Methodological Notes for 2014-15 PMP Indicators/Metrics

A-University Goals

1-Increase opportunities for students to be taught by full-time faculty

**Percentage of annual instructional FTEs delivered by full-time faculty**

This indicator is calculated by dividing the total number of student (instructional) FTEs in courses taught by full-time faculty by the total number of student (instructional) FTEs in all courses for both the fall and spring semesters of a given academic year. Instruction by full-time professors (all ranks including chairs), instructors and lecturers is counted as instruction delivered by full-time faculty. Instruction in winter session sections is included only for full-time faculty whose teaching is part of their contractual workload (in which case, instructional FTEs are added to both the numerator and the denominator). Other winter session sections are excluded. Instruction is credited to the faculty member's college of appointment except for those appointed to the Graduate Center, the School of Journalism, and the Law School; their teaching is credited to the college where instruction took place. College Now sections are excluded from these calculations.

**Percentage of annual instructional FTEs in undergraduate courses delivered by full-time faculty**

This indicator is calculated by dividing the total number of student (instructional) FTEs in undergraduate courses taught by full-time faculty by the total number of student (instructional) FTEs in all undergraduate courses for both the fall and spring semesters of a given academic year. Instruction by full-time professors (all ranks including chairs), instructors and lecturers is counted as instruction delivered by full-time faculty. Instruction in winter session sections is included only for full-time faculty whose teaching is part of their contractual workload (in which case, instructional FTEs are added to both the numerator and the denominator). Other winter session sections are excluded. Instruction is credited to the faculty member's college of appointment except for those appointed to the Graduate Center, the School of Journalism, and the Law School; their teaching is credited to the college where instruction took place. College Now sections are excluded from these calculations.

**Ratio of FTE student to full-time faculty**

Full-time faculty headcount figures reflect census date records in CUNYFirst HCM for each fall term as reported to IPEDS by OIRA, except for the Graduate School for which faculty counts are from OHRM Workforce Diversity reports. Student FTEs are from census enrollment files.

2-Increase faculty scholarship and research impact

**Average number of pieces of scholarship/creative activity (weighted 3-yr rolling average)**

Data are from the CUNY Faculty Scholarship Collection, counting books authored, book chapters, conference presentations published as proceedings, peer reviewed journal articles, exhibits at curated art shows, direction/choreography/dramaturgy/design, music composition published/performed, and plays produced/performed. The Graduate School’s scholarship reported here reflects scholarship of just the Central Line faculty, and not also consortial faculty who are based on other CUNY campuses. Annual averages are computed as the number of works reported for a given calendar year divided by the number of faculty required to report scholarship (full-time professorial faculty who were active both semesters of the calendar year). The weighted 3-year rolling average is calculated as Calendar Year (CY)*0.5 + (CY-1)*0.3 + (CY-2)*0.2. The University averages reflect scholarship and creative activity at the graduate and professional schools.
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**Average number of pieces of scholarship/creative activity (annual)**

Data are from the CUNY Faculty Scholarship Collection, counting books authored, book chapters, conference presentations published as proceedings, peer reviewed journal articles, exhibits at curated art shows, direction/choreography/dramaturgy/design, music composition published/perform, and plays produced/perform. The Graduate School’s scholarship reported here reflects scholarship of just the Central Line faculty, and not also consortial faculty who are based on other CUNY campuses. Annual averages are computed as the number of works reported for a given calendar year divided by the number of faculty required to report scholarship (full-time professorial faculty who were active both semesters of the calendar year). The University averages reflect scholarship and creative activity at the graduate and professional schools.

**Number of funded research grants**

The University totals include funded grants for the graduate and professional schools, but do not reflect grants for the ASRC or CUNY Central.

**Research awards (weighted 3-yr rolling average)**

Reflects a weighted rolling average of total dollars awarded for research as reported by the CUNY Research Foundation, calculated as current fiscal year amount (FY)*0.5 + (FY-1)*0.3 + (FY-2)*0.2. The University totals include awards to the graduate and professional schools, but do not reflect grants for the ASRC or CUNY Central.

**Research awards (annual)**

Reflects total dollars awarded for research as reported by the CUNY Research Foundation. The University totals include awards to the graduate and professional schools, but do not reflect grants for the ASRC or CUNY Central.

