey; we asked these questions because some institutions convert CBE into standard grades. Sixteen percent of undergraduate institutions and 13% of graduate offer CBE. Undergraduate and graduate practices are similarly represented on this topic with almost three quarters of institutions offering CBE ultimately converting the CBE to a standard grade on the official transcript.

Undergraduate Use of CBE



Graduate and/or Professional Use of CBE



Official Transcript Grading Systems

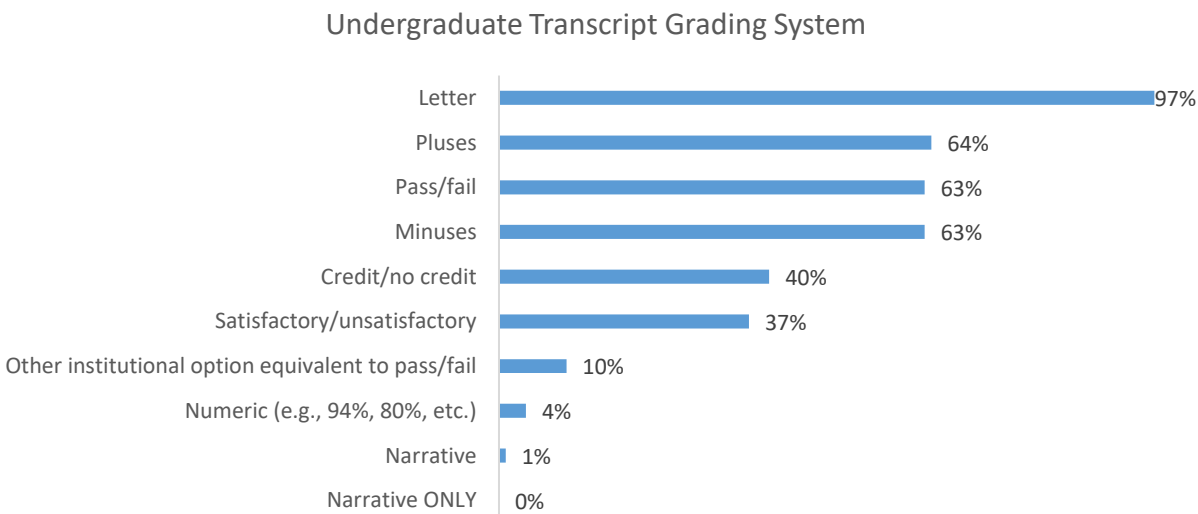
Questions: Which of the following official transcript grading systems are in use at your institution for credit-bearing classes? (check all that apply) AND Does your institution automatically add a grade (letter or numeric) to the narrative on a transcript OR must a student request that a grade be added to his/her transcript?

The grading system categories extended in this survey differed from previous surveys because of observed grading practices. The categories were expanded to include “pass/fail,” “satisfactory/unsatisfactory,” “credit/no credit,” and “other.” In comparison, the 2004 survey used the following categories:

- Letter only
- Letter with pluses or minuses
- Letter with pluses and minuses
- Narrative only
- Narrative in addition to letter or numeric
- Numeric grades only

The pass/fail and similar categories were included in the other versions as part of the student grading options section. This survey also collected data in a similar manner on this topic and will address it in detail further on in the report.

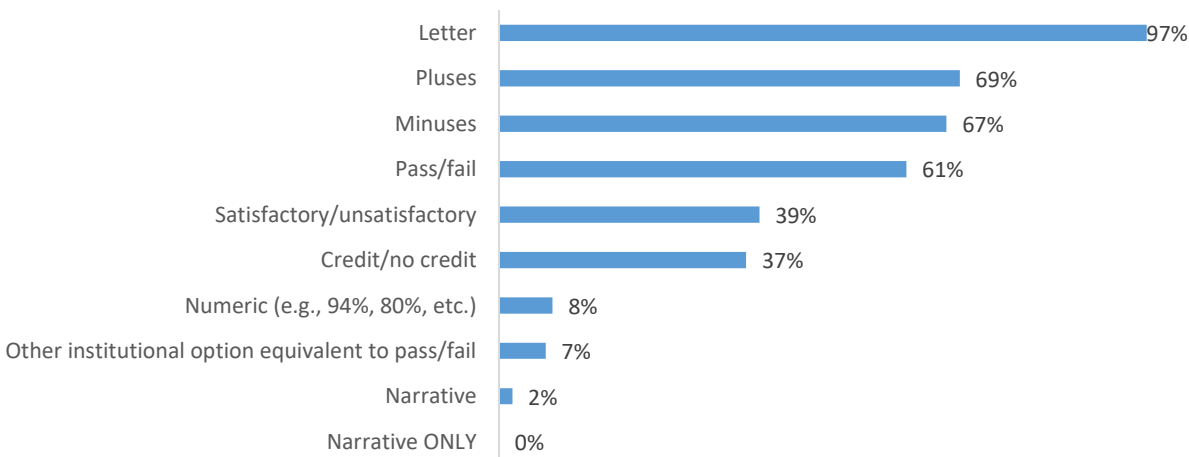
The use of plus and minus grades appears to have increased over time starting with the 1982 data when 24% reported using “letters with (+) (-)” to nearly 70% now at both the undergraduate and graduate level. Among those who use narrative grades, 60% of the undergraduate institutions automatically add a grade (letter or numeric) in addition to the narrative on the official transcript; 20% of graduate institutions report the same practice. The use of numeric grades also appears to have increased slightly over time.



Additional undergraduate grading system practices are below:

- “XYZ is a public college, designated the residential liberal arts honors college of the State University System of Florida by the state legislature in July 2001. XYZ College does not assign letter grades or calculate grade point averages for degree-seeking undergraduate students. Only those educational activities completed satisfactorily are recorded on the official transcript: courses, labs, tutorials, internships, independent study projects, and independent reading projects. Each full-term educational activity completed satisfactorily in a 14-week term and each satisfactorily completed January ISP carries the equivalent of four semester credit hours. An activity satisfactorily completed as a module (half of a term), or modular equivalent, carries the equivalent of two semester credit hours. A satisfactory assessment indicates substantial effort, productivity, and progress. The underlying assumption is that New College students perform well, not just adequately. XYZ College’s academic program focuses on demonstrated competence rather than on the compilation of credits and grades. At the conclusion of each term, students receive an assessment of their performance followed by a narrative evaluation from the faculty member overseeing each educational activity. Evaluations are not intended as substitutes for grades and are never converted to grades. The narrative portion of the evaluation is a personal communication between the professor and the student. Beginning with the fall 2016 incoming student cohort, narrative evaluations may be provided as a component of the official transcript, at the request of the student. Students who first entered New College prior to fall 2016 are responsible for providing narrative evaluations separately from the official transcript, if needed.”
- “The letter grades we use are A, AB, B, BC, C, CD, D, and F. No pluses and minuses.”
- “We are going through a major change of deciding to possibly do away with the 'Y's". Faculty is not using correctly and did not understand it is in the student's GPA as an "F".

Graduate and/or Professional Transcript Grading System



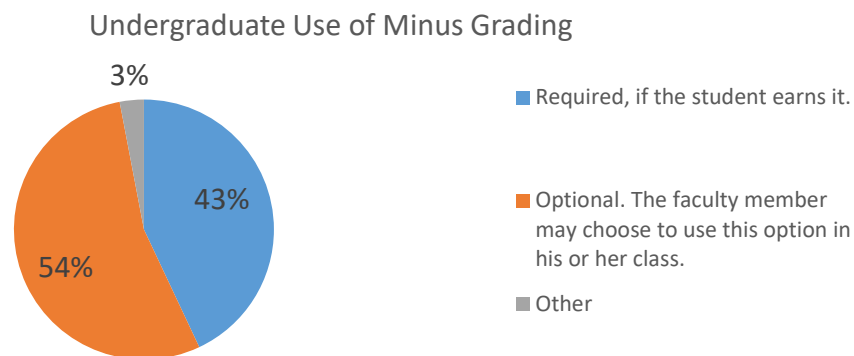
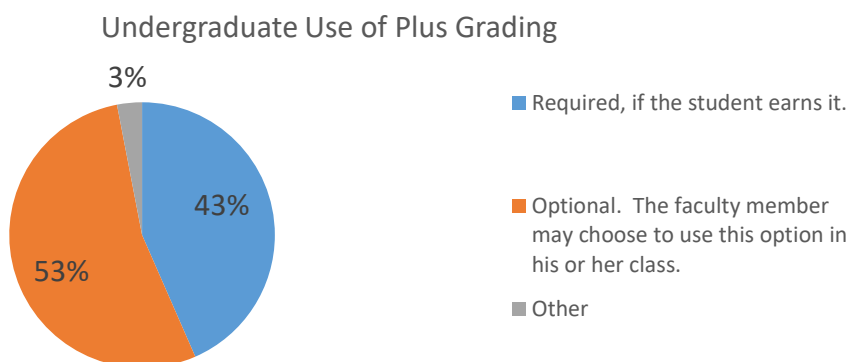
Graduate practice comments include:

- “Only four of the health profession colleges use number grades; all others use letter grades. However, starting with the fall of 2018, we will be moving to letter grades for all of our colleges.”
- “Our professional schools (medical & pharmacy) currently utilize pass/fail/honor grades, whereby honor grades require both student performance excellence in the classroom combined with a standardized testing at a particular score level (cut line differs depending on subject). Our pharmacy school is considering moving to traditional grades, but hasn't yet formalized that decision.”

Use of Plus and Minus in Grading

Questions: Are faculty required to use **pluses** in their courses if earned by a student? AND Are faculty required to use **minuses** in their courses if earned by a student?

These questions are new for the 2017 survey and were added based on observing several institutions where factors varied in determining the use of plus and minus grades. Among the institutions who have plus and/or minus grades available in their grading system, the use of both are optional and left up to the individual faculty member at more than half.

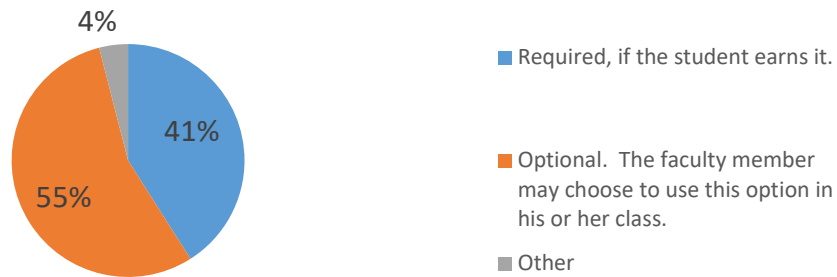


One institution indicated that the plus/minus grading system is being phased out at their institution. Others specified that the practice varies by college and/or departments. Another noted that faculty submit numeric grades online, which are translated to letter grades including plus or minus by the student information system. Other undergraduate practices around plus and minus grading include:

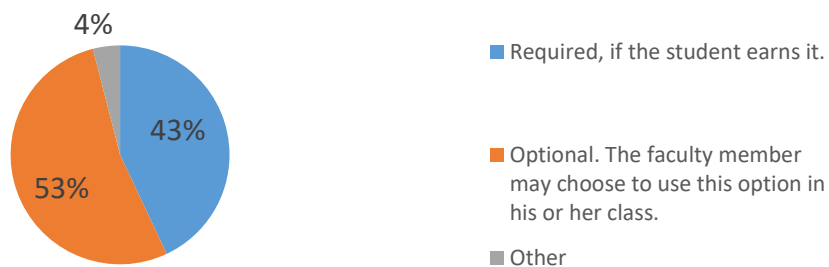
- “The + and - indicators on grades have no mathematical weight. The faculty and administration are voting to change that for next year by assigning weights to those indicators which will change the grade scale.”
- “We are in the process of adding minus grades, but they have not been fully approved yet.”

- “There is a lot of debate here about whether or not our policy “requires” the faculty to use +/- . I answered your radio button questions, but it doesn't really capture it all.”
- “Our A+ earns 4.3 points, but there is discussion about possibly changing it to 4.0 (same as A).”

Graduate and/or Professional Use of Plus Grading



Graduate and/or Professional Use of Minus Grading



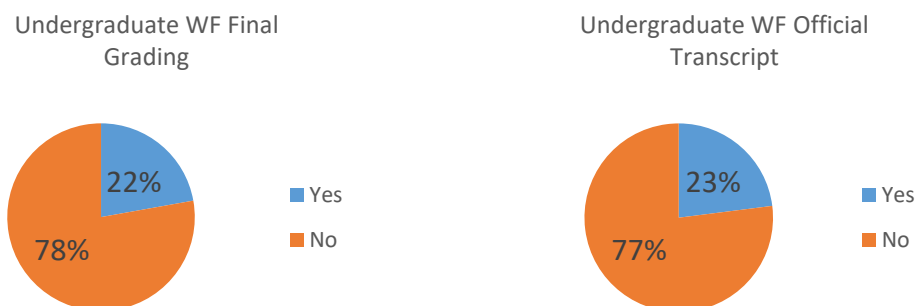
At the graduate level, the practice also varies by department or college. At one institution, if a faculty member uses plus grades, they must also use minus grades. Another noted, “There was discussion a few years back about adding pluses and minuses, but, since we are part of a larger university, the idea was shut down by the athletic department.”

Withdrawal Failing and Withdrawal Passing in Final Grading and/or on an Official Transcript

Question: Does your institution differentiate between "withdrawal failing" and "withdrawal passing" *in final grading*? AND Does your institution differentiate between "withdrawal failing" and "withdrawal passing" (WP?) on a *student's official transcript*?

The 1971, 1982, and 1992 surveys asked about the institution's failing grade policy and how that policy impacted the recording of said grade on the official transcript and calculation in the GPA. The question was not asked in either the 2004 or 2017 survey. The reason for doing so has not been retained. However, a viable hypothesis for this choice is that the practice around failing grades had not changed significantly between 1971 and 1992 so the question was thought not to have added value to our understanding of grading practices.

Instead for the 2017 survey the question evolved to one around whether or not an institution differentiated between withdrawal passing and withdrawal failing. This differentiation was an observed practice at institutions, so a data point was sought on the topic in this survey. In the aggregate about three-quarters do not differentiate between withdrawal failing and withdrawal passing in either final grading or on an official transcript. At the undergraduate level, lower division only, public and larger institutions are less likely to differentiate than others.

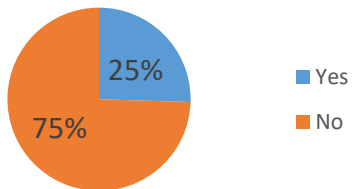


Other comments submitted on withdrawal grading practices include:

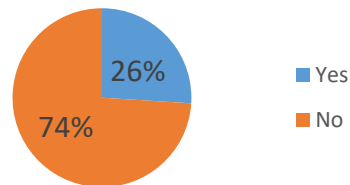
- "After the 60% point in the semester, individual course withdrawals are marked with a ""WU"" grade (Withdrawal-Unsatisfactory) that does not affect GPA. Before the 60% point in time, the grade is simply ""W"" (not indicating satisfactory or unsatisfactory)."
- "We have recently instituted a withdrawal policy. Students are assigned WD grades for the first 6 individual drops from classes. These do not impact GPA. The seventh drop is given a WFL and counts as a fail. This is to discourage students from dropping. Withdrawals from the term are exempted."
- "Although we do not distinguish between Withdraw Passing and Withdraw Failing during the withdraw period (first 9 weeks), students who withdraw from a course after the 9th week are assigned a Withdraw Failing grade."
- "We only have one W grade--neither passing nor failing. WF grade has not been used since the late 1970s."

- “If a student stops attending classes, but does not drop/withdraw from the course, they receive a failing grade.”

Graduate and/or Professional
WF Final Grading



Graduate and/or Professional
WF Official Transcript

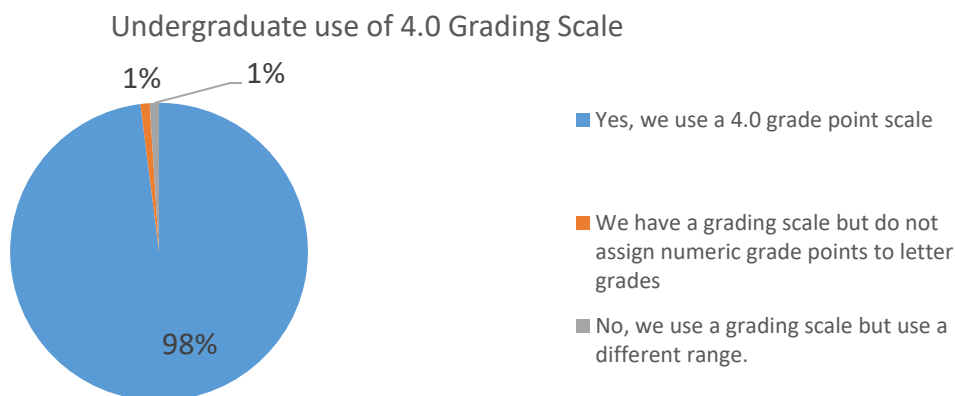


We asked the graduate sample, but not the undergraduate sample, whether or not a withdrawal failing grade impacts the GPA. Almost three-quarters (64%) responded “Yes.”

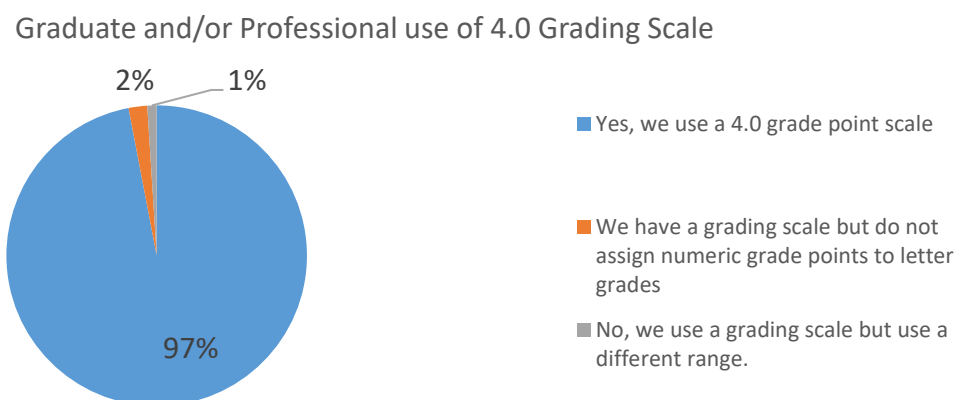
Use of 4.0 Grading Scale

Question: Does your institution use a 4.0 grade point scale? AND What is the highest cumulative grade point average a student can earn?

In the aggregate, the data collected on the use of a 4.0 grade point scale has not changed significantly since 1982. Among those institutions that use a 4.0 grading scale, in almost all (99% UG and 97% GR) a 4.0 is the highest GPA a student can earn. For the few who have a grade point scale that extends beyond 4.0, the most common upper limit reported at either student level is 4.33. Just one graduate level institution reported no upper limit to the GPA.



One respondent clarified, “Note that while we use a numeric grading system, it is a 4.0 system rather than a percentage system as given in the example.”



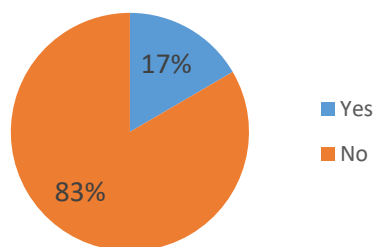
Transfer Grades and the Cumulative GPA

Question: Are grades from transfer courses factored into the cumulative GPA at your institution?*

* Institutions that indicated they do not accept transfer credit were excluded from these calculations.

In 1982, 1992, and 2004 the percentage of institutions that did not use transfer grades in the GPA were 28%, 19%, and 16% respectively. The cause for this change in practice over 30 years (i.e., an increase in the percentage of institutions that use transfer grades in the cumulative GPA) is unknown. The 2017 data shows about the same percentage –when viewed in the aggregate – as the 2004 data. None of the private, proprietary institutions in this sample count transfer grades in the GPA at either the undergraduate or graduate level. However, public institutions are slightly more likely than private, not-for-profit to do so.

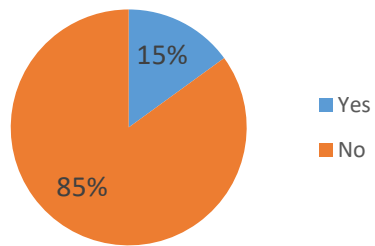
Undergraduate Transfer
Grades and Cumulative GPA



Respondents provided additional language to explain their undergraduate transfer grades practice.

- “I indicated that transfer credit, test credit, and study abroad credit are included in our cumulative GPA. Note that we also have a university GPA that excludes them. There are minimum cumulative and university GPAs required for graduation.”
- “Transfer work does not count in the GPA unless the course was taken at another UC campus. Then that work is brought in as transfer work and does count in the student's GPA.”
- “Grades for transfer courses are only included in the GPA if the course is taken after a student matriculates. We do not include grades for courses taken prior.”
- We utilize all student grades (repeats included) from all of the student's institutions.
- “Consortium grades are calculated into students' GPAs (i.e., when our students take a course at a Consortium school, we count the course towards their institutional credits/GPA). “

Graduate and/or Professional
Grades and GPA



The 2017 survey further differentiated transfer courses and the GPA to include questions about study abroad credit, credit for prior learning, and credit earned by a testing process.

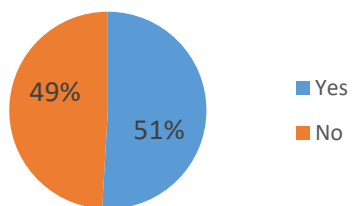
Study Abroad Grades and the Cumulative GPA

Question: Are grades from **study abroad** programs factored into the cumulative GPA at your institution?

* Institutions that indicated they do not accept transfer credit were excluded from these calculations.

This iteration of the survey was the first to ask a question related to study abroad programs. On the whole, the results reflect a near equal split in practice. However, at the undergraduate level, lower division only and undergraduate institutions are less likely than comprehensive undergraduate institutions to count study abroad grades in the cumulative GPA. At the graduate level, this difference appears to exist by institutional control rather than type. That is, private, proprietary institutions are much less likely than others to count the grades in the institution's cumulative GPA. The sample size is small (n=6) for that institutional control at the graduate level so the results are not representative.

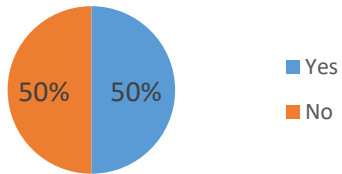
Undergraduate Study Abroad
Grades and Cumulative GPA



Below are additional comments about undergraduate study abroad practices.

- “For courses taken on study abroad, grades are included in the GPA for students who attend a partner institution. Grades are not averaged into the GPA for courses taken through external providers. Students may repeat courses, and all grades are averaged into the GPA.”
- “We include grades in our study abroad programs in the student's GPA, but not grades for other study abroad programs.”
- “We only have semester study abroad programs at the undergraduate level.”
- “We do have UF approved study abroad courses for UF credit; however, the majority of study abroad is transfer credit.”
- “Regarding grades for study abroad programs, grades will factor into the GPA for students who take University-sponsored study abroad programs. Grades will NOT factor into the GPA for programs that are sponsored by another institution.”
- “If the student takes a study abroad program sponsored/offered/taught by our institution, then the grades count as resident credit. If it is a 3rd party institution, then it counts as transfer credit (no grades = it comes in as a "T").”

Graduate and/or Professional
Abroad Grades and Cumulative
GPA



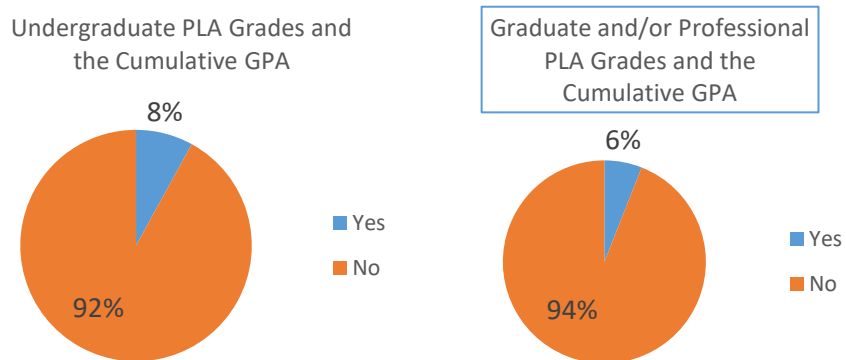
A single comment was submitted regarding graduate practice on this topic.

- “Regarding the study abroad question, if the study abroad program is one of our affiliated programs and approved, the course may receive a grade. But this scenario has not occurred yet at the graduate and professional level.”

Prior Learning Assessments Grades and the Cumulative GPA

Question: *If* grades are assigned to prior learning assessments (PLA), are those grades factored into the cumulative GPA at your institution?

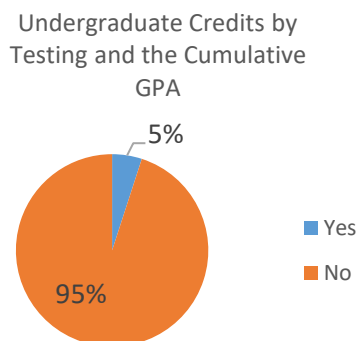
Like the previous question, this is the first time this topic has been included in the survey. The data represents only those institutions that assign grades for PLA. Those that do not assign grades are presumed to have skipped the question. Institutional size, type, control, and student level do not appear to have an influence on the practice.



Grades Earned through Testing and the Cumulative GPA

Question: *If* grades are assigned to credit earned through a testing process (e.g., Advanced Placement, challenge exam), are those grades factored into the cumulative GPA at your institution?

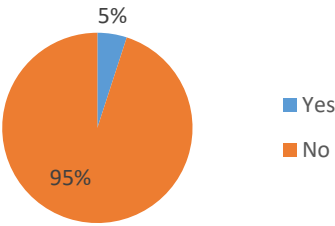
In the 2004 survey a question about credit earned through testing was asked in a different vein related to audited courses: “Can a student earn academic credit through examination for the audited course?” We did ask this question again, but also separated the concept of credit for testing as a separate category. In this year’s survey we focused on all credit earned through a testing process. Only those institutions who award grades for the credit-by-testing process were encouraged to respond to this question. Unlike traditional transfer credit, credit earned through a testing process is not likely to be counted in the cumulative GPA *even when* a grade is assigned. This is an interesting distinction given that it is assumed the credit is used to meet a graduation requirement just like credit earned from transfer—otherwise why would it be awarded in the first place? If this is in fact true, why are the two similar types of awarding credit treated differently when it comes to the cumulative institutional GPA? Unfortunately, the answer to this question was not garnered from this survey.



Undergraduate practice comments consisted of the following:

- “Test credit grades appear on the transcript, but they are in a “test credit” area that does not compute into the GPA.”
- “Local proficiency examinations given by academic departments DO count in the GPA; however, AP, CLEP, IB, DANTES, etc., do NOT count in the GPA.”

Graduate and/or Professional
Credits by Testing and the
Cumulative GPA



Grading Practices

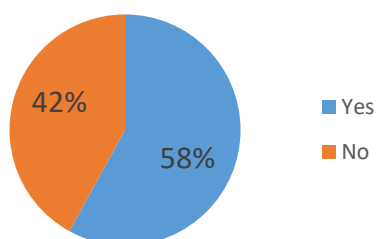
This section focuses on grading choices for students around whether or not the institution offers pass/fail, satisfactory/unsatisfactory, credit/no-credit, or institutional equivalent. Only those institutions who selected these grading categories from the earlier question were asked about their student-centric practices for this topic.

Opt-in to Pass/Fail or Equivalent Grading

Question: Does your institution permit students to opt-in to take courses using your institution's pass/fail, satisfactory/unsatisfactory, credit/no-credit, or institutional equivalent grading option?

The percentage of institutions who offer a pass/fail or equivalent options to students has remained steady over time (63% in 1971, 59%, 1982; 52%, 1992; 61%, 2004, respectively) and 58% for undergraduate institutions and 47% for graduate institutions as of 2017. Public institutions are more likely than other types of institutions to make this option available to students. Very large institutions (20,000+ students) are also more likely than smaller institutions to do so, and lower division only institutions are half as likely as comprehensive institutions.

Undergraduate Pass/Fail Option

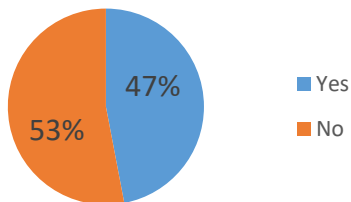


A few institutions provided clarifying comments about undergraduate practice.

- “Per the pass/fail policy, some courses are graded on a non-optional pass/fail only basis.”
- “Satisfactory/unsatisfactory is not a student option. Courses are approved to be graded only on a s/u basis. Grades below C (2.0) are unsatisfactory and are not included in the GPA.”
- “Credit/no credit option: NC does NOT count in GPA.”
- “Although students can petition, both the catalog and the s/u option application clearly state they cannot revert to a letter grade.”

- “Regarding undergraduate grading practices, satisfactory/unsatisfactory grades are temporary. Students cannot graduate with these grades, however, if a student requests an official transcript while still a student, s/u grades will show.”

Graduate and/or Professional
Pass/Fail Option



One comment was submitted at the graduate level about pass/fail practice.

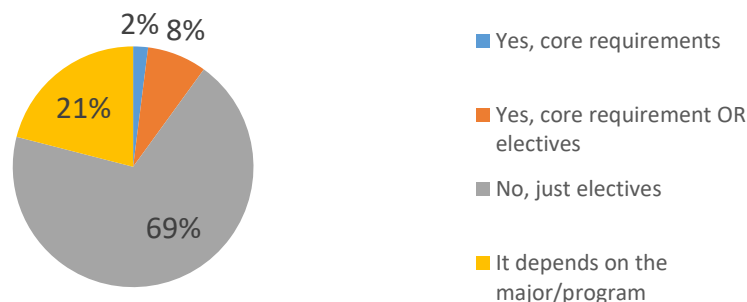
- “Pass/fail and satisfactory/unsatisfactory are different grade types at my institution. Graduates rarely enroll in courses on a pass/fail basis. S and u grades are temporary grades normally used when course work (largely research) extends beyond one semester. A final grade is recorded after completion of the course work.”

Opt-in to Pass/Fail or Equivalent Grading Use to Meet Core Requirement

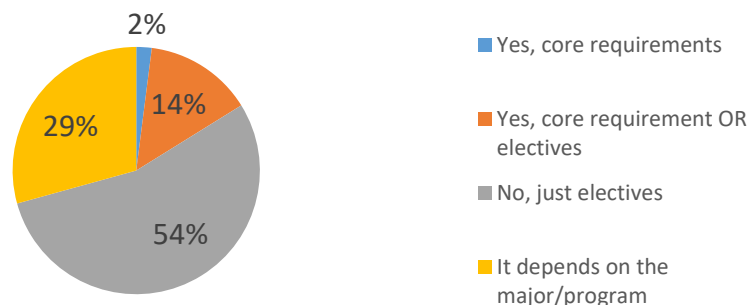
Question: Can opt-in grading (pass/fail, etc.) be used to *meet a core requirement* in a student's major/program?

This year's question combined two questions on the topic from the previous surveys. For example, in 2004 the two questions were "Are the courses that may be taken using [pass/fail] limited to elective courses?," and "If you answered no [to Question 4.4], may the courses taken using the [pass/fail] grading option be used to satisfy requirements within the student's major?" In 2004, 60% reported that pass/fail or equivalent was limited to just electives; this value is similar to 1992 and 1982. The percentage difference captured in 2017 could be attributable to the disaggregation of undergraduate (69%) and graduate (54%) practice, rather than any real change in the number of institutions with this practice. The combined question wording limits the ability to identify differences in practice over time on a direct basis. We did learn this time that 21% of undergraduate institutions vary this practice by major and/or program, as do 29% of graduate institutions.

Undergraduate Pass/Fail and Core Requirements



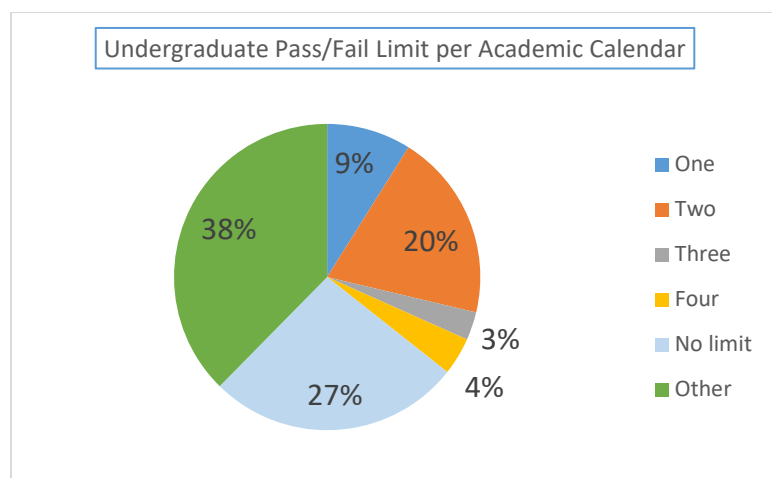
Graduate and/or Professional Pass/Fail and Core Requirements



Opt-in Pass/Fail or Equivalent Limit Per Academic Calendar

Question: How many *courses per academic calendar year* may a student opt-in to this grading choice? (pass/fail, satisfactory/unsatisfactory, credit/no-credit, or institutional equivalent grading option)

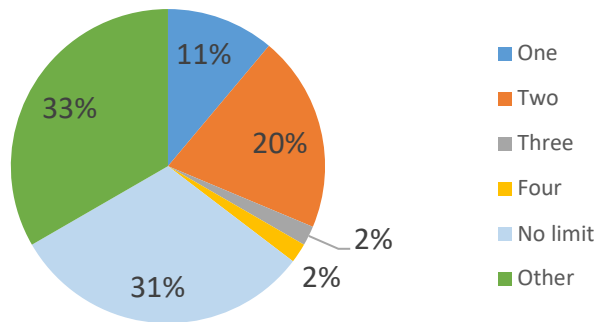
In previous surveys this question asked specifically about a pass/fail course option limit by “courses per term (quarter or semester).” Due to the fact that institutions may offer more than one type of term simultaneously, the wording was changed to “academic calendar year,” a more encompassing timeframe. The choice category “other” was also added this year and is the most selected choice at both education levels. As such, the data is not directly comparable over time. However, we did learn that there is a lot of variety in how this particular practice is applied across institutions.



Descriptions of what constitutes “other” were provided by respondents and key terms from that data include:

- Dependent on academic major or program
- Dependent on student level (e.g., junior, senior)
- Dependent on GPA
- Depends on the course
- Determined at the school level
- Limit to a fixed number of courses for the entire academic career, not academic year dependent
- Limit in number of credit hours, not courses
- Combination of academic career and academic term limits
- Limit set by percentage of program
- Limit per term with more allowed in summer than fall or spring
- “No limit,” but rarely allowed
- Combination of major and student status

Graduate and/or Professional Pass/Fail Limit per
Academic Calendar



At the graduate level, “other” responses were similar to those of the undergraduate respondents. Key terms include:

- Limit based on academic career, not academic calendar
- No specific policy because the practice is rare
- Credit limit, not course limit
- Dependent on program

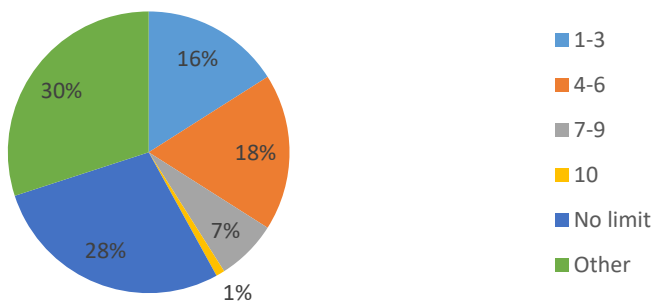
Opt-in Pass/Fail or Equivalent Limit Per Academic Career

Question: How many *courses per academic career* may a student opt-in to this grading choice? (pass/fail, satisfactory/unsatisfactory, credit/no-credit, or institutional equivalent grading option)

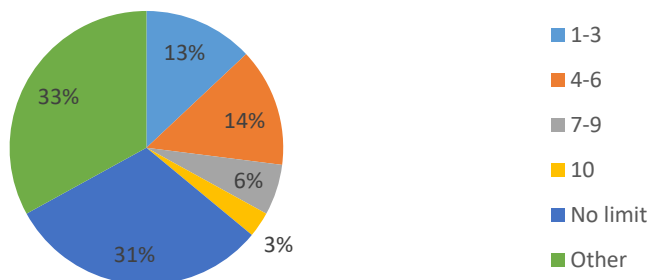
As with the question about the course limit per academic year, this question was formatted differently than in previous years. The “other” choice category is also the most common for the limit of pass/fail courses per academic career. This question proffered limit categories (e.g., 1-3, 4-6, etc.) which are different from the previous surveys as well. Commentary added by respondents who selected “Other” at both student levels are similar to those provided to the academic year limit question.

By comparison, in 1982, the just 9% of undergraduate respondents allowed 1-3 courses per academic career and 40% between 4-6 courses. In 1992, those numbers were 14% and 36%, in 2004 17% and 33%, and in 2017 they are 16% and 18% respectively. The percentage of institutions that do not have a limit on the number of pass/fail courses per academic career has stayed basically stable.

Undergraduate Pass/Fail Limit per Academic Career



Graduate and/or Professional Pass/Fail Limit per Academic Calendar

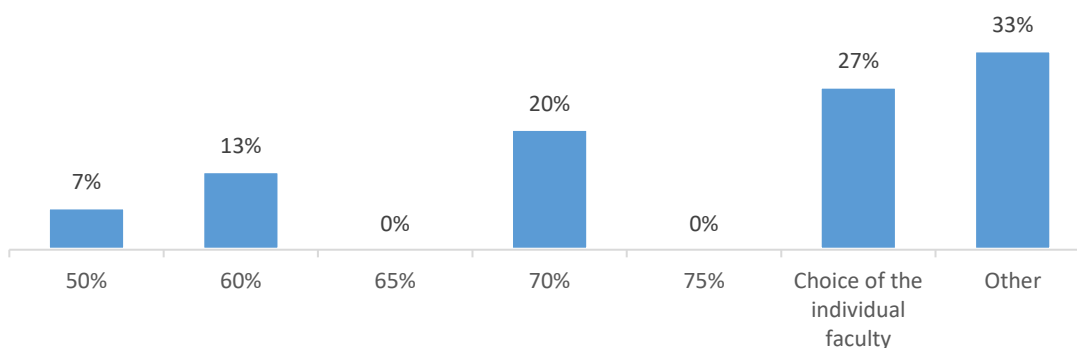


Lowest Numeric Grade to Earn Pass/Fail or Equivalent Credit

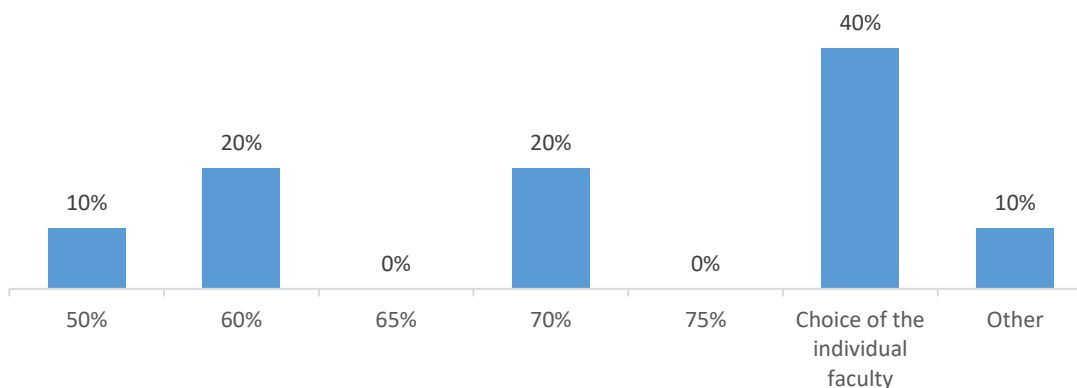
Question: Please indicate the lowest numeric grade a student could receive and still earn a "pass," "credit," "satisfactory," or institutional equivalent for a course?

The sample size related to this question has been small over the series of surveys. As such, we are limited in the assumptions we can make about this practice. However, in general, it appears that the percentage of institutions who leave the decision up to the faculty member increased from 3% in 1982 to a high of 54% in 2004 and has declined to less than 50% for both undergraduate and graduate institutions. The other category includes "1.00 on a 4-point scale," "1.67 or a C-," "Students earn what the faculty normally use to award a C Grade," and other similar responses.

Undergraduate Lowest Numeric Grade for Pass/Fail (n=15)



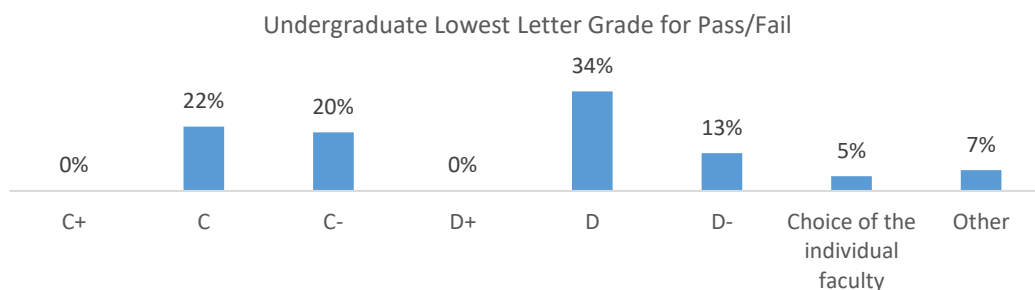
Graduate and/or Professional Lowest Numeric Grade for Pass/Fail (n=10)



Lowest Letter Grade to Earn Pass/Fail or Equivalent Credit

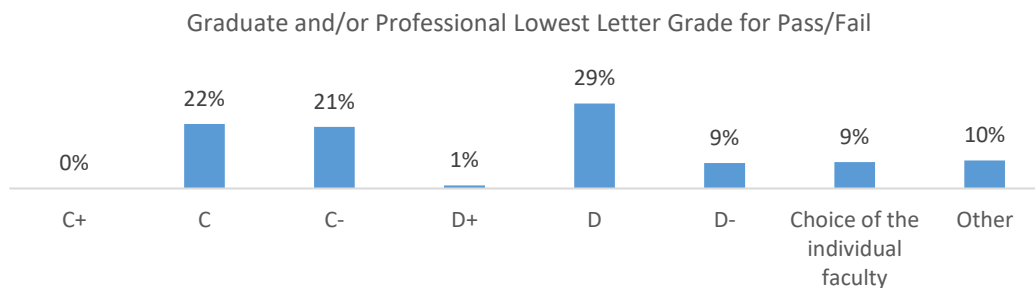
Please indicate the lowest letter grade a student could receive and still earn a pass, credit, satisfactory, or institutional equivalent for a course?

