

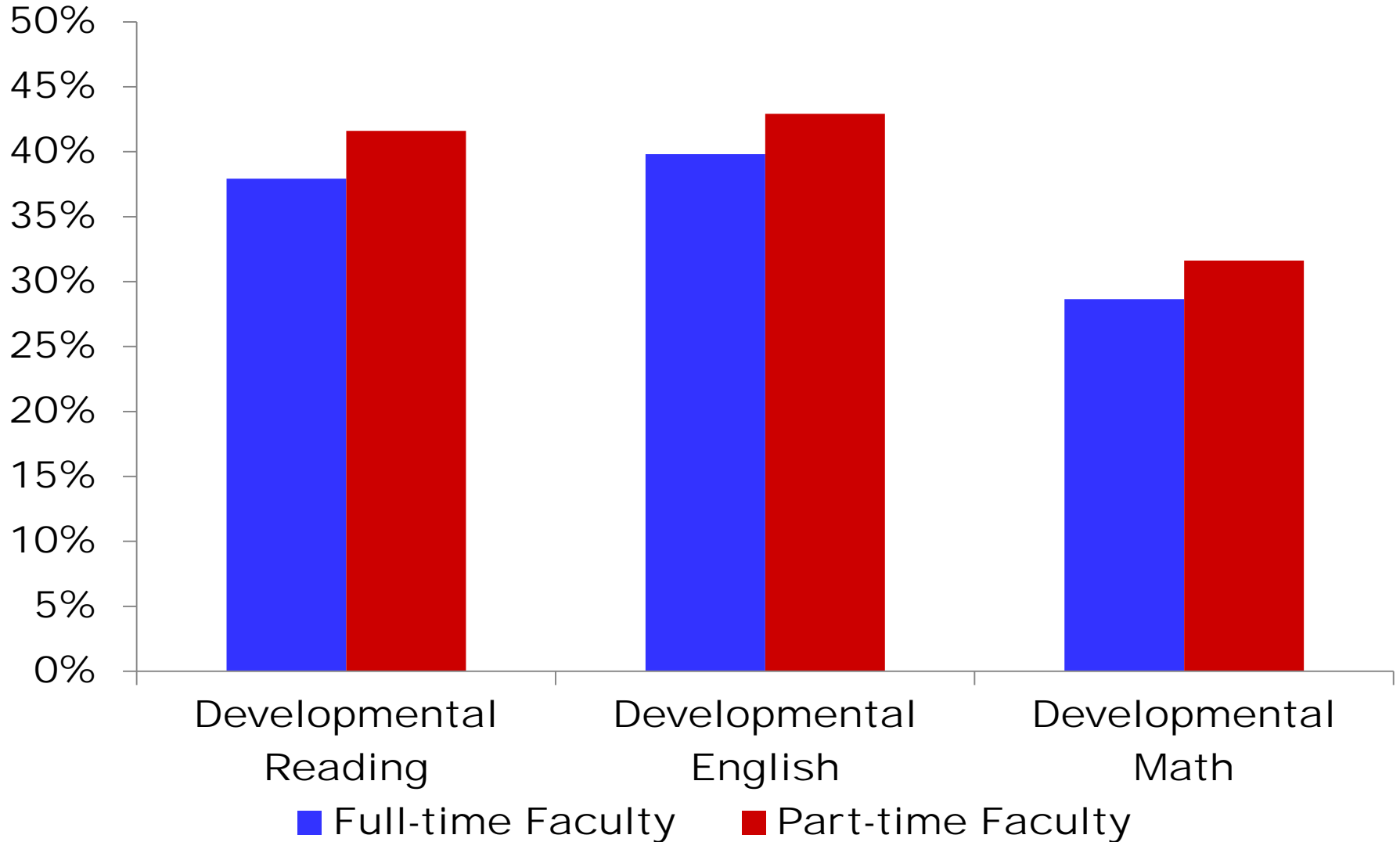
The Relationship between the Proportion of Full-time Faculty and Quality

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.

