

DOCUMENT RESUME

ED 386 259

JC 950 451

TITLE Analysis of Fall 1994 Course Grades.
INSTITUTION Pima Community Coll., Tucson, AZ. Office of Research and Planning.
PUB DATE Apr 95
NOTE 29p.
PUB TYPE Statistical Data (110) -- Reports - Research/Technical (143)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *College Outcomes Assessment; Community Colleges; Comparative Analysis; Educational Trends; Ethnic Groups; Females; *Grades (Scholastic); Males; Multicampus Districts; *School Effectiveness; School Holding Power; Statistical Distributions; *Student Characteristics; Success; Two Year Colleges; *Withdrawal (Education)
IDENTIFIERS *Pima Community College AZ

ABSTRACT

This report provides data on withdrawal and success rates and grades earned in fall 1994 at the five campuses of Pima Community College (PCC), in Arizona. Following a literature review on national course grades, descriptions are provided of the following: (1) grades and withdrawals for fall 1979, 1984, 1989, and 1994, indicating that the number of A grades has increased from 28% in 1979 to 32% in 1994; (2) a comparison of grades by PCC campus, indicating that the Community Campus awarded the highest percentage of A's; (3) grades by ethnic group, indicating that 40% of the grades awarded to Native Americans were A's and B's, compared to 56% for the Anglo/Other category and 55% for Asians; (4) grades by gender, revealing higher success and lower withdrawal rates for females than for males; (5) grades by age group, revealing that students over 40 received the highest percentage of A's at almost 50%; and (6) grades by veteran, Pell grant, day/extended day, and occupational/non-occupational status. Appendix A provides six tables showing the number and percent of grades awarded for fall 1990-94 both district-wide and by campus, while appendix B provides seven tables on the numbers and percentages of grades awarded in fall 1994 by ethnicity, gender, age, veteran status, Pell grant status, day/extended-day classes, and occupational and non-occupational classes. (KP)

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Analysis of Fall 1994 Course Grades

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Pima Community College

Institutional Research Office

April 1995

**Pima Community College
Institutional Research Office**

Analysis of Fall 1994 Course Grades

Introduction

This report summarizes Pima Community College's (PCC's) Fall 1994 distribution of course grades. Course grades over the last five years are categorized by campus, ethnicity, and age group. In addition, the tables in the appendices provide a comparative analysis of course grades for the Fall 1994 semester by gender, Veteran status, Pell Grant status, day/extended-day status, and occupational/non-occupational class category.

A change from prior course grades reports is that the category, "Total Successes," has been redefined to exclude D grades since they do not transfer to other institutions and do not count toward graduation if they are earned in a core course. Postsecondary institutions have tended to include D grades in the category "Passing Grades" but exclude the D grades from the "Success Category." This report has also modified the graphs so that the graphs now depict the distribution of all grades (A, B, C, P, D, F, I, W, Y) rather than the grouping of grades into two categories: "Successes" and "Withdrawals." In determining the proportion of specific grades awarded, all grades were counted, thus the number of W's and Y's were treated as part of the distribution of grades.

Review of the Literature

A review of the literature on course grades revealed several recent national trends. Women are earning higher grades as measured by GPA than men (Diehl, Course Pass Rates in Fall Enrollment Analysis EA 94-4, June, 1994, p.4). In addition, the GPAs of older students (age greater than 25) consistently have been found to be higher than those of younger ones (Whisnant "The "Old" New Resource for Education - - Student Age" Community Service Catalyst 1992, Sum, V22 N3).

When compared to Whites/ Anglos or Asian American students African

American, Hispanic, and Native American students tend to have lower grades as measured by total GPA (Slark, Pathways of Student Persistence and Performance at RSC. Annual Report ERIC Document, ED370655, 01 May 1994). A 1992 study at PCC which included an examination of the cumulative 4-year GPAs for new-to higher-education students who entered PCC in Fall 1988, found differences among ethnic groups. The average GPAs were as follow:

Native American - 2.78

African American - 2.56

Asian American - 3.03

Hispanic - 2.69

Anglo/Other - 2.93 (Pima Community College Institutional Research Office, A Longitudinal Study of Minority Student Retention and Transfer Success, March 1993, p. 31).

It should be also noted that oftentimes the minority student (African American, Hispanic, or Native American) enters postsecondary education with deficiencies in academic skills (Belcher, College Preparatory Instruction Study Results From Legislative Request ERIC Document, ED348112 01 May 1992) and these deficiencies may be leading to the lower grades.

The literature indicates that community college students have higher grades in terms of more A's and B's than university students (Van Allen, Educational Morality: A Task of Resisting the Economic Corruption of Academic Excellence, ERIC Document, ED317232, January 1990). In a recent study, Campbell found that PCC transfer students had higher GPAs at PCC than at the University of Arizona (Pima Community College Institutional Research Office, Course Grade Report, December, 1994).

Another variable influencing grading outcomes is the employment status of the instructor. The research suggests that adjunct faculty grade more easily (give more A's and B's) than full time instructors (Fedler "Adjunct Profs Grade Higher Than Faculty at Three Schools" Journalism Education V44, N2, Summer 1989). However, a study done at PCC by Iadevaia found "no differences in student success rates for full- and part-time faculty in general, or for science faculty in particular" (ERIC Document, ED325160, 1991).

A major concern in both the popular press and educational journals is the issue of grade inflation. Has the proportion of A's and B's increased over time and is this increase unwarranted? Van Allen in his commentary on Educational Morality: A Task of Resisting the Economic Corruption of Academic Excellence, (ERIC Document, ED317232, Jan. 1990 p. 8) defined grade inflation as a "rise in grades with an accompanying decline in measured academic achievement in students." He also noted that "the community college system has been able to sustain phenomenal growth and credentialing activity in spite of the academic preparation of incoming students. Using John Ritter's commercial message again, 'The fact that it can happen at all is a miracle'. However, no mystical power is at work; grade inflation is. Inflated grades and the decline in standards the educational malpractice reflects, accounts for the productivity. It explains how the system converts students labelled as deficient, negative, and functionally illiterate into college graduates, even honor students." (ERIC Document, ED317232, Jan. 1990. p. 13). This negative view about the increasing number of A's and B's also was presented in a local paper's editorial as it looked at the Fall 1993 distribution of course grades at Pima Community College. On the basis of the information provided in this report, it is not possible to either support or refute such opinions on grading.

In presenting PCC's grade distribution for 1994, we will consider the extent to which the recent pattern of awarding of grades at PCC parallels trends and patterns reported in the literature.

Grades Awarded Over Time

Table 1 presents the distribution of Fall grades for 1979, 1984, 1989, and 1994. It should be noted that In the Fall of 1983, there was a change in the grading options with the elimination of the grade NC (No Credit) and the addition of the letter grades D and F, and the instructor withdrawal (Y grade). Over the last fifteen years, the total number of grades awarded has increased by 12,545, a growth of 20%. During the same period the success rate (the sum of A's, B's, C's and P's awarded divided by the total number of grades awarded) has increased from 60% to 65%. The proportion of A's has increased from 28% in 1979 to 32% in 1994. This pattern parallels what has happened nationally. In 1979, when no D's or F's were given, the number of withdrawals which included "No Credit" as a grade was 36% of the total

grades awarded. This has decreased to 27% over the last fifteen years.

