

Trends in Grades Awarded at the University of Oregon 1992-2004

**University of Oregon
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Executive Summary

This report examines changes in the distribution of grades given in undergraduate courses at the University of Oregon between 1992 and 2004. The courses sampled for this study were those of sufficient size and regularity of offering to make them significant determinants of students' GPAs. This selection of courses allowed us to put the University of Oregon trends in context, using the change in overall undergraduate GPA during the same time interval, since most national comparative data are in the form of GPA changes (www.gradeinflation.com). Our results show that, at the UO, the percentage of As increased 10 percentage points and the percentage of As and Bs together increased 7 percentage points between 1992 and 2004. Over the same period, the average UO undergraduate GPA increased by 5.1%, about the same amount as the average increase nationally. However, the UO data vary considerably by course level and by school/college and CAS division.

This report also considers the possibility of changes in the populations of students and faculty over the period during which the grade distribution was examined. For students, high school GPAs and SAT scores are used as measures. For faculty, the proportion of teaching staff at each faculty rank is assessed.

For students, high school GPAs rose 5.2%, but SAT scores show only a modest increase in the math portion of the test, and no change in the verbal section. Because these GPAs could be subject to grade inflation in the high schools, the SAT data are probably more informative. They indicate that if student quality increased between 1992 and 2004, the change was modest.

For faculty, the incompleteness of BANNER data precluded a reliable comparison of the proportions of teaching faculty at different ranks over the full sample period. Therefore, the report includes data from 2000 and 2004 only. Over this interval, there was little or no change in the composition of faculty teaching at the introductory level (100 and 200), but a decrease in the proportion of Full and Associate Professors teaching at the 300 and 400 levels.

Methodology

A. Courses Included in the Sample

The intent of the sampling method was to capture the courses that are the most important determinants of undergraduate GPAs within each of 3 levels: 100/200-level courses (L1), 300-level courses (L2), and 400-level courses (L3). Four sample years, (1992, 1996, 2000, and 2004) were chosen in order to span the full period for which student academic data are available in BANNER. To be included in the sample, a course had to meet the following criteria:

1. It must have been taught in three of the four sample years.
2. It must have been one of the top twenty courses in its school/college or division in terms of enrollment.
3. It must have had a minimum enrollment of 20.
4. It must have been graded. Courses allowing only P/NP were excluded.

Table 1 gives the number of courses in the sample from different schools/colleges and CAS divisions.

Table 1
Sample Sizes

	L1	L2	L3
SCI	20	20	20
SOC	20	20	20
HUM	20	20	20
AAA	14	9	20
BUS	2	13	6
EDU	1	0	5
JOU	5	11	10
MUS	20	20	20

Note:

L1 = 100/200 level courses

L2 = 300 level courses

L3 = 400 level courses

SCI = CAS Division of Natural Science
SOC = CAS Division of Social Science
HUM = CAS Division of Humanities

AAA = School of Architect. & Allied Arts
BUS = College of Business
EDU = College of Education
JOU = School of Journalism
MUS = School of Music

It is evident that some samples are very small. This limitation is most pronounced in AAA, BUS, EDU, and JOU - with BUS and EDU data particularly sparse due to changes in the programs that made it impossible to find matching courses across the sample period. Because of the exceptionally small sample size for EDU, it was eliminated from the individual results and discussion below. The EDU data are part of overall totals, however.

B. Data Treatment

As a proxy for the complete grade distribution, the following raw data set was collected for each course: the numbers of As, Bs, Ps, Fs, and Ns, along with the total number of grades awarded.

From the raw data, the percentages of As, Bs, Ps, Fs in each course were calculated. Subsequently, these derived data were grouped in various ways (for example, by course level or school/college) and averaged. The averages were tabulated as the percentage As (%A), percentage As and Bs (%A&B), percentage Ps (%P), percentage Fs (%F), percentage Ns (%N), and percentage Fs and Ns (%F&N).

Results

A. Grade Distributions and UO GPA

Table 2 summarizes the **changes** in the distributions of grades ($\Delta\%A$ and $\Delta\%A\&B$) between 1992 and 2004. The values given are averages of the courses at each level in all schools/colleges and CAS divisions. **Table 3** gives the change in average UO undergraduate GPA (ΔGPA) over the same period.

Table 2
Changes in Grade Distributions from 1992 – 2004

	$\Delta\%A$	$\Delta\%A\&B$
All Courses	10.3	6.9
Level 1 Courses	6.8	7.5
Level 2 Courses	11.8	10.0
Level 3 Courses	11.7	2.7

Note:

L1 = 100/200 level courses

L2 = 300 level courses

L3 = 400 level courses

Table 3
Change in UO undergraduate GPA from 1992 – 2004

Average overall UO weighted GPA = total quality points divided by
GPA hours for all undergraduates enrolled for the specific term

TERM	GPA	ΔGPA
F 1992	2.95	
F 1996	2.95	
F 2000	3.02	
F 2004	3.10	5.1%

Table 4 gives both changes in grade distribution (rightmost columns) and the average distribution for each school/college and CAS division over this time interval. The values are based on courses at all levels.

