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SATISFACTION THROUGH GENERATIONS

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Abstract/ Full Paper: MSWord or PDF Attachment

The definition of what determines a grade has long been a topic of debate which has been further complicated by the inception of standards based learning. At the PK-12 level it has not been uncommon for teachers to inflate student grades based on a student's effort regardless of content mastery. In higher education this practice seems to support what many instructors see as the dreaded grade appeal where students seem to intertwine effort and mastery of course content. It is a common refrain in student written appeals for a grade change that they believe their hard work warranted a higher grade then assigned by the instructor. In an effort to better understand and improve instructor and student understanding of grades this paper will analyze how students from the various generations view academic achievement. A generation can be defined as a group of people born within a 20 year time period (Codrington and Marshall, 2004). Generational experiences help to mold the values and beliefs of each generation, impacting how they view the world. Data gathered from student satisfaction surveys will provide patterns and trends which will be further analyzed utilizing generational characteristics of students. This data will help to determine what students perceive to be a satisfying academic experience. Additionally, a review of why students appeal grades will be collected and analyzed with a lens towards the generational characteristics of students. The hope is that this analysis will provide important information which can better support instructors and students towards a better understanding of academic grades.