
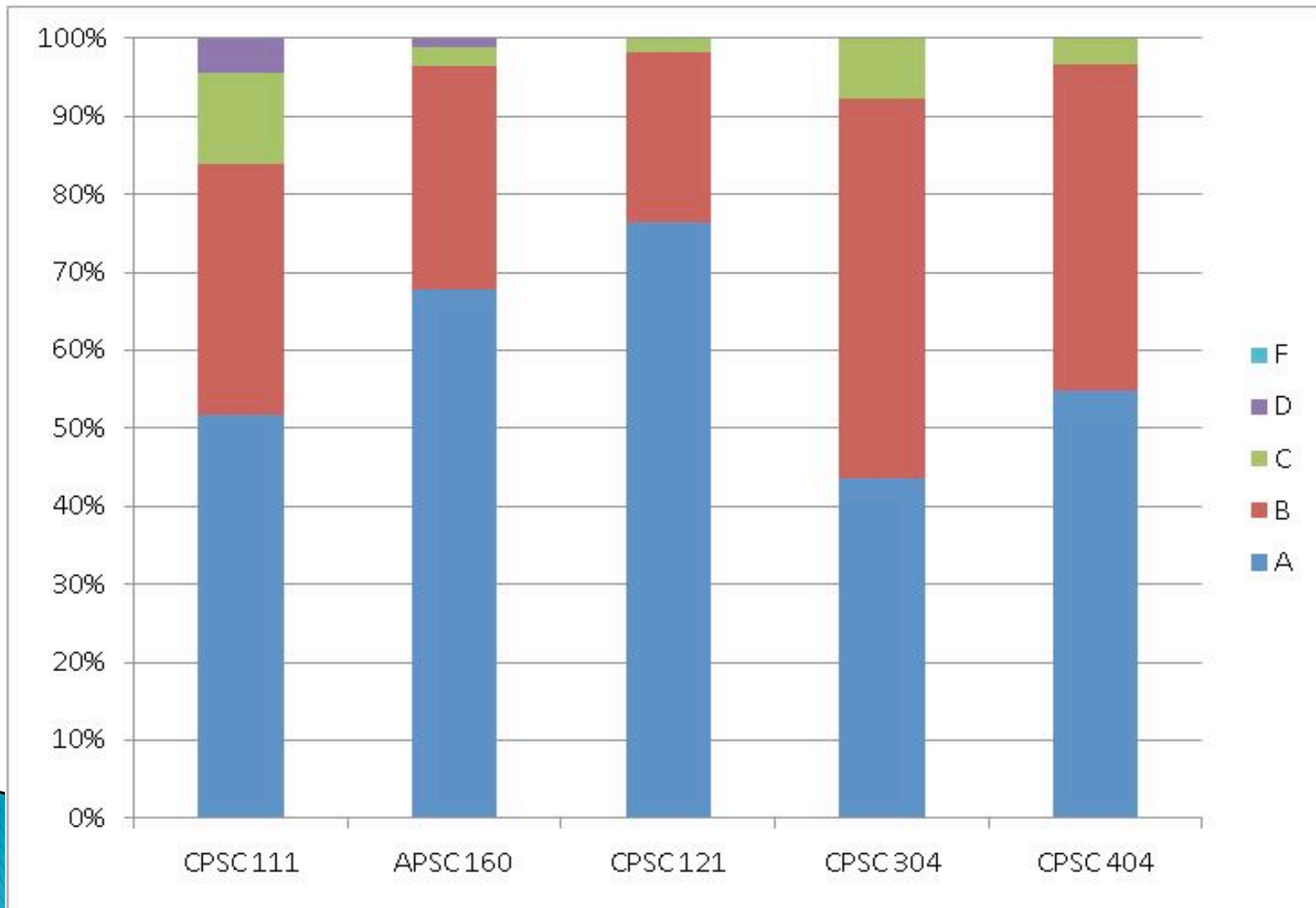


# Student Grade Expectations

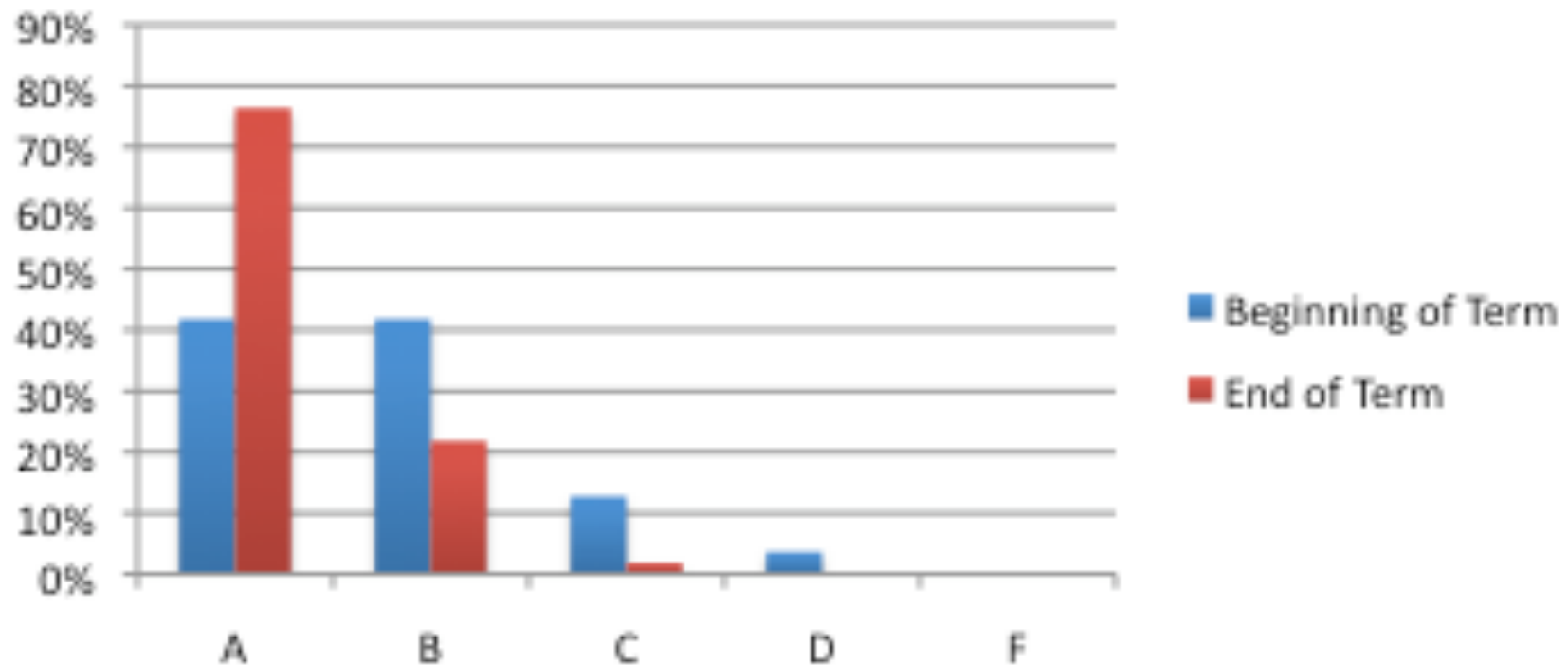
Benjamin Yu, Paul Carter



