

## 2014 Academic Year Grade Analysis by Faculty Status

### Fall 2014 and Winter 2015 Grade Analysis by Faculty Status

		Grade							Total	
		A	B	C	D	E	H	U		W
Adjunct Faculty	Count	3483	2352	1093	294	720	202	336	1397	9877
	%	35.3%	23.8%	11.1%	3.0%	7.3%	2.0%	3.4%	14.1%	100.0%
Full-Time Faculty	Count	3115	2916	1610	581	824	212	276	1893	11427
	%	27.3%	25.5%	14.1%	5.1%	7.2%	1.9%	2.4%	16.6%	100.0%

### Fall 2014 and Winter 2015 A-E Grade Awards by Faculty Status

	Mean	N	SD
Adjunct Faculty	2.95	7942	1.24
Full-Time Faculty	2.76	9046	1.24
Total	2.85	16988	1.25

Less than eight percent of the variance in grade assignment can be accounted for by faculty status, with adjunct faculty giving slightly higher grades (.19 of a GPA point) than full-time faculty. Specifically, a higher percentage of “A’s” are awarded by adjunct faculty. Part of the grade distribution difference could be due to full-time faculty teaching more advanced classes.

Fall 2014 and Winter 2015 Developmental Grade Analysis by Faculty Status

		Grades			
		Pass	Fail	Withdraw	Total
Adjunct Faculty	Count	202	336	92	630
	%	32.1%	53.3%	14.6%	100.0%
Full-Time Faculty	Count	207	276	138	621
	%	33.3%	44.4%	22.2%	100.0%
Total	Count	409	612	230	1251
	%	32.7%	48.9%	18.4%	100%

Examining the grade distribution in developmental courses only helps control for the fact that full-time faculty may be more likely to teach upper-level courses where there may be fewer high grades assigned. Eleven percent of the variance in grade assignment of developmental classes can be accounted for by faculty status. While adjunct and full-time faculty have similar pass rates, adjunct faculty fail more students whereas full-time faculty have more class withdrawals.