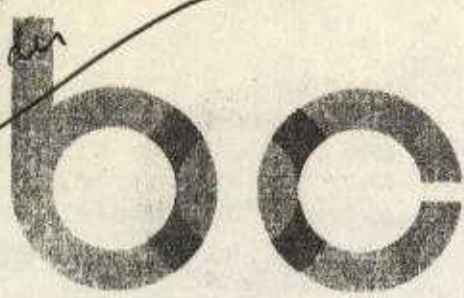


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MINUTES OF INSTRUCTION COMMITTEE MEETING, THURS. JAN. 5, 1978

Present: I. Berger, Chairman
M. Chang, D. McCulloch, P. Donnangelo, D. Frank, R. Miller
and H. Tyson.

The meeting began at 12:45 p.m. Dr. Berger presented our speaker for the day - Prof. H. Tyson who spoke on the topic of changing the grading system.

Prof. Tyson wrote the following table on the blackboard - the "old" and existing BCC grading system.

Academic Grade	%	Point Value	Achievement
A	90-100	4.0	Excellent, superior
B	80-89	3.0	Good, above average
C	70-79	2.0	Satisfactory, average
D	60-69	1.0	Passing but below average
F	0-59	0	Failing

Then he wrote the following table and described it as the "new" grading system which he would like to propose.

Academic Grade	%	Point Value	Achievement
A	90-100	4.0	Excellent
B+	85-89	3.5	Very good
B	80-84	3.0	Good
C+	75-79	2.5	Above average, satisfactory
C	70-74	2.0	Average
D+	65-69	1.5	Below average
D	60-64	1.0	Poor, lowest passing grade
F, WF	0-59	0	Failure

Next, Prof. Tyson illustrated, with examples, how under the "new" system a student's grade-point-index can be made to appear higher, although the exact grades he scores are the same under the "old" and "new" systems. Also, the "new" system is more "equitable" and "accurate" Prof. Tyson thought.

The examples were as follows.

Example I (Present System)

<u>Grade</u>	<u>Point Value</u>	<u>Credit</u>	<u>Grade Points</u>
A	4.0	6	24.0
B	3.0	13	39.0
C	2.0	<u>11</u>	<u>22.0</u>
		30	85.0

$$\text{Grade Pt.} = \frac{\text{Total Grade Pts}}{\text{Total Grades}} = \frac{85.0}{30} = 2.83$$

Under the "new" system, this student's index would be calculated as follows.

<u>Grade</u>	<u>Point Value</u>	<u>Credit</u>	<u>Grade Points</u>
A	4.0	6	24.0
B+	3.5	3	10.5
B	3.0	10	30.0
C+	2.5	8	20.0
C	2.0	<u>3</u>	<u>6.0</u>
		30	90.5

$$\text{GPA} = \frac{90.5}{30} = 3.02 \text{ which is greater than } 2.83 \text{ in Example I.}$$

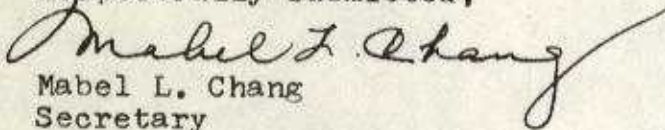
$$\% \uparrow = \left(\frac{3.02 - 2.83}{2.83} \right) 100 = 6.7\%$$

A brief question-and-answer period ensued because time was short and the members of the Committee had to disperse for their various duties.

During the meeting, Dr. Berger distributed copies of an article in the New York Times (Dec. 5, 1977) entitled "Harvard Acts to Improve Teaching in Response to Students' Criticism." He also cited a study in which the researchers found an inverse correlation between favorable student rating and actual performance by the students in calculus problems. A replying letter on this was printed in the New York Times (Jan. 3, 1978) it was pointed out.

Before the meeting adjourned at 2 p.m. Dr. Berger indicated that during the early part of next semester he will send out a list of the Instruction Committee meeting days for the entire semester; and he will no longer send out reminders every time. The dates of the meetings will probably be not Thursdays and the time will be late in the afternoon, predicted Dr. Berger.

Respectfully submitted,


Mabel L. Chang
Secretary