**3-Ensure that students make timely progress toward degree completion**

**Average number of credits earned in one year by baccalaureate full-time first-time freshmen**

Based on full-time first-time baccalaureate freshmen enrolled in the fall who are still enrolled in the subsequent spring term. Credits earned in the fall, winter, spring and summer of a given academic year are counted.

**Average number of equated credits earned in one year by associate full-time first-time freshmen**

Based on full-time first-time associate freshmen enrolled in the fall who are still enrolled in the subsequent spring term. Credits earned and equated credits for remedial courses passed in the fall, winter, spring and summer are counted.

**Percentage of baccalaureate students who earn 30 credits per year**

Based on students who were enrolled in both the fall and spring semesters and who were full-time in the fall and/or the spring semester. Credits earned in the fall, winter, spring and summer of a given academic year are counted.

**Percentage of associate students who earn 30 equated credits per year**

Based on students who were enrolled in both the fall and spring semesters and who were full-time in the fall and/or the spring semester. Credits earned and equated credits for remedial courses passed in the fall, winter, spring and summer of a given academic year are counted.
One-year retention rate of baccalaureate full-time first-time freshmen

Students are counted as retained if they are still enrolled in the college of entry one year later.

Difference between actual and predicted 1-year retention rate of baccalaureate full-time first-time freshmen

Figures represent the difference between a college’s actual rate and predicted rate based on student characteristics. An actual rate that is significantly higher than a predicted rate indicates a college's "added value." "#" indicates that the figure is not statistically significantly different from zero at the 5% level (i.e., a college's actual rate is statistically the same as its predicted rate). The fall 2012 figure for Lehman has been revised from last year because of an update to the college's actual retention rate.

One-year retention rate of baccalaureate full-time transfers

Students are counted as retained if they are still enrolled in the college of entry one year later.

One-year retention rate of associate full-time first-time freshmen

Students are counted as retained if they are still enrolled in the college of entry one year later.

Difference between actual and predicted 1-year retention rate of associate full-time first-time freshmen

Figures represent the difference between a college’s actual rate and predicted rate based on student characteristics. An actual rate that is significantly higher than a predicted rate indicates a college's "added value." "#" indicates that the figure is not statistically significantly different from zero at the 5% level (i.e., a college's actual rate is statistically the same as its predicted rate). The fall 2012 figures for Kingsborough and LaGuardia have been revised from last year because of an update to those two colleges’ actual retention rates.

4-Increase graduation rates

Four-year graduation rate of baccalaureate full-time first-time freshmen

Students are counted as graduates if they earn the degree pursued (or higher) within four years from the college of entry. Graduation rates reflect all degrees conferred through August 31 of the last year of the tracking period. Students who earn more than one degree within the tracking period are counted only once. Students in five-year programs are excluded.

Difference between actual and predicted 4-year graduation rate of baccalaureate full-time first-time freshmen

Figures represent the difference between a college’s actual rate and predicted rate based on student characteristics. An actual rate that is significantly higher than a predicted rate indicates a college's "added value." "#" indicates that the figure is not statistically significantly different from zero at the 5% level (i.e., a college's actual rate is statistically the same as its predicted rate). Fall 2009 figures have been revised from last year because of updated values to colleges' actual graduation rates.
**Methodological Notes for 2014-15 PMP Indicators/Metrics**

**Four-year graduation rate of baccalaureate full-time transfers**

Students are counted as graduates if they earn the degree pursued (or higher) within four years from the college of entry. Graduation rates reflect all degrees conferred through August 31 of the last year of the tracking period. Students who earn more than one degree within the tracking period are counted only once.

**Four-year graduation rate of associate full-time first-time freshmen**

Students are counted as graduates if they earn the degree pursued (or higher) within four years from the college of entry. Graduation rates reflect all degrees conferred through August 31 of the last year of the tracking period. Students who earn more than one degree within the tracking period are counted only once.