# Grade Expectation at End of Term (Fall 2009)

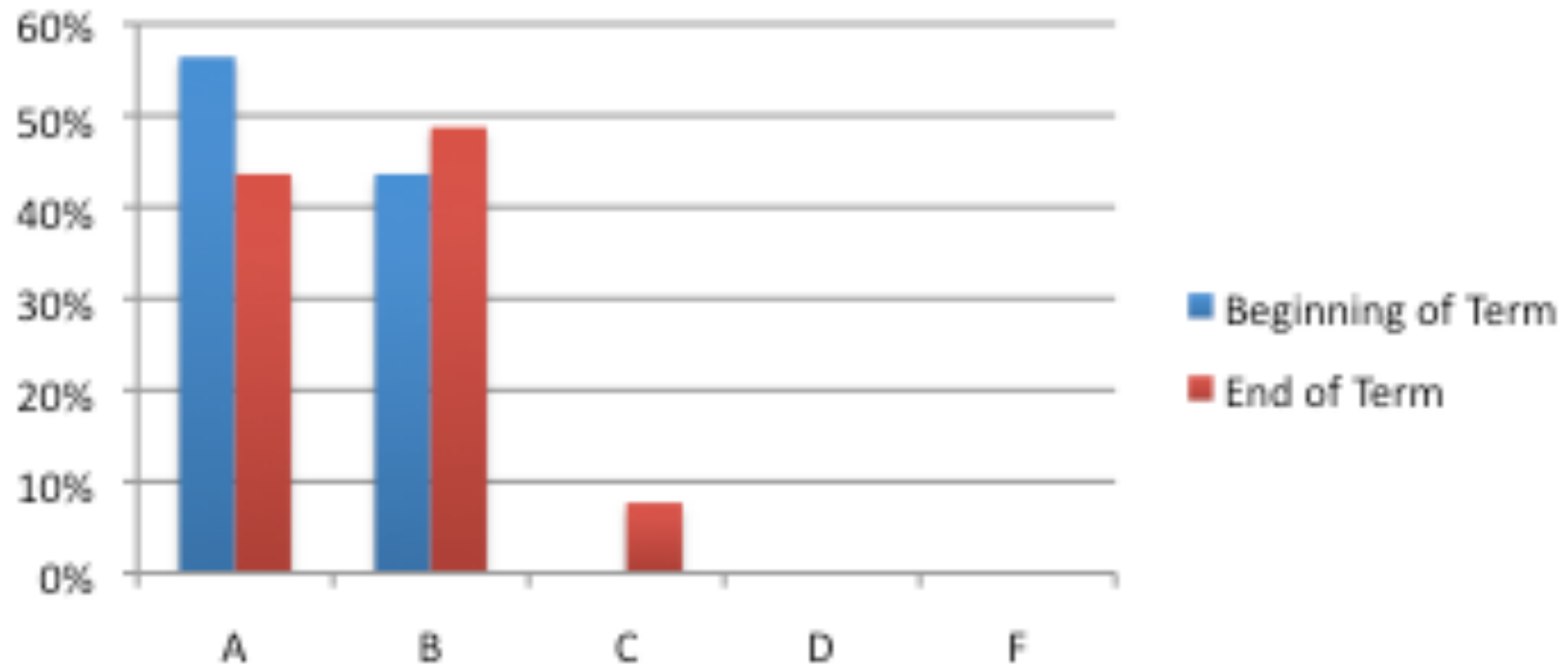


## CPSC 121 Student Grade Expectation (Fall 2009, N=55)



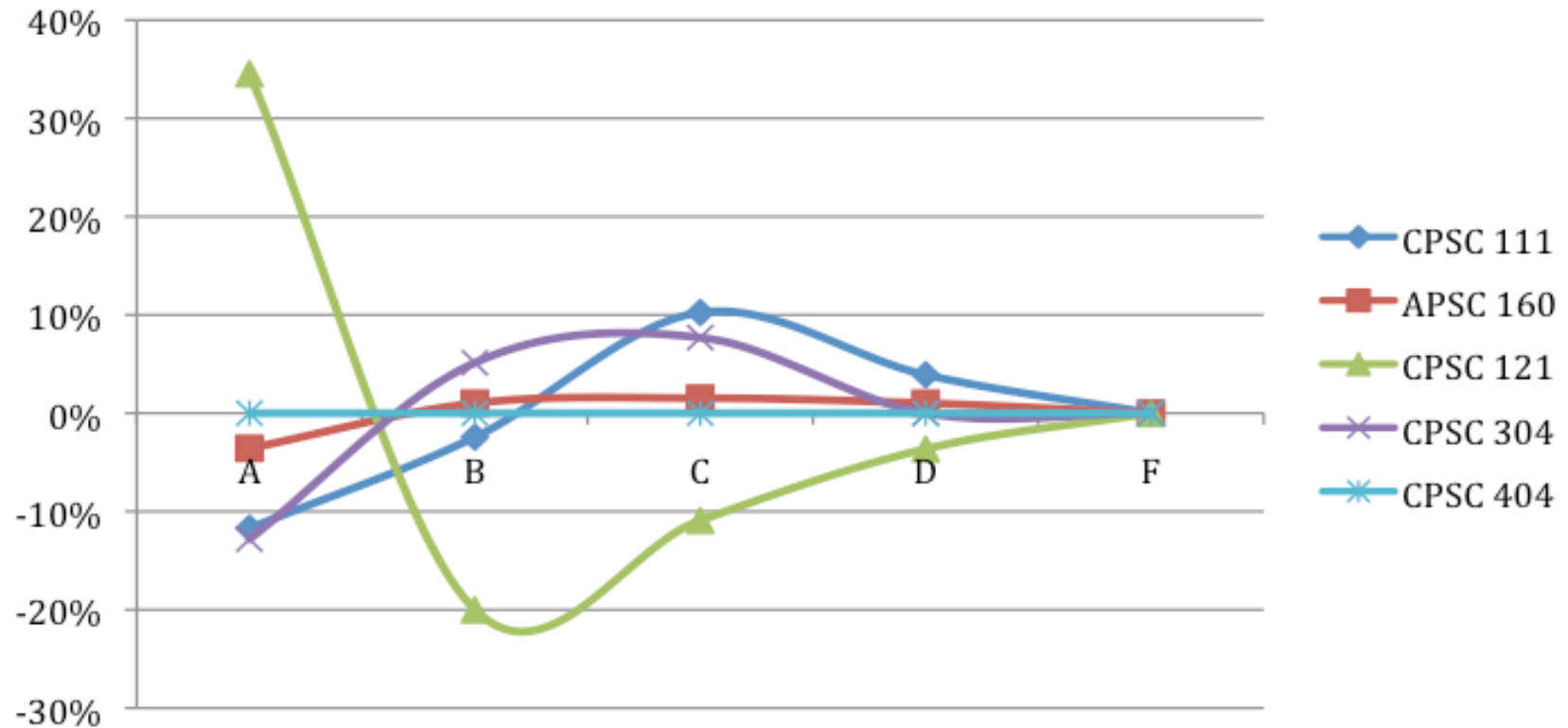
More students expected an A at end of term than at start of term!

