

A Broader Look at Five-Year PMP Trends and LaGuardia's Performance

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Research Questions

1. Does the PMP appear to have improved CUNY's, CUNY community colleges', and LaGuardia's performance over the last five years?
2. Did LaGuardia's performance improvement, if any, beat that of the average CUNY community college?

Definitions

Definition of "improvement": The average of the last two years should be greater than the average of the first two years by at least the amount of "noise" in the five years (if the indicator is for "increasing" something, but "less than" if the goal of the indicator is to decrease).

Definition of "noise": Noise is the standard deviation of the five years of statistics divided by the average of the five years (a kind of variance as a percentage).

Method

For each indicator, I looked at the percentage change of the last two of the five years of data against the first two years. I computed noise as the standard deviation of all five years of data divided by the five year average for the data. If the percentage change was less than the noise, I rated the indicator as unchanged.

If, however, the percentage change of the last two years compared to the first two years was greater than the calculated noise of the indicator, I called it an improvement, if the change was in the proper direction or a decline if it went against the apparent indicated direction.

I made two corrections to the data: I eliminated all enrollment measures, except total enrollment. All enrollment measures correlated, except Transfers, and I could not figure out what the goal should be for transfers. I also corrected the two dollar figures in the PMP for NYC CPI changes. There were thus 58 primary (non-context) CUNY PMP measures, and 35 of those were used with Community Colleges and LaGuardia.

Results for the University As a Whole

40% of the indicators showed an improvement, while 22% of the indicators declined. The net difference is 17% (small rounding factors). 37% were unchanged.

Results for Community Colleges

40% of the indicators showed an improvement, while 23% of the indicators declined. The net difference is 17%. 37% were unchanged.

Results for LaGuardia Community College

40% of the indicators showed an improvement, while 26% of the indicators declined. The net difference is 14%. 34% were unchanged.

Not all the indicators in the 40% improvements were the same among all three levels (which would be nearly impossible given that 23 University-wide indicators do not apply to the community colleges), but there was a great deal of similarity. Eight of LaGuardia's 14 indicators showing improvement were also improved upon by the university as a whole.

LaGuardia Compared Against the Other CUNY Community Colleges

In 25% of the measures LaGuardia's improvement beat the improvement from the first two years to the last two years of all CUNY community colleges combined by more than the "noise" in the community college measure. In 28% of the measures LaGuardia's improvement was lower (or the decline was higher) than the improvement of all CUNY community colleges combined by more than the "noise" in the community college measure. In 47% of the measures, the difference between LaGuardia's level of change and all CUNY community college's change over that period was less than the noise in the community college measure.

Conclusion

While finding improvement in 40% of the measures at all levels is encouraging, the decline found in 22% to 26% of the measures is disappointing. Perhaps this reflects the emphasis on year-to-year changes with less attention to sustaining longer trends.

LaGuardia's performance over the last five years did not distinguish it among the CUNY community colleges.

The tables that follow show the results at all three levels and the LaGuardia comparative performance.

