

## Appendix B: Relevancy Rankings

Rank		
1	Title	Whose fault is it? Assigning blame for grade inflation in higher education.
	Abstract	This study attempts to isolate the potential sources of grade inflation and to measure their relative importance. We incorporate existing models of grade inflation into a model of grade inflation at the department level. Our data comprise 1683 separate courses taught in 28 different academic departments by 3176 distinct instructors at a large public university over two decades. Our results suggest that incentives to inflate grades vary according to characteristics of academic departments. However, the vast majority (over 90%) of grade inflation observed in our data is estimated to be a result of either university-level factors or instructor-specific characteristics.
	Journal Name	Applied Economics
	Pub Year	2013
	URL	<a href="http://eres.library.manoa.hawaii.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&amp;db=bth&amp;AN=67750743&amp;site=ehost-live">http://eres.library.manoa.hawaii.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&amp;db=bth&amp;AN=67750743&amp;site=ehost-live</a>
	Reason	This result came up time and again in all of my searches. I felt that the charts/graphs were comprehensive & useful. It touched on all aspects of what the patron was looking for.
Rank		
2	Title	Grading Standards in Education Departments at Universities
	Abstract	Students who take classes in education departments at universities receive significantly higher grades than students who take classes in other academic departments. The higher grades awarded by education departments cannot be explained by differences in student quality or by structural differences across departments (i.e., differences in class sizes). The remaining explanation is that the higher grades are the result of lower grading standards. This paper formally documents the grading-standards problem in education departments using administrative grade data from the 2007-2008 academic year. Because a large fraction of the teachers in K-12 schools receive training in education departments, I briefly discuss several possible consequences of the low grading standards for teacher quality in K-12 schools. (Contains 5 tables, 3 figures and 15 footnotes.)
	Journal Name	Education Policy Analysis Archives
	Pub Year	2011
	URL	<a href="http://eres.library.manoa.hawaii.edu/login?url=http://search.proquest.com.eres.library.manoa.hawaii.edu/docview/968110319?accountid=27140">http://eres.library.manoa.hawaii.edu/login?url=http://search.proquest.com.eres.library.manoa.hawaii.edu/docview/968110319?accountid=27140</a>
	Reason	The tables/figures in this hit were useful. The article is from an individual who publishes frequently on educational topics.

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3	Title	A synergistic approach to turning the tide of grade inflation
	Abstract	Higher education in the United States is facing increasing demands for colleges and universities to demonstrate what students learn and that they are providing a high-quality education experience during the undergraduate years (Pascarella et al. in Chang Mag High Learn 42(1):16-22, ). Despite evidence of the elevation of grades in higher education dating back to the 1970s, attempts to rein in this phenomenon have been largely unsuccessful (Nikolakakos et al. in Coll Univ 87(3):2-14 ). It is our contention that attempts to reform grading have not succeeded because their focus is too narrow. After providing background information on the extent and causes of grade inflation, we will propose a synergistic approach to dealing with the problem of grade inflation.
	Journal Name	<i>Higher Education</i>
	Pub Year	2014
	URL	<a href="http://eres.library.manoa.hawaii.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&amp;db=a9h&amp;AN=99256059&amp;site=ehost-live">http://eres.library.manoa.hawaii.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&amp;db=a9h&amp;AN=99256059&amp;site=ehost-live</a>
	Reason	The diagrams were effective, the information seemed highly relevant & I liked that it offered a solution.
Rank		
4	Title	Making the Grade: A History of the A-F Marking Scheme
	Abstract	This article provides a historical interpretation of one of the defining features of modern schooling: grades. As a central element of schools, grades--their origins, uses and evolution--provide a window into the tensions at the heart of building a national public school system in the United States. We argue that grades began as an intimate communication tool among teachers, parents, and students used largely to inform and instruct. But as reformers worked to develop a national school system in the late nineteenth century, they saw grades as useful tools in an organizational rather than pedagogical enterprise--tools that would facilitate movement, communication and coordination. Reformers placed a premium on readily interpretable and necessarily abstract grading systems. This shift in the importance of grades as an external rather than internal communication device required a concurrent shift in the meaning of grades--the meaning and nuance of the local context was traded for the uniformity and fungibility of more portable forms.