Fall 2006 - Fall 2009 Re-Test & Course Pass Rates LaGuardia Community College



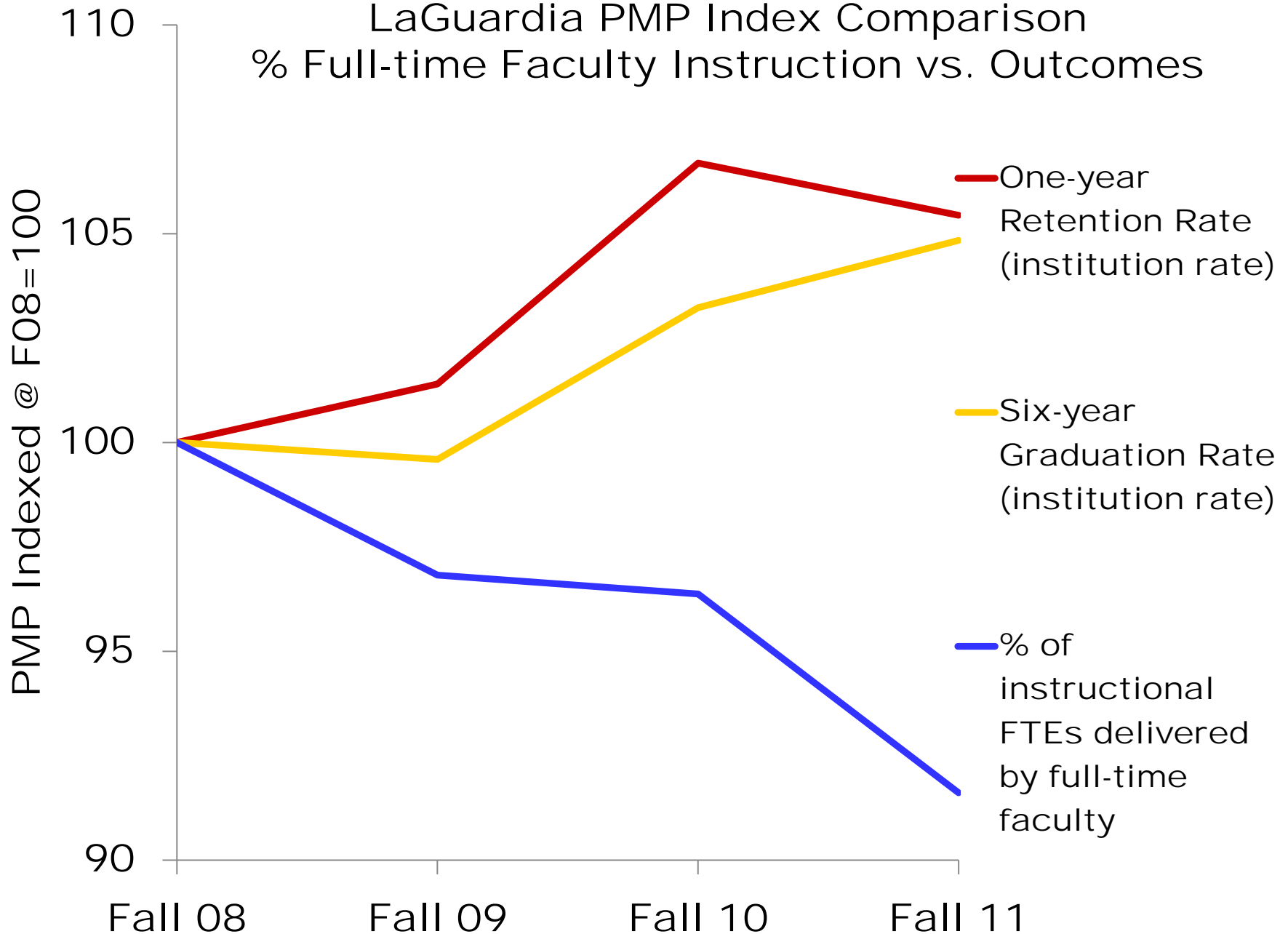
Rates calculated for faculty with more than 100 students during this period. Highest level courses only.

