

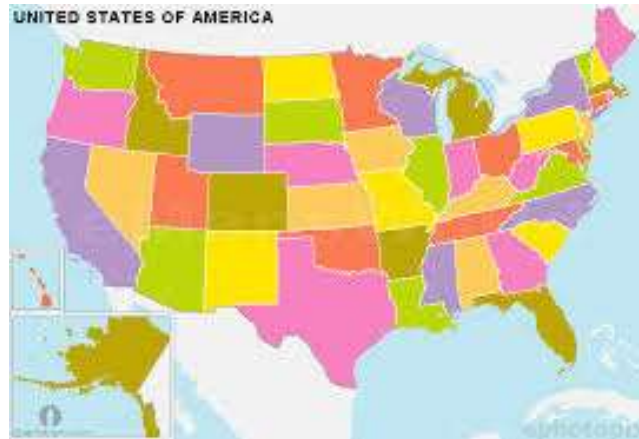


Maintaining Online Program Rigor: A Look at Full-time Versus Adjunct Faculty Grading Practices

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Do you have adjunct faculty from across the country teaching in your online program?



Have you suspected any differences or variability with grading practices between adjunct and full-time onsite faculty?

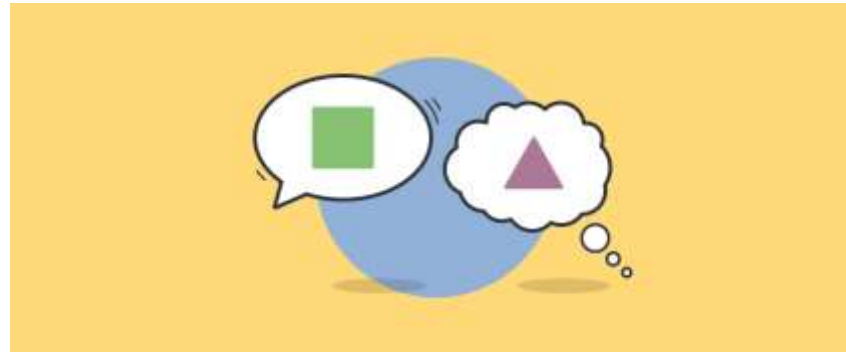
WE DID !!!



And, our students told us too!

The reasons for this might be....

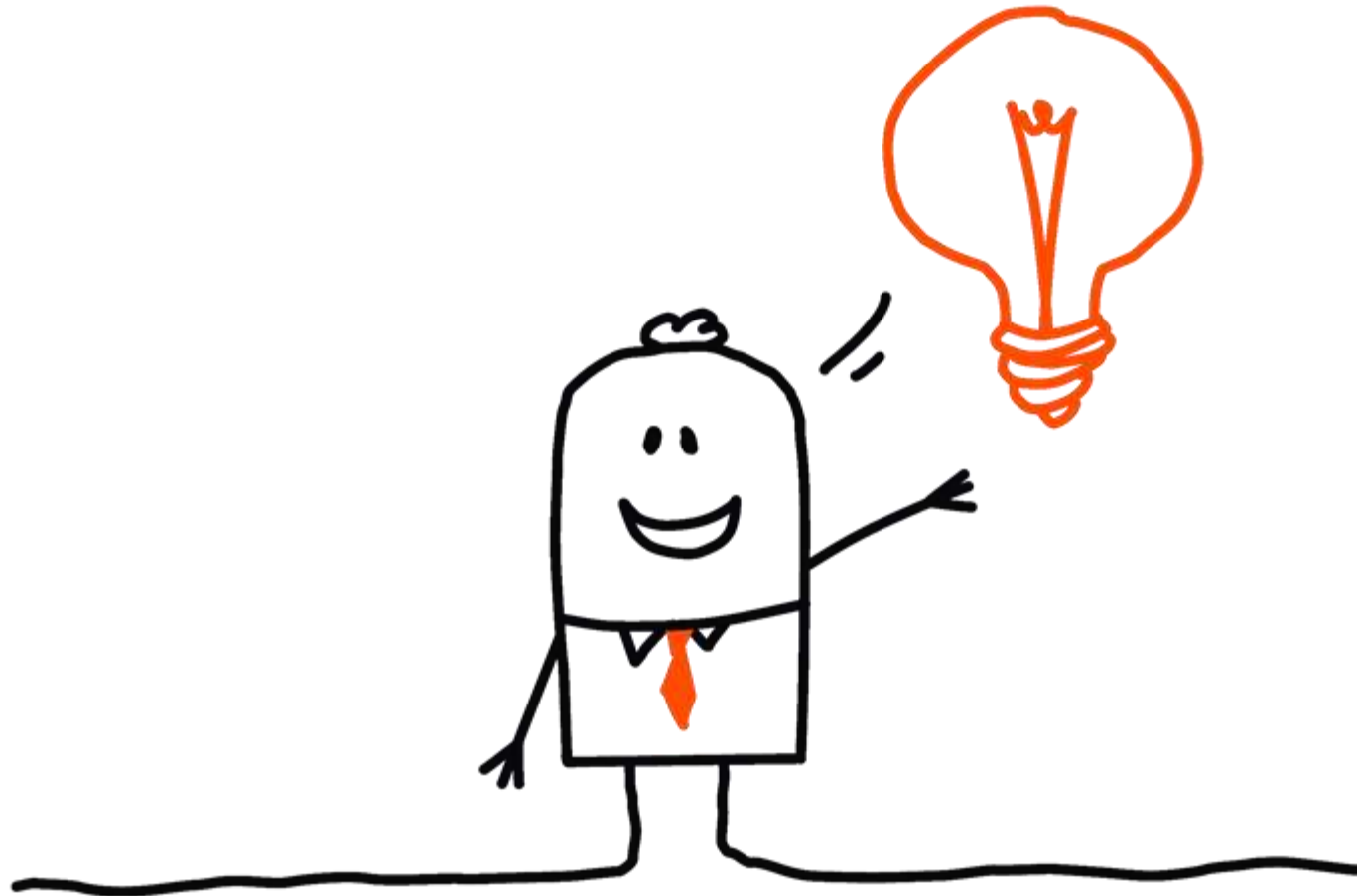
- Minimal or no formal training in evaluation methods.
- Possible lack of understanding of or poorly written assignment guidelines.
- Potential grading “drift” due to lack of regular communication with dept.