	Journal Name	Journal of Curriculum Studies
	Pub Year	2014
	URL	<a href="http://eres.library.manoa.hawaii.edu/login?url=http://search.proquest.com.eres.library.manoa.hawaii.edu/docview/1651857793?accountid=27140">http://eres.library.manoa.hawaii.edu/login?url=http://search.proquest.com.eres.library.manoa.hawaii.edu/docview/1651857793?accountid=27140</a>
	Reason	This paper gave a good history of the problem. It is from a respected educational journal.

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5	Title	<u><a href="#">Is the Sky Falling? Grade Inflation and the Signaling Power of Grades</a></u>
	Abstract	Grades are the fundamental currency of our educational system; they signal academic achievement and noncognitive skills to parents, employers, postsecondary gatekeepers, and students themselves. Grade inflation compromises the signaling value of grades and undermines their capacity to achieve the functions for which they are intended. We challenge the “increases in grade point average” definition of grade inflation and argue that grade inflation must be understood in terms of the signaling power of grades. Analyzing data from four nationally representative samples, we find that in the decades following 1972: (a) grades have risen at high schools and dropped at 4-year colleges, in general, and selective 4-year institutions, in particular; and (b) the signaling power of grades has attenuated little, if at all. (Contains 2 tables and 5 notes.)
	Journal Name	Educational Researcher
	Pub Year	2013
	URL	<a href="http://eres.library.manoa.hawaii.edu/login?url=http://search.proquest.com.eres.library.manoa.hawaii.edu/docview/1509085416?accountid=27140">http://eres.library.manoa.hawaii.edu/login?url=http://search.proquest.com.eres.library.manoa.hawaii.edu/docview/1509085416?accountid=27140</a>
	Reason	This study had a large base. the tables are useful, and the topic is the one requested.
Rank		
6	Title	Student Surveys And Their Applications In Promoting Academic Quality In Higher Education
	Abstract	The present study focuses on an examination of the differences in students' ratings of instructors, comparing voluntary and optional survey participation modes. The study hypothesis stated that differences in participation modes may adversely affect the authenticity of assessments, due to concerns that students would retaliate against the mandatory nature of the task. To examine the study hypothesis, we sampled 46,205 student assessments in 2008/9 and 103,164 assessments completed in 2009/2010. The assessments involved 534 instructors who taught the same 1,014 courses in both years. Differences were measured in students' overall ratings of the instructors, course structure and organization, clarity of lectures, instructors' encouragement to ask questions, instructors' attitudes toward students, and correspondence between lectures and tutorials. A significant unequivocal finding to emerge from this study is the absence of any association between the participation mode and students' rating. Findings thus eliminate any concerns regarding lack of authenticity of the assessments in the mandatory participation mode. Due to the importance of student assessments, the academic privilege should be transformed into a requirement to allow academic institutions to evaluate the effectiveness of teaching more precisely.
	Journal Name	Journal of College Teaching and Learning
	Pub Year	2011
	URL	<a href="http://eres.library.manoa.hawaii.edu/login?url=http://search.proquest.com.eres.library.manoa.hawaii.edu/docview/874488119?accountid=27140">http://eres.library.manoa.hawaii.edu/login?url=http://search.proquest.com.eres.library.manoa.hawaii.edu/docview/874488119?accountid=27140</a>

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	Reason	This study was rather comprehensive. The data provided is relevant and important.
