Grading Patterns at UNC-CH, 2000-2008: Annual Report to the Faculty Council

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Prepared by

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A Summary of Grading at UNC-CH from 2000-2008

History

One of the charges of the Educational Policy Committee (EPC) at UNC-CH is to provide the Faculty Council with a report on grading at the University. This annual charge commenced after the February 2000 EPC report on grade inflation (Educational Policy Committee, Grade Inflation at UNC-Chapel Hill: A Report to the Faculty Council, 2000) and the subsequent report from a task force on grading standards in April 2001. A brief history of the EPC reports follows:

- The 2003 EPC Report did not focus on continuing trends, but noted the increased awareness of all units on grading practices. In fact, the number of units reporting a lower grade-point average (GPA) in Fall 2001 compared to Fall 1999 was equal to the number of units reporting higher GPAs over the same period.

- The 2004 EPC Report showed the continuing upward progression in average grades noted in the extensive EPC Report of February 2000, which used data from Fall 1967 to Spring 1999.

- The 2005 EPC Report indicated substantial progress on evaluation of alternative measures to the traditional grade-point average (GPA) that take into account discrepant grading practices across courses.

- The 2007 EPC Report on grading focused on its proposal to adopt the Achievement Index (AI), developed by Valen Johnson (1997, 2003), as a method for combining the information from grades earned in different college classes. The overarching goal of the AI is to measure each student's academic performance while factoring out differences among individual instructors' grading practices.

- At the April 27, 2007 Faculty Council meeting, members voted 34 to 31 against the Educational Policy Committee's proposal to incorporate an Achievement Index, designed to supplement GPA as a measure of undergraduates' performance relative to that of their classmates, as a way to address variations in grading practices across the University.

This 2008 EPC Report continues the analysis of trends in grading by schools and departments using data from Spring 1999 to Spring 2008. The information provided below summarizes our preliminary efforts to analyze grade inflation, grade compression, and grade inequality using data provided to our subcommittee by the Registrar's office.

Average Grades Overall

We began our analysis by attempting to extend Figure 1 in the original Grade Inflation Report (EPC, 2000) which provides, according to that document, undergraduate GPA level for each semester from fall 1967 to spring 1999. (See Appendix Figure A1 for original table.) Our careful study of the current data, obtained from the Registrar's office this fall, does not allow us to report GPAs in this fashion. However, using grades received in all courses each semester from fall 2000 to spring 2008, including summer sessions, we are able to report the average grade obtained by semester and year.[1] Figure 1a of our 2008 report depicts these average grades for one subset of schools. This subset includes the schools of Arts and Sciences (AS), General College (GC), Business Administration (BA), Education (ED), Journalism (JO), and Library Sciences (LS). Figure 1b provides an analogous depiction of grades from the schools of Medicine (MS), Nursing (NU), Public Health (PH), Dentistry (DS), Pharmacy (PY), and Other Sites (OS).

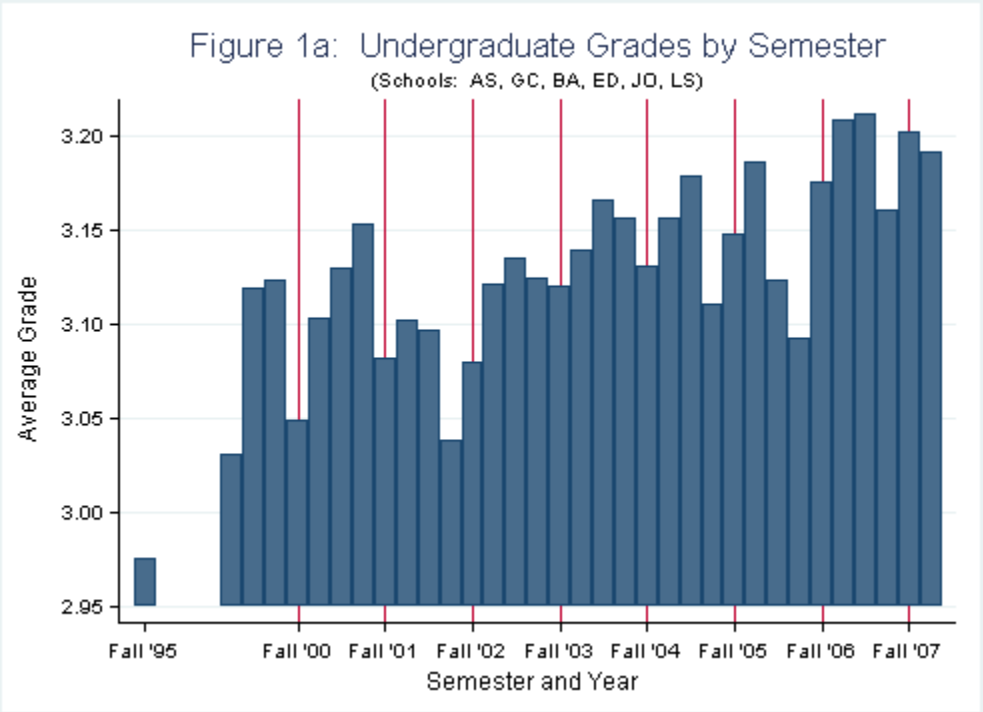


Figure 1a reports a fall 1995 average grade of 2.976. There is a significant increase in the average grade from fall 1995 to the spring 2000 (our first semester of continuous longitudinal data) average of 3.040. While there is variation in average grades each semester, including summer sessions, the fall semester averages appear to increase over time. The fall 2007 average grade is 3.203. (See Appendix Table A1 for average grade details.)

[1] Here, the unit of observation is each grade assigned in a course section in a particular term. There is no weighting of grades by credit hours.

The average grades in the medical-related schools also exhibit an upward trend and rise from 3.171 in fall 2000 to 3.442 in fall 2007. Additionally, these grades exhibit greater variation across semesters. This variation may be due to program variation by term or smaller sample sizes (58,177 vs. 1,311,123) distributed over 34 semesters.

