

# 2006 INSTITUTIONAL PROFILE



**Office of Institutional Research  
Division of Information Technology  
LaGuardia Community College  
The City University of New York**



LaGuardia Community College  
The City University of New York

2006  
Institutional Profile

Office of Institutional Research  
Division of Information Technology

September 2006

LaGuardia Community College  
The City University of New York

Division of Information Technology  
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September 2006

The office of Institutional Research is pleased to present the 2006 Institutional Profile. We hope the information it contains will be useful for a wide variety of people interested in LaGuardia Community College. Among others, this includes the college's faculty, staff, and administrators, present and potential students, our alumni, our public representatives, and the wider local community. In order to accommodate such a broad range of interests, we have provided descriptions of several of the college's aspects. Beginning with *Five Years at a Glance*, the Profile outlines major trends and statistics. However, the Profile's principal subject continues to be the detailed characteristics, enrollment patterns, and performance outcomes of LaGuardia students.

Information about academic program offerings, administrative offices, and institutional affiliations and accreditations can be found at the back of the report for handy reference. A glossary is also provided at the back with the definitions of specialized terms used in the presentation of the data. Throughout the sections of tables and charts, five-year trends are shown wherever possible, along with brief analytical remarks.

We welcome your comments on this issue, as well as suggestions about how future issues may serve your interests more meaningfully.

Barbara Astone, PhD  
Director

## **Acknowledgments**

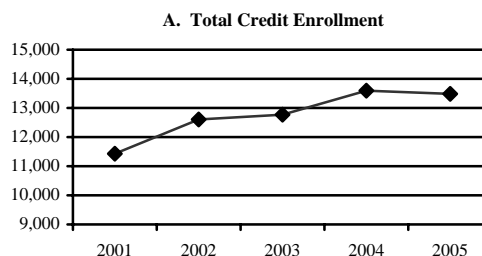
Many people at LaGuardia have collaborated to produce this issue of the Institutional Profile. Qi-Jian Gau, senior research analyst, coordinated the project and led the compilation and formatting of most of the data presented, with the competent assistance of Veron Sundar, Anatoliy Kadinskiy, and Erez Lenchner.

Several people from different departments throughout the college contributed in various and substantial ways, whether by providing data or text, submitting parts of their own reports, or cooperating to help us meet important deadlines. In particular, we wish to thank the following individuals for contributing once again this year: John Garcia for the information on Adult and Continuing Education; Bret Eynan for information about LaGuardia ePortfolio; Diane Colon, Theresia Litvay-Sardou, and Jairo Vanegas for data on information technology; Scott White for data regarding the Library; Vice President Richard Elliott and Shannon Bryant for figures concerning college revenues and expenditures; Robert Kahn and Elise Johmann for grants information; and Richard Ng for reporting detailed facts on institutional space. We also wish to thank William Freeland, who designed the cover, and Peter Wang for his photograph of LaGuardia Community College students. The contributions and cooperation of all are gratefully acknowledged.

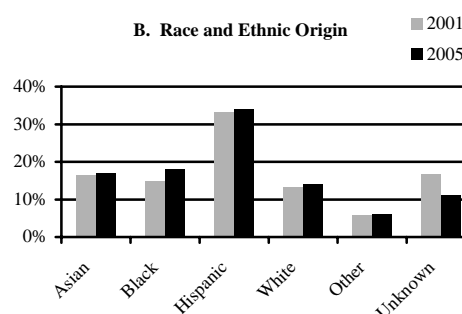
# LaGuardia Community College

## Five Years At A Glance...

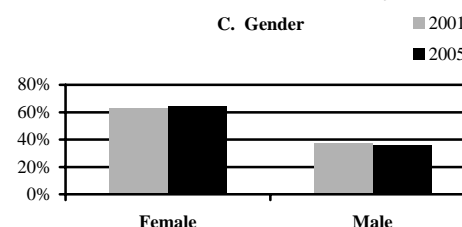
	<u>2001</u>	<u>2005</u>
A. Total Enrollment (Credit and Non Credit)		
Degree	9,580	<b>11,396</b>
Non-Degree	1,847	<b>2,093</b>
<b>Total Credit Enrollment</b>	11,427	<b>13,489</b>
<b>Total Non-Credit Enrollment</b>	34,289	<b>42,017</b>



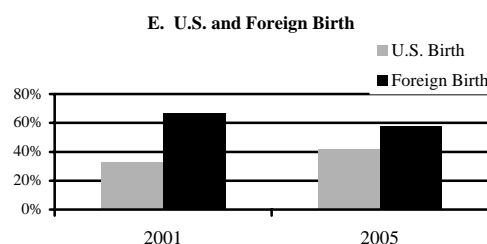
B. Race and Ethnic Origin	2001	2005
Asian	16%	<b>17%</b>
Black	15%	<b>18%</b>
Hispanic	33%	<b>34%</b>
White	13%	<b>14%</b>
Other Ethnic Origin	6%	<b>6%</b>
Unknown	17%	<b>11%</b>



C. Gender	2001	2005
Female	63%	<b>64%</b>
Male	37%	<b>36%</b>

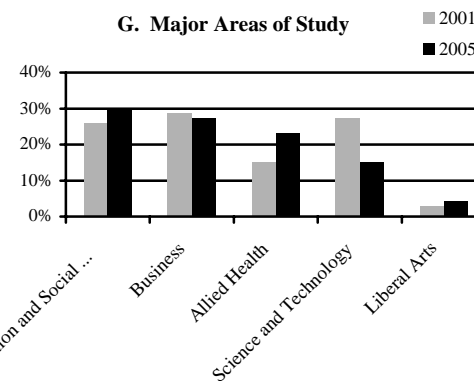


D. Age	2001	2005
17 to 22	46%	<b>47%</b>
23 to 29	27%	<b>28%</b>
30 +	22%	<b>21%</b>



E. U.S. and Foreign Birth	2001	2005
U.S. Born	33%	<b>42%</b>
Foreign Born	67%	<b>58%</b>

F. Total Number of Countries Represented	2001	2005
North America	33%	<b>42%</b>
Latin America	37%	<b>30%</b>
Asia	20%	<b>18%</b>
Europe	7%	<b>7%</b>
Africa	3%	<b>3%</b>



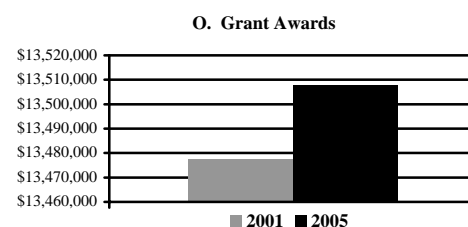
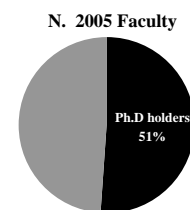
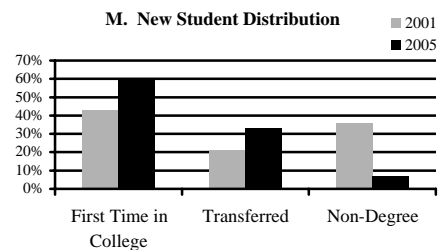
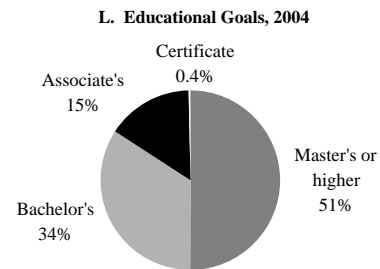
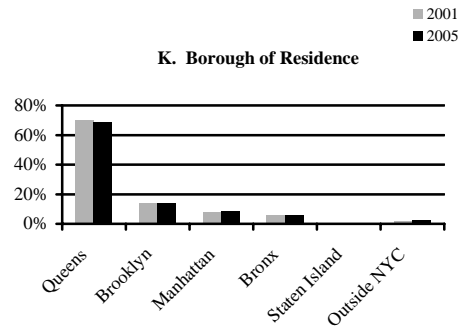
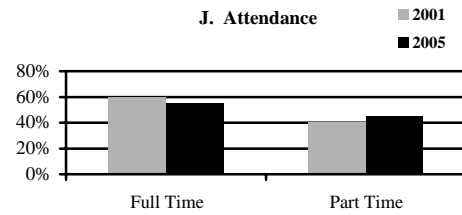
G. Major Areas of Study	2001	2005
Education and Social Science	26%	<b>30%</b>
Business	29%	<b>27%</b>
Allied Health	15%	<b>23%</b>
Science and Technology	27%	<b>15%</b>
Liberal Arts	3%	<b>4%</b>



# LaGuardia Community College

## Five Years At A Glance...

	<u>2001</u>	<u>2005</u>
H. No.of Native Languages	94	<b>110</b>
I. Receiving Financial Aid	n/a	<b>53%</b>
J. % Attending Full Time	60%	<b>55%</b>
% Attending Part Time	40%	<b>45%</b>
K. Borough of Residence		
Queens	70%	<b>69%</b>
Brooklyn	14%	<b>14%</b>
Manhattan	8%	<b>8%</b>
Bronx	6%	<b>6%</b>
Staten Island	0.3%	<b>0.4%</b>
Outside NYC	2%	<b>2%</b>
L. Educational Aspiration		
Certificate	1%	<b>0.4%</b>
Associate's	12%	<b>15%</b>
Bachelor's	35%	<b>34%</b>
Master's or higher	52%	<b>50%</b>
M. New Student Distribution		
% First Time	43%	<b>60%</b>
% Transfer	21%	<b>33%</b>
% Not Matriculating	36%	<b>7%</b>
% Employed Full Time	34%	<b>35%</b>
% Employed Part Time	21%	<b>20%</b>
% Not Employed	45%	<b>45%</b>
N. Faculty Ph.Ds		
Percent Ph.Ds	46%	<b>51%</b>
O. Grant Awards	\$13,477,431	<b>\$13,507,877</b>