## CPSC 304 Student Grade Expectation (Fall 2009, N=39)



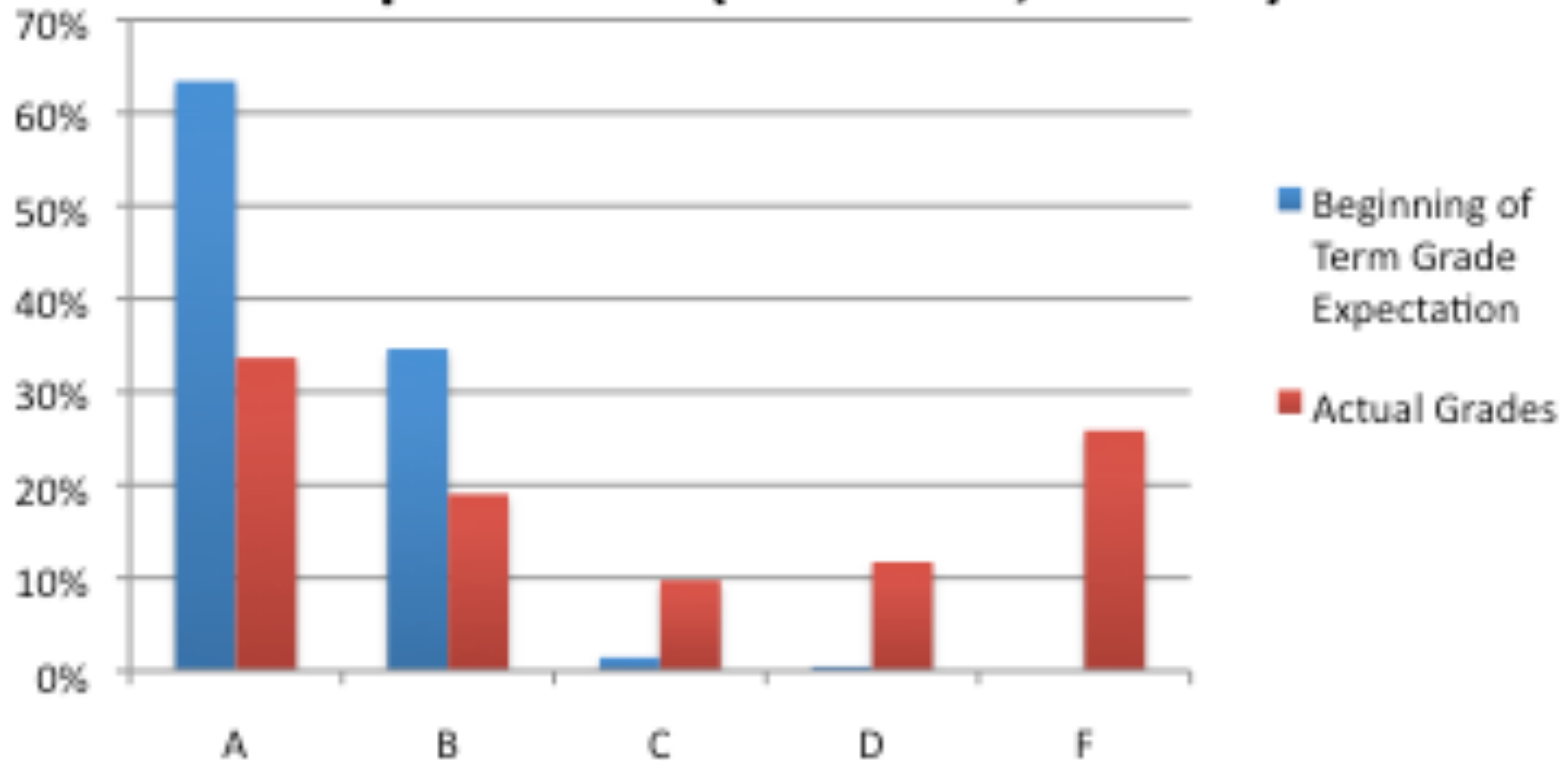
Fewer students expected an A at end of term than start of term