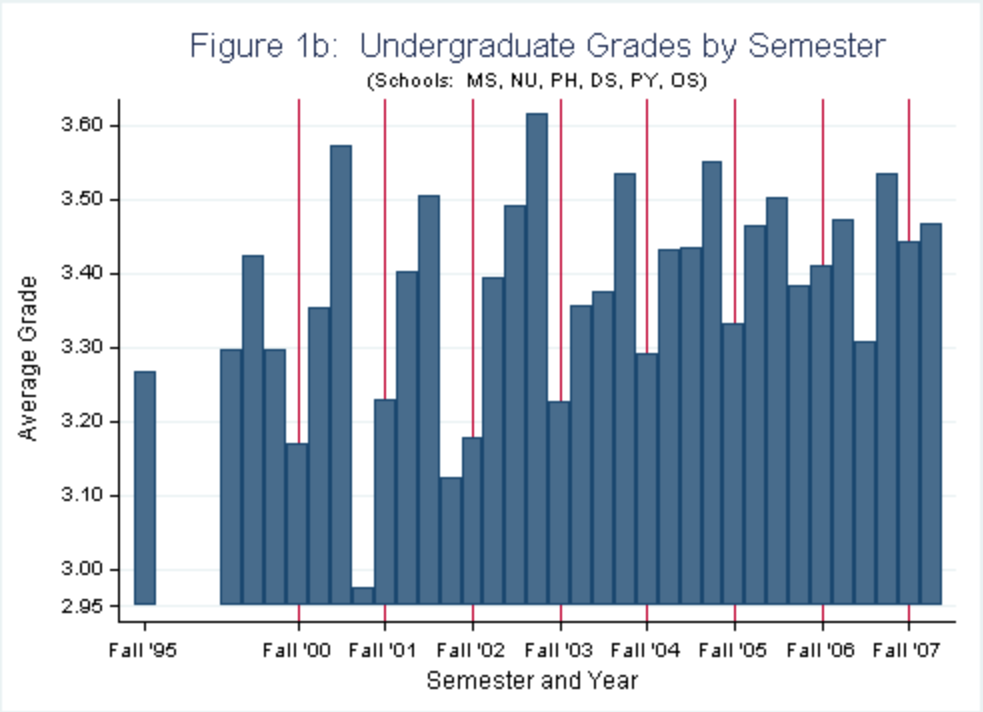
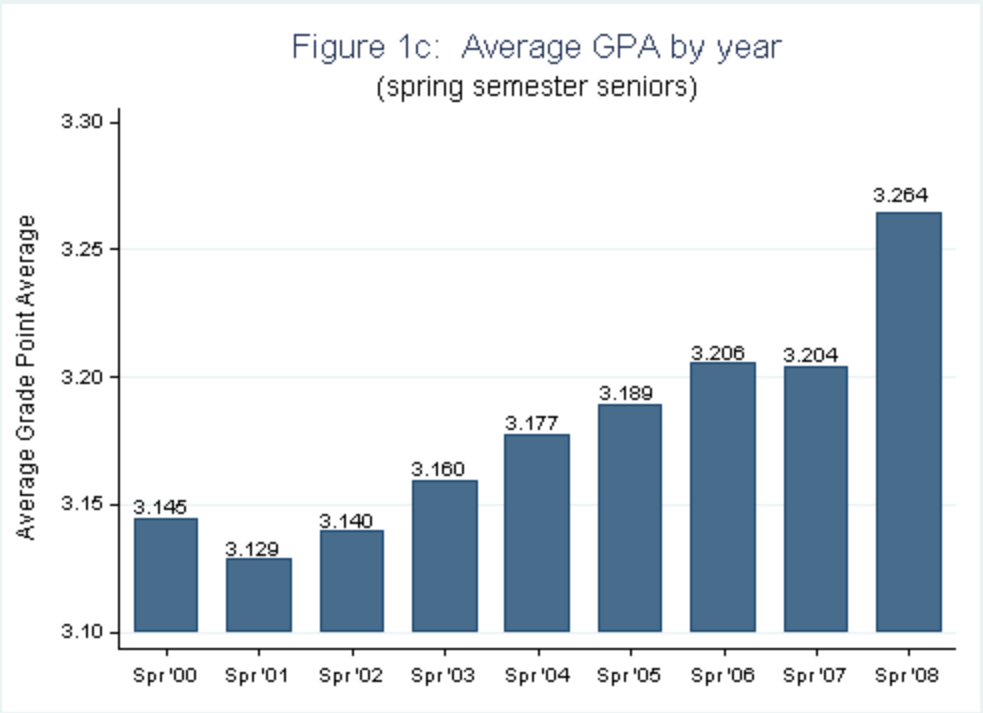


Figure 1c provides average GPA for spring semester seniors by year. Grade point average is reported for each student at only one point during their tenure in the sample: the time at which the data are pulled. In most cases, GPA appears to be during the student's last semester of school. For this reason, we report in Figure 1c the spring semester GPAs of students classified as seniors.[2] Average spring semester GPAs for seniors at UNC-CH have risen steadily over the reference period.

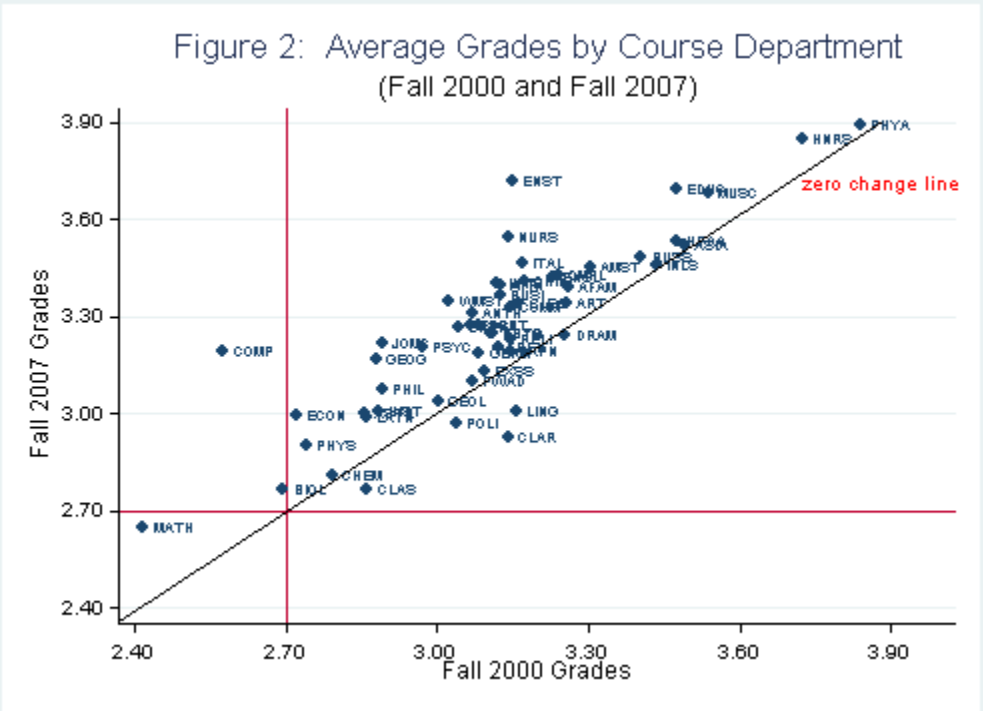
Average Grades by Department

Average course grades by department in the fall semesters of 2000 and 2007 are depicted in Figure 2. The departments included in this figure are those with at least 100 observations (i.e., grades recorded in all courses taught within that department) in each semester. (Appendix Table C1 details these data for each department for each fall semester from 2000 to 2007.)

[2] It is impossible to calculate a student's running GPA using the data we currently have from the Registrar. Semester GPAs (for Dean's list purposes, for example) could be calculated if we augmented these data with credit hours for each course.

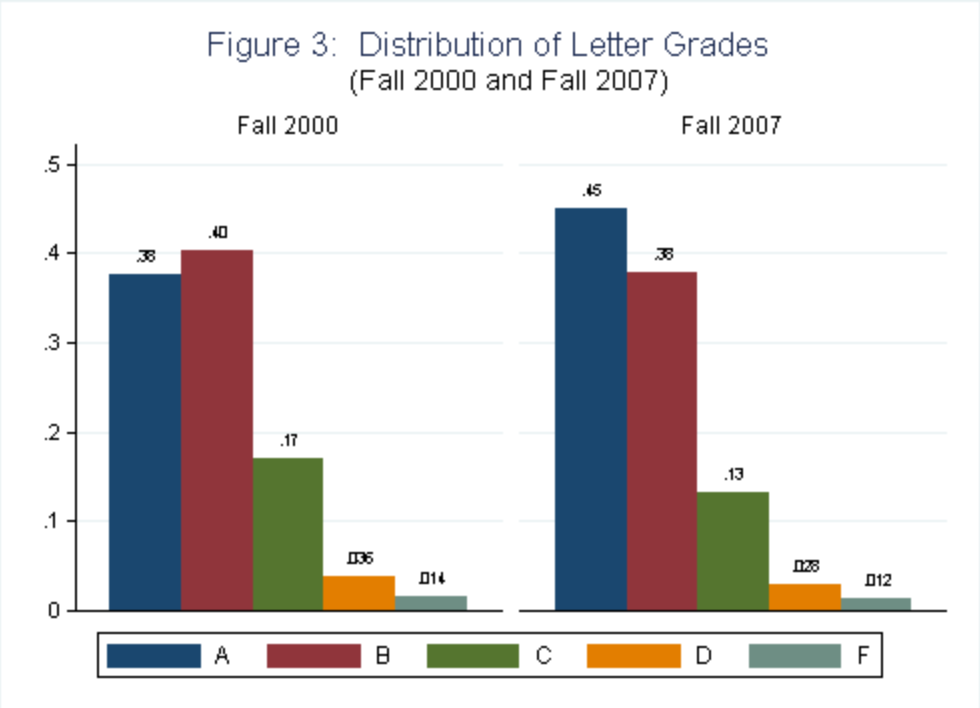


Additionally, the department name reflects the course name in which a grade was recorded. The reference lines at a grade of 2.7 reflect the "ideal" average grade suggested by the EPC Report of 2000. Location of a department on or near the 45 degree line indicates no or little change in average grades given by that department over the eight year period. Location above (or to the left) of the diagonal line, and distance from the diagonal line, reflect the extent to which average grades in a department have increased over the same period.



