

Generation Y Goes to College

subtitle: How Christian Colleges can meet the challenges of the new generation

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Abstract

Almost a decade ago, Peter Sacks wrote *Generation X Goes to College*. He discussed the attitudes of students and faculty in modern colleges. Compared to the preceding generation, grade inflation had shifted the bell curve one whole grade level higher, and students expected a presentation. It was up to the teacher to make the class fun and informative. The teaching process placed full responsibility on the professor. Many students preferred to do little effort except absorb information during the class period. In reaching out to faculty, Peter Sacks found that most had given in to the pressures of the students in order to obtain better evaluations and tenure. Most admitted that it was not what they wanted, but they could not agree on how to band together.

A new questionnaire was administered to approximately 192 total students in Southern California and in a public community college in Oregon. The results showed that significant changes have occurred between the 1996 data and that obtained in 2004. Fewer students want to be entertained and an increase in course substance was indicated. However, the instructor quality of accommodating individual learning styles showed an overwhelming increase in both public and Christian schools. A dichotomy occurred with some students wanting easy grades and others wanting depth. A survey of instructors indicated dissatisfaction with student evaluations as input into faculty advancement. Using the Internet more and having students work in teams or groups were two common suggestions.

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In 1996, Peter Sacks authored a book entitled, *Generation X Goes to College, An Eye-Opening Account of Teaching In Postmodern America*. (The Generation X group generally reflects students born during the 1970s). In this book, Sacks described the frustration caused by applying teaching techniques and expectations used during his education to generation X students in his community college class. Whereas he was raised with the concept that a “C” grade was average, students in his classes expected much higher grades. Instead of the student taking responsibility for reading and learning, the instructor was faulted if the student did not learn and/or receive a “good” grade.

What could have ended as a diatribe to “sour grapes,” instead became arguments for approaching a change in teaching as opposed to a change in student behavior. With over 20 years each in academia, the authors thought that many of Sacks’ observations seemed true and wanted to test his results with the newest generation of students. (The Y generation is loosely defined as people born during the 1980s).

Methodology

During the past year, students in six classes in a Christian college were surveyed in class using a questionnaire containing all six of the questions noted by Peter Sacks in his book.

Additional questions were added to the survey based on comments in the Sacks book or observations by the authors. Three classes of students in a community college were also surveyed. Finally, faculty members were asked to share their thoughts on the subject through open-ended discussions.

Findings

This paper listed relevant points from the Sacks’ book, identified a question used on either the Sacks’ questionnaire or on the author’s questionnaire, the results of each, and the relationship, if found between X and Y students, or between Christian college students and public college students. For all six questions found in *Generation X Goes to College*, reference was to pages 54-59 with an *n* of 150. In our study, public schools had an *n* of 30 and Christian schools an *n* of 162.

| In addition to being knowledgeable, please circle your first and second choices for qualities of an instructor that are the most important to you. Note: In our questionnaire, the marking instructions were changed to indicate the 1st and 2nd choices with a "1" and "2". | | | | | | | | | |
|--|-------------------|-------------------|---------------|---------------|------------------|---------------|-----------------|---------------|--|
| n values | 150 | 150 | 29 | 28 | 156 | 145 | 185 | 173 | |
| | Sacks | | Public | | Christian | | Combined | | |
| <u>Category</u> | <u>1st choice</u> | <u>2nd choice</u> | <u>First</u> | <u>Second</u> | <u>First</u> | <u>Second</u> | <u>First</u> | <u>Second</u> | |
| Entertaining | 41% | 4% | 10% | 18% | 19% | 4% | 18% | 6% | |
| Friendly and warm | 37% | 6% | 10% | 18% | 15% | 29% | 15% | 27% | |
| Easy grader | 2% | 6% | 3% | 0% | 0% | 13% | 1% | 10% | |
| Challenges students | 16% | 24% | 10% | 54% | 15% | 29% | 15% | 33% | |
| Accommodates individual learning styles and abilities | 4% | 56% | 66% | 11% | 50% | 21% | 52% | 19% | |
| Demanding | 0% | 4% | 0% | 0% | 0% | 4% | 0% | 3% | |

Sacks (pp. 55-6) concluded that entertainment was high due to the *Sesame Street* and MTV impact. A full 80% of his students selected soft traits (entertaining, friendly and warm, an easy grader, or accommodating).