Rank		
7	Title	Grading And Assessments: Correlations Of Variables Affecting Teaching And Course Assessments
	Abstract	Faculty assessments are a hot topic in academia. Mostly considered an unproven statistic holding the professor hostage for a good grade, the benefits are still in discussion. At course end, we expect students to have the ability to analyze what we think they should have learned. In reality, most students do not have the maturity to realize correlation for what you put into your education is what you get out. Consensus is that it does not happen the way we plan. Adding to the assessment issue is the clear fact that today most universities are adjunct professor-driven. Given these facts, the authors have statistically studied teaching assessments and associated grade point averages (GPA) representing academic rigor at a major non-profit university over the past three years. The authors' hypothesis is that there is no correlation between the two statistics. This paper reviews the literature, provides the study methodology, and presents the findings.
	Journal Name	Contemporary Issues in Education Research (Online)
	Pub Year	2015
	URL	<a href="http://eres.library.manoa.hawaii.edu/login?url=http://search.proquest.com.eres.library.manoa.hawaii.edu/docview/1673824656?accountid=27140">http://eres.library.manoa.hawaii.edu/login?url=http://search.proquest.com.eres.library.manoa.hawaii.edu/docview/1673824656?accountid=27140</a>
Rank		
8	Title	UNIVERSITY COMPETITION, GRADING STANDARDS, AND GRADE INFLATION.
	Abstract	We develop a model of strategic grade determination by universities distinguished by their distributions of student academic abilities. Universities choose grading standards to maximize the total wages of graduates, taking into account how the grading standards affect firms' productivity assessment and job placement. We identify conditions under which better universities set lower grading standards, exploiting the fact that firms cannot distinguish between 'good' and 'bad' A's. In contrast, a social planner sets stricter standards at better universities. We show how increases in skilled jobs drive grade inflation, and determine when grading standards fall faster at better schools. ( JEL I21)
	Journal Name	<i>Economic Inquiry</i>
	Pub Year	2013
	URL	<a href="http://eres.library.manoa.hawaii.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&amp;db=agh&amp;AN=87447408&amp;site=ehost-live">http://eres.library.manoa.hawaii.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&amp;db=agh&amp;AN=87447408&amp;site=ehost-live</a>
Rank		
9	Title	OPTIMAL GRADING
	Abstract	The teacher-student relationship is modeled as an agency problem, where teachers are concerned with human capital formation and students with ability signaling. We distinguish between two cases depending on whether in ability inference the job market can or cannot observe the grading rule applied. We show that many empirical grading patterns, including grade compression and inflation, are all consistent with

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		optimal ability screening when grading rules are unobservable. With observable grading rules, the teacher perfectly screens students' abilities, provided that certain conditions hold. We apply the model to discuss policy applications such as 'No Child Left Behind.' [ABSTRACT FROM AUTHOR]
	Journal Name	<i>International Economic Review</i>
	Pub Year	2015
	URL	<a href="http://eres.library.manoa.hawaii.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&amp;db=bth&amp;AN=108612078&amp;site=ehost-live">http://eres.library.manoa.hawaii.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&amp;db=bth&amp;AN=108612078&amp;site=ehost-live</a>
Rank		
10	Title	Instructor-Specific Grade Inflation: Incentives, Gender, and Ethnicity*
	Abstract	Objectives This study attempts to isolate instructor-specific measures that may be sources of grade inflation and to measure their relative importance. Methods We estimate a fixed-effects model, using by far the most extensive data set related to grade inflation ever assembled. Our data comprise 48,038 courses taught by 1,871 distinct instructors at a large public university over a two-decade period. Results Our results suggest that female faculty members are the most likely to inflate grades, while ethnicity has a lesser effect. Conclusions Characteristics of instructors, in particular gender, affect the degree of observed grade inflation, controlling for student- and department-specific effects.