Table 1. Number and Percent of Grades Awarded District Students in Fall Semesters

| Grade a | 1979 | | 1984 | | 1989 | | 1994 | |
|----------------------------|---------------|-------------|---------------|-------------|---------------|-------------|---------------|-------------|
| | N | % | N | % | N | % | N | % |
| A Superior | 17,539 | 28% | 16,929 | 30% | 22,261 | 31% | 24,380 | 32% |
| B Above Average | 11,904 | 19% | 11,278 | 20% | 13,742 | 19% | 15,090 | 20% |
| C Average | 6,936 | 11% | 6,532 | 12% | 8,189 | 12% | 8,191 | 11% |
| P Pass | 1,607 | 2% | 1,195 | 2% | 2,688 | 4% | 1,879 | 2% |
| Total Successes b | 37,986 | 60% | 35,934 | 64% | 46,880 | 66% | 49,540 | 65% |
| NC (No Credit) | 11,449 | 18% | NA | | NA | | NA | |
| W (Official) | 11,743 | 18% | 8,566 | 15% | 8,341 | 12% | 9,525 | 13% |
| Y (General) | NA | | 7,080 | 14% | 9,190 | 13% | 10,844 | 14% |
| Total Withdrawals c | 23,192 | 36% | 15,646 | 29% | 17,531 | 25% | 20,369 | 27% |
| D Below Average | NA | | 1,272 | 2% | 1,953 | 3% | 2,035 | 3% |
| F Failure | NA | | 1,307 | 2% | 2,084 | 3% | 2,289 | 3% |
| I Incomplete | 2,511 | 4% | 1,878 | 3% | 2,265 | 3% | 1,832 | 2% |
| AU Audit | 0 | 0% | 65 | <1% | 152 | <1% | 169 | <1% |
| Total Grades | 63,689 | 100% | 56,102 | 100% | 70,865 | 100% | 76,234 | 100% |

a Includes grades earned through course work and tests.

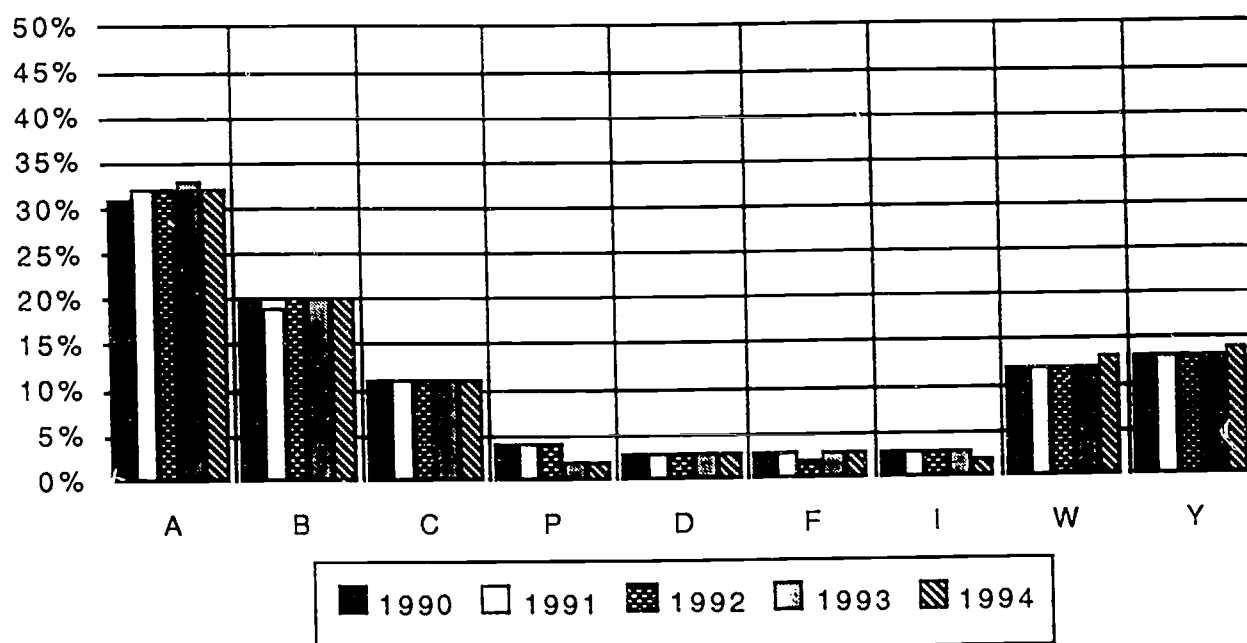
b Total Successes = A's + B's + C's + P's.

c Total Withdrawals = NC's + W's + Y's.

Graph 1 depicts the distribution of grades as a percentage of total grades award, for the years 1990 through 1995. The number and percentages are presented in Appendix A, Table A1. The distribution of grades awarded district students in fall semesters has been exceptionally consistent over

the last five years. The most frequent grade awarded for fall semesters was an A and the A's accounted for nearly one-third of all grades awarded. There was a slight decrease in the proportion of A's awarded from Fall 1993 to Fall 1994. In 1994, the withdrawals, the total of W's and Y's, were about one-fourth of all grades awarded. There has been little change in this proportion since 1984.

Graph 1. The Distribution of Grades as a Percentage of Total Grades Awarded District Students in Fall Semesters

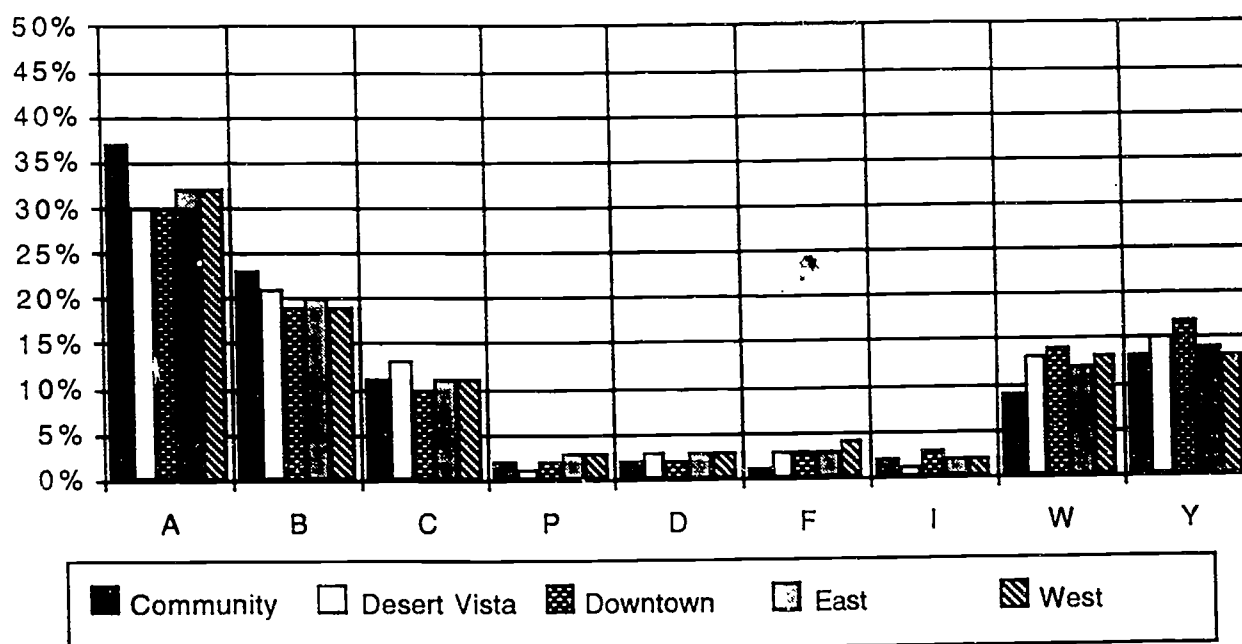


Comparison of Grades by Campus

Graph 2 depicts the distribution of grades for Fall 1994 for each campus. Appendix A, Tables A2 through A6, displays the grades awarded for fall semesters between 1990 and 1994 for each campus. In 1994, Community Campus where instruction is primarily handled by adjunct faculty (in Fall 1994, there were two full-time faculty working for Community Campus), awarded a higher percentage of A's than the other campuses. This may reflect the tendency, as reported in the literature, for adjunct faculty to

grade more easily than full-time faculty. On the other hand, it may reflect the fact that the students attending Community Campus classes are older than students at the other campuses (PCC Information Technology Report, IRD618, Fall 1994). Other campus differences were in the area of withdrawals, with more W's and Y's being awarded at the Downtown Campus. The grading patterns at the East and West Campuses were very similar.