Distribution of Letter Grades

Figure 3 depicts the distribution of letter grades in fall 2000 compared to that distribution in fall 2007. The proportion of A grades increased over the eight-year period from 37% to 45%, with A and B grades comprising 77% in 2000 and 82% in 2007. These data provide evidence of grade compression over time. Note that the grade of A has become the modal grade. Appendix Table D1 reports the proportion of A grades by department for each fall semester from 2000 to 2007.



Regression Analysis

Our 2008 analysis of grading at UNC-CH provides some evidence that grades have continued to increase over time. This evidence supports earlier claims of grade inflation. However, these tabulations of grades do not account for (or control for) variation in multiple variables at the same time. That is, the variation in grades may be attributed to observed differences in students, courses, departments, and instructors, as well as unobserved variation in each of these dimensions. In order to evaluate the source of these apparent increases, we attempt to explain variation in grades by variations in these explanatory factors over time. We also control for semester and year of observation. Once controlling for as many observable characteristics as possible, we interpret significant time effects to be one indication of "unexplained" grade inflation.[3]

[3] Note that, with additional data, other causal or correlated factors could be explored. We present these findings as a rigorous analysis of the data available to us at present.

Table 1 below presents the marginal effects (i.e., coefficients in this linear regression with no interactions of explanatory variables) of particular contributors. The dependent variable is the average grade in a particular course (or section of a course) each semester and year.[4] To correct for correlation across observations due to instructor unobservables affecting observed average grades (i.e., there are multiple observations per instructor across time), we cluster the standard errors at the instructor level.[5] We do not, however, include instructor fixed effects.

The coefficients on the Academic Year indicators are significant and negative and reflect that, after controlling for observable student, course, and department characteristics as well as term effects, there is a significant difference between the grades of Academic Year '07 – '08 and each of the seven previous academic years. (Note that the coefficient on Academic Year '06 – '07 does not indicate a significant difference between that year and the following year.) Grades in academic year '99 – '00 were 0.129 points lower than those in '07 – '08. The estimates suggest increases of 0.032, 0.013, 0.022, 0.014, 0.011, 0.021, -0.001, and 0.017 points each year (respectively) from the '99 – '00 academic year. The slower (and less significant or insignificant) rate of increase in recent years may be a result of grade compression (e.g., there is not much more room for increases). The recent publicized discussion of alternative grading measures may also explain the slowing trend.

Appendix Table E1 provides the estimated department effects relative to courses with the ENGL designation for the regressions in Tables 1. English (ENGL) is chosen as the comparison department because it is the most prevalent course department in the data. Appendix F provides a listing of 2009 course designations.

Table 2 presents marginal effects from a regression similar to that described above. The dependent variable in this second regression is the percent of A grades in a particular course section each term. Appendix Table E2 provides the course department fixed effects, relative to courses with an ENGL designation.

[4] We also ran a regression using the grade of a particular student in a particular course during a particular semester as the dependent variable. Without observable controls for ability of the student (e.g., SAT scores or in/out of state residence) attempts to draw conclusions across department were compromised.
[5] In the regression using student grades as the unit of observation, standard errors are clustered at the student level. Such clustering accounts for correlation in the unobservable determinants across observations of one student over time.

Table 1: Marginal Effects of Explanatory Variables on Average Grade by Section
(Fall 1999 – Spring 2008)

Explanatory Variables	Marginal Effect	Standard Error	
Student Characteristics in class			
Class: % Sophomore	-0.033	(0.0183)	*
Class: % Junior	0.035	(0.0207)	*
Class: % Senior	0.188	(0.0202)	***
Class: % Other	-0.588	(0.0384)	***
Course Characteristics			
Course size: 0-9	0.208	(0.0138)	***
Course size: 10-24	0.088	(0.0087)	***
Course size: 60-99	-0.136	(0.0211)	***
Course size: 100-199	-0.229	(0.0239)	***
Course size: 200+	-0.226	(0.0293)	***
Course number: 100+ x O	-0.069	(0.0126)	***
Course number: 000-099 x N	0.315	(0.0315)	***
Course number: 200-299 x N	-0.006	(0.0183)	
Course number: 300-399 x N	0.133	(0.0209)	***
Course number: 400-499 x N	-0.018	(0.0205)	
Course number: 500-599 x N	0.009	(0.0262)	
Course number: 600+ x N	0.115	(0.0305)	***
Honors section	0.495	(0.0198)	***
Department Characteristics			
Department indicators			
Time Characteristics			
Fall Semester	-0.021	(0.0053)	***
Summer Session 1	-0.046	(0.0139)	***
Summer Session 2	-0.085	(0.0162)	***
Academic Year ’99 - ‘00	-0.129	(0.0189)	***
Academic Year ’00 - ‘01	-0.097	(0.0175)	***
Academic Year ’01 - ‘02	-0.084	(0.0172)	***
Academic Year ’02 - ‘03	-0.062	(0.0173)	***
Academic Year ’03 - ‘04	-0.048	(0.0160)	***
Academic Year ’04 - ‘05	-0.037	(0.0160)	**
Academic Year ’05 - ‘06	-0.016	(0.0152)	
Academic Year ’06 - ‘07	-0.017	(0.0086)	*
Constant	3.368	(0.0269)	***
Observations	54,432		
R-squared	0.325		

Omitted category: 25-59 students

Omitted category: 100-199 x N
(N indicates new numbering system)

Omitted category: 000-099 x O
(O indicates old numbering system)

Omitted category: Non-honors section

Omitted category: ENGL
(135 Department indicators)

Omitted category: Spring

Omitted category: ’07 – ‘08

Robust standard errors in parentheses, clustered by 6,681 instructors
*** p<0.01, ** p<0.05, * p<0.1

Table 2: Marginal Effects of Explanatory Variables on Average Percent A by Section (Fall 1999 – Spring 2008)

Explanatory Variables	Marginal Effect	Standard Error	
Student Characteristics in class			
Class: % Sophomore	0.007	(0.0108)	
Class: % Junior	0.034	(0.0121)	***
Class: % Senior	0.130	(0.0117)	***
Class: % Other	-0.149	(0.0161)	***
Course Characteristics			
Course size: 0-9	0.175	(0.0082)	***
Course size: 10-24	0.057	(0.0055)	***
Course size: 60-99	-0.057	(0.0118)	***
Course size: 100-199	-0.100	(0.0137)	***
Course size: 200+	-0.092	(0.0145)	***
Course number: 100+ x O	-0.053	(0.0075)	***
Course number: 000-099 x N	0.164	(0.0207)	***
Course number: 200-299 x N	-0.012	(0.0104)	
Course number: 300-399 x N	0.078	(0.0118)	***
Course number: 400-499 x N	-0.032	(0.0121)	***
Course number: 500-599 x N	-0.026	(0.0159)	
Course number: 600+ x N	0.066	(0.0171)	***
Honors section	0.316	(0.0119)	***
Department Characteristics			
Department indicators			
Time Characteristics			
Fall Semester	-0.030	(0.0054)	***
Summer Session 1	-0.016	(0.0079)	**
Summer Session 2	-0.020	(0.0043)	***
Academic Year '99 - '00	-0.066	(0.0010)	***
Academic Year '00 - '01	-0.052	(0.0094)	***
Academic Year '01 - '02	-0.045	(0.0093)	***
Academic Year '02 - '03	-0.035	(0.0092)	***
Academic Year '03 - '04	-0.022	(0.0088)	**
Academic Year '04 - '05	-0.015	(0.0086)	*
Academic Year '05 - '06	-0.001	(0.0084)	
Academic Year '06 - '07	-0.007	(0.0049)	
Constant	0.462	(0.0162)	***
Observations	54,432		
R-squared	0.365		

Omitted category: 25-59 students

← Omitted category: 100-199 x N
(N indicates new numbering system)

Omitted category: 000-099 x O
(O indicates old numbering system)

← Omitted category: Non-honors section

Omitted category: ENGL
(135 Department indicators)

Omitted category: Spring

Omitted category: '07 – '08

Robust standard errors in parentheses, clustered by 6,681 instructors
*** p<0.01, ** p<0.05, * p<0.1

Summary and Considerations

In summary, grades assigned in classes at UNC-CH have continued to rise over time. The rate of increase has eased in the past couple of years, but this is probably due at least in part to compression, since it is impossible to issue a grade higher than A. This pattern points to three related, but distinct, issues:

1. **Grade inflation**: to the extent that similar quality work tends to be awarded higher grades in later years, UNC is experiencing grade *inflation*.
2. **Grade compression**: to the extent that continuously improving student performance cannot receive grades higher than A due to the nature of the grading scale, UNC is experiencing grade *compression.*
3. **Grade inequality**: to the extent that different departments and/or instructors assign different grades for similar performance, UNC is experiencing systematic grading inequality.