## Delta Between End and Beginning of Term Grade Expectation



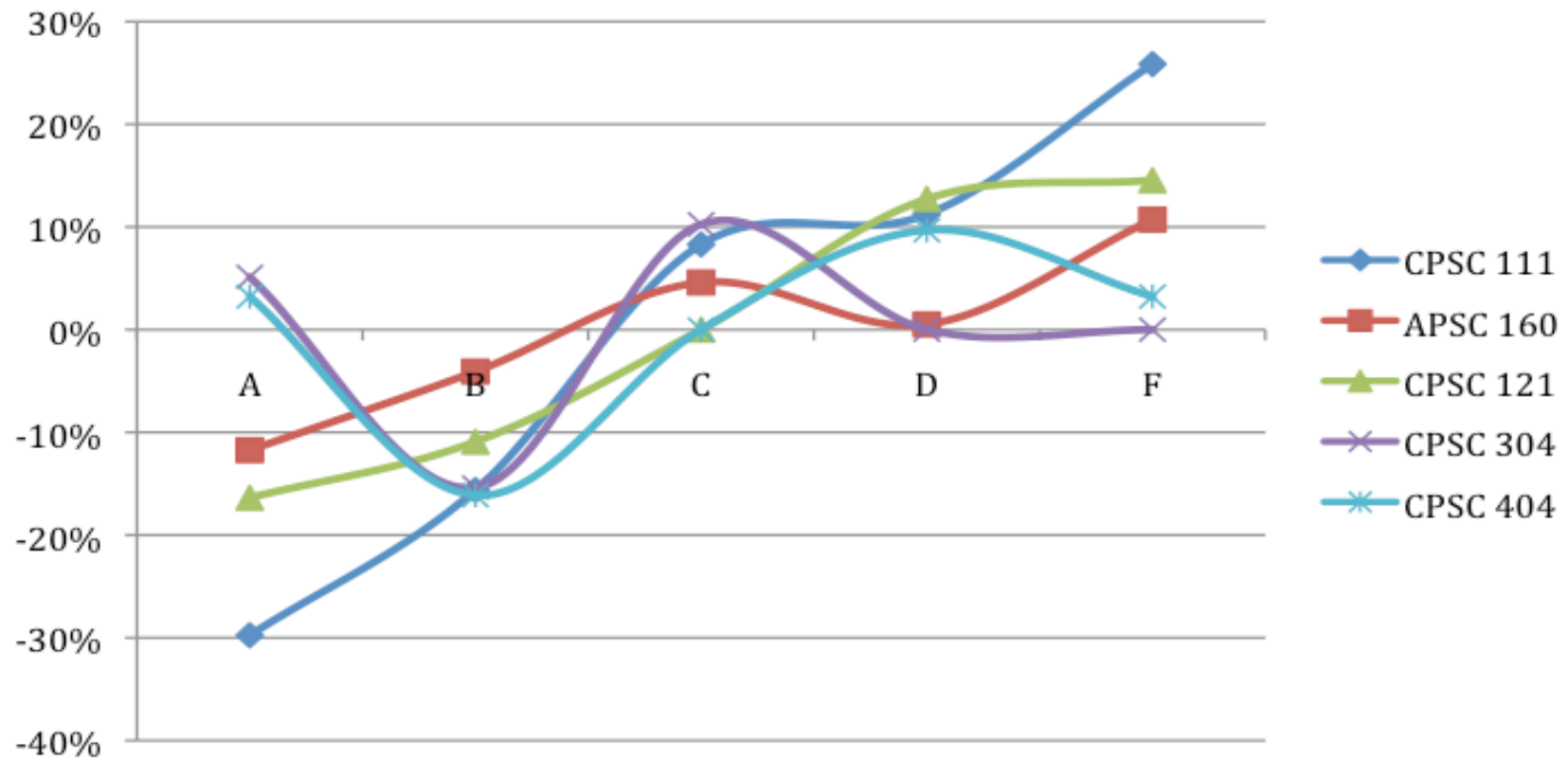
No one expected to fail any course!