Graph 2. The Distribution of Grades as a Percentage of Total Grades Awarded by Campus in Fall 1994

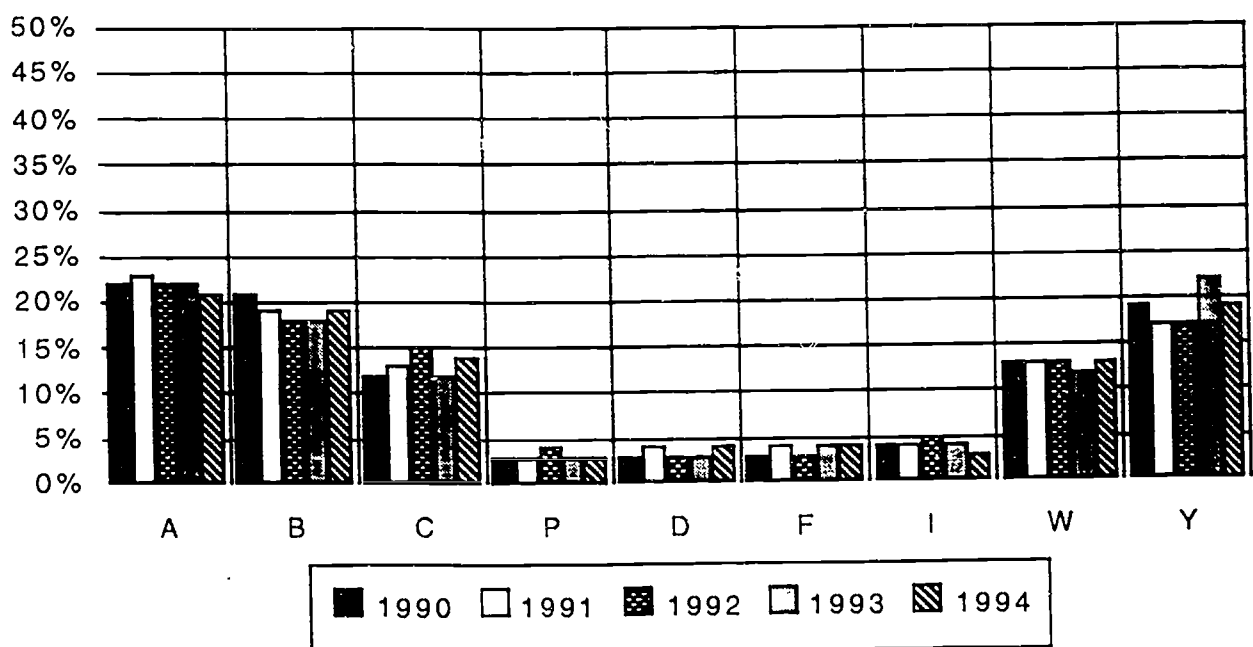


Distribution of Grades by Ethnic Groups

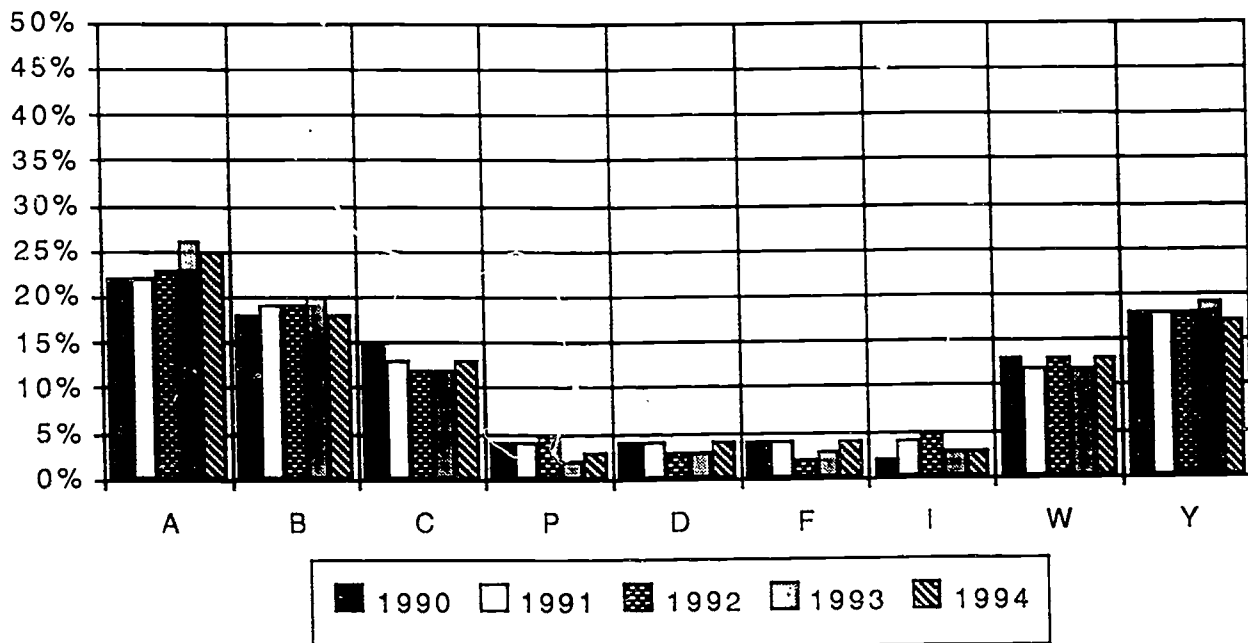
Graphs 3 through 7 present the percentages of letter grades awarded by year for each ethnic group. Table B1, in Appendix B, displays the grade information for Fall 1994 by ethnicity. The distribution of A's and B's vary by group, and substantiate the trends reported nationally. Students who are Native Americans (see Graph 3) tend to earn fewer A's and B's than other students and are more likely to withdraw from classes. Of the 2,151 grades awarded to Native American students in the Fall 1994 semester, the A's and B's accounted for 40% while the W's and Y's accounted for 32%. The pattern

is much different for both Anglos/Others (Graph 7) and Asian Americans (Graph 5). Of the 3,037 grades awarded to Asian American students in the Fall 1994 semester, the A's and B's accounted for 55% while the W's and Y's accounted for 22%. The Anglo/Other category had slightly more A's and B's (56% of the total grades awarded) and more withdrawals (26%). Hispanics (Graph 6) and African Americans (Graph 4) had lower grades than the Asian Americans or Anglo/Other as measured by the percentage of total successes or in the percentage of A's and B's earned. While A's were the most common grade for African Americans and Hispanics, the distribution of W's and Y's for these groups was higher than for the college as a whole. The Asian American students had the lowest percentage of withdrawals and the highest percentage of successes, as defined as the total of A's, B's, C's, and P's.