CUNY all	Goal	Measures Improved on Over Five Years	Score	Change Last Two v. First Two	
1	Increase	Percentage of instructional (student) FTEs offered partially or totally online	Improvement	71%	
2	Increase	Pass rate in math on exit from remediation	Improvement	36%	
3	Increase	Total FTEs	Improvement	15%	dup
4	Increase	Grants and contracts awarded (weighted, rolling, three-year average) (CPI adjusted)	Improvement	14%	
5	Increase	New Graduates	Improvement	14%	dup
6	Increase	Total Undergraduates	Improvement	12%	dup
7	Increase	Total Enrollment	Improvement	12%	
8	Increase	Total Graduates	Improvement	11%	dup
9	Increase	Four-year Graduation Rate: Percentage of full-time first-time freshmen in baccalaureate programs who graduated from the college of entry within four years	Improvement	8%	
10	Decrease	Administrative Costs (Institutional Support Services)	Improvement	-8%	
11	Increase	First-time Freshmen	Improvement	6%	dup
12	Increase	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	Improvement	6%	
13	Increase	Four-year Graduation Rate: Percentage of full-time transfers into baccalaureate programs who graduated from the college of transfer entry within four years	Improvement	5%	
14	Increase	Two-year Retention Rate: Percentage of full-time transfers into baccalaureate programs still enrolled in the college of transfer entry two years later (or earned degree pursued)	Improvement	4%	
15	Increase	Mean SAT score of regularly-admitted first-time freshmen enrolled in baccalaureate programs	Improvement	4%	
16	Increase	Percentage of students passing gateway mathematics courses with C or better	Improvement	4%	
17	Increase	One-year Retention Rate: Percentage of full-time first-time freshmen in baccalaureate programs still enrolled in the college of entry one year later	Improvement	4%	
18	Increase	One-year Retention Rate: Percentage of full-time transfers into baccalaureate programs still enrolled in the college of transfer entry one year later (or earned degree pursued)	Improvement	4%	
19	Increase	Average number of credits earned by full-time first-time freshmen in baccalaureate programs in the first 12 months (fall, winter, spring and summer terms)	Improvement	3%	
20	Increase	Ratio of FTEs to Headcount in associate programs	Improvement	3%	
21	Increase	Two-year Retention Rate: Percentage of full-time first-time freshmen in baccalaureate programs still enrolled in the college of entry two years later	Improvement	3%	
22	Increase	Percentage of College Now participants who earn an A, B, or C in College Now high school and college credit courses	Improvement	3%	
23	Increase	Six-year Graduation Rate: Percentage of full-time first-time freshmen in baccalaureate programs who graduated from the college of entry within six years	Improvement	3%	
24	Increase	Student satisfaction with student services	Improvement	3%	
25	Increase	Mean teaching hours of full-time faculty eligible for contractual release time	Improvement	2%	
26	Increase	Percentage of entering first-time freshmen who increased their basic skills COMPASS Math 2 (algebra) test score over the summer	Improvement	1%	
27	Increase	Ratio of FTEs to Headcount in baccalaureate programs	Improvement	1%	
28	Increase	Mean College Admissions Average (CAA) of regularly-admitted first-time freshmen enrolled in baccalaureate programs	Improvement	1%	23
		Measures with Decline Over Five Years			
1	Increase	Total Voluntary Support (weighted rolling average) (CPI adjusted)	Decline	-24%	
2	Increase	Number of seats filled in Adult and Continuing Education courses	Decline	-21%	
3	Increase	Six-month job placement rate in career and technical education programs	Decline	-16%	
4	Increase	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	Decline	-10%	
5	Decrease	URM Gaps Indicator: One-year retention rate of first-time freshmen enrolled in associate programs (full-time entrants)	Decline	9%	
6	Increase	Pass rate in reading on exit from remediation	Decline	-5%	
7	Increase	Percentage of instructional FTEs in lower division courses delivered by full-time faculty	Decline	-5%	
8	Increase	Percentage passing the NCLEX exam	Decline	-3%	
9	Increase	Percentage passing a Content Specialty Test (CST)	Decline	-3%	
10	Increase	Percentage of non-ESL SEEK students who pass all basic skills tests within one year	Decline	-3%	
11	Increase	Percentage of freshmen and transfers taking one or more courses the summer after entry	Decline	-3%	
12	Increase	Mean teaching hours of veteran full-time faculty	Decline	-2%	
13	Increase	Percentage passing the Assessment of Teaching Skills-Written (ATS-W) for teacher certification	Decline	-1%	13