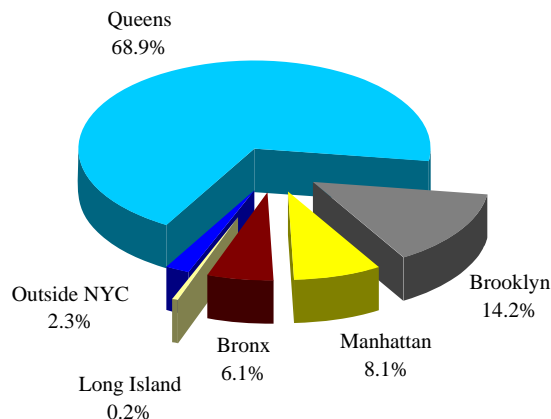


# The Student Body Profile

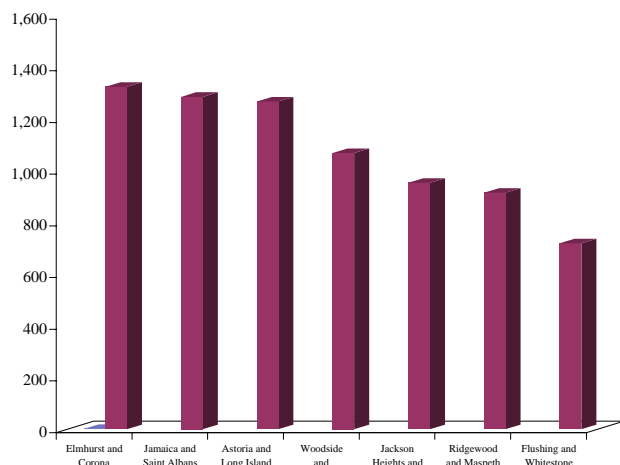
## Borough of Residence

Fall 2005

Borough	No.	%
Queens	9,293	68.9%
Brooklyn	1,909	14.2%
Manhattan	1,097	8.1%
Bronx	818	6.1%
Staten Island	57	0.4%
Outside NYC	315	2.3%
<b>Total</b>	<b>13,489</b>	<b>100%</b>

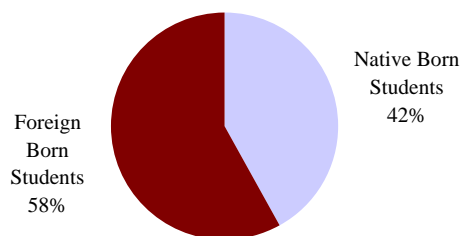


## Neighborhoods in Queens



Neighborhoods in Queens	No.	%
Elmhurst and Corona	1,325	14.3%
Jamaica and Saint Albans	1,286	13.8%
Astoria and Long Island City	1,268	13.6%
Woodside and Sunnyside	1,069	11.5%
Jackson Heights and East Elmhurst	954	10.3%
Ridgewood and Maspeth	915	9.8%
Flushing and Whitestone	719	7.7%
Other	1,757	18.9%
<b>Total</b>	<b>9,293</b>	<b>100%</b>

LaGuardia students come from all over the world. Among the 13,489 students in academic programs, there are 154 countries represented and 110 different languages spoken natively. Nearly all LaGuardia students reside in New York City now. More than two-thirds live in Queens.



# The Student Body Profile

## Where in the World Do Our Students Come From?



<b>North America</b>	<b>5,667</b>	<b>42%</b>
United States	5,657	
Canada	10	

<b>Latin America</b>	<b>3,979</b>	<b>30%</b>	<b>Europe</b>	<b>978</b>	<b>7%</b>	<b>Africa</b>	<b>409</b>	<b>3%</b>	<b>Asia</b>	<b>2,456</b>	<b>18%</b>
Dominican Republic	680		Poland	438		Nigeria	95		South Korea	401	
Ecuador	642		Russia	92		Morocco	61		Bangladesh	337	
Colombia	529		Romania	72		Egypt	39		China	314	
Jamaica	350		Ukraine	50		Ghana	30		Philippines	313	
Haiti	273		Albania	46		Cote d'Ivoire	24		India	212	
Peru	249		Greece	34		Senegal	17		Japan	210	
Guyana	243		Ireland	25		Mali	17		Pakistan	103	
Tobago	192		Herzegovina	22		Guinea	12		Nepal	83	
Mexico	171		U.K.	21		Congo	10		Uzbekistan	76	
Brazil	124		Yugoslavia	21		Liberia	10		Hong Kong	49	
El Salvador	70		Bulgaria	19		Algeria	9		Indonesia	45	
Venezuela	64		Hungary	19		Sierra Leone	9		Myanmar	41	
Honduras	53		Italy	17		Ethiopia	9		Turkey	38	
Argentina	51		Croatia	13		Tanzania	8		Taiwan	37	
Bolivia	38		France	10		Togo	8		Thailand	36	
Guatemala	34		Montenegro	9		Cameroon	7		Afganistan	27	
Barbados	30		Slovakia	8		Niger	5		Israel	21	
Grenada	28		Serbia	7		Sudan	5		Lebanon	13	
Other	158		Other	55		Other	34		Other	100	

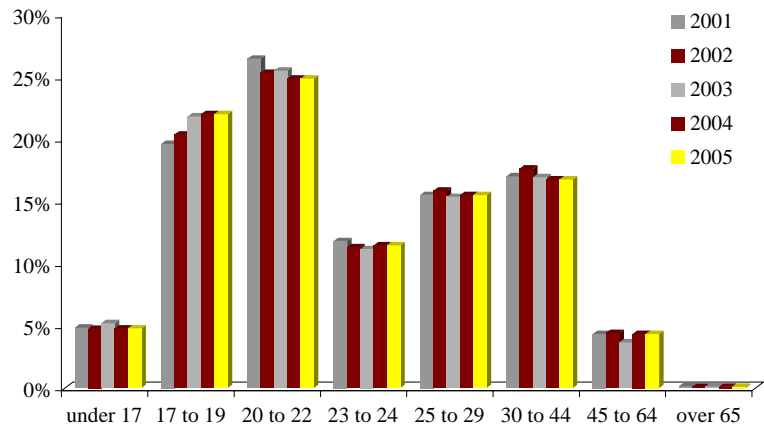
Source: LaGuardia Community College Data Warehouse

# The Student Body Profile

## Age

Fall 2001 to Fall 2005

There is a wide range of ages in the credit-student population. The trend in recent years has been toward younger students -- about forty-seven percent of students were traditional college age in 2005 (between 17 and 22), and about five percent were younger. Nevertheless, more than a quarter were well into their twenties, and another twenty-one percent were over 30. The median age in Fall 2005 was 22.



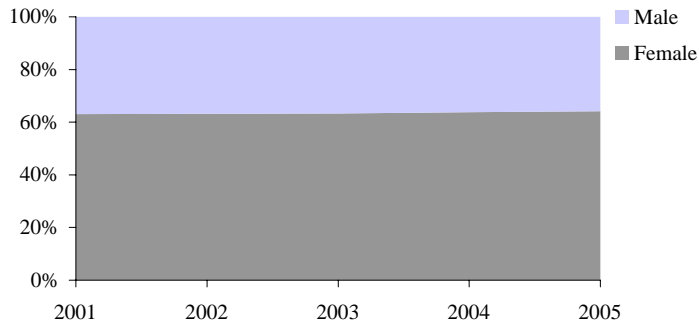
Age	2001	2002	2003	2004	2005
Under 17	5%	5%	5%	5%	<b>5%</b>
17 to 19	20%	20%	22%	22%	<b>22%</b>
20 to 22	27%	25%	26%	25%	<b>25%</b>
23 to 24	12%	11%	11%	11%	<b>11%</b>
25 to 29	16%	16%	15%	16%	<b>16%</b>
30 to 44	17%	18%	17%	17%	<b>17%</b>
45 to 64	4%	4%	4%	4%	<b>4%</b>
Over 65	0.2%	0.1%	0.1%	0.1%	<b>0.1%</b>
Unknown	0.03%	0.01%	0.00%	0.00%	<b>0.00%</b>
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

Source: LaGuardia Community College Data Warehouse

# The Student Body Profile

## Gender

Fall 2001 to Fall 2005



Women predominate at LaGuardia, as at most other community colleges. In Fall 2005, the proportion of women and men in the student body continued to be roughly two-thirds women to one-third men. Among the different ethnic groups, however, the proportions of women and men vary substantially. Asian students are the closest to being equal in gender distribution, and black, non hispanic, are further apart.