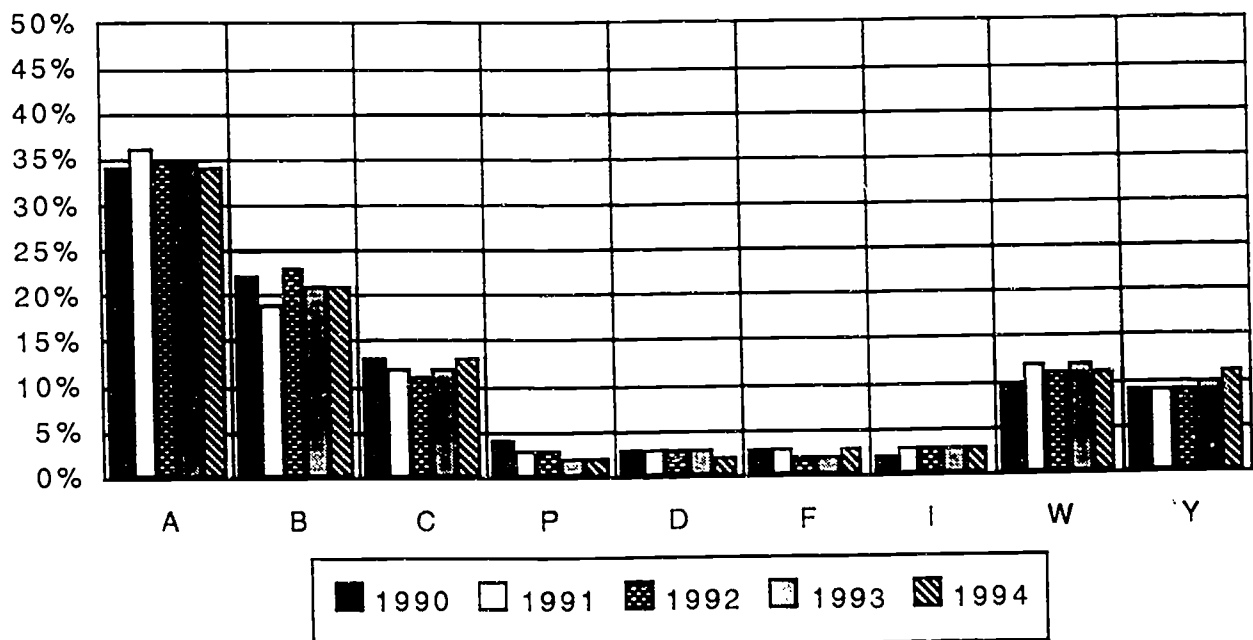
Graph 3. The Distribution of Grades as a Percentage of Total Grades Awarded to Native American Students in Fall Semesters



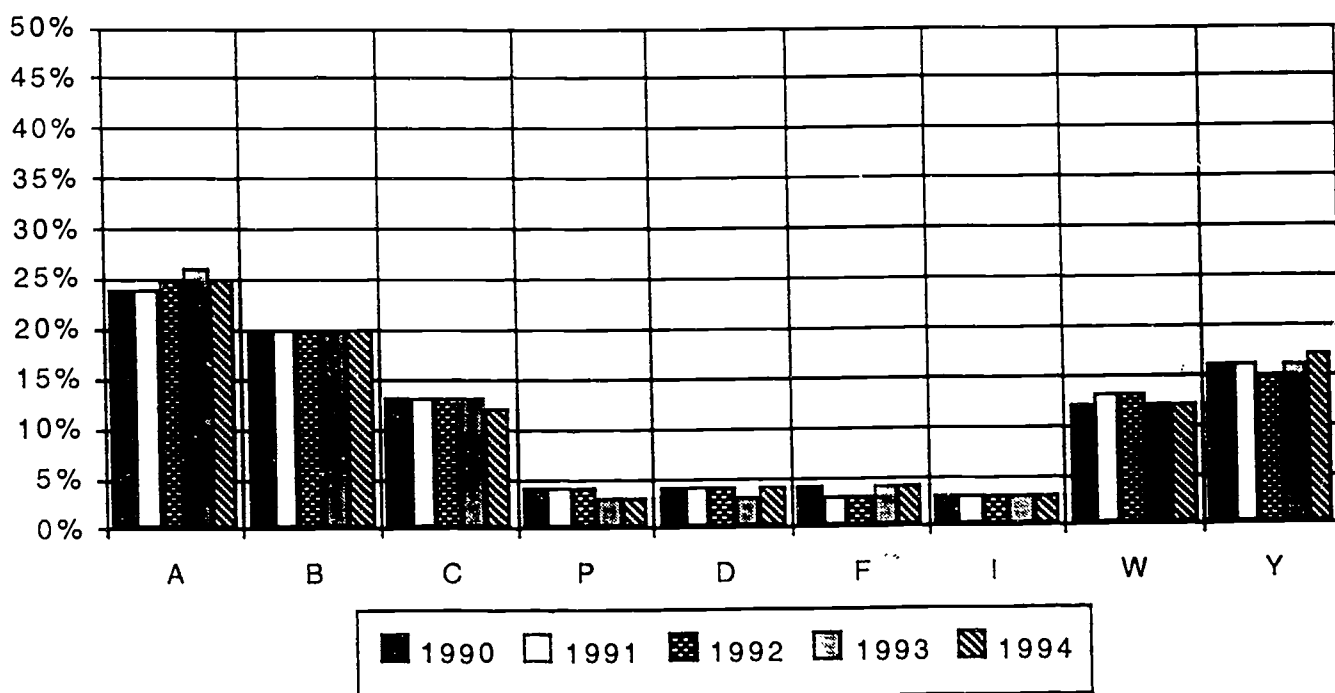
Graph 4. The Distribution of Grades as a Percentage of Total Grades Awarded to African American Students in Fall Semesters



Graph 5. The Distribution of Grades as a Percentage of Total Grades Awarded to Asian American Students in Fall Semesters



Graph 6. The Distribution of Grades as a Percentage of Total Grades Awarded to Hispanic Students in Fall Semesters



Graph 7. The Distribution of Grades as a Percentage of Total Grades Awarded to Anglo/Other Students in Fall Semesters

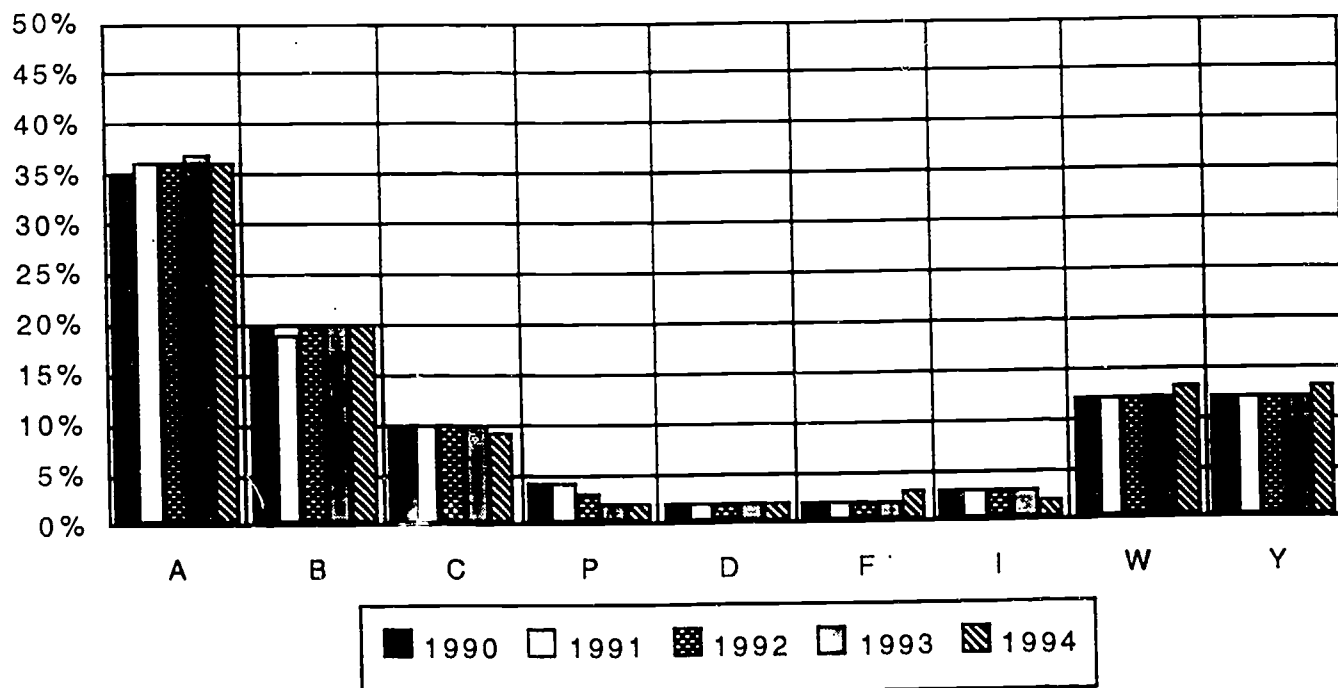


Table B1, in Appendix B, presents the 1994 course grade information for all ethnic groups. The differences noted in Graphs 3 - 7 also appear in the table: Of the ethnic groups, Native American students have the lowest proportion of A's and the highest proportion of Y's. Asian American students have the lowest proportion of withdrawals and the highest proportion of "Total Successes." Since academic preparedness could not be controlled, the variation in grade distribution may be a reflection of the student's prior academic experience rather than membership in an ethnic grouping.