Although D- was not a selection in the survey, 42 undergraduate and 11 graduate respondents included this response in the “other” category. The two charts have been adjusted accordingly. However, this adjustment has not been made to the data differentiated by institutional size, type, and control in the related appendix tables. In addition, the 2004 survey included a category of “C or Above,” which was not included in the 2017, 1992, or 1982 survey. In the case of the 2004 survey, the “C or Above” response could include responses reported in this data set as “Other.”



At the undergraduate level, values in the “other” category include:

- Depends on program
- Different for pass/fail and credit/no credit options
- Differs based on student level
- More stringent for transfer course work
- Varies by major
- Varies by department
- Varies by course

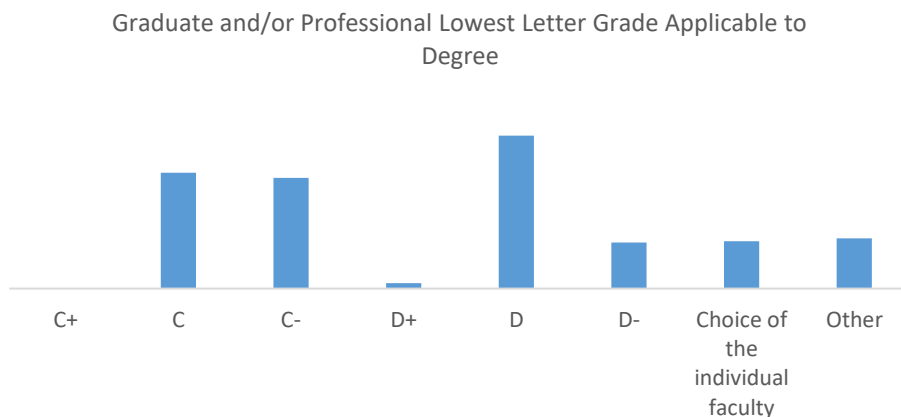


Graduate “other” practices varied between doctoral and master’s level, depends on the course, and B or B- grades.

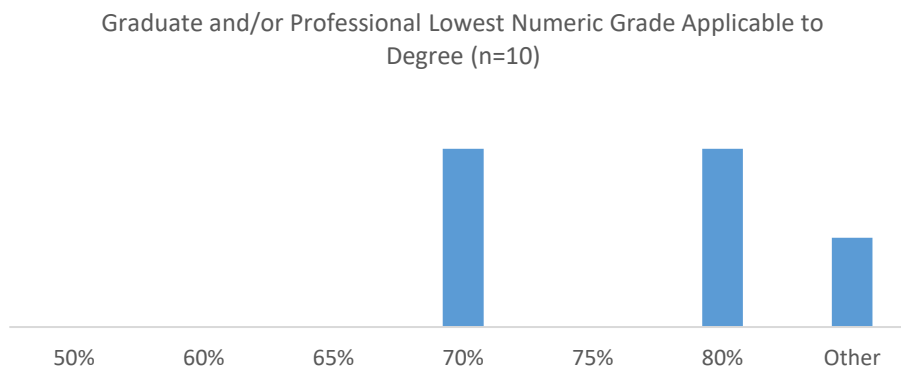
Lowest Letter or Numeric Grade that Can be Applied Toward A Graduate Degree

Question: What is the lowest numeric grade that can be applied toward a graduate degree?

This is the first time this question has been asked, and it was only asked of the graduate and/or professional population. It will be asked of both populations in the future. Several respondents added D- to the open response to selecting "Other." As such, the figure has been corrected to include D- in the list although it was not provided as a response choice in the survey.



Other comments added to the "other" response include a comment that "Students must earn a D, but a C or better for all required courses to continue," "C- is lowest passing grade, but students can only count up to 3 points of C- toward a degree," and "B or better at doctoral level; C or better for most certificates and master's level."



The single response for "Other" included the following comment, "Student must earn what the faculty would normally use to award a C grade."

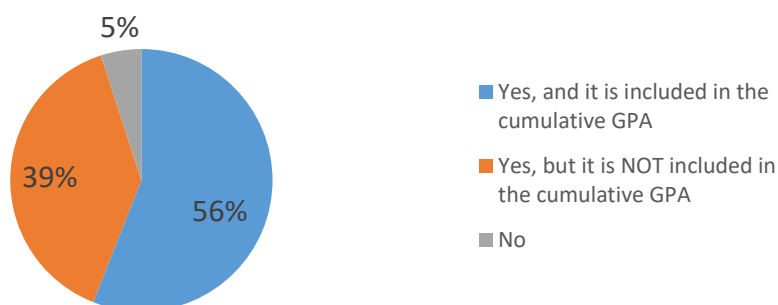
Recording a Fail on Transcript if Minimum Letter or Numeric Grade is Not Earned in a Pass/Fail Class

Question: If a student does not earn the minimum letter or numeric grade to earn a pass, credit, satisfactory, or institutional equivalent, is the fail recorded on the student's permanent record?

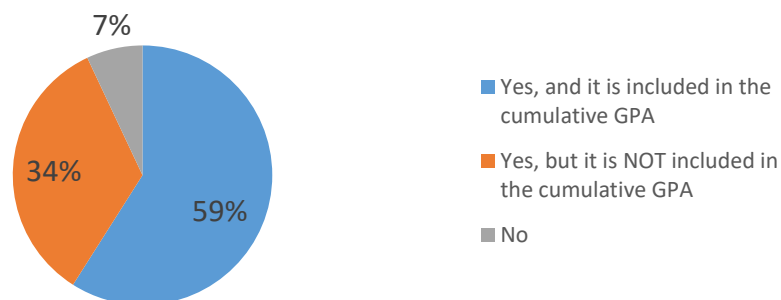
This question has been asked since the 1982 edition. In 1982 the percentage of institutions that did not record the grade at all was 13%, 7% in 1992, and 2% in 2004. After three decades of a decline in the practice, it appears that there might have been a slight uptick in the percentage who do not record, with 5% of undergraduate level and 7% of graduate and/or professional reporting doing so in 2017.

The percentage of institutions that both record the non-passing equivalent grade and count that the student's GPA has increased over time (41% in 1982, 44% in 1992, 45% in 2004, and more than half in 2017).

Undergraduate Pass/Fail on Transcript if Minimum Not Met



Graduate and/or Professional Pass/Fail on Transcript if Minimum Not Met



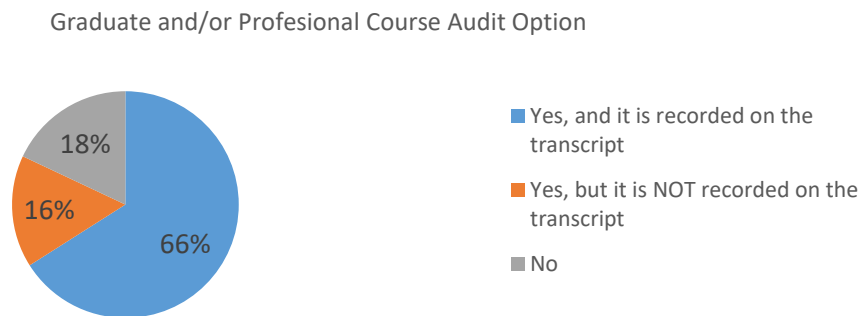
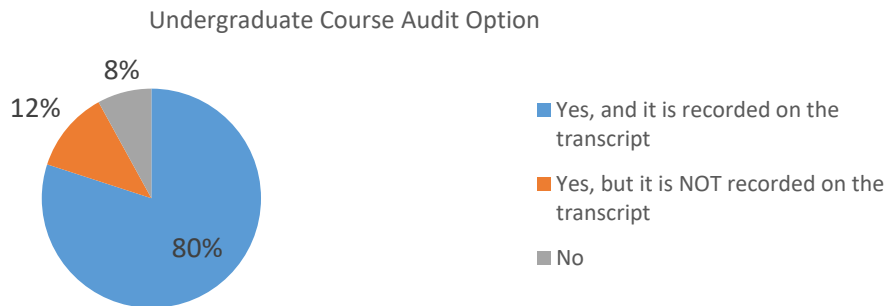
Other undergraduate comments about pass/fail courses include:

- “Students who take a course pass/fail and earn a grade of D receive a grade of D on their transcript. Grades of C- or higher receive a P, and U grades receive a U. U is our failing grade.”
- “Our first-year students are graded pass/high pass/no credit in all classes taken in the first (fall) semester.”
- “You asked a question for which there was no answer applicable to us: "If a student does not earn the minimum letter or numeric grade to earn a pass, credit, satisfactory, or institutional equivalent is the fail recorded on the student's permanent record?" For our pass grading option, a C or higher is recorded as a PS; a D+, D, or F are recorded as the letter grade earned and calculated in the GPA (the student can choose this option). S/U grading is course specific and the student has no choice; neither grade calculates in the GPA.”
- “Pass/fail option: fail counts in the GPA.”

Auditing a Course

Question: Does your institution permit students to take courses on an audit basis? **Definition:** "Auditing is allowing a student's presence in the classroom without receiving academic credit, a pass/fail, or a letter grade."

The first time AACRAO asked about auditing a course was in 1992 when 93% offered audit as an option; of those, 84% recorded the audit on the transcript. In 2004, the percentage was nearly the same: 92% offered it, and 82% reported it on the transcript. This year, undergraduate practice remains about the same. However, the data looks different when disaggregated by student level. Just 82% of graduate and/or professional institutions offer an audit option, and only 66% record it on the transcript.

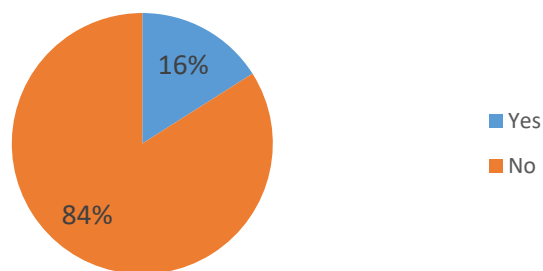


Earn Credit through Testing in a Course Previously Audited

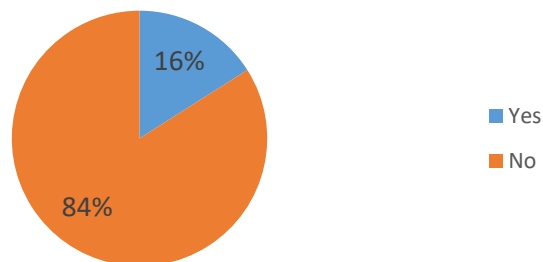
Question: Can a student subsequently earn credit through a testing process for a course he or she audited?

This question was asked in the 1992, 2004, and 2017 surveys. In 1992 and 2017 a quarter of the institutions indicated they offered students an opportunity to convert an audited course to credit through a testing process. In 2004 13% said the same thing. Today, lower division only institutions are slightly more likely to allow a student to subsequently earn credit through a testing process for a course previously completed as an audit.

Undergraduate Credit by Testing for an Audited Course



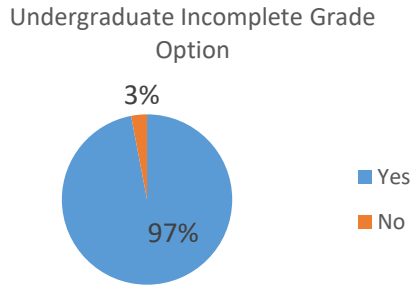
Graduate and/or Professional Credit by Testing for an Audited Course



Option to Earn a Grade of Incomplete

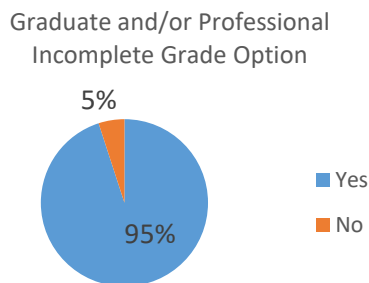
Question: Does your institution allow students to earn a grade of incomplete (or institutional equivalent)?

The percentage of institutions who report offering an incomplete grade option has remained essentially stable since the 1982 survey.



Clarifying comment about undergraduate practices are listed here.

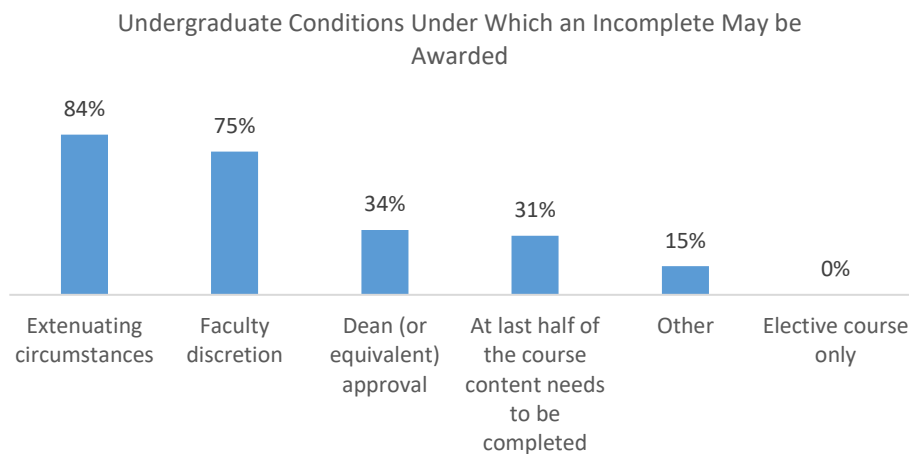
- “Policies regarding grading and incomplete grading deadlines are under consideration at this time.”
- Incomplete (I): During extraordinary circumstances (e.g., family/medical emergencies), students may request an incomplete mark from the instructor for project work that is near completion. To be eligible, student must have successfully passed all project assessments except the final assessment.”



Conditions under Which an Incomplete May be Awarded

Question: Check all of the conditions under which an incomplete may be awarded.

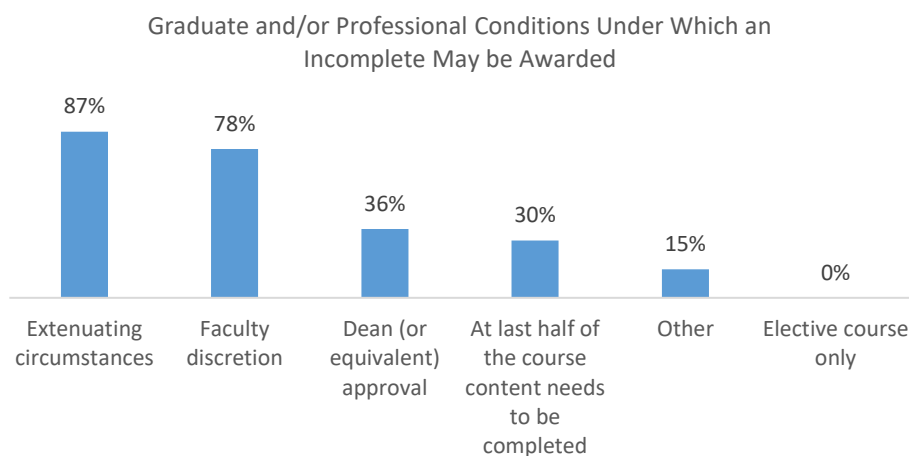
For this year's survey we added additional response choices for the reasons in which a grade of incomplete may be awarded including an "Other" response with an open-ended text option. There was no distinguishable difference in practice by institutional size, type, and control.



Almost 90 institutions provided details to their "Other" practice reasons for awarding a grade of incomplete. These responses generally fell into the following categories:

- A percentage of course completion greater than 50% (e.g., 70%, 75%, 80%)
- Passing grade or better at the time of the incomplete grade
- Extraordinary circumstances (e.g., medical, emergency, death in family)

One respondent included "When there is a reasonable assumption that the student can successfully complete the course before the end of the next semester."



At the graduate level, the details of the “Other” responses are similar to those at the undergraduate level. Additional reasons provided include:

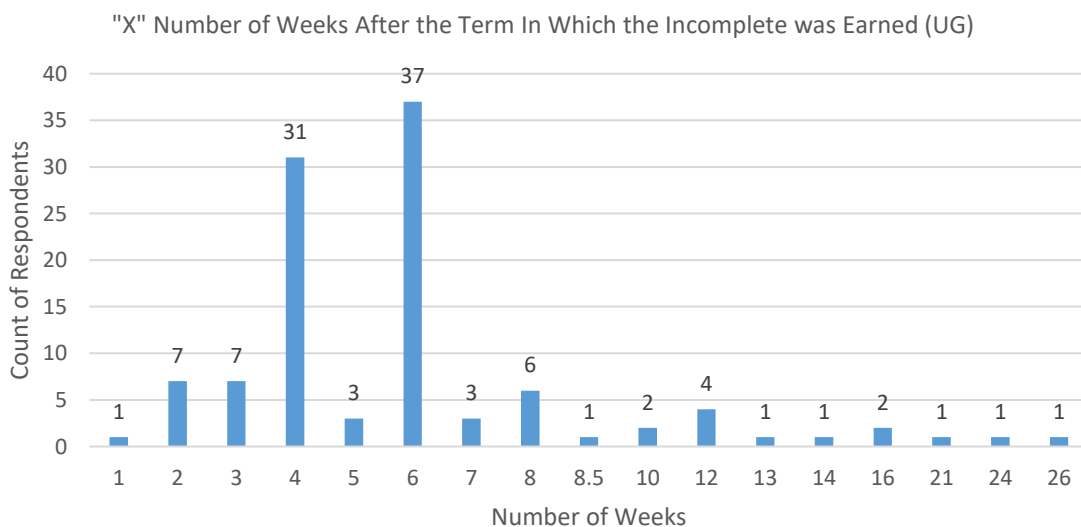
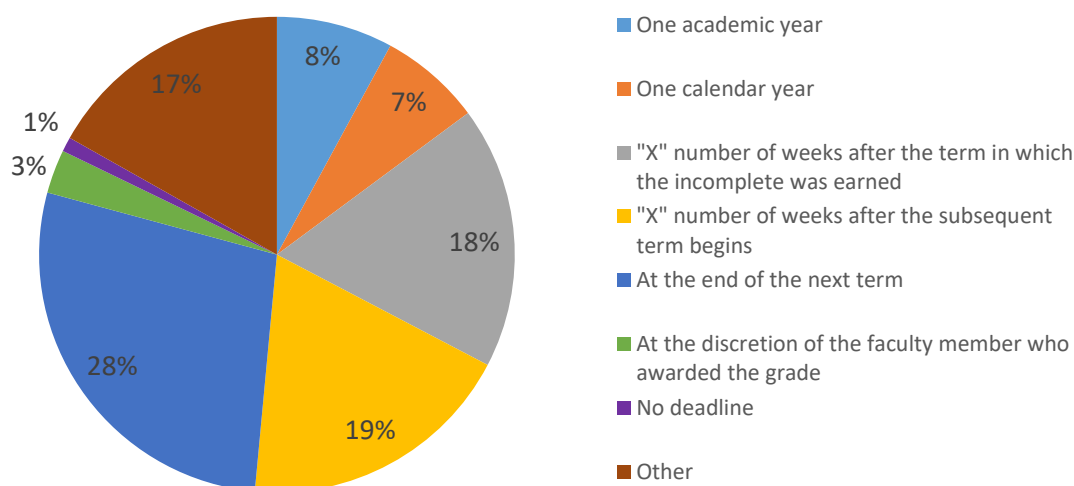
- Provost approval
- Depends on school or program
- Course requires clinical hours not yet completed.
- It is typically for the last graded requirement.
- Reasons must be non-academic in nature, and student must be passing the course at the time the Incomplete is requested.
- Student petitions the Academic Standing Committee, but must have faculty approval first.
- Internship/rotation activity still in progress

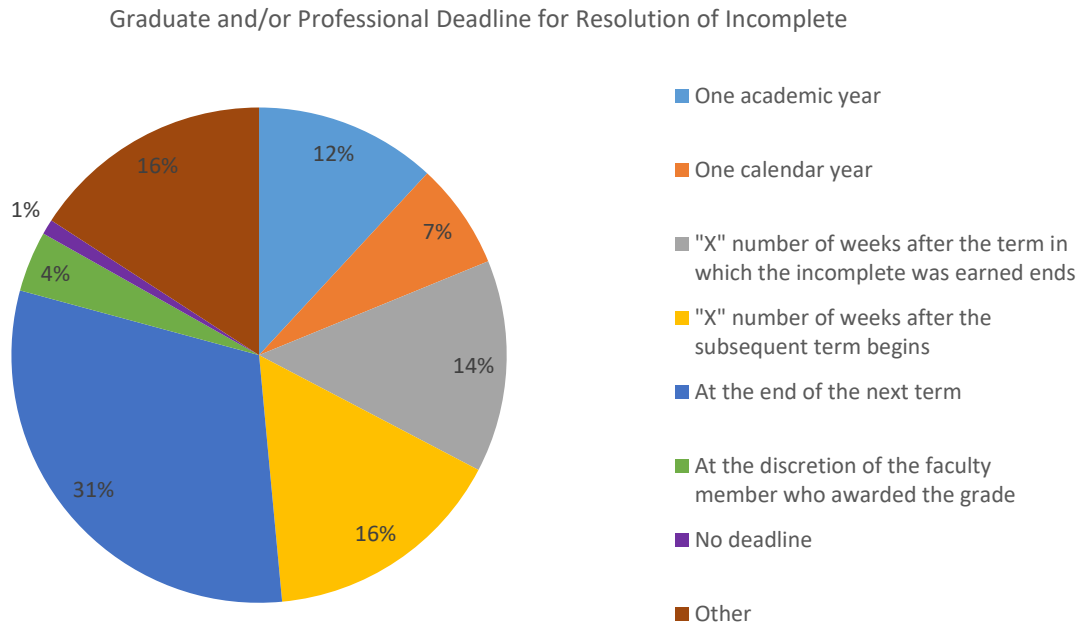
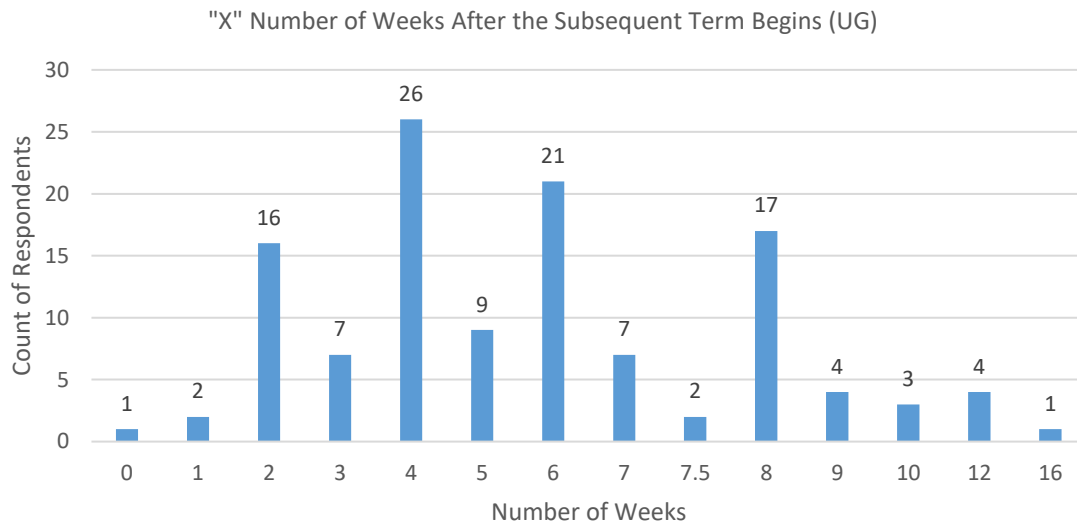
Deadline for Resolution of Incomplete

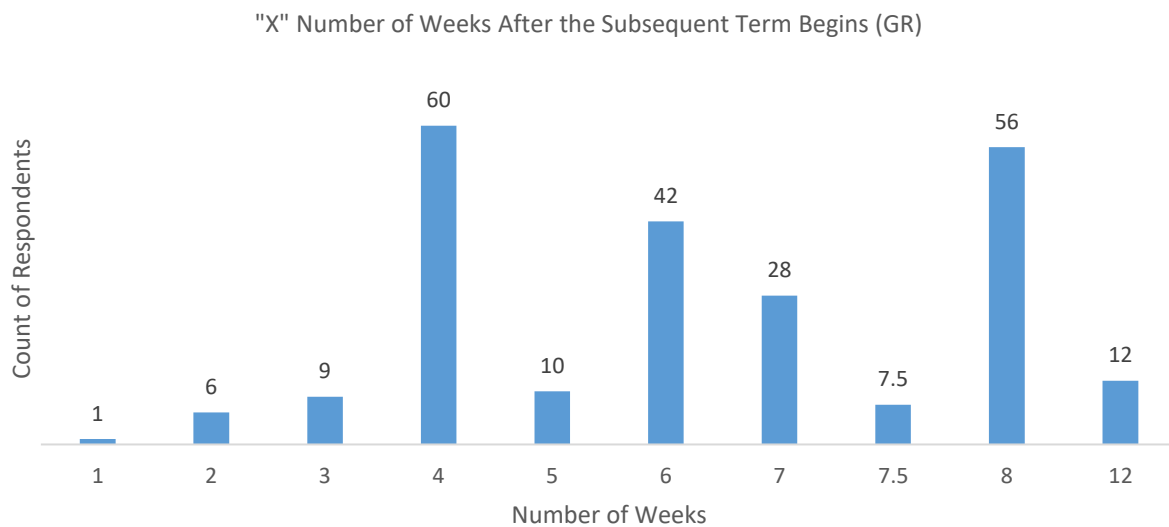
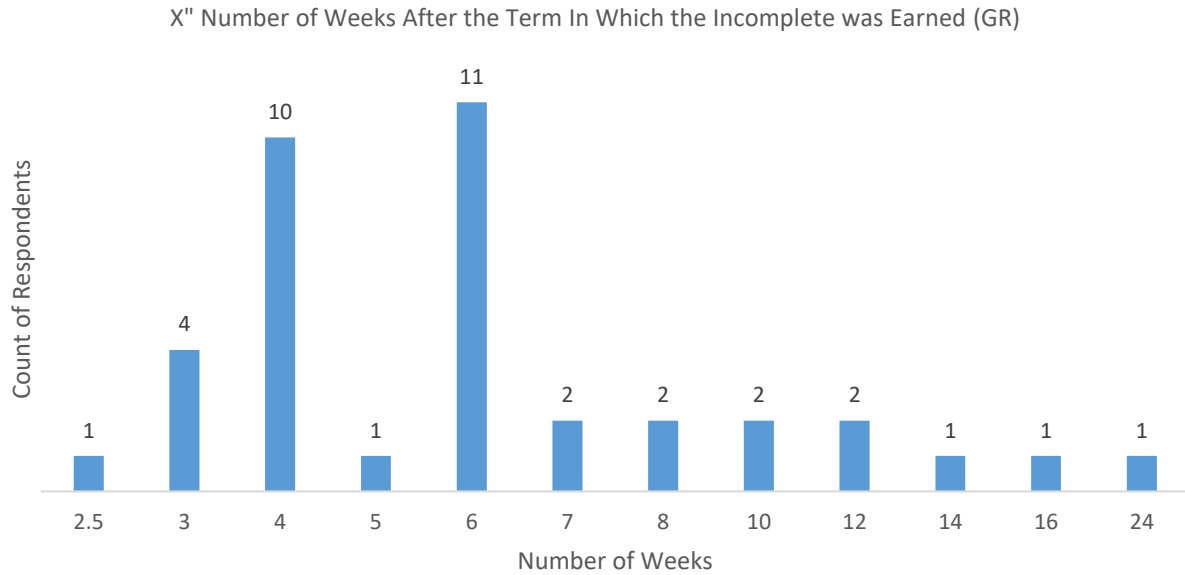
Question: What is the deadline by which an incomplete must be resolved under ordinary circumstances?

The most common deadline now and in the past is during the next term. At both the undergraduate and graduate level “Other” deadlines included those by a set number of days after final exams, end of the term, or into the next term (e.g., 120, 30, 21, 42, 50, 60, 7, 90), specific dates (April 1, 15, November 1), specific number of months, midpoint of next term, and a date set by the faculty.

Undergraduate Deadline for Resolution of Incomplete







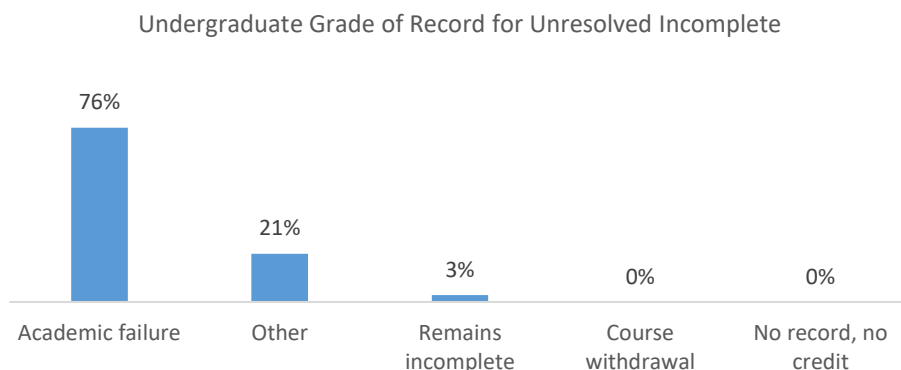
One respondent commented on a recent change in practice at the graduate level.

- “We changed just recently the timeline of incomplete grade change from "within 14 calendar days after the final grade submission date" to "within 8 weeks of the beginning of next term.”

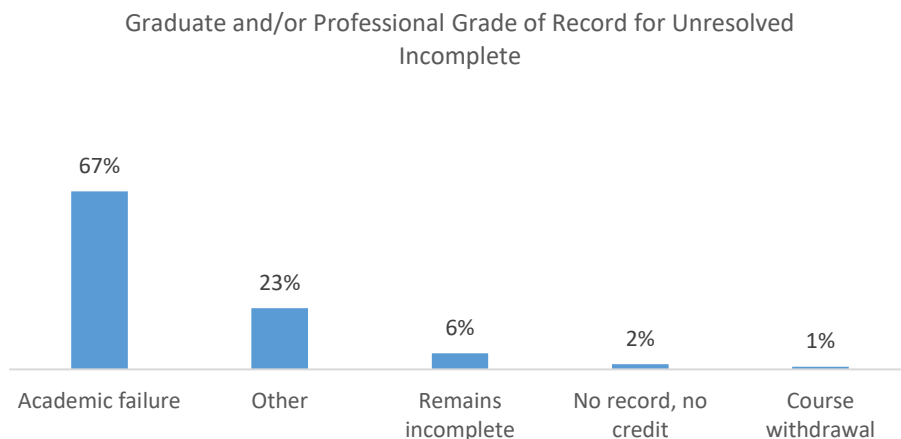
Grade Recorded for Unresolved Incomplete

Question: If the incomplete is not resolved by the deadline, what is the permanent grade of record?

Although a trend was noted in the 2004 book noting that the percentage of institutions awarding a failing grade for an unresolved incomplete was increasing (68% in 1982 and 83% in 2004), this year appears to split the difference. This is another practice that does not notably differ by institutional characteristics.



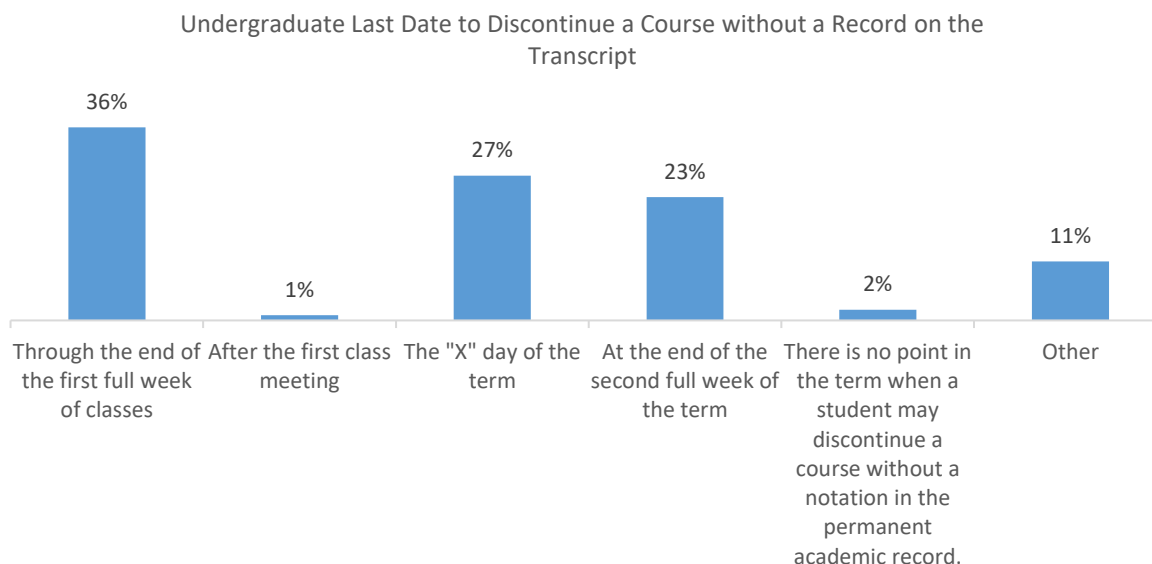
One undergraduate institution commented, “Some colleges required graduating senior grades earlier than all other grades so confirmation of graduation can occur. This might be another layer to ask if there is a follow to the survey.” Another noted, “Our institution currently has over 10,000 grades of “IP” for students and alum. It should be standard practice at a national level that grades be solidified within a certain time frame, regardless if the course counts toward the graduating program.” Additionally, one stated, “Work-in-Progress (WIP) grades may be assigned for the first term, without effect to the GPA, of yearlong thesis courses until changed at completion of the thesis.”

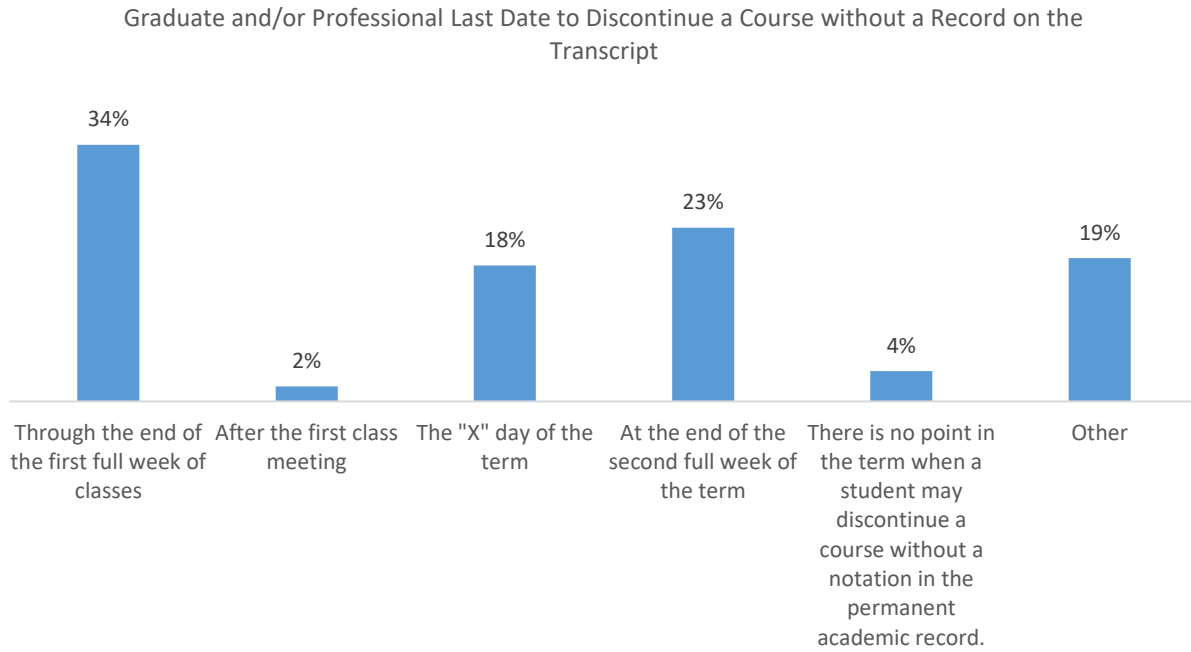


Last Date to Discontinue a Course without a Record on Transcript

Question: From the options below, please select the last date in a term that most closely matches when a student may discontinue a full-term course without having it recorded on the official transcript?

The 2017 survey included more response choices than the 2004 survey, including the addition of an “Other” choice and a by “The ‘X’ day of the term.” Although the response choice “The ‘X’ day of the term. Please describe” was meant to encourage respondents to provide the day of the term, several listed a day of the term while selecting the “Other” response choice. That data has not been corrected for the figure below. Nonetheless, it is apparent from the data that the deadline for dropping a course varies considerably in U.S. higher education. At both the undergraduate and graduate level, many who selected “The ‘X’ day of the term” noted a day within the first couple of weeks of class. Others noted that the practice was based on a particular class meeting (e.g., second, fourth, etc.), before a percentage of the class or term, or by the end of a particular week in the term depending on the class; some stated “by census date” or something similar without explaining when that date is.





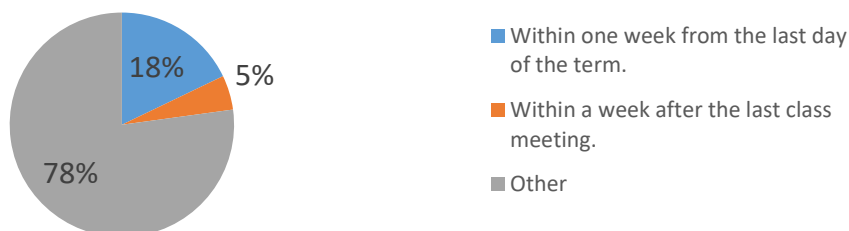
Last Date for Faculty to Submit Final Grades

Questions: Are faculty required to submit their final grades by a set deadline after the end of a full-term course? AND, from the options below, please select the date after the end of a full-term by which a faculty member must submit his/her final grades.

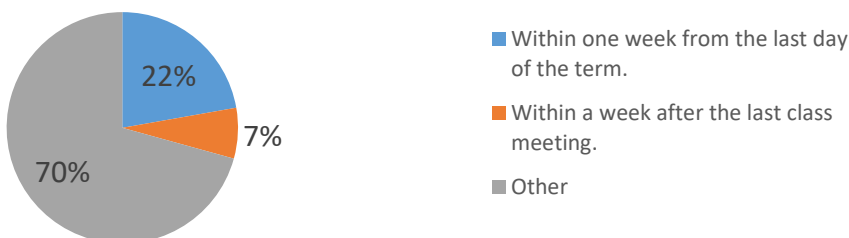
This was the first year that this question was asked of respondents. It was asked because of an almost universal adoption of online grading solutions compared to paper based process in years past. This will set a baseline for future surveys. Practically speaking, all of the responding institutions for both surveys require faculty to submit grades within a particular timeframe. Just 1% of graduate and/or professional institutions indicated they did not have a deadline for grade submission.

The surveys included “The ‘X’ day after the end of the term” and “Other” as response choices. However, quite a few respondents selected “Other” and then added a specific day to the commentary. As such, the response count for the two choices has been combined into one category “Other” for both undergraduate and graduate data. From the undergraduate data, final grading appears to be due within 1-5 days from the end of the term for many institutions (Appendix C). Similar data was recorded for graduate grading (Appendix D). However, the practice is still quite varied and can be tied to the length of the class, the last day of the term, the last day of finals, and business days vs. calendar days.

Undergraduate Grading Deadline



Graduate and/or Professional Grading Deadline



Time Limit for Grade Changes

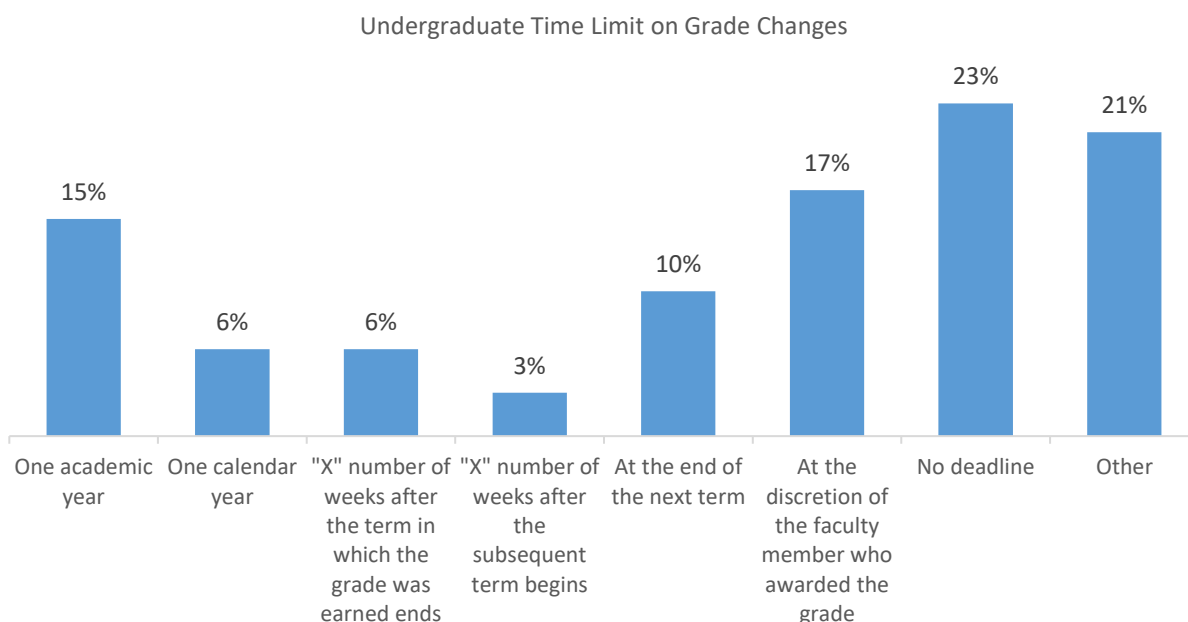
Question: What is the time limit on final grade changes (other than incompletes)?