A significant change occurred between X and Y with entertainment falling, from about half the students in the Sacks survey, to about a quarter of them in the new survey. The most pronounced change was a shift from the Sacks second place most frequent response to the new first place most frequent response. Sacks accredited the high second place showing to recent trends in high school, junior high and grade school and the results in the new survey may be a continuation of that trend.

Another proposition Sacks tested centered on grades. What should an average grade be in college and what should determine that grade? Indeed, significant literature has shown that grade inflation has occurred. “About half of Harvard’s students get an A- or above.”ⁱ Early studies by Juolaⁱⁱ listed increases of about ½ grade point between 1960 and 1980. Later studies showed a 400% increase in the number of As given while the number of Cs dropped by 66%.ⁱⁱⁱ What was novel about Sacks’ approach was that it reflected student’s expectations. He also thought that students wanted to be graded on how hard they tried relative to where they started, rather than what they knew relative to what they were supposed to learn.

| Grades should primarily be based on | | | | | |
|--|----------|--------------|---------------|------------------|---------------------|
| | n values | 150 | 27 | 159 | 186 |
| <u>Category</u> | | Sacks | Public | Christian | New Combined |
| How hard you try | | 16% | 15% | 22% | 21% |
| Your knowledge and performance in subject | | 52% | 63% | 56% | 57% |
| How much you improve compared to where you started | | 26% | 22% | 22% | 22% |
| Your attitude | | 2% | 0% | 0% | 0% |

In the Sacks study (pp. 55-6), about half the students felt that grades should be based on what they knew and how well they performed. This choice increased during the past decade. The subjective factors, such as attitude and effort, decreased. However, applying a chi square test to the Sacks information, compared to the combined totals, showed that this was not a significant change ($p < .05$).

| What do you think should be a reasonable average grade among students in a college level class? | | | | | |
|---|----------|--------------|---------------|------------------|---------------------|
| | N values | 150 | 30 | 162 | 192 |
| <u>Category</u> | | Sacks | Public | Christian | New Combined |
| C (2.0) | | 10% | 23% | 7% | 10% |
| B- (2.5) | | 35% | 30% | 41% | 39% |
| B (3.0) | | 51% | 43% | 44% | 44% |
| A- (3.5) | | 2.0% | 3% | 7% | 7% |

A full 90 % of students in the Sacks survey thought that the average grade in a college level class should be no lower than a B-. In fact, over half thought it should be a B or higher. Again, the combined results showed no significant change at a p level of .05. However, there was a significant difference between the new information when the public school students were compared to the Christian school students. In particular, the “C” grade was considered average by almost 25% of the public students compared to only 7% of the Christian school students.

Based on students' desires and expectations to get a good grade, the next question was how much they were willing to study. A sixth category was added in the new survey to include 3-4 hours of study per week. Thirty to forty years ago, the rule was three hours of study for every classroom hour. A student taking 15 units was expected to study 45 hours a week. Sacks' survey indicated that 95% of the students spent less than half that amount with a full one-third of them averaging less than one hour a day. The good news was that a greater percentage of students in the new survey spent between two and four hours a day studying. There was a significant difference between public and Christian school students in the new survey with over 40% of the public school students studying three or more hours a day compared to only 15% for the Christian school students. A surprising 10% of students in each survey studied "hardly at all."

| Realistically, how much do you study per day for all your classes? A sixth category was added in the new survey for 3-4 hours of study per week. | | | | |
|--|-------|--------|-----------|--------------|
| n values | 150 | 29 | 162 | 181 |
| Category | Sacks | Public | Christian | New Combined |
| 1-2 hours | 34% | 7% | 26% | 23% |
| 2-3 hours | 27% | 28% | 44% | 42% |
| 3-4 hours | | 21% | 15% | 16% |
| 4-5 hours | 3% | 21% | 0% | 3% |
| less than 1 hour | 21% | 14% | 4% | 5% |
| hardly at all | 14% | 10% | 11% | 11% |

Peter Sacks included two questions pertaining to entitlement. The first was whether a student should be entitled to succeed.