	Journal Name	<i>Social Science Quarterly</i>
	Pub Year	2012
	URL	<a href="http://eres.library.manoa.hawaii.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&amp;db=pbh&amp;AN=73908408&amp;site=ehost-live">http://eres.library.manoa.hawaii.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&amp;db=pbh&amp;AN=73908408&amp;site=ehost-live</a>
Rank		
11	Title	Generational Increases in Agentic Self-evaluations among American College Students
	Abstract	Compared to previous generations, more American college students now rate themselves as above average on attributes such as academic ability, drive to achieve, leadership ability, public speaking ability, self-confidence, and writing ability (based on a nationally representative sample collected 1966–2009; N = 6.5 million). These birth cohort differences are similar with controls for race and gender and occurred despite the college population becoming less selective. Trends in positive self-views are correlated with grade inflation (which increased $d = 0.81$ ), but are not explained by changes in objective performance (e.g., SAT scores have declined, $d = -0.22$ ) or effort (time spent studying is down, $d = -0.31$ ). Broad cultural shifts emphasizing positive self-views have apparently resulted in enhanced self-evaluations on agentic domains. Self-evaluations on communal attributes, such as understanding others, cooperativeness, and spirituality, either decreased or were unchanged. [ABSTRACT FROM AUTHOR]
	Journal Name	<i>Self &amp; Identity</i>
	Pub Year	2012

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	URL	<a href="http://web.a.ebscohost.com.eres.library.manoa.hawaii.edu/ehost/detail/detail?sid=018322ab-ab86-4ab1-a8e0-8a3ecoa44f81%40sessionmgr4004&amp;vid=0&amp;hid=4107&amp;bdata=JnNpdGU9ZWZvc3QtbGl2ZQ%3d%3d#AN=79645082&amp;db=a9h">http://web.a.ebscohost.com.eres.library.manoa.hawaii.edu/ehost/detail/detail?sid=018322ab-ab86-4ab1-a8e0-8a3ecoa44f81%40sessionmgr4004&amp;vid=0&amp;hid=4107&amp;bdata=JnNpdGU9ZWZvc3QtbGl2ZQ%3d%3d#AN=79645082&amp;db=a9h</a>
Rank		
12	Title	Grade inflation or productivity growth? An analysis of changing grade distributions at a regional university.
	Abstract	We examine departmental grade distributions for the school years 1985-1986, 1995-1996, and 2004-2005 at Southeast Missouri State University. Mean undergraduate grade point averages (GPAs) increased from 2.6 in 1985-1986 to 3.1 in 2004-2005. Although higher student GPAs might be evidence of grade inflation, university departments might have experienced productivity improvements that enhanced student learning, given inputs. We represent the technology by the directional distance function. Departments produce two outputs-grade points earned by students and the information content of those grades-using faculty and student inputs. The entropy index is used to proxy the information content of grade distributions. The estimates indicate; no systematic changes in inefficiency over time; a movement along the production frontier toward a mix of outputs with relative more grade points and less entropy; a shift toward non-tenure track faculty that increases the shadow price of entropy relative to grade points.
	Journal Name	<i>Journal Of Productivity Analysis</i>
	Pub Year	2012
	URL	<a href="http://eres.library.manoa.hawaii.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&amp;db=bth&amp;AN=77443563&amp;site=ehost-live">http://eres.library.manoa.hawaii.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&amp;db=bth&amp;AN=77443563&amp;site=ehost-live</a>
Rank		
13	Title	Grades, Course Evaluations, and Academic Incentives.
	Abstract	We develop a model that identifies a range of new and somewhat counterintuitive results about how the incentives created by academic institutions affect student and faculty behavior. The model provides a theoretical basis for grade inflation and the behavioral response of students. Comparative statics are used to analyze the effects of institutional expectations placed on faculty. The results show that placing more emphasis on course evaluations exacerbates the problems of grade inflation and can even decrease a professor's teaching effort. Increased emphasis on research productivity also decreases teaching effort and provides a further incentive to inflate grades. We use the model to analyze how grade targets can control grade inflation and align professorial incentives with institutional objectives. We also discuss the implications of the model for hiring, promotion, and tenure.