Fall	Female	%	Male	%	Total
2001	7,204	63.0%	4,223	37.0%	11,427
2002	7,961	63.2%	4,638	36.8%	12,599
2003	8,078	63.3%	4,690	36.7%	12,768
2004	8,668	63.8%	4,924	36.2%	13,592
<b>2005</b>	<b>8,648</b>	<b>64.1%</b>	<b>4,841</b>	<b>35.9%</b>	<b>13,489</b>

## Gender by Ethnic Background

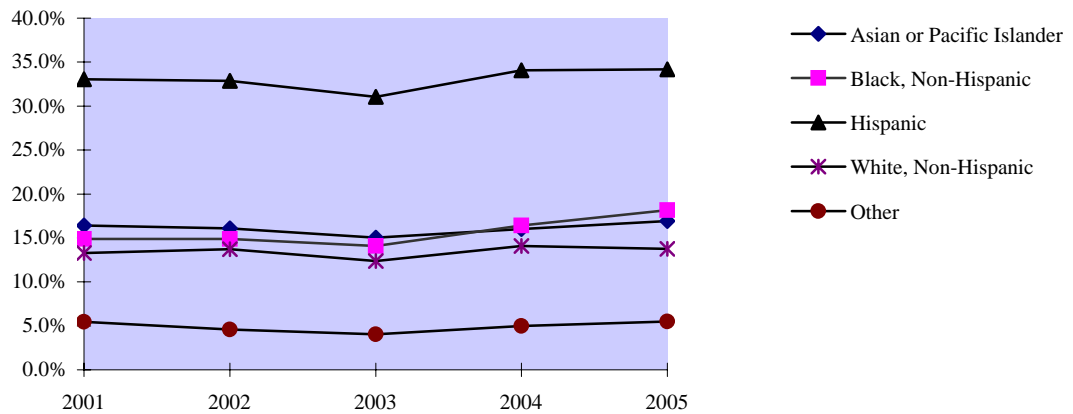
Fall 2005

Ethnic Origin	Female	Male
Asian or Pacific Islander	58%	42%
Black, Non-Hispanic	70%	30%
Hispanic	65%	35%
Native Am. & Alaskan Nat.	60%	40%
White, Non-Hispanic	65%	35%
Other	61%	39%
<b>Total</b>	<b>64%</b>	<b>36%</b>

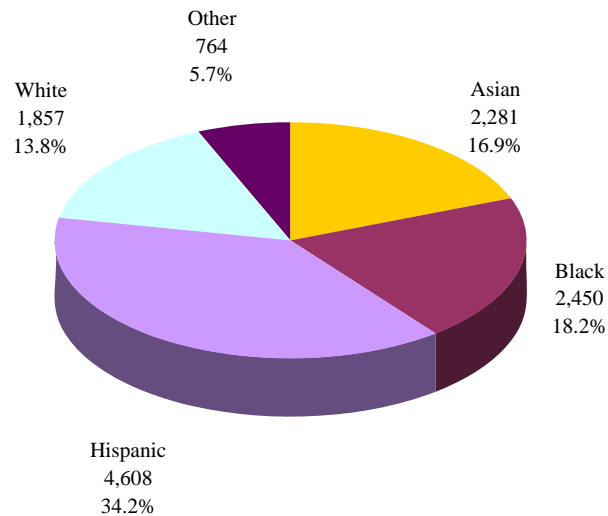
Source: LaGuardia Community College Data Warehouse

# The Student Body Profile

## Race and Ethnic Background Fall 2001 to Fall 2005



The racial and ethnic distribution of students has remained relatively stable over the past five years, although about eleven percent (not shown) choose not to indicate a race or ethnicity. The largest ethnic group continues to be Hispanics, who make up more than one-third of the student body.



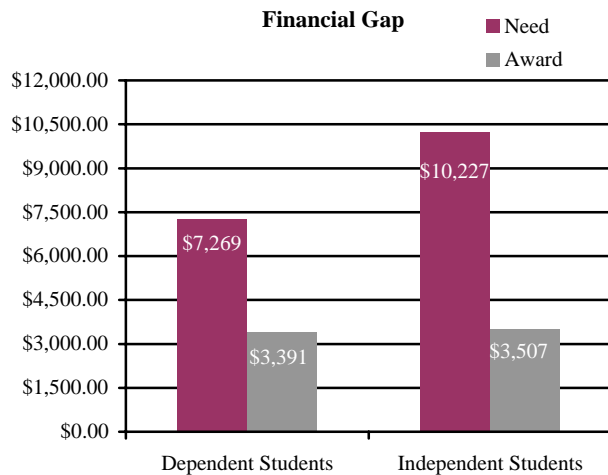
Source: LaGuardia Community College Data Warehouse

# The Student Body Profile

## Financial Resources

2005-2006

A total of 7,664 students, or 53 percent of all students in degree programs, were awarded some form of financial aid in 2005-06. Approximately half of those awarded financial aid lived with their parents and half lived independently. As shown below, even among the LaGuardia students who qualified for financial assistance (to say nothing of those who did not), aid fell far short of the actual cost of going to college. This is so irrespective of the fact that LaGuardia has the lowest tuition in the state. Last year, the gap between financial aid and actual college costs ranged from \$6,161 to \$10,332 per student.

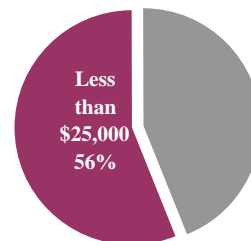


	Living with Parents	Living Independently
<b>Per-Year Per-Student Costs:</b>		
Tuition and Fees	\$3,072	\$3,072
Room and Board	\$2,520	\$7,310
Books and Supplies	\$832	\$832
Personal Expenses	\$1,659	\$3,481
Transportation	\$816	\$816
<b>Total Costs</b>	<b>\$8,899</b>	<b>\$15,511</b>
<b>Est. Financial Need</b>	<b>\$7,269</b>	<b>\$10,227</b>
<b>Financial Aid Award</b>	<b>\$3,391</b>	<b>\$3,507</b>
<b>Financial Gap</b>	<b>\$3,878</b>	<b>\$6,720</b>

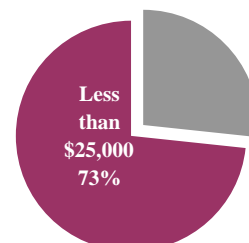
### Family Income Ranges:

Less than \$5,000	4%	10%
\$5,000 to \$15,000	26%	39%
\$15,001 to \$25,000	26%	25%
\$25,001 or more	44%	27%

### Family Income of Dependent Students



### Family Income of Independent Students

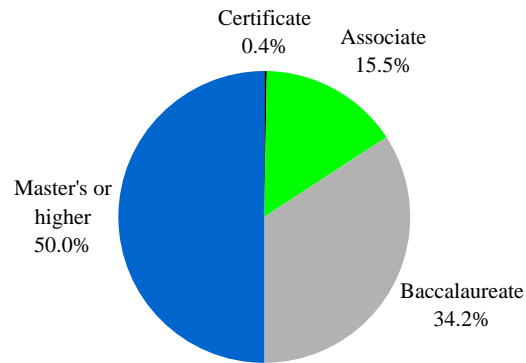


Note: Reflects financial aid awarded through 7/3/06

# The Student Body Profile

## Educational Aspirations New Degree-Seeking Students Fall 2005

Degree Goal	Percent
Certificate	0.4%
Associate Degree	15.5%
Baccalaureate Degree	34.2%
Master's Degree or higher	50.0%

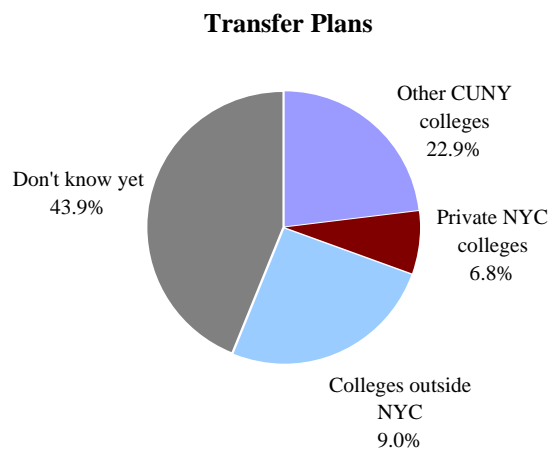


LaGuardia students have high educational goals. Only sixteen percent of the Fall 2005 entering students who were surveyed planned to stop at an Associate's degree, while eighty-four percent acquire to higher degrees.

In 2005 eight percent of students said they expected to leave LaGuardia and transfer early, while sixty-nine percent had clear expectations of graduating from LaGuardia. The number who answered *Don't know* if they would stay at LaGuardia is about twenty-three percent.

Thirty-three percent of students with higher degree goals said they expected to stay in the CUNY system, and forty-four percent had no planned transfer destination.

