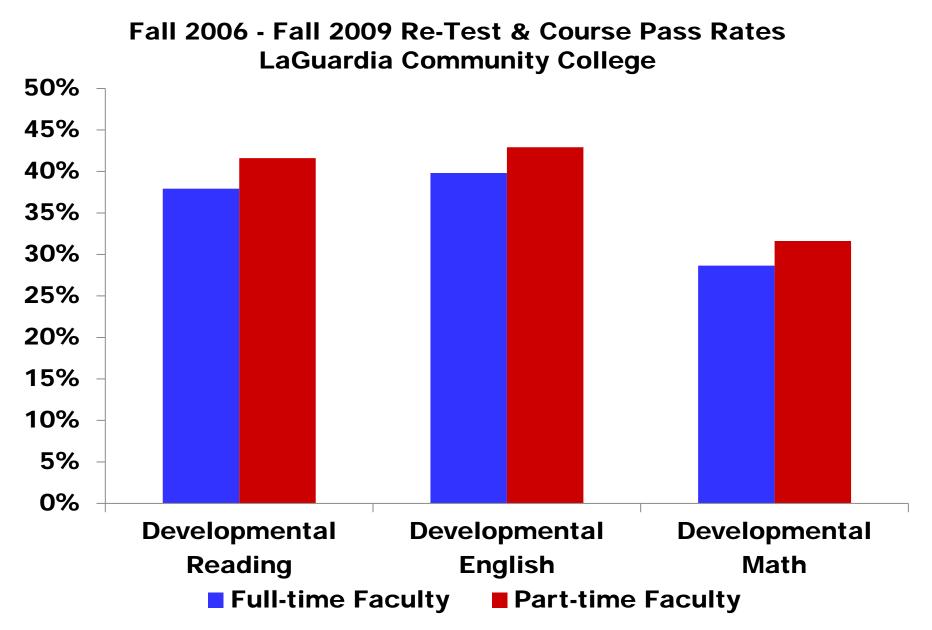
The Relationship between the Proportion of Full-time Faculty and Quality

Nathan Dickmeyer Institutional Research & Assessment LaGuardia Community College August 29, 2012

Part-time Faculty and Developmental Success

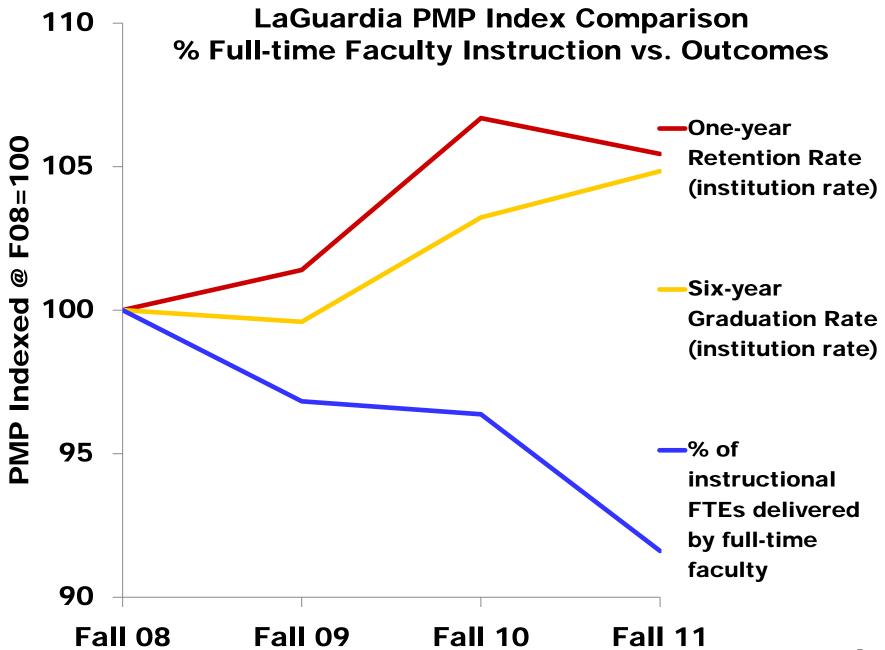
 There is no relationship between the exit test pass rate (and required course passage) on developmental courses at the final level (like ENG 099) and whether the course is taught by a full-time or part-time faculty member for all three developmental areas.