Please respond: "Because students have a basic right to succeed, achievement should not be made difficult at college." Circle one.

| n values | 150 | 29 | 156 | 185 |
|-------------------|--------------|---------------|------------------|-----------------|
| <u>Category</u> | Sacks | Public | Christian | Combined |
| Strongly agree | 4% | 10% | 12% | 11% |
| Agree | 18% | 41% | 15% | 19% |
| Disagree | 59% | 45% | 65% | 62% |
| Strongly disagree | 16% | 3% | 8% | 7% |

Although the comparison between Christian and public school students showed a significant change, the total was within a 10% range compared to Sacks' survey. The second question was directed more to the heart of his analysis. It seemed to Peter Sacks that "students these days saw themselves as consumers and teacher taking the role of their employee or service provider."

Please respond to the following statement: "I'm the consumer who pays the bills, and so my instructor should be mostly responsible for making sure that I learn and receive my money's worth." Circle one.

| n values | 150 | 30 | 157 | 187 |
|-------------------|--------------|---------------|------------------|-----------------|
| <u>Category</u> | Sacks | Public | Christian | Combined |
| Strongly agree | 15% | 23% | 27% | 26% |
| Agree | 37% | 53% | 58% | 57% |
| Disagree | 37% | 23% | 15% | 17% |
| Strongly disagree | 10% | 0% | 0% | 0% |

The responses to this question held no significant differences for the public versus Christian school components. However, the combined results were significantly different from the report by Sacks. The number of students that agreed or strongly agreed with this statement increased from just over 50% to over 80%. The percentage of students that strongly disagreed went down from 10% to zero.

This completed the six questions included in *Generation X Goes to College*. Peter Sacks did comment on a number of other areas and several questions were included to ask current students their thoughts. For these questions, of course, there was only a public to Christian comparison.

In addition, several questions were added for demographic factors. A complete list of all questions and the response totals is listed in the appendix.

A question was added regarding reading and another regarding writing and grammar. The authors thought that there might be some relationship between the basics of writing, the enjoyment of reading, and other factors.

| | | |
|---|---------------|------------------|
| Please indicate which of the following statements most accurately reflects your views of reading. Circle best response. | | |
| | n = 29 | n = 162 |
| Category | Public | Christian |
| I love to read and read at least 6 non-school books a year | 21% | 11% |
| I like to read but only newspapers, magazines and the internet | 52% | 48% |
| I only read when I am required to | 24% | 11% |
| I dislike reading | 3% | 26% |
| I don't even like reading this questionnaire | 0% | 4% |

Although Peter Sacks wrote, “students simply refused to read unless quizzed,” he did not list a question to that point.

| | | |
|---|---------------|------------------|
| Students should be graded on spelling and grammar in all classes where papers or assignments are written even if it is a math, science or business class. Circle best response. | | |
| | n = 29 | n = 157 |
| Category | Public | Christian |
| Strongly agree | 3% | 15% |
| Agree | 38% | 42% |
| Disagree | 48% | 31% |
| Strongly disagree | 10% | 12% |

For both questions, there was a significant difference between public and Christian school students. Students at Christian schools indicated a large disdain for reading; however, they were more likely to agree that spelling and grammar were important elements of learning in all classes.

If Peter Sacks was correct in his synthesis of material, that students had a mind set that they were the employers, then students would consider it appropriate to do things in a classroom that might be regarded as disruptive.

| Place a check mark in front of as many of the following activities that are appropriate for a student to do in the classroom. | | |
|---|---------------|------------------|
| | n = 30 | n = 162 |
| Category | Public | Christian |
| Answer a cell phone | 0% | 0% |
| Talk to a friend about non class subjects | 0% | 11% |
| Comb hair or generally groom oneself | 0% | 7% |
| Read a book or paper not for that class | 0% | 7% |
| Write a letter or greeting card | 0% | 4% |
| Walk out early | 37% | 37% |
| Lay one's head on the table/desk | 17% | 15% |
| Spin coins or pens around one's fingers | 0% | 11% |
| Interrupt the professor with question not pertaining to topic | 7% | 4% |
| Eat or drink | 57% | 85% |
| Complete reading or assignment due for start of that class | 70% | 81% |

Although it was expected by the authors that eating and drinking would score high, the response most surprising was that it was appropriate to finish the homework assignment due that day while in class. This supported Sacks' notion that students would like to walk into class, have the top of their heads opened and filled in with all knowledge (p. 70). The classroom was the service center. Assignments and homework were not regarded as important compared to showing up for class. That completed the student's effort; the rest was up to the instructor. Textbook suppliers noted the textbooks that instructors required for class would remain unsold for weeks or even months into a new term (p. 28). Students often asked, "Do we have to read the text?" (p. 78). Thankfully, none of the respondents felt that answering a cell phone was appropriate. A question was included regarding whether students should be responsible for material assigned, but not discussed in class. This was only included on the survey for the Christian school.

