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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, 2010). 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 2012). 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.(HRK / Abstract übernommen) O'Halloran, Kim C., E-Mail: ohallorank@mail.montclair.edu