Table 4
Average Grade Distributions and Changes in Distributions between 1992-2004:
By School/College and CAS Division

Unit	%A	%A&B	%P	%F	%N	%F&N	Δ%A	Δ%A&B
ALL	37.0%	69.0%	10.6%	1.5%	0.9%	2.4%	10.3%	6.9%
SCI	27.9%	61.7%	6.4%	2.9%	1.6%	4.5%	7.1%	7.0%
SOC	27.1%	64.4%	5.5%	2.0%	1.0%	3.0%	7.3%	6.0%
HUM	40.0%	78.6%	5.0%	1.1%	0.6%	1.7%	10.6%	4.0%
AAA	34.9%	58.0%	31.7%	0.4%	0.5%	0.9%	13.8%	6.8%
BUS	22.5%	66.5%	1.2%	1.7%	0.6%	2.2%	5.1%	15.8%
JOU	31.4%	76.6%	5.1%	0.9%	0.4%	1.3%	22.3%	12.0%
MUS	61.7%	76.8%	15.9%	0.2%	1.9%	2.1%	3.5%	2.3%

These data show that, across schools/colleges and CAS divisions, there is variation both in the distribution of grades and in the extent to which the distributions changed between 1992 and 2004.

Tables 4a, 4b, and 4c in the Appendix break the Table 4 data down further to examine the possibility of trends over time (4a), course level (4b) or both (4c). In general, there is large variation in grade distribution changes (Δ%A and Δ%A&B) across schools/colleges and CAS divisions, as well as across course levels. For example, Table 4c shows that the change in percentages of As and Bs over the sample period ranges from a low of -7.8% to a high of 18.7%.

B. Student Characteristics

We have attempted to find a measure of student quality that allows examination of whether any of the increase in UO grade distribution can be attributed to a more prepared undergraduate population. We have examined both high school GPA and SAT scores, but note that GPA is a poor proxy for student quality because it is subject to grade inflation itself.

Table 5 summarizes the high school statistics for UO students enrolled in courses in the sample during the sample period.

Table 5
Entering Student Characteristics

1. **Average SAT scores** for all undergraduates enrolled in each of the terms. All test scores taken before April 1995 have been "recentered" according to the College Board's conversion table.

SAT

TERM	MATH	VERBAL
F 1992	547.1	558.5
F 1996	551.8	555.2
F 2000	553.8	558.0
F 2004	558.5	556.9

2. **Average unweighted high school GPA** for all undergraduates enrolled for the specific term:

High School GPA

TERM	GPA
F 1992	3.30
F 1996	3.31
F 2000	3.37
F 2004	3.47

The change from 3.30 to 3.47 in high school GPAs is an increase of 5.2%. It is worth noting that the sample period includes the point (Fall 2003) when UO GPA admission standards increased. For comparison, the change in the overall UO GPA shown in Table 3 (2.95 to 3.10) is nearly the same (5.1%). The SAT scores, presumably a more reliable indicator, show some increase in math scores, but none in verbal scores. Based upon these data it would be difficult to attribute UO grade inflation to increases in the quality of the undergraduate students.

C. Faculty Characteristics

Table 6 contains information on the type of instructor teaching the courses in the sample for the last two sample years (2000 and 2004), averaged across all schools and divisions. Since some categories of teaching staff are excluded, the rows may not total to 100%. Additional data are provided in Tables 6a and 6b in the Appendix, where the data are broken out by CAS division and school/college (6a) and by course level (6b).

Table 6
Faculty Composition 2000- 2000

	FULL	ASSO	ASST	SRINST	INST	GTF
Level 1						
F 2000	14.24%	13.12%	18.50%	2.24%	31.14%	20.10%
F 2004	15.28%	15.09%	18.78%	0.68%	23.30%	24.50%
Level 2						
F 2000	20.47%	22.61%	27.57%	5.39%	10.93%	10.48%
F 2004	11.22%	19.70%	31.62%	5.74%	17.75%	8.81%
Level 3						
F 2000	24.70%	35.48%	21.67%	1.43%	5.95%	7.57%
F 2004	19.18%	20.67%	28.07%	2.14%	18.58%	7.18%

Note:

Full = Full Professor

Asso = Associate Professor

Asst = Assistant Professor

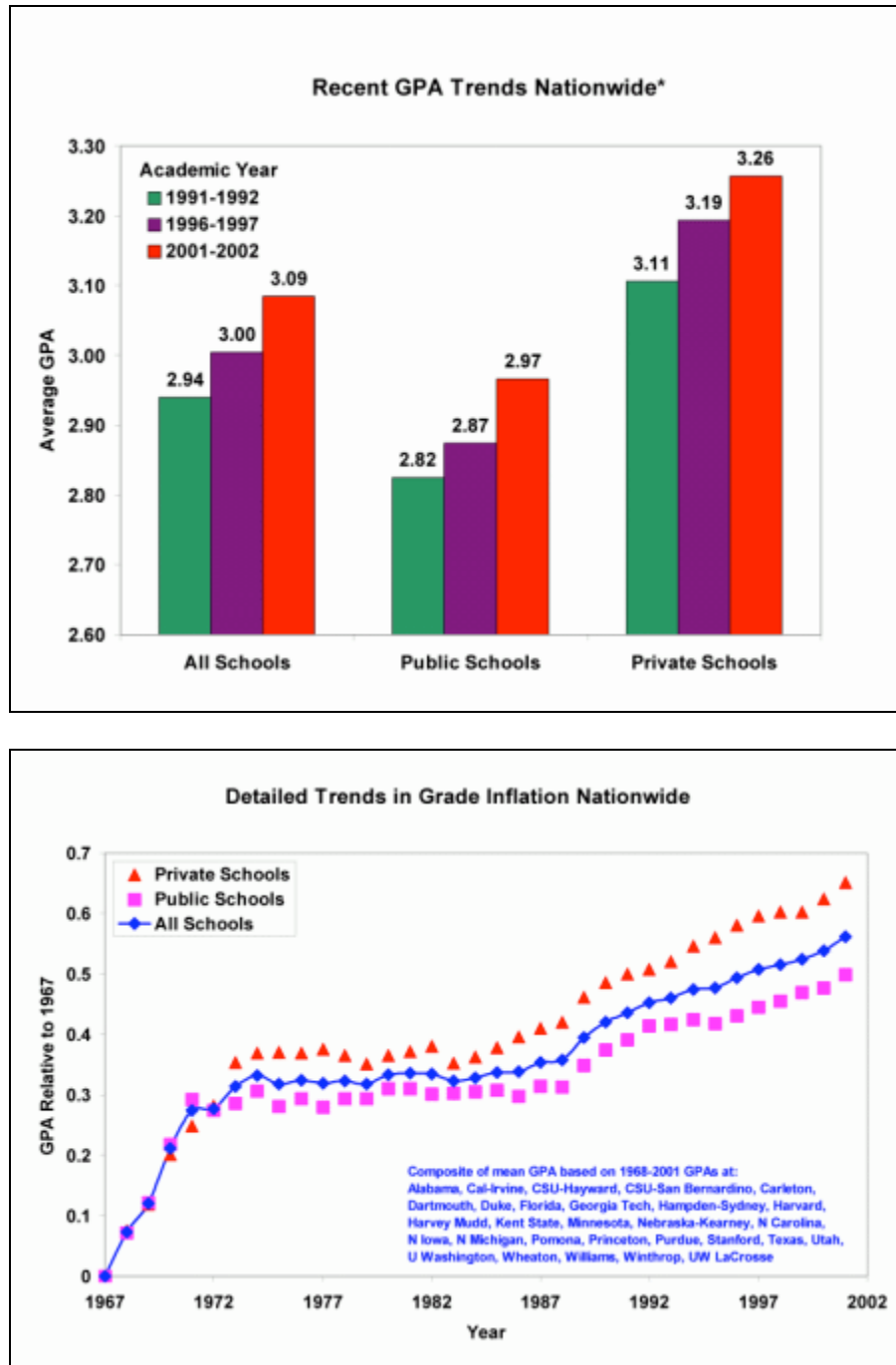
SRINST = Senior Instructor: Includes no Adjunct or Visiting faculty

INST = Instructor: Includes Adjunct and Visiting faculty, as follows

Year	Total	Adjunct	Visiting
2000	48	26	1
2004	54	28	1

D. Grading Trends at Other Institutions

The tables from www.gradeinflation.com give a context for the changes in UO grade distribution that this report examines.



For all schools, the change from an average GPA of 2.94 in 1991-92 to 3.09 in 2001-2002 is an increase of 5.1%. For public schools, the increase is 5.3% (from

2.82 to 2.97) and for private schools it is 4.8% (from 3.11 to 3.26). The 5.1% increase measured for the UO lies between the 4.8% and 5.3% measured for private and public institutions, respectively.

Conclusion

This report examines grading trends at the University of Oregon between 1992 and 2004 along with changes in student and faculty characteristics during the same time period. The report finds that grade inflation exists at the University of Oregon, at about the same level as peer institutions where data were available.