All three of these are part of the mix that makes up grading practice changes at UNC. Because grades are frequently compared across years, schools, departments, and instructors, this mix presents a threat to the University's interest in fairly and accurately evaluating all students' performance. Among the benefits based on raw grades and, therefore, threatened by these trends, are: dean's list; university distinction; class rank; honors eligibility; honors thesis eligibility; and continuing eligibility for numerous scholarships and awards. In the future the University should consider changing the practice of awarding these honors and benefits based on raw grades.

Remedies available for these trends fall into four groups:

1. We can seek to redress inequality and inflation through a **statistical procedure** to make inter-class, inter-instructor, and inter-department rankings fair by factoring out these external causes of grade achievement. The best known way to do this remains the Achievement Index, subject of much discussion a year ago and, as of now, still the EPC's endorsed best method for beginning to address the problem.
2. We can seek to redress inequality and inflation through a **quota system** of some kind, such as restricting the total number of As and Bs assignable per section or imposing a statistical "curve" on grades after they are issued. Most famously, Princeton University has adopted a system limiting A grades to no more than 35% of students in each department.
3. We can seek to redress inequality and inflation through **more detailed reporting**. For example, Indiana University reports the distribution of grades in each section on students' transcripts, allowing astute readers to evaluate the relative difficulty of earning the grade reported.
4. A recent article in the journal *College Teaching* (Barriga et al. 2008) reported on an intervention at Seton Hall University in which faculty devoted substantial amounts of time to **discussion and cross-evaluation** of grade inflation. The intervention offers some hope, as the observed pattern of grade inflation at Seton Hall diminished after the intervention.

The EPC endorses the principle of seeking creative and effective ways of addressing grade inflation, compression, and inequality.

References

Barriga, Alvaro Q., Eric K. Cooper, Mary Ann Gawalek, Kristin Burela, and Elizabeth Johnson. 2008. "Dialogue and Exchange of Information About Grade Inflation Can Counteract Its Effects." *College Teaching* 56:4 (Fall), 201-209.

EPC Report (2000). Educational Policy Committee, "Grade Inflation at UNC-Chapel Hill: A Report to the Faculty Council." UNC-CH document.

Johnson, V.E. (1997). "An alternative to traditional GPA for evaluating student performance." *Statistical Science, 12*, 257-278.

Johnson, V.E. (2003). *Grade inflation: A crisis in college education*. New York, NY: Springer.

Appendix A: Information pertaining to discussion of Figures 1a – 1c

Figure A: Copy of Figure 1 from EPC Report 2000

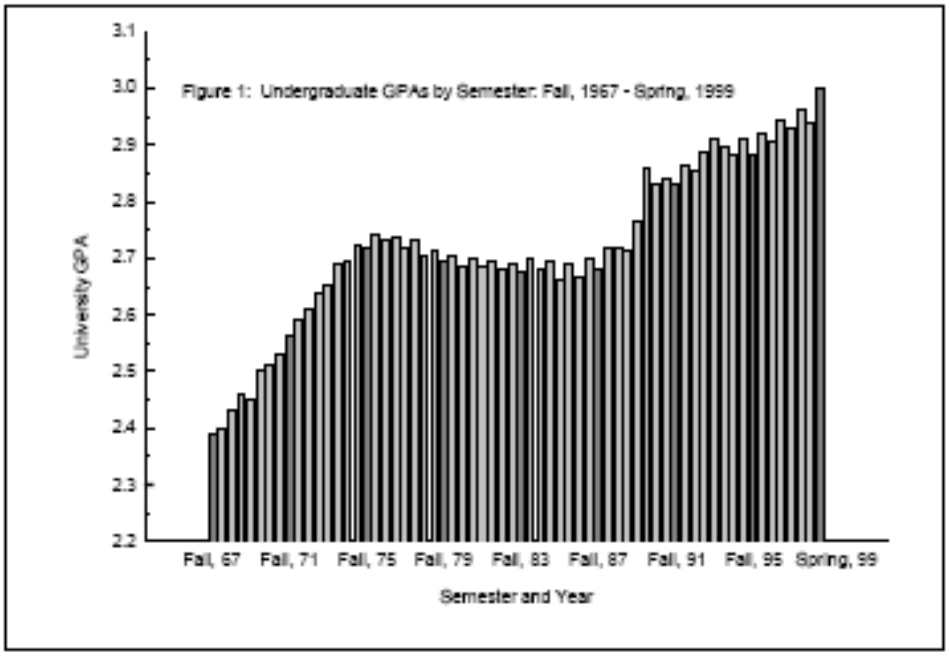


Table A1: Average grade data for Figures 1a and 1b of EPC Report 2008

	Schools: AS, GC, BA, ED, JO, LS					Schools: MS, NU, PH, DS, PY, OS			
Academic Year	Fall	Spring	1st SS	2nd SS		Fall	Spring	1st SS	2nd SS
1995	2.976					3.267			
1999-2000		3.032	3.120	3.124			3.298	3.425	3.298
2000-2001	3.049	3.103	3.131	3.154		3.171	3.353	3.572	2.975
2001-2002	3.082	3.103	3.098	3.039		3.230	3.402	3.505	3.123
2002-2003	3.080	3.122	3.135	3.125		3.178	3.394	3.490	3.615
2003-2004	3.121	3.140	3.166	3.157		3.226	3.357	3.375	3.535
2004-2005	3.132	3.156	3.179	3.112		3.292	3.431	3.435	3.551
2005-2006	3.148	3.186	3.124	3.093		3.331	3.464	3.501	3.384
2006-2007	3.177	3.209	3.212	3.161		3.409	3.472	3.308	3.533
2007-2008	3.203	3.192				3.442	3.468		

Appendix B: Tables of sample sizes used to calculate summary statistics

Table B1: Number of course observations each semester*

Academic Year	Fall	Spring	1st SS	2nd SS
1995	72,643	0	0	0
1999-2000	0	65,137	6,626	4,917
2000-2001	72,161	65,471	6,851	5,064
2001-2002	73,878	68,927	7,093	5,086
2002-2003	74,922	68,874	6,793	5,180
2003-2004	75,917	69,887	7,217	4,980
2004-2005	77,655	71,317	7,495	4,949
2005-2006	78,720	72,586	7,578	4,732
2006-2007	79,916	74,287	5,228	4,487
2007-2008	72,774	68,683	0	0

*If course grade is missing, then observation is deleted from sample.

H:	264
P:	674
L:	30
AB:	1458
IN:	1066
NR:	9
PS:	23465
SP:	727
P:	0
S:	195

b/w 1 and 4, or 30: 54

Table B2: Number of students each semester

Academic Year	Fall	Spring	1st SS	2nd SS
1995	14,756	0	0	0
1999-2000	0	13,559	4,251	3,219
2000-2001	14,960	13,655	4,411	3,287
2001-2002	15,176	14,206	4,594	3,390
2002-2003	15,517	14,105	4,448	3,304
2003-2004	15,629	14,402	4,550	3,221
2004-2005	16,033	14,748	4,702	3,236
2005-2006	16,288	14,874	4,823	3,090
2006-2007	16,571	15,273	3,605	2,947
2007-2008	16,026	15,527	0	0

Table B3: Number of students per semester used for GPA reporting

	Senior GPA Observations	
Academic Year	Fall	Spring
1995	505	0
1999-2000	0	2,785
2000-2001	487	2,890
2001-2002	455	2,893
2002-2003	477	3,020
2003-2004	452	3,033
2004-2005	475	3,257
2005-2006	481	3,151
2006-2007	498	3,088
2007-2008	499	2,867

Appendix C
Table C1: Average grades by course department (Fall ’95, Fall ’00 – Fall ’07)