CUNY all	Goal	Measures Showing No Change Over Five Years	Score	Change Last Two v. First Two	
1	Increase	Percentage of entering first-time freshmen who increased their basic skills writing (essay) test score over the summer	N/C	4%	
2	Increase	Transfers	N/C	2%	?
3	Decrease	Gender Gaps Indicator: One-year retention rate of first-time freshmen enrolled in baccalaureate programs (full-time entrants)	N/C	2%	
4	Increase	Four-year Graduation Rate: Percentage of master's students who graduated within four years of entry into master's program	N/C	2%	
5	Increase	Percentage of entering first-time freshmen who increased their basic skills reading test score over the summer	N/C	2%	
6	Increase	Percentage of ESL students (SEEK and regular) who pass all basic skills tests within two years	N/C	1%	
7	Increase	Percentage of entering first-time freshmen who increased their basic skills COMPASS Math 1 (pre-algebra) test score over the summer	N/C	1%	
8	Increase	Percentage of FTEs offered on Fridays, evenings or weekends	N/C	1%	
9	Increase	Percentage of baccalaureate students who have declared a major by the 70th credit	N/C	1%	
10	Increase	Student satisfaction with access to computer technology	N/C	0%	
11	Increase	Percentage of students passing freshman composition with C or better	N/C	0%	
12	Increase	Percentage passing the Liberal Arts and Sciences Test (LAST) for teacher certification	N/C	0%	
13	Increase	Student satisfaction with academic support services	N/C	0%	
14	Increase	Indirect cost recovery as a percentage of overall activity	N/C	0%	
15	Increase	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	N/C	0%	
16	Increase	Pass rate in writing on exit from remediation	N/C	0%	
17	Increase	Total College Now enrollment (high school and college credit courses)	N/C	0%	
18	Increase	Student satisfaction with administrative services	N/C	-1%	
19	Increase	Six-year Graduation Rate: Percentage of full-time transfers into baccalaureate programs who graduated from the college of transfer entry within six years	N/C	-1%	
20	Increase	Percentage of instructional FTEs in undergraduate courses delivered by full-time faculty	N/C	-2%	
21	Increase	Percentage of instructional FTEs delivered by full-time faculty	N/C	-2%	dup
22	Increase	Percentage of College Now participants with previous enrollment in College Now high school and college credit courses	N/C	-6%	
23	Decrease	URM Gaps Indicator: One-year retention rate of first-time freshmen enrolled in baccalaureate programs (full-time entrants)	N/C	-12%	
24	Decrease	Gender Gaps Indicator: One-year retention rate of first-time freshmen enrolled in associate programs (full-time entrants)	N/C	-19%	22

CUNY CC's	Goal	Measures Improved on Over Five Years	Score	Change Last Two v. First Two	
1	Increase	Percentage of instructional (student) FTEs offered partially or totally online	Improvement	130%	
2	Increase	First-time Freshmen	Improvement	26%	dup
3	Increase	Total FTEs	Improvement	25%	dup
4	Increase	Grants and contracts awarded (weighted, rolling, three-year average)	Improvement	23%	
5	Increase	Total Enrollment	Improvement	19%	
6	Increase	Total Undergraduates	Improvement	19%	dup
7	Increase	Total Voluntary Support (weighted rolling average)	Improvement	15%	
8	Increase	Percentage of entering first-time freshmen who increased their basic skills reading test score over the summer	Improvement	6%	
9	Increase	Student satisfaction with student services	Improvement	5%	
10	Increase	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	Improvement	5%	
11	Decrease	Administrative Costs (Institutional Support Services)	Improvement	-5%	
12	Increase	Mean teaching hours of veteran full-time faculty	Improvement	4%	
13	Increase	Ratio of FTEs to Headcount in associate programs	Improvement	3%	
14	Increase	Percentage of students passing gateway mathematics courses with C or better	Improvement	3%	
15	Increase	Student satisfaction with administrative services	Improvement	3%	
16	Increase	Student satisfaction with access to computer technology	Improvement	3%	
17	Increase	Percentage of entering first-time freshmen who increased their basic skills COMPASS Math 2 (algebra) test score over the summer	Improvement	2%	14
		Measures with Decline Over Five Years			
1	Increase	Percentage of students passing freshman composition with C or better	Decline	-1%	
2	Increase	Mean teaching hours of full-time faculty eligible for contractual release time	Decline	-2%	
3	Increase	Percentage of instructional FTEs delivered by full-time faculty	Decline	-5%	
4	Increase	Percentage of instructional FTEs in undergraduate courses delivered by full-time faculty	Decline	-5%	dup
5	Increase	Percentage of College Now participants with previous enrollment in College Now high school and college credit courses	Decline	-6%	
6	Increase	Percentage passing the NCLEX exam	Decline	-6%	
7	Increase	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	Decline	-7%	
8	Increase	Pass rate in math on exit from remediation	Decline	-12%	
9	Increase	Six-month job placement rate in career and technical education programs	Decline	-16%	8
CUNY CC's	Goal	Measures Showing No Change Over Five Years	Score	Change Last Two v. First Two	
1	Decrease	URM Gaps Indicator: One-year retention rate of first-time freshmen enrolled in associate programs (full-time entrants)	N/C	4%	
2	Increase	Percentage of entering first-time freshmen who increased their basic skills writing (essay) test score over the summer	N/C	4%	
3	Increase	Number of seats filled in Adult and Continuing Education courses	N/C	2%	
4	Increase	Total College Now enrollment (high school and college credit courses)	N/C	2%	
5	Increase	Student satisfaction with academic support services	N/C	1%	
6	Increase	Pass rate in writing on exit from remediation	N/C	1%	
7	Increase	Percentage of College Now participants who earn an A, B, or C in College Now high school and college credit courses	N/C	1%	
8	Increase	Percentage of FTEs offered on Fridays, evenings or weekends	N/C	0%	
9	Increase	Percentage of entering first-time freshmen who increased their basic skills COMPASS Math 1 (pre-algebra) test score over the summer	N/C	-1%	
10	Increase	Indirect cost recovery as a percentage of overall activity	N/C	-2%	
11	Increase	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	N/C	-2%	
12	Increase	Pass rate in reading on exit from remediation	N/C	-3%	
13	Increase	Transfers	N/C	-9%	?
14	Decrease	Gender Gaps Indicator: One-year retention rate of first-time freshmen enrolled in associate programs (full-time entrants)	N/C	-19%	13