The response choices for this question were updated from previous versions of the survey and as such are not directly comparable over time. The data highlights a wide variety in practice on this topic as well. Although the most selected response choice was “No deadline” at the undergraduate level and “Other” at the graduate level, these response choices represented just 23% and 24% of institutional practice. Nearly a quarter of institutions in both sample sets selected “No deadline,” which is surprising from a policy and records management perspective. On the surface, it appears that the percentage of “No deadline” institutions has gone down from nearly 50% in 2004 to about a quarter today, however, it is unclear from the way the response choices were presented to the 2004 respondents whether that it is in fact the case. The response choices in 2004 included the following: “No Time Limit: Prior to Graduation,” “No Time Limit: Requires Approval,” and “No Time Limit: No stipulation.” Added together the totals equal 48% of responses for that survey.

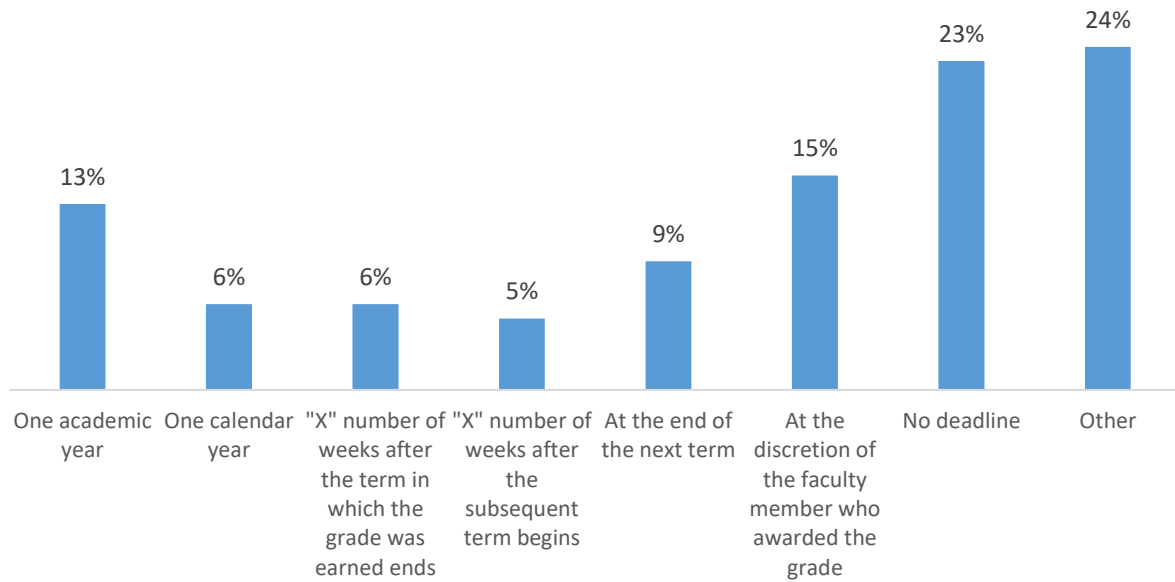
Other undergraduate practices included (Appendix E):

- At the discretion of faculty
- Upon approval of the provost
- Each college/school may set its own deadline
- After 5 years, must have provost approval

Other practices are similar at the graduate level (Appendix F).



Graduate and/or Professional Time Limit on Grade Changes



Course Repeats for Grade Improvement

Question: Are students able to repeat courses to improve a previously recorded grade?

Ninety-one percent (91%) of undergraduate and 80% of graduate and/or professional institutions allow students to repeat courses to improve a grade.

Question: Must a student submit a petition for a course grade to be replaced after the repeated course is successfully completed?

2017 was the first year that this question was proffered. Lower division only institutions are slightly more likely to make the grade changes automatically than other types of institutions. Institutions with more than 20,000 students are less likely than others to change the grade automatically.

Undergraduate Petition Required for Repeated Course Grade Change



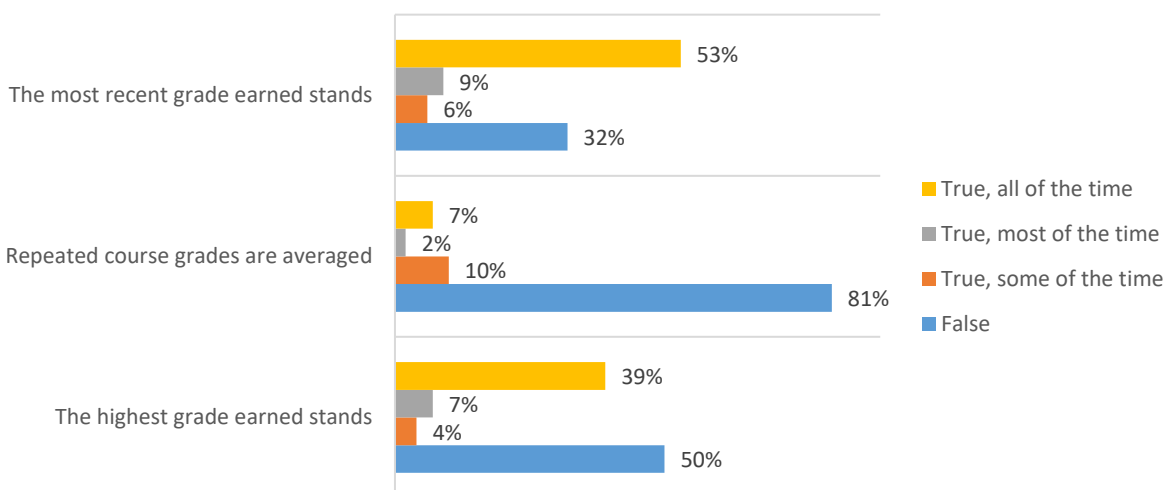
Graduate and/or Professional Petition Required for Repeated Course Grade Change



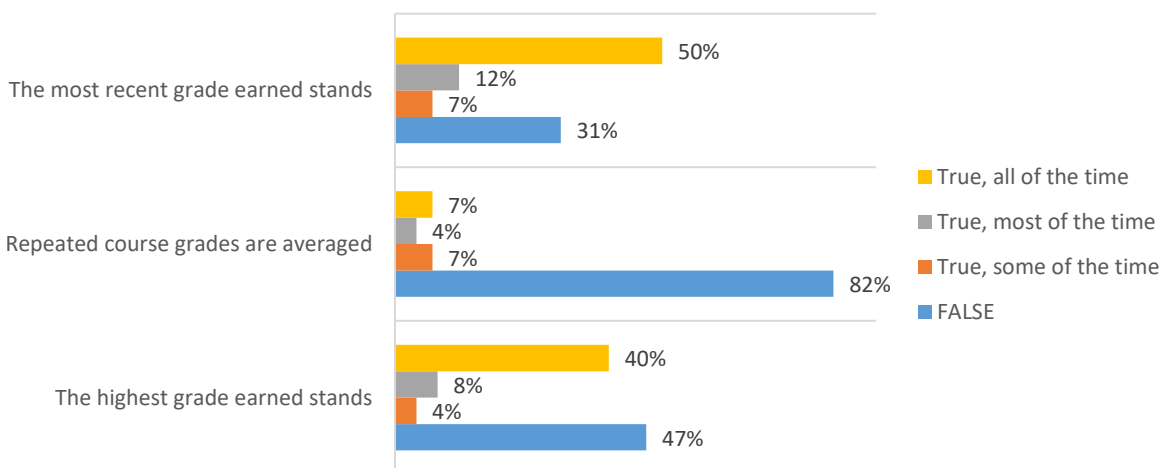
Question: For the course repeat grading practices below, please indicate the practice and condition that most accurately describes repeat course grading at your institution.

This question was asked in a different format in previous years. The reason this question includes a matrix of answer choices is because of the previously observed variation in course repeat practices among our members which differ from the way the question was constructed in previous surveys. In particular, the repeat rules vary by type of course and as such would not be singularly true (i.e., the highest grade stands all the time). In the 2017 data, the number of respondents differs by response category, that is, each practice category should be viewed as a stand-alone data set. Averaging course grades for repeated courses is the least common practice; it is more likely for institutions to keep the most recent grade than the highest grade.

Undergraduate Repeated Course Grading Practice

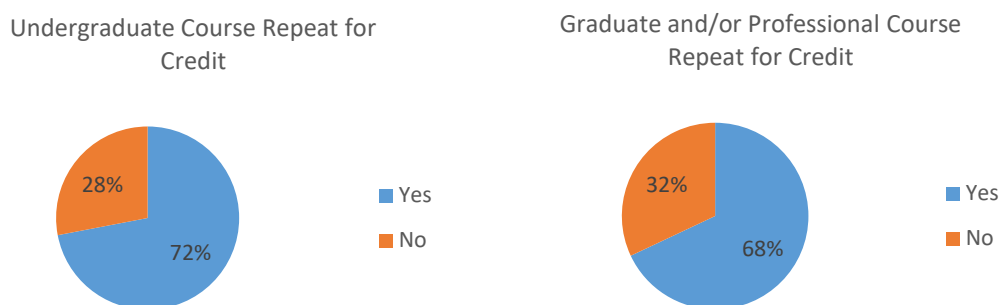


Graduate and/or Professional Repeated Course Grading Practice



Question: May some courses be repeated for credit (i.e., count towards a degree requirement more than once)?

In 1992, no institutions allowed courses to be repeated for additional credit. In 2004, 7% indicated that their institution did allow courses to be repeated for credit and was similar to 1982. In 2017 the percentage that allows at least some courses to be repeated for credit has increased substantially with 72% of undergraduate institutions reporting doing so and 68% of graduate and/or professional institutions. This almost complete change in practice between previous surveys and now cannot be explained at this time. One could hypothesize that the wording of the question in each survey resulted in a different interpretation in the 2017 survey than other surveys. In 2004 the question read, “Do you allow additional graduation credit or a course repeated to better the grade?”



Previous surveys asked how many times a course could be repeated and provided categorical response choices. Those surveys did not ask if there were exceptions or other limits to repeated courses. Again, this year’s related survey question was modified to more accurately capture institutional practices as observed over time. As such, this year the related question was not seeking a count of the number of times a course could be repeated by as an open ended text response about the conditions under which a course could be repeated.

Question: Please describe the conditions under which a course may be repeated for credit.

The conditions under which a course may be repeated varies widely at both the undergraduate and graduate level (Appendix G and H). Some indicate that any course may be repeated, while others limit it to a type of course (e.g., music, art studio, practica, clinicals, and special topics).

Additional comments about undergraduate course repeat practice and policy were submitted by respondents and are listed here.

- “For the course repeat policy, if students earned a non-passing grade, they can repeat the course without petition. If they earned a passing grade, they must petition asking to repeat the course for credit and explain why.”
- “For repeat course policy, the two grades are averaged, but the student only receives 3 credits overall, not 6.”

- “Students can only repeat a course graded D or U (not courses graded C- or higher).”
- “Students that repeat a course with a C- or below can have the grade replaced 1 time.”
- “We only allow students to repeat certain passed courses that don't fall into the topics or experimental category. For two classes that are part of a sequence, we allow students to repeat the first course if their grade is below a 2.0, the assumption being that this would allow the student to be better prepared for the second half of the class. For example, Calc I can be repeated so the student has a better foundation for Calc II.”
- “Students are only allowed to repeat courses in which they received a C- or below grade.”
- “Grading on repeats is ""second grade counts in cumulative."" Others not on your list are true cumulative (everything) counts and first passing grade counts.”
- “We are implementing a more stringent course repeat and academic forgiveness policy in Fall 2017, which is reflected in my answers.”
- “There is a one-time grade replacement option; courses repeated more than once get calculated into the GPA.”
- “There is forgiveness of F grades if the course is repeated and passed. The F no longer computes in the GPA, only the new grade.”
- “We do not replace repeated courses grades. Generally, all grade points are calculated, but credit is earned only once, unless both grades are a C or better and the second attempt receives no grade points or earned hours.”
- “Some courses carry a minimum grade requirement. Those courses may be repeated to earn the minimum grade. Both grades are used in the CGPA calculation, however. No grades are ever dropped from the GPA calculation.”
- “Students may not repeat grades of C or higher just to earn a higher grade.”
- “Students may retake the same course to improve the grade for that course. All instances are posted to the transcript; all grades factor into the students' GPA; no grades are averaged/replaced.”
- “Students who retake a course with a C or better will have the grade averaged.”

A couple of graduate and/or professional institutions also clarified their repeat practice.

- “Students can only repeat a course at the graduate level if an F or FA (failure due to absence) was earned. A course can only be repeated one time. Courses with a grade of C or higher cannot be repeated. Both courses will show on the student's academic record.”
- “Student may repeat a failed course and pass, but grade stands for first attempt grade no adjustment is made.”

Grading Policy

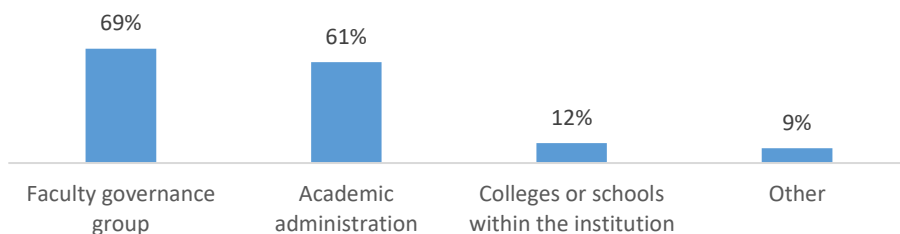
We asked a series of questions related to grading policy of which just one was included in previous surveys, albeit in a different configuration.

Question: Who determines the grading policy at your institution? (check all that apply)

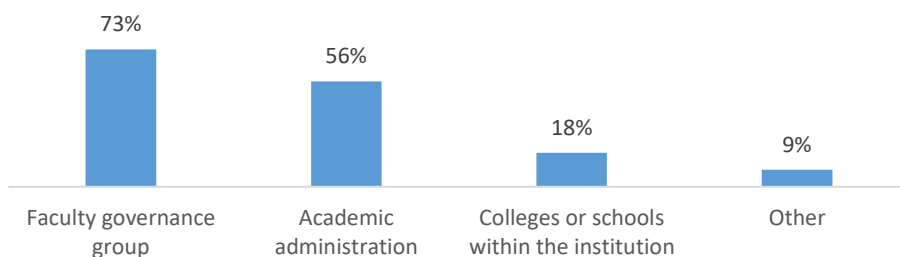
The 2017 survey asked respondents to select all applicable categorical responses, a different approach than in previous surveys. The decision to change the response format was based on observations in practice where more than one group or institutional entity influenced grading policy at the institution. At the undergraduate level, faculty governance groups have less involvement in setting grading policy than at undergraduate and comprehensive institutions. The larger the institution, the more likely a faculty governance group is involved. Conversely, at the graduate level, faculty governance groups are more highly engaged in grading policy than academic administration.

The response choice “Colleges or schools within the institution” was created with the intent to serve as a proxy for understanding if grading policy varies between colleges/schools rather than one grading policy at the institution level. In 1992 and 2004, about 4% of undergraduate level institutions reported grading variance by school or college within the institution compared to 12% today. This difference may be attributable to a change in practice, a sampling difference, or a difference in the way the question was worded.

Undergraduate Determination of Grading Policy



Graduate and/or Professional Determination of Grading Policy



Among the 9% of undergraduate institutions who selected “Other,” detailed responses included:

- Academic policy/standard committee/council
- Board of Regents
- State system
- Community college system
- Chancellor’s office
- Combination between college governance and state governing board
- Registrar

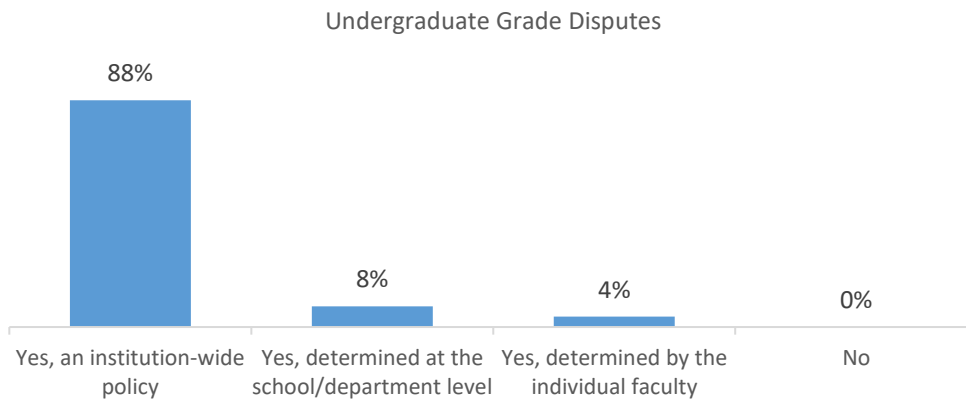
At the graduate level these comments included:

- Registrar
- Graduate council
- Subcommittee of academic senate in some cases
- Board of regents/governors
- Provost
- University governance process
- Curriculum committee
- State system chancellor’s office
- Policy recommended by faculty, but approved by the provost
- Senior leadership (academic and non-academic)

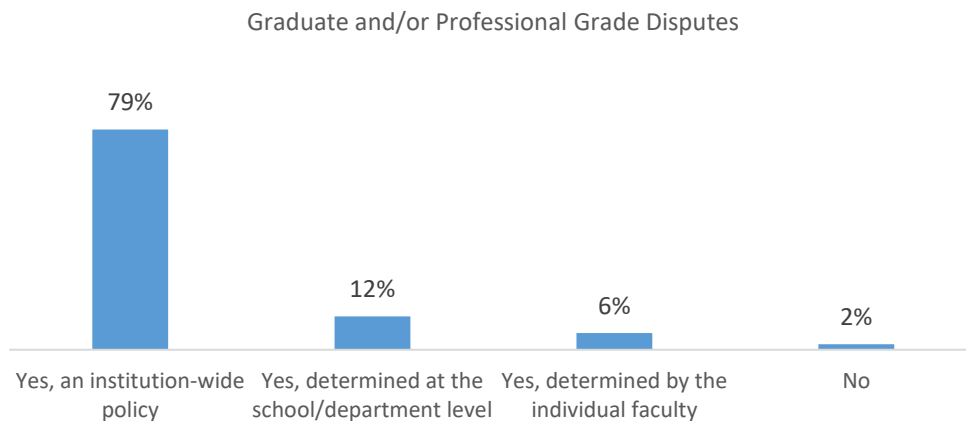
Grade Dispute

Question: Do students have an option to dispute earned grades?

This question is new for the 2017 survey. Virtually all institutions maintain some option for a student to dispute a grade and that policy is typically set at the institution level.



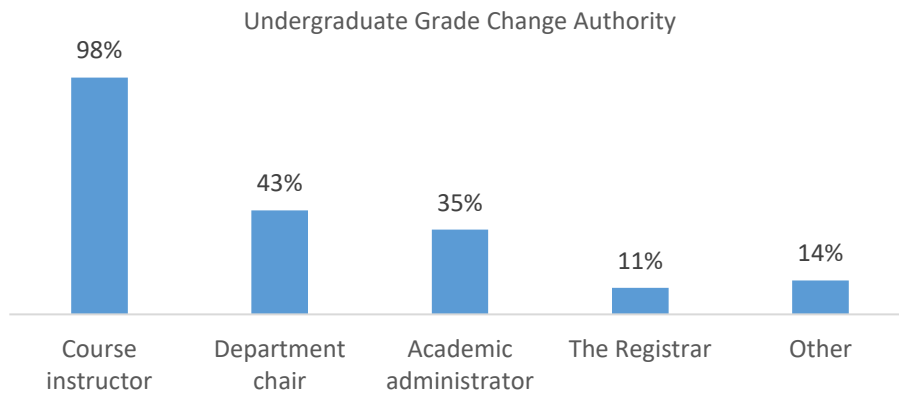
One noted very few issues around grading. “We spell out our grade appeal process on the student's grade page in the student dashboard at the end of every term indicating they have 30 days to appeal to their instructors. We actually have very few problems with grading.”



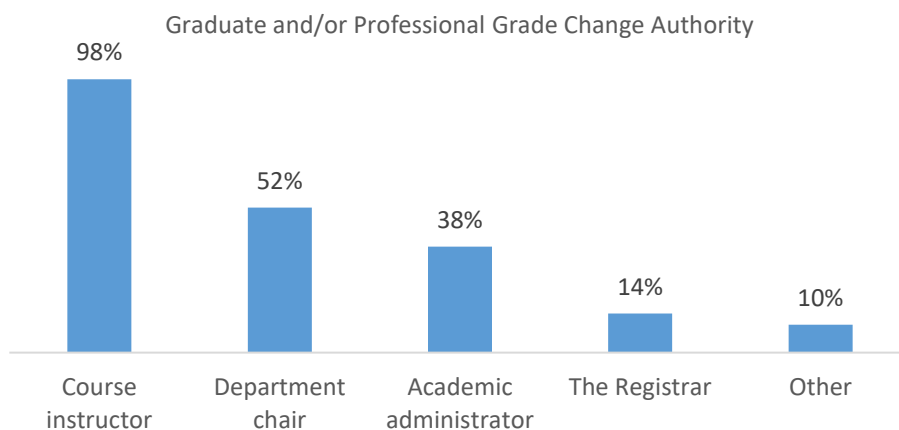
Grade Change Authority

Question: Who has authority to initiate a grade change? (check all that apply)

At the undergraduate level, undergraduate only institutions are less likely than other institutional types to let department chairs, academic administrators, or the registrar initiate a grade change. Authority primarily resides with the course instructor. The same can be said for private, not-for-profit institutions. Future surveys should include “the student” as a response choice.



Students, the grade appeal committee, and the retroactive drop committee were among the comments provided for the “other” response choice for undergraduate students.



At the graduate level a faculty arbitrator, the student, academic advisor, and the grade appeal board were included as “other.”

Honor's Course Grade Weighting

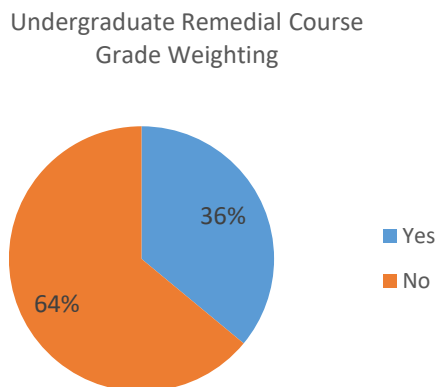
Question: Are grades earned in honor's courses weighted differently for the cumulative GPA than standard courses?

Those who selected “not applicable” as a response choice were removed from the data set. Interestingly, all participating institutions at both student levels weigh honor's courses differently in the GPA from non-honors courses. One institution added, “We are considering honor's courses, which would be denoted on transcript, but would not be weighted if we have sufficient participation.”

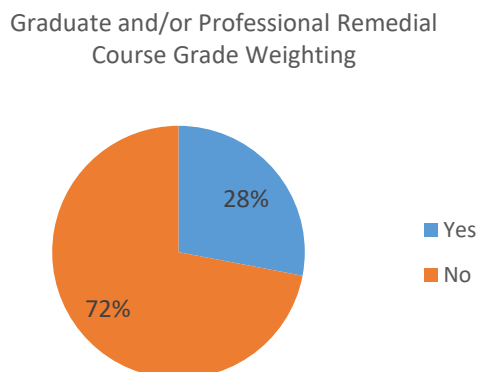
Remedial Course Grade Weighting

Question: Are grades earned in remedial courses weighted differently for the cumulative GPA than standard courses?

Similar to the previous question, “not applicable” response choices were excluded from the analysis. In contrast to honor’s courses, less than half of institutions at both student levels weigh remedial courses differently than regular courses. Private, not-for-profit institutions are more likely not to weigh them differently than public or provide proprietary institutions.



A comment was added to say the following about practice at one institution, “Remedial classes have their own GPA, not integrated into the student's college-level undergraduate GPA. Student has 2 GPAs if they take remedial coursework prior to college level, but only the college-level GPA is factored for graduation.”

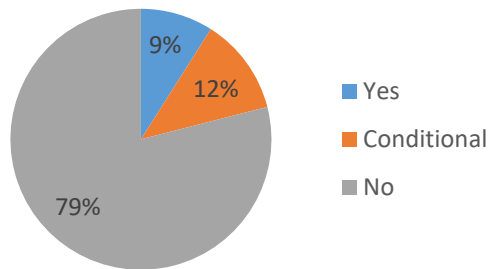


Conversion of Pass/Fail Grade to Standard Grade

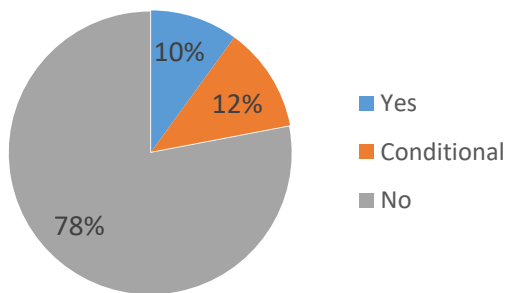
Question: May a student petition for a pass/fail, satisfactory/unsatisfactory, credit/no credit, or institutional equivalent grade to be converted to a standard grade?

Public and comprehensive institutions are more likely to have an option for students to convert their grade, however, the percentage that do so is less than one-third.

Undergraduate Conversion of Pass/Fail
to a Standard Grade



Graduate and/or Professional
Conversion of Pass/Fail to a Standard
Grade



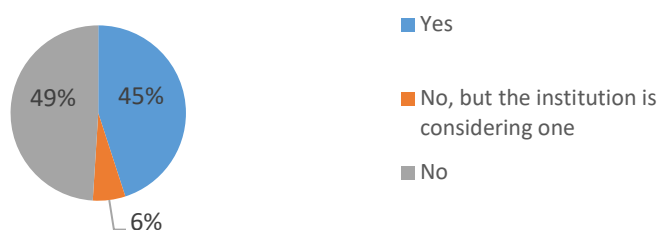
Academic Bankruptcy and Forgiveness Policy

Several questions related to academic bankruptcy or forgiveness were part of the 2017 survey. Some of the questions are reworked from previous surveys to support disaggregated data collection related to practice, and others are new as of this survey.

Question: Does your institution have an academic bankruptcy or forgiveness policy?

This question was asked only of the undergraduate institution population. The responses are virtually unchanged from 2004.

Undergraduate Academic Bankruptcy and Forgiveness Policy

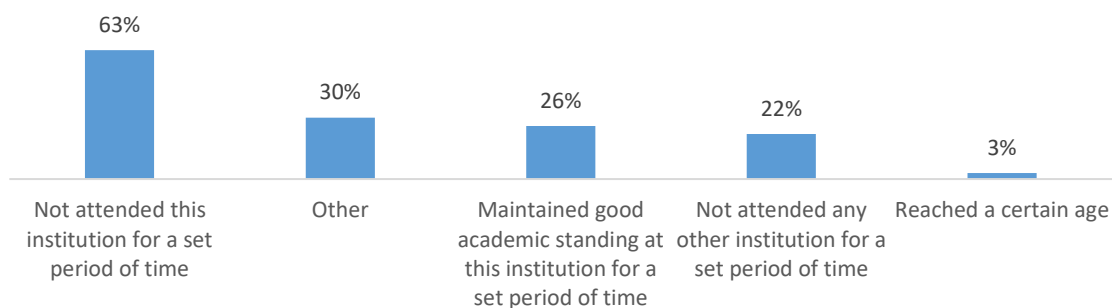


Question: Undergraduate students are eligible for the academic forgiveness or bankruptcy policy if they have . . . (check all that apply)

The 2004 data on the conditions for academic forgiveness is similar to that in 2017. Institutions also allow academic forgiveness for the following reasons (Appendix I):

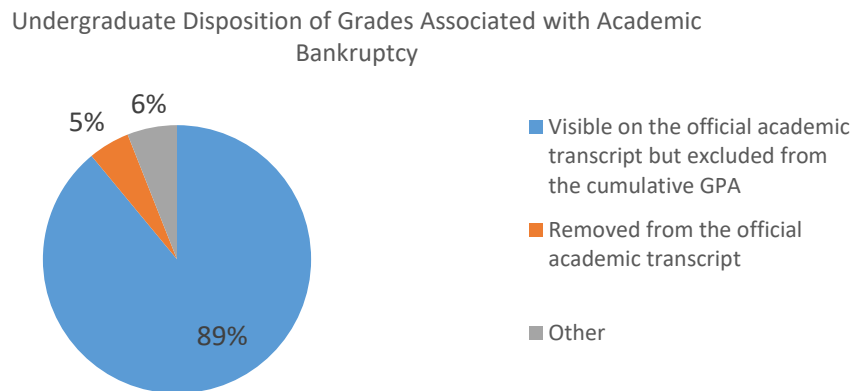
- Change in academic program
- Age of courses
- Extenuating circumstances
- Age of courses plus grades in those courses
- Readmitted after academic dismissal
- Transferring between colleges

Undergraduate Conditions for Academic Bankruptcy and Forgiveness



Question: Course grades granted academic forgiveness or bankruptcy are . . .

In 2004, 60% of the respondents noted that institutional practice was to “Keep all courses” (those from previous record not in cumulative totals). This year, the equivalent response choice yielded 89% of responses.

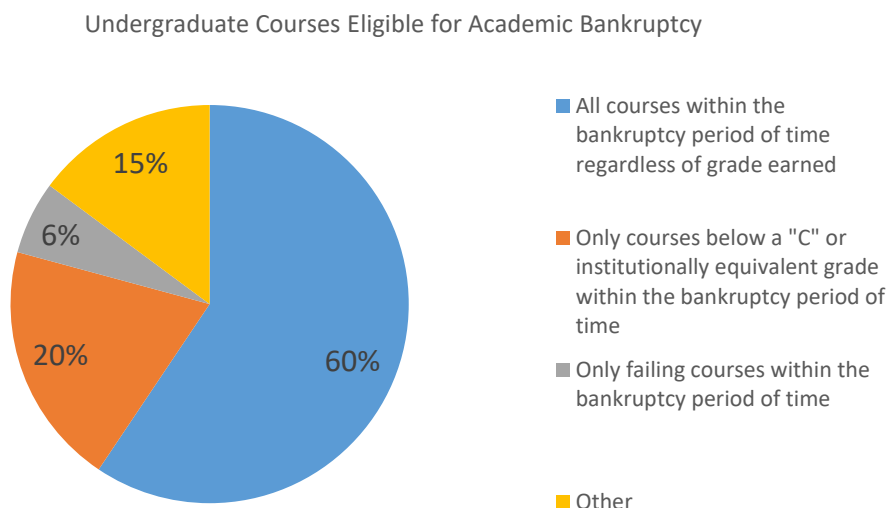


Other practices include:

- Applies to transfer of credit only
- Changed from a F to a NP (no pass) grade; appears on the transcript
- Courses not designated on official transcript, but excluded from the program GPA
- Depends if refunded or academic withdraw
- Grades are converted to satisfactory/unsatisfactory so that they do not count in the GPA
- Grades are not changed/removed.
- Marked as Credit or No Credit
- Noted on the transcript, but left visible and still included in the cumulative GPA
- Only excluded for the manual recalculation of GPA for the purpose of graduation or admission to selective program
- Remain on record, but academic unit may forgive and allow student to return
- Remain on the record
- Visible, excluded, and cannot be considered
- “The Academic Fresh Start is a Texas program and was not described in its entirety in the space.”
- “Academic forgiveness is for previous college work at our institution and/or others. It essentially allows the student to be admitted to a program with no earned hours or GPA. We also have a transition semester policy for those who do poorly in their first semester. When approved, this retains the earned credit for grades C and above, but changes all grades to credit (A, B, C) or no credit (D, F).”

Question: The academic forgiveness or bankruptcy policy applies to . . .

Similar response choices were included in 2004, however, those choices were part of the previous question. Breaking the question into two parts for 2017 and modifying it removed the ability to directly compare results, but provided us with the ability to see additional details in practice. The most common practice is to apply the academic forgiveness rule to all of the courses within the bankruptcy period. This is the easiest policy to apply.



Other practices provided by respondents highlight a wide variety in practice, for example:

- “A student who has taken no courses for five or more consecutive years (absent from all formal education) may, prior to readmission, request an educational reprieve. The procedure permits retention of the previous credit from all courses in which grades of C- or better were earned, but the former cumulative GPA, although retained for informational purposes on the academic record, will not be used. A new GPA will be started upon readmission. Graduation honors will be based only on the restarted GPA, provided that a minimum of 64 graded semester hours have been completed at the university subsequent to the reprieve. The notation “educational reprieve” will be written on the student’s academic record.”
- “A student who is absent from the college for at least three (3) years, and who is readmitted and successfully completes the equivalent of at least two semesters of work on campus, may petition the Subcommittee on Academic Standards to have course credits toward graduation and cumulative grade point averages based only on work accomplished after the second matriculation. "Successful completion" will mean the attainment of at least a 2.00 average, or a higher probationary average, as stipulated by the committee.”
- “All courses n/a to new program of study.”
- “All courses within term(s) except for withdrawals.”

- All grade points are eliminated, but C or better grades earn degree credit.
- “All grades are removed from GPA, but students keep earned hours for courses with grades of C or better.”
- “All grades below C on the student's official transcript”
- “Any Course with a D, F, or W.”
- “Any courses within an academic semester the student wishes to bankrupt.”
- “Applies to one or more semesters within which a student earned grades lower than a C. No courses taken during the semesters approved for academic forgiveness would apply toward requirements for a degree.”
- “Courses for which academic amnesty is sought, limited to 24 credits
- “Courses in which a grade of D or F was earned:”
- “Determined on a case by case basis.”
- “Failing grades with exceptions for D grades within the bankruptcy period of time.”
- “GPA is reset to zero, but courses with C or better grade will still count toward degree completion.”
- “Grades aren't changed/removed.”
- “Grades below D+ and 5 years or older at the time of application; may only apply one time.”
- “Grade earned less than C-.”
- “Grades of A thru C are counted in EARNED credits only; students lose D grades. However, courses with a grade of C or better from those terms may be used to meet graduation requirements.”
- “Must have C or better to retain credit; all grades excluded from GPA calculation”
- “No more than 16 credits which the student selects; reviewed by Academic Affairs.”
- “No specified policy, but typically used for poor grades only.”
- “Number of courses only enough to regain good standing.”
- “Only courses below C to the point that the student has a 2.0 GPA.”
- “Only courses that do not apply to the new degree program.”
- “Specific courses as applied for.”
- “Students can choose forgiveness for one course or an entire semester of coursework.”
- “Students can choose up to 15 credits of below-C work.”
- “Students can request to save A, B, and P grades. All others are excluded.”
- “To be eligible for academic renewal, students must be away from the University for 5 calendar years. Upon return, students must earn C- or better in 12 credits. GPA is reset with the GPA for these 12 credits. All courses remain on the transcript. Credit for courses where the grade earned was C- or better may be counted toward the degree.”
- “The forgiveness wipes out all grades prior to the forgiveness being granted and treats all prior coursework as if it were transfer credit. Only grades of C- or better will earn credit, and all grades will be excluded from GPA calculation.”

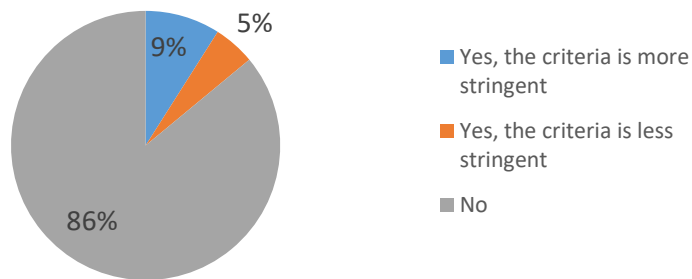
Graduation Honors

This section of both surveys asked institutions about their graduation honors practices. At the recommendation of the AACRAO research advisory board and others, graduate and/or professional institutions were not asked about Latin honors as it was reported to be uncommon at that level.

At the undergraduate level, we also separated questions about Latin honors from other honors. That is, institutions who reported that their institution did not use Latin honors were prompted to respond to a question about other graduation honors.

Question: Has your institution made any significant changes in its graduation with honors requirements in the past five years?

Few have made significant changes to their graduation with honors requirements in the last 5 years, and these results mirror those from 2004.

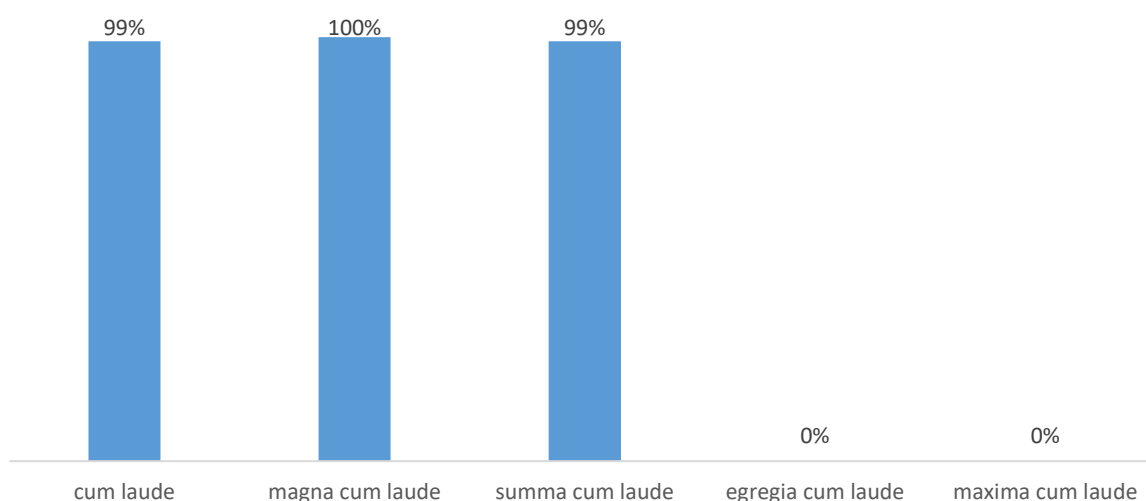


Undergraduate Latin Graduation Honors

Question: Does your institution calculate and award Latin honors (e.g., "summa cum laude," "magna cum laude," etc.)

Eighty-one percent report using Latin honors. Lower division only institutions are much less likely than undergraduate only and comprehensive institutions to award Latin honors. Private, not-for-profit are more likely to use Latin honors than public or private proprietary institutions. In addition, the larger the institution, the more likely they are to use Latin honors.

Question: Which Latin honors are awarded at your institution? (check all that apply)

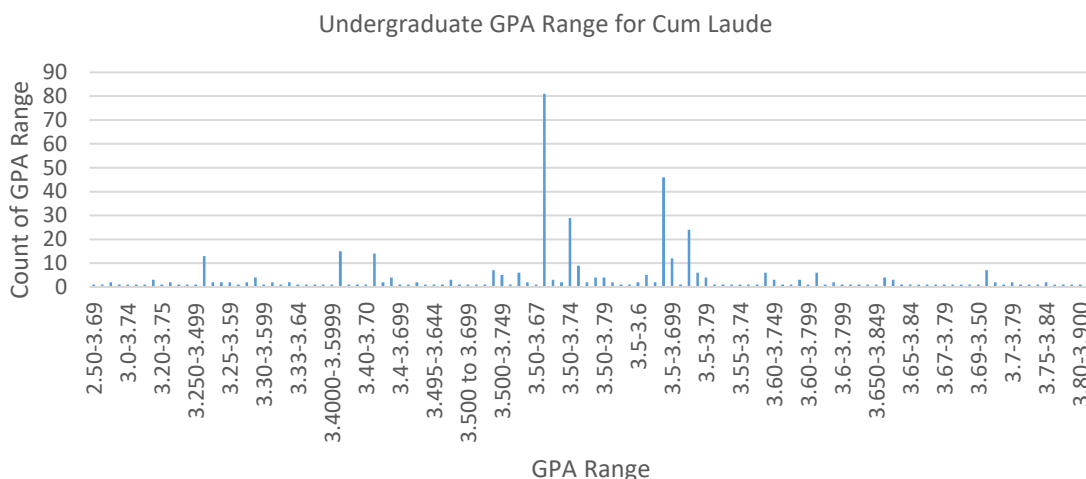


Question: Does your institution use GPA, class rank, or both to determine Latin awards?

Nearly all (96%) use only the GPA to determine Latin awards, 2% use only class rank, and the other 2% use a combination of class rank and GPA. Others stated that the threshold for awards varies by college, school, or academic year. Maxima and egregia cum laude are not used very often. Just one respondent indicated a GPA requirement of 3.8 for maxima cum laude and one of 4.0 for egregia cum laude.