**Difference between actual and predicted 4-year graduation rate of associate full-time first-time freshmen**

Figures represent the difference between a college’s actual rate and predicted rate based on student characteristics. An actual rate that is significantly higher than a predicted rate indicates a college’s "added value." "#" indicates that the figure is not statistically significantly different from zero at the 5% level (i.e., a college's actual rate is statistically the same as its predicted rate). Fall 2009 figures have been revised from last year because of updated values to colleges' actual graduation rates.

**Six-year graduation rate of baccalaureate full-time first-time freshmen**

Students are counted as graduates if they earn the degree pursued (or higher) within six years from the college of entry. Graduation rates reflect all degrees conferred through August 31 of the last year of the tracking period. Students who earn more than one degree within the tracking period are counted only once.

**Six-year graduation rate of associate full-time first-time freshmen**

Students are counted as graduates if they earn the degree pursued (or higher) within six years from the college of entry. Graduation rates reflect all degrees conferred through August 31 of the last year of the tracking period. Students who earn more than one degree within the tracking period are counted only once.

**5-Improve student satisfaction with academic support and student support services**

**Satisfaction with academic advising effectiveness (Noel-Levit SSI)**

Satisfaction ratings are from 1 to 7 where 1 is "not satisfied at all" and 7 is "very satisfied." The scale is derived from a combination of survey items. Means and standard deviations (in parentheses) are computed from available responses.

**Satisfaction with campus support services (Noel-Levit SSI)**

Satisfaction ratings are from 1 to 7 where 1 is "not satisfied at all" and 7 is "very satisfied." The scale is derived from a combination of survey items. Means and standard deviations (in parentheses) are computed from available responses.

**6-Improve student satisfaction with administrative services**
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**Satisfaction with admissions and financial aid effectiveness (Noel-Levitz SSI)**

Satisfaction ratings are from 1 to 7 where 1 is "not satisfied at all" and 7 is "very satisfied." The scale is derived from a combination of survey items. Means and standard deviations (in parentheses) are computed from available responses.

**Satisfaction with registration effectiveness (Noel-Levitz SSI)**

Satisfaction ratings are from 1 to 7 where 1 is "not satisfied at all" and 7 is "very satisfied." The scale is derived from a combination of survey items. Means and standard deviations (in parentheses) are computed from available responses.

**Satisfaction with service excellence (Noel-Levitz SSI)**

For senior and comprehensive colleges, this indicator reflects the combination of three separate Noel-Levitz scales (Academic Advising, Campus Support Services, and Concern for the Individual). For community colleges, the three N-L scales are combined with an additional scale, Academic Services. Satisfaction ratings for the items that comprise these scales are from 1 to 7 where 1 is "not satisfied at all" and 7 is "very satisfied." Means and standard deviations (in parentheses) are computed from available responses.

**7-Increase revenues**

**Total voluntary support (weighted 3-yr rolling average)**

This indicator reflects the sum of cash-in, new pledges, and testamentary gifts. The weighted 3-year rolling average is calculated as the dollar amount for the current fiscal year (FY)*0.5 + (FY-1)*0.3 + (FY-2)*0.2. The University totals include voluntary contributions for the graduate and professional schools and for Macaulay Honors College but do not reflect fundraising for CUNY (Central) Initiatives.

**Total voluntary support (annual)**

This indicator reflects the sum of cash-in, new pledges and testamentary gifts. The University totals include voluntary contributions for the graduate and professional schools and for Macaulay Honors College but do not reflect fundraising for CUNY (Central) Initiatives.

**Grant and contract awards (weighted 3-yr rolling average)**

Grants and contracts administered by the Research Foundation. Student Financial Aid, PSC-CUNY grants, and grants and contracts generated by the Central Office are not included. The weighted 3-year rolling average is calculated as the dollar amount for the current fiscal year (FY)*0.5 + (FY-1)*0.3 + (FY-2)*0.2. The University totals include awards to the graduate and professional schools and for Macaulay Honors College but do not reflect awards to CUNY Central.

**Grant and contract awards (annual)**

Reflects total awards for grants and contract administered by the Research Foundation. The University totals include awards to the graduate and professional schools but do not reflect awards to CUNY Central.