Dept	Course	Fall ‘95	Fall ‘00	Fall ‘01	Fall ‘02	Fall ‘03	Fall ‘04	Fall ‘05	Fall ‘06	Fall ‘07
AFAM	AFAM	3.05	3.26	3.26	3.22	3.32	3.35	3.32	3.28	3.39
AFRI	AFRI	3.06	3.13	3.30	3.22	3.30	3.45	3.33	3.22	3.40
AMST	AMST		3.31	3.46	3.46	3.49	3.28	3.51	3.55	3.45
ANTH	ANTH	3.08	3.07	3.25	3.14	3.22	3.20	3.18	3.18	3.31
	APPL					3.26			3.41	3.66
	ARAB							3.31	3.17	3.24
	ARMY				3.70	3.83			3.91	3.82
ART	ART	3.13	3.25	3.24	3.25	3.21	3.25	3.20	3.30	3.34
ANTH	ASIA		3.49					3.53	3.40	3.52
PHYS	ASTR	2.80	2.86	2.89	2.87	2.94	2.95	2.93	2.97	3.00
BIOL	BIOL	2.63	2.70	2.69	2.63	2.72	2.68	2.70	2.70	2.77
BUSI	BUSI	2.96	3.12	3.17	3.15	3.28	3.28	3.29	3.28	3.37
CHEM	CHEM	2.72	2.79	2.75	2.71	2.74	2.75	2.78	2.88	2.81
ASIA	CHIN	3.56	3.17	3.31	3.35	3.31	3.44	3.46	3.47	3.41
CLAS	CLAR	2.78	3.14	3.06	2.83	2.64	2.64	2.54	2.90	2.93
CLAS	CLAS	3.07	2.86	3.04	2.78	2.91	2.57	2.77	2.92	2.77
AHSC	CLSC	3.31	3.16	3.39	3.04	3.10	3.23	3.38	3.34	3.34
CMPL	CMPL		3.24	3.34	3.43	3.17	3.00	3.35	3.33	3.43
COMM	COMM	3.02	3.15	3.23	3.28	3.18	3.20	3.31	3.29	3.33
COMP	COMP	2.93	2.58	2.81	2.97	3.09	3.04	3.03	3.26	3.19
DHYG	DHYG	3.17	3.11	3.07	3.10	3.16	3.11	3.15	3.35	3.25
DRAM	DRAM	3.08	3.25	3.23	3.08	3.25	3.16	3.27	3.26	3.24
ECON	ECON	2.70	2.72	2.72	2.72	2.80	2.86	3.02	2.92	3.00
EDUC	EDUC	3.55	3.47	3.56	3.71	3.71	3.68	3.65	3.63	3.69
ENGL	ENGL	3.21	3.23	3.24	3.27	3.34	3.36	3.39	3.40	3.42
ENST	ENST		3.15	3.36	3.38	3.50	3.48	3.45	3.53	3.72
ENVR	ENVR	3.11	2.76	2.77	2.89	2.65	2.89	2.94		
EXSS	EXSS		3.09	3.06	3.13	3.16	3.20	3.12	3.19	3.13
ROML	FREN	2.86	3.12	3.12	3.07	3.18	3.17	3.12	3.23	3.20
GEOG	GEOG	2.78	2.88	3.02	3.05	3.01	2.99	3.01	3.05	3.17
GEOL	GEOL	2.81	3.00	3.06	3.06	3.04	3.15	3.21	3.04	3.04
GERM	GERM	2.88	3.08	3.04	2.98	3.11	3.02	3.12	3.12	3.19
HIST	HIST	2.78	2.88	2.91	2.88	2.95	2.97	2.97	3.04	3.01
ENGL	HNRS	3.71	3.72	3.72	3.85	3.69	3.76	3.79	3.82	3.85
HPAA	HPAA	3.69	3.47	3.57	3.56	3.44	3.45	3.60	3.51	3.54
INLS	INLS		3.44	3.59	3.58	3.60	3.46	3.33	3.49	3.46
HIST	INTS	3.19	3.12	3.02	3.26	3.41	3.31	3.51	3.26	3.40
ROML	ITAL	3.12	3.17	3.19	3.26	3.36	3.45	3.43	3.44	3.47
ASIA	JAPN	3.40	3.15	3.38	3.34	3.38	3.33	3.37	3.46	3.20
JOMC	JOMC	2.89	2.89	2.99	2.91	2.95	2.97	3.04	3.15	3.22
CLAS	LATN	2.51	2.86	2.88	2.84	2.66	2.75	2.63	2.63	2.99
LING	LING	2.84	3.16	3.16	3.20	2.93	3.07	3.11	3.03	3.01
	MASC					3.13	3.34	3.14		3.07

MATH	MATH	2.54	2.42	2.50	2.46	2.49	2.53	2.48	2.66	2.65
	MCRO	2.90		2.99	2.89	2.57	2.71	2.65	2.59	2.70
MUSC	MUSC	3.58	3.54	3.63	3.59	3.57	3.57	3.48	3.57	3.68
NURS	NURS	3.40	3.14	3.20	3.18	3.24	3.30	3.36	3.46	3.55
NUTR	NUTR	2.69	3.11	2.99	3.03	3.14	3.11	3.23	3.16	3.25
	OR					3.14	2.90	2.68	2.82	
PHIL	PHIL	2.82	2.89	2.94	2.92	2.90	3.01	2.97	3.01	3.07
EXSS	PHYA	3.75	3.84	3.85	3.86	3.89	3.87	3.88	3.88	3.89
PHYS	PHYS	2.68	2.74	2.73	2.73	2.73	2.77	2.88	2.89	2.90
	PLCY				3.20	3.25	3.36	3.43	3.38	3.64
POLI	POLI	2.98	3.04	3.01	2.99	3.00	2.93	2.98	3.02	2.97
ROML	PORT	3.16	3.08	2.92	3.13	3.16	3.21	3.20	3.43	3.27
PSYC	PSYC	3.05	2.97	3.01	2.98	3.07	3.04	3.10	3.14	3.21
HIST	PWAD		3.07	3.13	2.99	3.13	3.10	3.17	3.09	3.10
	RADI			3.29	3.10			3.39	3.43	3.50
RECR	RECR		2.91	2.76	3.24	3.28	3.52			
RELI	RELI	2.94	3.15	3.20	3.22	3.29	3.36	3.25	3.26	3.23
SLAV	RUSS	3.46	3.40	3.51	3.40	3.42	3.56	3.19	3.45	3.48
SOCI	SOCI	3.05	3.07	3.11	3.08	3.19	3.25	3.26	3.24	3.28
ROML	SPAN	2.87	3.04	3.10	3.15	3.15	3.20	3.16	3.16	3.27
STAT	STAT	2.64	2.60	2.64	2.69	2.75	2.74	2.68	2.88	
HIST	WMST	2.82	2.89	2.94	2.92	2.90	3.01	2.97	3.01	3.07

Appendix D

Table D1: Percentage of A grades by course department (Fall '95, Fall '00 – Fall '07)*