LaGuardia Plans	Percent
Graduate from LaGuardia	69.4%
Leave LaGuardia	7.8%
Don't know	22.8%



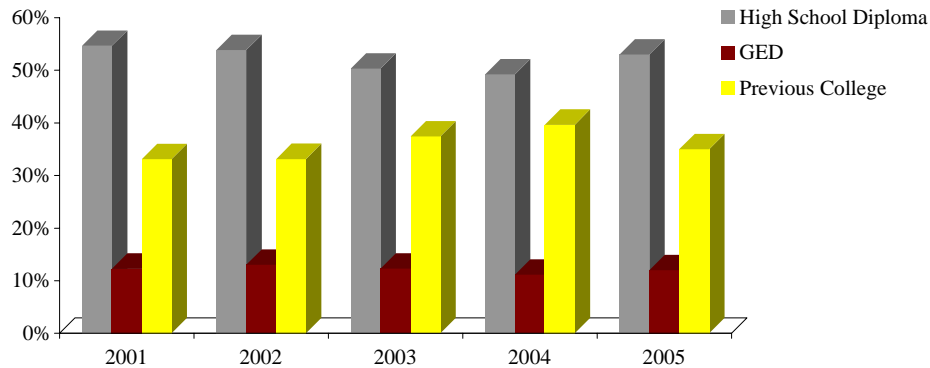
Source: New Student Survey, Fall 2005 and Spring 2006



# The Student Body Profile

## Entering Academic Credential

GED, High School Diploma or Previous College Degree-Seeking Students, Fall 2001 to Fall 2005



Fall	High School Diploma		GED		Previous College		Total
	No.	%	No.	%	No.	%	
2001	1,343	55%	302	12%	814	33%	2,459
2002	1,662	54%	402	13%	1,023	33%	3,087
2003	1,514	50%	369	12%	1,124	37%	3,007
2004	1,718	49%	389	11%	1,384	40%	3,491
<b>2005</b>	<b>1,707</b>	<b>53%</b>	<b>373</b>	<b>12%</b>	<b>1,131</b>	<b>35%</b>	<b>3,211</b>

Source: LaGuardia Community College Data Warehouse

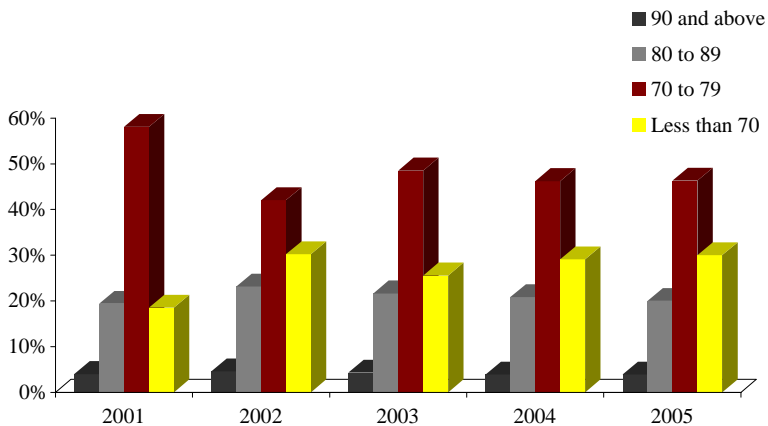
The proportion of first-time (high school diploma and GED) students increased last year about five percent, with a corresponding decrease in transfer students.

# The Student Body Profile

## High School Averages

### First-Time Students, Fall 2001 to Fall 2005

Because of the large number of GED and transfer students, only about sixty percent of students provide high school grades at entry. In 2005, about forty-six percent of the students had high school grades in the "average" range, while nearly a quarter had "above-average" and thirty percent had "below-average" grades.



High School Average											
Average	2001	%	2002	%	2003	%	2004	%	2005	%	
90 and above	48	4%	50	5%	48	4%	40	4%	43	4%	
80 to 89	233	19%	250	23%	243	22%	215	21%	225	20%	
70 to 79	699	58%	456	42%	545	49%	477	46%	523	46%	
Less than 70	223	19%	324	30%	287	26%	299	29%	342	30%	
<b>Total</b>	<b>1,203</b>	<b>100%</b>	<b>1,080</b>	<b>100%</b>	<b>1,123</b>	<b>100%</b>	<b>1,031</b>	<b>100%</b>	<b>1,133</b>	<b>100%</b>	

Note: Based on students submitting high school averages

Source: LaGuardia Community College Data Warehouse

# The Student Body Profile

## Sending High Schools

High School Name	Neighborhood	Admitted	Enrolled	Percent (of row)
Newtown	Elmhurst	146	103	71%
William C. Bryant	Astoria	106	62	58%
Long Island City	Long Island City	110	76	69%
John Bowne	Flushing	92	58	63%
Forest Hills	Forest Hills	84	56	67%
Grover Cleveland	Ridgewood	72	52	72%
Hillcrest	Jamaica	68	47	69%
Flushing	Flushing	50	30	60%
Richmond Hill	Richmond Hill	46	28	61%
Newcomers School	Long Island City	45	30	67%
Jamaica	Jamaica	42	22	52%
John Adams	Ozone Park	41	26	63%
Bayside HS	Bayside	41	25	61%
Queens Vocational HS	Long Island City	38	27	71%
B N Cardozo	Bayside	37	18	49%
Franklin Lewis	Woodhaven	36	16	44%
Thomas Edison Voc HS	Jamaica	35	24	69%
Francis Lewis	Fresh Meadows	35	17	49%
International HS	Long Island City	33	20	61%
Martin Van Buren	Queens	33	18	55%
HS for Humanities	Manhattan	33	13	39%
Clara Barton Voc HS	Brooklyn	30	20	67%
Washington Irving HS	Queens	28	16	57%
Aviation	Long Island City	26	21	81%
LaGuardia Middle College	Long Island City	25	12	48%
Manhattan Comp N	Manhattan	25	12	48%
Murry Bergtraum	Manhattan	23	16	70%
Norman Thomas	Manhattan	23	13	57%
West Side HS	Manhattan	23	13	57%
Sattelite Academy	Manhattan	20	12	60%
Health Prof & Human	Manhattan	19	15	79%
August Martin HS	Jamaica	19	13	68%
<b>Subtotal</b>		<b>1,484</b>	<b>931</b>	<b>63%</b>
Foreign High Schools		913	495	54%
Out-of-State High Schools		232	147	63%
GED and Out-of-State GED		808	527	65%
Unknown High Schools		348	231	66%
<b>Total</b>		<b>3,785</b>	<b>2,331</b>	<b>62%</b>

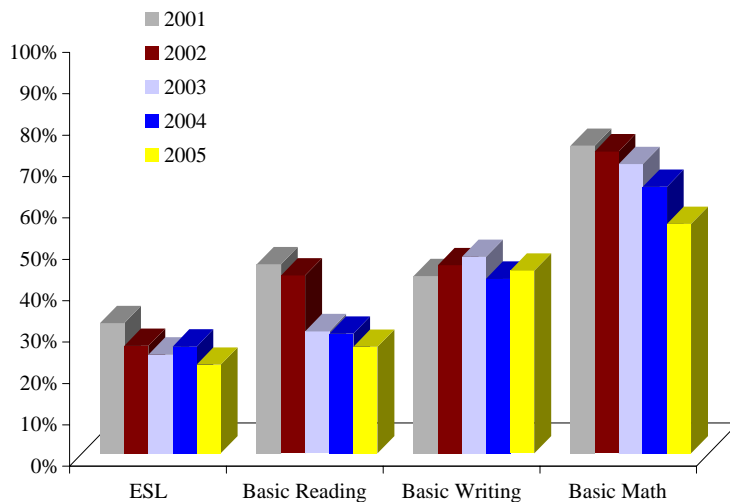
Note: Includes only schools from which 12 or more students enrolled at LaGuardia

Source: LaGuardia Community College Data Warehouse

# The Student Body Profile

## Basic Skills Needs

First-Time Degree-Seeking Students, Fall 2001 to Fall 2005



The proportion of incoming students placing into college-level courses upon entry is at its highest point in more than ten years. While there was a slight increase in students placing into basic writing this year, fewer students needed ESL, basic reading, or basic math. As in the past, students were most likely to need basic math, but in 2005 that number dropped nine percentage points. In 2005, a new low of fifty-five percent of entering students were different in basic math skills.

Fall	ESL		Basic Reading		Basic Writing		Basic Math		Students Tested
	Count	%	Count	%	Count	%	Count	%	
2001	496	31%	721	46%	676	43%	1,172	74%	1,578
2002	524	26%	866	43%	917	45%	1,471	73%	2,017
2003	443	24%	548	29%	882	47%	1,299	70%	1,859
2004	522	26%	586	29%	854	42%	1,304	64%	2,026
<b>2005</b>	<b>417</b>	<b>21%</b>	<b>502</b>	<b>26%</b>	<b>860</b>	<b>44%</b>	<b>1,081</b>	<b>55%</b>	<b>1,950</b>

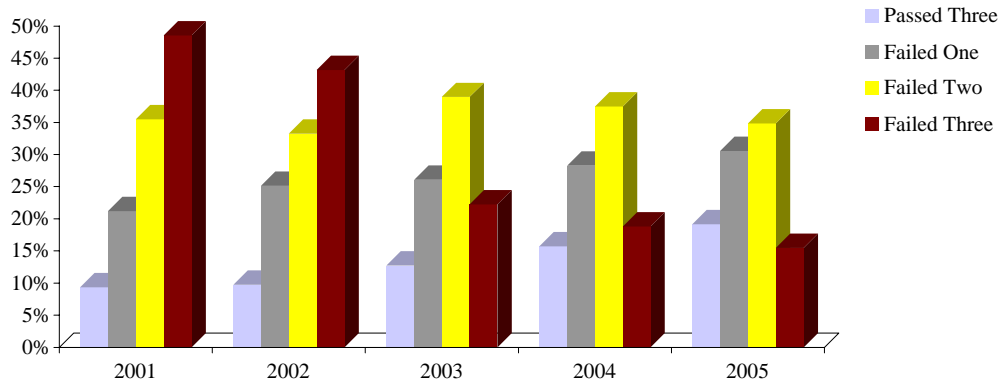
Source: LaGuardia Community College Data Warehouse

Note: All new, degree-seeking students are tested.