	Journal Name	<i>Eastern Economic Journal</i>
	Pub Year	2009
	URL	<a href="http://eres.library.manoa.hawaii.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&amp;db=f6h&amp;AN=48675071&amp;site=ehost-live">http://eres.library.manoa.hawaii.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&amp;db=f6h&amp;AN=48675071&amp;site=ehost-live</a>

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14	Title	The Effects of an Anti-Grade Inflation Policy at Wellesley College
	Abstract	Average grades in colleges and universities have risen markedly since the 1960s. Critics express concern that grade inflation erodes incentives for students to learn; gives students, employers, and graduate schools poor information on absolute and relative abilities; and reflects the quid pro quo of grades for better student evaluations of professors. This paper evaluates an anti-grade-inflation policy that capped most course averages at a B+. The cap was binding for high-grading departments (in the humanities and social sciences) and was not binding for low-grading departments (in economics and sciences), facilitating a difference-in-differences analysis. Professors complied with the policy by reducing compression at the top of the grade distribution. It had little effect on receipt of top honors, but affected receipt of magna cum laude. In departments affected by the cap, the policy expanded racial gaps in grades, reduced enrollments and majors, and lowered student ratings of professors
	Journal Name	<i>Journal of Economic Perspectives</i>
	Pub Year	2014
	URL	<a href="http://eres.library.manoa.hawaii.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&amp;db=bth&amp;AN=97270622&amp;site=ehost-live">http://eres.library.manoa.hawaii.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&amp;db=bth&amp;AN=97270622&amp;site=ehost-live</a>
Rank		
15	Title	Gatekeeping in Field Performance: Is Grade Inflation a Given?
	Abstract	This field note presents the results of a pilot study that explored the use of a new non-numerically rated field performance tool, a vignette matching measure for MSW students. Evaluation of performance in the field has proved to be a difficult task because few if any measures, including competency-based measures, have known levels of reliability and validity. Field instructors rated a sample of 154 students. Over half of the students were rated as exceptional, which may support the long-standing notion that performance ratings are inflated. Implications for social work education and research are discussed. (Contains 2 tables.)
	Journal Name	Journal of Social Work Education
	Pub Year	2011
	URL	<a href="http://eres.library.manoa.hawaii.edu/login?url=http://search.proquest.com.eres.library.manoa.hawaii.edu/docview/1018479982?accountid=27140">http://eres.library.manoa.hawaii.edu/login?url=http://search.proquest.com.eres.library.manoa.hawaii.edu/docview/1018479982?accountid=27140</a>

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16	Title	How Do Teachers Make Judgments about Ethical and Unethical Behaviors? Toward the Development of a Code of Conduct for Teachers
	Abstract	The authors examined the dimensions that underlie teachers' judgments about ethical versus unethical behaviors. 593 educators and teachers in training were administered a 41 item survey. For each item, respondents rated the extent to which they believed the behavior (a) occurred frequently and (b) represented a serious violation of professional standards. Four factors were identified: Personal Harm, Grade Inflation, Carelessness and Public/Private boundary violation. Personal Harm violations were rated as most serious and Carelessness violations most frequent. Professional educators viewed Carelessness violations as less serious than did teachers in training. Implications for a code of ethics for teachers were addressed. (Contains 3 tables.)
	Journal Name	teaching and Teacher Education: An International Journal of Research and Studies
	Pub Year	2012
	URL	<a href="http://eres.library.manoa.hawaii.edu/login?url=http://search.proquest.com.eres.library.manoa.hawaii.edu/docview/1031151036?accountid=27140">http://eres.library.manoa.hawaii.edu/login?url=http://search.proquest.com.eres.library.manoa.hawaii.edu/docview/1031151036?accountid=27140</a>
Rank		
17	Title	Grade Dropping, Strategic Behavior, And Student 'Satisficing'
	Abstract	An extensive database of exam scores is studied to determine the effects of a grading policy that drops the lowest exam score. We find evidence that some students engage in strategic behavior, either by understudying for one of the exams or missing one altogether, but the vast majority of students show no evidence of strategic behavior. We also find evidence that many students "satisfice", showing how a large percentage of students passed up an expected improvement in their course grade. We find that the probability a student will choose to complete an optional final exam is inversely related to their grade going into the final. Further, the likelihood of a student completing the final exam rises with the spread between prior exam scores and falls with the points needed to raise their course grade.