Rates calculated for faculty with more than 100 students during this period. Highest level courses only.

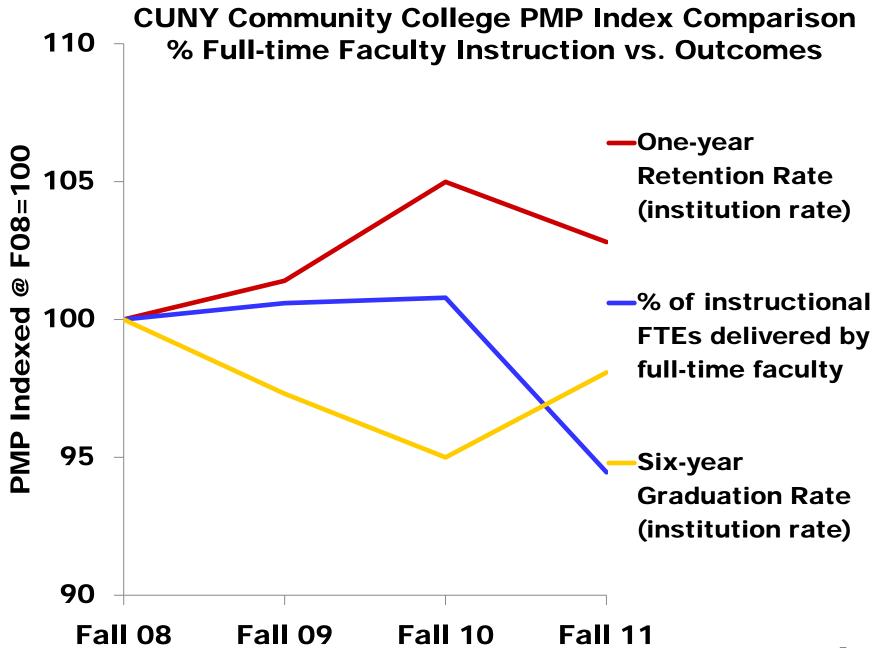
Graduation and Retention Rates

 There is no relationship between LaGuardia's graduation rate or its retention rate and the proportion of courses taught by part-time faculty. (PMP data)



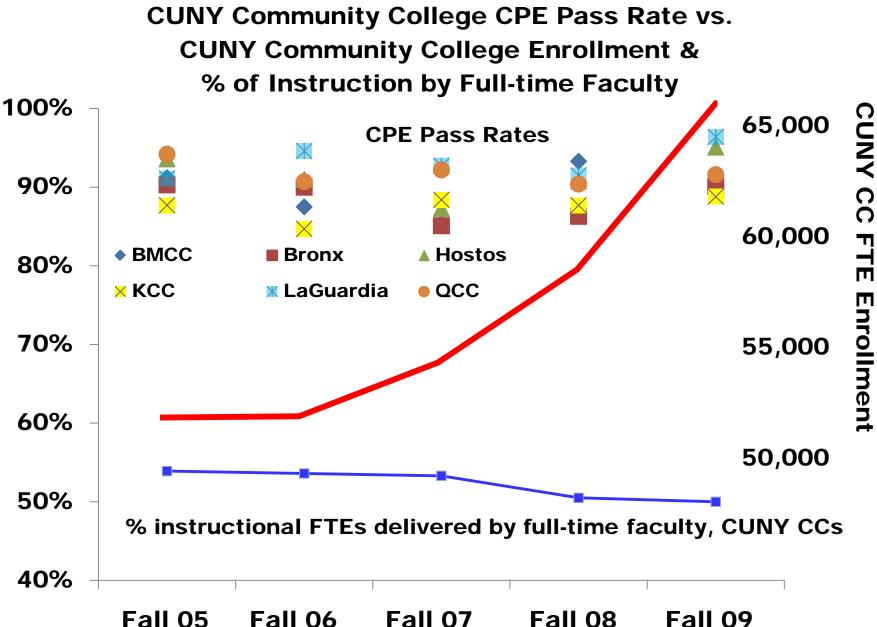
Graduation and Retention Rates

 There is no relationship between the CUNY Community College's average graduation rate or average retention rate and the average proportion of courses taught by part-time faculty. (PMP data)