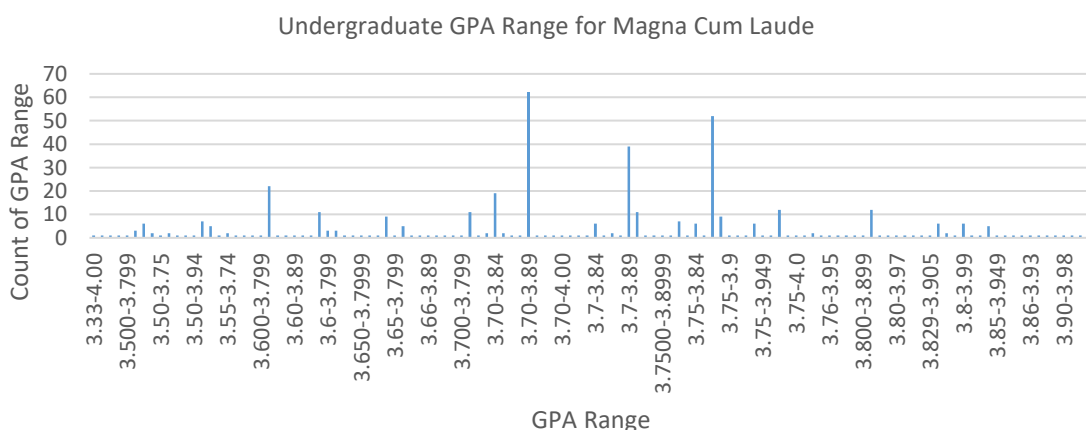
Question: Please indicate the GPA range within which a student can earn cum laude (e.g., 3.50-3.79).

In years prior, the response choices were categorical instead of open text. In the process of reviewing the draft survey for 2017, we received feedback that the categorical responses did not fit practice at their institution. It was this feedback that led us to leave the response as open text. After cleaning the data, the chart below summarizes the frequency of responses.



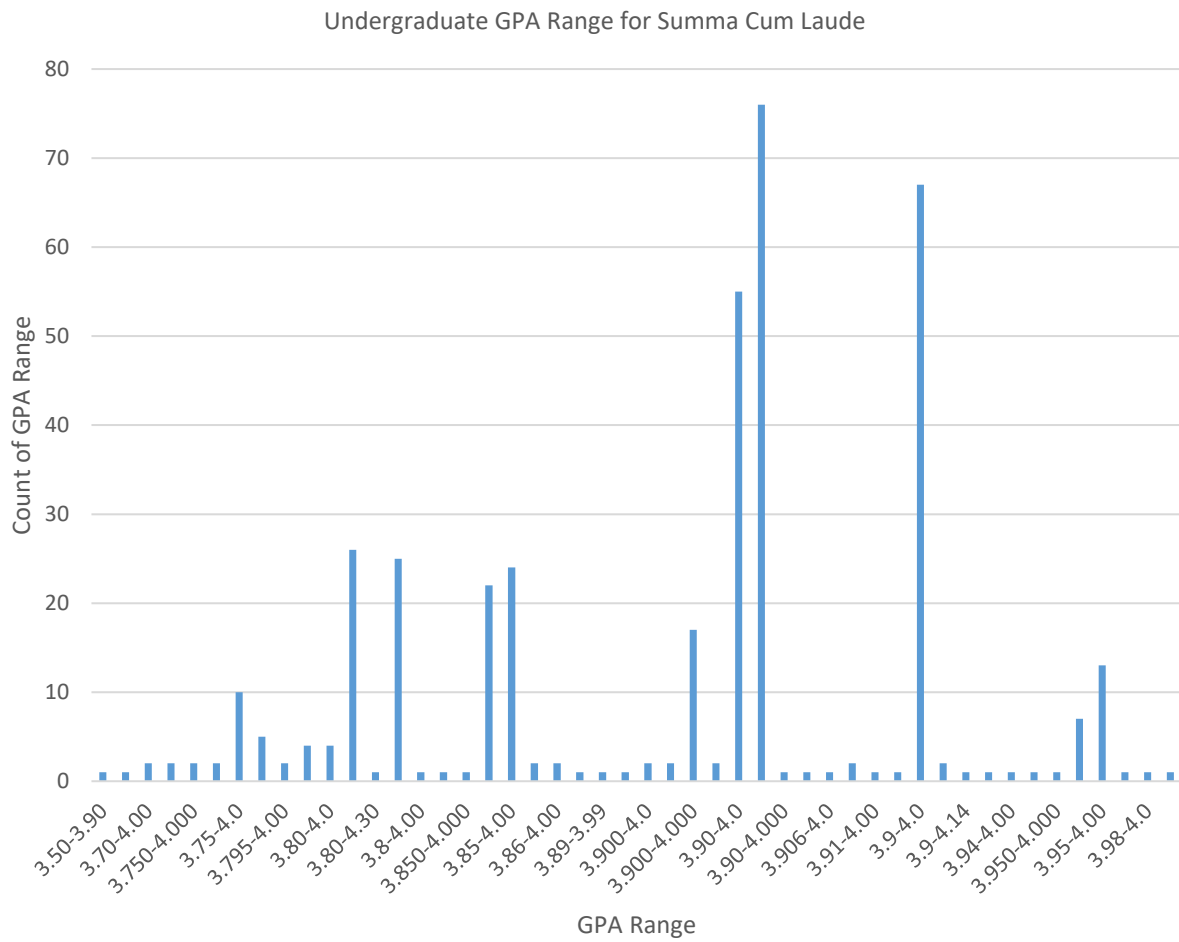
Among the few institutions who use a class ranking percentage to award Cum Laude, most report a minimum of being in the top 10% of their class with some as high as the top 20% of the class.

Question: Please indicate the GPA range within which a student can earn magna cum laude (e.g., 3.80 to 3.99).



The class ranking percentage reported for magna cum laude varied from the top 4% to top 20%.

Question: Please indicate the GPA range within which a student can earn summa cum laude (e.g., 4.0 -).



Summa cum laude class ranking percentage ranged from the top 2% to 10%.

Undergraduate Graduation Honors (not Latin)

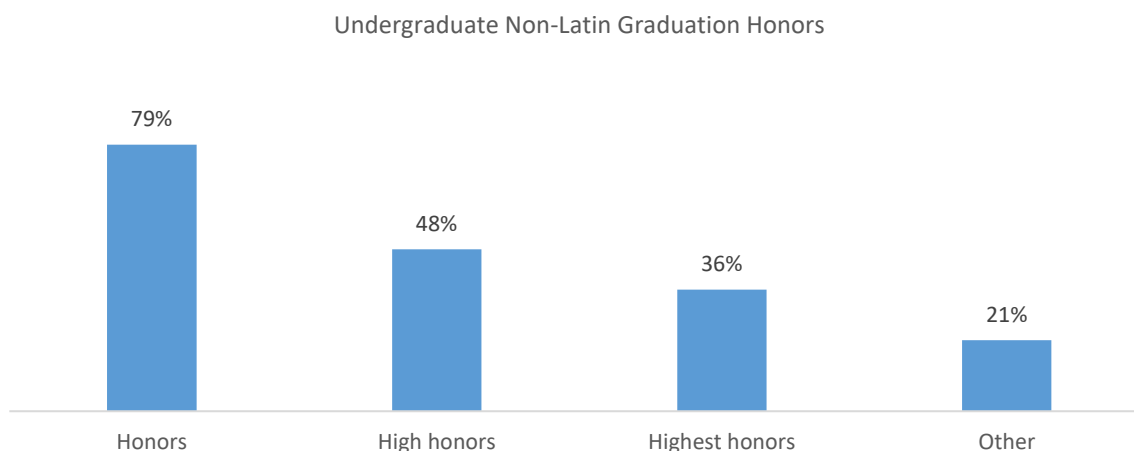
Question: Does your institution denote graduation with honors?

Of those institutions who do not award Latin honors, 78% offer an alternative. Lower division only institutions are more likely than others to offer this alternative to Latin honors as are public institutions. The determination on who receives this award may vary by college, on the composition of each graduating class, by school, by degree type, or, for at least one institution, by honors exam grades.

Question: Does your institution use GPA, class rank, or both to determine graduation honors awards?

Among the respondents, none use class rank only to award honors, 5% use both GPA and class rank, and 95% use only the GPA.

Question: Which graduation honors denotations does your institution award? (check all that apply)



Some respondents provided their nomenclature for other types of graduation honors including:

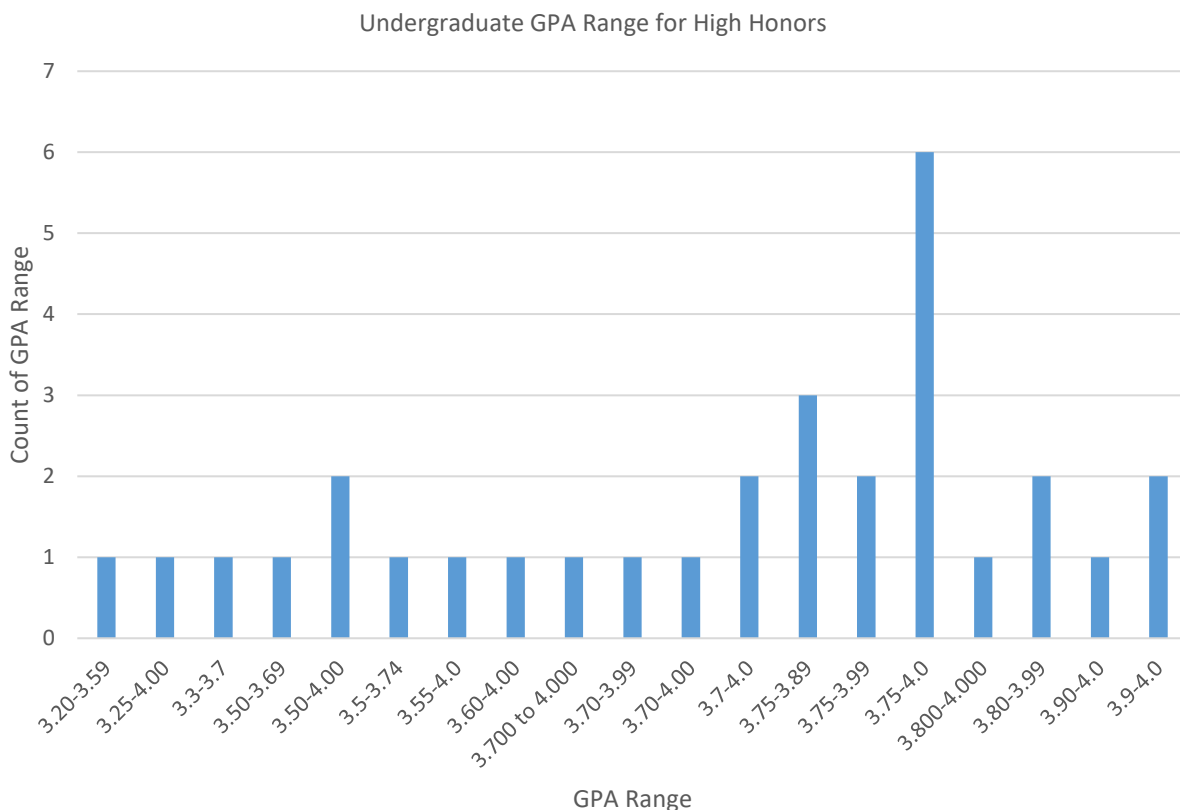
- Academic Distinction
- Academic Honors
- Chancellor's Honor
- Dean's List or President's Honor Medal
- Distinction (= highest honor)
- Distinction and Honors
- Distinction, high distinction, highest distinction
- Distinction, High Distinction, Highest Distinction; Departmental Honors; Hutton Honors College
- Graduated with Distinction

- Highest Distinction, High Distinction, Distinction, With Merit
- Honors College
- Honor's, Dean's and President's honors
- Perfect attendance, A Average
- President and Vice-President Honor
- Presidential, 3.8 and Higher; Vice Presidential, 3.5 to 3.79
- Presidents and Deans
- President's honors
- President's List, Academic Citation, Dean's List
- With Distinction. and we will be starting a Honors Within Major in the fall

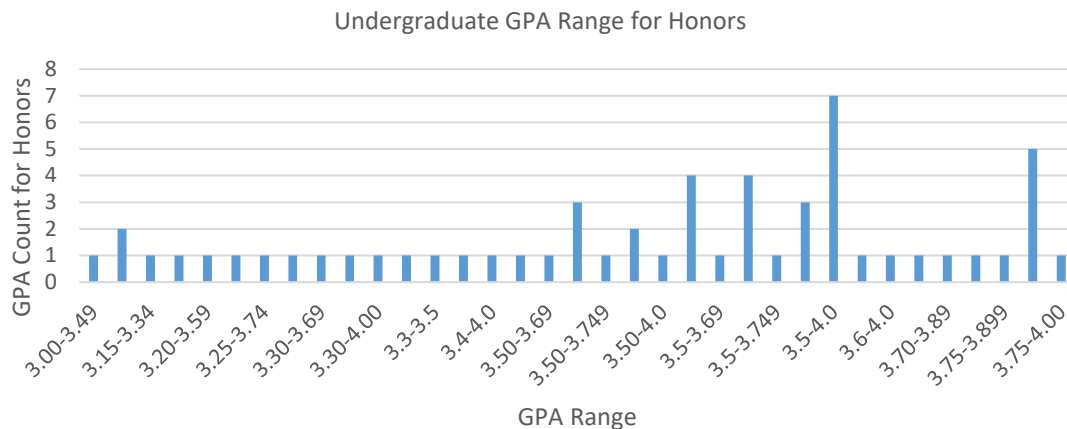
The conditional details of these honors are included in Appendix J.

No institutions provided a response to the following question from this section of the survey “Please indicate the GPA range within which a student can earn highest honors (e.g., 4.0 -)” and just four provided responses to “Please indicate the minimum percentage class rank within which a student can earn highest honors (e.g., 5%).” Those responses ranged from 2% to 10%.

Question: Please indicate the GPA range within which a student can earn high honors (e.g., 3.80 to 3.99).



Question: Please indicate the GPA range within which a student can earn honors (e.g., 3.50-3.79).



Just four included percentages for honors, and they ranged from 10 to 20%.

Other undergraduate comments about honors award practices are:

- “All college-level coursework, regardless of institution, is counted in the calculation of Latin honors. Transfer coursework is not counted in the institution GPA used for graduation, but it is counted when calculating Latin honors.”
- “Honors also requires that students earn 30 or more credits at the college in addition to the GPA requirement.”
- “Students graduating from an Associate's program may graduate with honors with a CGPA of 3.5 or higher. Latin honors are not used--the diploma and transcript state "Honors Graduate."
- “For graduation with honors, all grades earned are included in calculations, including repeated courses. Even though repeated courses are not included in the cumulative GPA, for purposes of graduation with honors, the hours and grades of every instance of the course are included.”
- “Students must earn a minimum of 60 credits at our institution in order to receive Latin honors. Students who have earned fewer than 60 credits from our institution, but have a 3.5 or higher GPA will be awarded honorable mention.”
- “In addition to GPA, honors awards require that no credit-bearing course may be taken under the Satisfactory/Not Satisfactory option except COM1001 or equivalent, no incomplete grades may be considered, no grade may be lower than a C, and no course may be repeated.”
- “Minimum of 60 earned credits to be eligible for Latin honors.”
- “Honors are determined by class GPA which can change each year.”
- “Actually, Latin honors is awarded to the top 30% of the graduating class. Thus, GPA ranges change.”

- “Latin honors at graduation include transfer coursework.”
- “Latin honors also require a minimum of 90 credits in residence at our institution.”
- “We award graduation honors based on honors exams.”
- “Also, our Latin honors are based on a sliding scale depending on the number of hours completed at our institution. My answers reflect those GPA levels needed for a student completing a minimum of 94 credit hours through our institution. Those completing fewer credit hours need a higher GPA and are not eligible for summa. This is a policy of ours that I would personally like to see standardized sometime in the next few years.”
- “Graduation honors also include “Honors in the Major” based on a separate independent thesis with defense and other course and GPA requirements.”
- “4.00 earns the student the title of valedictorian, as well as summa cum laude.”
- 3.5-3.75 receive Dean's List recognition on the transcript at the end of each semester.
- “3.75-4.0 receive President's List recognition on the transcript at the end of each semester.”
- “Students who have a 3.75 or higher overall graduate “with honors recognition” on their transcript.”
- “We calculate all transfer credit and Mercer credit to determine Latin Honors.”
- “When determining Latin honors, we include grades for all transfer course work. The transfer work cannot help a student get honors, but can bring down their GPA.”
- “While there are no degree honors awarded, students may receive “Departmental Honors” for completing the honors program within their major.”
- “We add the transfer grades in the calculation of graduation honors, although not in the university GPA.”
- “The change most recently enacted regarding Latin honors is to count only the credits and grade points earned post-matriculation. Thus, we no longer count all transfer work into the cumulative GPA for Latin honors.”
- “Students must complete at least 60 credits in residence to qualify for academic honors at graduation. All credits earned as an undergraduate, including those taken as part of the academic forgiveness policy, are included in this calculation.”
- Mastered (M): student meets or exceeds the stated criteria for mastery of a project or competency area.”
- “Mastered with Distinction (MD): faculty may assign the mark of MD for student work that achieved a distinguished level of achievement.”
- “A student must have at least 60 graded credits to receive graduation honors.”
- “Latin honors are also contingent upon performance on our comprehensive examinations.”
- “Honors thresholds will change with the 2017 incoming class.”
- “In order for a student to receive university honors they must complete at least 60 letter-graded credits at the University.”
- “Our Latin honors GPA ranges recently changed to be based on schools. We find that GPA requirements in schools like Education put the majority of their students in cum laude, where top performers in Business or Engineering were rare to reach summa.”

- “We also grant Graduation with Distinction for those who are part of the Honors Program and complete all the requirements for that.”
- “President's Honor Roll is posted to the transcript with 15 credits earned with 4.0 fall and spring and 12 credits earned with 4.0 summer.”
- “We currently also require an honors project to be completed to be eligible for Latin honors. Our student government has put forth a bill requesting that the honors project be unlinked to the Latin honors. It is in the faculty governance process now.”
- “With distinction requires a GPA between 3.5 and 3.69.”
- “Dean's honor for term grade point average: freshmen must have a 3.0 GPA; sophomore/junior/senior, 3.250; and all students must have completed a minimum of 12 letter-graded units with no Incomplete grades and no grade in a course lower than a C-.”
- “Dean's List honors are awarded each academic semester an undergraduate student earns a 3.4 GPA and has completed at least 12 undergraduate course credits in the semester.”
- “Each degree-granting unit shall determine the appropriate GPA requirements for the three levels of recognition: distinction, high distinction, and highest distinction.”
- “Residency requirements: 46 of the last 60 credits must be taken in residence and 30 credits at the 300-400 level earned in residence are the minimum to graduate; 40 credits in residence are the minimum required to graduate with Latin honors.”

Graduate Graduation Honors

As noted earlier, the graduate and/or professional institution participants were only asked about honors in general and not about Latin honors. Results of the survey indicate we should have asked about Latin honors at the graduate level too.

Question: Does your institution denote graduation with honors? AND What nomenclature is used to denote graduation with honors at the graduate and/or professional level? (check all that apply)

More than half (58%) award some sort of graduation with honors and of those 51% use the nomenclature “with distinction.” The other 49% remarked that they denote honors using the following:

- Latin honors
- "Honors" noted on diploma and transcript
- Academic honors
- Academic honors for CGPA of 3.85 or better on a 4.0 scale
- Award both Latin honors and honors
- Beta Sigma Phi
- Distinction/high distinction and highest distinction
- Department or school honors
- Depends on the school (Law uses Latin honors; no other school has honors at the grad level)
- Graduate honors
- Highest honor, high honor, and honor
- Honors program graduate if applicable
- Not for graduate, but the professional schools have this concept
- President's honors
- With honors or with high honors

Question: Does your institution use GPA, class rank, or both to determine graduation honors awards?

Most use only the GPA (85%), 3% use class ranking only, and the remainder use a combination of class rank and GPA. None of the respondents provided additional practice details about the GPA and class rank used to award honors.

Additional comments about honors at graduation practice at the graduate and/or professional level are as follows:

- “Honors for graduation depend not only on GPA, but also on the results of comprehensive exams and oral exams (e.g., thesis defense).”

- “No particular standards exist for determining honors. The faculty vote each year on who receives honors.
- Only law calculates class rank.”

Appendix A: Undergraduate Grading Practices by Type, Control, and Size

Q1.1 What type of academic calendar is currently in use by your institution for credit-bearing classes? (all that apply) % of responses

	4-1-4 or 4-4-1		Semester		Trimester		Quarter		Continuous		Other		Total
	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	
Lower Division Only	0%	0	91%	99	0%	0	6%	7	1%	1	5%	5	109
Undergraduate	15%	16	77%	82	6%	6	7%	7	1%	1	1%	1	106
Undergraduate, graduate, and/or professional	7%	31	86%	383	4%	20	8%	36	2%	11	4%	18	446

	4-1-4 or 4-4-1		Semester		Trimester		Quarter		Continuous		Other		Total
	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	
Public	1%	2	92%	272	1%	2	7%	22	2%	6	4%	11	296
Private, not-for-profit	13%	45	82%	281	7%	23	6%	20	2%	6	3%	12	344
Private, proprietary	0%	0	52%	11	5%	1	38%	8	5%	1	5%	1	21

		Under 1,000	1,000 - 2,499	2,500 - 4,999	5,000 - 9,999	10,000 - 19,999	20,000+
4-1-4 or 4-4-1	%	6%	14%	6%	4%	0%	0%
	Count	7	27	8	5	0	0
Semester	%	78%	76%	78%	78%	85%	77%
	Count	99	148	108	95	66	48
Trimester	%	2%	5%	4%	5%	1%	0%
	Count	3	10	6	6	1	0
Quarter	%	9%	4%	6%	5%	9%	16%
	Count	11	7	9	6	7	10
Continuous	%	2%	1%	4%	2%	1%	2%
	Count	2	1	5	3	1	1
Other	%	4%	2%	2%	6%	4%	5%
	Count	5	3	3	7	3	3
Total		127	196	139	122	78	62

Q1.2 - Does your institution offer competency-based education courses for credit?

	Yes, the institution is entirely competency-based education.		Yes, the institution offers both competency-based courses and traditional credit-based courses.		No, the institution does not offer any competency-based education courses.		Total
	%	Count	%	Count	%	Count	
Lower Division Only	1%	1	25%	27	74%	81	109
Undergraduate	0%	0	10%	11	90%	95	106
Undergraduate, graduate, and/or professional	2%	8	15%	68	83%	370	446

	Yes, the institution is entirely competency-based education.		Yes, the institution offers both competency-based courses and traditional credit-based courses.		No, the institution does not offer any competency-based education courses.		Total
	%	Count	%	Count	%	Count	
Public	1%	4	22%	64	77%	228	296
Private, not-for-profit	1%	3	11%	38	88%	303	344
Private, proprietary	10%	2	19%	4	71%	15	21

		Under 1,000	1,000 - 2,499	2,500 - 4,999	5,000 - 9,999	10,000 - 19,999	20,000+
Yes, the institution is entirely competency-based education.	%	3%	1%	0%	2%	4%	0%
	Count	3	1	0	2	3	0
Yes, the institution offers both competency-based courses and traditional credit-based courses.	%	11%	13%	20%	23%	15%	18%
	Count	13	24	24	24	11	10
No, the institution does not offer any competency-based education courses.	%	87%	86%	80%	75%	81%	82%
	Count	104	158	99	80	60	45
Total		120	183	123	106	74	55

Q1.3 - Does your institution issue grades for any credit-bearing competency-based education courses?

	Yes, and the grade IS included on the official transcript.		Yes, but the grade is NOT included on the official transcript.		No		Total
	%	Count	%	Count	%	Count	
Lower Division Only	57%	16	11%	3	32%	9	28
Undergraduate	45%	5	18%	2	36%	4	11
Undergraduate, graduate, and/or professional	67%	51	7%	5	26%	20	76

	Yes, and the grade IS included on the official transcript.		Yes, but the grade is NOT included on the official transcript.		No		Total
	%	Count	%	Count	%	Count	
Public	63%	43	6%	4	31%	21	68
Private, proprietary	83%	5	17%	1	0%	0	6
Private, not-for-profit	59%	24	12%	5	29%	12	41

	Yes, and the grade IS included on the official transcript.		Yes, but the grade is NOT included on the official transcript.		No		Total
	%	Count	%	Count	%	Count	
Under 1,000	69%	11	19%	3	13%	2	16
1,000 - 2,499	56%	14	8%	2	36%	9	25
2,500 - 4,999	54%	13	8%	2	38%	9	24
5,000 - 9,999	65%	17	4%	1	31%	8	26
10,000 - 19,999	64%	9	7%	1	29%	4	14
Over 20,000	80%	8	10%	1	10%	1	10

Q2.1 Which of the following official transcript grading systems are in use at your institution for credit-bearing classes? (check all that apply)

		Lower Division Only	Undergraduate	Undergraduate, graduate, and/or professional
Letter	%	98%	97%	97%
	Count	107	103	432
Pluses	%	30%	67%	72%
	Count	33	71	320
Minuses	%	26%	68%	71%
	Count	28	72	314
Numeric (e.g., 94%, 80%, etc.)	%	4%	4%	4%
	Count	4	4	17
Narrative ONLY	%	0%	0%	0%
	Count	0	0	1
Narrative	%	0%	3%	1%
	Count	0	3	3
Pass/fail	%	52%	54%	67%
	Count	57	57	299
Satisfactory/unsatisfactory	%	25%	25%	43%
	Count	27	27	192
Credit/no credit	%	27%	39%	43%
	Count	29	41	192
Other	%	5%	10%	11%
	Count	5	11	49
Total		109	106	445

		Public	Private, not-for-profit	Private, proprietary
Letter	%	97%	97%	95%
	Count	287	335	20
Pluses	%	51%	77%	43%
	Count	150	265	9
Minuses	%	48%	76%	43%
	Count	143	262	9
Numeric (e.g., 94%, 80%, etc.)	%	3%	3%	19%
	Count	9	12	4
Narrative ONLY	%	0%	0%	0%
	Count	1	0	0
Narrative	%	0%	1%	5%
	Count	1	4	1
Pass/fail	%	57%	67%	62%
	Count	169	231	13
Satisfactory/unsatisfactory	%	46%	32%	10%
	Count	135	109	2
Credit/no credit	%	43%	37%	38%
	Count	126	128	8
Other	%	8%	11%	14%
	Count	25	37	3
Total		295	344	21

		Under 1,000	1,000 - 2,499	2,500 - 4,999	5,000 - 9,999	10,000 - 19,999	20,000+
Letter	%	96%	97%	97%	100%	97%	96%
	Count	115	178	119	106	71	53
Pluses	%	59%	66%	64%	59%	68%	73%
	Count	71	121	79	63	50	40
Minuses	%	58%	66%	62%	56%	68%	71%
	Count	70	120	76	59	50	39
Numeric (e.g., 94%, 80%, etc.)	%	5%	3%	3%	1%	5%	9%
	Count	6	5	4	1	4	5
Narrative ONLY	%	0%	0%	1%	0%	0%	0%
	Count	0	0	1	0	0	0
Narrative	%	4%	0%	1%	0%	0%	0%
	Count	5	0	1	0	0	0
Pass/fail	%	57%	61%	70%	65%	59%	62%
	Count	69	112	86	69	43	34
Satisfactory/unsatisfactory	%	18%	33%	36%	39%	56%	67%
	Count	22	61	44	41	41	37
Credit/no credit	%	31%	35%	37%	47%	51%	51%
	Count	37	64	46	50	37	28
Other	%	8%	12%	6%	12%	11%	11%
	Count	9	22	7	13	8	6
Total		120	183	123	106	73	55

Q2.2 - Does your institution automatically add a grade (letter or numeric) to the narrative on a transcript OR must a student request that a grade be added to his/her transcript?

Just 5 institutions responded to the question. No need for breakout.

Q2.3 - Are faculty required to use **pluses** in their courses if earned by a student?

	Required, if the student earns it.		Optional. The faculty member may choose to use this option in his or her class.		Other		Total
	%	Count	%	Count	%	Count	
Lower Division Only	42%	14	55%	18	3%	1	33
Undergraduate	42%	30	55%	39	3%	2	71
Undergraduate, graduate, and/or professional	44%	140	53%	168	3%	11	319

	Required, if the student earns it.		Optional. The faculty member may choose to use this option in his or her class.		Other		Total
	%	Count	%	Count	%	Count	
Public	36%	54	61%	91	3%	5	150
Private, not-for-profit	46%	122	51%	134	3%	8	264
Private, proprietary	89%	8	0%	0	11%	1	9

	Required, if the student earns it.		Optional. The faculty member may choose to use this option in his or her class.		Other		Total
	%	Count	%	Count	%	Count	
Under 1,000	52%	37	42%	30	6%	4	71
1,000 - 2,499	40%	48	59%	71	2%	2	121
2,500 - 4,999	46%	36	51%	40	3%	2	78
5,000 - 9,999	46%	29	49%	31	5%	3	63
10,000 - 19,999	48%	24	50%	25	2%	1	50
20,000+	25%	10	70%	28	5%	2	40

Q2.4 - Are faculty required to use **minuses** in their courses if earned by a student?

	Required, if the student earns it.		Optional. The faculty member may choose to use this option in his or her class.		Other		Total
	%	Count	%	Count	%	Count	
Lower Division Only	39%	11	57%	16	4%	1	28
Undergraduate	43%	31	54%	39	3%	2	72
Undergraduate, graduate, and/or professional	43%	136	53%	166	4%	11	313

	Required, if the student earns it.		Optional. The faculty member may choose to use this option in his or her class.		Other		Total
	%	Count	%	Count	%	Count	
Public	36%	51	61%	87	3%	5	143
Private, not-for-profit	46%	119	51%	134	3%	8	261
Private, proprietary	89%	8	0%	0	11%	1	9

	Required, if the student earns it.		Optional. The faculty member may choose to use this option in his or her class.		Other		Total
	%	Count	%	Count	%	Count	
Under 1,000	51%	36	43%	30	6%	4	70
1,000 - 2,499	40%	48	58%	70	2%	2	120
2,500 - 4,999	47%	35	51%	38	3%	2	75
5,000 - 9,999	42%	25	53%	31	5%	3	59
10,000 - 19,999	48%	24	50%	25	2%	1	50
20,000+	26%	10	69%	27	5%	2	39

Q2.5 - Does your institution differentiate between "withdrawal failing" and "withdrawal passing" in final grading?

	Yes		No		Total
	%	Count	%	Count	
Lower Division Only	11%	12	89%	97	109
Undergraduate	25%	27	75%	79	106
Undergraduate, graduate, and/or professional	24%	107	76%	336	443

	Yes		No		Total
	%	Count	%	Count	
Public	15%	45	85%	248	293
Private, not-for-profit	28%	95	72%	249	344
Private, proprietary	29%	6	71%	15	21

	Yes		No		Total
	%	Count	%	Count	
Under 1,000	31%	37	69%	83	120
1,000 - 2,499	27%	49	73%	134	183
2,500 - 4,999	21%	26	79%	95	121
5,000 - 9,999	13%	14	87%	92	106
10,000 - 19,999	22%	16	78%	57	73
20,000+	7%	4	93%	51	55

Q2.6 - Does your institution differentiate between "withdrawal failing" and "withdrawal passing" on a student's official transcript?

	Yes		No		Total
	%	Count	%	Count	
Lower Division Only	12%	13	88%	96	109
Undergraduate	26%	28	74%	78	106
Undergraduate, graduate, and/or professional	24%	108	76%	336	444

	Yes		No		Total
	%	Count	%	Count	
Public	15%	45	85%	249	294
Private, not-for-profit	29%	99	71%	245	344
Private, proprietary	24%	5	76%	16	21

	Yes		No		Total
	%	Count	%	Count	
Under 1,000	32%	38	68%	82	120
1,000 - 2,499	27%	50	73%	133	183
2,500 - 4,999	22%	27	78%	95	122
5,000 - 9,999	15%	16	85%	90	106
10,000 - 19,999	21%	15	79%	58	73
20,000+	5%	3	95%	52	55

NOTE: Question 2.7 in Graduate survey asks if the WF is counted in the GPA. This question is not asked of the Undergraduate population.

Q2.7 - Does your institution use a 4.0 grade point scale?

	Yes, we use a 4.0 grade point scale.		We do not assign numeric grade points to letter grades.		No, we use a grading scale, but use a different range.		Total
	%	Count	%	Count	%	Count	
Lower Division Only	99%	108	1%	1	0%	0	109
Undergraduate	98%	104	1%	1	1%	1	106
Undergraduate, graduate, and/or professional	97%	431	1%	5	2%	8	444

	Yes, we use a 4.0 grade point scale.		We do not assign numeric grade points to letter grades.		No, we use a grading scale, but use a different range.		Total
	%	Count	%	Count	%	Count	
Public	98%	287	1%	3	1%	4	294
Private, proprietary	100%	21	0%	0	0%	0	21
Private, not-for-profit	97%	335	1%	4	1%	5	344

	Yes, we use a 4.0 grade point scale.		We do not assign numeric grade points to letter grades.		No, we use a grading scale, but use a different range.		Total
	%	Count	%	Count	%	Count	
Under 1,000	96%	115	2%	2	3%	3	120
1,000 - 2,499	99%	181	1%	1	1%	1	183
2,500 - 4,999	97%	118	2%	2	2%	2	122
5,000 - 9,999	98%	104	1%	1	1%	1	106
10,000 - 19,999	99%	72	0%	0	1%	1	73
20,000+	96%	53	2%	1	2%	1	55

Q2.8 Please attach your institution's grading scale here. No breakout.

Q2.9 - What is the highest cumulative grade point average a student can earn?

No breakout. Ninety-nine percent (99%) responded "yes."

Q2.10 - Are grades from **transfer courses** factored into the cumulative GPA at your institution?

	Yes		No		Not applicable		Total
	%	Count	%	Count	%	Count	
Lower Division Only	13%	14	87%	95	0%	0	109
Undergraduate	13%	13	88%	91	1%	1	104
Undergraduate, graduate, and/or professional	18%	81	82%	357	1%	6	438

	Yes		No		Not applicable		Total
	%	Count	%	Count	%	Count	
Public	22%	65	78%	228	0%	1	293
Private, not-for-profit	13%	43	87%	294	2%	6	337
Private, proprietary	0%	0	100%	21	0%	0	21

	Yes		No		Not applicable		Total
	%	Count	%	Count	%	Count	
Under 1,000	13%	15	87%	101	3%	4	116
1,000 - 2,499	15%	27	85%	154	1%	1	181
2,500 - 4,999	14%	17	86%	104	1%	1	121
5,000 - 9,999	22%	23	78%	82	1%	1	105
10,000 - 19,999	23%	17	77%	56	0%	0	73
20,000+	16%	9	84%	46	0%	0	55

Note: "Not applicable" response choice has been excluded from calculation

Q2.11 - Are grades from **study abroad programs** factored into the cumulative GPA at your institution?

	Yes		No		Total
	%	Count	%	Count	
Lower Division Only	33%	18	67%	37	55
Undergraduate	36%	31	64%	54	85
Undergraduate, graduate, and/or professional	56%	227	44%	175	402

	Yes		No		Total
	%	Count	%	Count	
Public	54%	130	46%	110	240
Private, not-for-profit	48%	141	52%	150	291
Private, proprietary	45%	5	55%	6	11

	Yes		No		Total
	%	Count	%	Count	
Under 1,000	42%	31	58%	42	73
1,000 - 2,499	46%	71	54%	82	153
2,500 - 4,999	50%	53	50%	52	105
5,000 - 9,999	54%	50	46%	43	93
10,000 - 19,999	55%	36	45%	29	65
20,000+	66%	35	34%	18	53

Note: “Not applicable” response choice has been excluded from calculation

Q2.12 - If grades are assigned to prior learning assessments, are those grades factored into the cumulative GPA at your institution?

	Yes		No		Total
	%	Count	%	Count	
Lower Division Only	8%	6	92%	71	77
Undergraduate	7%	4	93%	51	55
Undergraduate, graduate, and/or professional	8%	21	92%	229	250

	Yes		No		Total
	%	Count	%	Count	
Public	12%	23	88%	163	186
Private, not-for-profit	4%	7	96%	174	181
Private, proprietary	7%	1	93%	14	15

	Yes		No		Total
	%	Count	%	Count	
Under 1,000	8%	5	92%	60	65
1,000 - 2,499	8%	8	92%	95	103
2,500 - 4,999	5%	4	95%	70	74
5,000 - 9,999	7%	5	93%	63	68
10,000 - 19,999	15%	6	85%	35	41
20,000+	10%	3	90%	28	31

Q2.13 - If grades are assigned to credit earned through a testing process (e.g., Advanced Placement, challenge exam), are those grades factored into the cumulative GPA at your institution?

	Yes		No		Total
	%	Count	%	Count	
Lower Division Only	6%	5	94%	82	87
Undergraduate	1%	1	99%	78	79
Undergraduate, graduate, and/or professional	5%	19	95%	340	359

	Yes		No		Total
	%	Count	%	Count	
Public	8%	19	92%	227	246
Private, not-for-profit	2%	6	98%	255	261
Private, proprietary	0%	0	100%	18	18

	Yes		No		Total
	%	Count	%	Count	
Under, 1,000	2%	2	98%	90	92
1,000 - 2,499	3%	4	97%	133	137
2,500 - 4,999	5%	5	95%	100	105
5,000 - 9,999	7%	6	93%	79	85
10,000 - 19,999	7%	4	93%	54	58
20,000+	8%	4	92%	44	48

Q2.14 - Does your institution permit students to opt-in to take courses using your institution's pass/fail, satisfactory/unsatisfactory, credit/no-credit, or institutional equivalent grading option?

	Yes		No		Total
	%	Count	%	Count	
Lower Division Only	32%	26	68%	56	82
Undergraduate	49%	43	51%	45	88
Undergraduate, graduate and/or professional	66%	270	34%	141	411

	Yes		No		Total
	%	Count	%	Count	
Public	60%	153	40%	104	257
Private, not-for-profit	59%	182	41%	127	309
Private, proprietary	27%	4	73%	11	15

	Yes		No		Total
	%	Count	%	Count	
Under 1,000	33%	32	67%	66	98
1,000 - 2,499	55%	88	45%	72	160
2,500 - 4,999	63%	70	37%	41	111
5,000 - 9,999	64%	59	36%	33	92
10,000 - 19,999	69%	46	31%	21	67
20,000+	83%	44	17%	9	53

Q2.15 - Can opt-in grading (pass/fail, etc.) be used to meet a core requirement in a student's major/program?

	Yes, core requirements		Yes, core requirement OR electives		No, just electives		It depends on the major/program.		Total
	%	Count	%	Count	%	Count	%	Count	
Lower Division Only	12%	3	19%	5	42%	11	27%	7	26
Undergraduate	0%	0	10%	4	74%	31	17%	7	42
Undergraduate, graduate, and/or professional	1%	4	7%	19	70%	189	21%	57	269

	Yes, core requirements		Yes, core requirement OR electives		No, just electives		It depends on the major/program.		Total
	%	Count	%	Count	%	Count	%	Count	
Public	3%	5	10%	15	58%	88	29%	44	152
Private, not-for-profit	1%	1	7%	13	78%	141	14%	26	181
Private, proprietary	25%	1	0%	0	50%	2	25%	1	4

	Yes, core requirements		Yes, core requirement OR electives		No, just electives		It depends on the major/program.		Total
	%	Count	%	Count	%	Count	%	Count	
Under 1,000	6%	2	13%	4	69%	22	13%	4	32
1,000 - 2,499	1%	1	11%	10	73%	64	15%	13	88
2,500 - 4,999	4%	3	9%	6	70%	48	17%	12	69
5,000 - 9,999	0%	0	2%	1	74%	43	24%	14	58
10,000 - 19,999	0%	0	4%	2	76%	35	20%	9	46
20,000+	2%	1	11%	5	43%	19	43%	19	44

Q2.16 - How many courses **per academic calendar** year may a student opt-in to this grading choice? (pass/fail, satisfactory/unsatisfactory, credit/no-credit, or institutional equivalent grading option)

	One		Two		Three		Four		No limit		Other		Total
	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	
Lower Division Only	12%	3	4%	1	0%	0	0%	0	56%	14	28%	7	25
Undergraduate	7%	3	29%	12	5%	2	0%	0	21%	9	38%	16	42
Undergraduate, graduate, and/or professional	9%	23	20%	54	3%	7	4%	12	25%	67	39%	105	268

	One		Two		Three		Four		No limit		Other		Total
	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	
Public	7%	11	10%	15	4%	6	3%	5	36%	55	39%	59	151
Private, not-for-profit	9%	17	28%	51	2%	3	4%	7	18%	33	38%	69	180
Private, proprietary	25%	1	25%	1	0%	0	0%	0	50%	2	0%	0	4

	One		Two		Three		Four		No limit		Other		Total
	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	
Under 1,000	13%	4	16%	5	0%	0	3%	1	29%	9	39%	12	31
1,000 - 2,499	10%	9	25%	22	3%	3	5%	4	20%	17	37%	32	87
2,500 - 4,999	6%	4	24%	17	0%	0	7%	5	30%	21	33%	23	70
5,000 - 9,999	15%	9	22%	13	2%	1	2%	1	22%	13	37%	22	59
10,000 - 19,999	2%	1	16%	7	5%	2	2%	1	36%	16	39%	17	44
20,000+	5%	2	7%	3	7%	3	0%	0	32%	14	50%	22	44

Q2.17 - How many courses **per academic career** may a student opt-in to this grading choice? (pass/fail, satisfactory/unsatisfactory, credit/no-credit, or institutional equivalent grading option)

	1-3		4-6		7-9		10		No limit		Other		Total
	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	
Lower Division Only	8%	2	8%	2	0%	0	0%	0	67%	16	17%	4	24
Undergraduate	21%	9	26%	11	19%	8	2%	1	16%	7	16%	7	43
Undergraduate, graduate, and/or professional	16%	43	17%	46	5%	14	1%	2	27%	71	33%	88	264

	1-3		4-6		7-9		10		No limit		Other		Total
	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	
Public	11%	16	12%	18	1%	1	1%	2	36%	53	39%	57	147
Private, not-for-profit	21%	37	22%	40	12%	21	1%	1	22%	40	23%	41	180
Private, proprietary	25%	1	25%	1	0%	0	0%	0	25%	1	25%	1	4

	1-3		4-6		7-9		10		No limit		Other		Total
	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	
Under 1,000	19%	6	10%	3	13%	4	3%	1	35%	11	19%	6	31
1,000 - 2,499	18%	16	25%	22	13%	11	0%	0	24%	21	20%	18	88
2,500 - 4,999	17%	12	19%	13	4%	3	0%	0	26%	18	33%	23	69
5,000 - 9,999	19%	11	21%	12	5%	3	0%	0	28%	16	26%	15	57
10,000 - 19,999	14%	6	7%	3	2%	1	2%	1	43%	18	31%	13	42
20,000+	7%	3	14%	6	0%	0	2%	1	23%	10	55%	24	44

Q2.18 - Please indicate the lowest numeric grade a student could receive and still earn a pass, credit, satisfactory. or institutional equivalent for a course?