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)

LaGuardia PMP Index Comparison

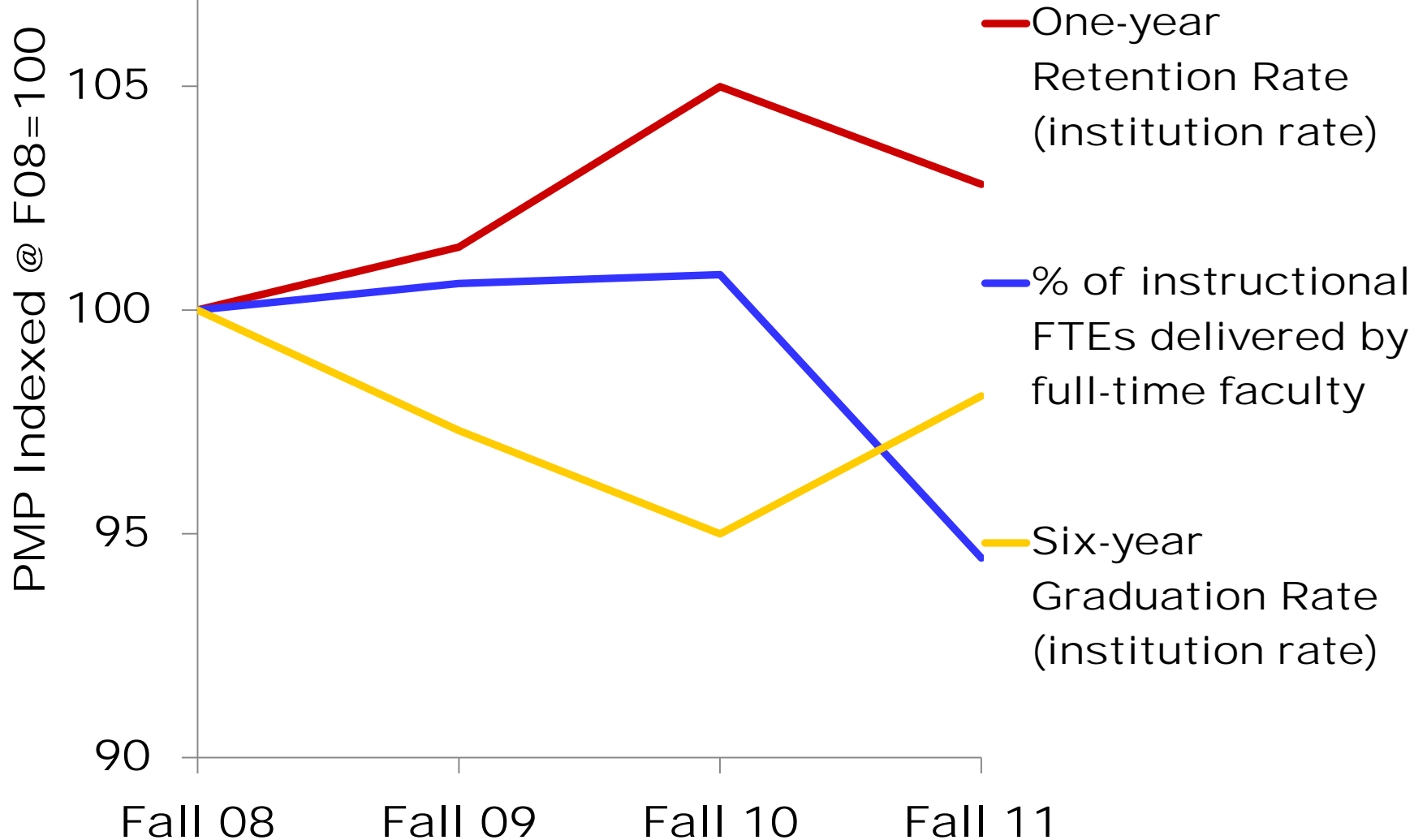
% Full-time Faculty Instruction vs. Outcomes



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)