| | | |
|--|--|------------------|
| A professor should only test on items covered in class, not on items in the text but not mentioned in class. | | n = 161 |
| Category | | Christian |
| Strongly agree | | 37% |
| Agree | | 37% |
| Disagree | | 26% |
| Strongly disagree | | 0% |

The response showed that over three-quarters of the students agreed that any material to be tested should be discussed in class. In fact, it was common practice for the students to expect a review that covered the same items on the exam (p. 24).

If students were indeed the employers, then not completing assignments or tests as scheduled should be allowed for various reasons. Students were offered a list of excuses that they could indicate whether they felt the instructor should allow the student to make up the work.

| | | | |
|---|--|---------------|------------------|
| Instructors should always allow students to make up work for the following reasons. Check all that apply. | | n = 30 | n = 162 |
| Category | | Public | Christian |
| Sickness with no medical excuse | | 47% | 63% |
| Sickness in the family of the student, but not the student | | 50% | 67% |
| Sickness of the student with medical excuse | | 90% | 100% |
| School athletic competition | | 40% | 96% |
| Any school activity | | 13% | 67% |
| Death of a relative not in immediate family | | 67% | 85% |
| Traffic accident | | 73% | 100% |
| Power outage | | 50% | 52% |
| Transportation strike | | 33% | 59% |
| Too many tests assignments in the same week | | 17% | 37% |
| Called into work | | 47% | 44% |
| Family situations | | 77% | 93% |

Students at the Christian University had a stronger response rate for all but one category. Over half the students at that university thought that 10 out of the 12 excuses were important enough for the instructor to make special arrangements to accommodate the student. Almost all of the excuses were to be taken at face value without documentation.

What can be done?

One of the stories by Garrison Keillor had all youth in Lake Wobegon above average. Of course, the irony in the story was based on the definition of average. Likewise, can over half of all students be above average? Literature^{iv} and faculty discussions indicated the following:

- Classes must retain a rigor
- Invest in more group discussion time and less lecture
- Include grade distribution and/or class ranking along with grade reports
- Develop more long-term projects that are based on student interest
- Eliminate school policies of allowing drops near the end of the term
- De-emphasize faculty evaluations by students especially for use in faculty advancement
- Institute exit exams
- Future and further analysis

The authors were able to visually check the respondent's appearance to ascertain if they were in fact generation Y students. However, a question regarding the year the student was born should be added. In addition, other demographic information such as gender, marital status, living on campus, current GPA, and degree sought could add to the analysis. It appears that a dichotomy existed as touched on by Peter Sacks (p. 36) where some students expected the course to be a learning process on the students' part and others felt it was the instructor's responsibility to deliver information that is "received" by the student. The authors thought that certain ethnic groups, such as Asian, were more committed to studying and reading; a question on ethnicity would shed light on this possibility. All questions to the faculty were open-ended, mostly in email format. Faculty, in general, was reluctant to discuss the issue except when they were able

to convince students that their class would both be tough and enjoyable. A questionnaire for faculty would add insight to this work.

Appendix

The *n* for all of the Sacks information was 150. This may be an approximation; some of the percentage columns do not add to 100%. The maximum *n* for Christian school respondents was 162. On questions where the student was to “check all that apply” or fill in a number (How many hours a week do you work?) a blank was considered an answer. For all other questions, a blank reduced the *n*. The fifteenth question was missing on the survey taken in Oregon with the public school students. The questions and responses below are in questionnaire order.

Question 1

| What do you think should be a reasonable average grade among students in a college level class? | | | | |
|---|--------------|---------------|------------------|---------------------|
| n values | 150 | 30 | 162 | 192 |
| <u>Category</u> | Sacks | Public | Christian | New Combined |
| C (2.0) | 10% | 23% | 7% | 10% |
| B- (2.5) | 35% | 30% | 41% | 39% |
| B (3.0) | 51% | 43% | 44% | 44% |
| A- (3.5) | 2.0% | 3% | 7% | 7% |