# The Student Body Profile

## Basic Skills Test Performance

First-Time Degree-Seeking Students, Fall 2001 to Fall 2005



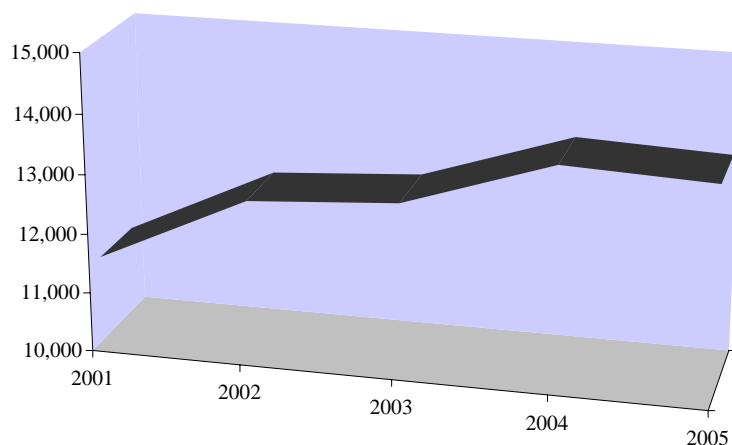
The percentage of degree-seeking students in 2005 who needed preparatory courses in at least one of the three basic skills areas of math, reading and writing, has been steadily declining, from ninety-one percent in 2001 to eighty-one percent in 2005. A similar decline is seen among students needing instruction in all three basic skills areas; the number of students who failed all three assessment tests in 2005 was less than half what it was in 2001.

Fall	Passed		Failed		Failed		Failed		Row Total
	All Tests	%	One	%	Two	%	Three	%	
2001	147	9%	334	21%	560	35%	537	34%	1,578
2002	196	10%	507	25%	671	33%	643	32%	2,017
2003	237	13%	485	26%	724	39%	413	22%	1,859
2004	313	15%	573	28%	759	37%	381	19%	2,026
<b>2005</b>	<b>373</b>	<b>19%</b>	<b>596</b>	<b>31%</b>	<b>679</b>	<b>35%</b>	<b>302</b>	<b>15%</b>	<b>1,950</b>

Source: LaGuardia Community College Data Warehouse

# Enrollment Profile

## Credit Students Five-Year Trend



2001	2002	2003	2004	2005
11,427	12,599	12,768	13,592	<b>13,489</b>

Source: LaGuardia Community College Data Warehouse

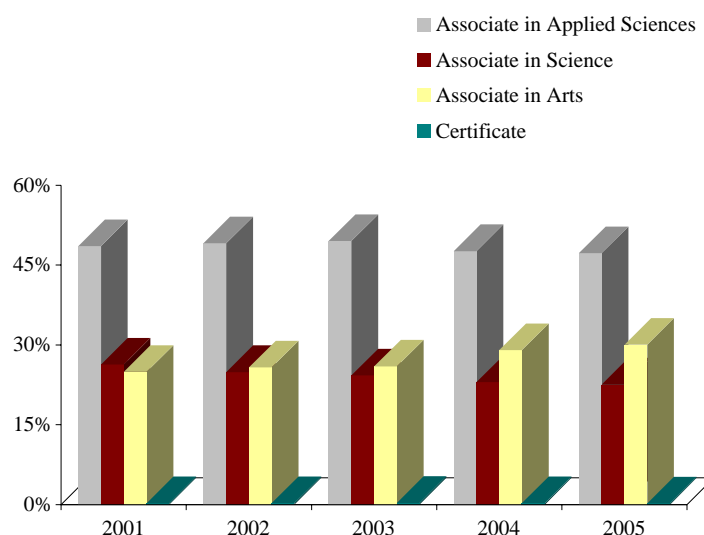


Credit enrollment at LaGuardia leveled off in 2005, with enrollment at 13,489, down slightly from 2004.

# Enrollment Profile

## All Students by Degree Type Fall 2001 to Fall 2005

Most students at LaGuardia enroll in occupational degree programs of Associate in Applied Sciences, which accounted for forty-two percent of 2005 enrollments. Associate in Science and Associate in Arts programs made up twenty-three percent and thirty-one percent of enrollments, respectively. The increase in Certificate enrollments is due in large part to the introduction of a new program in Licensed Practical Nursing.



Degree Type	2001	%	2002	%	2003	%	2004	%	2005	%
Assoc. in Applied Sci.	4,744	50%	4,952	48%	4,991	47%	4,899	43%	<b>4,817</b>	<b>42%</b>
Associate in Science	2,324	24%	2,381	23%	2,382	23%	2,573	23%	<b>2,622</b>	<b>23%</b>
Associate in Arts	2,484	26%	3,039	29%	3,175	30%	3,696	33%	<b>3,575</b>	<b>31%</b>
Certificate	28	0.3%	27	0.3%	21	0.2%	142	1.3%	<b>382</b>	<b>3.4%</b>
Subtotal of Degree Programs	9,580	100%	10,399	100%	10,569	100%	11,310	100%	<b>11,396</b>	<b>100%</b>
Non-Degree*	1,721	15%	2,200	17%	2,199	17%	2,282	17%	<b>2,093</b>	<b>16%</b>
<b>All Students</b>	<b>11,301</b>		<b>12,599</b>		<b>12,768</b>		<b>13,592</b>		<b>13,489</b>	

\* Proportion of entire student body.

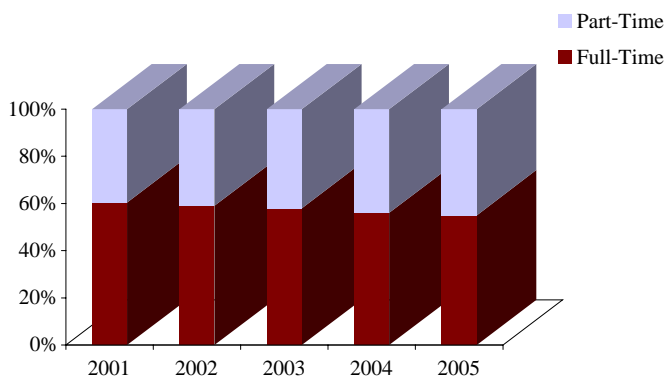
Source: LaGuardia Community College Data Warehouse

# Enrollment Profile

## Credit Students

by Full-Time and Part-Time Status

Fall 2001 to Fall 2005



There has been a slight but steady increase since 2001 in the number of students attending college part-time. In 2005, part-time students increased by one percentage point to forty-five percent. This is the highest proportion ever of part-timers at the college.

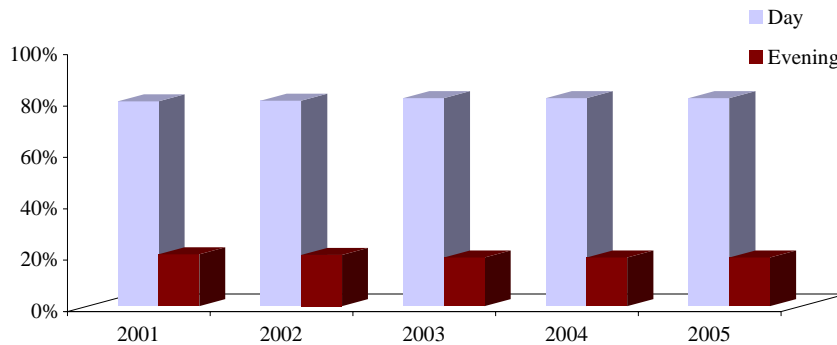
Fall	Full-Time	%	Part-Time	%	Total
2001	6,908	60%	4,519	40%	11,427
2002	7,452	59%	5,147	41%	12,599
2003	7,366	58%	5,402	42%	12,768
2004	7,619	56%	5,973	44%	13,592
<b>2005</b>	<b>7,453</b>	<b>55%</b>	<b>6,036</b>	<b>45%</b>	<b>13,489</b>

Source: LaGuardia Community College Data Warehouse



# Enrollment Profile

## Credit Students by Day and Evening Fall 2001 to Fall 2005



Fall	Day	%	Evening	%	Total
2001	9,119	80%	2,308	20%	11,427
2002	10,107	80%	2,492	20%	12,599
2003	10,311	81%	2,457	19%	12,768
2004	11,052	81%	2,540	19%	13,592
<b>2005</b>	<b>10,956</b>	<b>81%</b>	<b>2,533</b>	<b>19%</b>	<b>13,489</b>

The portion of students who attend evening classes has held steady since 2001. Only nineteen percent of students in 2005 enrolled as evening students. Other data indicate that even non-matriculating students show a preference for daytime schedules.