Distribution of Grades by Gender

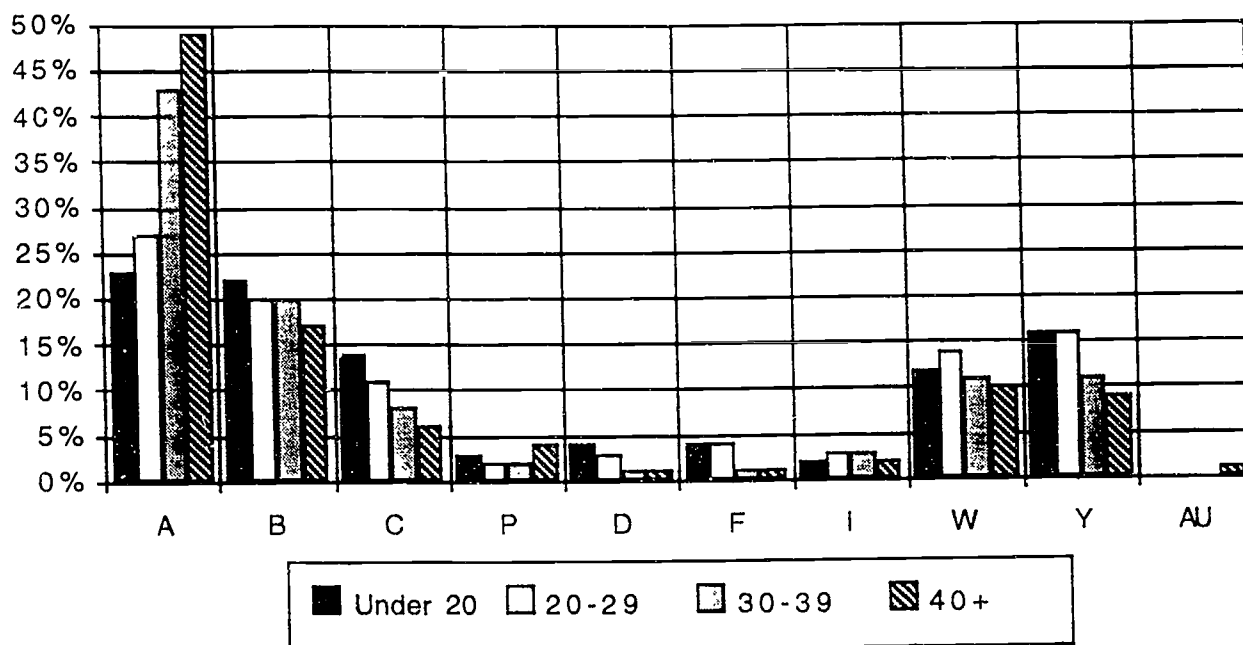
Table B2, in Appendix B, compares the grades awarded by gender. As the literature indicates, women are more likely to earn A's and B's (55% of the grades earned by women in Fall 1994 were A's and B's) than men. A's and B's accounted for 48% of the grades awarded to men. Men also had more withdrawals than women as well as more F's.

Distribution of Grades by Age Groups

Graph 8 and Table B3 present information on grades by age group. There are four age categories: under 20 years of age, 20-29 years of age, 30-39 years of age, and older than 39 (40 +). In the Fall 1994 distribution of grades awarded, the oldest group of students (40 +) earned the highest proportion of A's, almost 50% of their grades were A's. The age group of 30- 39 years had over 40% of their grades as A's. The youngest students had less than one-quarter of their grades as A's. The proportion of withdrawals reflects the opposite trend: the older you are, the fewer withdrawals.

This pattern of older students having better grades is a national trend. Some researchers ascribe the phenomena to a combination of maturity and life experiences. Regardless of the reason, potential students who are over 30 could be informed that older students tend to do well academically at PCC.

Graph 8. The Distribution of Grades as a Percentage of Total Grades Awarded by age Groups in Fall 1994



Veteran Status, Pell Grant Status, Day/Extended-Day Classes, Occupational/Non-Occupational Classes

Appendix B contains the tables referred to in this section. Table B4 shows that in 1994, veterans had a higher proportion of "Total Successes" than non-veterans (73% vs. 64%). Pell grant recipients (Table B5) had a higher proportion of "Total Successes" than students who did not receive Pell grants (67% vs. 64%). Table B6 shows that the proportion of "Total Successes" for students enrolled in extended day classes (69%) was higher than for those in day classes (63%), but age may be a factor here since older students tend to enroll in extended day classes. Lastly, Table B7 shows the proportion of "Total Successes" for students enrolled in occupational classes (72%) was higher than for students in non-occupational classes (63%).

Implications and Concerns

The overall distribution of grades over the last five years shows that A's are the most frequently awarded grades and account for almost one-third of all grades awarded. This follows the national trend at community colleges of awarding mostly A's and B's. However, the percentages used in this report, are based on a denominator that includes the number of withdrawal grades. The proportion of A's and B's goes up dramatically if the 25% of the

grades that are W's and Y's are excluded. A's and B's account for 73% of the fall 1994 grades when the W, Y, I, and AU grades are excluded. Using the same exclusions, the A's and B's accounted for 78% of the grades awarded in 1979. While the College may not be experiencing grade inflation since the proportion of A's and B's has actually decreased over the last 15 years, there could be a concern about the very high number of A's and B's that continue to be awarded each fall. The College may also need to consider the implications of the large number of W's and Y's awarded each fall. Over one-quarter of the grades awarded in fall 1994 indicated that the student did not complete the course. Anecdotal evidence suggests that sometimes students opt for the grades of W's and Y's in lieu of getting a grade lower than a B, or that instructors would rather award a Y to avoid having to award either a D or an F. While the grades of W and Y have no impact on the grade point average (either semester or cumulative), they may impact the measurement of institutional effectiveness and the awarding of financial aid, inasmuch as a student must make satisfactory academic progress to be eligible for various federal aid programs. The descriptive information in this report (the actual distribution of grades awarded) can serve as a starting point for a discussion of the grading system.

Summary/Conclusions

The overall success and withdrawal rates have remained relatively constant over the past five years. In addition, the percentage of A's awarded has remained over 30% and represents the most frequent grade awarded. There are group differences. Older students earn proportionately more A's than younger students. Women also earn more A's than men. The differences between ethnic groups support the findings at other institutions: Asian American students and those students who are Anglo/Other have been awarded a higher percentage of A's and B's than students of other backgrounds. Native American students tend to receive more Y (general withdrawal) grades than other students and fewer A's. Another difference was noted between campuses. The Community Campus, where most of the instruction is conducted by adjunct faculty, awarded the highest proportion of A's.