Just 15 responses were received so no need for breakout.

Q2.19 - Please indicate the lowest letter grade a student could receive and still earn a pass, credit, satisfactory, or institutional equivalent for a course?

	C+		C		C-		D+		D		Choice of the individual faculty		Other		Total
	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	
Lower Division Only	0%	0	38%	9	13%	3	0%	0	42%	10	0%	0	8%	2	24
Undergraduate	0%	0	14%	6	38%	16	0%	0	24%	10	5%	2	19%	8	42
Undergraduate, graduate, and/or professional	0%	0	21%	55	18%	46	0%	1	34%	89	5%	13	21%	55	259

	C+		C		C-		D+		D		Choice of the individual faculty		Other		Total
	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	
Public	0%	0	25%	36	12%	18	1%	1	39%	57	5%	7	18%	26	145
Private, not-for-profit	0%	0	18%	32	27%	47	0%	0	29%	51	5%	8	22%	38	176
Private, proprietary	0%	0	50%	2	0%	0	0%	0	25%	1	0%	0	25%	1	4

	C+		C		C-		D+		D		Choice of the individual faculty		Other		Total
	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	
Under 1,000	0%	0	17%	5	43%	13	0%	0	20%	6	0%	0	20%	6	30
1,000 - 2,499	0%	0	20%	17	22%	19	0%	0	29%	25	4%	3	25%	21	85
2,500 - 4,999	0%	0	25%	17	25%	17	0%	0	21%	14	7%	5	21%	14	67
5,000 - 9,999	0%	0	20%	12	8%	5	0%	0	47%	28	5%	3	19%	11	59
10,000 - 19,999	0%	0	17%	7	12%	5	0%	0	50%	21	10%	4	12%	5	42
20,000+	0%	0	29%	12	14%	6	2%	1	36%	15	0%	0	19%	8	42

Q2.20 - If a student does not earn the minimum letter or numeric grade to earn a pass, credit, satisfactory, or institutional equivalent, is the fail recorded on the student's permanent record?

	Yes, and it is included in the cumulative GPA.		Yes, but it is NOT included in the cumulative GPA.		No		Total
	%	Count	%	Count	%	Count	
Lower Division Only	56%	14	36%	9	8%	2	25
Undergraduate	50%	21	48%	20	2%	1	42
Undergraduate, graduate, and/or professional	57%	151	38%	102	5%	14	267

	Yes, and it is included in the cumulative GPA.		Yes, but it is NOT included in the cumulative GPA.		No		Total
	%	Count	%	Count	%	Count	
Public	55%	82	41%	62	4%	6	150
Private, proprietary	75%	3	25%	1	0%	0	4
Private, not-for-profit	56%	101	38%	68	6%	11	180

	Yes, and it is included in the cumulative GPA.		Yes, but it is NOT included in the cumulative GPA.		No		Total
	%	Count	%	Count	%	Count	
Under 1,000	58%	18	35%	11	6%	2	31
1,000 - 2,499	54%	47	40%	35	6%	5	87
2,500 - 4,999	55%	38	41%	28	4%	3	69
5,000 - 9,999	61%	36	31%	18	8%	5	59
10,000 - 19,999	57%	25	41%	18	2%	1	44
20,000+	50%	22	48%	21	2%	1	44

Q2.21 - Does your institution permit undergraduate students to take courses on an audit basis? Definition: "Auditing is allowing a student's presence in the classroom without receiving academic credit, a pass/fail, or a letter grade."

	Yes, and it is recorded on the transcript.		Yes, but it is NOT recorded on the transcript.		No		Total
	%	Count	%	Count	%	Count	
Lower Division Only	86%	92	9%	10	5%	5	107
Undergraduate	73%	77	14%	15	12%	13	105
Undergraduate, graduate, and/or professional	80%	352	12%	53	8%	33	438

	Yes, and it is recorded on the transcript.		Yes, but it is NOT recorded on the transcript.		No		Total
	%	Count	%	Count	%	Count	
Public	84%	243	12%	34	4%	11	288
Private, not-for-profit	79%	269	11%	39	10%	33	341
Private, proprietary	43%	9	24%	5	33%	7	21

	Yes, and it is recorded on the transcript.		Yes, but it is NOT recorded on the transcript.		No		Total
	%	Count	%	Count	%	Count	
Under 1,000	68%	81	14%	17	18%	21	119
1,000 - 2,499	83%	151	12%	21	5%	9	181
2,500 - 4,999	87%	105	10%	12	3%	4	121
5,000 - 9,999	89%	93	8%	8	4%	4	105
10,000 - 19,999	79%	56	7%	5	14%	10	71
20,000+	66%	35	28%	15	6%	3	53

Q2.22 - Can a student subsequently earn credit through a testing process for a course he or she audited?

	Yes		No		Total
	%	Count	%	Count	
Lower Division Only	25%	25	75%	77	102
Undergraduate	10%	9	90%	82	91
Undergraduate, graduate, and/or professional	15%	61	85%	344	405

	Yes		No		Total
	%	Count	%	Count	
Public	22%	60	78%	217	277
Private, not-for-profit	11%	34	89%	273	307
Private, proprietary	7%	1	93%	13	14

	Yes		No		Total
	%	Count	%	Count	
Under 1,000	11%	11	89%	86	97
1,000 - 2,499	14%	24	86%	148	172
2,500 - 4,999	15%	18	85%	99	117
5,000 - 9,999	13%	13	87%	88	101
10,000 - 19,999	25%	15	75%	46	61
20,000+	28%	14	72%	36	50

Q2.23 - Does your institution allow students to earn a grade of incomplete (or institutional equivalent)?

	Yes		No		Total
	%	Count	%	Count	
Lower Division Only	95%	102	5%	5	107
Undergraduate	96%	101	4%	4	105
Undergraduate, graduate, and/or professional	98%	429	3%	11	440

	Yes		No		Total
	%	Count	%	Count	
Public	98%	282	2%	7	289
Private, not-for-profit	97%	331	3%	11	342
Private, proprietary	90%	19	10%	2	21

	Yes		No		Total
	%	Count	%	Count	
Under 1,000	92%	110	8%	9	119
1,000 - 2,499	99%	179	1%	2	181
2,500 - 4,999	95%	116	5%	6	122
5,000 - 9,999	98%	103	2%	2	105
10,000 - 19,999	100%	71	0%	0	71
20,000+	98%	53	2%	1	54

Q2.24 - Check all of the conditions under which an incomplete may be awarded.

	Faculty discretion		Extenuating circumstances		At last half of the course content needs to be completed		Dean (or equivalent) approval		Elective course only		Other		Total
	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	
Lower Division Only	85%	87	78%	80	35%	36	35%	36	0%	0	14%	14	102
Undergraduate	71%	72	88%	89	30%	30	46%	46	0%	0	8%	8	101
Undergraduate, graduate, and/or professional	74%	317	84%	360	30%	129	32%	135	0%	0	17%	72	428

	Faculty discretion		Extenuating circumstances		At last half of the course content needs to be completed		Dean (or equivalent) approval		Elective course only		Other		Total
	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	
Public	83%	234	80%	224	38%	107	28%	78	0%	0	14%	40	281
Private, proprietary	74%	14	84%	16	37%	7	58%	11	0%	0	16%	3	19
Private, not-for-profit	69%	228	87%	289	24%	81	39%	128	0%	0	15%	51	331

	Faculty discretion		Extenuating circumstances		At last half of the course content needs to be completed		Dean (or equivalent) approval		Elective course only		Other		Total
	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	
Under 1,000	67%	74	93%	102	30%	33	54%	59	0%	0	11%	12	110
1,000 - 2,499	72%	129	85%	153	26%	46	34%	61	0%	0	12%	21	179
2,500 - 4,999	76%	88	81%	94	28%	33	33%	38	0%	0	17%	20	116
5,000 - 9,999	79%	81	86%	88	41%	42	25%	25	0%	0	16%	16	102
10,000 - 19,999	89%	63	73%	52	34%	24	21%	15	0%	0	17%	12	71
20,000+	77%	41	75%	40	32%	17	36%	19	0%	0	25%	13	53

Q2.25 - What is the deadline by which an incomplete must be resolved under ordinary circumstances?

		Lower Division Only	Undergraduate	Undergraduate, graduate, and/or professional
One academic year	%	10%	6%	7%
	Count	10	6	32
One calendar year	%	3%	1%	9%
	Count	3	1	39
"X" number of weeks after the term in which the incomplete was earned	%	17%	32%	15%
	Count	17	32	65
"X" number of weeks after the subsequent term begins	%	14%	19%	21%
	Count	14	19	90
At the end of the next term	%	25%	19%	30%
	Count	26	19	130
At the discretion of the faculty member who awarded the grade	%	6%	1%	2%
	Count	6	1	9
No deadline	%	0%	0%	1%
	Count	0	0	4
Other	%	25%	23%	14%
	Count	26	23	59
Total		102	101	428

		Public	Private, proprietary	Private, not-for- profit
One academic year	%	14%	0%	3%
	Count	38	0	10
One calendar year	%	13%	0%	2%
	Count	36	0	7
"X" number of weeks after the term in which the incomplete was earned	%	9%	32%	25%
	Count	24	6	84
"X" number of weeks after the subsequent term begins	%	14%	11%	24%
	Count	40	2	81
At the end of the next term	%	30%	21%	27%
	Count	83	4	88
At the discretion of the faculty member who awarded the grade	%	2%	5%	3%
	Count	6	1	9
No deadline	%	1%	0%	1%
	Count	2	0	2
Other	%	19%	32%	15%
	Count	52	6	50
Total		281	19	331

		Under 1,000	1,000 - 2,499	2,500 - 4,999	5,000 - 9,999	10,000 - 19,999	20,000+
One academic year	%	4%	3%	8%	8%	14%	21%
	Count	4	6	9	8	10	11
One calendar year	%	1%	1%	8%	10%	14%	21%
	Count	1	2	9	10	10	11
"X" number of weeks after the term in which the incomplete was earned	%	34%	20%	18%	11%	10%	4%
	Count	37	36	21	11	7	2
"X" number of weeks after the subsequent term begins	%	15%	22%	25%	25%	11%	8%
	Count	16	40	29	26	8	4
At the end of the next term	%	28%	28%	27%	28%	31%	21%
	Count	31	51	31	29	22	11
At the discretion of the faculty member who awarded the grade	%	2%	4%	2%	2%	4%	0%
	Count	2	7	2	2	3	0
No deadline	%	0%	1%	0%	0%	1%	4%
	Count	0	1	0	0	1	2
Other	%	17%	20%	13%	16%	14%	23%
	Count	19	36	15	16	10	12
Total		110	179	116	102	71	53

Q2.26 - If the incomplete is not resolved by the deadline, what is the permanent grade of record?

	Course withdrawal		Academic failure		No record, no credit		Remains incomplete		Other		Total
	%	Count	%	Count	%	Count	%	Count	%	Count	
Lower Division Only	1%	1	80%	82	0%	0	2%	2	17%	17	102
Undergraduate	1%	1	73%	74	0%	0	4%	4	22%	22	101
Undergraduate, graduate, and/or professional	0%	1	75%	321	0%	1	3%	13	21%	92	428

	Course withdrawal		Academic failure		No record, no credit		Remains incomplete		Other		Total
	%	Count	%	Count	%	Count	%	Count	%	Count	
Public	1%	2	80%	224	0%	0	4%	10	16%	45	281
Private, not-for-profit	0%	1	72%	239	0%	1	3%	9	24%	81	331
Private, proprietary	0%	0	74%	14	0%	0	0%	0	26%	5	19

	Course withdrawal		Academic failure		No record, no credit		Remains incomplete		Other		Total
	%	Count	%	Count	%	Count	%	Count	%	Count	
Under 1,000	0%	0	75%	82	0%	0	3%	3	23%	25	110
1,000 - 2,499	1%	2	72%	128	0%	0	4%	7	23%	42	179
2,500 - 4,999	0%	0	79%	92	0%	0	2%	2	19%	22	116
5,000 - 9,999	0%	0	84%	86	1%	1	0%	0	15%	15	102
10,000 - 19,999	1%	1	72%	51	0%	0	7%	5	20%	14	71
20,000+	0%	0	72%	38	0%	0	4%	2	25%	13	53

Q2.27 - From the options below, please select the last date in a term that most closely matches when a student may discontinue a full-term course without having it recorded on the official transcript?

		Lower Division Only	Undergraduate	Undergraduate, graduate, and/or professional
Through the end of the first full week of classes	%	28%	47%	35%
	Count	30	49	153
After the first class meeting	%	1%	0%	1%
	Count	1	0	3
The "X" day of the term	%	30%	17%	28%
	Count	32	18	124
At the end of the second full week of the term	%	14%	26%	25%
	Count	15	27	108
There is no point in the term when a student may discontinue a course without a notation in the permanent academic record.	%	6%	3%	1%
	Count	6	3	6
Other	%	21%	8%	10%
	Count	23	8	43
Total		107	105	437

Note: The disaggregated data has not been corrected like the aggregate data presented earlier. As such, the percentages and counts associated with “The “X” day of the term” response choice are larger here than would be reported were the disaggregated data corrected.

		Public	Private, not-for- profit	Private, proprietary
Through the end of the first full week of classes	%	32%	38%	52%
	Count	91	130	11
After the first class meeting	%	0%	1%	5%
	Count	1	2	1
The "X" day of the term	%	35%	21%	10%
	Count	100	72	2
At the end of the second full week of the term	%	18%	28%	14%
	Count	53	94	3
There is no point in the term when a student may discontinue a course without a notation in the permanent academic record.	%	1%	3%	10%
	Count	3	10	2
Other	%	14%	9%	10%
	Count	40	32	2
Total		288	340	21

		Under 1,000	1,000 - 2,499	2,500 - 4,999	5,000 - 9,999	10,000 - 19,999	20,000 +
Through the end of the first full week of classes	%	39%	41%	38%	36%	23%	24%
	Count	47	73	46	37	16	13
After the first class meeting	%	1%	1%	1%	0%	1%	0%
	Count	1	1	1	0	1	0
The "X" day of the term	%	15%	23%	31%	27%	39%	39%
	Count	18	42	37	28	28	21
At the end of the second full week of the term	%	27%	27%	19%	19%	21%	20%
	Count	32	49	23	20	15	11
There is no point in the term when a student may discontinue a course without a notation in the permanent academic record.	%	7%	0%	2%	1%	3%	2%
	Count	8	0	3	1	2	1
Other	%	11%	8%	9%	17%	13%	15%
	Count	13	15	11	18	9	8
Total		119	180	121	104	71	54

Q2.28 - Are faculty required to submit their final grades by a set deadline after the end of a full-term course?

No breakout. All but 3 of 650 institutions answered "Yes" to this question.

Q2.29 - From the options below, please select the date after the end of a full term by which a faculty member must submit his/her final grades.

	Within one week from the last day of the term.		Within a week after the last class meeting.		Other		Total
	%	Count	%	Count	%	Count	
Lower Division Only	16%	16	5%	5	80%	82	103
Undergraduate	20%	21	6%	6	74%	78	105
Undergraduate, graduate, and/or professional	18%	77	4%	19	78%	342	438

	Within one week from the last day of the term.		Within a week after the last class meeting.		Other		Total
	%	Count	%	Count	%	Count	
Public	13%	38	5%	15	81%	233	286
Private, not-for-profit	21%	71	4%	14	75%	255	340
Private, proprietary	25%	5	5%	1	70%	14	20

	Within one week from the last day of the term.		Within a week after the last class meeting.		Other		Total
	%	Count	%	Count	%	Count	
Under 1,000	19%	23	7%	8	74%	87	118
1,000 - 2,499	16%	29	3%	5	81%	147	181
2,500 - 4,999	21%	26	3%	4	76%	91	121
5,000 - 9,999	18%	19	8%	8	75%	77	104
10,000 - 19,999	17%	12	4%	3	78%	54	69
20,000+	9%	5	4%	2	87%	46	53

Note: "X day from end of term" and "Other" combined into single "Other" category given how mixed up the two categories are from respondents.

Q2.30 - What is the time limit on final grade changes (other than incompletes)?

		Lower Division Only	Undergraduate	Undergraduate, graduate, and/or professional
One academic year	%	18%	14%	14%
	Count	19	15	61
One calendar year	%	7%	4%	6%
	Count	8	4	25
"X" number of weeks after the term in which the grade was earned ends	%	4%	9%	5%
	Count	4	9	23
"X" number of weeks after the subsequent term begins	%	1%	8%	2%
	Count	1	8	10
At the end of the next term	%	6%	13%	10%
	Count	6	14	43
At the discretion of the faculty member who awarded the grade	%	26%	13%	15%
	Count	28	14	67
No deadline	%	22%	17%	25%
	Count	24	18	109
Other	%	16%	22%	22%
	Count	17	23	95
Total		107	105	433

		Public	Private, not- for- profit	Private, proprietary
One academic year	%	17%	14%	5%
	Count	48	46	1
One calendar year	%	7%	5%	0%
	Count	19	18	0
"X" number of weeks after the term in which the grade was earned ends	%	3%	7%	15%
	Count	10	23	3
"X" number of weeks after the subsequent term begins	%	2%	4%	5%
	Count	6	12	1
At the end of the next term	%	8%	10%	20%
	Count	24	35	4
At the discretion of the faculty member who awarded the grade	%	16%	17%	25%
	Count	46	58	5
No deadline	%	25%	23%	15%
	Count	71	77	3
Other	%	22%	21%	15%
	Count	62	70	3
Total		286	339	20

		Under 1,000	1,000 - 2,499	2,500 - 4,999	5,000 - 9,999	10,000 - 19,999	20000%
One academic year	%	12%	13%	20%	16%	13%	13%
	Count	14	24	24	17	9	7
One calendar year	%	6%	4%	5%	7%	9%	7%
	Count	7	7	6	7	6	4
"X" number of weeks after the term in which the grade was earned ends	%	8%	4%	9%	4%	4%	2%
	Count	9	8	11	4	3	1
"X" number of weeks after the subsequent term begins	%	3%	4%	3%	3%	1%	2%
	Count	3	7	4	3	1	1
At the end of the next term	%	13%	9%	10%	12%	6%	7%
	Count	15	16	12	12	4	4
At the discretion of the faculty member who awarded the grade	%	27%	19%	12%	13%	18%	7%
	Count	32	34	14	13	12	4
No deadline	%	15%	29%	18%	23%	22%	39%
	Count	18	52	21	24	15	21
Other	%	18%	18%	23%	23%	25%	22%
	Count	21	33	28	24	17	12
Total		119	181	120	104	67	54

Q2.31 Are students able to repeat courses to improve a previously recorded grade?

	Yes		No		Total
	%	Count	%	Count	
Lower Division Only	95%	102	5%	5	107
Undergraduate	84%	88	16%	17	105
Undergraduate, graduate, and/or professional	92%	400	8%	36	436

	Yes		No		Total
	%	Count	%	Count	
Public	94%	272	6%	16	288
Private, proprietary	90%	18	10%	2	20
Private, not-for-profit	88%	300	12%	40	340

	Yes		No		Total
	%	Count	%	Count	
Under 1,000	87%	103	13%	16	119
1,000 - 2,499	91%	164	9%	17	181
2,500 - 4,999	93%	112	7%	9	121
5,000 - 9,999	92%	96	8%	8	104
10,000 - 19,999	96%	66	4%	3	69
20,000+	91%	49	9%	5	54

Q2.32 - Must a student submit a petition for a course grade to be replaced after the repeated course is successfully completed?

	Yes, a student must submit a request for the grade to be replaced.		No, we automatically adjust the grade as needed.		Total
	%	Count	%	Count	
Lower Division Only	7%	7	93%	95	102
Undergraduate	14%	12	86%	75	87
Undergraduate, graduate, and/or professional	15%	59	85%	337	396

	Yes, a student must submit a request for the grade to be replaced.		No, we automatically adjust the grade as needed.		Total
	%	Count	%	Count	
Public	16%	44	84%	225	269
Private, not-for-profit	11%	32	89%	266	298
Private, proprietary	11%	2	89%	16	18

	Yes, a student must submit a request for the grade to be replaced.		No, we automatically adjust the grade as needed.		Total
	%	Count	%	Count	
Under 1,000	11%	11	89%	92	103
1,000 - 2,499	7%	12	93%	151	163
5,000 - 9,999	7%	7	93%	89	96
2,500 - 4,999	11%	12	89%	100	112
10,000 - 19,999	31%	20	69%	45	65
20,000+	35%	16	65%	30	46

Q2.33 - For the course repeat grading practices below, please indicate the practice and condition that most accurately describes repeat course grading at your institution.

Too complex of a matrix to create meaningful breakouts.

Q2.34 - May some courses be repeated for credit (i.e., count towards a degree requirement more than once)?

	Yes		No		Total
	%	Count	%	Count	
Lower Division Only	50%	51	50%	51	102
Undergraduate	72%	63	28%	25	88
Undergraduate, graduate, and/or professional	78%	312	22%	86	398

	Yes		No		Total
	%	Count	%	Count	
Public	71%	193	29%	78	271
Private, not-for-profit	76%	226	24%	73	299
Private, proprietary	39%	7	61%	11	18

	Yes		No		Total
	%	Count	%	Count	
Under 1,000	59%	60	41%	42	102
1,000 - 2,499	75%	123	25%	41	164
2,500 - 4,999	74%	83	26%	29	112
5,000 - 9,999	74%	70	26%	25	95
10,000 - 19,999	71%	47	29%	19	66
20,000+	88%	43	12%	6	49

Q2.37 - Who determines the grading policy at your institution? (check all that apply)

	Academic administration		Faculty governance group		Colleges or schools within the institution		Other		Total
	%	Count	%	Count	%	Count	%	Count	
Lower Division Only	71%	76	45%	48	7%	8	21%	22	107
Undergraduate	61%	64	76%	80	3%	3	4%	4	105
Undergraduate, graduate, and/or professional	58%	251	73%	315	15%	66	7%	32	431

	Academic administration		Faculty governance group		Colleges or schools within the institution		Other		Total
	%	Count	%	Count	%	Count	%	Count	
Public	59%	167	66%	189	14%	39	16%	45	285
Private, not-for-profit	62%	208	73%	247	11%	36	3%	11	338
Private, proprietary	80%	16	35%	7	10%	2	10%	2	20

	Academic administration		Faculty governance group		Colleges or schools within the institution		Other		Total
	%	Count	%	Count	%	Count	%	Count	
Under 1,000	69%	82	64%	76	6%	7	6%	7	118
1,000 - 2,499	57%	104	70%	126	6%	11	7%	13	181
2,500 - 4,999	67%	80	69%	83	20%	24	9%	11	120
5,000 - 9,999	63%	65	69%	71	11%	11	5%	5	103
10,000 - 19,999	56%	38	66%	45	16%	11	24%	16	68
20,000+	42%	22	79%	42	25%	13	11%	6	53

Q2.38 - Do students have an option to dispute earned grades?

	Yes, an institution-wide policy		Yes, determined at the school/department level		Yes, determined by the individual faculty		No		Total
	%	Count	%	Count	%	Count	%	Count	
Lower Division Only	87%	93	7%	7	6%	6	1%	1	107
Undergraduate	90%	95	2%	2	7%	7	1%	1	105
Undergraduate, graduate, and/or professional	87%	377	10%	42	3%	13	0%	1	433

	Yes, an institution-wide policy		Yes, determined at the school/department level		Yes, determined by the individual faculty		No		Total
	%	Count	%	Count	%	Count	%	Count	
Public	87%	249	8%	24	4%	12	0%	1	286
Private, not-for-profit	89%	301	7%	23	4%	13	1%	2	339
Private, proprietary	75%	15	20%	4	5%	1	0%	0	20

	Yes, an institution-wide policy		Yes, determined at the school/department level		Yes, determined by the individual faculty		No		Total
	%	Count	%	Count	%	Count	%	Count	
Under 1,000	86%	101	8%	9	6%	7	1%	1	118
1,000 - 2,499	93%	169	2%	4	4%	8	0%	0	181
2,500 - 4,999	88%	107	9%	11	2%	2	1%	1	121
5,000 - 9,999	90%	93	7%	7	3%	3	0%	0	103
10,000 - 19,999	83%	57	10%	7	6%	4	1%	1	69
20,000+	72%	38	25%	13	4%	2	0%	0	53

Q2.39 - Who has the authority to initiate a grade change?

	Course instructor		Department chair		Academic administrator		The registrar		Other		Total
	%	Count	%	Count	%	Count	%	Count	%	Count	
Lower Division Only	97%	104	39%	42	45%	48	18%	19	13%	14	107
Undergraduate	95%	100	27%	28	26%	27	7%	7	9%	9	105
Undergraduate, graduate, and/or professional	99%	428	48%	207	34%	149	11%	47	15%	67	433

	Course instructor		Department chair		Academic administrator		The registrar		Other		Total
	%	Count	%	Count	%	Count	%	Count	%	Count	
Public	99%	283	48%	137	36%	102	12%	34	16%	47	286
Private, not-for-profit	98%	331	38%	129	34%	116	10%	34	11%	38	339
Private, proprietary	90%	18	55%	11	30%	6	25%	5	25%	5	20

	Course instructor		Department chair		Academic administrator		The registrar		Other		Total
	%	Count	%	Count	%	Count	%	Count	%	Count	
Under 1,000	94%	111	29%	34	33%	39	14%	16	12%	14	118
1,000 - 2,499	99%	180	38%	69	34%	61	12%	21	8%	14	181
2,500 - 4,999	98%	118	47%	57	38%	46	12%	14	20%	24	121
5,000 - 9,999	98%	101	50%	51	39%	40	9%	9	17%	18	103
10,000 - 19,999	100%	69	57%	39	33%	23	10%	7	14%	10	69
20,000+	100%	53	51%	27	28%	15	11%	6	19%	10	53

Q2.40 - Are grades earned in honor's courses weighted differently for the cumulative GPA than standard courses?

All but one institution answered "No" to this question. No need for a breakout.

Note: "not applicable" response choice excluded from analysis

Q2.41 - Are grades earned in remedial courses weighted differently for the cumulative GPA than standard courses?

	Yes		No		Total
	%	Count	%	Count	
Lower Division Only	45%	39	55%	47	86
Undergraduate	33%	14	67%	29	43
Undergraduate, graduate, and/or professional	34%	82	66%	161	243

	Yes		No		Total
	%	Count	%	Count	
Public	48%	93	52%	101	194
Private, not-for-profit	22%	38	78%	131	169
Private, proprietary	44%	4	56%	5	9

	Yes		No		Total
	%	Count	%	Count	
Under 1,000	15%	8	85%	47	55
1,000 - 2,499	39%	39	61%	61	100
2,500 - 4,999	35%	26	65%	48	74
5,000 - 9,999	46%	31	54%	36	67
10,000 - 19,999	36%	15	64%	27	42
20,000+	47%	16	53%	18	34

Note: “not applicable” response choice excluded from analysis

Q2.42 - May a student petition for a pass/fail, satisfactory/unsatisfactory, credit/no credit, or institutional equivalent grade to be converted to a standard grade?

	Yes		Conditional		No		Total
	%	Count	%	Count	%	Count	
Lower Division Only	2%	2	9%	7	89%	73	82
Undergraduate	9%	8	7%	6	84%	73	87
Undergraduate, graduate, and/or professional	10%	41	14%	54	76%	305	400

	Yes		Conditional		No		Total
	%	Count	%	Count	%	Count	
Public	9%	22	13%	33	78%	196	251
Private, not-for-profit	10%	29	11%	33	80%	242	304
Private, proprietary	0%	0	7%	1	93%	13	14

	Yes		Conditional		No		Total
	%	Count	%	Count	%	Count	
Under 1,000	3%	3	6%	6	91%	87	96
1,000 - 2,499	8%	13	9%	15	82%	131	159
2,500 - 4,999	13%	14	13%	14	74%	81	109
5,000 - 9,999	7%	6	16%	14	78%	70	90
10,000 - 19,999	10%	6	16%	10	75%	47	63
20,000+	17%	9	15%	8	67%	35	52

Q2.43 - Does your institution have an academic bankruptcy or forgiveness policy?

	Yes		No, but the institution is considering one.		No		Total
	%	Count	%	Count	%	Count	
Lower Division Only	64%	69	7%	7	29%	31	107
Undergraduate	25%	26	5%	5	70%	74	105
Undergraduate, graduate, and/or professional	45%	194	6%	24	49%	212	430

Does your institution have an academic bankruptcy or forgiveness policy by control							
	Yes		No, but the institution is considering one.		No		Total
	%	Count	%	Count	%	Count	
Public	71%	201	6%	17	24%	67	285
Private, proprietary	5%	1	5%	1	90%	18	20
Private, not-for-profit	26%	87	5%	18	69%	232	337

	Yes		No, but the institution is considering one.		No		Total
	%	Count	%	Count	%	Count	
Under 1,000	25%	30	8%	9	67%	79	118
1,000 - 2,499	38%	69	6%	11	56%	100	180
5,000 - 9,999	62%	64	2%	2	36%	37	103
2,500 - 4,999	43%	52	5%	6	52%	62	120
10,000 - 19,999	67%	46	6%	4	28%	19	69
20,000+	54%	28	8%	4	38%	20	52

Q2.44 - Undergraduate students are eligible for the academic forgiveness or bankruptcy policy if they have . . . (check all that apply)

	Reached a certain age		Not attended any other institution for a set period of time		Not attended this institution for a set period of time		Maintained good academic standing at this institution for a set period of time		Other		Total
	%	Count	%	Count	%	Count	%	Count	%	Count	
Lower Division Only	1%	1	13%	9	52%	36	36%	25	32%	22	69
Undergraduate	0%	0	31%	8	65%	17	19%	5	12%	3	26
Undergraduate, graduate, and/or professional	4%	8	24%	46	66%	127	23%	44	32%	61	193

	Reached a certain age		Not attended any other institution for a set period of time		Not attended this institution for a set period of time		Maintained good academic standing at this institution for a set period of time		Other		Total
	%	Count	%	Count	%	Count	%	Count	%	Count	
Public	4%	7	25%	49	62%	124	27%	54	30%	60	200
Private, not-for-profit	2%	2	16%	14	63%	55	23%	20	30%	26	87
Private, proprietary	0%	0	0%	0	100%	1	0%	0	0%	0	1

	Reached a certain age		Not attended any other institution for a set period of time		Not attended this institution for a set period of time		Maintained good academic standing at this institution for a set period of time		Other		Total
	%	Count	%	Count	%	Count	%	Count	%	Count	
Under 1,000	3%	1	30%	9	63%	19	33%	10	20%	6	30
1,000 - 2,499	1%	1	14%	10	59%	41	29%	20	29%	20	69
10,000 - 19,999	9%	4	31%	14	67%	30	29%	13	27%	12	45
2,500 - 4,999	0%	0	19%	10	56%	29	25%	13	35%	18	52
5,000 - 9,999	2%	1	25%	16	66%	42	22%	14	36%	23	64
20,000+	7%	2	14%	4	68%	19	14%	4	25%	7	28

Q2.45 - Course grades granted academic forgiveness or bankruptcy are . . .

	Visible on the official academic transcript, but excluded from the cumulative GPA		Removed from the official academic transcript		Other		Total
	%	Count	%	Count	%	Count	
Lower Division Only	87%	60	7%	5	6%	4	69
Undergraduate	92%	24	8%	2	0%	0	26
Undergraduate, graduate, and/or professional	89%	171	4%	8	7%	14	193

	Visible on the official academic transcript, but excluded from the cumulative GPA		Removed from the official academic transcript		Other		Total
	%	Count	%	Count	%	Count	
Public	91%	181	4%	8	6%	11	200
Private, not-for-profit	84%	73	8%	7	8%	7	87
Private, proprietary	100%	1	0%	0	0%	0	1

	Visible on the official academic transcript, but excluded from the cumulative GPA		Removed from the official academic transcript		Other		Total
	%	Count	%	Count	%	Count	
Under 1,000	83%	25	13%	4	3%	1	30
1,000 - 2,499	81%	56	7%	5	12%	8	69
2,500 - 4,999	90%	47	4%	2	6%	3	52
5,000 - 9,999	98%	63	2%	1	0%	0	64
10,000 - 19,999	89%	40	4%	2	7%	3	45
Over 20,000	86%	24	4%	1	11%	3	28

Q2.46 - The academic forgiveness or bankruptcy policy applies to . . .

	All courses within the bankruptcy period of time regardless of grade earned		Only courses below a C or institutionally equivalent grade within the bankruptcy period of time		Only failing courses within the bankruptcy period of time		Other		Total
	%	Count	%	Count	%	Count	%	Count	
Lower Division Only	54%	37	17%	12	12%	8	17%	12	69
Undergraduate	62%	16	27%	7	0%	0	12%	3	26
Undergraduate, graduate, and/or professional	62%	118	19%	37	5%	9	14%	27	191

	All courses within the bankruptcy period of time regardless of grade earned		Only courses below a C or institutionally equivalent grade within the bankruptcy period of time		Only failing courses within the bankruptcy period of time		Other		Total
	%	Count	%	Count	%	Count	%	Count	
Public	61%	121	19%	38	6%	11	15%	30	200
Private, not-for-profit	58%	49	21%	18	7%	6	14%	12	85
Private, proprietary	100%	1	0%	0	0%	0	0%	0	1

	All courses within the bankruptcy period of time regardless of grade earned		Only courses below a C or institutionally equivalent grade within the bankruptcy period of time		Only failing courses within the bankruptcy period of time		Other		Total
	%	Count	%	Count	%	Count	%	Count	
Under 1,000	66%	19	24%	7	3%	1	7%	2	29
1,000 - 2,499	63%	43	19%	13	6%	4	12%	8	68
2,500 - 4,999	54%	28	23%	12	12%	6	12%	6	52
5,000 - 9,999	55%	35	17%	11	2%	1	27%	17	64
10,000 - 19,999	56%	25	27%	12	7%	3	11%	5	45
20,000+	75%	21	4%	1	7%	2	14%	4	28

Q2.47 - Does your institution calculate and award Latin honors (e.g., summa cum laude, magna cum laude, etc.)

	Yes		No		Total
	%	Count	%	Count	
Lower Division Only	40%	43	60%	64	107
Undergraduate	82%	85	18%	19	104
Undergraduate, graduate, and/or professional	91%	392	9%	40	432

	Yes		No		Total
	%	Count	%	Count	
Public	71%	203	29%	82	285
Private, not-for-profit	90%	303	10%	35	338
Private, proprietary	70%	14	30%	6	20

	Yes		No		Total
	%	Count	%	Count	
Under 1,000	68%	80	32%	38	118
1,000 - 2,499	84%	152	16%	28	180
2,500 - 4,999	79%	96	21%	25	121
5,000 - 9,999	83%	85	17%	18	103
10,000 - 19,999	90%	61	10%	7	68
20,000+	87%	46	13%	7	53

Q2.48 - Which Latin honors are awarded at your institution? (check all that apply)

	cum laude		magna cum laude		summa cum laude		egregia cum laude		maxima cum laude		Total
	%	Count	%	Count	%	Count	%	Count	%	Count	
Lower Division Only	95%	41	95%	41	100%	43	0%	0	0%	0	43
Undergraduate	100%	85	100%	85	99%	84	0%	0	0%	0	85
Undergraduate, graduate, and/or professional	99%	389	100%	391	99%	387	0%	1	0%	1	391

	cum laude		magna cum laude		summa cum laude		egregia cum laude		maxima cum laude		Total
	%	Count	%	Count	%	Count	%	Count	%	Count	
Public	99%	200	99%	200	100%	201	0%	0	0%	0	202
Private, not-for-profit	99%	301	100%	303	99%	299	0%	1	0%	1	303
Private, proprietary	100%	14	100%	14	100%	14	0%	0	0%	0	14

	cum laude		magna cum laude		summa cum laude		egregia cum laude		maxima cum laude		Total
	%	Count	%	Count	%	Count	%	Count	%	Count	
Under 1,000	99%	79	100%	80	99%	79	0%	0	0%	0	80
1,000 - 2,499	99%	151	99%	150	100%	152	1%	1	0%	0	152
2,500 - 4,999	100%	96	100%	96	98%	94	0%	0	1%	1	96
5,000 - 9,999	98%	83	100%	85	99%	84	0%	0	0%	0	85
10,000 - 19,999	100%	61	100%	61	98%	60	0%	0	0%	0	61
20,000+	100%	45	100%	45	100%	45	0%	0	0%	0	45

Q2.49 - Does your institution denote graduation with honors?

	Yes		No		Total
	%	Count	%	Count	
Lower Division Only	91%	58	9%	6	64
Undergraduate	74%	14	26%	5	19
Undergraduate, graduate, and/or professional	60%	24	40%	16	40

	Yes		No		Total
	%	Count	%	Count	
Public	87%	71	13%	11	82
Private, not-for-profit	60%	21	40%	14	35
Private, proprietary	67%	4	33%	2	6

	Yes		No		Total
	%	Count	%	Count	
Under 1,000	63%	24	37%	14	38
1,000 - 2,499	79%	22	21%	6	28
2,500 - 4,999	84%	21	16%	4	25
5,000 - 9,999	89%	16	11%	2	18
10,000 - 19,999	100%	7	0%	0	7
20,000+	86%	6	14%	1	7

Q2.50 - Which graduation honors denotations does your institution award? (check all that apply)

	Highest honors		High honors		Honors		Other		Total
	%	Count	%	Count	%	Count	%	Count	
Lower Division Only	38%	22	45%	26	78%	45	17%	10	58
Undergraduate	14%	2	43%	6	86%	12	21%	3	14
Undergraduate, graduate, and/or professional	46%	11	58%	14	79%	19	29%	7	24

	Highest honors		High honors		Honors		Other		Total
	%	Count	%	Count	%	Count	%	Count	
Public	41%	29	52%	37	82%	58	18%	13	71
Private, not-for-profit	19%	4	33%	7	76%	16	29%	6	21
Private, proprietary	50%	2	50%	2	50%	2	25%	1	4

	Highest honors		High honors		Honors		Other		Total
	%	Count	%	Count	%	Count	%	Count	
Under 1,000	21%	5	42%	10	75%	18	21%	5	24
1,000 - 2,499	27%	6	50%	11	77%	17	27%	6	22
2,500 - 4,999	52%	11	52%	11	86%	18	10%	2	21
5,000 - 9,999	44%	7	50%	8	75%	12	13%	2	16
10,000 - 19,999	43%	3	29%	2	71%	5	29%	2	7
20,000+	50%	3	67%	4	100%	6	50%	3	6

Q2.52 - Has your institution made any significant changes to its graduation with honors requirements in the past five years?

	Yes, the criteria are more stringent.		Yes, the criteria are less stringent.		No		Total
	%	Count	%	Count	%	Count	
Lower Division Only	6%	6	3%	3	91%	92	101
Undergraduate	10%	10	4%	4	86%	85	99
Undergraduate, graduate and/or professional	10%	40	5%	22	85%	353	415

	Yes, the criteria are more stringent.		Yes, the criteria are less stringent.		No		Total
	%	Count	%	Count	%	Count	
Public	8%	21	5%	15	87%	237	273
Private, proprietary	17%	3	0%	0	83%	15	18
Private, not-for-profit	10%	32	4%	14	86%	278	324

	Yes, the criteria are more stringent.		Yes, the criteria are less stringent.		No		Total
	%	Count	%	Count	%	Count	
Under 1,000	14%	15	1%	1	85%	88	104
1,000 - 2,499	5%	8	5%	9	90%	157	174
2,500 - 4,999	9%	10	9%	10	83%	97	117
5,000 - 9,999	8%	8	4%	4	88%	89	101
10,000 - 19,999	18%	12	6%	4	76%	51	67
20,000+	6%	3	2%	1	92%	48	52

Q2.53 - Does your institution use GPA, class rank, or both to determine Latin awards?

	GPA only		Class rank only		Both GPA and class rank		Total
	%	Count	%	Count	%	Count	
Lower Division Only	100%	43	0%	0	0%	0	43
Undergraduate	96%	82	4%	3	0%	0	85
Undergraduate, graduate, and/or professional	96%	375	2%	7	3%	10	392

	GPA only		Class rank only		Both GPA and class rank		Total
	%	Count	%	Count	%	Count	
Public	96%	195	1%	3	2%	5	203
Private, proprietary	93%	13	0%	0	7%	1	14
Private, not-for-profit	96%	292	2%	7	1%	4	303

	GPA only		Class rank only		Both GPA and class rank		Total
	%	Count	%	Count	%	Count	
Under1,000	98%	78	1%	1	1%	1	80
1,000 - 2,499	97%	147	3%	4	1%	1	152
2,500 - 4,999	99%	95	0%	0	1%	1	96
5,000 - 9,999	98%	83	2%	2	0%	0	85
10,000 - 19,999	92%	56	3%	2	5%	3	61
20,000+	89%	41	2%	1	9%	4	46

Q2.54 - Does your institution use GPA, class rank, or both to determine graduation honors awards?

