

DATE: Wednesday, April 14, 2021
TO: 2020-21 ASI Student Government, Curriculum and Educational Policies Council (CEPC)
FROM: Maythe Alderete Gonzalez, Isaac Julian, Greg Figueroa, and Jesus Gonzalez
SUBJECT: **Proposed CSULB Plus/Minus Grading Policy Survey Results**

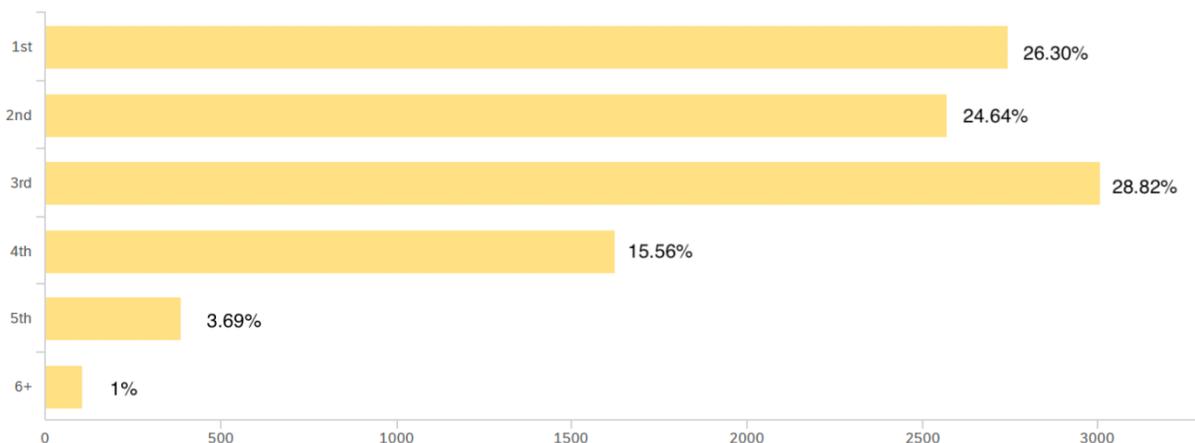
Currently, the Curriculum and Educational Policies Council (CEPC) has the final grading policy open for review and is considering an amendment to add plus/minus grading to the policy. Associated Students, Inc (ASI) conducted the Plus/Minus Grading Policy Survey for students at California State University, Long Beach (CSULB) to provide their feedback on the proposed plus/minus grading amendment.

The purpose of this survey was to be transparent with the student population about the proposed policy amendment being considered by CEPC and provide students an opportunity to share their opinions and views. This report includes the relevant survey data to ensure the student voice is shared with the CEPC while they contemplate any action on this amendment.

The survey was conducted online via Qualtrics from February 23 to March 7. There was a total of 10,435 responses recorded, of which 95.79% are not in favor of the plus or minus grading policy amendment, 2.18% are in favor and 2.02% are unsure and need more information. See the data below in summary¹.

Academic Year

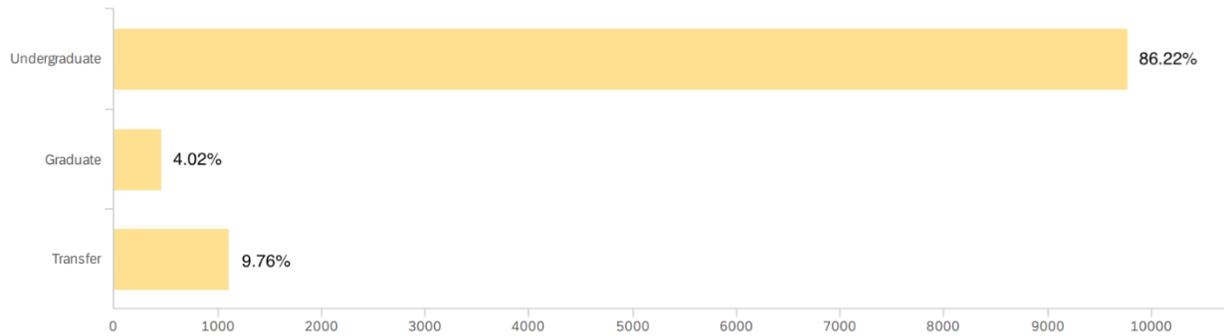
This question focused on the student’s year in school and asked respondents to select the single best group to describe them. The majority of the respondents identified as third year students (28.82 percent). Followed by 26.3 percent first year students, 24.64 percent second year students, 15.56 percent fourth year students, 3.69 percent fifth year students, and one percent sixth year or higher students.