Appendix

Table 4a
From 1992-2004 - All Levels

School/Division	A%	A&B%	P%	F%	N%	F&N%	ΔA%	ΔA&B%
ALL								
F1992	31.3%	65.6%	12.6%	1.1%	1.2%	2.2%		
F1996	35.3%	66.9%	10.3%	1.6%	1.0%	2.6%		
F2000	39.0%	70.3%	9.9%	1.7%	0.7%	2.4%		
F2004	41.6%	72.6%	10.0%	1.4%	0.9%	2.2%	10.3%	6.9%
SCI								
F1992	24.9%	59.9%	7.2%	2.4%	1.4%	3.9%		
F1996	24.9%	56.4%	7.0%	3.2%	1.6%	4.8%		
F2000	30.0%	63.7%	4.6%	3.3%	1.5%	4.9%		
F2004	32.0%	66.8%	6.9%	2.8%	1.7%	4.5%	7.1%	7.0%
SOC								
F1992	22.2%	62.0%	7.2%	1.1%	1.6%	2.7%		
F1996	27.0%	63.2%	4.4%	2.2%	0.7%	2.8%		
F2000	28.6%	63.7%	5.3%	2.6%	0.8%	3.3%		
F2004	29.6%	68.1%	5.5%	2.1%	0.9%	3.0%	7.3%	6.0%
HUM								
F1992	35.5%	76.9%	8.1%	0.4%	0.7%	1.1%		
F1996	35.8%	76.8%	4.6%	1.6%	0.6%	2.2%		
F2000	41.7%	79.5%	3.8%	1.3%	0.5%	1.8%		
F2004	46.1%	80.9%	4.3%	0.9%	0.7%	1.6%	10.6%	4.0%
AAA								
F1992	27.6%	55.0%	34.5%	0.3%	0.7%	1.0%		
F1996	35.5%	56.4%	32.8%	0.3%	0.4%	0.7%		
F2000	35.4%	59.1%	32.1%	0.4%	0.5%	0.8%		
F2004	41.4%	61.8%	27.0%	0.6%	0.6%	1.3%	13.8%	6.8%
BUS								
F1992	20.0%	57.0%	4.1%	2.6%	1.3%	4.0%		
F1996	22.4%	64.3%	0.7%	2.0%	0.7%	2.7%		
F2000	22.2%	70.4%	0.3%	0.9%	0.1%	1.0%		
F2004	25.2%	72.8%	0.2%	1.3%	0.2%	1.6%	5.1%	15.8%
JOU								
F1992	18.8%	71.2%	5.8%	1.3%	0.3%	1.6%		
F1996	28.8%	73.6%	4.6%	1.0%	0.3%	1.3%		
F2000	34.9%	77.6%	4.3%	1.0%	0.3%	1.3%		
F2004	41.1%	83.2%	6.0%	0.6%	0.7%	1.3%	22.3%	12.0%
MUS								
F1992	58.9%	74.0%	17.9%	0.0%	1.7%	1.7%		
F1996	58.1%	74.9%	15.7%	0.8%	2.0%	2.9%		
F2000	62.1%	77.3%	15.3%	1.6%	0.6%	2.2%		
F2004	62.5%	76.3%	16.4%	0.5%	0.6%	1.1%	3.5%	2.3%

Table 4b
Levels 1, 2, and 3 - All years

School/Division	A%	A&B%	P%	F%	N%	F&N%
ALL						
Level 1 - 100/200	33.1%	64.0%	11.3%	2.3%	1.5%	3.8%
Level 2 - 300	40.1%	74.3%	4.5%	1.2%	0.6%	1.7%
Level 3 - 400	37.6%	68.3%	15.9%	1.0%	0.7%	1.7%
SCI						
Level 1 - 100/200	23.6%	55.7%	4.9%	4.5%	2.8%	7.3%
Level 2 - 300	30.0%	65.3%	5.3%	1.7%	0.9%	2.6%
Level 3 - 400	30.4%	64.2%	9.0%	2.5%	1.0%	3.5%
SOC						
Level 1 - 100/200	25.0%	62.2%	5.1%	2.7%	1.5%	4.2%
Level 2 - 300	26.0%	63.6%	4.7%	1.6%	0.9%	2.4%
Level 3 - 400	30.5%	67.6%	6.8%	1.8%	0.5%	2.3%
HUM						
Level 1 - 100/200	34.3%	73.6%	6.0%	1.6%	1.0%	2.6%
Level 2 - 300	36.8%	77.4%	5.9%	1.1%	0.6%	1.7%
Level 3 - 400	50.3%	85.8%	2.7%	0.6%	0.2%	0.7%
AAA						
Level 1 - 100/200	44.5%	71.7%	17.8%	0.6%	0.4%	1.0%
Level 2 - 300	51.9%	74.5%	11.6%	0.5%	0.6%	1.0%
Level 3 - 400	19.7%	40.1%	51.5%	0.2%	0.6%	0.8%
BUS						
Level 1 - 100/200	16.5%	44.9%	1.6%	3.4%	2.1%	5.5%
Level 2 - 300	22.5%	67.0%	1.7%	1.5%	0.5%	2.0%
Level 3 - 400	24.6%	73.5%	0.0%	1.4%	0.0%	1.4%
JOU						
Level 1 - 100/200	17.5%	60.2%	3.9%	2.8%	1.8%	4.6%
Level 2 - 300	32.1%	81.2%	0.0%	0.7%	0.0%	0.8%
Level 3 - 400	39.7%	81.2%	12.9%	0.0%	0.0%	0.0%
MUS						
Level 1 - 100/200	46.2%	61.1%	28.5%	1.5%	1.3%	2.9%
Level 2 - 300	75.3%	90.7%	3.4%	0.8%	0.2%	1.0%
Level 3 - 400	59.3%	75.0%	17.1%	0.2%	2.1%	2.2%