Source: LaGuardia Community College Data Warehouse

# Enrollment Profile

## Degree-Seeking Students by Major Fall 2001 to Fall 2005

Major	2001	2002	2003	2004	2005	1-Yr. Change*	4-Yr.
Accounting	633	685	680	723	<b>686</b>	-5%	8%
Administrative Assistant	93	103	95	85	<b>74</b>	-13%	-20%
Business Administration	811	881	968	1,035	<b>1,071</b>	3%	32%
Business Management	524	656	652	684	<b>640</b>	-6%	22%
Commercial Foodservice Management	31	31	26	25	<b>37</b>	48%	*
Commercial Photography	102	110	127	116	<b>127</b>	9%	25%
Commercial Photography Certificate	13	15	14	14	<b>10</b>	-29%	*
Computer Operations	522	477	342	271	<b>222</b>	-18%	-57%
Computer Science	757	637	434	274	<b>197</b>	-28%	-74%
Computer Technology	419	337	330	267	<b>224</b>	-16%	-47%
Dietetic Technician	67	69	65	87	<b>76</b>	-13%	13%
Education Associate: The Bilingual Child	181	205	190	153	<b>129</b>	-16%	-29%
Emergency Medical Technician/Paramedic	72	119	134	146	<b>145</b>	-1%	101%
Engineering Science	0	0	0	0	<b>39</b>	*	*
Fine Arts	156	205	185	192	<b>207</b>	8%	33%
Human Services	547	537	564	575	<b>606</b>	5%	11%
Labor and Community Organizing	0	7	12	12	<b>17</b>	42%	*
Liberal Arts:Deaf Studies	4	26	47	43	<b>65</b>	51%	*
Liberal Arts/Education: AA/BA Program	369	410	457	548	<b>555</b>	1%	50%
Liberal Arts: Mathematics and Sciences	321	401	522	743	<b>812</b>	9%	153%
Liberal Arts: Social Sciences and Humanities	1,383	1,797	1,782	2,237	<b>2,074</b>	-7%	50%
Media Studies	0	35	66	85	<b>78</b>	-8%	*
Microcomputer Systems and Applications	93	93	73	55	<b>38</b>	-31%	-59%
Mortuary Science	68	81	83	96	<b>92</b>	-4%	35%
New Media Technology	0	4	41	77	<b>96</b>	25%	*
Nursing	472	638	960	956	<b>1,117</b>	17%	137%
Occupational Therapy Assistant	210	187	207	218	<b>198</b>	-9%	-6%
Paralegal Studies	257	307	336	351	<b>316</b>	-10%	23%
Physical Therapist Assistant	278	339	289	277	<b>280</b>	1%	1%
Practical Nursing	0	0	0	120	<b>363</b>	203%	*
Programming and Systems	499	375	241	170	<b>114</b>	-33%	-77%
School Foodservice Management	2	1	0	24	<b>22</b>	-8%	*
Theater and Communications	0	22	57	43	<b>51</b>	19%	*
Travel and Tourism	429	345	308	286	<b>290</b>	1%	-32%
Veterinary Technology	252	252	275	314	<b>319</b>	2%	27%
Word Processing Specialist	15	12	7	8	<b>9</b>	13%	*
<b>Total</b>	<b>9,580</b>	<b>10,399</b>	<b>10,569</b>	<b>11,310</b>	<b>11,396</b>	<b>1%</b>	<b>19%</b>

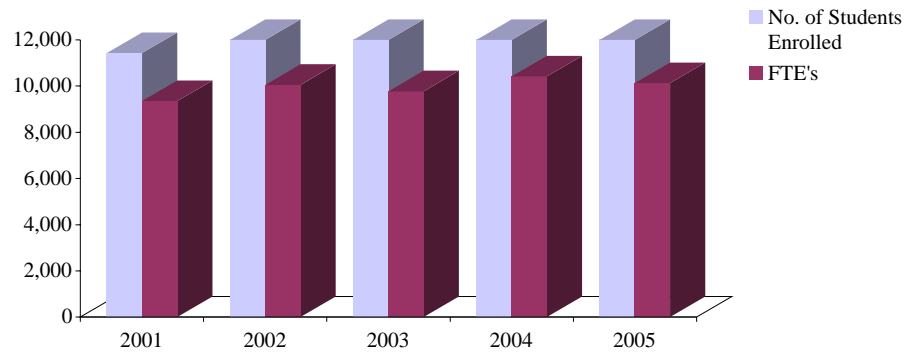
\*Four-year percent change calculated where there are more than 50 students for three or more years.

Source: LaGuardia Community College Data Warehouse

# Enrollment Profile

## Credit Students

Full-Time Equivalents (FTEs)  
 Compared to Number of Students Enrolled  
 Fall 2001 to Fall 2005



	2001	2002	2003	2004	2005
No. of Students Enrolled	11,427	12,599	12,768	13,592	<b>13,489</b>
FTEs	9,350	10,052	9,772	10,420	<b>10,127</b>

Source: CUNY Form A Report

# Enrollment Profile

## New Credit Students

### Five-Year Trend

Fall 2001 to Fall 2005



2001	2002	2003	2004	2005
3,814	4,685	3,963	3,792	3,453

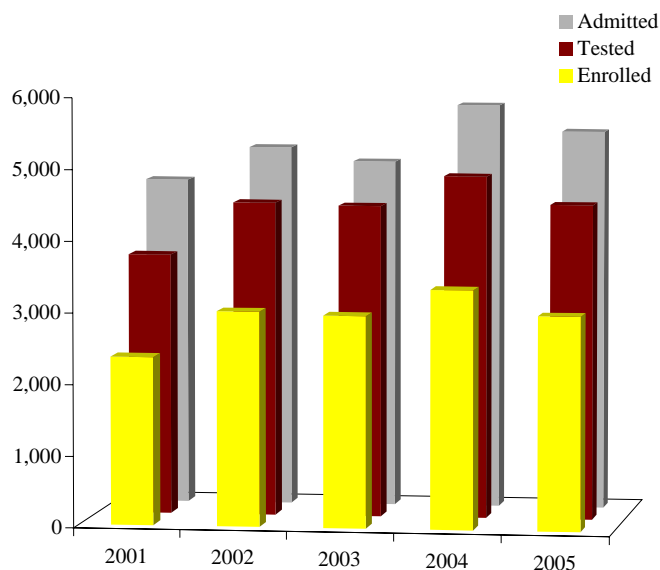
New credit student enrollment decreased about nine percent in Fall 2005, to 3,453.

Source: LaGuardia Community College Data Warehouse

# Enrollment Profile

## New Admitted vs. Tested vs. Enrolled Degree-Seeking Students Fall 2001 to Fall 2005

All students who are admitted to LaGuardia are required to take assessment tests in basic reading, writing, and math. Not all students who are admitted or tested go on to enroll. Over the past five years, the number of students who were admitted and went on to be tested had been rising, but in 2004 it declined by five percentage points, and in 2005 by one point. The proportion of tested students who then enrolled also decreased slightly in 2005, to sixty-eight percent.

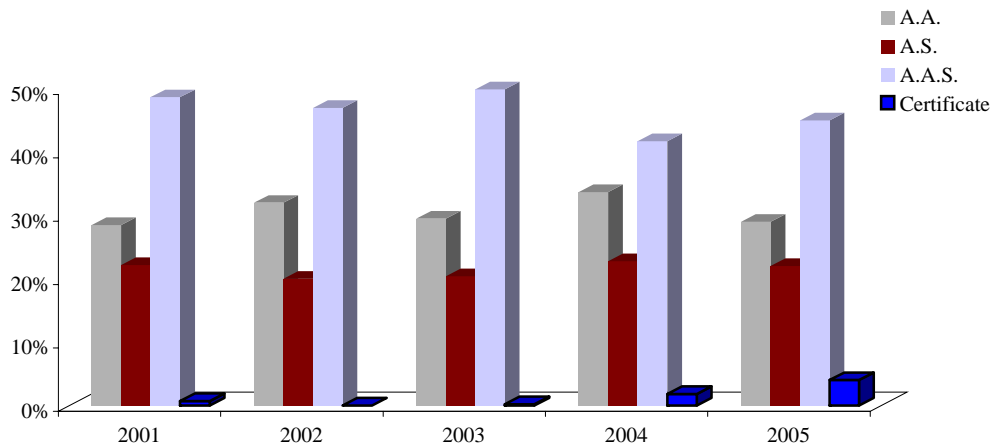


Fall	Admitted	Tested	% of Admits		% of Tested Enrolled
			Tested	Enrolled	
2001	4,632	3,674	79%	2,359	64%
2002	5,110	4,423	87%	3,012	68%
2003	4,918	4,392	89%	2,968	68%
2004	5,735	4,821	84%	3,345	69%
<b>2005</b>	<b>5,369</b>	<b>4,431</b>	<b>83%</b>	<b>2,996</b>	<b>68%</b>

Source: LaGuardia Community College Data Warehouse

# Enrollment Profile

## New Credit Students by Degree Type Fall 2001 to Fall 2005



Associate in Applied Sciences (A.A.S.) programs are still the most popular among new students at LaGuardia. A.A.S. majors made up forty-five percent of enrollments in 2005. The number of students enrolled in Certificate programs also increased, due in large part to the introduction of a new program in Licensed Practical Nursing.