Question 2

| In addition to being knowledgeable, please circle your first and second choices for qualities of an instructor that are the most important to you. Note: In our questionnaire, the marking instructions were changed to indicate the 1st and 2nd choices with a "1" and "2". | | | | | | | | |
|--|--------------|------------|---------------|------------|------------------|------------|---------------------|------------|
| n values | 150 | 150 | 29 | 28 | 156 | 145 | 185 | 173 |
| <u>Category</u> | Sacks | | Public | | Christian | | New Combined | |
| | 1st choice | 2nd choice | 1st choice | 2nd choice | 1st choice | 2nd choice | 1st choice | 2nd choice |
| Entertaining | 41% | 4% | 10% | 18% | 19% | 4% | 18% | 6% |
| Friendly and warm | 37% | 6% | 10% | 18% | 15% | 29% | 15% | 27% |
| Easy grader | 2% | 6% | 3% | 0% | 0% | 13% | 1% | 10% |
| Challenges students | 16% | 24% | 10% | 54% | 15% | 29% | 15% | 33% |
| Accommodates individual learning styles and abilities | 4% | 56% | 66% | 11% | 50% | 21% | 52% | 19% |
| Demanding | 0% | 4% | 0% | 0% | 0% | 4% | 0% | 3% |

Question 3

| Grades should primarily based on | | | | |
|--|--------------|---------------|------------------|---------------------|
| n values | 150 | 27 | 159 | 186 |
| <u>Category</u> | Sacks | Public | Christian | New Combined |
| How hard you try | 16% | 300% | 0% | 0% |
| Your knowledge and performance in subject | 52% | 100% | 0% | 0% |
| How much you improve compared to where you started | 26% | 0% | 0% | 0% |
| Your attitude | 1.5% | 0% | 0% | 0% |

Question 4

| Realistically, how much do you study per day for all your classes | | | | |
|---|--------------|---------------|------------------|---------------------|
| n values | 150 | 29 | 162 | 181 |
| <u>Category</u> | Sacks | Public | Christian | New Combined |
| 1-2 hours | 34% | 7% | 26% | 23% |
| 2-3 hours | 27% | 28% | 44% | 42% |
| 3-4 hours | | 21% | 15% | 16% |
| 4-5 hours | 3% | 21% | 0% | 3% |
| less than 1 hour | 21% | 14% | 4% | 5% |
| hardly at all | 14% | 10% | 11% | 11% |

Question 5

| On average, how many units do you take for credit each term? | | | |
|--|------------------|---------------------|----|
| n = 28 | n = 162 | n = 190 | |
| Public | Christian | New Combined | |
| | 12 | 16 | 16 |

Question 6

Please indicate which of the following statements most accurately reflects your views of reading. Circle best response.

| | n = 29 | n = 162 | n = 181 |
|--|---------------|------------------|-----------------|
| Category | Public | Christian | Combined |
| I love to read and read at least 6 non-school books a year | 21% | 11% | 13% |
| I like to read but only newspapers, magazines and the internet | 52% | 48% | 49% |
| I only read when I am required to | 24% | 11% | 13% |
| I dislike reading | 3% | 26% | 23% |
| I don't even like reading this questionnaire | 0% | 4% | 3% |

Question 7

Please respond: "Because students have a basic right to succeed, achievement should not be made difficult at college." Circle one.

| n values | 150 | 29 | 156 | 185 |
|-------------------|--------------|---------------|------------------|-----------------|
| Category | Sacks | Public | Christian | Combined |
| Strongly agree | 4% | 10% | 12% | 11% |
| Agree | 18% | 41% | 15% | 19% |
| Disagree | 59% | 45% | 65% | 62% |
| Strongly disagree | 16% | 3% | 8% | 7% |

Question 8

Please respond to the following statement: "I'm the consumer who pays the bills, and so my instructor should be mostly responsible for making sure that I learn and receive my money's worth." Circle one.

| n values | 150 | 30 | 157 | 187 |
|-------------------|--------------|---------------|------------------|-----------------|
| Category | Sacks | Public | Christian | Combined |
| strongly agree | 15% | 23% | 27% | 26% |
| Agree | 37% | 53% | 58% | 57% |
| Disagree | 37% | 23% | 15% | 17% |
| Strongly disagree | 10% | 0% | 0% | 0% |