	GPA only		Class rank only		Both GPA and class rank		Total
	%	Count	%	Count	%	Count	
Lower Division Only	100%	58	0%	0	0%	0	58
Undergraduate	100%	14	0%	0	0%	0	14
Undergraduate, graduate, and/or professional	79%	19	0%	0	21%	5	24

	GPA only		Class rank only		Both GPA and class rank		Total
	%	Count	%	Count	%	Count	
Public	94%	67	0%	0	6%	4	71
Private, not-for-profit	95%	20	0%	0	5%	1	21
Private, proprietary	100%	4	0%	0	0%	0	4

	GPA only		Class rank only		Both GPA and class rank		Total
	%	Count	%	Count	%	Count	
Under 1,000	100%	24	0%	0	0%	0	24
1,000 - 2,499	100%	22	0%	0	0%	0	22
2,500 - 4,999	95%	20	0%	0	5%	1	21
5,000 - 9,999	88%	14	0%	0	13%	2	16
10,000 - 19,999	100%	7	0%	0	0%	0	7
20,000+	67%	4	0%	0	33%	2	6

Appendix B: Graduate and/or Professional Grading Practices by Type, Control, and Size

Q1.1 What type of academic calendar is currently in use by your institution for credit-bearing classes? (check all that apply) % of responses

	4-1-4 or 4-4-1		Semester		Trimester		Quarter		Continuous		Other		Total
	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	
Undergraduate, graduate, and/or professional	4%	12	85%	234	5%	14	8%	23	3%	9	7%	20	275
Graduate and/or professional	0%	0	71%	22	13%	4	19%	6	3%	1	10%	3	31

	4-1-4 or 4-4-1		Semester		Trimester		Quarter		Continuous		Other		Total
	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	
Public	2%	2	88%	84	1%	1	10%	10	1%	1	10%	10	96
Private, not-for-profit	5%	10	82%	163	8%	16	9%	17	4%	7	6%	12	198
Private, proprietary	0%	0	75%	9	8%	1	17%	2	17%	2	8%	1	12

		4-1-4 or 4-4-1	Semester	Trimester	Quarter	Continuous	Other
Under 1,000	%	3%	84%	7%	7%	8%	15%
	Count	2	63	5	5	6	11
1,000-2,499	%	0%	88%	4%	8%	0%	0%
	Count	0	21	1	2	0	0
2,500-4,999	%	8%	80%	10%	12%	2%	7%
	Count	5	48	6	7	1	4
5,000-9,999	%	0%	81%	0%	16%	0%	13%
	Count	0	25	0	5	0	4
10,000-19,999	%	4%	96%	4%	2%	2%	4%
	Count	2	43	2	1	1	2
20,000+	%	4%	79%	6%	13%	3%	3%
	Count	3	56	4	9	2	2

Q1.2 - Does your institution offer competency-based education courses for credit?

	Yes, the institution is entirely competency-based education.		Yes, the institution offers both competency-based courses and traditional credit-based courses.		No, the institution does not offer any competency-based education courses.		Total
	%	Count	%	Count	%	Count	
Undergraduate, graduate, and/or professional	0%	1	14%	38	86%	236	275
Graduate and/or professional	0%	0	6%	2	94%	29	31

	Yes, the institution is entirely competency-based education.		Yes, the institution offers both competency-based courses and traditional credit-based courses.		No, the institution does not offer any competency-based education courses.		Total
	%	Count	%	Count	%	Count	
Public	0%	0	18%	17	82%	79	96
Private, not-for-profit	0%	0	11%	22	89%	176	198
Private, proprietary	8%	1	8%	1	83%	10	12

	Under 1,000		1,000-2,499		2,500-4,999		5,000-9,999		10,000-19,999		20,000+	
	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count
Yes, the institution is entirely competency-based education.	0%	0	0%	0	2%	1	0%	0	0%	0	0%	0
Yes, the institution offers both competency-based courses and traditional credit-based courses.	10%	7	11%	8	13%	8	16%	7	25%	6	13%	4
No, the institution does not offer any competency-based education courses.	90%	64	89%	67	85%	51	84%	38	75%	18	87%	27
Total		71		75		60		45		24		31

Q1.3 - Does your institution issue grades for any credit-bearing competency-based education courses?

	Yes, and the grade IS included on the official transcript.		Yes, but the grade is NOT included on the official transcript.		No		Total
	%	Count	%	Count	%	Count	
Undergraduate, graduate, and/or professional	67%	26	5%	2	28%	11	39
Graduate and/or professional	50%	1	0%	0	50%	1	2

	Yes, and the grade IS included on the official transcript.		Yes, but the grade is NOT included on the official transcript.		No		Total
	%	Count	%	Count	%	Count	
Public	76%	13	6%	1	18%	3	17
Private, not-for-profit	55%	12	5%	1	41%	9	22
Private, proprietary	100%	2	0%	0	0%	0	2

	Yes, and the grade IS included on the official transcript.		Yes, but the grade is NOT included on the official transcript.		No		Total
	%	Count	%	Count	%	Count	
Under 1,000	57%	4	14%	1	29%	2	7
1,000-2,499	50%	4	13%	1	38%	3	8
2,500-4,999	89%	8	0%	0	11%	1	9
5,000-9,999	71%	5	0%	0	29%	2	7
10,000-19,999	50%	3	0%	0	50%	3	6
Over 20,000	75%	3	0%	0	25%	1	4

Q2.1 Which of the following official transcript grading systems are in use at your institution for credit-bearing classes? (check all that apply)

	Graduate and/or professional		Undergraduate, graduate, and/or professional	
	%	Count	%	Count
Letter	100%	31	96%	265
Pluses	58%	18	70%	192
Minuses	58%	18	68%	187
Numeric (e.g., 94%, 80%, etc.)	6%	2	8%	23
Narrative ONLY	0%	0	0%	0
Narrative	0%	0	2%	5
Pass/fail	61%	19	61%	167
Satisfactory/unsatisfactory	32%	10	39%	108
Credit/no credit	29%	9	38%	104
Other institutional option equivalent to pass/fail	3%	1	7%	19
Total		31		275

	Public		Private, not-for-profit		Private, proprietary	
	%	Count	%	Count	%	Count
Letter	95%	91	97%	193	100%	12
Pluses	63%	60	73%	145	42%	5
Minuses	60%	58	72%	142	42%	5
Numeric (e.g., 94%, 80%, etc.)	6%	6	9%	18	8%	1
Narrative ONLY	0%	0	0%	0	0%	0
Narrative	2%	2	2%	3	0%	0
Pass/fail	60%	58	63%	124	33%	4
Satisfactory/unsatisfactory	58%	56	30%	60	17%	2
Credit/no credit	45%	43	34%	67	25%	3
Other institutional option equivalent to pass/fail	9%	9	6%	11	0%	0

Total			96				198				12	
	Under 1,000		1,000-2,499		2,500-4,999		5,000-9,999		10,000-19,999		20,000+	
	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count
Letter	97%	69	97%	73	93%	56	98%	44	96%	23	100%	31
Pluses	65%	46	67%	50	68%	41	71%	32	63%	15	84%	26
Minuses	65%	46	64%	48	67%	40	69%	31	63%	15	81%	25
Numeric (e.g., 94%, 80%, etc.)	13%	9	3%	2	12%	7	2%	1	17%	4	6%	2
Narrative ONLY	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
Narrative	3%	2	1%	1	2%	1	2%	1	0%	0	0%	0
Pass/fail	65%	46	60%	45	58%	35	62%	28	46%	11	68%	21
Satisfactory/unsatisfactory	25%	18	33%	25	40%	24	42%	19	63%	15	55%	17
Credit/no credit	37%	26	35%	26	32%	19	40%	18	38%	9	48%	15
Other institutional equivalent to pass/fail	3%	2	5%	4	8%	5	9%	4	4%	1	13%	4
Total		71		75		60		45		24		31

Q2.2 - Does your institution automatically add a grade (letter or numeric) to the narrative on a transcript OR must a student request that a grade be added to his/her transcript?

Just 5 respondents so no need for a breakout.

Q2.3 - Are faculty required to use **pluses** in their courses if earned by a student?

	Required, if the student earns it.		Optional, the faculty member may choose to use this option in his or her class.		Other		Total
	%	Count	%	Count	%	Count	
Undergraduate, graduate, and/or professional	39%	75	57%	109	4%	8	192
Graduate and/or professional	65%	11	29%	5	6%	1	17

Question	Required, if the student earns it.		Optional, the faculty member may choose to use this option in his or her class.		Other		Total
	%	Count	%	Count	%	Count	
Public	27%	16	67%	40	7%	4	60
Private, not-for-profit	47%	67	50%	72	3%	5	144
Private, proprietary	60%	3	40%	2	0%	0	5

	Required, if the student earns it.		Optional, the faculty member may choose to use this option in his or her class.		Other		Total
	%	Count	%	Count	%	Count	
Under 1,000	56%	25	40%	18	4%	2	45
1,000-2,499	44%	22	52%	26	4%	2	50
2,500-4,999	46%	19	54%	22	0%	0	41
5,000-9,999	31%	10	63%	20	6%	2	32
10,000-19,999	20%	3	67%	10	13%	2	15
20,000+	27%	7	69%	18	4%	1	26

Q2.4 - Are faculty required to use **minuses** in their courses if earned by a student?

	Required, if the student earns it.		Optional, the faculty member may choose to use this option in his or her class.		Other		Total
	%	Count	%	Count	%	Count	
Undergraduate, graduate, and/or professional	41%	76	55%	103	4%	8	187
Graduate and/or professional	65%	11	29%	5	6%	1	17

	Required, if the student earns it.		Optional, the faculty member may choose to use this option in his or her class.		Other. Please describe.		Total
	%	Count	%	Count	%	Count	
Public	28%	16	66%	38	7%	4	58
Private, not-for-profit	48%	68	48%	68	4%	5	141
Private, proprietary	60%	3	40%	2	0%	0	5

	Required, if the student earns it.		Optional, the faculty member may choose to use this option in his or her class.		Other		Total
	%	Count	%	Count	%	Count	
Under 1,000	56%	25	40%	18	4%	2	45
1,000-2,499	46%	22	50%	24	4%	2	48
2,500-4,999	48%	19	53%	21	0%	0	40
5,000-9,999	35%	11	58%	18	6%	2	31
10,000-19,999	20%	3	67%	10	13%	2	15
20,000+	28%	7	68%	17	4%	1	25

Q2.5 - Does your institution differentiate between "withdrawal failing" and "withdrawal passing" in final grading?

Question	Yes		No		Total
	%	Count	%	Count	
Undergraduate, graduate, and/or professional	26%	71	74%	204	275
Graduate and/or professional	23%	7	77%	24	31

Question	Yes		No		Total
	%	Count	%	Count	
Public	26%	25	74%	71	96
Private, not-for-profit	24%	47	76%	151	198
Private, proprietary	50%	6	50%	6	12

	Yes		No		Total
	%	Count	%	Count	
Under 1,000	35%	25	65%	46	71
1,000-2,499	23%	17	77%	58	75
2,500-4,999	27%	16	73%	44	60
5,000-9,999	20%	9	80%	36	45
10,000-19,999	17%	4	83%	20	24
20,000+	23%	7	77%	24	31

Q2.6 - Does your institution differentiate between "withdrawal failing" and "withdrawal passing" on a **student's official transcript**?

	Yes		No		Total
	%	Count	%	Count	
Undergraduate, graduate, and/or professional	27%	73	73%	202	275
Graduate and/or professional	23%	7	77%	24	31

	Yes		No		Total
	%	Count	%	Count	
Public	23%	22	77%	74	96
Private, not-for-profit	26%	52	74%	146	198
Private, proprietary	50%	6	50%	6	12

	Yes		No		Total
	%	Count	%	Count	
Under 1,000	37%	26	63%	45	71
1,000-2,499	27%	20	73%	55	75
2,500-4,999	27%	16	73%	44	60
5,000-9,999	18%	8	82%	37	45
10,000-19,999	21%	5	79%	19	24
20,000+	16%	5	84%	26	31

Q2.7 Does the withdrawal failing (WF) impact the GPA?

	Yes		No		Total
	%	Count	%	Count	
Undergraduate, graduate, and/or professional	66%	48	34%	25	73
Graduate and/or professional	43%	3	57%	4	7

	Yes		No		Total
	%	Count	%	Count	
Public	50%	11	50%	11	22
Private, not-for-profit	71%	37	29%	15	52
Private, proprietary	50%	3	50%	3	6

	Yes		No		Total
	%	Count	%	Count	
Under 1,000	62%	16	38%	10	26
1,000-2,499	60%	12	40%	8	20
2,500-4,999	75%	12	25%	4	16
5,000-9,999	50%	4	50%	4	8
10,000-19,999	80%	4	20%	1	5
20,000+	60%	3	40%	2	5

Note: This question was not asked of about Undergraduate population.

Q2.8 - Does your institution use a 4.0 grade point scale?

	Yes, we use a 4.0 grade point scale.		We do not assign numeric grade points to letter grades.		No, we use a grading scale but use a different range.		Total
	%	Count	%	Count	%	Count	
Undergraduate, graduate, and/or professional	98%	269	2%	5	0%	1	275
Graduate and/or professional	90%	28	3%	1	6%	2	31

	Yes, we use a 4.0 grade point scale.		We do not assign numeric grade points to letter grades.		No, we use a grading scale but use a different range.		Total
	%	Count	%	Count	%	Count	
Public	99%	95	1%	1	0%	0	96
Private, not-for-profit	96%	190	3%	5	2%	3	198
Private, proprietary	100%	12	0%	0	0%	0	12

	Yes, we use a 4.0 grade point scale.		We do not assign numeric grade points to letter grades.		No, we use a grading scale but use a different range.		Total
	%	Count	%	Count	%	Count	
Under 1,000	96%	68	1%	1	3%	2	71
1,000-2,499	100%	75	0%	0	0%	0	75
2,500-4,999	98%	59	2%	1	0%	0	60
5,000-9,999	98%	44	2%	1	0%	0	45
10,000-19,999	88%	21	8%	2	4%	1	24
20,000+	97%	30	3%	1	0%	0	31

Q2.9 was a file upload.

Q2.10 Just 10 institutions out of 297 indicated a GPA greater than 4.0. Data does not warrant a breakout.

Q2.11 - Are grades from **transfer courses** factored into the cumulative GPA at your institution?

	Yes		No		Total
	%	Count	%	Count	
Undergraduate, graduate, and/or professional	15%	41	85%	228	269
Graduate and/or professional	8%	2	92%	23	25

	Yes		No		Total
	%	Count	%	Count	
Public	23%	22	77%	73	95
Private, not-for-profit	11%	21	89%	167	188
Private, proprietary	0%	0	100%	11	11

	Yes		No		Total
	%	Count	%	Count	
Under 1,000	6%	4	94%	59	63
1,000-2,499	17%	12	83%	60	72
2,500-4,999	15%	9	85%	51	60
5,000-9,999	18%	8	82%	36	44
10,000-19,999	17%	4	83%	20	24
20,000+	19%	6	81%	25	31

Note: “Not applicable” response choice has been excluded from calculation

Q2.12 - Are grades from **study abroad** programs factored into the cumulative GPA at your institution?

	Yes		No		Total
	%	Count	%	Count	
Undergraduate, graduate, and/or professional	50%	114	50%	115	229
Graduate and/or professional	50%	4	50%	4	8

Question	Yes		No		Total
	%	Count	%	Count	
Public	58%	49	42%	36	85
Private, not-for-profit	47%	68	53%	78	146
Private, proprietary	17%	1	83%	5	6

	Yes		No		Total
	%	Count	%	Count	
Under 1,000	36%	12	64%	21	33
1,000-2,499	48%	29	52%	31	60
2,500-4,999	41%	21	59%	30	51
5,000-9,999	52%	22	48%	20	42
10,000-19,999	68%	15	32%	7	22
20,000+	66%	19	34%	10	29

Note: "Not applicable" response choice has been excluded from calculation

Q2.13 - If grades are assigned to prior learning assessments, are those grades factored into the cumulative GPA at your institution?

	Yes		No		Total
	%	Count	%	Count	
Undergraduate, graduate, and/or professional	6%	8	94%	121	129
Graduate and/or professional	0%	0	100%	7	7

Question	Yes		No		Total
	%	Count	%	Count	
Public	6%	3	94%	49	52
Private, not-for-profit	6%	5	94%	73	78
Private, proprietary	0%	0	100%	6	6

	Yes		No		Total
	%	Count	%	Count	
Under 1,000	0%	0	100%	22	22
1,000-2,499	4%	1	96%	26	27
2,500-4,999	6%	2	94%	34	36
5,000-9,999	21%	4	79%	15	19
10,000-19,999	0%	0	100%	15	15
20,000+	6%	1	94%	16	17

Q2.14 - If grades are assigned to credit earned through a testing process (e.g., Advanced Placement, challenge exam), are those grades factored into the cumulative GPA at your institution?

Question	Yes		No		Total
	%	Count	%	Count	
Graduate and/or professional	13%	1	88%	7	8
Undergraduate, graduate, and/or professional	5%	10	95%	187	197

Question	Yes		No		Total
	%	Count	%	Count	
Public	7%	5	93%	71	76
Private, not-for-profit	5%	6	95%	114	120
Private, proprietary	0%	0	100%	9	9

	Yes		No		Total
	%	Count	%	Count	
Under 1,000	3%	1	97%	31	32
1,000-2,499	6%	3	94%	44	47
2,500-4,999	6%	3	94%	44	47
5,000-9,999	9%	3	91%	29	32
10,000-19,999	0%	0	100%	20	20
20,000+	4%	1	96%	26	27

Q2.15 - Does your institution permit students to opt-in to take courses using your institution's pass/fail, satisfactory/unsatisfactory, credit/no-credit, or institutional equivalent grading option?

	Yes		No		Total
	%	Count	%	Count	
Undergraduate, graduate, and/or professional	49%	119	51%	126	245
Graduate and/or professional	30%	8	70%	19	27

Question	Yes		No		Total
	%	Count	%	Count	
Public	63%	58	37%	34	92
Private, not-for-profit	39%	67	61%	106	173
Private, proprietary	29%	2	71%	5	7

	Yes		No		Total
	%	Count	%	Count	
Under 1,000	32%	20	68%	42	62
1,000-2,499	39%	25	61%	39	64
2,500-4,999	42%	22	58%	31	53
5,000-9,999	52%	22	48%	20	42
10,000-19,999	65%	13	35%	7	20
20,000+	81%	25	19%	6	31

Q2.16 - Can opt-in grading (pass/fail, etc.) be used to meet a core requirement in a student's major/program?

Question	Yes, core requirements		Yes, core requirement OR electives		No, just electives		It depends on the major/program.		Total
	%	Count	%	Count	%	Count	%	Count	
Undergraduate, graduate, and/or professional	3%	3	13%	16	55%	65	29%	35	119
Graduate and/or professional	0%	0	25%	2	50%	4	25%	2	8

Question	Yes, core requirements		Yes, core requirement OR electives		No, just electives		It depends on the major/program.		Total
	%	Count	%	Count	%	Count	%	Count	
Public	2%	1	14%	8	45%	26	40%	23	58
Private, not-for-profit	3%	2	12%	8	64%	43	21%	14	67
Private, proprietary	0%	0	100%	2	0%	0	0%	0	2

	Yes, core requirements		Yes, core requirement OR electives		No, just electives		It depends on the major/program.		Total
	%	Count	%	Count	%	Count	%	Count	
Under 1,000	5%	1	30%	6	45%	9	20%	4	20
1,000-2,499	8%	2	20%	5	60%	15	12%	3	25
2,500-4,999	0%	0	14%	3	55%	12	32%	7	22
5,000-9,999	0%	0	5%	1	77%	17	18%	4	22
10,000-19,999	0%	0	8%	1	54%	7	38%	5	13
20,000+	0%	0	8%	2	36%	9	56%	14	25

Q2.17 - How many courses **per academic calendar** year may a student opt-in to this grading choice? (pass/fail, satisfactory/unsatisfactory, credit/no-credit, or institutional equivalent grading option)

	1-3		4-6		7-9		10		No limit		Other		Total
	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	
Undergraduate, graduate, and/or professional	12%	14	20%	24	3%	3	3%	3	29%	35	34%	40	119
Graduate and/or professional	0%	0	13%	1	0%	0	0%	0	63%	5	25%	2	8

	1-3		4-6		7-9		10		No limit		Other		Total
	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	
Public	10%	6	19%	11	5%	3	2%	1	29%	17	34%	20	58
Private, not-for-profit	10%	7	19%	13	0%	0	3%	2	34%	23	33%	22	67
Private, proprietary	50%	1	50%	1	0%	0	0%	0	0%	0	0%	0	2

	1-3		4-6		7-9		10		No limit		Other		Total
	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	
Under 1,000	15%	3	20%	4	0%	0	0%	0	40%	8	25%	5	20
1,000-2,499	8%	2	20%	5	0%	0	4%	1	24%	6	44%	11	25
2,500-4,999	14%	3	27%	6	0%	0	5%	1	27%	6	27%	6	22
5,000-9,999	9%	2	27%	6	0%	0	0%	0	23%	5	41%	9	22
10,000-19,999	0%	0	15%	2	0%	0	0%	0	62%	8	23%	3	13
20,000+	16%	4	8%	2	12%	3	4%	1	28%	7	32%	8	25

Q2.18 - How many courses **per academic career** may a student opt-in to this grading choice? (pass/fail, satisfactory/unsatisfactory, credit/no-credit, or institutional equivalent grading option)

Question	One		Two		Three		Four		No limit		Other		Total
	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	
Undergraduate, graduate, and/or professional	12%	14	15%	18	6%	7	3%	4	30%	35	34%	40	118
Graduate and/or professional	25%	2	0%	0	13%	1	0%	0	50%	4	13%	1	8

Question	One		Two		Three		Four		No limit		Other		Total
	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	
Public	9%	5	10%	6	3%	2	0%	0	26%	15	52%	30	58
Private, not-for-profit	15%	10	18%	12	9%	6	6%	4	35%	23	17%	11	66
Private, proprietary	50%	1	0%	0	0%	0	0%	0	50%	1	0%	0	2

	One		Two		Three		Four		No limit		Other		Total
	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	
Under 1,000	30%	6	0%	0	5%	1	0%	0	45%	9	20%	4	20
1,000-2,499	0%	0	28%	7	12%	3	8%	2	36%	9	16%	4	25
2,500-4,999	14%	3	10%	2	10%	2	5%	1	29%	6	33%	7	21
5,000-9,999	9%	2	27%	6	5%	1	0%	0	18%	4	41%	9	22
10,000-19,999	15%	2	8%	1	8%	1	8%	1	46%	6	15%	2	13
20,000+	12%	3	8%	2	0%	0	0%	0	20%	5	60%	15	25

Q2.19 - Please indicate the lowest numeric grade a student could receive and still earn a pass, credit, satisfactory, or institutional equivalent for a course?

Only ten respondents, thus breakout is not included.

Q2.20 - Please indicate the lowest letter grade a student could receive and still earn a pass, credit, satisfactory, or institutional equivalent for a course?

	C+		C		C-		D+		D		Choice of the individual faculty		Other		Total
	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	
Undergraduate, graduate, and/ or professional	0%	0	23%	27	20%	24	1%	1	29%	34	9%	11	18%	21	118
Graduate and/or professional	0%	0	13%	1	25%	2	0%	0	38%	3	0%	0	25%	2	8

	C+		C		C-		D+		D		Choice of the individual faculty		Other		Total
	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	
Public	0%	0	25%	14	18%	10	0%	0	26%	15	11%	6	21%	12	57
Private, not-for-profit	0%	0	19%	13	22%	15	1%	1	33%	22	7%	5	16%	11	67
Private, proprietary	0%	0	50%	1	50%	1	0%	0	0%	0	0%	0	0%	0	2

	C+		C		C-		D+		D		Choice of the individual faculty		Other		Total
	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	10%	2	20
Under 1,000	0%	0	20%	4	30%	6	0%	0	40%	8	0%	0	10%	2	20
1,000-2,499	0%	0	12%	3	16%	4	0%	0	32%	8	12%	3	28%	7	25
2,500-4,999	0%	0	24%	5	29%	6	0%	0	10%	2	14%	3	24%	5	21
5,000-9,999	0%	0	41%	9	18%	4	0%	0	27%	6	5%	1	9%	2	22
10,000-19,999	0%	0	15%	2	23%	3	8%	1	23%	3	15%	2	15%	2	13
20,000+	0%	0	20%	5	12%	3	0%	0	40%	10	8%	2	20%	5	25

Q2.21 - What is the lowest numeric grade that can be applied toward a graduate degree?

Just 10 responses so no need for breakout.

Q2.22 - What is the lowest letter grade that can be applied toward a graduate degree?

	B+		B		B-		C+		C		C-		Other		Total
	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	
Undergraduate, graduate, and/or professional	0%	0	10%	12	16%	19	3%	3	43%	50	15%	17	14%	16	117
Graduate and/or professional	0%	0	0%	0	0%	0	0%	0	38%	3	13%	1	50%	4	8

	B+		B		B-		C+		C		C-		Other		Total
	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	
Public	0%	0	11%	6	14%	8	5%	3	40%	23	14%	8	16%	9	57
Private, not-for-profit	0%	0	9%	6	17%	11	0%	0	44%	29	14%	9	17%	11	66
Private, proprietary	0%	0	0%	0	0%	0	0%	0	50%	1	50%	1	0%	0	2

	Under 1,000		1,000-2,499		2,500-4,999		5,000-9,999		10,000-19,999		20,000+	
	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count
B+	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
B	0%	0	16%	4	0%	0	9%	2	15%	2	16%	4
B-	20%	4	16%	4	10%	2	18%	4	8%	1	16%	4
C+	0%	0	0%	0	5%	1	5%	1	0%	0	4%	1
C	45%	9	44%	11	55%	11	45%	10	31%	4	32%	8
C-	20%	4	8%	2	20%	4	5%	1	15%	2	20%	5
Other	15%	3	16%	4	10%	2	18%	4	31%	4	12%	3
Total	Total	20	Total	25	Total	20	Total	22	Total	13	Total	25

Note: This question was not asked of UG

Q2.23 - If a student does not earn the minimum letter or numeric grade to earn a pass, credit, satisfactory, or institutional equivalent is the fail recorded on the student's permanent record?

	Yes, and it is included in the cumulative GPA.		Yes, but it is NOT included in the cumulative GPA.		No		Total
	%	Count	%	Count	%	Count	
Undergraduate, graduate, and/or professional	57%	67	36%	42	8%	9	118
Graduate and/or professional	88%	7	13%	1	0%	0	8

Question	Yes, and it is included in the cumulative GPA.		Yes, but it is NOT included in the cumulative GPA.		No		Total
	%	Count	%	Count	%	Count	
Public	54%	31	40%	23	5%	3	57
Private, not-for-profit	61%	41	30%	20	9%	6	67
Private, proprietary	100%	2	0%	0	0%	0	2

	Yes, and it is included in the cumulative GPA.		Yes, but it is NOT included in the cumulative GPA.		No		Total
	%	Count	%	Count	%	Count	
Under 1,000	80%	16	15%	3	5%	1	20
1,000-2,499	60%	15	32%	8	8%	2	25
2,500-4,999	68%	15	32%	7	0%	0	22
5,000-9,999	38%	8	38%	8	24%	5	21
10,000-19,999	54%	7	38%	5	8%	1	13
20,000+	52%	13	48%	12	0%	0	25

Q2.24 - Does your institution permit graduate or professional students to take courses on an audit basis? Definition: "Auditing is allowing a student's presence in the classroom without receiving academic credit, a pass/fail or a letter grade."

	Yes, and it is recorded on the transcript.		Yes, but it is NOT recorded on the transcript.		No		Total
	%	Count	%	Count	%	Count	
Undergraduate, graduate, and/or professional	68%	187	14%	39	18%	48	274
Graduate and/or professional	42%	13	32%	10	26%	8	31

	Yes, and it is recorded on the transcript.		Yes, but it is NOT recorded on the transcript.		No		Total
	%	Count	%	Count	%	Count	
Public	65%	62	19%	18	16%	15	95
Private, not-for-profit	68%	134	14%	28	18%	36	198
Private, proprietary	33%	4	25%	3	42%	5	12

	Yes, and it is recorded on the transcript.		Yes, but it is NOT recorded on the transcript.		No		Total
	%	Count	%	Count	%	Count	
Under 1,000	62%	44	13%	9	25%	18	71
1,000-2,499	65%	49	17%	13	17%	13	75
2,500-4,999	72%	43	13%	8	15%	9	60
5,000-9,999	73%	32	11%	5	16%	7	44
10,000-19,999	50%	12	25%	6	25%	6	24
20,000+	65%	20	26%	8	10%	3	31

Q2.25 - Can a student subsequently earn credit through a testing process for a course he or she audited?

	Yes		No		Total
	%	Count	%	Count	
Undergraduate, graduate, and/or professional	16%	35	84%	190	225
Graduate and/or professional	17%	4	83%	19	23

	Yes		No		Total
	%	Count	%	Count	
Public	26%	21	74%	59	80
Private, not-for-profit	10%	16	90%	145	161
Private, proprietary	29%	2	71%	5	7

	Yes		No		Total
	%	Count	%	Count	
Under 1,000	17%	9	83%	44	53
1,000-2,499	10%	6	90%	55	61
2,500-4,999	18%	9	82%	42	51
5,000-9,999	14%	5	86%	32	37
10,000-19,999	28%	5	72%	13	18
20,000+	18%	5	82%	23	28

Q2.26 - Does your institution allow graduate students to earn a grade of incomplete (or institutional equivalent)?

	Yes		No		Total
	%	Count	%	Count	
Undergraduate, graduate, and/or professional	95%	258	5%	13	271
Graduate and/or professional	94%	29	6%	2	31

Question	Yes		No		Total
	%	Count	%	Count	
Public	96%	90	4%	4	94
Private, not-for-profit	95%	186	5%	10	196
Private, proprietary	92%	11	8%	1	12

	Yes		No		Total
	%	Count	%	Count	
Under 1,000	94%	67	6%	4	71
1,000-2,499	95%	69	5%	4	73
2,500-4,999	98%	59	2%	1	60
5,000-9,999	93%	41	7%	3	44
10,000-19,999	96%	23	4%	1	24
20,000+	93%	28	7%	2	30

Q2.27 - Check all of the conditions under which an incomplete may be awarded.

	Faculty discretion		Extenuating circumstances		At least half of the course content needs to be completed.		Dean (or equivalent) approval		Elective course only		Other		Total
	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	
Undergraduate, graduate, and/or professional	78%	201	87%	224	31%	79	34%	89	0%	0	15%	39	258
Graduate and/or professional	83%	24	93%	27	24%	7	45%	13	0%	0	10%	3	29

	Faculty discretion		Extenuating circumstances		At least half of the course content needs to be completed.		Dean (or equivalent) approval		Elective course only		Other		Total
	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	
Public	86%	77	87%	78	34%	31	31%	28	0%	0	16%	14	90
Private, not-for-profit	74%	138	89%	166	27%	50	38%	71	0%	0	15%	27	186
Private, proprietary	91%	10	64%	7	45%	5	27%	3	0%	0	9%	1	11

	Faculty discretion		Extenuating circumstances		At least half of the course content needs to be completed.		Dean (or equivalent) approval		Elective course only		Other		Total
	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	
Under 1,000	82%	55	90%	60	27%	18	43%	29	0%	0	10%	7	67
1,000-2,499	71%	49	93%	64	22%	15	38%	26	0%	0	12%	8	69
2,500-4,999	78%	46	86%	51	37%	22	34%	20	0%	0	24%	14	59
5,000-9,999	73%	30	85%	35	41%	17	27%	11	0%	0	15%	6	41
10,000-19,999	96%	22	87%	20	35%	8	39%	9	0%	0	9%	2	23
20,000+	82%	23	75%	21	21%	6	25%	7	0%	0	18%	5	28

Q2.28 - What is the deadline by which an incomplete must be resolved under ordinary circumstances?

	Graduate and/or professional		Undergraduate, graduate, and/or professional	
	%	Count	%	Count
One academic year	7%	2	12%	32
One calendar year	7%	2	7%	17
"X" number of weeks after the term in which the incomplete was earned ends	21%	6	13%	34
"X" number of weeks after the subsequent term begins	17%	5	16%	40
At the end of the next term	28%	8	32%	82
At the discretion of the faculty member who awarded the grade	0%	0	4%	11
No deadline	3%	1	0%	1
Other	17%	5	16%	41
Total		29		258

	Private, not-for-profit		Private, proprietary		Public	
	%	Count	%	Count	%	Count
One academic year	9%	16	9%	1	19%	17
One calendar year	3%	6	9%	1	13%	12
"X" number of weeks after the term in which the incomplete was earned ends. How many weeks?	19%	36	27%	3	1%	1
"X" number of weeks after the subsequent term begins. How many weeks?	17%	32	0%	0	14%	13
At the end of the next term	31%	58	27%	3	32%	29
At the discretion of the faculty member who awarded the grade	3%	6	18%	2	3%	3
No deadline	1%	2	0%	0	0%	0
Other	16%	30	9%	1	17%	15
Total		186		11		90

	Under 1,000		1,000- 2,499		2,500- 4,999		5,000- 9,999		10,000- 19,999		20,000+	
	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count
One academic year	6%	4	6%	4	10%	6	22%	9	26%	6	18%	5
One calendar year	3%	2	4%	3	7%	4	2%	1	22%	5	14%	4
"X" number of weeks after the term in which the incomplete was earned ends	19%	13	22%	15	10%	6	2%	1	17%	4	4%	1
"X" number of weeks after the subsequent term begins	16%	11	19%	13	15%	9	20%	8	9%	2	7%	2
At the end of the next term	39%	26	23%	16	42%	25	32%	13	17%	4	21%	6
At the discretion of the faculty member who awarded the grade	1%	1	9%	6	0%	0	0%	0	4%	1	11%	3
No deadline	0%	0	1%	1	0%	0	0%	0	4%	1	0%	0
Other	15%	10	16%	11	15%	9	22%	9	0%	0	25%	7
Total		67		69		59		41		23		28

Q2.29 - If the incomplete is not resolved by the deadline, what is the permanent grade of record?

	Course withdrawal		Academic failure		No record, no credit		Remains incomplete		Other		Total
	%	Count	%	Count	%	Count	%	Count	%	Count	
Undergraduate, graduate, and/or professional	1%	3	66%	171	1%	3	6%	16	25%	65	258
Graduate and/or professional	3%	1	76%	22	7%	2	7%	2	7%	2	29

	Course withdrawal		Academic failure		No record, no credit		Remains incomplete		Other		Total
	%	Count	%	Count	%	Count	%	Count	%	Count	
Public	1%	1	68%	61	1%	1	9%	8	21%	19	90
Private, not-for-profit	1%	2	66%	123	2%	4	5%	9	26%	48	186
Private, proprietary	9%	1	82%	9	0%	0	9%	1	0%	0	11

	Course withdrawal		Academic failure		No record, no credit		Remains incomplete		Other		Total
	%	Count	%	Count	%	Count	%	Count	%	Count	
Under 1,000	3%	2	69%	46	1%	1	4%	3	22%	15	67
1,000-2,499	1%	1	67%	46	1%	1	4%	3	26%	18	69
2,500-4,999	0%	0	71%	42	0%	0	8%	5	20%	12	59
5,000-9,999	0%	0	73%	30	2%	1	0%	0	24%	10	41
10,000-19,999	4%	1	48%	11	9%	2	17%	4	22%	5	23
20,000+	0%	0	64%	18	0%	0	11%	3	25%	7	28

Q2.30 - From the options below, please select the last date in a term that most closely matches when a student may discontinue a full-term course without having it recorded on the official transcript?

		Undergraduate, graduate and/or professional	Graduate and/or professional
Through the end of the first full week of classes	%	35%	23%
	Count	95	7
After the first class meeting	%	2%	6%
	Count	5	2
The "X" day of the term. How many days?	%	17%	23%
	Count	46	7
At the end of the second full week of the term	%	23%	26%
	Count	62	8
There is no point in the term when a student may discontinue a course without a notation in the permanent academic record.	%	3%	16%
	Count	7	5
Other	%	21%	6%
	Count	56	2
Total		271	31

NOTE: The disaggregated data has not been corrected like the aggregate data, as such the percentages and counts associated with "The 'X' day of the term" category are larger than would be reported were all of the data corrected.

		Public	Private, not-for-profit	Private, proprietary
Through the end of the first full week of classes	%	35%	34%	25%
	Count	33	66	3
After the first class meeting	%	1%	3%	8%
	Count	1	5	1
The "X" day of the term. How many days?	%	22%	15%	17%
	Count	21	30	2
At the end of the second full week of the term	%	17%	26%	25%
	Count	16	51	3
There is no point in the term when a student may discontinue a course without a notation in the permanent academic record.	%	2%	4%	17%
	Count	2	8	2
Other	%	22%	18%	8%
	Count	21	36	1
Total		94	196	12

		Under 1,000	1,000- 2,499	2,500- 4,999	5,000- 9,999	10,000- 19,999	20,000+
Through the end of the first full week of classes	%	25%	41%	40%	43%	13%	27%
	Count	18	30	24	19	3	8
After the first class meeting	%	4%	0%	5%	0%	4%	0%
	Count	3	0	3	0	1	0
The "X" day of the term. How many days?	%	18%	21%	13%	9%	21%	27%
	Count	13	15	8	4	5	8
At the end of the second full week of the term	%	38%	18%	25%	14%	17%	17%
	Count	27	13	15	6	4	5
There is no point in the term when a student may discontinue a course without a notation in the permanent academic record.	%	7%	4%	2%	2%	8%	0%
	Count	5	3	1	1	2	0
Other	%	7%	16%	15%	32%	38%	30%
	Count	5	12	9	14	9	9
Total		71	73	60	44	24	30

Q2.31 - Are faculty required to submit their final grades by a set deadline after the end of a full-term course?

No breakout needed. Ninety-nine percent (99%) said yes.

Q2.32 - From the options below, please select the date after the end of a full term by which a faculty member must submit his/her final grades.

	Within one week from the last day of the term		Within a week after the last class meeting		Other		Total
	%	Count	%	Count	%	Count	
Undergraduate, graduate, and/or professional	22%	58	7%	18	72%	192	268
Graduate and/or professional	26%	8	10%	3	65%	20	31

	Within one week from the last day of the term		Within a week after the last class meeting		Other		Total
	%	Count	%	Count	%	Count	
Public	14%	13	3%	3	83%	76	92
Private, not-for-profit	24%	46	9%	17	68%	132	195
Private, proprietary	58%	7	8%	1	33%	4	12

	Within one week from the last day of the term		Within a week after the last class meeting		Other		Total
	%	Count	%	Count	%	Count	
Under 1,000	25%	18	10%	7	65%	46	71
1,000-2,499	26%	19	4%	3	70%	51	73
2,500-4,999	22%	13	9%	5	69%	40	58
5,000-9,999	14%	6	11%	5	75%	33	44
10,000-19,999	17%	4	0%	0	83%	19	23
Over 20,000	20%	6	3%	1	77%	23	30

Note: "X days from end of term" and "Other" combined into single "Other" category given the errors in the way respondents answered the question.

Q2.33 - What is the time limit on final grade changes (other than incompletes)?

		Undergraduate, graduate, and/or professional	Graduate and/or professional
One academic year	%	13%	10%
	Count	36	3
One calendar year	%	6%	0%
	Count	17	0
"X" number of weeks after the term in which the grade was earned ends. How many weeks?	%	6%	3%
	Count	16	1
"X" number of weeks after the subsequent term begins. How many weeks?	%	5%	10%
	Count	13	3
At the end of the next term	%	10%	6%
	Count	26	2
At the discretion of the faculty member who awarded the grade	%	14%	16%
	Count	39	5
No deadline	%	22%	32%
	Count	60	10
Other	%	24%	23%
	Count	64	7
Total		271	31

		Public	Private, not-for-profit	Private, proprietary
One academic year	%	13%	13%	8%
	Count	12	26	1
One calendar year	%	7%	5%	0%
	Count	7	10	0
"X" number of weeks after the term in which the grade was earned ends. How many weeks?	%	0%	7%	25%
	Count	0	14	3
"X" number of weeks after the subsequent term begins. How many weeks?	%	6%	5%	0%
	Count	6	10	0
At the end of the next term	%	11%	9%	8%
	Count	10	17	1
At the discretion of the faculty member who awarded the grade	%	12%	15%	25%
	Count	11	30	3
No deadline	%	24%	22%	25%
	Count	23	44	3
Other	%	27%	23%	8%
	Count	25	45	1
Total		94	196	12

		Under 1,000	1,000- 2,499	2,500- 4,999	5,000- 9,999	10,000- 19,999	20,000+
One academic year	%	7%	12%	22%	18%	8%	7%
	Count	5	9	13	8	2	2
One calendar year	%	1%	7%	7%	5%	13%	7%
	Count	1	5	4	2	3	2
"X" number of weeks after the term in which the grade was earned ends. How many weeks?	%	6%	10%	5%	2%	4%	3%
	Count	4	7	3	1	1	1
"X" number of weeks after the subsequent term begins. How many weeks?	%	4%	7%	5%	7%	8%	0%
	Count	3	5	3	3	2	0
At the end of the next term	%	8%	12%	8%	9%	0%	13%
	Count	6	9	5	4	0	4
At the discretion of the faculty member who awarded the grade	%	23%	16%	12%	11%	8%	7%
	Count	16	12	7	5	2	2
No deadline	%	25%	23%	22%	20%	29%	20%
	Count	18	17	13	9	7	6
Other	%	25%	12%	20%	27%	29%	43%
	Count	18	9	12	12	7	13
Total		71	73	60	44	24	30

Q2.34 - Are students able to repeat courses to improve a previously recorded grade?

	Yes		No		Total
	%	Count	%	Count	
Undergraduate, graduate, and/or professional	84%	228	16%	42	270
Graduate and/or professional	45%	14	55%	17	31

	Yes		No		Total
	%	Count	%	Count	
Public	82%	77	18%	17	94
Private, not-for-profit	79%	155	21%	40	195
Private, proprietary	83%	10	17%	2	12

	Yes		No		Total
	%	Count	%	Count	
Under 1,000	70%	50	30%	21	71
1,000-2,499	86%	63	14%	10	73
2,500-4,999	87%	52	13%	8	60
5,000-9,999	79%	34	21%	9	43
10,000-19,999	79%	19	21%	5	24
20,000+	80%	24	20%	6	30

Q2.35 - Must a student submit a petition for a course grade to be replaced after the repeated course is successfully completed?