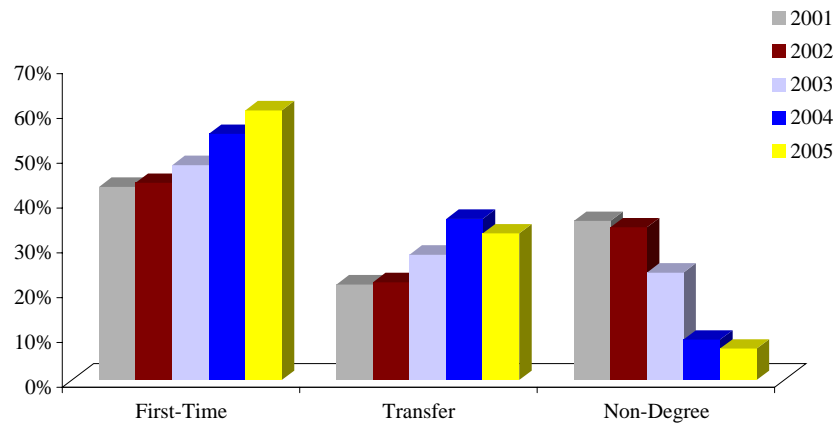
Degree Type	2001		2002		2003		2004		2005	
	No.	%	No.	%	No.	%	No.	%	No.	%
A.A.	699	29%	982	32%	887	29%	1,164	34%	<b>923</b>	<b>29%</b>
A.S.	542	22%	628	20%	614	20%	788	23%	<b>701</b>	<b>22%</b>
A.A.S.	1,187	49%	1,463	47%	1,501	50%	1,433	42%	<b>1,457</b>	<b>45%</b>
Certificate	16	1%	14	0%	5	0%	63	2%	<b>130</b>	<b>4%</b>
<b>Total</b>	<b>2,444</b>	<b>100%</b>	<b>3,087</b>	<b>100%</b>	<b>3,007</b>	<b>100%</b>	<b>3,448</b>	<b>100%</b>	<b>3,211</b>	<b>100%</b>

Source: LaGuardia Community College Data Warehouse

# Enrollment Profile

## New Credit Students

by First-Time, Transfer, and Non-Degree Status  
Fall 2001 to Fall 2005



Among new students in Fall 2005, sixty percent had not been to college before, thirty-three percent transferred from other colleges, and seven percent were not seeking degrees. While the number of first-time students held steady between 2004 and 2005, their proportion of the entering class increased five points. Both the number and proportion of transfer and non-degree students decreased.

Fall	First-Time	%	Transfer	%	Non-Degree	%	Total
2001	1,645	43%	814	21%	1,355	36%	3,814
2002	2,064	44%	1,023	22%	1,598	34%	4,685
2003	1,883	48%	1,124	28%	956	24%	3,963
2004	2,083	55%	1,370	36%	339	9%	3,792
<b>2005</b>	<b>2,080</b>	<b>60%</b>	<b>1,131</b>	<b>33%</b>	<b>242</b>	<b>7%</b>	<b>3,453</b>

Source: LaGuardia Community College Data Warehouse

# Enrollment Profile

## New Credit Students by Major Fall 2001 to Fall 2005

Major	2001	2002	2003	2004	2005	1-Yr. Change*	4-Yr.
Accounting	128	200	180	169	<b>155</b>	-8%	21%
Administrative Assistant	24	21	18	19	<b>15</b>	*	*
Business Administration	176	224	223	234	<b>220</b>	-6%	25%
Business Management	155	208	187	184	<b>182</b>	-1%	17%
Commercial Foodservice Management	5	12	9	9	<b>8</b>	*	*
Commercial Photography	21	29	46	38	<b>27</b>	-29%	29%
Commercial Photography Certificate	9	8	3	5	<b>1</b>	*	*
Computer Operations	94	96	51	38	<b>40</b>	5%	-57%
Computer Science	197	166	85	73	<b>58</b>	-21%	-71%
Computer Technology	115	102	101	83	<b>57</b>	-31%	-50%
Dietetic Technician	19	19	18	25	<b>16</b>	*	*
Education Associate: The Bilingual Child	48	49	30	22	<b>21</b>	-5%	-56%
Emergency Medical Technician/Paramedic	38	65	62	57	<b>55</b>	-4%	45%
Engineering Science	0	0	0	0	<b>19</b>	*	*
Fine Arts	43	62	50	56	<b>61</b>	9%	42%
Human Services	102	133	105	129	<b>109</b>	-16%	7%
Labor and Community Organizing	0	7	9	5	<b>9</b>	*	*
Liberal Arts:Deaf Studies	1	15	23	14	<b>15</b>	*	*
Liberal Arts/Education: AA/BA Program	92	141	148	154	<b>145</b>	-6%	58%
Liberal Arts: Mathematics and Sciences	64	116	187	311	<b>277</b>	-11%	333%
Liberal Arts: Social Sciences and Humanities	456	602	527	802	<b>591</b>	-26%	30%
Media Studies	0	26	23	27	<b>17</b>	*	*
Microcomputer Systems and Applications	24	17	13	4	<b>6</b>	*	*
Mortuary Science	24	26	36	43	<b>42</b>	-2%	75%
New Media Technology	0	2	15	19	<b>27</b>	*	*
Nursing	135	272	385	358	<b>456</b>	27%	238%
Occupational Therapy Assistant	43	41	51	68	<b>50</b>	-26%	16%
Paralegal Studies	67	83	108	101	<b>74</b>	-27%	10%
Physical Therapist Assistant	95	120	78	69	<b>98</b>	42%	3%
Practical Nursing	0	0	0	57	<b>126</b>	*	*
Programming and Systems	67	50	29	26	<b>8</b>	-69%	-88%
School Foodservice Management	0	0	0	21	<b>0</b>	*	*
Theater and Communications	0	9	22	11	<b>16</b>	*	*
Travel and Tourism	105	66	67	76	<b>77</b>	1%	-27%
Veterinary Technology	90	94	116	140	<b>130</b>	-7%	44%
Word Processing Specialist	7	6	2	1	<b>3</b>	*	*
<b>Total</b>	<b>2,444</b>	<b>3,087</b>	<b>3,007</b>	<b>3,448</b>	<b>3,211</b>	<b>-7%</b>	<b>31%</b>

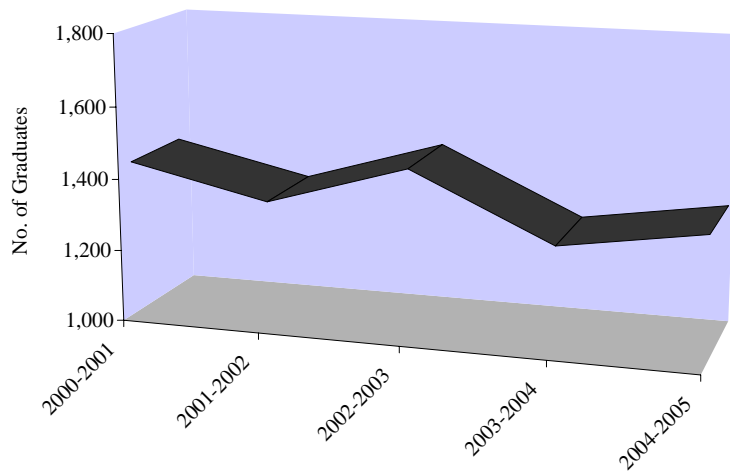
\*Percent change calculated where there are more than 25 students for three or more years.

Source: LaGuardia Community College Data Warehouse



# Measures of Success

## Degrees Awarded Five-Year Trend



In 2004-05, LaGuardia's graduating class was five percent larger than it was the previous year.

### Graduating Class

2000-2001  
2001-2002  
2002-2003  
2003-2004  
**2004-2005**

### Graduates

1,432  
1,347  
1,465  
1,287  
**1,347**

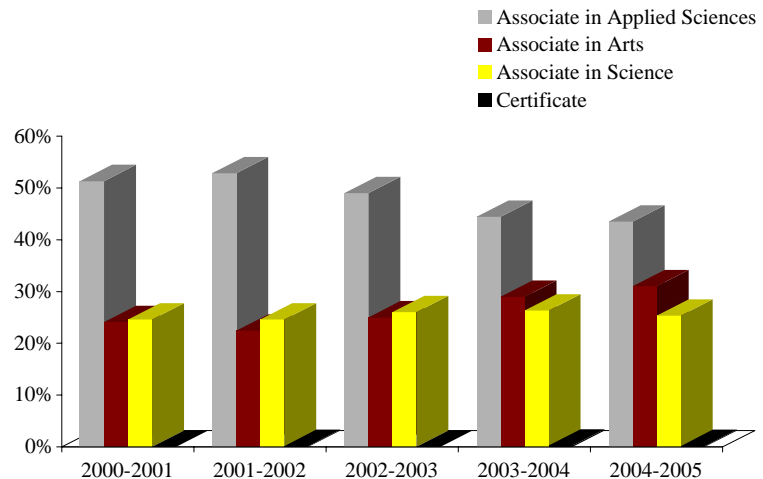


Source: LaGuardia Community College Data Warehouse

# Measures of Success

## Degrees Awarded by Degree Type Five-Year Trend

On average over the past five years, the proportion of graduates with A.A.S., A.S., and A.A. degrees has been similar to the proportion of students enrolled in those degree programs in the general student body (see p. 14).