¹ From the survey, questions one and three were omitted from this report. Question one was removed to maintain confidentiality of student names. Question three allowed students to write-in their majors, this information was not included because academic college affiliations are included.

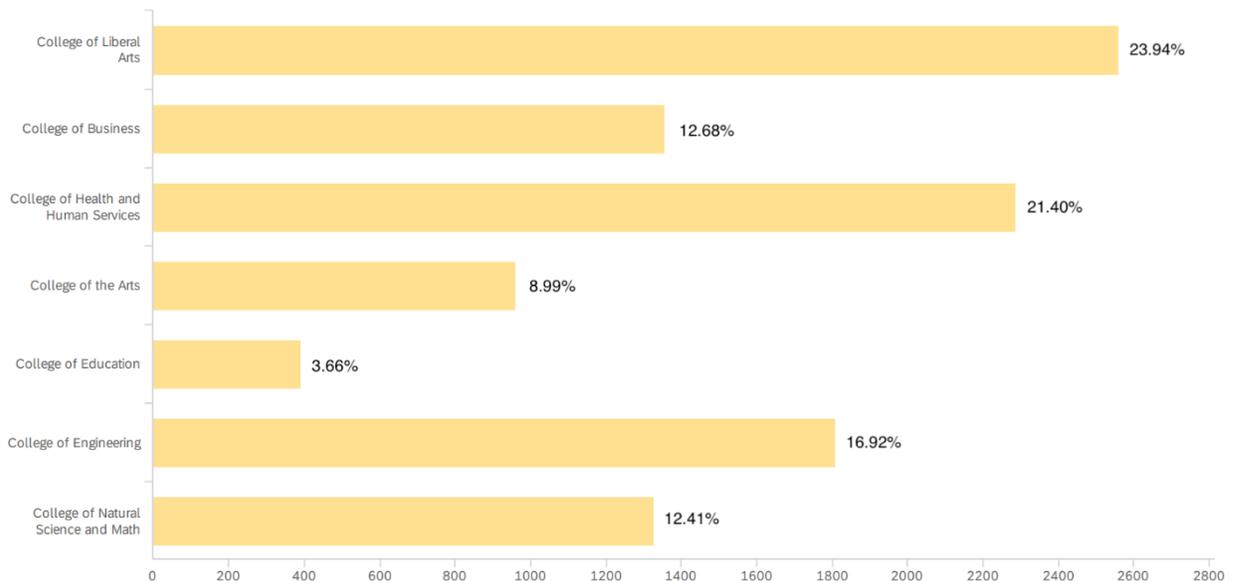
Degree Level

The majority of respondents were undergraduate students (86.22 percent). Additionally, 4.02 percent identified as graduate students and 9.76 percent identified as a transfer student. Respondents were permitted to select multiple answers to determine their degree level and if they were also a transfer student.