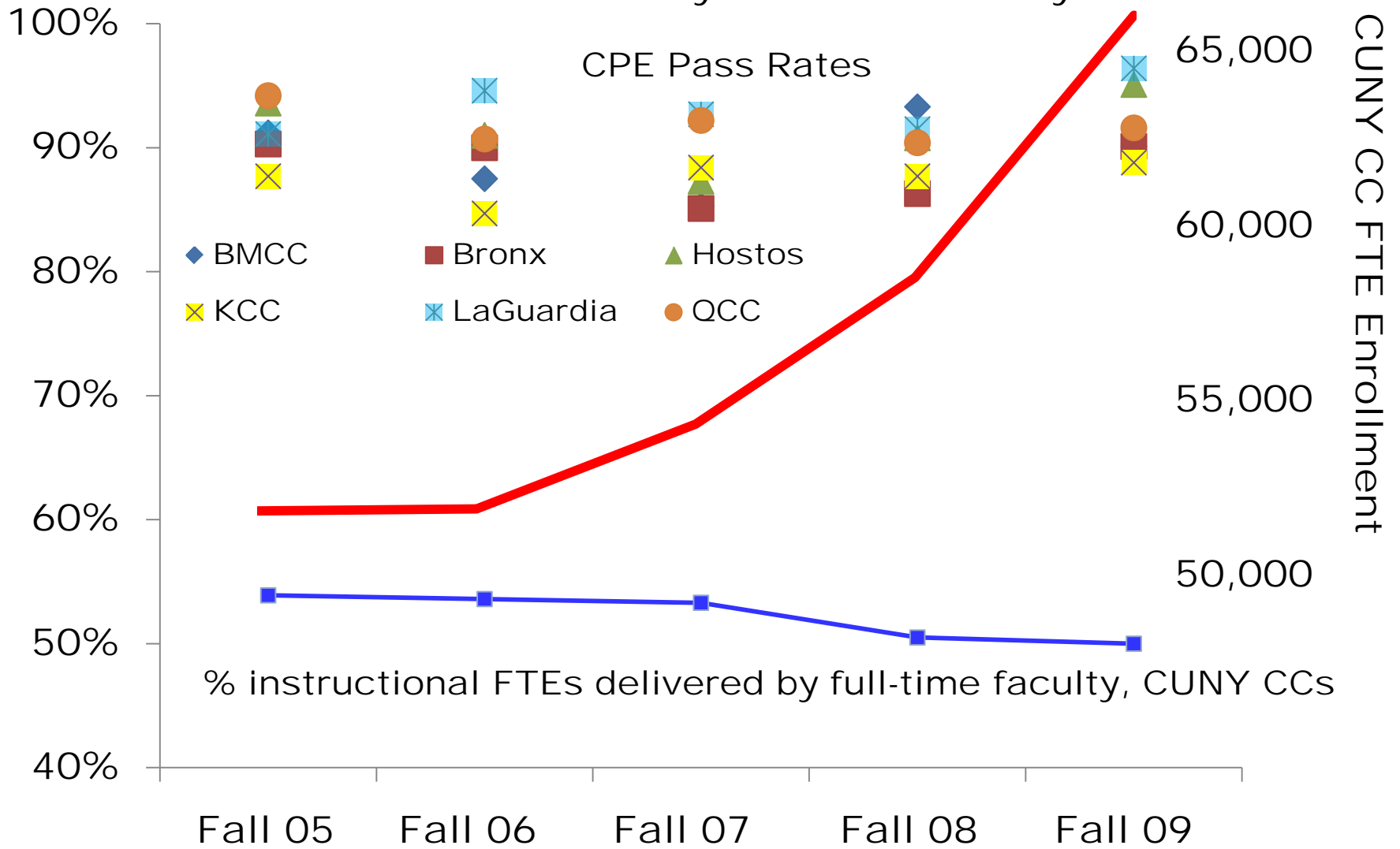
CUNY Community College PMP Index Comparison % Full-time Faculty Instruction vs. Outcomes