## CPSC 111 Final Grade and Beginning of Term Expectation (Fall 2009, N=205)



Students tend to do worse than what they expected

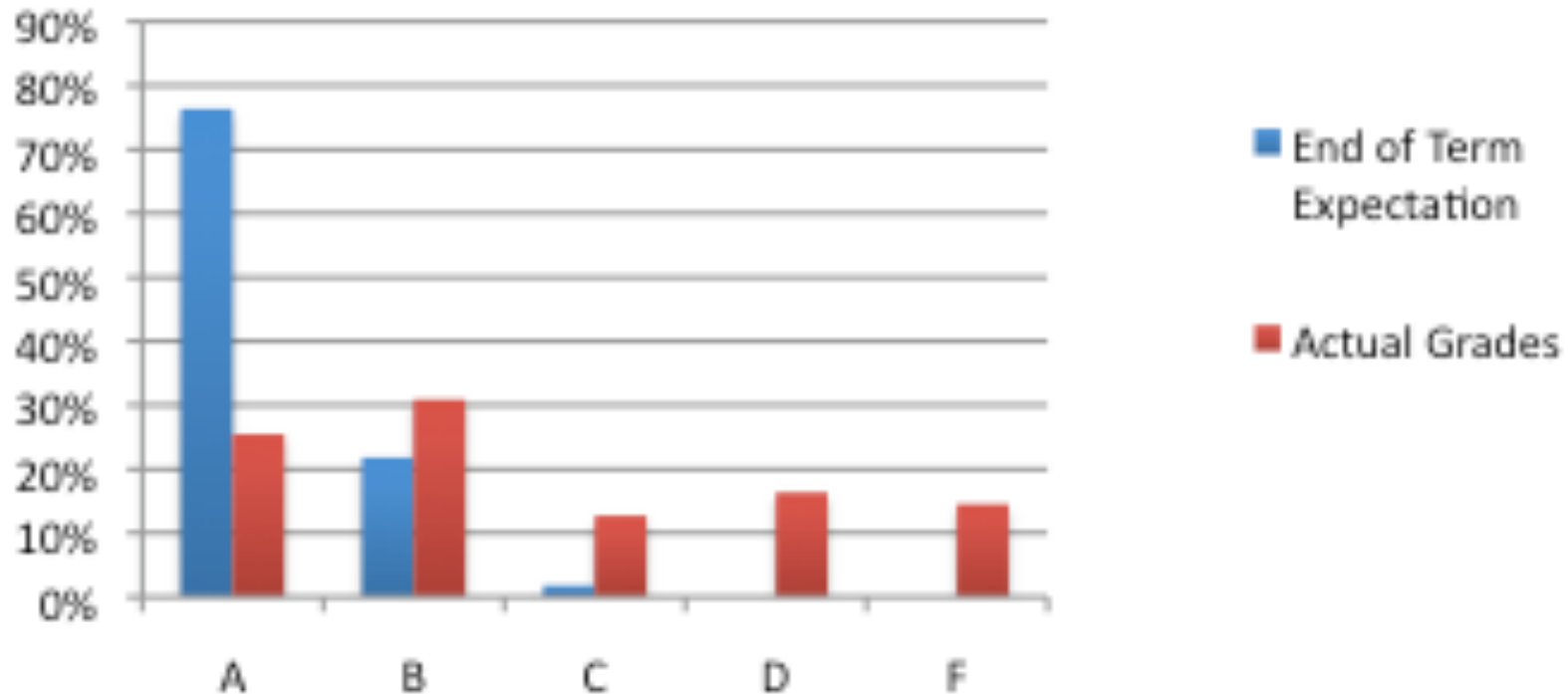
## Delta Between Final Grades and Beginning of Term Grade Expectation