	Yes, a student must submit a request for the grade to be replaced.		No, we automatically adjust the grade as needed.		Total
	%	Count	%	Count	
Undergraduate, graduate, and/or professional	12%	28	88%	198	226
Graduate and/or professional	7%	1	93%	13	14

	Yes, a student must submit a request for the grade to be replaced.		No, we automatically adjust the grade as needed.		Total
	%	Count	%	Count	
Public	22%	17	78%	60	77
Private, not-for-profit	7%	11	93%	142	153
Private, proprietary	10%	1	90%	9	10

	Yes, a student must submit a request for the grade to be replaced.		No, we automatically adjust the grade as needed.		Total
	%	Count	%	Count	
Under 1,000	6%	3	94%	46	49
1,000-2,499	5%	3	95%	60	63
2,500-4,999	8%	4	92%	48	52
5,000-9,999	24%	8	76%	26	34
10,000-19,999	28%	5	72%	13	18
20,000+	25%	6	75%	18	24

Q2.36 - For the course repeat grading practices below, please indicate the practice and condition that most accurately describes repeat course grading at your institution.

This was too complex of a matrix to create meaningful breakouts.

Q2.37 - May some courses be repeated for credit (i.e., count towards a degree requirement more than once)?

	Yes		No		Total
	%	Count	%	Count	
Undergraduate, graduate, and/or professional	69%	158	31%	70	228
Graduate and/or professional	43%	6	57%	8	14

	Yes		No		Total
	%	Count	%	Count	
Public	73%	56	27%	21	77
Private, not-for-profit	67%	104	33%	51	155
Private, proprietary	40%	4	60%	6	10

	Yes		No		Total
	%	Count	%	Count	
Under 1,000	56%	28	44%	22	50
1,000-2,499	63%	40	37%	23	63
2,500-4,999	71%	37	29%	15	52
5,000-9,999	82%	28	18%	6	34
10,000-19,999	79%	15	21%	4	19
Over 20,000	67%	16	33%	8	24

Q2.39 Grading policy upload question – no data

Q2.40 Who determines the grading policy at your institution? (check all that apply)

	Academic administration		Faculty governance group		Colleges or schools within the institution		Other		Total
	%	Count	%	Count	%	Count	%	Count	
Undergraduate, graduate, and/or professional	55%	148	75%	200	19%	52	8%	21	268
Graduate and/or professional	67%	20	63%	19	10%	3	17%	5	30

	Academic administration		Faculty governance group		Colleges or schools within the institution		Other		Total
	%	Count	%	Count	%	Count	%	Count	
Public	49%	46	78%	73	22%	21	13%	12	94
Private, not-for-profit	60%	115	72%	138	17%	33	6%	11	192
Private, proprietary	58%	7	67%	8	8%	1	25%	3	12

	Academic administration		Faculty governance group		Colleges or schools within the institution		Other		Total
	%	Count	%	Count	%	Count	%	Count	
Under 1,000	73%	51	66%	46	10%	7	7%	5	70
1,000-2,499	49%	35	72%	52	15%	11	8%	6	72
2,500-4,999	68%	40	85%	50	24%	14	3%	2	59
5,000-9,999	53%	23	63%	27	30%	13	12%	5	43
10,000-19,999	38%	9	83%	20	25%	6	13%	3	24
20,000+	33%	10	80%	24	13%	4	17%	5	30

Q2.41 -Do students have an option to dispute earned grades?

	Yes, an institution-wide policy		Yes, determined at the school/department level		Yes, determined by the individual faculty		No		Total
	%	Count	%	Count	%	Count	%	Count	
Undergraduate, graduate, and/or professional	81%	220	13%	35	5%	14	0%	1	270
Graduate and/or professional	61%	19	6%	2	16%	5	16%	5	31

	Yes, an institution-wide policy		Yes, determined at the school/department level		Yes, determined by the individual faculty		No		Total
	%	Count	%	Count	%	Count	%	Count	
Public	74%	70	20%	19	4%	4	1%	1	94
Private, not-for-profit	81%	157	9%	18	8%	15	3%	5	195
Private, proprietary	100%	12	0%	0	0%	0	0%	0	12

	Yes, an institution-wide policy		Yes, determined at the school/department level		Yes, determined by the individual faculty		No		Total
	%	Count	%	Count	%	Count	%	Count	
Under 1,000	75%	53	7%	5	13%	9	6%	4	71
1,000-2,499	88%	64	8%	6	3%	2	1%	1	73
2,500-4,999	80%	48	17%	10	3%	2	0%	0	60
5,000-9,999	79%	34	16%	7	5%	2	0%	0	43
10,000-19,999	75%	18	13%	3	13%	3	0%	0	24
20,000+	73%	22	20%	6	3%	1	3%	1	30

Q2.42 - Who has authority to initiate a grade change? (check all that apply)

	Course instructor		Department chair		Academic administrator		The registrar		Other		Total
	%	Count	%	Count	%	Count	%	Count	%	Count	
Undergraduate, graduate, and/or professional	98%	265	54%	146	38%	103	14%	37	10%	26	270
Graduate and/or professional	94%	29	32%	10	39%	12	19%	6	10%	3	31

	Course instructor		Department chair		Academic administrator		The registrar		Other		Total
	%	Count	%	Count	%	Count	%	Count	%	Count	
Public	98%	92	57%	54	38%	36	12%	11	10%	9	94
Private, not-for-profit	97%	190	48%	93	37%	73	13%	26	10%	20	195
Private, proprietary	100%	12	75%	9	50%	6	50%	6	0%	0	12

	Course instructor		Department chair		Academic administrator		The registrar		Other		Total
Under 1,000	97%	69	39%	28	38%	27	21%	15	10%	7	71
1,000-2,499	100%	73	59%	43	41%	30	11%	8	8%	6	73
2,500-4,999	95%	57	52%	31	35%	21	12%	7	12%	7	60
5,000-9,999	100%	43	56%	24	40%	17	7%	3	12%	5	43
10,000-19,999	100%	24	50%	12	38%	9	17%	4	8%	2	24
20,000+	93%	28	60%	18	37%	11	20%	6	7%	2	30

Q2.43 - Are grades earned in honor's courses weighted differently for the cumulative GPA than standard courses?

One-hundred percent (100%) selected "Yes." No need for a breakout.

Q2.44 - Are grades earned in remedial courses weighted differently for the cumulative GPA than standard courses?

	Yes		No		Total
	%	Count	%	Count	
Undergraduate, graduate, and/or professional	30%	33	70%	78	111
Graduate and/or professional	0%	0	100%	8	8

	Yes		No		Total
	%	Count	%	Count	
Public	48%	24	52%	26	50
Private, not-for-profit	12%	8	88%	58	66
Private, proprietary	33%	1	67%	2	3

	Yes		No		Total
	%	Count	%	Count	
Under 1,000	0%	0	100%	14	14
1,000-2,499	16%	5	84%	27	32
2,500-4,999	22%	5	78%	18	23
5,000-9,999	36%	8	64%	14	22
10,000-19,999	50%	7	50%	7	14
20,000+	57%	8	43%	6	14

Q2.45 - May a student petition for a pass/fail, satisfactory/unsatisfactory, credit/no credit, or institutional equivalent grade to be converted to a standard grade?

	Yes		Conditional		No		Total
	%	Count	%	Count	%	Count	
Undergraduate, graduate, and/or professional	11%	26	12%	29	77%	185	240
Graduate and/or professional	0%	0	12%	3	88%	23	26

	Yes		Conditional		No		Total
	%	Count	%	Count	%	Count	
Public	17%	15	13%	12	70%	63	90
Private, not-for-profit	6%	10	12%	20	82%	139	169
Private, proprietary	14%	1	0%	0	86%	6	7

	Yes		Conditional		No		Total
	%	Count	%	Count	%	Count	
Under 1,000	5%	3	10%	6	85%	53	62
1,000-2,499	2%	1	16%	10	82%	50	61
2,500-4,999	11%	6	6%	3	83%	44	53
5,000-9,999	5%	2	10%	4	85%	34	40
10,000-19,999	30%	6	15%	3	55%	11	20
20,000+	27%	8	20%	6	53%	16	30

Q.2.46 Does your institution denote graduation with honors?

	Yes		No		Total
	%	Count	%	Count	
Undergraduate, graduate, and/or professional	47%	128	53%	142	270
Graduate and/or professional	47%	14	53%	16	30

	Yes		No		Total
	%	Count	%	Count	
Public	52%	49	48%	45	94
Private, not-for-profit	45%	87	55%	107	194
Private, proprietary	50%	6	50%	6	12

	Yes		No		Total
	%	Count	%	Count	
Under 1,000	49%	35	51%	36	71
1,000-2,499	40%	29	60%	43	72
2,500-4,999	45%	27	55%	33	60
5,000-9,999	42%	18	58%	25	43
10,000-19,999	50%	12	50%	12	24
20,000+	70%	21	30%	9	30

Note: This disaggregated data has not been cleaned to reflect comments which contradict the selected response category.

Q2.47 - What nomenclature is used to denote graduation with honors at the graduate and/or professional level?

	With distinction		Other		Total
	%	Count	%	Count	
Undergraduate, graduate, and/or professional	50%	59	55%	66	119
Graduate and/or professional	29%	4	71%	10	14

	With distinction		Other		Total
	%	Count	%	Count	
Public	53%	25	51%	24	47
Private, not-for-profit	43%	35	62%	50	81
Private, proprietary	60%	3	40%	2	5

	With distinction		Other		Total
	%	Count	%	Count	
Under 1,000	42%	14	61%	20	33
1,000-2,499	37%	10	67%	18	27
2,500-4,999	54%	14	50%	13	26
5,000-9,999	65%	11	41%	7	17
10,000-19,999	40%	4	60%	6	10
20,000+	50%	10	60%	12	20

Note: This disaggregated data has not been cleaned to reflect comments which contradict the selected response category.

Q2.48 - Does your institution use GPA, class rank, or both to determine graduation honors awards?

	GPA only		Class rank only		Both GPA and class rank		Total
	%	Count	%	Count	%	Count	
Graduate and/or professional	71%	10	14%	2	14%	2	14
Undergraduate, graduate and/or professional	86%	110	2%	2	13%	16	128

	GPA only		Class rank only		Both GPA and class rank		Total
	%	Count	%	Count	%	Count	
Public	82%	40	2%	1	16%	8	49
Private, not-for-profit	85%	74	3%	3	11%	10	87
Private, proprietary	100%	6	0%	0	0%	0	6

	GPA only		Class rank only		Both GPA and class rank		Total
	%	Count	%	Count	%	Count	
Under 1,000	89%	31	9%	3	3%	1	35
1,000-2,499	86%	25	0%	0	14%	4	29
2,500-4,999	78%	21	4%	1	19%	5	27
5,000-9,999	83%	15	0%	0	17%	3	18
10,000-19,999	83%	10	0%	0	17%	2	12
20,000+	86%	18	0%	0	14%	3	21

Q2.49 - Please indicate the GPA range within which a student can be awarded graduation with honors (e.g., 3.80 to 4.99).
Please indicate the GPA range within which a student can earn high honors.

No responses

Q2.50 - Please indicate the minimum percentage class rank within which a student can be awarded graduation honors (e.g., top 5%).
Please indicate the minimum percentage class rank within which a student ca...

No responses

Q2.51 - Please add any additional comments you may have about your grading practices here.

Text only responses received so no breakout is needed.

Appendix C: Undergraduate Grading Deadline “Other” and “The ‘X’ day after the end of the term”*

*The table includes data as submitted by the respondents

1
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5

5
5
5
10
10
10
10
31
1 day
1 day
1 day after finals
1 day after the last day of final exams
1 to 3 days depending on the day of the week the class ends
1 week after end of exams
10 calendar days
10 days
10 days
10 days
10 days after final day of semester
10 days after the term ends
10th day
12 days after last day of finals, earlier grade for seniors
1-2 days after the end of the term
12 noon Monday following finals and graduation
12th day
14 days
144 hrs. after their final exam or last day of class if there is not a final exam
14th day after the term
16 semester deadline is last class day. For the 11-Week Term 1 week after the end of the term
1st business day after final exams
2 and 1/2 working days
2 business days
2 business days after last final exam.
2 business days after the final exam
2 business days after the final exam period
2 business days after the last final exam date for the term for all courses
2 days
2 days
2 days
2 days after Commencement
2 days after final exams end in the fall; 3 days after final exams in the spring; 1 week after the winter term
2 days after finals
2 days after finals
2 days after the final based on a Mon.-Thur. schedule

2 days after the term has ended
2 days UG and GR
2 weeks
2 weeks after term ends
2 weeks after the last final exam date
2 work days
2 working days
2.5 business days
2-3 days depending on calendar
2-3 depending on calendar
24 hours after final exam
2nd
2nd business day
2nd business day
2nd business day
2nd business day after last final exam
2nd Business day after the last day of final exams
2nd day
2nd day - finals end on Saturday - grades due on Tuesday
2nd day after Finals Week
2nd Wednesday after the last day of final exams
2nd work day
3 business days
3 business days
3 Business Days
3 business days
3 business days
3 business days
3 business days
3 Business days after end of term
3 calendar days
3 days
3 days
3 days
3 Days
3 days
3 days after end of finals
3 days after final exam or last class meeting
3 days after last day of final exams
3 days after term ends
3 days after the end of term
3 days after the end of the term
3 days after the last day of the term
3 days after the last day of the term
3 days, except for graduating seniors - grades due in 1/2 day after end of term

3 or 4 calendar days after the last final exam depending on the term
3 working days
3 working days after the last final exam day
3-4 days
36 hours after final exam
3rd
3rd
3rd
3rd
3rd
3rd business
3rd business day after term end
3rd business day after the end of the term
3rd day
3rd day
3rd day
3rd day after final exam period ends
3rd day after their final exam
3rd working day
4 calendar days
4 days
4 days
4 days
4 days
4 days after end of course
4 DAYS AFTER END OF TERM IN FALL; 6 DAYS AFTER END OF TERM IN SPRING
4 days after exam week concludes
4 days after the final exam date
4 days after the term ends
4 days. If the term ends on Thursday, grades on due on Monday.
4-5 days
4-5 days depending on the term
48 hours
48 hours
48 hours
48 hours
48 hours after a class ends
48 hours after each final exam, with the Monday following the last day of finals by 10 a.m.
48 hours after final
48 hours after final exam
48 hours after final exam
48 hours after final exam
48 hours after final exam
48 hours after final exam

48 hours after final exam
48 hours after final exam date
48 hours after final exams
48 hours after last day of exam
48 hours after last day of final exam week
48 hours after the end of the final exam schedule
48 hours after the end of the semester
48 hours after the final exam
48 hours after the final exam
48 hours after the final exam.
48 hours after the final examination or last class meeting, whichever is later
48 hours after the final for that course
48 hours after the last day of class or the final whichever comes first.
48 hours after the last day of final exams
48 hours after the last exam
48 hours after the last final exam
48 hours after the last final exam time
48 hours after the scheduled conclusion of the final exam
48 hours following the final exam
48 hours from final exam date
48 hours from the final or last day of class for that class
48 hours from when the semester ends
48hours after their last class or exam
4th
4th
4th
4th
4th calendar day
4th day
4th day
4th day - Tuesday of the following week at noon
4th day after end
4th day after end of fall term; 8th day after end of spring term (1 day for graduating students)
4th day after the end of the term
4th day by 3 PM
4th working day after the last final.
5 business days
5 days
5 days
5 days
5 days after end of term
5 days after last day of finals
5 days after last day of term
5 days after last day of exams

5 days after the last day of final exams
5.5 days after finals end.
5pm Monday following end of term
5th
5th
5th
5th
5th
5th day
5th day (the Wednesday following the Friday of Finals week.
6th calendar day after the end of the full term.
7-15 days, depending on holidays
72 hours
72 hours after end of term
72 hours after final exam
72 hours after final or last class
72 hours after final or Monday 10am after finals week
72 hours after the completion of the final
72 hours after the conclusion of final exam
72 hours after the course ends
72 hours after the final exam
72 hours after the final exam
72 hours after the final exam
72 hours after the Final Exam
72 hours after the final exam
72 hours after the final exam or final project is due
72 hours after the last day of final exams
72 hours after the last exam
72 hours after the last published final exam.
72 hours after the scheduled final exam
72 hrs. after the final exam. Unless that day is a weekend--then it would be the following Monday.
72 working hours from the final exam
9 calendar days after last day of course
96 hours after final exam, but all grades must be in by Tuesday after end of term
96 hours after the Final
96 Hours after the last final examination
A specific date, usually within five days after the last date of final exams.
Academic Calendar dictates when the final grade due date is set, e.g. Fall semester ends before the
After winter break in fall and 2 weeks in spring, except seniors grades due in 3 days
All faculty enter grades 1 day after Last Day of Exams, which is typically 5 business days after last day of
All final grades are due Wednesday by noon at the end of the term
All grades must be submitted two days after the final exams are completed.
Approximately three weeks after the end of term.
As indicated on Academic Calendar. Generally 1 week

based on academic calendar
Before midnight on the Tuesday after the course ends.
Before the start of the next term
Between 10-12 days from the last day of classes (following exams and before graduation).
By 10pm Tuesday after finals week (3 business days after last day of finals)
by 3pm of the 3rd day
By 5 pm of the third working day after the end of finals week of the semester in which the course was
By midnight of the Tuesday following finals. Finals end on Friday.
By Monday morning after the semester is over, which is always a Friday. However, the last week of the
By noon after EOT.
By noon on the Monday following the week of semester exams.
by noon on the Thursday following final exam week
by noon on the Tuesday following the last day of term (Saturday of final exam week)
by noon the day after the last day for final exams
By noon the day after the module ends
By the end of second business day after the end of term
By the end of the 5th business day after the final exam for a course
By the Monday after the last day of the term
Candidate grades are due 3-4 days after the end of exams depending on the semester. Others' grades are
Commencement Day.
Date assigned by Registrar's Office
Date determined via Academic Senate Calendar Body
Date set by the registrar following exams. Takes into account commencement activities in spring.
Day after last day
Degree candidate grades are due 10 days after the end of the term; all others due 11 days after the end
Depends on the term; typically within five calendar days of the last day of finals
different guidelines for fall and spring grading
Different time frame for fall vs spring terms, based upon graduation date for each term.
Due date varies by term
due in 48 hours of exam
Due the day after exam week ends.
end of 6 workdays
end of term is Friday; grades are due Monday morning - (3rd day)
End of term on Fri. all grades due Mon. at noon
End of the 3rd working day after the end of the semester
End of the week of finals
exact number of days depends on term
Exam week ends Friday. All grades due by 10:00 a.m. Monday
exams end Friday at 12 noon & grades are due 4 days later, the following Tuesday at 12 noon
Faculty are asked to post grades within 24-48 hrs. after the exam. Overall deadline is set the next
Fall - exams finish Thursday PM, grades due in Banner by 8:00 AM Monday morning (3 1/2 days). Spring -
fall - last day of term; spring - 2 days after end of term
Fall by January 2 Spring by grad.
Fall grades: the first working day in January. Spring grades: graduates--noon on the fourth day after

Fall semester - 2nd business day in January; Spring semester - 2nd business day after Commencement for
fall semester: by January 8; spring semester: 72 hours for graduating senior grades, the day after
Fall term - 8:00 am on the day the university closes for the holiday. Spring term - 8:00 am on the Tuesday
Fall, Spring and Summer term grades are due Tuesday the week after exams. Winter Term grades are
Fall: date between xmas/NY; spring, Thursday noon before commencement (3 days after last exam time
Final exams end on a Saturday. Degree candidates' grades are due the following Tuesday; all others are
Final grades are due at noon Monday after final exams end on Thurs. of the prior week.
Final grades are due the following Monday after finals are complete.
Final grades must be submitted 48 hours after the final exam has been administered
Finals end on Saturday and grades are due on Monday.
First Monday after the term ends
First Tuesday after the term.
Fits day or January Term for fall semester courses. One week after final exams are finished for spring
Five days after the end of final exams
five days after the final exam
Following Tuesday morning 9 am (term usually ends on Friday)
For fall, no later than January 3. For Jan Plan, no later than February 15. For Spring, senior grades 48
For May graduates, the day after the last final is given. For all other students and each term, the Monday
For modular courses, one week after course end. For full term classes, four days after the last day of final
For traditional semesters, the ability to post grades opens on the first day of finals so faculty have 7 full
Four calendar days
four days after the last day of finals week
Friday after classes end at 5 pm, which is 2-4 days.
Generally the grade deadline is the next business day after finals end.
Generally two days after the end of the term
Generally within a week following the end of the semester, unless if at winter break time. We usually
Generally, faculty have 48 hours following their final exam; during fall/spring semesters, the set deadline
Grades are due by midnight of the third working day after the end of the term.
Grades are to be entered no later than 72 hours after the scheduled final exam period for the course.
Graduating Seniors are due 2 days after. The rest are a week after.
Graduating student grades are due 2 business days (noon) after last exam day; continuing student grades
In fall semester, grades are due 2 weeks after the last day of final exam week. IN the spring, final exams
It varies - some a week, some three week days
Jan 2 for fall; Friday before commencement in Spring for graduating seniors and the following Wednesday
Last contracted day of semester
Last day of semester
Midnight of the 3rd calendar day after the last exam day of the term
Monday after Commencement
Monday after Commencement
Monday after end of term
Monday after exams
Monday after final exam week
Monday after Final Exams
Monday after finals

Monday after finals end on Sat.
Monday after last day of term
Monday after the end of final exams; which typically end on a Saturday
Monday after the end of term
Monday after the last day of classes
Monday after the last day of the term.
Monday at 5pm
Monday at noon for fall and spring semesters.
Monday by noon after finals week
Monday following end of exam week
Monday following finals week
Monday following finals week
Monday following last day of final exams.
Monday following last Friday of term for summer and fall; Wednesday following last day of finals on
Monday following the week of finals
Monday of the next week
next day
next Wed 4 pm
Noon following last day of class or no later than noon Friday last day of the term
noon on 3rd working day after end of term
Noon on the second business day after the end of the term.
Noon on the Tuesday following the last day of classes
noon the Tuesday after the end of term (4 days)
Normally 5 days after the last final exam day.
not until January for fall; 2 weeks in May
one day after
One deadline for graduating seniors (1.5 days after last final) and 3 days after last final for all other
one week after final exams
one week after the last day of final exams
roughly 14 days after the last day of instruction
second
Second
Second Business Day
second working day after semester ends
Seven days after the last final exam day
Short courses must submit one week after class ends. Full-Term - 1.5 days after finals (end of term)
Specific date - 2 days after the last final exam
Sr grades on last day of finals; others on Tuesday after Saturday Commencement
Standard calendar dates, typically 48 hours after finals make up day.
Term ends on Sunday. Grades due Tuesday after term ends by midnight
The 12th day after the end of the term.
The 3rd business day (Wednesday) after the end of the term
The 3rd weekday after the end of the term
The date is decided when we create the academic calendar. Usually 3-4 days after the last day of final

The day after the last day of finals. Although a discussion to extend this is underway.
The day before the semester ends.
The end of the first working day after the term is over.....5pm.
The first Monday after the term ends
The following Monday after the end of the term
The following Wednesday after the end of the term - term ends on the previous Thursday.
The latest is 48 hours after the semester final exams end.
The Monday after final exam week
The Monday after finals end,
the Monday after finals week
The Monday after finals week.
the Monday after graduation
The Monday after the term
The Monday after the term ends
The Monday following the end of final exam week
The Monday following the end of the term
The Monday, at 1pm, following the last day of the term.
The second day after the semester by noon
The second working day after the end of the term
the Tuesday after the last day of finals week for the quarter (which is always a Friday)
The Tuesday after the last day of the term.
The Tuesday following the end of the term.
the Tuesday following the last day of the term
the Wednesday after the term ends
The Wednesday following the last full week of classes.
They must submit grades by the Tuesday after the end of finals
third day
Third day after the end of term.
third day not counting Sunday
This date is set on the academic calendar based on the last day of final exams
Three calendar days from the last day of exam period
Three days after term end.
Three days after their final.
Three days following the date of the final exam for the class.
Tues at 5pm after term ends (the previous Thursday)
Tuesday
Tuesday (3 days after end of term)
Tuesday after end of term
Tuesday after end of the term
Tuesday after final exam week
Tuesday after Finals
Tuesday after finals week
Tuesday after term end
Tuesday after the course ends by noon

Tuesday by noon after finals week.
Tuesday following end of term
Tuesday following end of the term
Tuesday following the last Saturday of the term
Tuesday noon after finals week (which is a Mon-Fri)
two business days after end of term
Two business days after the end of the term
Two business days after the end of the term
Two business days after the last day of the term.
two days
Two days after the class session ends
two days after the last exam for term is given
Two to three days after term ends
two weeks after the due date of the last assignment
Two weeks after the final
Two weeks from the last day of the term.
typically 2 weeks after last day of final deliverables
Typically 48 hours after the day of the exam.
Typically, about a week after classes end. The date is published and shared with faculty and students.
Usually the Tuesday after a semester ends, approx. 5 days
usually the Tuesday following end of term
variable 1 day to 2 weeks after exam date
varies between semester
Varies by term but generally no later than week from end of term
Varies depending on time between terms
We have a deadline and the faculty get the grades in by a certain date
We have due date, but not always followed.
Wednesday 8am following finals week
Wednesday after final exams.
Wednesday after last day of term
Wednesday following finals, usually 5 calendar days
Within 48 hours from the end of class
Within 72 hours from last class or final exam
Within 10 days after the final exam/last day of class for non-traditional calendars; Monday after
Within 2 calendar days after the semester ends
Within 2 days of the final exam.
Within 2.5 business days after the last day of the term.
Within 24 hours
within 24 hours of giving the final exam
within 24 hours of the final class meeting
Within 24 hours of the final exam
within 24 hours of the last class or final exam
within 3 business days after term end
within 3 days

within 3 days after finals
Within 3 or 5 days of the exam.
Within 48 hours after the last final exam
within 48 hours from final activity/exam
within 48 hours of giving final exam
Within 48 hours of the end of the Final Exam Week.
Within 48 hours of the final exam
Within 48 hours of the final exam.
Within 48 hours of the last final exam day excluding Sunday and Holidays
Within 48 hrs. of the final exam
within 48hrs after final exam for class
Within 5 days of the course ending (or date of work submitted if the student is finishing ahead of
Within 5 days of the last day of the term.
within 72 hours from the final exam
Within 72 hours of the final exam for the course
Within in 4 days of the term (subscription period) ending.
Within one week from the last day of final exams.
Within one week of the end of final exams
within three to four days
within two days after the last final exam as noted on the academic calendar
Within two days of the last class meeting or exam
Within two weeks after finals are completed.
within two weeks from the last day of the term

Appendix D: Graduate Grading Deadline “Other” and “The ‘X’ day after the end of the term”*

*The table includes data as submitted by the respondents

2
2
2
3
3
3
3
3
3
3
4
4
4
5
5
9
10
10
14
14
14
14
14
"Tuesday"
10 business days
10 business days following last day of class
10 business days, usually
10 days
10 days
10 days after the end of term
10 days after the term
11:59pm on the Wednesday following the last day of Finals. Typically, this is three "working" days.
12:00N on the second business day after the last day of final exams
14 days
2 1/2 week days
2 business days after the end of finals except winter term, when the deadline is 1 day after the end of
2 days
2 days after a term ends.
2 days after final exam or last day of clinical
2 days after the last final exam
2 weeks after end of term
2 weeks after exams/papers are due

2 weeks after last day of semester.
2 weeks after the end date of the semester
2 weeks from final exams
21-24 days after end of exams
21st
2-3 days
24 hours after the final exam
24-48hrs after Finals
2nd
2nd
2nd
2nd business day
3 business days
3 business days after the last date of the class including finals
3 days
3 days
3 days
3 days
3 days after end of finals week. Due on term close.
3 days after finals week
3 days after last final exam
3 days after term
3 days after term ends
3 days after the final or last class
3 days after the last day of final exams
3 weekdays
3 weeks after the end of final exams
3 weeks after the last final exam. This is the normal practice at law schools, however, we may move to a 2
3 working days
30th
3-5 days
3rd
3rd business day after the end of the course
3rd day
3rd day
3rd day after the end of the term
3rd working day
4 business days
4 business days after the last final
4 days
4 days
4 days after end of term
4 days after summer and fall, 6 days after spring
4 weeks after the last class.

4 working days after the last final day.
48 hours after final exam
48 hours after finals
48 hours after the final exam
48 hours after the final exam date
48 hours after the final examination
48 hours after the scheduled final exam or 48 hours after last course in summer terms.
48 hours after the final is complete
48 hours for graduating students; 3 weeks for continuing students (varies by school)
48 hrs. after final exam
48 hrs. after the final exam
48hrs after the last final examination
4th
4th
4th day
4th day after term for UG/GR, 21st day for Law
5 business days after finals
5 days
5 days after term end
5 days into following term.
5 working days after the last day of the semester
5th day following the end of the term
6 workdays
60 hours after the end of the last final period
7 days in fall, 1 day in spring for grads/8 days for mon-grads
72 hours
72 hours
72 hours (3 days)
72 hours after class ends
72 hours after final exam
72 hours after final exam
72 hours after the final
72 hours after the final exam
72 hours after the last class date - although this is rarely followed. Within the College of Medicine, faculty
72 hours after the last exam
72 hours after the last final
72 hours after the scheduled final exam block (during the final exam period)
8:00 AM Monday following end of term.
96 hours after the end of Finals Week.
A week after final exams
academic calendar
After finals - about 1 week after
After last official final exam period - 36-48 hours depending on semester
Approx. 2 weeks

Approximately 3 weeks after term
At the end of the second week after finals week
BASED ON EACH TERM AND ACADEMIC CALENDAR
By Monday at 10 a.m. on the week after finals
By the end of the 2nd work day after the end of the semester.
Depend on the quarter
Depends on how much time we have between terms
depends upon the term; for spring, it is immediately. For others, it is before the start of the next
Due 72 hours after the final
Exams run M-F. Final grades for candidates are due on the following Monday or Tuesday depending on
Finals end on Friday/Saturday. Grades are due on Tuesday.
first business day of January for fall term; one week after end of final exams
First Tuesday after the conclusion of the last day of class.
first Tuesday following end of term
For fall term, it's the end of the first week of January post winter break; for spring term it's a few days
Fourth day after term ends
Generally around the 12th day after the last class meeting
Generally, 4 days after the end of the term. The exception is for graduating seniors in May, which is 12
Grad crs & Prof didactic crs are 1 wk after last day of term; clinical are within 45 days
Grades are due on Monday following the last final exam period the preceding Thurs.
Grades are due on the 5th day after the end of the term, by 9:00 am.
Graduating students must be graded within 24 hours of last day of finals. Other student grades required
It varies by term, but it is always 5-6 calendar days after the end of final exams.
it's usually a couple of weeks after the last day of exams! Very generous
Jan 2 for fall; Friday after finals in May for Spring graduates and one week after finals for non-graduating
Last day of Block
last day of the term
Module courses within our 15 week term, have seven days to enter grades. Courses that are 15 weeks
Monday
Monday
Monday after end of term
Monday after final exam week
Monday after finals week
Monday at 4pm following the last day of the term.
Must submit five days after their final exam.
Noon on the 2nd day after finals week.
one deadline, which is 48 hours after the last final exam
One week
roughly 4 weeks after the term
Second business day after finals.
Second day
Second working day after the end of the term.
Terms end on Saturday, grades are due the following Tuesday.
The day after the last final exams are given

The Monday after final exams for Fall/Spring courses; 48 hours after the final exam for Summer Courses
The Monday following the end of the term.
The Tuesday after classes end at 3pm
The Wednesday following the last day of the semester of Friday wee
third
Third
Three days after the end of the last exam.
three days after the final exam period is completed
three days after the last final is given
three weeks
Three working days after the end of the final examination period.
Thursday after final exams end
Tuesday after last day of term
Tuesday at noon following finals week
Tuesday by noon after finals week.
Tuesday by noon f
Tuesday following last day of finals.
Tuesday following the end of semester/term
Two days after end of term. Term ends Sunday, grades due following Tuesday.
Two days after the last final exam
two weeks
Two weeks after due date for final assignment
Two weeks after the last day
Typically within 48 hours after the last final exam.
Usually 2nd day after
usually 72 hours
Varies by school and program
Wednesday at noon following the last day of the term
Wednesday, 5 p.m.
Within 2 to 3 working days following the final day of classes for the term.
within 2 weeks
Within 24 hours
Within 3 business days
within 48 hours after the final exam with ultimate deadline typically Monday 10am after fall/spring
Within 48 hours of the final
Within a week after the exam for the course.
Within one week after final exams.
Within one week of the end of final exam week.
Within the first week of the next quarter

Appendix E: Other Undergraduate Grade Change Deadlines*

*The table includes data as submitted by the respondents

1 calendar year to process online. More than 1 year can be processed with dean approval.
10 calendar days at the discretion of the instructor. After that point, any grade change requires there to
10 class days after the registrar posts grades.
10 days after the close of the next registration
15 days into next term
2 calendar years
2 calendar years
2 calendar years
2 years after end date of the course
2 years for Undergraduates and 3 years for Graduate Students, but prior to degree conferral.
2 years, unless the degree has been granted in which case no changes are allowed
3 months after the semester ends
3 months after the term has ended
3 weeks but depends on circumstances
3 weeks for student appeal, midterm of following semester for faculty correction
3 year maximum per Board policy, or date of graduation (whichever is first)
30 calendar days of the last day of the semester in which the grade was assigned
30 days
30 days
30 days after term to appeal a grade; Indefinite for faculty error
30 Days after the grade has been recorded
30 days after the initial grading
30 days from end of term
30 days from when the course ends
30 days unless a clerical error was made
4 months
4 months after the end of the term
45 days after the start of the following term
6 months
6 months after the end of the term
6 months from last day of the class unless Vice President approves
60 days after the grade was posted.
90 days
A grade change is permitted within 30 days of the deadline
After 5 years, must have Provost approval
after midterm of the following semester any grade change has to be approved by the academic dean
All grade changes must be approved by Provost
Any grade change older than one year has to be approved by the Associate Provost
Any time before the degree is awarded
Anytime but 6 weeks after the end of term grade change must also have the dean's approval
Appeal process to make a grade change

Appeals are one semester following the grade assignment. An error in grade be changed beyond the
As a decentralized institution, each school/college may set its own deadline. The shortest (Jacobs School
At discretion of Dean
At due date we work with all faculty to complete prior to beginning the next term.
At faculty discretion, some colleges enforce college-level approval for grade changes after a certain date
At the 10th days when the new semester starts
At the approval of the Provost
At the discretion of the Academic Dean
At the discretion of the faculty member and approval of the Provost
At the end of the next term only with the approval of the Dean.
Before graduation
before student's record graduated
Can submit up to the incomplete deadline
could extend until student graduates
Currently no deadline but under review
depends on circumstances, e.g. if student appeal, clerical, if student has graduated - too complex to type
Depends on the semester and the rationale for the grade change. Most cases 30 days.
Discretion of Dean
Discretion of dept., dean and VP
Discretion of Provost and instructor
end of grading deadline unless an error occurred
errors only until end of next term; any other need to be due to extenuating circumstances & have
Faculty can correct a grade at any time. However grade appeals can only be submitted by students in the
Faculty discretion but not after graduation.
Four weeks after submission; later only with Dean's approval
Friday of week one of the next quarter
Generally at the end of the next term in residence.
Grade appeal is one term after completion
grades can be appealed within one year of the grade being issued
Has to go through an approval process
If an instructor made an error in reporting of the final grade, the instructor has 20 days into the following
If grade was in error, no deadline. Student has 6 weeks into the following semester to appeal a grade.
If has been longer than 1 year, check with provost
Independent study courses - exams graded within 5 days
Instructor of record has no limit when he/she may effect grade change. Policy covering student initiated
Mediados del proximo periodo
Midpoint of the next full semester
Mid-term of the next semester.
Must go through academic standing committee
no changes after degree awarded/posted
No deadline but any changes after 1 year must be approved by the respective college dean
No deadline but dean approval is required.
No deadline but generally within a year.
No deadline if an error is discovered

no deadline if error
No deadline when the grade change is a result of a miscalculation. For any other reason there must be a
No deadline, but all grade changes after the grade due date must be approved by the Provost.
No deadline, but changes made after the end of the subsequent term must be signed by the Dean of the
No deadline, but if they are too late we notify the Dean and the Provost
No deadline, but must be clear that it was faculty error.
No deadline, but requires approval of Dean
No Deadline, but requires Dean's signature once next term begins
No deadline, unless degree is posted. Cannot change grades after degree is posted.
No deadline; at discretion of Academic Dean
No limit but must be extenuating circumstances
No real deadline but grade changes are only allowed for incompletes and miscalculation of grades
no time limit; however, grades are not changed for students who have graduated
normally one month after the end of the semester unless approved by the Academic Dean
one academic year, after year Deans approval is needed
One calendar year UNLESS the degree is awarded. Once the degree is awarded - no changes.
one month into the semester after the grade was awarded
One semester by faculty, one year by Dean approval.
One term, or approval from the Provost
one year but after that can be approved by faculty exceptions committee
one year unless special permission is granted by the Department Chair, Dean, and Vice President of
Permission from the Dean
prior to degree conferral
prior to posting of degree
requires dean's approval
Roll Call of the following semester
Six months after grades are submitted.
Six months after the end of the term
Student must initiate request for review within 4 weeks of the subsequent term
Students can appeal a grade for a grade change no later than the 3rd week of the next term. That being
Students have 10 business days after the end of the semester to file a grade appeal with the faculty of the
Students have 60 days to submit a grade dispute. The institution may initiate a Change of Grade at any
Students have a deadline to appeal a grade that is 6 weeks after the beginning of the subsequent
Submitted grades are considered final, changes only under extenuating circumstances
There is no deadline, but faculty must petition to change a grade after the final grading deadline.
two academic years
Two academic years
Two semesters after the semester in which the grade was earned. This is at the discretion of the faculty
Two terms
Two years
Until a Student Graduates
Usually 30 calendar days from the end of the term.
Whenever approved by VP
With few exceptions, the grades are entered as they will remain. Only in errors are grades changed.

With written permission of department chair before the student has graduated
Within 180 days from when the grade was recorded
Within 20 business days after the end of the term.
within 3 months after the date of issuance
within 60 days of the start of the following semester
within two weeks of the day the grades are issued

Appendix F: Other Grade Change Deadline for Graduate and/or Professional*

*The table includes data as submitted by the respondents

1 month after graduation; otherwise at discretion of dean of school offering course
1 term but may still change depending on extenuating circumstances.
18 months
2 weeks
2 years
3 years
30 day limit on grade grievance
30 days
30 days after grade were submitted.
30 days after term end
30 days after the end of the term.
30 days after the grade was awarded
30 days after the term in which the grade was earned ends.
30 days from when grades are due.
30 days into the following semester/summer session
45 days from the end of the term
45 days past end of term date
6 months after term has ended
6 months from original grade submission
60 days
60 days, or signature of Dean is required
A grade appeal must be made within 5 business days of the start of the next regular semester/session.
Any time before degree conferral.
as soon as possible, we communicate to them non-stop until all grades are submitted.
at discretion of faculty member and approving chair
At discretion of faculty member and registrar
At the discretion of the academic dean
At the discretion of the dean or VPAA
Before student's degree awarded
completion of the degree
dean can approve post-term. No changes post-graduation
deans must approve after on year
Decision of faculty member and Dean
End of term unless error is identified
end of two terms
Generally, as soon as possible and before the end of the following term.
Grade changes must be approved by Dean of school
Grade changes only allowed as result of mathematical or data entry error and requires Dean's written
Grade Changes should be executed within 30 days of notification.
Grade corrections within the first 3 weeks are accepted without much question as long as there's no
Grades other than Incomplete cannot be changed except on appeal or instructor error - must be made

Grades submitted to the Office of the Registrar are final unless an error was made in the calculation of the
If submitted after one year the Associate Provost has to approve
If the grade change is based on a miscalculation, there is no real limit although it should be within a
it depends on the issue, but normally implemented with faculty member, to Dean, to Commander to
It depends on the reason for the change. If the faculty member discovers a grading error, there would be
No changes made after degree is awarded
no deadline until graduation or program abandonment
not permitted
ONE ACADEMIC YEAR FOR ADMIN ERROR ONLY
One year, UNLESS the degree has been awarded.
one year; later changes require department head and university registrar approval.
Only with the approval of the dean
Routinely one year, although there is some faculty/dean discretion
six months
Six months after final grades are due for a semester
standard is one academic year, but with written explanation and approval by the dept chair, dean, and
student has 30 days after grade posted to request a grade change
Student has one quarter to refute a grade change, or if faculty realizes they made a grading error, with
student initiated appeal within 2 weeks of final grade post; faculty can submit request at their discretion
Students can appeal for a grade change 10 days business days at the start of fall for summer and start of
Thirty days into the following semester for I grades excluding summer and one academic year for IP grades
three months
Two calendar years
Two semesters after the semester in which the grade was earned
UG is one year Graduate is 12 weeks
Until degree conferral
Usually, when final grades are submitted. Depends on possible extenuating circumstances.
varies by program
We would not allow any changes after the student's degree has been conferred.
Within 3 months of graduation (to correct errors)

Appendix G: Conditions for Repeating an Undergraduate Course*

*The table includes data as submitted by the respondents

A research or special topics class with a different title and subject matter.
A student may repeat up to two courses during their period of enrollment. The same course may be repeated twice (i.e., taken three times), or two separate courses may each be repeated once.
A topics course where the topic is different.
All Physical Education courses and Private Music Lessons may be repeated without limit. However, a maximum of 8 PE credits may be counted toward the degree."
An independent study, certain types of research or thesis writing courses.
Any class in which a student must enroll each semester while pursuing a major or minor can be repeated for credit (practicums, music ensembles, psychology clinical experiences).
any course
Applied music courses and physical activity courses
Applied Music/Theatre coursework."
Applies to repeatable courses such as Special Topics (topics may not be repeated) and Independent Study.
Approved by the University Curriculum Committee - courses may be approved to be taken x number of times or for no more than x credit hours/units.
As approved by the faculty when courses are approved or changed if "may be repeated for credit" is part of the course description and for all Para curricular courses (this is what we call activity classes).
band or orchestra in programs where all students are expected to enroll in a class
Beyond those two courses, we do not allow courses to be repeated for credit."
Certain applied music and dance courses can be taken up to two or three times for credit.
Certain courses (such as music ensembles) are considered cumulative courses which may be repeated for credit. Other courses are designated as umbrella courses in which the content changes (such as Studies in American Literature). Umbrella courses may be repeated for credit with different subject matter.
Certain courses are considered repeatable: music lessons, music ensembles, internships, practicums, readings courses, varsity sports. Most of these courses has a cap to the number of credits that can be earned through each level of the course.
Certain courses are deemed repeatable, such as music technique, internships etc. There a very few of these.
Certain music performance courses.
Certain performance courses (music, drama) and physical education courses may be repeated for credit under some circumstances
Certain topics courses may be repeated as long as the topic is different. Certain other courses, such as a Music Chorus course, may be repeated multiple times.
Choir and band. Topics courses...
Chorale and other music groups, PE activity courses, may be repeated for credit.
condition when course is approved by curriculum committee - mainly travel courses or Choir
Content varies each time the course is offered (such as Special Topics or independent study).
Course is proposed and created to be repeatable for credit. Ensembles, lessons, practicum, internships, etc. fall under this category.
Course that are repeatable such as special topic courses with the same course number, but offered under different topics
Courses in which students may complete multiple times for credit such as PE, Music, Independent Study, Special Topics and Research
Courses like private music lessons or PE activities.
Courses need to be approved through curriculum to be repeatable.