	Journal Name	American Journal of Business Education
	Pub Year	2010
	URL	<a href="http://eres.library.manoa.hawaii.edu/login?url=http://search.proquest.com.eres.library.manoa.hawaii.edu/docview/734110372?accountid=27140">http://eres.library.manoa.hawaii.edu/login?url=http://search.proquest.com.eres.library.manoa.hawaii.edu/docview/734110372?accountid=27140</a>
Rank		
18	Title	Radical Change in Faculty and Student Evaluation: A Justifiable Heresy?
	Abstract	This article addresses the connection between two continuing trends in higher education: semester evaluation of faculty by students (SE's) and grade inflation. The two phenomena are explored historically; then a two-part plan is proposed to enhance the evaluation of both students and faculty. This solution does not replace current evaluation practices; it merely adds information on each student's relative performance. Although subject to criticism as radical reform, the plan is offered as a feasible check on grade inflation and diminished student responsibility--

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		one that is consistent with long held higher education values, as well as recent calls for increased educational accountability. The author concludes that such efforts offer hope in reversing a set of disturbing trends in student achievement.
	Journal Name	Administrative Issues Journal: Education, Practice, and Research
	Pub Year	2011
	URL	<a href="http://eres.library.manoa.hawaii.edu/login?url=http://search.proquest.com.eres.library.manoa.hawaii.edu/docview/1697505707?accountid=27140">http://eres.library.manoa.hawaii.edu/login?url=http://search.proquest.com.eres.library.manoa.hawaii.edu/docview/1697505707?accountid=27140</a>
Rank		
19	Title	Can fighting grade inflation help the bottom line?
	Abstract	This article uses a rich set of student transcript data to estimate the economic cost incurred by a university when it does not adopt a 'mean-shift grading policy' to fight grade inflation. We show that even in the face of moral hazard constraints a university can enhance its profitability by fighting grade inflation with a distribution-shifting policy. [ABSTRACT FROM AUTHOR]
	Journal Name	<i>Applied Economics Letters</i>
	Pub Year	2010
	URL	<a href="http://eres.library.manoa.hawaii.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&amp;db=bth&amp;AN=54862877&amp;site=ehost-live">http://eres.library.manoa.hawaii.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&amp;db=bth&amp;AN=54862877&amp;site=ehost-live</a>
Rank		
20	Title	Grade Inflation under the Threat of Students' Nuisance: Theory and Evidence
	Abstract	This study examines a channel, students' nuisance, to explain grade inflation. "Students' nuisance" is defined by "students' pestering the professors for better grades." This paper contains two parts: the game theoretic model and the empirical tests. The model shows that the potential threat of students' nuisance can induce the professors to inflate grades. Ceteris paribus, a student is more likely to study little and to pester the professor for a better grade if: (1) the professor is lenient; (2) the studying cost is high; (3) the reward from pestering is high; (4) the cost of pestering is low. My original survey data show that 70%+ of professors think that students' nuisance is "annoying" and "costly in terms of time, effort, and energy." Regression results indicate that the more the student values the grade, the higher the studying cost, and the more likely the student is to pester the professor. (Contains 2 figures and 8 tables.)
	Journal Name	Economics of Education Review
	Pub Year	2010
	URL	<a href="http://eres.library.manoa.hawaii.edu/login?url=http://search.proquest.com.eres.library.manoa.hawaii.edu/docview/742865915?accountid=27140">http://eres.library.manoa.hawaii.edu/login?url=http://search.proquest.com.eres.library.manoa.hawaii.edu/docview/742865915?accountid=27140</a>