Dept	Course	Fall '95	Fall '00	Fall '01	Fall '02	Fall '03	Fall '04	Fall '05	Fall '06	Fall '07
AFAM	AFAM	0.28	0.44	0.42	0.45	0.53	0.52	0.54	0.51	0.55
AFRI	AFRI	0.24	0.32	0.42	0.43	0.45	0.60	0.50	0.49	0.43
AMST	AMST		0.45	0.54	0.50	0.61	0.52	0.67	0.62	0.53
ANTH	ANTH	0.35	0.35	0.43	0.39	0.39	0.42	0.40	0.43	0.46
	APPL					0.54			0.60	0.71
	ARAB							0.56	0.48	0.53
	ARMY				0.80	0.88			0.93	0.85
ART	ART	0.36	0.50	0.46	0.46	0.42	0.49	0.50	0.51	0.52
ANTH	ASIA		0.61					0.67	0.59	0.60
PHYS	ASTR	0.21	0.33	0.27	0.32	0.33	0.38	0.35	0.35	0.38
BIOL	BIOL	0.24	0.23	0.24	0.22	0.26	0.24	0.24	0.25	0.26
BUSI	BUSI	0.24	0.29	0.33	0.32	0.38	0.41	0.42	0.43	0.47
CHEM	CHEM	0.26	0.27	0.27	0.25	0.26	0.27	0.27	0.31	0.28
ASIA	CHIN	0.64	0.50	0.56	0.53	0.54	0.58	0.56	0.60	0.53
CLAS	CLAR	0.37	0.42	0.39	0.33	0.17	0.21	0.16	0.28	0.25
CLAS	CLAS	0.39	0.30	0.35	0.25	0.31	0.13	0.24	0.32	0.26
AHSC	CLSC	0.41	0.34	0.50	0.34	0.28	0.40	0.49	0.48	0.49
CMPL	CMPL		0.53	0.47	0.50	0.38	0.31	0.50	0.57	0.60
COMM	COMM	0.31	0.41	0.44	0.47	0.42	0.46	0.52	0.52	0.54
COMP	COMP	0.34	0.25	0.36	0.46	0.43	0.45	0.46	0.57	0.46
DHYG	DHYG	0.36	0.33	0.28	0.31	0.37	0.30	0.30	0.40	0.36
DRAM	DRAM	0.33	0.49	0.46	0.35	0.49	0.41	0.48	0.47	0.45
ECON	ECON	0.25	0.24	0.25	0.25	0.29	0.28	0.37	0.30	0.34
EDUC	EDUC	0.65	0.64	0.70	0.77	0.80	0.77	0.73	0.70	0.77
ENGL	ENGL	0.38	0.40	0.40	0.42	0.48	0.48	0.52	0.54	0.52
ENST	ENST		0.36	0.55	0.55	0.63	0.59	0.62	0.63	0.76
ENVR	ENVR	0.36	0.21	0.22	0.19	0.17	0.24	0.30		
EXSS	EXSS		0.42	0.39	0.43	0.43	0.44	0.42	0.45	0.40
ROML	FREN	0.27	0.39	0.34	0.34	0.40	0.39	0.35	0.38	0.39
GEOG	GEOG	0.28	0.32	0.36	0.33	0.35	0.32	0.36	0.36	0.40
GEOL	GEOL	0.28	0.42	0.40	0.41	0.38	0.41	0.49	0.39	0.38
GERM	GERM	0.25	0.35	0.33	0.30	0.35	0.37	0.43	0.39	0.47
HIST	HIST	0.20	0.24	0.22	0.23	0.25	0.27	0.27	0.28	0.27
ENGL	HNRS	0.74	0.75	0.75	0.89	0.86	0.81	0.87	0.88	0.87
HPAA	HPAA	0.67	0.64	0.76	0.65	0.54	0.56	0.62	0.54	0.60
INLS	INLS		0.59	0.66	0.72	0.71	0.66	0.55	0.70	0.69
HIST	INTS	0.47	0.34	0.29	0.42	0.50	0.59	0.62	0.45	0.53
ROML	ITAL	0.40	0.41	0.44	0.46	0.54	0.59	0.59	0.60	0.58
ASIA	JAPN	0.56	0.43	0.58	0.51	0.56	0.55	0.56	0.62	0.50

JOMC	JOMC	0.18	0.17	0.22	0.17	0.19	0.21	0.25	0.31	0.36
CLAS	LATN	0.16	0.28	0.30	0.30	0.27	0.22	0.29	0.21	0.27
LING	LING	0.28	0.42	0.43	0.44	0.30	0.37	0.41	0.40	0.38
	MASC					0.45	0.48	0.39		0.40
MATH	MATH	0.23	0.21	0.24	0.23	0.23	0.24	0.24	0.28	0.27
	MCRO	0.21		0.39	0.34	0.18	0.23	0.22	0.21	0.28
MUSC	MUSC	0.70	0.69	0.73	0.70	0.70	0.69	0.65	0.71	0.79
NURS	NURS	0.48	0.32	0.37	0.35	0.35	0.39	0.41	0.52	0.58
NUTR	NUTR	0.32	0.41	0.42	0.36	0.41	0.44	0.46	0.47	0.39
	OR					0.45	0.38	0.23	0.29	
PHIL	PHIL	0.22	0.24	0.26	0.25	0.28	0.28	0.28	0.29	0.32
EXSS	PHYA	0.83	0.92	0.91	0.92	0.94	0.92	0.93	0.93	0.94
PHYS	PHYS	0.21	0.22	0.25	0.25	0.22	0.24	0.29	0.27	0.29
	PLCY					0.35	0.37	0.45	0.50	0.49	0.70
POLI	POLI	0.31	0.34	0.31	0.28	0.33	0.28	0.32	0.31	0.29
ROML	PORT	0.39	0.44	0.34	0.43	0.49	0.45	0.47	0.57	0.48
PSYC	PSYC	0.37	0.35	0.36	0.35	0.40	0.37	0.39	0.42	0.44
HIST	PWAD		0.34	0.34	0.23	0.31	0.30	0.35	0.36	0.40
	RADI			0.43	0.24			0.50	0.60	0.61
RECR	RECR		0.22	0.12	0.36	0.51	0.62			
RELI	RELI	0.27	0.44	0.43	0.45	0.48	0.50	0.46	0.47	0.40
SLAV	RUSS	0.59	0.59	0.67	0.63	0.56	0.66	0.52	0.61	0.60
SOCI	SOCI	0.33	0.33	0.35	0.40	0.42	0.48	0.47	0.48	0.46
ROML	SPAN	0.24	0.30	0.32	0.35	0.36	0.38	0.36	0.37	0.43
STAT	STAT	0.22	0.24	0.25	0.24	0.25	0.26	0.27	0.29	
HIST	WMST	0.38	0.35	0.39	0.37	0.41	0.31	0.55	0.49	0.49

* Note: This figure reflects the proportion of A's given out of all grades in all courses with that department designation. It is not the average proportion of A's in a course within a department.

Table E1: Fixed Effects from Average Grade Regression
(relative to ENGL)

Course	Marginal Effect	Standard Error	
AERO	0.106	(0.0855)	
AFAM	0.011	(0.0539)	
AFRI	0.004	(0.0517)	
AHSC	-0.746	(0.7020)	
AMST	0.055	(0.0379)	
ANTH	0.0282	(0.0423)	
APPL	-0.202	(0.0960)	**
ARAB	-0.071	(0.0561)	
ARMY	0.383	(0.0473)	***
ART	-0.024	(0.0338)	
ASIA	-0.055	(0.0590)	
ASTR	-0.252	(0.0853)	***
BENG	0.193	(0.0216)	***
BIOC	-0.506	(0.1220)	***
BIOL	-0.282	(0.0664)	***
BIOS	-0.164	(0.0853)	*
BMME	-0.244	(0.0940)	***
BULG	0.047	(0.1170)	
BUSI	-0.022	(0.0348)	
CATA	0.162	(0.0239)	***
CBIO	-0.290	(0.1400)	**
CDFS	0.572	(0.0485)	***
CELT	0.085	(0.0259)	***
CHEM	-0.138	(0.0228)	***
CHIN	0.040	(0.0381)	
CLAR	-0.322	(0.0979)	***
CLAS	-0.207	(0.0490)	***
CLSC	-0.158	(0.0419)	***
CMPL	-0.042	(0.0418)	
COMM	-0.042	(0.0297)	
COMP	-0.272	(0.0491)	***
CZCH	0.028	(0.0808)	
DHYG	-0.003	(0.0596)	
DRAM	0.036	(0.0341)	
DTCH	-0.229	(0.0214)	***
ECOL	-0.298	(0.0764)	***
ECON	-0.347	(0.0328)	***
EDCI	-0.191	(0.4780)	
EDFO	0.165	(0.2250)	
EDSP	0.084	(0.2040)	
EDUC	0.323	(0.0513)	***
ENST	-0.022	(0.0648)	
ENVR	-0.127	(0.0615)	**