Appendix A

Table A1. Number and Percent of Grades Awarded District Students in Fall Semesters

| Grade a | 1990 | | 1991 | | 1992 | | 1993 | | 1994 | |
|----------------------------|---------------|-------------|---------------|-------------|---------------|-------------|---------------|-------------|---------------|-------------|
| | N | % | N | % | N | % | N | % | N | % |
| A Superior | 24,365 | 31% | 25,993 | 32% | 26,808 | 32% | 25,489 | 33% | 24,380 | 32% |
| B Above Average | 15,147 | 20% | 15,628 | 19% | 16,338 | 20% | 15,274 | 20% | 15,090 | 20% |
| C Average | 8,533 | 11% | 8,765 | 11% | 8,911 | 11% | 8,573 | 11% | 8,191 | 11% |
| P Pass | 3,294 | 4% | 3,264 | 4% | 3,076 | 4% | 1,815 | 2% | 1,879 | 2% |
| Total Successes b | 51,339 | 66% | 53,650 | 66% | 55,133 | 67% | 51,151 | 66% | 49,540 | 65% |
| Withdrawals | | | | | | | | | | |
| W (Official) | 9,344 | 12% | 9,844 | 12% | 9,806 | 12% | 9,283 | 12% | 9,525 | 13% |
| Y (General) | 10,152 | 13% | 10,382 | 13% | 10,631 | 13% | 10,354 | 13% | 10,844 | 14% |
| Total Withdrawals c | 19,496 | 25% | 20,226 | 25% | 20,437 | 25% | 19,637 | 25% | 20,369 | 27% |
| D Below Average | 2,014 | 3% | 2,003 | 3% | 2,138 | 3% | 1,974 | 3% | 2,035 | 3% |
| F Failure | 2,171 | 3% | 2,008 | 3% | 1,960 | 2% | 2,104 | 3% | 2,289 | 3% |
| I Incomplete | 2,290 | 3% | 2,213 | 3% | 2,560 | 3% | 2,091 | 3% | 1,832 | 2% |
| AU Audit | 106 | <1% | 121 | <1% | 154 | <1% | 177 | <1% | 169 | <1% |
| Total Grades | 77,416 | 100% | 80,221 | 100% | 82,382 | 100% | 77,134 | 100% | 76,234 | 100% |

a Includes grades earned through course work and tests.

b Total Successes = A's + B's + C's + P's.

c Total Withdrawals = W's + Y's.

Table A2. Number and Percent of Grades Awarded Community Campus Students in Fall Semesters

| Grade a | 1990 | | 1991 | | 1992 | | 1993 | | 1994 | |
|----------------------------|---------------|-------------|---------------|-------------|---------------|-------------|---------------|-------------|--------------|-------------|
| | N | % | N | % | N | % | N | % | N | % |
| A Superior | 4,608 | 34% | 5,016 | 36% | 5,499 | 38% | 4,033 | 39% | 3,708 | 37% |
| B Above Average | 2,692 | 20% | 2,877 | 21% | 3,008 | 21% | 2,330 | 23% | 2,254 | 23% |
| C Average | 1,355 | 10% | 1,397 | 10% | 1,433 | 10% | 1,056 | 10% | 1,083 | 11% |
| P Pass | 1,160 | 9% | 1,081 | 8% | 691 | 5% | 145 | 1% | 149 | 2% |
| Total Successes b | 9,815 | 73% | 10,371 | 75% | 10,631 | 74% | 7,564 | 73% | 7,194 | 73% |
| Withdrawals | | | | | | | | | | |
| W (Official) | 1,042 | 8% | 1,031 | 7% | 1,144 | 8% | 820 | 8% | 888 | 9% |
| Y (General) | 1,627 | 12% | 1,649 | 12% | 1,720 | 12% | 1,363 | 13% | 1,304 | 13% |
| Total Withdrawals c | 2,669 | 20% | 2,680 | 19% | 2,864 | 20% | 2,183 | 21% | 2,192 | 22% |
| D Below Average | 281 | 2% | 260 | 2% | 256 | 2% | 214 | 2% | 203 | 2% |
| F Failure | 231 | 2% | 123 | 1% | 170 | 1% | 97 | 1% | 137 | 1% |
| I Incomplete | 402 | 3% | 343 | 3% | 439 | 3% | 260 | 3% | 184 | 2% |
| AU Audit | 26 | <1% | 18 | <1% | 22 | <1% | 25 | <1% | 12 | <1% |
| Total Grades | 13,424 | 100% | 13,795 | 100% | 14,382 | 100% | 10,343 | 100% | 9,922 | 100% |

a Includes grades earned through course work and tests.

b Total Successes = A's + B's + C's + P's.

c Total Withdrawals = W's + Y's.

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**Table A3. Number and Percent of Grades Awarded Desert Vista
Campus^a Students in Fall Semesters**

| Grade ^b | 1990 | | 1991 | | 1992 | | 1993 | | 1994 | |
|---|--------------|-------------|--------------|------------|--------------|-------------|--------------|-------------|--------------|-------------|
| | N | % | N | % | N | % | N | % | N | % |
| A Superior | 746 | 41% | 785 | 40% | 1,043 | 37% | 1,214 | 32% | 1,249 | 30% |
| B Above Average | 395 | 22% | 436 | 22% | 571 | 20% | 772 | 21% | 882 | 21% |
| C Average | 178 | 10% | 155 | 8% | 276 | 10% | 463 | 12% | 533 | 13% |
| P Pass | 25 | 1% | 29 | 1% | 78 | 3% | 10 | <1% | 29 | 1% |
| Total Successes ^c | 1,344 | 74% | 1,405 | 71% | 1,968 | 70% | 2,459 | 65% | 2,693 | 65% |
| Withdrawals | | | | | | | | | | |
| W (Official) | 129 | 7% | 225 | 12% | 271 | 10% | 441 | 12% | 505 | 13% |
| Y (General) | 236 | 13% | 228 | 12% | 362 | 13% | 481 | 13% | 626 | 15% |
| Total Withdrawals ^d | 365 | 20% | 453 | 24% | 633 | 23% | 922 | 25% | 1,131 | 28% |
| D Below Average | 49 | 3% | 36 | 2% | 81 | 3% | 137 | 4% | 150 | 3% |
| F Failure | 26 | 1% | 41 | 2% | 72 | 2% | 151 | 4% | 139 | 3% |
| I Incomplete | 30 | 2% | 26 | 1% | 53 | 2% | 53 | 1% | 38 | 1% |
| AU Audit | 2 | <1% | 1 | <1% | 11 | <1% | 16 | 1% | 7 | <1% |
| Total Grades | 1,816 | 100% | 1,962 | 98% | 2,818 | 100% | 3,738 | 100% | 4,158 | 100% |

a Known as Education Center-South prior to Fall 1993.

b Includes grades earned through course work and tests.

c Total Successes = A's + B's + C's + P's.

d Total Withdrawals = W's + Y's.

**Table A4. Number and Percent of Grades Awarded Downtown Campus
Students in Fall Semesters**

| Grade ^a | 1990 | | 1991 | | 1992 | | 1993 | | 1994 | |
|---|---------------|-------------|---------------|-------------|---------------|-------------|---------------|-------------|---------------|-------------|
| | N | % | N | % | N | % | N | % | N | % |
| A Superior | 5,570 | 29% | 6,213 | 30% | 6,371 | 31% | 6,377 | 32% | 6,251 | 30% |
| B Above Average | 3,759 | 20% | 3,927 | 19% | 3,895 | 19% | 3,683 | 18% | 3,847 | 19% |
| C Average | 2,153 | 11% | 2,249 | 11% | 2,147 | 10% | 2,182 | 11% | 2,054 | 10% |
| P Pass | 438 | 2% | 506 | 2% | 379 | 2% | 256 | 1% | 328 | 2% |
| Total Successes ^b | 11,920 | 62% | 12,895 | 62% | 12,792 | 62% | 12,498 | 62% | 12,480 | 61% |
| Withdrawals | | | | | | | | | | |
| W (Official) | 2,769 | 14% | 2,928 | 14% | 2,943 | 14% | 2,763 | 14% | 2,930 | 14% |
| Y (General) | 2,893 | 15% | 3,164 | 15% | 3,098 | 15% | 3,127 | 15% | 3,432 | 17% |
| Total Withdrawals ^c | 5,662 | 29% | 6,092 | 29% | 6,041 | 29% | 5,890 | 29% | 6,362 | 31% |
| D Below Average | 524 | 3% | 536 | 3% | 626 | 3% | 496 | 2% | 450 | 2% |
| F Failure | 587 | 3% | 465 | 2% | 429 | 2% | 572 | 3% | 645 | 3% |
| I Incomplete | 573 | 3% | 721 | 4% | 845 | 4% | 714 | 4% | 665 | 3% |
| AU Audit | 27 | <1% | 36 | <1% | 37 | <1% | 39 | <1% | 44 | <1% |
| Total Grades | 19,293 | 100% | 20,745 | 100% | 20,770 | 100% | 20,209 | 100% | 20,646 | 100% |

a Includes grades earned through course work and tests.

b Total Successes= A's + B's + C's + P's.

c Total Withdrawals = W's + Y's.