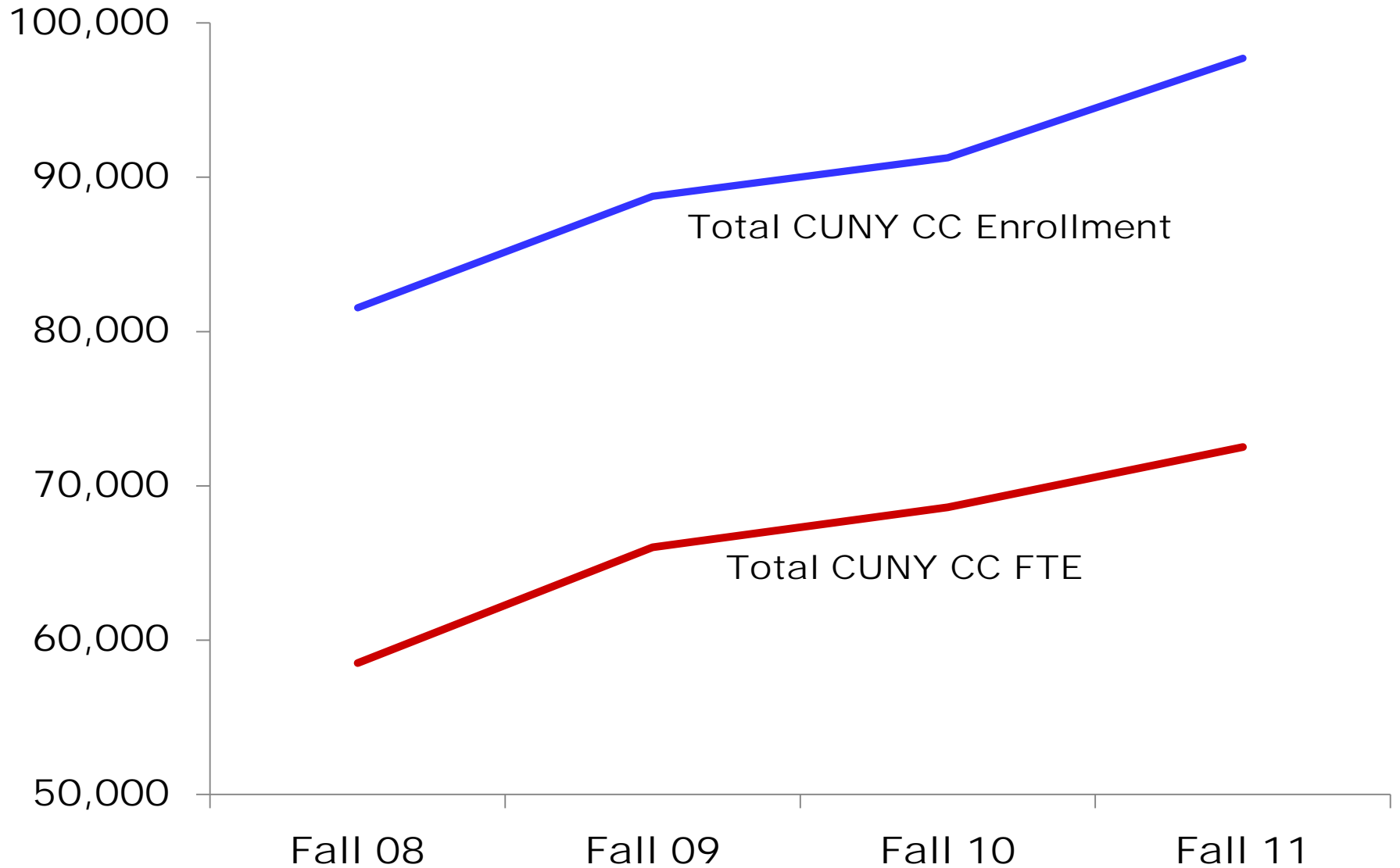
CPE Pass Rates

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

CUNY Community College CPE Pass Rate vs. CUNY Community College Enrollment & % of Instruction by Full-time Faculty



Growth in CUNY Community College Enrollments



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 (pre-algebra) 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.

Rise in LaGuardia Enrollment vs. Aggregated LaGuardia PMP Indexes: Fall 2007 to Fall 2011