First year students tend to overestimate their final grades, upper level students tend to underestimate.



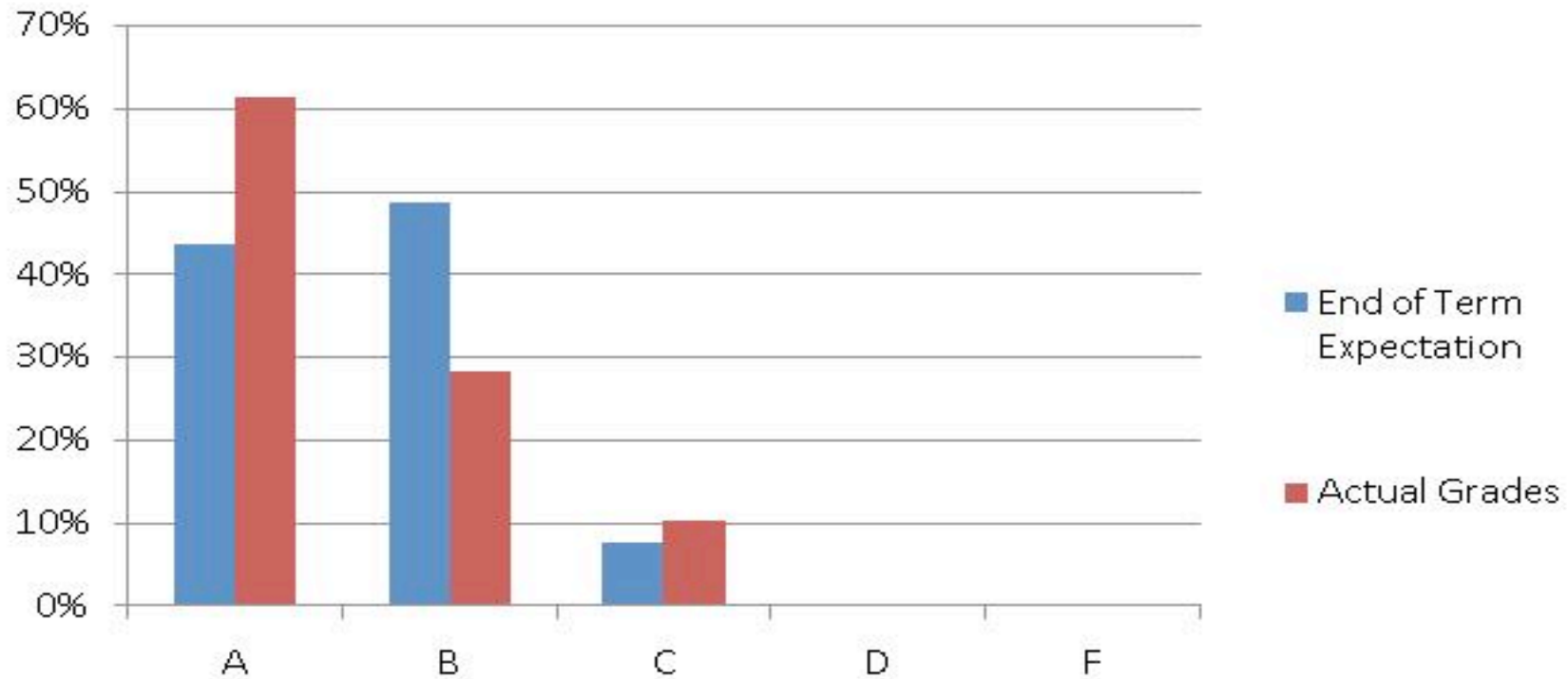
## CPSC 121 Final Grade and End of Term Expectation (Fall 2009, N=73)



A lot fewer students ended up getting an A!