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**Table A5. Number and Percent of Grades Awarded East Campus
Students in Fall Semesters**

| Grade a | 1990 | | 1991 | | 1992 | | 1993 | | 1994 | |
|--------------------------------|---------------|-------------|---------------|-------------|---------------|-------------|---------------|-------------|---------------|-------------|
| | N | % | N | % | N | % | N | % | N | % |
| A Superior | 3,577 | 31% | 3,801 | 33% | 3,450 | 31% | 3,633 | 33% | 3,509 | 32% |
| B Above Average | 2,323 | 21% | 2,242 | 20% | 2,428 | 22% | 2,139 | 20% | 2,174 | 20% |
| C Average | 1,265 | 11% | 1,283 | 11% | 1,323 | 12% | 1,244 | 12% | 1,251 | 11% |
| P Pass | 362 | 3% | 428 | 4% | 334 | 3% | 254 | 2% | 313 | 3% |
| Total Successes b | 7,527 | 66% | 7,754 | 68% | 7,535 | 68% | 7,270 | 67% | 7,247 | 66% |
| Withdrawals | | | | | | | | | | |
| W (Official) | 1,422 | 13% | 1,338 | 12% | 1,202 | 11% | 1,358 | 13% | 1,362 | 12% |
| Y (General) | 1,469 | 13% | 1,403 | 12% | 1,481 | 14% | 1,427 | 13% | 1,572 | 14% |
| Total Withdrawals c | 2,891 | 26% | 2,741 | 24% | 2,683 | 25% | 2,785 | 26% | 2,934 | 26% |
| D Below Average | 347 | 3% | 298 | 3% | 328 | 3% | 283 | 3% | 327 | 3% |
| F Failure | 391 | 3% | 293 | 2% | 246 | 2% | 270 | 2% | 274 | 3% |
| I Incomplete | 243 | 2% | 296 | 3% | 242 | 2% | 237 | 2% | 201 | 2% |
| AU Audit | 15 | <1% | 15 | <1% | 13 | <1% | 16 | <1% | 19 | <1% |
| Total Grades | 11,414 | 100% | 11,397 | 100% | 11,047 | 100% | 10,861 | 100% | 11,002 | 100% |

a Includes grades earned through course work and tests.

b Total Successes = A's + B's + C's +

c Total Withdrawals = W's + Y's.

**Table A6. Number and Percent of Grades Awarded West Campus
Students in Fall Semesters**

| Grade ^a | 1990 | | 1991 | | 1992 | | 1993 | | 1994 | |
|---|---------------|-------------|---------------|-------------|---------------|-------------|---------------|-------------|---------------|-------------|
| | N | % | N | % | N | % | N | % | N | % |
| A Superior | 9,864 | 31% | 10,178 | 31% | 10,445 | 31% | 10,232 | 32% | 9,663 | 32% |
| B Above Average | 5,978 | 19% | 6,146 | 19% | 6,436 | 19% | 6,350 | 20% | 5,933 | 19% |
| C Average | 3,582 | 11% | 3,681 | 11% | 3,732 | 11% | 3,628 | 11% | 3,270 | 11% |
| P Pass | 1,309 | 4% | 1,220 | 4% | 1,594 | 5% | 1,150 | 3% | 1,060 | 3% |
| Total Successes ^b | 20,733 | 65% | 21,225 | 65% | 22,207 | 66% | 21,360 | 66% | 19,926 | 65% |
| Withdrawals | | | | | | | | | | |
| W (Official) | 3,982 | 13% | 4,322 | 14% | 4,246 | 13% | 3,901 | 12% | 3,840 | 13% |
| Y (General) | 3,927 | 13% | 3,938 | 12% | 3,970 | 12% | 3,956 | 13% | 3,910 | 13% |
| Total Withdrawals ^c | 7,909 | 26% | 8,260 | 26% | 8,216 | 25% | 7,857 | 25% | 7,750 | 25% |
| D Below Average | 813 | 3% | 873 | 3% | 847 | 3% | 844 | 3% | 905 | 3% |
| F Failure | 936 | 3% | 1,086 | 3% | 1,043 | 3% | 1,014 | 3% | 1,094 | 3% |
| I Incomplete | 1,042 | 3% | 827 | 3% | 981 | 3% | 827 | 3% | 744 | 3% |
| AU Audit | 36 | <1% | 51 | <1% | 71 | <1% | 81 | <1% | 87 | <1% |
| Total Grades | 31,469 | 100% | 32,322 | 100% | 33,365 | 100% | 31,983 | 100% | 30,506 | 100% |

^a Includes grades earned through course work and tests.

^b Total Successes = A's + B's + C's + P's.

^c Total Withdrawals = W's + Y's.

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Appendix B

**Table B1. Number and Percent of Grades Awarded District Students
by Ethnicity in Fall 1994**

| Grade a | Asian American | | Anglo & Others | | Hispanics | | African American | | Native American | |
|----------------------------|----------------|-------------|----------------|-------------|---------------|-------------|------------------|-------------|-----------------|-------------|
| | N | % | N | % | N | % | N | % | N | % |
| A Superior | 1,029 | 34% | 16,827 | 36% | 5,343 | 25% | 738 | 25% | 443 | 21% |
| B Above Average | 636 | 21% | 9,089 | 20% | 4,418 | 20% | 537 | 18% | 410 | 19% |
| C Average | 391 | 13% | 4,390 | 9% | 2,695 | 12% | 406 | 13% | 309 | 14% |
| P Pass | 67 | 2% | 1,065 | 2% | 578 | 3% | 94 | 3% | 75 | 3% |
| Total Successes b | 2,123 | 70% | 31,371 | 67% | 13,034 | 60% | 1,775 | 59% | 1,237 | 57% |
| Withdrawals | | | | | | | | | | |
| W (Official) | 336 | 11% | 5,930 | 13% | 2,590 | 12% | 391 | 13% | 278 | 13% |
| Y (General) | 337 | 11% | 6,018 | 13% | 3,601 | 17% | 499 | 17% | 389 | 19% |
| Total Withdrawals c | 673 | 22% | 11,948 | 26% | 6,191 | 29% | 890 | 30% | 667 | 32% |
| D Below Average | 75 | 2% | 998 | 2% | 773 | 4% | 112 | 4% | 77 | 4% |
| F Failure | 87 | 3% | 1,088 | 3% | 902 | 4% | 119 | 4% | 93 | 4% |
| I Incomplete | 72 | 3% | 1,059 | 2% | 547 | 3% | 79 | 3% | 75 | 3% |
| AJ Audit | 7 | <1% | 130 | <1% | 27 | <1% | 3 | <1% | 2 | <1% |
| Total Grades | 3,037 | 100% | 46,594 | 100% | 21,474 | 100% | 2,978 | 100% | 2,151 | 100% |

a Includes grades earned through course work and tests.

b Total Successes = A's + B's + C's + P's.

c Total Withdrawals = W's + Y's.