Courses offering different topics; music ensembles and applied lessons.
Courses requested by the departments as repeated for credit from inception, upon approval of the Curriculum Board and Faculty Senate.
Courses such as applied music lessons, internships, research course numbers can be taken more than once. All but the lessons are variable credit.
Courses such as Internships, Music lessons, Ensembles, Chorus, and Theatre Labs may be repeated for credit.
Courses that are designated as repeatable for credit (i.e. internship hours, courses with variable titles, etc.)
Courses that are preapproved by faculty governance as repeatable only
Courses that are set up to be repeatable for additional credit.
Courses that are specified in curriculum as repeatable for credit - usually Music performance classes or Special Topics courses with different topics.
courses that are variable credit, offered for 3 hours one semester and 3 in another for example
Courses that have been approved by the faculty to be repeated - generally independent study, creative inquiry, etc.
Courses that require a minimum grade
Courses where the topics change may be repeated for credit."
Courses which are indicated in the catalog as repeatable may be taken more than once for credit toward a degree. Many times the course content changes.
Courses with A or B grades may not be repeated. Normally, courses with a C grade may not be repeated. Courses with D or F grades may be repeated once without written permission. In all cases, the original grade for the course and the grade for each repeat will appear on the transcript. The original grade will be calculated into the grade point average, unless the student initiates a request for Repeating a Course with Grade Point Average Recalculation as described below. Only one registration for the course counts toward the total number of credits required for graduation. A course cannot be repeated after receiving credit in a course for which the repeat course is a prerequisite.
Courses with credit by arrangement may be repeated for a pre-determined maximum credit limit as determined by the Curriculum Committee.
Courses with the same number but revolving topics. In these cases, the number of hours that may be applied toward degree completion are course specific.
Credit for varsity sports can be repeated for credit, but the student is only allowed 2 s.h. of this credit toward total hours for graduation. Credit for music ensembles can be repeated multiple times with a maximum allowed toward total hours for graduation.
Credit in practicum, cooperative education, special topics, independent studies/reading, and other such courses without duplicative content can be repeated for credit; some have limits, others do not.
Depending on subject matter, some courses listed as repeatable in our catalog and only those courses are considered repeatable.
Directed Studies may be repeated up to 8 semester hours.
Directed study courses that use the same course prefix and number, or courses with current event topics that use the same course prefix and number.
each term"
ENG151 - Topics in Literature
ENG151 - Topics in Literature
Enrollment in an ensemble, college chapel program, applied study in music, internships, theatre practica ensembles and private lessons
Examples may include practica, internships, music lessons
Field Work"

For the grade point average recalculation policy to apply, a student must declare to his or her college the intent to repeat a course for a change of grade. Students must submit this request to their college before the end of the official add/drop period, no later than the second Friday of the fall and spring semesters, the first Wednesday of Summer Session 1, or the first Friday of Summer Session 2. The course must be repeated within three semesters of the receipt of the original grade, and it must be taken at UIC. Only one registration for the course counts toward the total number of credits required for graduation.
Generally with dance students who may place into a higher level class as Freshman (i.e., should take Ballet 1 but tests into Ballet 4) then they can repeat the higher level classes for credit.
Honors Thesis work may be repeated up to 8 semester hours."
If approved by university courses and curriculum committee
If approved through the curriculum process as repeatable for credit.
If during the course approval process the school submits the course as "repeatable for credit" students can take the course more than once for degree credit.
If the course is approved through curriculum as repeatable for credit.
If this also means "duplicate " credit then some classes are variable credit e.g., 1-6 and so student could take 4 credits one term, 2 credits another term.
Implementation
Important Note: Grade point average recalculation for a repeated course is not automatic. The student must initiate a request in the college office as outlined below.
In Theatre we have performance courses that are associated with new productions and the student may repeat those courses for credit. We have Music courses that are treated in the same manner for students in the Music major.
Independent Studies
independent studies"
Individual Instruction Music Classes
Internship courses may be repeated for credit (max of 3 units of credit may be earned through internships)."
Internship or special topic courses.
Internships
Internships or acting course that are continuous or may occur during different times in a student's academic career
Internships, Fieldwork, Activity Courses (Music, Sports) Selected Topic courses
Internships, independent studies, music lessons, band, choir and orchestra.
Internships, private music study, research courses, directed study.
Internships, special topics courses where the topic varies, music performance courses, activity courses
Internships, special topics, independent studies, workshops, music ensembles, music instruction, and other situations where course content differs from term to term.
It is indicated in the course description if a course may be repeated for credit, typically in courses where the topics may vary.
Most courses cannot be repeated for credit. Some courses, however, are defined as repeatable up to a certain number of credits. i.e. research, special topics, internship, etc.
Music and physical education courses"
Music ensembles may be repeated up to 8 semester hours.
Music ensembles, music lessons, internships, research, some senior capstones which go over two semesters
Music labs, art labs, and Phys Ed activity courses are allowed to be repeated for credit.
Music lessons may be repeated up to 8 semester hours.
Music Lessons, Voice Lessons, Choir and Theater Production courses may be repeated for credit.
Music performance courses
Music performance, some studio art classes, and health/human performance (P.E.) courses

Must be approved prior to publishing in the catalog. Approval required of school dean and the university curriculum committee. Topics covered should vary between sections of the course offering.
None. Some programs may not allow course repeat in their programs
on a continuing basis, where the course number remains the same, but the course content differs
One of our graduate degree programs requires a quarterly seminar. We allow it to be repeated for credit multiple times, because it involves discussions on different issues each time.
Only certain courses are repeatable, such as applied music lessons and topics courses.
Only courses that are marked as "repeatable"; typically special topics courses where the course prefix and number are the same, but the content/subject matter is different
Only if indicated in the college catalog that they can be repeated for credit.
Only those coded as repeatable; independent study, selected topics, internships
Physical Education activity courses, broadcast and newspaper practicums, applied music lessons, ensembles, seminar courses, selected topics, and independent study courses.
Physical Education courses can be repeated.
Physical fitness classes, music performance and applied art classes can be repeated for credit up to 4 credits hours. We have a handful of other classes similar to this where the student can demonstrate continued improvement or competency through repetition and thus can be repeated for credit in varying amounts.
Private music lessons and music ensemble classes.
Rarely, there is a topics class or practicum class that can be repeated for credit. We have eliminated most of this by adding an array of course numbers through curriculum for MUS and practicum type courses. We are also safeguarding against "highly" attractive topics in certain subjects by adding those as their own course number if they are popular enough.
Repeat courses must be approved via curriculum committee to establish the number of repeats allowed; generally used for music courses in which students progress at their own pace with an instrument/voice.
Repeat Policy for Standard Graded Courses
Repeatability of undergraduate course must go through our campus curriculum process for approval by our Faculty Senate. This most often happens in courses where the content varies from term to term.
Repeatable courses such as PE, music lessons, etc.
Repeatable courses, primarily Music classes. Example Piano semester I (1cr) Piano I semester II (1cr), both counts towards degree completion.
Repeatable for credit courses:
Repeated as needed to earn required grade.
Repeating a Course with Grade Point Average Recalculation
Research and other courses that have had this approved through Faculty Governance
research courses
research, internships or co-ops, individual study with rotating topics - must be coded as multi-registrations allowed in the curriculum inventory
Selected topics when the topics vary.
Selected Topics, Research, Independent Study
Seminar courses with different topics, private music lessons, music ensembles, students may take multiple internships but only one counts toward degree requirements.
Seminars, Special topics, Dissertation
Some Classes are repeatable (e.g. student can repeat an Art class of 3 credits twice) "
Some courses (ex. Internships) can be repeated and each attempt can be counted in fulfilling degree requirements.
Some courses are approved by our Senate to be repeatable up to a certain number of units. This is different than a student repeating a course to improve the grade.
some courses are designed to be taken multiple times and be used in degree requirements; the courses offer different sets of experiences in the design or project courses
Some courses are repeatable for major. Some courses may be repeated for internship within major.

Some courses may be repeated for credit under special circumstances.
Some independent study, research, or special topics courses may be repeated. Typically the content of each course is different so the course may have the same number but a different title.
Some music courses at various levels, some independent studies or topics courses when topics vary.
Some of our education courses can be repeated for additional credit.
Some special topics and seminar courses have subject matter that changes from term to term.
Special topic course that have different course content but same course number. Research, thesis, dissertation.
special topic courses
Special Topic Courses, activity courses, applied visual/performing arts courses
Special Topics
Special Topics course (subject matter varies), individual instruction in music, activity course in PE
Special Topics courses
Special Topics courses (have the same course number but offered with a different topic is a given semester).
Special topics courses (where topic changes), music ensembles, music lessons, independent study & internship (if project is different)
Special topics courses can be repeated for credit as long as the topics are different. Varsity Athletics and Band can be repeated for credit but there is a limit on the number of credits that will be accepted towards the degree. In some schools Independent Studies and Internships can be repeated.
Special topics courses can be taken more than once for credit as long as the topic is different.
Special topics courses may be repeated for credit as long as the course content is different.
Special Topics courses only; when the title and subject matter are different than the previous iteration of the course.
Special topics courses that are not part of regular offerings are given a course number 299. More than one 299 course can be taken as an elective and used for credit.
Special topics courses that have a different topic; performance groups such as choir, orchestra, traveling dramatic troupe; physical activities courses can be taken twice for credit
Special Topics courses that have varying subjects, applied music courses and internships.
Special Topics courses that offer different topics; music lessons; musical group courses.
Special topics courses when the topics of each occurrence are different.
Special Topics courses where the content / subject matter differs significantly from previously taken topics.
Special topics courses where the topic varies.
Special topics courses, directed readings and independent studies may be repeated because the topic varies.
Special Topics courses, Internships, Co-ops
Special topics courses, internships, practicum
Special Topics Courses, Music courses, Art Studio courses, Internships
Special Topics courses, practicums, internships, music lessons, and other similar courses that will have different content or additional work that would warrant the additional credit. We don't have any 'regular' classes that we would allow to be repeated for credit though.
Special topics courses, research, thesis, independent study
special topics or physical education courses
Special Topics with different topic, Internships, Music ensembles and applied music.
Special topics, Certain music courses
Special topics, internships, practicum, experiential learning, cultural enrichment. Must be defined in academic catalog as repeatable for credit.
Stated in the catalog, generally classes with selected topics, that change each semester.
student may need higher grade for a prerequisite or transfer
Student may repeat a course three times.

students can repeat a course twice, the third time needs to be approved by the Director of Advising
Students may present only 6 repeated courses for graduation."
Students may repeat a course to increase their knowledge of the subject matter. There are circumstances under which repeating a course is advisable and to a student's advantage. There are also circumstances where repeating a course may disadvantage a student and narrow a student's options. Some colleges require students to discuss any plan to repeat a course with their academic advisor before they register to repeat the course.
Students may repeat any course. The course shall not appear no more than 3 times on the transcript.
Students may repeat courses for credit when the course is a topics course and the topics are different; independent study coursework.
Students may request to repeat up to 15 credit hours be "repeated." Only a second attempt taken at our campus may replace the first take, if requested. It must be a C- or lower original grade to be replaced in the GPA and credit hours. Otherwise, they may repeat and have it count, but it will be averaged in as if it was a different course.
Students with permission to repeat a course a second time are to obtain a Registration Clearance Permit from their advisor and bring it to the Registrar Service Center
Studio, ensemble, some required performance-based courses
The College offers project-based courses that may be repeated for credit as they may take more than one semester to complete project.
The course is a special topics or activity course.
The new Repeating a Course and GPA Recalculation policies apply to all undergraduate students entering UIC in Fall 2009 or later. Continuing students who entered UIC before Fall 2009 may select one of two options. They may either follow the old Grade Forgiveness policy found under University Degree Requirements in the Undergraduate Catalog in effect at the time of their admission to UIC. Or, they may follow the new Repeating a Course and GPA Recalculation policies. Continuing students cannot follow both policies. The Repeating a Course and GPA Recalculation policies can be applied only to courses taken after the policies took effect, i.e. to courses taken during the Fall 2009 term or later. For example, because the Repeating a Course and GPA Recalculation policies took effect in Fall 2009, Spring 2010 graded courses will be the first opportunity students will have to retake and exclude a Fall 2009 course from their GPA.
There are a few courses that may be repeated for credit, such as Co-op courses, clinicals, internships, special topics. But these courses are the exceptions. Most courses cannot be repeated for credit.
These courses are primarily in Performing Arts, where certain majors require a minimum and maximum number of credits - private music lessons, ensembles, etc. Course repeating must be stated in the catalog as part of the course description.
Three times after the first attempt. W's and Y's are not considered attempts.
To get a better grade
To repeat a course more than once requires written permission from the student's college dean. Students who have been dismissed may not appeal on the grounds of intention to repeat courses. Certain courses may not be repeated; students should consult their college before repeating a course.
Topic course that the subject changes.
Topic: Early Literature Readings
Topic: Poetry in Literature"
Topical courses which have the same course number but cover different subject matter based on instructor and time of offering.
Topical courses, independent research, internships, music, performance and studio courses are repeatable as long as the topics differ or work/sire is different.
Topics course numbers may be repeated for credit provided the topics are different each attempt. Some independent study, directed study, internship, or practicum courses may be repeated as deemed appropriate by the program chair.
Topics courses (different topics); practicum/internship; some capstone classes
Topics courses may be repeated with different topics.

Topics courses when the topic changes, Internships, Practicums, Activity Course(sports)
Topics courses where the topic is different each time it is taken, music lessons, performance groups, practica
Topics courses, some field work, etc., the courses are set to repeatable up to a maximum number of hours (usually 6).
Topics/Seminars/Field Experiences/Thesis/Independent Study
Undergraduate students are allowed grade point average recalculation in up to four repeated courses. Under the course repeat policy, all courses taken and their grades appear on the transcript in the semester in which they were taken. Under the grade point average recalculation policy, the grade earned the first time the course is taken will be dropped from the calculation of the cumulative GPA and the grade(s) earned when the course is repeated will be used in the calculation. This rule holds, even if the second grade is lower than the first. If a course is repeated more than once, the first grade is not counted in the GPA, but all other grades for that course are calculated in the cumulative GPA.
Until the student earns a C grade
Usually activity courses defined in College Catalog
Variable credit courses.
Variable credits with a maximum credits to be earned (e.g. 1-4 variable credit, student earned 1 credit, then 1 credit, then 2 credits.
Variable topic courses, music lessons, music ensembles, varsity sports, physical education activities, theatre practicum
Variable topic courses; music performance and studio art courses, where each enrollment allows further development of discipline specific skills; exceptions approved by the dean of offering degree program.
Variable Topics Courses; Internships; Independent Study; Clinicals; Music Performance
W=withdrawal passing
We allow developmental English (below the level of the college Expository Writing requirement) to count twice, if not passed in one semester - Max = 6 semester credits
We allow PE, some ART classes and some Theater classes to be repeated for credit.
We also have a ""Special Topics in Business"" course that while rarely offered, could theoretically be taken multiple times if the topic was different each time.
We are a music school and students in some programs take private lessons every term. So our APP150 class can be taken 4 times and APP350 can be taken four times (upper division course).
We have no limit on how many times they can repeat, it, but it averages, not replaces after the third attempt.
We have some Music, Art Studio, and Internship courses that are repeatable for credit.
We have some programs that require students to repeat courses, i.e. Music requires students to take a performance course each term.
We only allow certain types of courses to be repeated, like music lessons and ensembles, teaching assistantships, or Topics classes where the course content varies from term to term.
Wellness courses may be repeated up to 4 semester hours.
When the course approval allows it.
When the learning experience from semester to semester is different; also in "experiential" courses such as choir, internships, research, etc.
Y=withdrawal failing

Appendix H: Conditions for Repeating a Graduate and/or Professional Course*

*The table includes data as submitted by the respondents

1. Clinical courses; 2. Rotating syllabus
A clinical course might be repeated.
A course can count toward their major and their minor.
A course is defined as 'allowed for repeat' by academics; these are typically topics courses that change from semester to semester
A selected topics, directed studies, or experiential course where the topics covered are different than the first time the course was taken may be repeated.
A sports course (Football, basketball, etc.), a Music course (Private lessons, etc.), courses that specify in the catalog that they may be repeated for credit (some science lab courses).
A student can repeat a course twice to improve a D or an F. If the student repeats a course twice, the second and third grades are averaged.
A student may repeat any course as desired. However, advisement is given in terms of whether or not the repeat would be covered by financial aid or not.
A topics course may be repeated for credit, or practicum, internship, etc.
A WFU course can be repeated at WFU if the grade earned is C- or lower. In this case, all grades received will appear on the transcript, but the course will be counted only one time for credit.
Accreditation requires course to be taken each semester for 8 semesters. For example, music ensembles or music lessons.
activity classes, topic-based classes, studios, and the like
activity courses
activity courses such as choir, ensemble, or theater practicum
An Applied music lesson, a PE course
Any course, except for Independent Study, may be repeated up to two times at the graduate level. The last grade and credit hours at the institution will completely replace the previous grade and credit hours in computing the grade point average, although the earlier record remains a part of the student's transcript. A grade of A through E must be earned in a repeat course to replace the previous grade in computing the average.
Any student wishing to repeat a course in which he or she earned a grade of D may do so by contacting his or her Academic Advisor. Students who are receiving financial aid or participating in intercollegiate athletics should consult with the Athletic Representative in the Financial Aid Office before repeating a course with a D grade. A student who has earned a minimum of 75 hours toward the Bachelor's degree and whose cumulative point average in their major courses is less than 2.50 may repeat a course in the major for which a grade of a C or less was earned. Such students must obtain permission from their Academic Advisor before repeating the course in question and contact the Financial Aid Office. Both grades, original and repeated, appear on the permanent academic record, but only the higher one is counted in the grade point average and in meeting graduation requirements.
Applied music lessons, internships and "Topics" courses are all repeatable for credit.
Applied study such as music lessons or theatre activities. Topics coursework when topics are different.
As established by the curriculum and noted in the course catalog. Classes such as physical activity, music, theater, variable topics classes, etc.
as indicated in course description
As noted under a Cumulative Grade Average, graduate students are expected to maintain a minimum GPA of 3.0."
Certain seminar courses are repeated quarterly as part of program requirements. We would not let a student opt to repeat a course for credit that would not normally be repeatable.
Clinic courses require more than one term of enrollment as do thesis/dissertation research. Some students enroll in research electives on different topics and earn credit more than once.
Clinical rotations, independent study

Course is a topics, dissertation, thesis, internship or independent study type.
Course must be approved to be repeated for credit.
Courses designated as repeatable may be repeated for earned credit. Courses such as thesis or special topics may be repeated.
courses may be a requirement for another graduate program offered at the school
Courses must be approved in the faculty governance process for oversight of the curriculum.
Courses must indicate how many times they may be repeated.
Courses such as music studio are required more than once.
Courses that are specifically approved for repeat credit with change of topic, or required for multiple terms to fulfill degree requirements. These course descriptions are annotated as being eligible for repeat credit, the number of times they can be repeated, and the conditions under which the repeat will be approved.
Courses with multiple topics or unique experiences.
Currently, we allow students to repeat the course as often as they want to achieve the grade they desire. We are considering changing that policy to a maximum of three attempts.
Department offer topics courses in which the course content is different from term to term.
Designated courses that have a different topic or focus may be repeated. Or special courses required for concentration (i.e., music lessons).
Different topic for special topics course, internship credit, research credit, instrumental music and vocal music lessons courses.
Directed studies and other like courses may be taken more than once given their nature.
dissertation
dissertation courses
Dissertation, Research, internships
Examples may include courses such as private music lessons, choir or band participation, music repertoire, and some internships.
faculty sponsored research, independent studies
failed courses and "D" graded courses
Fieldwork, Continuous Matriculation,
For graduate programs anything less than a B may be repeated once. Additional repeats require petition and Vice-President for Academic Affairs approval.
If approved that way by the faculty when the course is created.
If earns a D or less in a course, they can repeat it. However, we have some courses that are "repeatable" i.e., Music etc.
If it's a topics course.
If it's a variable unit course, the student can repeat it up to the maximum allowable units.
If student received a D or F grade, they may repeat.
If subject matter of one offering is substantially different than the previous time taken
If the catalog descriptions allows for it. Examples include private music lessons, some research courses.
If the course was approved in the catalog as repeatable.
If the course was established as a course that could be repeated for credit when it was approved.
If the program requires a highest grade for the course.
If the standing grade is C- or lower.
If the student has still no achieved the needed letter grade. Typically a C grade is needed.
If these are a series of practicums or dissertation courses.
Independent Studies, Music Applied Lessons, PE Activity courses, Internships, Topics courses
Independent study courses.
Internship where the second internship is different (company, experience, etc.) from the first internship."
Internship, practicum, and project courses may be repeated for credit (different learning experiences each time student is enrolled).
Internships

Internships (up to two), workshops, seminars, special topics courses with different topics, music ensembles and applied music courses.
Internships and independent studies (limit of 6 career credits, requires chair approval), advanced seminar courses (limit of one repeat/6 career credits, requires advisor approval). In rare instances, the VPAA will approve a repeat that doesn't fall into these categories if the faculty member and content are different for the second instance (example: a different client project for an advertising course).
Internships that span more than one semester are entered as multiple, repeatable courses.
Internships which have a maximum number of credits applicable towards the degree but the students can register for the number of credits they want in a particular semester depending upon their credit load.
internships, co-ops, thesis, dissertation, multiple topic courses
Internships, practicum, service learning
It is a special topics, special problems, thesis hours, seminar or other kind of course where the content changes or similar to thesis hours where the work continues for several terms.
It's on a case-by-case basis at the discretion of the professional/graduate school or program.
Music courses may be taken more than once for credit.
Music courses; some fitness courses
Music ensembles and some applied music lessons
Music lessons or ensemble in the Masters of Music Education. Special topic courses but the topics cannot be the same.
musical ensembles, special topics courses that change each semester
Only If approved by the Curriculum Committee as a course eligible to be repeated with maximum of credit hours.
Physical Education, Seminars with different subjects/titles, Workshops with different subjects/titles, Practicums, Internships, Student Teaching
practical training/internships
Practicum
Practicum or special topics courses with different topics.
previous course did not earn subject credit
readings and research
Repeatable courses like physical education, music ensembles, etc.
Repeatable for the major. Most commonly applied music or ensemble courses.
Repeats of C or F grades are not automatic and require the permission of the Graduate Dean.
Research (same or different topic) and special topics or independent study courses when content is different. Each have total maximum credit limits
Research courses, special topics courses (with different topics), independent studies and dissertation/thesis supervision courses are allowed multiple times.
research"
Riding courses, instructional voice & piano, creative writing, internships, etc.
same course number and title but different instructor or content
Selected topic courses as well as some Music and Art courses can be repeated for credit.
Selected Topic"
Seminars are required each term a student is enrolled in certain programs, therefore the same course is repeated for the duration of the program.
Some course numbers are reused for topical courses. For example: BDOC 5555 Seminar in Theology: Trinity may be offered one year, and the next year BDOC 5555 Seminar in Theology: Christology might be offered. In the catalog it is listed as one course, but in reality it could be a different course each time. (A student could not re-take the same topic for credit, however.)
Some courses are offered under a "Topics" number (e.g. 290) that may be repeated with different topics. Some courses are repeatable by design (e.g. music lessons, varsity athletics).

Some courses have max number of credits they can be repeated for towards a degree. Best example is music ensembles, choir or lessons. A student can take course a 1 credit course up to 8-12 times in some cases before they reach a maximum number of credits. Often these credits fulfill elective credits towards a major or degree.
Some departmental courses are repeatable and students can take based on the number attempts allowable. These would appear on the record, earn credits and be included in the GPA.
Some experiential courses can be repeated for credit. It is a very small number of courses.
Some graduate courses can be repeated for credit. Other graduate courses can be repeated to get a better grade BUT both grades appear on the transcript and one does not replace the other. Students cannot submit a request/appeal to have the original grade replaced with a repeated grade (there wasn't this option on a previous question).
Some of our courses have the same Course ID, but the Content/Topics are different. If the course content is different, the course may be counted twice. Generally speaking this only applies to program elective courses.
Some programs offer topics courses which may be taken multiple times with different topics/content.
Special Topic Courses, Applied Visual and Performing Arts courses, Varsity Athletics courses, and Physical Activity courses.
special topics
special topics
special topics
Special topics and field work/internship type courses.
Special Topics and internships and other classes that can be taken multiple times.
Special topics courses have the same number so appear as repeats. They are different topics though, so students get new content each semester.
Special Topics courses where the topic offered is different each semester.
Special Topics courses with the same course number but different subject matter may be repeated; some graduate project/thesis/dissertation courses may be repeated for credit as well.
Special Topics courses within each department carry the same number. A student could take two or more special topics class within a single department, therefore repeating the same course number.
Special topics courses, internships, studio courses
special topics etc.
Special topics with varying topics. Some applied music courses. Research or thesis hours.
special topics"
Special Topics, Dissertation, Research, a course in which a grade of C or lower was earned is required to be repeated, Clinical Courses, etc.
Special Topics, Independent Study, Workshops, etc.
Special topics, internship, thesis, research
Special topics, music performance, internships, independent studies, directed research.
Special topics, practicums, dissertation preparation.
Specializations students earn, they can use one course in one specialization and in another, but only in the specialization category.
Student pursuing two programs may use the same course towards both programs within a maximum limit.
Student would like to earn a higher grade.
Students are only allowed to retake courses when the content of the course is different the second time and would build or advance a student's skill in a specific area.
Students do not have any conditions
Students may retake any course in which they received a final grade of F. A required course with a final grade of F must be repeated. Students receiving a D in a required course in which a grade of C or better is needed in order to move on must retake that class.

Students must submit a request to the registrar. If a student is wanting to improve their GPA, normally permission is granted for a repeat course.
Study abroad, independent studies
The course may be repeated 3 times
The course must approved by Faculty Assembly and be designated as "repeatable for credit"
The course must be designated as repeatable for credit by the curriculum committee and approved by the dean. These courses are generally required for degree program completion.
The course must be designated by the Academic Senate as being repeatable for credit. This is very common for research courses and for courses whose topics change from quarter to quarter (often referred to as "special topics").
The course must be established as repeatable in the catalog. Examples of repeatable courses are choir, orchestra, performance ensembles, private instrumental/voice music lessons, special topics course (as long as the topic is different), internships with a limit on maximum hours earned.
The course must go through the curriculum process in advance of the student repeating it for credit and a limit is normally placed on the allowable number of repeats or the number of credits.
The courses must be submitted indicating the courses is approved by the appropriate curriculum committee or College Dean to be repeated. Fieldwork is an example of a graduate courses that may be repeated.
The institution allows the student to Repeat a Course at their choice. However, some colleges limit the number of times (e.g. twice only) a student may repeat. We are implementing a policy that students repeating a course for a third time will have to seek permission through a petition process.
The number of times a course may be repeated for credit is stated on the course approval.
The verbiage either has to be approved in the catalog or else it needs to be approved later.
There are repeatable courses. Example music classes
Thesis or dissertation but only for credit, no grade.
Thesis or Dissertation courses
This only applies to our developmental writing courses (at the pre-Expository Writing level). These may be taken twice for credit, on the recommendation of the instructor and only with a satisfactory performance in the first semester,
This would only be for umbrella courses in which the topic of the course changes.
Those course approved for repeatable credit. For example Special Topic courses.
To pass a grade which minimum passing grade is C or B in some cases
To receive a better grade.
Topic courses, music ensembles/lessons, internships, independent studies
Topical courses
Topics classes provided they have different content/titles, performance (dance and music), program specific when the content differs for the same course title.
Topics courses
Topics courses
Topics courses - same subject and course number but different topics each term.
Topics courses (with different topics)
Topics courses have the same course number but different content
Topics courses where the content rotates may be repeated when the focus of the course differs.
Topics courses where the course prefix and number may remain the same but the topic of the course may change.
Usually they are internships or dissertations, or if the subject matter changes term to term.
Variable topics; dissertation.
Various, pe, seminars, special topics, etc.
We are a music school and students take private lessons each semester. Four of the eight semesters are taken as APP150 and four are taken as APP350.

We have advanced topic courses that can be repeated with different topics; we have practicum/training credits that are designed to be taken multiple times to earn the minimum credits required.
We have courses that are called "Special Topics" that can be repeated as the topics for the class change. Also, all music lessons and ensembles may be repeated.
When the discipline curriculum dictates (e.g. practicum, field experience x2)
When the topic/content significantly changes (i.e. specific topics courses that use the same course number).
Your description of repeated grades did not cover our instance - both grades apply to GPA, only one set of credits counts"

Appendix I: Other Conditions for Undergraduate Academic Bankruptcy or Forgiveness*

*The table includes data as submitted by the respondents

...not attended ANY institution for at least four successive semesters, and earn a minimum GPA of 2.0 for their first 12 credits following re-enrollment at our institution.
1) 5 years or more since courses completed; 2) all requirements met for graduation except GPA; 3) maintain GPA (22 units with at least a 3.0; 45 units with at least a 2.5; 67 units with at least a 2.0)
1. Has been absent from the College for two consecutive academic years or has changed majors. 2. Has satisfactorily completed twenty (20) semester hours of credit after re-enrolling at the College or changing majors. 3. Has maintained at least a 2.5 GPA with all grades being C or better since re-enrolling or changing majors
5 or more years have passed since grades were posted
5 years have elapsed since the poor grades were earned, and the student has earned at least 12 s.h. with a 2.50 GPA.
5 years must have elapsed. Forgiveness is only available if it's going to enable to student to graduate
6 years removed from the semester or semesters (up to 2) to be considered for Amnesty. Also must have a 3.0 GPA with at least 24 cr hrs. here.
achieved a 2.5 GPA in at least 12 credit hours upon return to institution
After 6 semesters have passed since the term in which they want academic forgiveness (clean slate).
all coursework earned prior to 10 years ago
All grades over 10 years old
An appeal is required.
AND must have a cumulative GPA less than 2.0
appeal based on extenuating circumstances
Are currently enrolled.
are readmitting to the institution and are at least 8 Quality points below a 2.00 for their Cumulative Grade Point Average
Attended another institution and earned a minimum of 12 credits
Bankruptcy must be declared PRIOR to graduation and only one semester may be declared bankrupt during a student's academic career at UH Hilo.
Been academically suspended and have a GPA so low they cannot repeat their way to Good Standing
Can only be applied if all graduation requirements are met *except* GPA.
Change of Academic program must have been unsuccessful in prior program
Change of major if courses no longer apply to major and are failing grades
change program of study the n/a courses towards new program may be forgiven
changed degree programs and have been below minimum academic standards for at least two semesters
Changed major
Changed their major. A limit of 18 credits of grades below 2.0 may be excluded with this change of major.
circumstances beyond their control; medical
CNU students who have been readmitted after not taking courses at CNU for a period of five or more years may apply to the University Registrar for academic forgiveness. The student must be currently enrolled at CNU and have completed at least 12 credit hours with a minimum 2.00 grade point average. The University Registrar will act on behalf of the Academic Status Committee to have the past academic record at CNU forgiven. The forgiveness policy applies to the entire academic record prior to readmission and not to selected courses. The record of forgiven courses will remain on the student's permanent record, but it will be noted that these courses have been forgiven. Such forgiven courses will not fulfill any academic requirements nor will they be computed in the cumulative grade point average.
completed requirements to receive a degree from our college

courses D or less and 5 years or older
Courses must be at least 5 years old and student must have successfully completed at least 12 credit hours since courses were taken
Demonstrate maturity and ability to succeed academically
Did not attend for 4 yrs. and obtains a 2.0 on 12 credits upon return.
Documentation from court.
Earned a minimum of 12 UG level credits at 2.00 GPA upon returning to school after 3+ year break
Earned a specific number of credits at a 2.65 GPA
Extenuating circumstances; they are only eligible 1x
Five years after the semester in question and in good academic standing.
Grades must be 10 years old and student must have returned and successfully completed 1 term.
has honorably served in the U.S. armed services for at least 2 years since receiving the failing grades
If a student retakes a failed course and passes the retake, then the failed grade is "forgiven" and does not affect the GPA.
If student's GPA is such that it is mathematically impossible to receive the minimum passing GPA for graduation
If the term(s) they wish to have forgiven are 5 or more years ago. We call this Academic Renewal. All grades from a given term (or more than one) are removed from the grade point average calculations, but the original course, credit and letter grade data remains on the transcript)
In a new academic program and in good standing in that program.
Internal Transfer from one major to another removes the first majors poor grades from the GPA
Left this school in poor academic standing and have either been away for 2 years or earned at least 24 credits at another school.
less than 2.00 GPA
May have 30 units forgiven if they have completed 30 units after the semester of forgiveness with a GPA of 2.5
Meet the requirements set by the State Regents for Higher Education.
met with, applied to, and had a dean approve
Must apply for Academic Forgiveness in first term at ADU. Once approved, all past work at other institutions is removed and students starts over at ADU.
Must have earned 12 hrs. with a 2.0 at our school in the past 2 years to be eligible for academic renewal. All coursework five years old or older can be excluded through academic renewal. Grade are not changed on the transcript though. So all this does is allow a manual recalculation of GPA for the purpose of graduation or application to a selective program at the institution.
Not attended in 4 years, 2.5 GPA after returning, be matriculated
Not been previously approved by this institution (e.g. second or subsequent request)
not have earned a baccalaureate degree; not have been granted previously
Not sure if this counts. If you change majors we will remove grades of courses that do not apply to that major (that are specific to the previous major). E.g. you were bio but are now art, we will remove the art grades.
One calendar year has passed, all grades earned for the term are excluded regardless of grade, may choose one single term or first two terms neither to exceed 18 total credits
One time basis, all academic work older than 10 years is removed/forgiven from their academic record. Students are not allowed to choose which courses to be forgiven. All course grades older than 10 year are forgiven, no matter the grade.
Only available to first-year students whose GPA is below 2.00 in their first or second semester. They can have up to 3 "F" grades converted to No-Pass grades (that do not impact the GPA)
Only Doctor of Chiropractic are eligible
only for academic standing
Petition along with a rationale for a changed approach.
Re-admitting after academic dismissal

Reprieve: 3 yrs. have passed, 12 hours earned with no grade lower than a C. Renewal: 5 years have passed, 12 hours earned, no grade lower than a C.
Returned and completed 12 credit hours with a minimum GPA of 2.5.
returned to the college and earned 12 credit hours in good standing
set out a period of time and returned with certain GPA
State of Texas Academic Fresh Start policy, must be a resident of Texas and the grades must be over 10 years old that are not considered. (very general not detailed description here)
student can forgive (replace) a grade or forgive a term
Students are eligible for Freshman Forgiveness for courses taken in residence in degree seeking programs within the first 30 attempted credits. Transfer students are not eligible for Freshman Forgiveness.
Students must petition and be approved. Record is fully reviewed prior to approval being granted.
Students on a LOA who earn an AAS degree with a GPA > 3.0 and are readmitted to complete the BS degree.
Students who are returning to the University of Missouri-Columbia to pursue an undergraduate degree after an extended absence may request permission to remove one or more of the complete academic terms from future degree and GPA considerations. A. Eligibility. To be eligible for academic renewal consideration, students must meet these requirements: 1.Students must not have enrolled as degree-seeking at the University of Missouri-Columbia or any other University of Missouri System campus for four or more consecutive years. 2.Students must not have graduated from the University of Missouri-Columbia. 3.Students must either: a.Be admitted as degree-seeking and have earned a minimum of 12.0 credit hours with at least a 2.5 GPA of record for those hours at the University of Missouri-Columbia within the past 12 months; or b. Have attended as a non-degree-seeking student and have earned thereby a minimum of 12.0 credit hours with at least a 2.5 GPA of record for those hours at the University of Missouri-Columbia within the past 12 months and subsequently have been admitted as degree-seeking by the University. B .Conditions. Academic renewal is based on the following conditions: 1.All courses and credits taken during the chosen terms will be removed from consideration for GPA and degree requirements. Students may not combine individual courses from multiple terms to comprise the semester(s) dropped. All courses and grades for the chosen terms will remain on the student's academic record. 2.Renewal may be applied only to academic terms completed prior to the student's extended absence. 3.Students may be granted only one academic renewal. 4.Students who choose academic renewal must meet the degree requirements of the University of Missouri-Columbia undergraduate catalog at the time of their readmission. 5.Degree requirements met during the dropped terms will have to be repeated. 6.To be eligible for a degree, students must complete a minimum of 24 credit hours at the University of Missouri-Columbia after the granting of academic renewal. C.Procedures 1.Students should discuss their desire to pursue academic renewal with an Academic Adviser in the college they wish to enter. 2.Students should submit an application for academic renewal to the Office of the University Registrar. 3.For each term approved for academic renewal, a note will appear on the transcript.
Texas Academic Fresh Start Policy
The "renewal" or "forgiveness" is limited to a maximum of two semesters and the approved policy action removes earned hours, quality hours and quality points (grade points) for the entire semester. No partial deletion of any course work within any semester, nor after the degree has been awarded.
the student must have left with a GPA lower than 2.0 as well
They are allowed to exclude three repeated courses from calculation of the GPA.
They have to apply
Transferring between colleges
Undergraduate - credits more than 10 years old may be forgiven. Graduates - credits from a previous incomplete program if satisfactory performance is achieved in a new program
Upon return, as full-time student must have attained a 2.00 grade point average for all work attempted in the first semester, or upon completion of the first 12 semester credits, if part-time.
Waiting period of two years (not affected by attendance)
were on academic probation or dismissal at the end of their last term at our institution
Withdrew on Probation, then return years later

Appendix J: Conditions for non-Latin Honors*

*The table includes data as submitted by the respondents

- Lifetime Dean's List - at least 3 semesters with 3.0 or above GPA in at least 10 units.
- Distinction = 3.8 or better
- Honors = 3.5 or better"
- Graduates whose minimum GPAs are 3.9 and who complete at least 60 credit hours are graduated with highest distinction; those whose minimum GPAs are 3.8 and who complete at least 60 credit hours on campus are graduated with high distinction; and those whose minimum GPAs are 3.65 and who complete at least 60 credit hours on campus are graduated with distinction.
- President's honors students graduate with a 4.0 GPA and earn at least 25% of the degree with our institution.
- Cumulative grade point average of 3.7 or higher
- Dean's list: 3.5 or higher and in degree (not certificate) program.
- President's Honor Medal: 4.0 and in degree (not certificate)"
- The student must have a minimum of 32 hours with a 3.80 GPA from our institution.
- Institutional Honors College -- student must apply, be accepted, maintain academic standards, and complete a set curriculum.
- Honors College General Honors notation = 21 hours of approved, graded honors credits w/ at least 2 of these being 3-credit hour HON-H courses; approved honors courses from other departments limited to two courses from any one dept.; max of 6 credits overseas studies; 3.4 GPA for 21 credit hours w/ no course grade lower than C (all must carry letter grade) and cum of 3.4 at time of graduation
- School Honors in Schools of Business = 3.5 cum GPA, 9 hrs. honors courses freshman/ sophomore years, attendance at 5 honors events (at least one per semester), Honors I-Core completion, internship or study abroad
- School Honors in Music = 3.5 cumulative GPA, 300-level seminar and 400-level project w/ grade of B or higher
- School Honors in Nursing = 3.3 cum or Nursing GPA, 3.5 GPA in Nursing honors courses. 300-level honors proposal and 400-level honors research courses, thesis/article for publication
- School Honors in Public & Environmental Affairs = 3.5 cum GPA, written and defended honors thesis; three honors-level school courses in specific major
- Departmental Honors within the College of Arts and Sciences = within major department 3.3 cum GPA, completion of 300-level seminar, written and defended honors thesis under direction of faculty advisor"
- Chancellor's Honor - Student must earned a cumulative GPA of at least 3.8.
- "Presidential Honors Cumulative GPA 3.8 and higher
- Vice Presidential Honors cumulative GPA 3.5 - 3.79"
- Dean's List, President's List, Academic Citation
- "3.50-3.69- Honors
- 3.70-3.99- Dean's
- 4.00 President's
- President's List - 4.00 GPA
- Dean's List - 3.50 or higher"