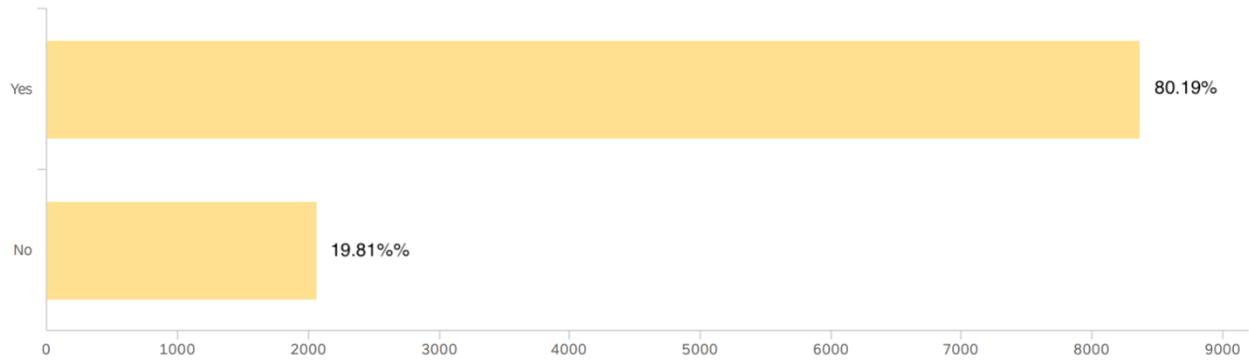
Academic College

Respondents were asked to select their respective college(s), they were permitted to select multiple to account for those who are pursuing multiple majors. Of the total responses, the largest colleges represented were the College of Liberal Arts (23.94 percent) and the College of Health and Human Services (21.40 percent). The remaining colleges were represented in the following order: 16.92 percent College of Engineering, 12.68 percent College of Business, 12.41 percent College of Natural Science and Mathematics, 8.99 percent College of the Arts, and 3.66 percent College of Education.



Familiarity with Grading Policy

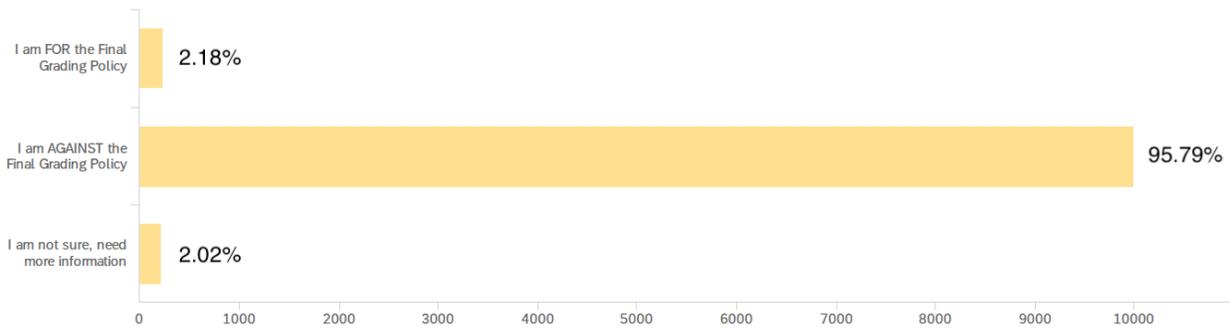
Respondents were asked if they were familiar with the proposed final grading policy. The majority of the students indicated they were familiar with the policy proposal at 80.19 percent, with the remaining 19.81 percent not aware.



Student Stance

Respondents were asked to provide their stance on the proposed plus/minus grading policy amendment and indicate if they were for, against or unsure/need more information. This question provided brief context of the policy proposal details including the following information: would allow plus/minus marks to be added to students' grades (i.e., A+, A-, B+, B-, C+, C-, D+, D-), grades receiving plus/minus marks would impact students' GPA as it would increase or decrease depending on their performance in the course, and if the policy passes both graduate and undergraduate students would be affected. This information was derived from the information sheet provided to the CEPC members.

The majority of the responses, with 95.79 percent of the total votes, are against the policy. While 2.18 percent are for it and 2.02 percent are unsure/need more information.



Reasoning Behind Stance

Respondents were asked to share the reasoning behind their stance on the proposed policy and were able to write-in their answers. There was a total of 10,433 comments, of which 9,996 were against the policy change, 227 were in favor, and 210 need more information.

In review of a sample of the open-ended submissions, the following are the most prominent themes:

1. **Stress/mental health.** Respondents indicated this policy change would increase the amount of stress and anxiety students would experience. Students shared this would negatively impact their mental health.
2. **Negative impact on GPA.** Respondents indicated the plus/minus grading scale would negatively impact their GPA.
3. **Harmful/disservice.** Respondents indicated this policy is harmful and a disservice to the students. Students commented this would have a negative impact because it is punitive, confusing, would create biases, be unfair, etc.
4. **Unnecessary/current grading system works.** Respondents indicated the change is unnecessary and the current grading system is effective and should remain the same.