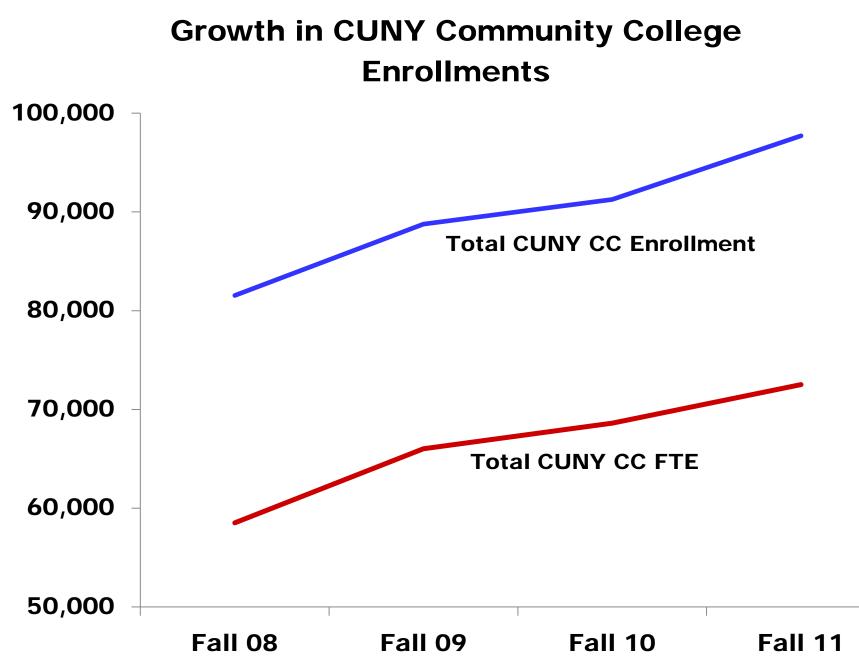


CPE Pass Rates

 There is no relationship between the CUNY Community Colleges' CPE pass rates and the average proportion of courses taught by parttime faculty in CUNY community colleges or their total FTE enrollment. (PMP data)



C C ┓ Π Enrollment



Aggregate Indexes in the PMP

- One way to indicate the change over time of a related group of PMP measures is to change each measure to an index (divide each by the base year amount and multiply by 100) and then average all the related indexes.
- Several groups of measures to aggregate are listed in the following slides.

Aggregate PMP Indexes

- Remediation
 - Percentage of entering first-time freshmen who increased their basic skills reading test score over the summer
 - Percentage of entering first-time freshmen who increased their basic skills writing (essay) test score over the summer
 - Percentage of entering first-time freshmen who increased their basic skills COMPASS Math 1 (prealgebra)test score over the summer
 - Percentage of entering first-time freshmen who increased their basic skills COMPASS Math 2 (algebra) test score over the summer Pass rate in reading on exit from remediation
 - Pass rate in writing on exit from remediation
 - Pass rate in math on exit from remediation
 - Percentage of associate degree students not fully skills proficient upon initial testing who have met basic skills proficiency in reading, writing and math by the 30th credit

Aggregate PMP Indexes (con't.)

- Gateway
 - Percentage of students passing freshman composition with C or better
 - Percentage of students passing gateway mathematics courses with C or better
- Outcomes
 - One-year Retention Rate (institution rate): Percentage of full-time first-time freshmen in associate programs still enrolled in the college of entry one year later
 - Six-year Graduation Rate (institution rate): Percentage of full-time first-time freshmen in associate programs who graduated from the college of entry within six years

Aggregate PMP Indexes (con't.)

- Student Satisfaction
 - Student satisfaction with academic support services
 - Student satisfaction with student services
 - Student satisfaction with access to computer technology
 - Student satisfaction with administrative services

Aggregate PMP Indexes

 There is no apparent relationship between changes in any aggregated PMP Index for LaGuardia and the decline in the proportion of instructional FTE taught by full-time faculty or the increase in FTE enrollment.