Question 9

| | | | |
|---|---------------|------------------|---------------------|
| Students should be graded on spelling and grammar in all classes where papers or assignments are written even if it is a math, science or business class. Circle best response. | | | |
| | n = 29 | n = 157 | n = 186 |
| Category | Public | Christian | New Combined |
| Strongly agree | 3% | 15% | 14% |
| Agree | 38% | 42% | 42% |
| Disagree | 48% | 31% | 34% |
| Strongly disagree | 10% | 12% | 11% |

Question 10

| | | | |
|---|--------|------------------|---------------------|
| On average, how many hours a week do you work during a school term? | | | |
| | n = 30 | n = 162 | n = 192 |
| Public | | Christian | New Combined |
| | | 18 | 14 |
| | | | 15 |

Question 11

| | | | |
|---|---------------|------------------|---------------------|
| If a text is intended to be covered in one term or semester and students are having a difficult time reading and comprehending the material, the professor should | | | |
| | n = 30 | n = 155 | n = 185 |
| Category | Public | Christian | New Combined |
| Cover all chapters completely | 7% | 12% | 11% |
| Cover the highlights of all chapters | 59% | 69% | 68% |
| Cover in depth, but fewer chapters | 31% | 8% | 11% |
| Cover only chapters that student is likely to use upon graduation | 3% | 12% | 10% |

Question 12

| | n = 30 | n = 162 | n = 182 |
|---|---------------|------------------|-----------------|
| Category | Public | Christian | Combined |
| Place a check mark in front of as many of the following activities that are appropriate for a student to do in the classroom. | | | |
| Answer a cell phone | 0% | 0% | 0% |
| Talk to a friend about non class subjects | 0% | 11% | 9% |
| Comb hair or generally groom oneself | 0% | 7% | 6% |
| Read a book or paper not for that class | 0% | 7% | 6% |
| Write a letter or greeting card | 0% | 4% | 3% |
| Walk out early | 37% | 37% | 37% |
| Lay one's head on the table/desk | 17% | 15% | 15% |
| Spin coins or pens around one's fingers | 0% | 11% | 9% |
| Interrupt the professor with question not pertaining to topic | 7% | 4% | 4% |
| Eat or drink | 57% | 85% | 81% |
| Complete reading or assignment due for start of that class | 70% | 81% | 80% |

Question 13

| | n = 30 | n = 162 | n = 182 |
|---|---------------|------------------|-----------------|
| Category | Public | Christian | Combined |
| Instructors should always allow students to make up work for the following reasons. Check all that apply. | | | |
| Sickness with no medical excuse | 47% | 63% | 60% |
| Sickness in the family of the student, but not the student | 50% | 67% | 64% |
| Sickness of the student with medical excuse | 90% | 100% | 98% |
| School athletic competition | 40% | 96% | 88% |
| Any school activity | 13% | 67% | 58% |
| Death of a relative not in immediate family | 67% | 85% | 82% |
| Traffic accident | 73% | 100% | 96% |
| Power outage | 50% | 52% | 52% |
| Transportation strike | 33% | 59% | 55% |
| Too many tests assignments in the same week | 17% | 37% | 34% |
| Called into work | 47% | 44% | 45% |
| Family situations | 77% | 93% | 90% |

Question 14

Going back to the list in question 13, circle the excuse that you use most often

PUBLIC: Sickness with no medical excuse followed by family situations

CHRISTIAN: Tie between sickness with no medical excuse and school athletic competition

Question 15

| | |
|--|------------------|
| A professor should only test on items covered in class, not on items in the text but not mentioned in class. | n = 161 |
| Category | Christian |
| Strongly agree | 37% |
| Agree | 37% |
| Disagree | 26% |
| Strongly disagree | 0% |

Peter Sacks, *Generation X Goes to College, An Eye-Opening Account of Teaching in Postmodern America*, 1996, Open Court Publishing, Chicago, IL

ⁱ “All Shall have Prizes”, *Economist*; 04/14/2001, Vol. 359 Issue 8217, p32

ⁱⁱ Joula, A. (1977). Grade Inflation in higher education; What can or should we do? (ED 129 917) and (1980). Grade inflation in higher education—1979: Is it over? (ED 189 129).

ⁱⁱⁱ Levine, A. (1994, Jan 19). To deflate grade inflation: Simplify system. *Chronicle of Higher Education*, 40,B3.

^{iv} Examples include “Grade Conflation: a Question of Credibility” by Richard Kamber and Mary Biggs. Source: *Chronicle of Higher Education*, 4/12/2002 *Chronicle Review*, Vol. 48 Issue 31 pB14