The impact of this might be....

- Potential disruption of student learning.
- Possible negative influence on student retention and success.
- Potential frustration between adjunct and full-time faculty.

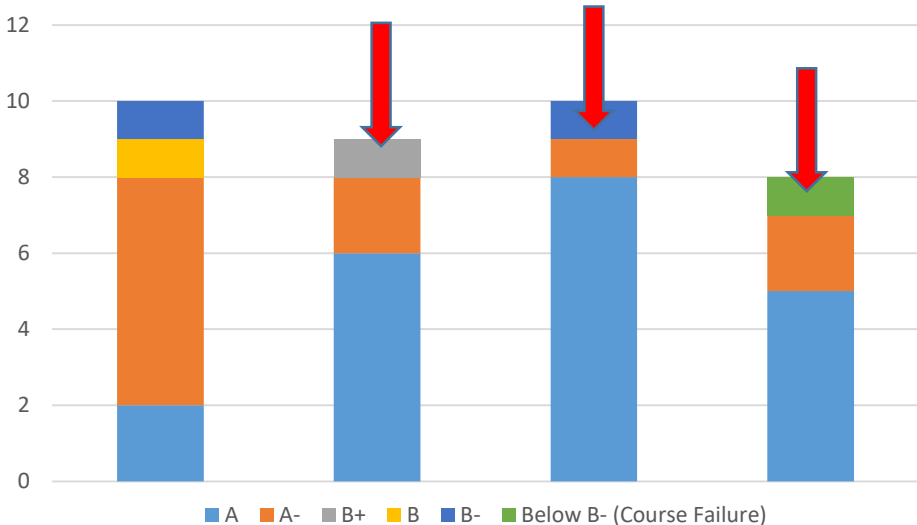
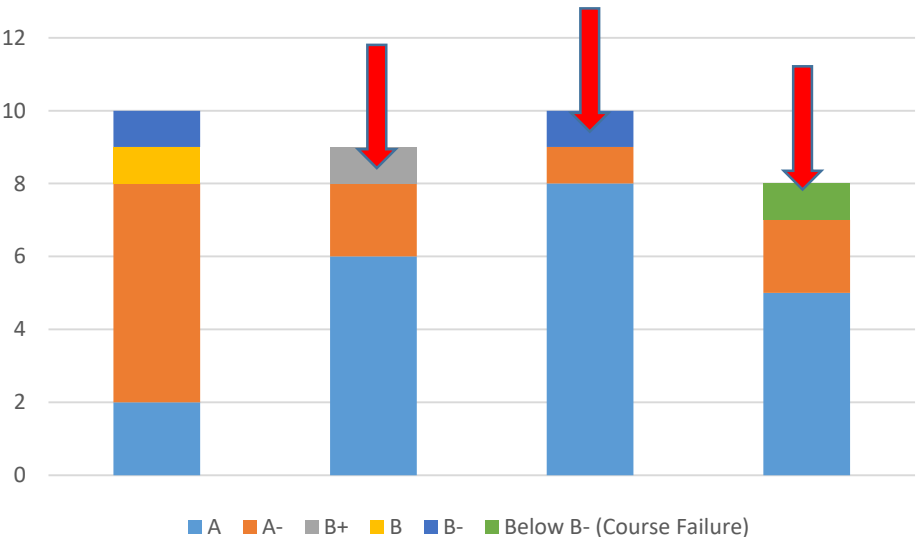
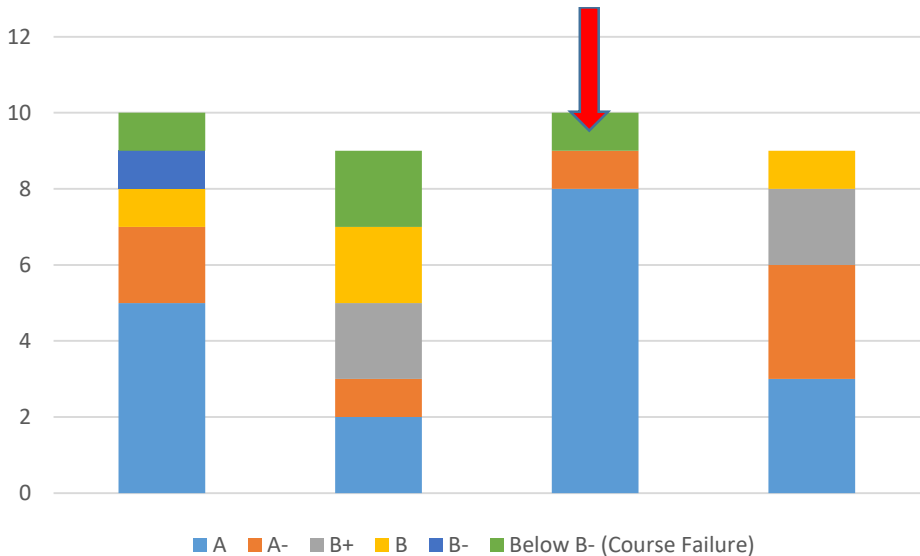
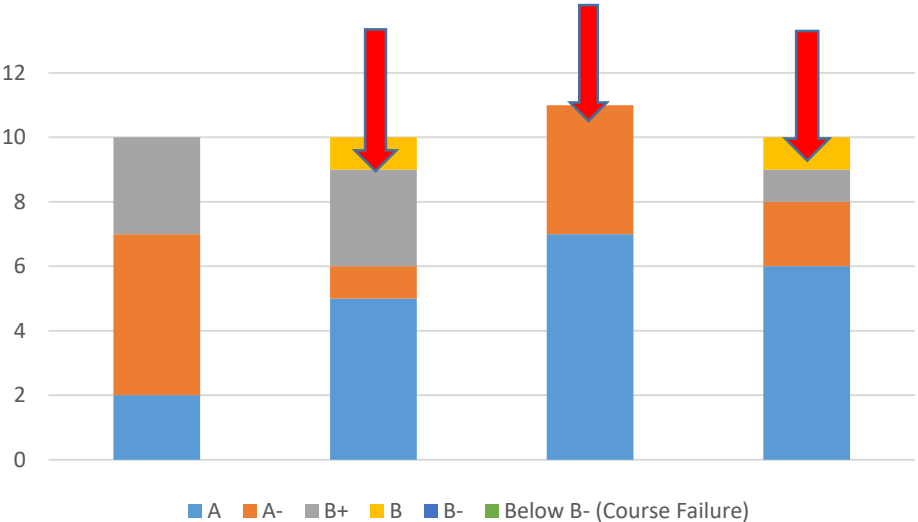
WE DESIGNED A GRADING PRACTICES PROJECT



- All faculty received an electronic survey at the end of the term.
- For each course they were assigned, they recorded the number of:
 - As, Bs, Cs, Ds, and Fs students' earned as their final course grade.
 - Student names or other identifiers were not collected.



What did we find out... Adjunct faculty were recording higher final course grades than full-time faculty teaching the same course.



WHERE
DO WE GO
FROM HERE?

WE DIDN'T KEEP OUR FINDINGS A SECRET!



1. We shared the de-identified findings with each adjunct and full-time faculty member.
2. We re-checked all of the assignment guidelines and rubrics to make sure they were clear and comprehensive.
3. We offered additional consultation and mentoring with all faculty members.
4. We re-educated all faculty members on the links between course/program outcomes, assignments, and evaluation practices.
5. We tightened up our adjunct faculty course orientation process.
6. We continue to monitor **Grading Practices** after every semester.

FEEDBACK FROM ADJUNCT FACULTY HAS BEEN POSITIVE !!!



We found adjunct faculty:

- appreciate the feedback.
- want to know how they compare to other faculty.
- want mentored so they can improve their grading practices.