Course	Marginal Effect	Standard Error	
EPID	-0.084	(0.1240)	
EURO	-0.543	(0.1860)	***
EXSS	-0.122	(0.0566)	**
FOLK	-0.190	(0.0823)	**
FREN	-0.240	(0.0487)	***
GEOG	-0.149	(0.0551)	***
GEOL	-0.054	(0.0382)	
GERM	-0.200	(0.0301)	***
GNET	-0.724	(0.2580)	***
GOVT	0.091	(1.0240)	
GREK	-0.128	(0.0715)	*
HBHE	-0.023	(0.2490)	
HEBR	0.140	(0.0179)	***
HIND	0.108	(0.0519)	**
HIST	-0.257	(0.0345)	***
HMSC	0.518	(0.0268)	***
HNRS	0.110	(0.0282)	***
HNUR	0.108	(0.0649)	*
HPAA	0.154	(0.0626)	**
HUNG	0.051	(0.0989)	
IDST	0.143	(0.1140)	
INDO	0.074	(0.0248)	***
INLS	0.0240	(0.0431)	
INTS	-0.110	(0.0483)	**
ITAL	0.010	(0.0511)	
JAPN	0.020	(0.0502)	
JOMC	-0.270	(0.0344)	***
JWST	-0.274	(0.1260)	**
KOR	0.201	(0.0185)	***
LATN	-0.526	(0.0546)	***
LAW	-0.684	(0.2500)	***
LFIT	0.528	(0.0322)	***
LGLA	0.111	(0.1160)	
LING	-0.167	(0.0481)	***
LTAM	0.167	(0.1080)	
MASC	-0.203	(0.0784)	***
MATH	-0.727	(0.0373)	***
MBA	-0.009	(0.1080)	
MCRO	-0.161	(0.1310)	
MHCH	-0.545	(0.2300)	**
MNGT	-0.515	(0.0884)	***
MTSC	0.0193	(0.2170)	
MUSC	0.226	(0.0308)	***

NAVS	0.198	(0.0543)	***
NBIO	0.227	(0.0260)	***
NURS	0.276	(0.0406)	***
NUTR	0.171	(0.0415)	***
OR	-0.443	(0.0873)	***
PADM	0.271	(0.0421)	***
PATH	0.011	(0.1350)	
PHCO	-1.607	(0.2850)	***
PHCY	-0.641	(0.3860)	*
PHIL	-0.332	(0.0471)	***
PHTH	1.078	(0.1160)	***
PHYA	0.489	(0.0202)	***
PHYI	-0.178	(0.1730)	
PHYS	-0.447	(0.0384)	***
PLAN	-0.297	(0.0805)	***
PLCY	-0.099	(0.0618)	
PLSH	-0.134	(0.0491)	***
POLI	-0.180	(0.0414)	***
PORT	-0.144	(0.0591)	**
PPES	-0.163	(0.0252)	***
PRSN	0.121	(0.0999)	
PSYC	-0.136	(0.0310)	***
PUBA	0.413	(0.4330)	
PUBH	-0.439	(0.3140)	
PUPA	-0.134	(0.0970)	
PWAD	-0.428	(0.0482)	***
RADI	-0.114	(0.0869)	
RECR	-0.091	(0.0695)	
RELI	-0.047	(0.0324)	
ROML	0.149	(0.0728)	**
RPSY	-2.019	(1.0890)	*
RUES	-0.256	(0.0693)	***
RUSS	0.042	(0.0557)	
SANS	-0.442	(0.0812)	***
SECR	0.024	(0.3040)	
SERB	0.202	(0.0306)	***
SLAV	0.068	(0.0553)	
SOCI	-0.060	(0.0403)	
SOWO	-0.059	(0.1560)	
SPAN	-0.212	(0.0239)	***
SPCL	-0.614	(0.1100)	***
SPHS	0.027	(0.0942)	
STAT	-0.437	(0.0427)	***
STOR	-0.360	(0.0460)	***
SWAH	-0.314	(0.0186)	***
TAML	-0.067	(0.0505)	
TOXC	-1.081	(0.4930)	**
VIET	0.287	(0.0170)	***
WMST	-0.189	(0.0392)	***

Table E2: Fixed Effects from Average Percent A Regression
(relative to ENGL)

Dept	Marginal Effect	Standard Error	
AERO	0.064	(0.0762)	
AFAM	0.037	(0.0379)	
AFRI	0.020	(0.0556)	
AHSC	-0.071	(0.151)	
AMST	0.067	(0.0251)	***
ANTH	0.078	(0.0249)	***
APPL	-0.056	(0.0575)	
ARAB	0.034	(0.0319)	
ARMY	0.307	(0.0369)	***
ART	0.000	(0.0247)	
ASIA	-0.024	(0.0450)	
ASTR	-0.041	(0.0447)	
BENG	0.171	(0.0143)	***
BIOC	-0.274	(0.0732)	***
BIOL	-0.082	(0.0333)	**
BIOS	-0.075	(0.0667)	
BMME	-0.047	(0.0573)	
BULG	-0.119	(0.358)	
BUSI	-0.037	(0.0215)	*
CATA	0.095	(0.0157)	***
CBIO	-0.216	(0.0931)	**
CDFS	0.356	(0.0369)	***
CELT	-0.350	(0.0161)	***
CHEM	-0.081	(0.0171)	***
CHIN	0.049	(0.0311)	
CLAR	-0.114	(0.0585)	*
CLAS	-0.075	(0.0357)	**
CLSC	-0.104	(0.0328)	***
CMPL	0.001	(0.0265)	
COMM	0.026	(0.0205)	
COMP	-0.025	(0.0213)	
CZCH	0.116	(0.0686)	*
DHYG	-0.001	(0.0476)	
DRAM	0.061	(0.0253)	**
DTCH	-0.087	(0.0145)	***
ECOL	-0.163	(0.220)	
ECON	-0.112	(0.0202)	***
EDCI	0.215	(0.109)	**
EDFO	0.074	(0.179)	
EDSP	0.062	(0.205)	
EDUC	0.283	(0.0280)	***
ENST	0.003	(0.0463)	
ENVR	-0.116	(0.0436)	***

Dept	Marginal Effect	Standard Error	
EPID	-0.110	(0.0670)	
EURO	-0.278	(0.111)	**
EXSS	-0.021	(0.0322)	
FOLK	-0.095	(0.0519)	*
FREN	-0.140	(0.0335)	***
GEOG	-0.039	(0.0257)	
GEOL	0.019	(0.0261)	
GERM	-0.090	(0.0194)	***
GNET	-0.468	(0.0478)	***
GOVT	0.298	(0.243)	
GREK	-0.040	(0.0428)	
HBHE	0.083	(0.112)	
HEBR	0.140	(0.0123)	***
HIND	0.173	(0.0153)	***
HIST	-0.153	(0.0194)	***
HMSC	0.391	(0.0168)	***
HNRS	0.119	(0.0210)	***
HNUR	0.071	(0.0600)	
HPAA	0.104	(0.0519)	**
HUNG	0.030	(0.0602)	
IDST	0.192	(0.0557)	***
INDO	-0.098	(0.0161)	***
INLS	0.039	(0.0358)	
INTS	-0.037	(0.0319)	
ITAL	0.047	(0.0325)	
JAPN	0.069	(0.0281)	**
JOMC	-0.205	(0.0235)	***
JWST	-0.127	(0.0666)	*
KOR	0.200	(0.0131)	***
LATN	-0.235	(0.0223)	***
LAW	-0.488	(0.0482)	***
LFIT	0.465	(0.0200)	***
LGLA	0.0566	(0.111)	
LING	-0.060	(0.0330)	*
LTAM	0.189	(0.0626)	***
MASC	-0.074	(0.0474)	
MATH	-0.190	(0.0161)	***
MBA	-0.093	(0.119)	
MCRO	-0.112	(0.0659)	*
MHCH	-0.257	(0.109)	**
MNGT	-0.257	(0.0436)	***
MTSC	-0.035	(0.163)	
MUSC	0.203	(0.0218)	***