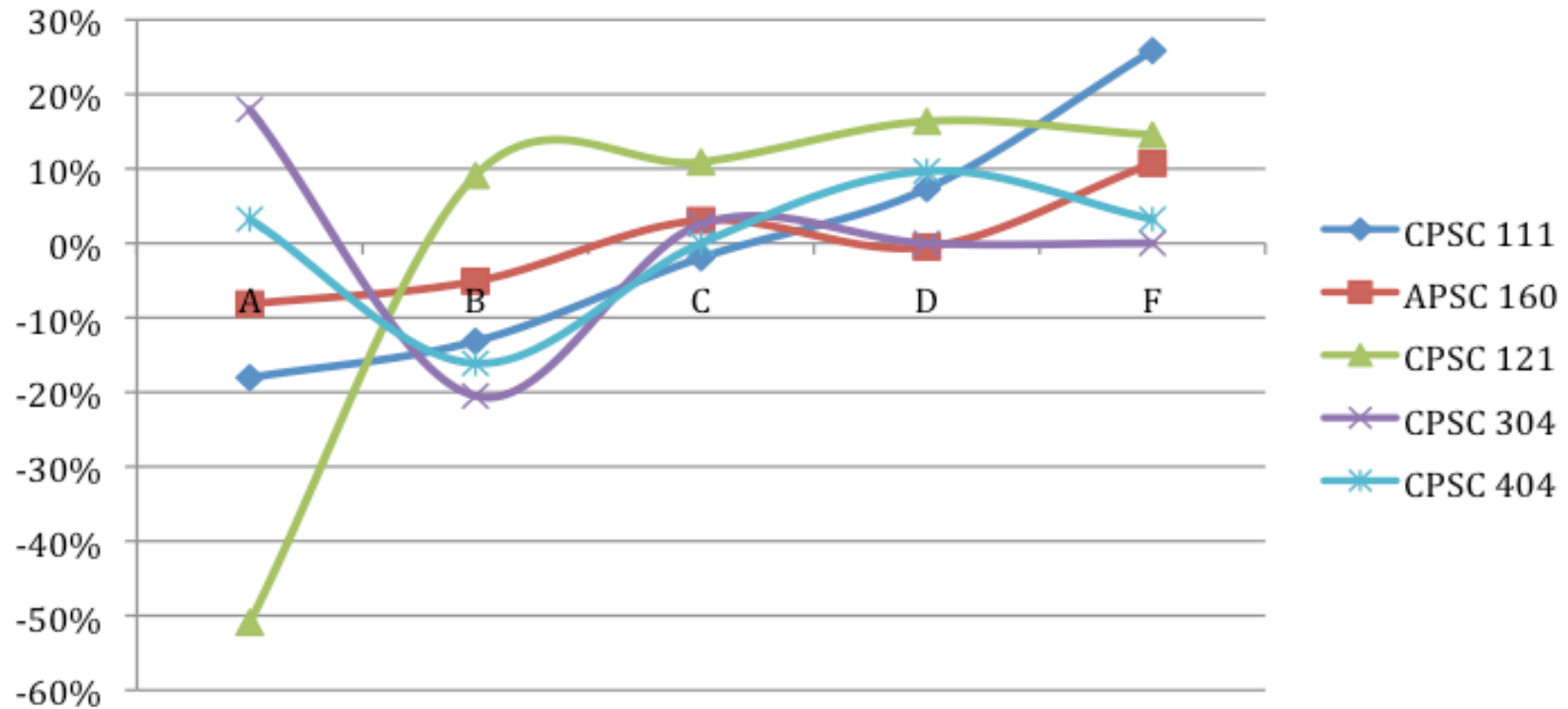


## CPSC 304 Final Grade and End of Term Expectation (Fall 2009, N=39)



More students ended up getting an A than expected!

## Delta Between Final Grades and End of Term Grade Expectation



Even at end of term, many students still thought they would pass when they actually failed!

# What can be done?

- ▶ Provide more feedback to students on their progress throughout the term.
- ▶ Conduct focus groups on student expectations and perceptions of the course and their progress.
- ▶ Instruct students on effective learning strategies.
- ▶ Review learning progress with students through one on one intervention activities.