Table B2. Number and Percent of Grades Awarded District Students by Gender in Fall 1994

| Grade ^a | Women | | Men | |
|---|---------------|-------------|---------------|-------------|
| | N | % | N | % |
| A Superior | 14,419 | 35% | 9,961 | 29% |
| B Above Average | 8,335 | 20% | 6,755 | 19% |
| C Average | 4,083 | 10% | 4,108 | 12% |
| P Pass | 1,069 | 8% | 810 | 2% |
| Total Successes ^b | 27,906 | 68% | 21,634 | 62% |
| Withdrawals | | | | |
| W (Official) | 4,978 | 12% | 4,547 | 13% |
| Y (General) | 5,364 | 13% | 5,475 | 16% |
| Total Withdrawals ^c | 10,342 | 25% | 10,022 | 29% |
| D Below Average | 960 | 2% | 1,075 | 3% |
| F Failure | 924 | 2% | 1,365 | 4% |
| I Incomplete | 1,028 | 3% | 804 | 2% |
| AJ Audit | 115 | <1% | 54 | <1% |
| Total Grades | 41,275 | 100% | 34,954 | 100% |

^a Includes grades earned through course work and tests.

^b Total Successes = A's + B's + C's + P's.

^c Total Withdrawals = W's + Y's.

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**Table B3. Number and Percent of Grades Awarded
District Students by Age in Fall 1994**

| Grade ^a | Under 20 Years | | 20 - 29 Years | | 30 - 39 Years | | 40 + Years | |
|---|-------------------|-------------|------------------|-------------|------------------|-------------|---------------|-------------|
| | N | % | N | % | N | % | N | % |
| A Superior | 3,394 | 23% | 10,536 | 27% | 5,540 | 43% | 4,881 | 28% |
| B Above Average | 3,164 | 22% | 7,659 | 20% | 2,572 | 20% | 1,671 | 22% |
| C Average | 2,048 | 14% | 4,491 | 11% | 1,018 | 8% | 626 | 7% |
| P Pass | 428 | 3% | 748 | 2% | 316 | 2% | 385 | 4% |
| Total Successes ^b | 9,034 | 62% | 23,434 | 60% | 9,446 | 73% | 7,563 | 28% |
| Withdrawals | | | | | | | | |
| W (Official) | 1,706 | 12% | 5,417 | 14% | 1,439 | 11% | 961 | 10% |
| Y (General) | 2,296 | 16% | 6,299 | 16% | 1,379 | 11% | 849 | 9% |
| Total Withdrawals ^c | 4,002 | 28% | 11,716 | 30% | 2,818 | 22% | 1,810 | 7% |
| D Below Average | 659 | 4% | 1,107 | 3% | 162 | 1% | 104 | 1% |
| F Failure | 659 | 4% | 1,364 | 4% | 166 | 1% | 99 | 1% |
| I Incomplete | 266 | 2% | 993 | 3% | 325 | 3% | 245 | 2% |
| AU Audit | 4 | <1% | 35 | <1% | 28 | <1% | 99 | 1% |
| Total Grades | 14,624 | 100% | 38,649 | 100% | 12,945 | 100% | 9,920 | 100% |

^a Includes grades earned through course work and tests.

^b Total Successes = A's + B's + C's + P's.

^c Total Withdrawals = W's + Y's.

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Table B4. Number and Percent of Grades Awarded District Students by Veteran Status in Fall 1994

| Grade ^a | Veterans | | Non-veterans | |
|---------------------------------------|--------------|-------------|---------------|-------------|
| | N | % | N | % |
| A Superior | 1,366 | 36% | 23,014 | 32% |
| B Above Average | 880 | 24% | 14,210 | 19% |
| C Average | 415 | 11% | 7,776 | 11% |
| P Pass | 60 | 2% | 1,819 | 2% |
| Total Successes ^b | 2,721 | 73% | 46,819 | 64% |
| Withdrawals | | | | |
| W (Official) | 379 | 10% | 9,146 | 13% |
| Y (General) | 369 | 10% | 10,475 | 15% |
| Total Withdrawals ^c | 748 | 20% | 19,621 | 28% |
| D Below Average | 83 | 2% | 1,952 | 3% |
| F Failure | 126 | 3% | 2,163 | 3% |
| I Incomplete | 78 | 2% | 1,754 | 2% |
| AJ Audit | 0 | 0% | 169 | <1% |
| Total Grades | 4,421 | 100% | 90,147 | 100% |

a Includes grades earned through course work and tests.

b Total Successes = A's + B's + C's + P's.

c Total Withdrawals = W's + Y's.

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Table B5. Number and Percent of Grades Awarded District Students by Pell Grant Status in Fall 1994

| Grade a | Pell Grant Students | | Non-Pell Students | |
|----------------------------|---------------------|-------------|-------------------|-------------|
| | N | % | N | % |
| A Superior | 6,027 | 32% | 18,353 | 32% |
| B Above Average | 4,073 | 21% | 11,017 | 19% |
| C Average | 2,162 | 11% | 6,029 | 11% |
| P Pass | 621 | 3% | 1,258 | 2% |
| Total Successes b | 12,883 | 67% | 36,657 | 64% |
| Withdrawals | | | | |
| W (Official) | 2,292 | 12% | 7,233 | 13% |
| Y (General) | 2,417 | 12% | 8,427 | 15% |
| Total Withdrawals c | 4,709 | 24% | 15,660 | 28% |
| D Below Average | 553 | 3% | 1,482 | 3% |
| F Failure | 554 | 3% | 1,735 | 3% |
| I Incomplete | 511 | 3% | 1,321 | 2% |
| AJ Audit | 11 | <1% | 158 | <1% |
| Total Grades | 19,221 | 100% | 57,013 | 100% |

a Includes grades earned through course work and tests.

b Total Successes = A's + B's + C's + P's.

c Total Withdrawals = W's + Y's.

**Table B6. Number and Percent of Grades Awarded
District Students by Day/Extended-Day Classes
in Fall 1994**

| Grade a | Extended-Day Class | | Day Class | |
|--------------------------------|--------------------|-------------|---------------|-------------|
| | N | % | N | % |
| A Superior | 8,378 | 37% | 16,002 | 30% |
| B Above Average | 4,486 | 20% | 10,604 | 20% |
| C Average | 2,152 | 10% | 6,039 | 11% |
| P Pass | 444 | 2% | 1,435 | 2% |
| Total Successes b | 15,460 | 69% | 34,080 | 63% |
| Withdrawals | | | | |
| W (Official) | 2,455 | 13% | 7,070 | 13% |
| Y (General) | 3,079 | 14% | 7,765 | 15% |
| Total Withdrawals c | 5,534 | 25% | 14,835 | 28% |
| D Below Average | 456 | 2% | 1,579 | 3% |
| F Failure | 448 | 2% | 1,841 | 4% |
| I Incomplete | 484 | 2% | 1,348 | 2% |
| AU Audit | 71 | <1% | 98 | <1% |
| Total Grades | 22,453 | 100% | 53,781 | 100% |

a Includes grades earned through course work and tests.

b Total Successes = A's + B's + C's + P's.

c Total Withdrawals = W's + Y's.

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**Table B7. Number and Percent of Grades Awarded
District Students by Occupational/Non-Occupational
Classes in Fall 1994**

| Grade a | Occupational Classes | | Non-Occup. Classes | |
|--------------------------------|----------------------|-------------|--------------------|-------------|
| | N | % | N | % |
| A Superior | 7,916 | 41% | 16,464 | 29% |
| B Above Average | 3,922 | 20% | 11,168 | 20% |
| C Average | 1,708 | 9% | 6,483 | 11% |
| P Pass | 455 | 2% | 1,424 | 3% |
| Total Successes b | 14,001 | 72% | 35,539 | 63% |
| Withdrawals | | | | |
| W (Official) | 1,810 | 9% | 7,715 | 14% |
| Y (General) | 2,136 | 11% | 8,708 | 15% |
| Total Withdrawals c | 3,946 | 20% | 16,423 | 29% |
| D Below Average | 352 | 2% | 1,683 | 3% |
| F Failure | 494 | 3% | 1,795 | 3% |
| I Incomplete | 566 | 3% | 1,266 | 2% |
| AU Audit | 64 | <1% | 105 | <1% |
| Total Grades | 19,423 | 100% | 56,811 | 100% |

a Includes grades earned through course work and tests.

b Total Successes = A's + B's + C's + P's.

c Total Withdrawals = W's + Y's.