Table 4c
From 1992-2004 - Level 1

School/Division	A%	A&B%	P%	F%	N%	F&N%	ΔA%	ΔA&B%
ALL								
F1992 - Level 1	28.9%	59.9%	15.2%	1.6%	1.5%	3.1%		
F1996 - Level 1	31.6%	62.2%	10.3%	2.6%	1.6%	4.2%		
F2000 - Level 1	35.8%	66.2%	9.8%	2.9%	1.4%	4.3%		
F2004 - Level 1	35.7%	67.4%	10.4%	2.0%	1.6%	3.6%	6.8%	7.5%
SCI								
F1992 - Level 1	21.0%	52.3%	6.8%	4.0%	2.2%	6.2%		
F1996 - Level 1	20.3%	50.4%	3.9%	5.4%	2.9%	8.2%		
F2000 - Level 1	25.7%	59.4%	3.5%	5.2%	2.8%	8.0%		
F2004 - Level 1	27.2%	60.4%	5.6%	3.5%	3.3%	6.9%	6.2%	8.1%
SOC								
F1992 - Level 1	19.6%	57.9%	7.1%	1.6%	1.8%	3.4%		
F1996 - Level 1	25.8%	62.5%	3.8%	2.3%	1.2%	3.5%		
F2000 - Level 1	29.6%	63.1%	4.5%	4.3%	1.2%	5.4%		
F2004 - Level 1	24.2%	65.0%	5.3%	2.5%	1.7%	4.3%	4.6%	7.1%
HUM								
F1992 - Level 1	35.2%	74.0%	9.2%	0.7%	1.2%	1.9%		
F1996 - Level 1	29.7%	69.3%	5.2%	2.1%	1.3%	3.5%		
F2000 - Level 1	35.0%	75.9%	4.4%	2.0%	0.7%	2.6%		
F2004 - Level 1	37.5%	75.2%	5.6%	1.6%	0.9%	2.4%	2.3%	1.2%
AAA								
F1992 - Level 1	33.1%	63.4%	25.4%	0.5%	0.5%	1.0%		
F1996 - Level 1	45.3%	73.3%	17.5%	0.5%	0.3%	0.9%		
F2000 - Level 1	46.7%	72.3%	17.5%	0.3%	0.3%	0.6%		
F2004 - Level 1	51.3%	76.6%	11.8%	1.1%	0.5%	1.6%	18.2%	13.2%
BUS								
F1992 - Level 1	14.3%	42.4%	1.9%	3.2%	3.0%	6.1%		
F1996 - Level 1	15.5%	40.6%	1.2%	4.7%	2.4%	7.1%		
F2000 - Level 1	18.6%	51.9%	1.9%	1.7%	1.4%	3.1%		
F2004 - Level 1	17.5%	44.8%	1.4%	3.9%	1.8%	5.7%	3.1%	2.4%
JOU								
F1992 - Level 1	16.7%	54.3%	2.1%	3.4%	0.8%	4.2%		
F1996 - Level 1	11.4%	52.2%	2.7%	4.0%	1.6%	5.6%		
F2000 - Level 1	20.1%	65.7%	2.1%	2.8%	1.3%	4.1%		
F2004 - Level 1	21.8%	68.5%	8.7%	1.0%	3.4%	4.4%	5.2%	14.2%
MUS								
F1992 - Level 1	42.5%	54.8%	40.5%	0.0%	1.2%	1.2%		
F1996 - Level 1	46.0%	62.4%	25.7%	2.0%	1.8%	3.8%		
F2000 - Level 1	49.2%	62.6%	24.4%	2.4%	1.5%	3.9%		
F2004 - Level 1	46.3%	63.3%	26.3%	1.2%	0.9%	2.1%	3.8%	8.5%

