

# **Grades of Incomplete**

Belinda Bryce, CRP

---

## Students entering CRP with Incompletes

- Fall Qtr (2004-1) 45 students in CRP
  - 4 students with Incompletes (8%)
  - All profs contacted by prog. coordinator
  - 2 Incompletes turned to a grade (A, B, C, D)
  - 2 Incompletes turned to F's

## Students entering CRP with Incompletes (cont.)

- Winter Qtr (2004-2) 39 students in CRP
  - 9 students with Incompletes (23%)
  - All profs contacted by prog. coordinator
  - 2 Incompletes turned to grades (A, B, C, D)
  - Remaining 7 Incompletes turned to F's

## Students entering CRP with Incompletes (cont.)

- Spring Qtr (2004-3) 50 students in CRP
  - 12 students entered with 13 Incompletes total
  - All profs contacted by student (copied program coordinator by end of week one
  - 2 Incompletes being retaken
  - Approx. 6+ Incompletes will turn to F's
  - Rest will turn to a grade (A, B, C, D, S)

## Rate of Students entering CRP with Incompletes is rising

- 2004-1 (8%) 50% turned to F's
- 2004-2 (23%) 78% turned to F's
- 2004-3 (26%) at least 55% (6/11) will turn to F's

# Observations

- Increased # of Incompletes among students entering CRP (compare with Institute probationary students)
- No procedural consistency among the various cases
- Presently, there is no Institute-wide form for Incompletes
- Students and profs often had very disparate interpretations of the circumstances surrounding the Incomplete and how to change it to a grade
- Students were generally unaware they had 2 consecutive quarters to complete the work (including summer qtr) before I turned to F grade

# Institute Stats on Incompletes

- Per Kit, data from the past 2 years does not suggest an increase in the number of I's given with the exception of 04-1, which seems to have been high
- However, data did not distinguish between probationary and non-probationary students

# Institute Stats on Incompletes

- In past 2 years, the % of Incompletes converting to A-F has been constant:
  - I to F = ~27%
  - I to D = ~5%
  - I to C = ~16%
  - I to A/B = ~50%
- Data suggests that the I grade saves the majority of students from failing a course



# Concerns

- Profs misguided generosity (or passing the buck) often ended in failure for the student
- In some cases, the student had missed half (or more) of the entire course—does this warrant an I grade or an F grade?
- Often the expectation was that the student would “sit in” on the entire course again to make up missing work—is this realistic for full-time students?
- A few profs were dismayed with the student and felt too much work was missed (why did they give an I?)
- Resolving Incompletes when prof is adjunct is difficult
- Some profs were simply unwilling to work with the student

## Concerns (cont.)

- For “borderline” students with Incompletes, the general climate (for both profs and students) is not one of:
  - Being proactive
  - Communicating clearly
  - Working together
  - Planning deadlines
  - Problem-solving the situation

## Inconsistent use of Incomplete grade:

- tends to result in failure for the student, esp. if student is a borderline performer
- can result in unnecessary confusion for both instructor and student (esp with adjuncts)
- can result in further dis-connect between faculty and student
- Can appear unprofessional, esp. if parent gets involved

# Recommendations

- There need to be guidelines for deciding when to give an Incomplete
- There needs to be a set procedure (a carbon form with copies to student, prof and dept. head/dean & advisor)
- There needs to be clearer communication between prof and student
- There needs to be accountability (sign-off from dept. head/dean & advisor)

## Action Steps:

- The Advisory Group form a sub-committee
- Find out what's being used in the various colleges
- Come up with guidelines to improve consistency for giving Incompletes
- Guidelines should also include a set procedure
- Student, prof, and dept. head/dean should all be accountable
- Develop a cross-college form for Incompletes

# Volunteers?

- Send your name, college, phone and e-mail address to:
  - Belinda Bryce
  - 2361 Eastman
  - X57818
  - [bsblcdc@rit.edu](mailto:bsblcdc@rit.edu)