**Alternative revenues (weighted 3-yr rolling average)**

As reflected in revenues reported through auxiliary enterprises on the college financial statement. The weighted 3-year rolling average is calculated as the dollar amount for the current fiscal year (FY)*0.5 + (FY-1)*0.3 + (FY-2)*0.2. FY 2015 data will not be available until the end of the calendar year. The University averages reflect alternative revenues generated by the graduate and professional schools.
Alternative revenues (annual)
As reflected in revenues reported through auxiliary enterprises on the college financial statement. FY 2015 data will not be available until the end of the calendar year. The University averages reflect alternative revenues generated by the graduate and professional schools.

8-Use financial resources efficiently and prioritize spending on direct student services

Spending on student services and instruction and departmental research as a percentage of tax-levy budget
FY 2015 data will not be available until September 2015. The University averages reflect spending by the graduate and professional schools.

Spending on student services as a percentage of tax-levy budget
FY 2015 data will not be available until September 2015. The University averages reflect spending by the graduate and professional schools.

Spending on instruction and departmental research as a percentage of tax-levy budget
FY 2015 data will not be available until September 2015. The University averages reflect spending by the graduate and professional schools.

Percentage of budget in reserve
This indicator (year-end balance divided by the total of the tax-levy allocation plus tuition revenue above target) is provided by the Office of Budget and Finance. Source is the year-end financial report for each fiscal year. FY 2015 data will not be available until September 2015. The University averages reflect reserves of the graduate and professional schools.

9-Increase the proportion of full-time faculty from under-represented groups

Percentage of minority full-time faculty
The University averages reflect figures for the graduate and professional schools.

Percentage of Italian American full-time faculty
The University averages reflect figures for the graduate and professional schools.

Percentage of women full-time faculty
The University averages reflect figures for the graduate and professional schools.

B-Sector Goals

1.2-Increase enrollment in master’s programs

Headcount enrollment in master’s programs

FTE enrollment in master’s programs

New master's student enrollment
Reflects enrollment of new students in all master's level programs.
**Methodological Notes for 2014-15 PMP Indicators/Metrics**

**One-year retention rate in master’s programs**

Computed as the percentage of entering students who are still enrolled the following fall or have graduated within one year.

**2.1-CREATE MORE EFFICIENT REMEDIATION PATHWAYS**

**Percentage of students fully proficient by the end of the first year (of those initially needing any remediation)**

The denominator for computing this rate consists of first-time associate degree-seeking freshmen who were not fully proficient upon initial testing and were still enrolled at the college of entry in the subsequent spring term. Students whose initial proficiency status is unknown are excluded. The numerator consists of those students counted in the denominator who became fully proficient by the start of the next fall term, regardless of whether they enrolled in the same college that fall. Proficiency in reading and writing is determined by test results. Proficiency in math is determined by either test results, enrolling in a basic college-level math course during the fall term of entry or subsequent spring term, or course completion (passing a last-in-sequence remedial math course with a grade of C or better).

**2.2-PREPARE STUDENTS FOR TRANSFER TO BACCALAUREATE PROGRAMS**

**Percentage of first-time freshmen transferring to any baccalaureate program within 6 years**

Calculated as the percentage of an associate-seeking first-time freshman cohort that transferred to any college within 6 years, with or without an associate degree.

**Transfer rate of AA/AS graduates to any baccalaureate program**

Calculated as the number of students who enrolled in a CUNY or non-CUNY baccalaureate program within two years after graduation, of those who graduated from an AA or AS program in a given academic year. Transfers outside CUNY are limited to enrollment in four-year institutions, but may include a small number of students pursuing a second associate degree at an institution offering degrees at both the associate and baccalaureate levels.

**Mean first-semester GPA of baccalaureate transfers from CUNY associate programs**

Transfers are those who enrolled in a baccalaureate program within two years of their last enrollment in a CUNY associate program (whether or not they earned an associate degree prior to transfer). Figures for students who transferred from Guttman Community College into baccalaureate programs in fall 2013 and fall 2014 are not shown due to low N's.

**2.3-INCOREASE (OR MAINTAIN HIGH) PASS RATES ON PROFESSIONAL LICENSURE EXAMS**

**NCLEX (RN licensure) pass rate**

NCLEX pass rates are based on all test-takers in a calendar year. Hunter and Lehman's pass rates are not included here because this indicator is associated with a community/comprehensive college goal.

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