Table 4c (cont.)
From 1992-2004 – Level 2

School/Division	A%	A&B%	P%	F%	N%	F&N%	ΔA%	ΔA&B%
ALL								
F1992 - Level 2	34.0%	69.2%	7.6%	0.9%	0.7%	1.6%		
F1996 - Level 2	37.5%	71.7%	4.1%	1.4%	0.5%	1.9%		
F2000 - Level 2	41.7%	76.0%	3.6%	1.5%	0.5%	1.9%		
F2004 - Level 2	45.9%	79.2%	3.5%	0.9%	0.6%	1.5%	11.8%	10.0%
SCI								
F1992 - Level 2	25.3%	63.4%	6.7%	1.2%	0.9%	2.1%		
F1996 - Level 2	25.2%	59.5%	5.2%	2.3%	0.7%	3.0%		
F2000 - Level 2	32.4%	68.6%	3.5%	2.0%	0.9%	2.9%		
F2004 - Level 2	37.6%	70.1%	5.9%	1.4%	1.0%	2.4%	12.3%	6.6%
SOC								
F1992 - Level 2	19.0%	58.1%	9.3%	0.8%	1.3%	2.1%		
F1996 - Level 2	24.0%	60.5%	3.2%	2.4%	0.5%	2.8%		
F2000 - Level 2	27.7%	62.9%	3.5%	1.7%	0.9%	2.6%		
F2004 - Level 2	31.0%	70.7%	3.9%	1.4%	0.8%	2.2%	12.0%	12.6%
HUM								
F1992 - Level 2	26.7%	74.5%	10.3%	0.3%	0.6%	0.9%		
F1996 - Level 2	31.5%	76.3%	4.3%	1.8%	0.2%	2.0%		
F2000 - Level 2	42.8%	77.4%	5.4%	1.2%	0.6%	1.8%		
F2004 - Level 2	42.5%	80.6%	5.4%	0.6%	1.1%	1.7%	15.7%	6.1%
AAA								
F1992 - Level 2	39.5%	63.4%	18.4%	0.6%	0.5%	1.2%		
F1996 - Level 2	50.9%	73.7%	11.5%	0.2%	0.8%	1.0%		
F2000 - Level 2	53.1%	77.2%	13.8%	0.4%	0.1%	0.5%		
F2004 - Level 2	62.6%	82.1%	3.3%	0.6%	1.0%	1.6%	23.1%	18.7%
BUS								
F1992 - Level 2	22.9%	57.0%	6.4%	2.5%	1.6%	4.1%		
F1996 - Level 2	23.1%	65.0%	1.0%	1.6%	0.7%	2.3%		
F2000 - Level 2	20.7%	71.2%	0.1%	1.2%	0.0%	1.2%		
F2004 - Level 2	24.2%	73.6%	0.0%	0.8%	0.0%	0.8%	1.3%	16.6%
EDU								
F1992 - Level 2	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%		
F1996 - Level 2	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%		
F2000 - Level 2	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%		
F2004 - Level 2	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
JOU								
F1992 - Level 2	18.0%	75.3%	0.2%	1.0%	0.2%	1.2%		
F1996 - Level 2	30.2%	76.2%	0.0%	0.3%	0.0%	0.3%		
F2000 - Level 2	31.5%	82.4%	0.0%	0.9%	0.0%	0.9%		
F2004 - Level 2	45.0%	89.3%	0.0%	0.7%	0.0%	0.7%	27.0%	14.0%
MUS								
F1992 - Level 2	73.9%	88.2%	4.8%	0.0%	0.0%	0.0%		
F1996 - Level 2	74.0%	89.6%	4.2%	0.5%	0.6%	1.1%		
F2000 - Level 2	77.1%	93.2%	1.7%	1.9%	0.2%	2.1%		
F2004 - Level 2	76.0%	91.1%	3.0%	0.4%	0.2%	0.6%	2.1%	2.9%