LaGCC	Goal	Measures Improved on Over Five Years	Score	Change Last Two v. First Two	
1	Increase	Percentage of instructional (student) FTEs offered partially or totally online	Improvement	2000%	
2	Increase	Total Voluntary Support (weighted rolling average)	Improvement	108%	
3	Increase	Pass rate in math on exit from remediation	Improvement	26%	
4	Increase	Pass rate in writing on exit from remediation	Improvement	24%	
5	Increase	First-time Freshmen	Improvement	23%	dup
6	Increase	Total FTEs	Improvement	22%	
7	Increase	Total Enrollment	Improvement	18%	dup
8	Increase	Total Undergraduates	Improvement	18%	dup
9	Increase	Grants and contracts awarded (weighted, rolling, three-year average)	Improvement	16%	
10	Increase	Total College Now enrollment (high school and college credit courses)	Improvement	9%	
11	Increase	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	Improvement	6%	
12	Increase	Percentage of College Now participants who earn an A, B, or C in College Now high school and college credit courses	Improvement	4%	
13	Increase	Student satisfaction with access to computer technology	Improvement	4%	
14	Increase	Percentage of entering first-time freshmen who increased their basic skills COMPASS Math 2 (algebra) test score over the summer	Improvement	4%	
15	Increase	Student satisfaction with student services	Improvement	3%	
16	Increase	Ratio of FTEs to Headcount in associate programs	Improvement	1%	
17	Increase	Student satisfaction with administrative services	Improvement	1%	14
		Measures with Decline Over Five Years			
1	Decrease	Administrative Costs (Institutional Support Services)	Decline	3%	
2	Increase	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	Decline	-7%	
3	Increase	Pass rate in reading on exit from remediation	Decline	-8%	
4	Increase	Percentage of instructional FTEs delivered by full-time faculty	Decline	-8%	
5	Increase	Percentage of instructional FTEs in undergraduate courses delivered by full-time faculty	Decline	-8%	dup
6	Increase	Mean teaching hours of full-time faculty eligible for contractual release time	Decline	-11%	
7	Increase	Number of seats filled in Adult and Continuing Education courses	Decline	-14%	
8	Increase	Percentage passing the NCLEX exam	Decline	-16%	
9	Increase	Percentage of College Now participants with previous enrollment in College Now high school and college credit courses	Decline	-19%	
10	Increase	Six-month job placement rate in career and technical education programs	Decline	-20%	9
LaGCC	Goal	Measures Showing No Change Over Five Years	Score	Change Last Two v. First Two	
1	Increase	Indirect cost recovery as a percentage of overall activity	N/C	16%	
2	Increase	Percentage of FTEs offered on Fridays, evenings or weekends	N/C	6%	
3	Increase	Percentage of entering first-time freshmen who increased their basic skills writing (essay) test score over the summer	N/C	4%	
4	Increase	Mean teaching hours of veteran full-time faculty	N/C	2%	
5	Increase	Percentage of entering first-time freshmen who increased their basic skills reading test score over the summer	N/C	2%	
6	Increase	Percentage of students passing freshman composition with C or better	N/C	2%	
7	Increase	Percentage of students passing gateway mathematics courses with C or better	N/C	1%	
8	Increase	Student satisfaction with academic support services	N/C	-1%	
9	Increase	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	N/C	-2%	
10	Increase	Percentage of entering first-time freshmen who increased their basic skills COMPASS Math 1 (pre-algebra) test score over the summer	N/C	-2%	
11	Increase	Transfers	N/C	-4%	?
12	Decrease	URM Gaps Indicator: One-year retention rate of first-time freshmen enrolled in associate programs (full-time entrants)	N/C	-12%	
13	Decrease	Gender Gaps Indicator: One-year retention rate of first-time freshmen enrolled in associate programs (full-time entrants)	N/C	-32%	12