NAVS	0.146	(0.0425)	***
NBIO	0.272	(0.0563)	***
NURS	0.135	(0.0324)	***
NUTR	0.135	(0.0314)	***
OR	-0.179	(0.0406)	***
PADM	-0.341	(0.0201)	***
PATH	0.007	(0.0978)	
PHCO	-0.451	(0.109)	***
PHCY	0.001	(0.121)	
PHIL	-0.170	(0.0248)	***
PHTH	0.494	(0.110)	***
PHYA	0.412	(0.0144)	***
PHYI	-0.001	(0.109)	
PHYS	-0.199	(0.0226)	***
PLAN	-0.181	(0.0470)	***
PLCY	-0.054	(0.0483)	
PLSH	-0.073	(0.0472)	
POLI	-0.081	(0.0255)	***
PORT	-0.017	(0.0309)	
PPES	-0.654	(0.0165)	***
PRSN	0.073	(0.103)	
PSYC	-0.015	(0.0194)	
PUBA	0.254	(0.223)	
PUBH	0.035	(0.0881)	
PUPA	-0.087	(0.0489)	*
PWAD	-0.261	(0.0276)	***
RADI	-0.056	(0.0657)	
RECR	-0.017	(0.0550)	
RELI	-0.003	(0.0226)	
ROML	0.141	(0.0635)	**
RPSY	-0.637	(0.0259)	***
RUES	-0.081	(0.0312)	***
RUSS	0.054	(0.0382)	
SANS	-0.209	(0.0157)	***
SECR	0.144	(0.189)	
SERB	0.206	(0.0356)	***
SLAV	0.082	(0.0353)	**
SOCI	0.013	(0.0233)	
SOWO	0.023	(0.106)	
SPAN	-0.125	(0.0168)	***
SPCL	0.032	(0.0368)	
SPHS	0.064	(0.0564)	
STAT	-0.136	(0.0224)	***
STOR	-0.134	(0.0263)	***
SWAH	-0.127	(0.0132)	***
TAML	0.070	(0.0287)	**
TOXC	-0.468	(0.227)	**
VIET	0.228	(0.0124)	***
WMST	-0.129	(0.0271)	***

Appendix F: Listing of 2009 Course Designations*

AERO	AEROSPACE STUDIES
AFAM	AFRO AMER STUDIES
AFRI	AFRICAN STUDIES
AHSC	ALLIED HEALTH SCIENCES
AMST	AMERICAN STUDIES
ANES	ANESTHESIOLOGY
ANTH	ANTHROPOLOGY
APPL	APPLIED SCIENCES
ARAB	ARABIC
ARMY	ARMY
ART	ART
ASIA	ASIAN STUDIES
ASTR	ASTRONOMY
BBSP	BIOLOGICAL AND BIOMEDICAL SCI
BCB	BIOINFORMATICS AND COMP BIOLOG
BIOC	BIOCHEMISTRY
BIOL	BIOLOGY
BIOS	BIOSTATISTICS
BMME	BIO-MED.ENGINEERING
BUSA	BUSINESS-STUDY ABROAD
BUSG	GLOBAL SHCOLARS PRGM
BUSI	BUSINESS ADMIN.
CBIO	CELL AND DEVELOPMENT BIOLOGY
CHEM	CHEMISTRY
CHIN	CHINESE
CLAR	CLASSICAL ARCHAEOLOGY
CLAS	CLASSICS
CLSC	CLINICAL LABORATORY SCIENCE
CMPL	COMPARATIVE LIT.
COMM	COMMUNICATION STUDIES
COMP	COMPUTER SCIENCE
CYTO	CYTOTECHNOLOGY
CZCH	CZECH
DENG	DENTAL GRADUATE COURSE
DHED	DENTAL HYGIENE EDUCATION
DHYG	DENTAL HYGIENE
DPET	EXPERIMENTAL THERAPEUTICS
DPOP	PHARM OUTCOMES AND POLICY
DPPE	PHAR PRAC AND EXPERIENTIAL ED
DRAM	DRAMATIC ART
DTCH	DUTCH
ECOL	ECOLOGY
ECON	ECONOMICS
EDUC	EDUCATION
EDUX	EXPERIENCED TEACHER EDUCATION
ENDO	ENDODONTICS
ENGL	ENGLISH
ENST	ENVIRONMENTAL STUDIES
ENVR	ENVIRONMENT SCIENCES
EPID	EPIDEMIOLOGY
ERMD	EMERGENCY MEDICINE
EURO	COMTEMPORARY EUROPEAN STUDIES
EXSS	EXERCISE AND SPORT SCIENCE
FMME	FAMILY MEDICINE
FOLK	FOLKLORE
FREN	FRENCH
GEOG	GEOGRAPHY
GEOL	GEOLOGY
GERM	GERMAN
GNET	GENETICS AND MOLECULAR BIOLOGY
GOVT	GOVERNMENT
GRAD	GRADUATE STUDIES
GREK	GREEK
HBHE	HLTH BEHAVIOR & EDUC
HEBR	HEBREW
HIST	HISTORY
HMSC	HUMAN MOVEMENT SCIENCE
HNRS	HONORS
HNUR	HINDI/URDU
HPM	HEALTH POLICY AND MANAGEMENT
HUNG	HUNGARIAN
IBMS	INTERDISC BIOMEDICAL SCIENCES
IDST	INT-DISCIPL STUDIES
IHMS	INTERDIS HUMAN MOVEMENT SCIENC
INLS	INFORMATION & LIBRARY SCIENCE
INTS	INTERNATIONAL STUDY
ISP	INTL STUDENT PROGRAM
ITAL	ITALIAN
JAPN	JAPANESE
JOMC	JOURNALISM AND MASS COMM
JWST	JEWISH STUDIES
KOR	KOREAN
LATN	LATIN
LFIT	LIFETIME FITNESS
LGLA	LINGALA LANGUAGE
LING	LINGUISTICS
LTAM	LATN-AMER STUDIES
MAC	MASTERS OF ACCOUNTING
MASC	MARINE SCIENCE
MATH	MATHEMATICS
MBA	MASTERS OF BUSINESS ADMIN
MCRO	MICROBIOLOGY
MEDC	MEDICINAL CHEMISTRY
MEDI	MEDICINE
MHCH	MATERNAL & CHLD HLTH
MNGT	MANAGEMENT AND SOCIETY
MOPH	MOLECULAR PHARMACEUTICS
MTSC	MATERIAL SCIENCE

MUSC	MUSIC
NAVS	NAVAL SCIENCE
NBIO	NEUROBIOLOGY
NURS	NURSING
NUTR	HEALTH NUTRITION
OBIO	ORAL BIOLOGY
OCCT	MED ALLIED HLTH PROF
OCSC	OCCUPATIONAL SCIENCE
OMSU	ORAL SURGERY
OPER	DENTISTRY OPERATIVE
ORAD	ORAL RADIOLOGY
ORPA	ORAL PATHOLOGY
ORTH	ORTHODONTICS
PATH	PATHOLOGY
PEDO	PEDIATRIC DENTISTRY
PEDS	PEDIATRICS
PERI	PERIODONTOLOGY
PHCO	PHARMACOLOGY
PHCY	PHARMACY (NON-DEPARTMENTAL)
PHIL	PHILOSOPHY
PHNU	PUBLIC HEALTH NURS
PHYA	PHYSICAL ACTIVITIES
PHYI	PHYSIOLOGY
PHYS	PHYSICS
PHYT	PHYSICAL THERAPY
PLAN	CITY AND REGIONAL PLANNING
PLCY	PUBLIC POLICY
PLSH	POLISH
POLI	POLITICAL SCIENCE
PORT	PORTUGUESE
PROS	PROSTHODONTICS
PRSN	PERSIAN
PSYC	PSYCHOLOGY
PUBA	PUBLIC ADMINISTRATION
PUBH	PUBLIC HEALTH
PWAD	PEACE WAR & DEFENSE
RADG	RADIOGRAPHY
RADI	RADIOLOGIC SCIENCE
RADY	RADIOLOGY
RECR	RECREATION AND LEISURE STUDIES
RELI	RELIGIOUS STUDIES
ROBT	ROBERTSON SCHOLARS PROGRAM
ROML	ROMANCE LANGUAGES
RPSY	REHABILITATION PSYCH & COUNSEL
RUES	RUSSIAN & EAST EUROPEAN STUDIE
RUSS	RUSSIAN
SECR	SERBIAN AND CROATION
SLAV	SLAVIC LANGUAGES
SOCI	SOCIOLOGY
SOWO	SOCIAL WORK
SPAN	SPANISH
SPCL	EXP & SPL STUDIES
SPHS	SPEECH & HEARING SCIENCES
STOR	STATISTICS AND OPERATIONS RES
SWAH	SWAHILI
TOXC	TOXICOLOGY
WMST	WOMEN STUDIES
WOLO	WOLOF LANGUAGE
YAP	YEAR ABROAD PROGRAM

* Courses or departments that no longer exist or have merged may be included in the tables in this document. We have not included the full name of those courses or departments in this appendix.