Table 4c (cont.)
From 1992-2004 – Level 3

School/Division	A%	A&B%	P%	F%	N%	F&N%	ΔA%	ΔA&B%
ALL								
F1992 - Level 3	31.0%	67.9%	14.8%	0.7%	1.3%	2.0%		
F1996 - Level 3	36.5%	66.4%	16.4%	0.9%	1.0%	1.9%		
F2000 - Level 3	39.2%	68.2%	16.4%	1.0%	0.3%	1.2%		
F2004 - Level 3	42.7%	70.7%	15.9%	1.2%	0.4%	1.6%	11.7%	2.7%
SCI								
F1992 - Level 3	28.6%	64.1%	7.9%	2.1%	1.1%	3.2%		
F1996 - Level 3	29.3%	59.1%	12.2%	1.9%	1.3%	3.2%		
F2000 - Level 3	32.2%	63.5%	6.9%	2.7%	0.8%	3.5%		
F2004 - Level 3	31.5%	70.5%	9.2%	3.3%	0.7%	3.9%	2.9%	6.4%
SOC								
F1992 - Level 3	29.0%	71.4%	5.0%	0.8%	1.7%	2.5%		
F1996 - Level 3	30.9%	66.2%	6.1%	2.0%	0.3%	2.3%		
F2000 - Level 3	28.4%	65.6%	8.4%	1.5%	0.1%	1.6%		
F2004 - Level 3	33.0%	68.0%	7.4%	2.4%	0.3%	2.7%	4.0%	-3.4%
HUM								
F1992 - Level 3	44.9%	83.9%	3.9%	0.0%	0.0%	0.0%		
F1996 - Level 3	47.3%	85.6%	4.2%	0.7%	0.3%	1.0%		
F2000 - Level 3	48.2%	86.1%	1.3%	0.7%	0.1%	0.8%		
F2004 - Level 3	58.7%	87.0%	1.8%	0.6%	0.2%	0.8%	13.8%	3.2%
AAA								
F1992 - Level 3	20.1%	47.0%	45.7%	0.2%	0.8%	1.0%		
F1996 - Level 3	19.3%	33.4%	56.7%	0.1%	0.3%	0.4%		
F2000 - Level 3	17.7%	39.8%	52.6%	0.4%	0.7%	1.1%		
F2004 - Level 3	22.2%	39.1%	51.7%	0.3%	0.5%	0.8%	2.1%	-7.8%
BUS								
F1992 - Level 3	16.5%	64.5%	0.0%	2.5%	0.0%	2.5%		
F1996 - Level 3	23.3%	70.6%	0.0%	2.0%	0.0%	2.0%		
F2000 - Level 3	26.8%	74.9%	0.0%	0.0%	0.0%	0.0%		
F2004 - Level 3	30.0%	82.7%	0.0%	1.4%	0.0%	1.4%	13.5%	18.2%
JOU								
F1992 - Level 3	21.7%	79.8%	16.3%	0.0%	0.0%	0.0%		
F1996 - Level 3	36.8%	82.3%	11.2%	0.0%	0.0%	0.0%		
F2000 - Level 3	48.8%	78.6%	11.4%	0.0%	0.0%	0.0%		
F2004 - Level 3	48.6%	84.0%	13.7%	0.0%	0.0%	0.0%	26.9%	4.2%
MUS								
F1992 - Level 3	59.8%	80.1%	5.0%	0.0%	5.0%	5.0%		
F1996 - Level 3	54.2%	72.7%	17.1%	0.0%	3.8%	3.8%		
F2000 - Level 3	59.8%	76.2%	19.9%	0.6%	0.0%	0.6%		
F2004 - Level 3	64.5%	73.4%	21.0%	0.0%	0.8%	0.8%	4.7%	-6.6%

Table 6a
Composition of Faculty 2000 - 2004

		FULL	ASSO	ASST	SRIN	IN
AA	F					
	2000	17.07%	36.59%	31.71%	0.00%	7.32%
	F					
	2004	22.22%	22.22%	41.67%	0.00%	2.78%
HUM	F					
	2000	15.87%	17.46%	19.05%	9.52%	20.63%
	F					
	2004	13.56%	13.56%	22.03%	11.86%	20.34%
SCI	F					
	2000	40.43%	17.02%	8.51%	6.38%	14.89%
	F					
	2004	19.05%	16.67%	14.29%	2.38%	21.43%
SOC	F					
	2000	25.00%	18.33%	26.67%	0.00%	5.00%
	F					
	2004	12.70%	14.29%	33.33%	0.00%	11.11%
BA	F					
	2000	14.29%	14.29%	23.81%	4.76%	28.57%
	F					
	2004	25.00%	0.00%	31.25%	6.25%	37.50%
JO	F					
	2000	19.23%	46.15%	19.23%	3.85%	0.00%
	F					
	2004	8.00%	36.00%	24.00%	0.00%	20.00%
MU	F					
	2000	8.33%	21.67%	28.33%	0.00%	23.33%
	F					
	2004	1.82%	18.18%	27.27%	1.82%	23.64%
		GTF	RES	STUD	NONE	UNK
AA	F					
	2000	7.32%	0.00%	0.00%	0.00%	0.00%
	F					
	2004	5.56%	0.00%	0.00%	0.00%	5.56%
HUM	F					
	2000	14.29%	0.00%	0.00%	1.59%	1.59%
	F					
	2004	16.95%	1.69%	0.00%	0.00%	0.00%
SCI	F					
	2000	6.38%	2.13%	0.00%	0.00%	4.26%
	F					
	2004	14.29%	7.14%	0.00%	0.00%	4.76%
SOC	F					
	2000	21.67%	0.00%	1.67%	0.00%	1.67%
	F					
	2004	28.57%	0.00%	0.00%	0.00%	0.00%

	2004					
	F					
BA	2000	14.29%	0.00%	0.00%	0.00%	0.00%
	F					
	2004	0.00%	0.00%	0.00%	0.00%	0.00%
	F					
JO	2000	11.54%	0.00%	0.00%	0.00%	0.00%
	F					
	2004	4.00%	0.00%	0.00%	8.00%	0.00%
	F					
MU	2000	16.67%	0.00%	0.00%	0.00%	1.67%
	F					
	2004	27.27%	0.00%	0.00%	0.00%	0.00%