	Goal	Measure	LaGuardia Beat CC's by More than CC Noise	LaGCC Change Minus CC's Change
1	Increase	Percentage of instructional (student) FTEs offered partially or totally online	Better	1870%
2	Increase	Total Voluntary Support (weighted rolling average)	Better	93%
3	Increase	Pass rate in math on exit from remediation	Better	38%
4	Increase	Pass rate in writing on exit from remediation	Better	23%
5	Increase	Indirect cost recovery as a percentage of overall activity	Better	17%
6	Decrease	URM Gaps Indicator: One-year retention rate of first-time freshmen enrolled in associate programs (full-time entrants)	Better	-16%
7	Increase	Total College Now enrollment (high school and college credit courses)	Better	6%
8	Increase	Percentage of FTEs offered on Fridays, evenings or weekends	Better	6%
9	Increase	Percentage of College Now participants who earn an A, B, or C in College Now high school and college credit courses	Better	4%
10	Increase	Percentage of students passing freshman composition with C or better	Better	2%
1	Increase	Ratio of FTEs to Headcount in associate programs	Not Better	-2%
2	Increase	Student satisfaction with academic support services	Not Better	-2%
3	Increase	Percentage of students passing gateway mathematics courses with C or better	Not Better	-3%
4	Increase	Percentage of entering first-time freshmen who increased their basic skills reading test score over the summer	Not Better	-4%
5	Increase	Pass rate in reading on exit from remediation	Not Better	-5%
6	Decrease	Administrative Costs (Institutional Support Services)	Not Better	7%
7	Increase	Percentage passing the NCLEX exam	Not Better	-10%
8	Increase	Mean teaching hours of full-time faculty eligible for contractual release time	Not Better	-10%
9	Decrease	Gender Gaps Indicator: One-year retention rate of first-time freshmen enrolled in associate programs (full-time entrants)	Not Better	-13%
10	Increase	Percentage of College Now participants with previous enrollment in College Now high school and college credit courses	Not Better	-13%
11	Increase	Number of seats filled in Adult and Continuing Education courses	Not Better	-17%
1	Increase	Transfers	No Difference	5%
2	Increase	Percentage of entering first-time freshmen who increased their basic skills COMPASS Math 2 (algebra) test score over the summer	No Difference	1%
3	Increase	Student satisfaction with access to computer technology	No Difference	1%
4	Increase	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	No Difference	1%
5	Increase	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	No Difference	0%
6	Increase	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	No Difference	0%
7	Increase	Percentage of entering first-time freshmen who increased their basic skills writing (essay) test score over the summer	No Difference	0%
8	Increase	Percentage of entering first-time freshmen who increased their basic skills COMPASS Math 1 (pre-algebra) test score over the summer	No Difference	-1%
9	Increase	Mean teaching hours of veteran full-time faculty	No Difference	-1%
10	Increase	Total Enrollment	No Difference	-1%
11	Increase	Total Undergraduates	No Difference	-1%
12	Increase	Student satisfaction with administrative services	No Difference	-2%
13	Increase	Student satisfaction with student services	No Difference	-2%
14	Increase	Total FTEs	No Difference	-3%
15	Increase	Percentage of instructional FTEs delivered by full-time faculty	No Difference	-3%
16	Increase	Percentage of instructional FTEs in undergraduate courses delivered by full-time faculty	No Difference	-3%
17	Increase	First-time Freshmen	No Difference	-3%
18	Increase	Six-month job placement rate in career and technical education programs	No Difference	-4%
19	Increase	Grants and contracts awarded (weighted, rolling, three-year average)	No Difference	-7%