Table 6b
Faculty Composition 2000-2004

		FULL	ASSO	ASST	SRINST	INST	GTF
LEVEL 1 - HUM							
	F 2000	13.64%	9.09%	9.09%	4.55%	27.27%	31.82%
	F 2004	14.29%	4.76%	14.29%	4.76%	23.81%	38.10%
LEVEL 2 - HUM							
	F 2000	14.29%	9.52%	33.33%	14.29%	19.05%	9.52%
	F 2004	0.00%	22.22%	33.33%	16.67%	11.11%	11.11%
LEVEL 3 - HUM							
	F 2000	20.00%	35.00%	15.00%	10.00%	15.00%	0.00%
	F 2004	25.00%	15.00%	20.00%	15.00%	25.00%	0.00%
LEVEL 1 - SCI							
	F 2000	33.33%	5.56%	5.56%	11.11%	33.33%	11.11%
	F 2004	5.88%	17.65%	5.88%	0.00%	35.29%	35.29%
LEVEL 2 - SCI							
	F 2000	53.33%	6.67%	6.67%	6.67%	6.67%	6.67%
	F 2004	35.71%	14.29%	7.14%	7.14%	14.29%	0.00%
LEVEL 3 - SCI							
	F 2000	35.71%	42.86%	14.29%	0.00%	0.00%	0.00%
	F 2004	18.18%	18.18%	36.36%	0.00%	9.09%	0.00%
LEVEL 1 - SOC							
	F 2000	26.32%	15.79%	26.32%	0.00%	5.26%	26.32%
	F 2004	11.76%	17.65%	52.94%	0.00%	11.76%	5.88%
LEVEL 2 - SOC							
	F 2000	36.36%	18.18%	27.27%	0.00%	0.00%	13.64%
	F 2004	17.39%	17.39%	21.74%	0.00%	8.70%	34.78%
LEVEL 3 - SOC							
	F 2000	10.53%	21.05%	26.32%	0.00%	10.53%	26.32%
	F 2004	8.70%	8.70%	30.43%	0.00%	13.04%	39.13%
LEVEL 1 - AA							
	F 2000	21.43%	21.43%	28.57%	0.00%	7.14%	21.43%
	F 2004	25.00%	0.00%	41.67%	0.00%	0.00%	16.67%
LEVEL 2 - AA							
	F 2000	11.11%	44.44%	44.44%	0.00%	0.00%	0.00%
	F 2004	0.00%	50.00%	50.00%	0.00%	0.00%	0.00%
LEVEL 3 - AA							
	F 2000	16.67%	44.44%	27.78%	0.00%	11.11%	0.00%

F 2004	31.25%	25.00%	37.50%	0.00%	6.25%	0.00%
LEVEL 1 - BA						
F 2000	0.00%	0.00%	0.00%	0.00%	100.00%	0.00%
F 2004	50.00%	0.00%	0.00%	0.00%	50.00%	0.00%
LEVEL 2 - BA						
F 2000	0.00%	23.08%	23.08%	7.69%	30.77%	15.38%
F 2004	11.11%	0.00%	55.56%	11.11%	22.22%	0.00%
LEVEL 3 - BA						
F 2000	50.00%	0.00%	33.33%	0.00%	0.00%	16.67%
F 2004	40.00%	0.00%	0.00%	0.00%	60.00%	0.00%
LEVEL 1 - JO						
F 2000	0.00%	40.00%	40.00%	0.00%	0.00%	20.00%
F 2004	0.00%	60.00%	0.00%	0.00%	20.00%	20.00%
LEVEL 2 - JO						
F 2000	18.18%	36.36%	18.18%	9.09%	0.00%	18.18%
F 2004	9.09%	18.18%	27.27%	0.00%	36.36%	0.00%
LEVEL 3 - JO						
F 2000	30.00%	60.00%	10.00%	0.00%	0.00%	0.00%
F 2004	11.11%	44.44%	33.33%	0.00%	0.00%	0.00%
LEVEL 1 - MU						
F 2000	5.00%	0.00%	20.00%	0.00%	45.00%	30.00%
F 2004	0.00%	5.56%	16.67%	0.00%	22.22%	55.56%
LEVEL 2 - MU						
F 2000	10.00%	20.00%	40.00%	0.00%	20.00%	10.00%
F 2004	5.26%	15.79%	26.32%	5.26%	31.58%	15.79%
LEVEL 3 - MU						
F 2000	10.00%	45.00%	25.00%	0.00%	5.00%	10.00%
F 2004	0.00%	33.33%	38.89%	0.00%	16.67%	11.11%