Degrees Awarded	2000-01		2001-2002		2002-03		2003-04		2004-05	
	No.	%	No.	%	No.	%	No.	%	No.	%
Associate in Applied Sciences	735	51%	712	53%	720	49%	572	44%	<b>586</b>	<b>44%</b>
Associate in Arts	345	24%	302	22%	360	25%	373	29%	<b>418</b>	<b>31%</b>
Associate in Science	352	25%	331	25%	385	26%	339	26%	<b>341</b>	<b>25%</b>
Certificate	0	0.0%	2	0.1%	0	0.0%	3	0.2%	<b>2</b>	<b>0.1%</b>
<b>Total</b>	<b>1,432</b>		<b>1,347</b>		<b>1,465</b>		<b>1,287</b>		<b>1,347</b>	

Source: LaGuardia Community College Data Warehouse

# Measures of Success

## Degrees Awarded by Major Five-Year Trend

<b>Major</b>	<b>2000- 2001</b>	<b>2001- 2002</b>	<b>2002- 2003</b>	<b>2003- 2004</b>	<b>2004- 2005</b>	<b>4 Yr. Change*</b>
Accounting	116	109	116	93	<b>102</b>	-12%
Administrative Assistant	20	15	15	21	<b>15</b>	*
Business Administration	161	188	208	179	<b>209</b>	30%
Business Management	51	76	88	77	<b>73</b>	43%
Commercial Foodservice Management	3	2	0	1	<b>1</b>	*
Commercial Photography	16	17	15	17	<b>18</b>	13%
Computer Operations	90	90	114	63	<b>53</b>	-41%
Computer Science	65	44	56	57	<b>26</b>	-60%
Computer Technician	60	48	46	31	<b>25</b>	-58%
Dietetic Technician	16	8	9	11	<b>10</b>	*
Education Associate: The Bilingual Child	29	23	18	30	<b>42</b>	45%
Emergency Medical Technician/Paramedic	7	4	3	5	<b>5</b>	*
Fine Arts	10	13	24	24	<b>20</b>	*
Human Services	111	114	116	95	<b>100</b>	-10%
Liberal Arts/Education: AA/BA with Queens College	38	37	47	55	<b>60</b>	58%
Liberal Arts: Mathematics and Science	35	40	54	44	<b>45</b>	29%
Liberal Arts: Social Sciences and Humanities	167	128	180	177	<b>194</b>	16%
Media Studies	0	0	0	4	<b>16</b>	*
Microcomputer Systems and Applications	23	18	24	8	<b>17</b>	-26%
Mortuary Science	3	6	5	6	<b>3</b>	*
New Media Technology	0	0	0	2	<b>5</b>	*
Nursing	27	24	21	34	<b>49</b>	81%
Occupational Therapy Assistant	53	38	31	28	<b>31</b>	-42%
Paralegal Studies	41	50	44	51	<b>50</b>	22%
Physical Therapist Assistant	41	25	21	30	<b>34</b>	-17%
Programming and Systems	104	112	104	59	<b>50</b>	-52%
School Foodservice Management	12	0	3	3	<b>0</b>	*
Travel and Tourism	93	81	66	48	<b>52</b>	-44%
Veterinary Technology	40	35	37	34	<b>35</b>	-13%
Word Processing Specialist	0	2	0	0	<b>1</b>	*
<b>Total</b>	<b>1,432</b>	<b>1,347</b>	<b>1,465</b>	<b>1,287</b>	<b>1,347</b>	<b>-6%</b>

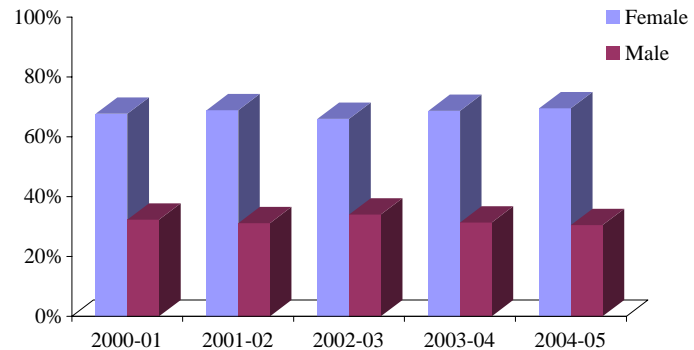
\*Percent change calculated where there are more than 25 students for three or more years.

Source: LaGuardia Community College Data Warehouse

# Measures of Success

## Degrees Awarded by Gender Five-Year Trend

Women make up an even greater part of graduating class than the student body. Among 2004-05 graduates, this gender gap remained the same as in the previous year.

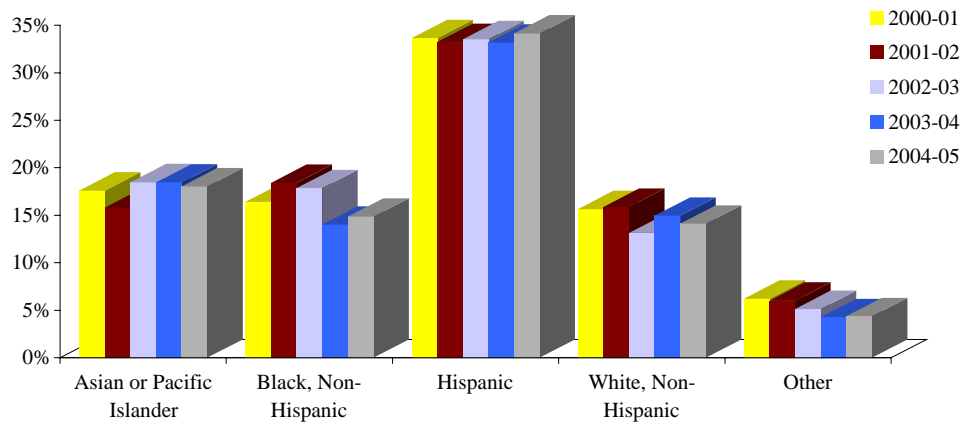


Graduating Class	Female	%	Male	%	Total
2000-01	969	68%	463	32%	1,432
2001-02	928	69%	419	31%	1,347
2002-03	967	66%	498	34%	1,465
2003-04	884	69%	403	31%	1,287
<b>2004-05</b>	<b>936</b>	<b>69%</b>	<b>411</b>	<b>31%</b>	<b>1,347</b>

Source: LaGuardia Community College Data Warehouse

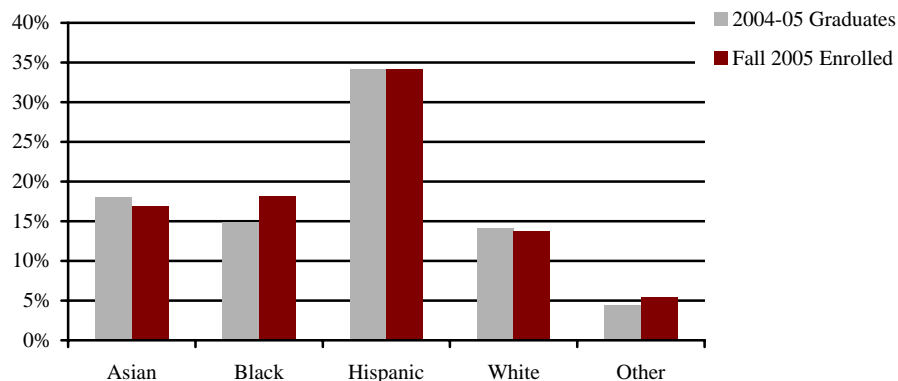
# Measures of Success

## Degrees Awarded by Race and Ethnic Origin



The racial and ethnic composition of the graduating class at LaGuardia was comparable to that of the student body as a whole last year except for Black students, who graduated at a somewhat lower proportion to their enrollment. The chart below compares the 2004-05 graduating class with the Fall 2005 student body.

### Comparative Racial and Ethnic Distribution



Source: LaGuardia Community College Data Warehouse

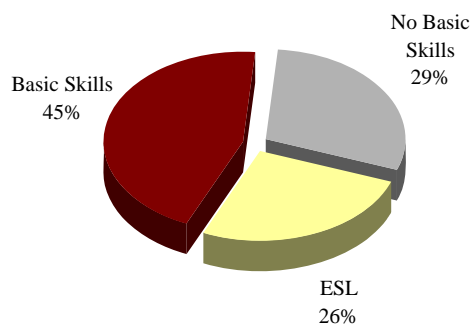
# Measures of Success

## Degrees Awarded

by Entering Basic Skills Status

2004-05 Graduates

Who Began in ESL, Basic Skills, or College-Level Courses



The majority of graduates in the past five years took basic skills or English-as-a-Second Language courses when they first began their studies at LaGuardia. Among the 2004-05 graduating class, seventy-one percent of graduates had begun in basic courses.



Graduating Class	ESL	Basic Skills	No ESL or Basic Skills
2000-01	35%	47%	18%
2001-02	34%	48%	18%
2002-03	32%	46%	22%
2003-04	28%	47%	25%
<b>2004-05</b>	<b>26%</b>	<b>45%</b>	<b>29%</b>

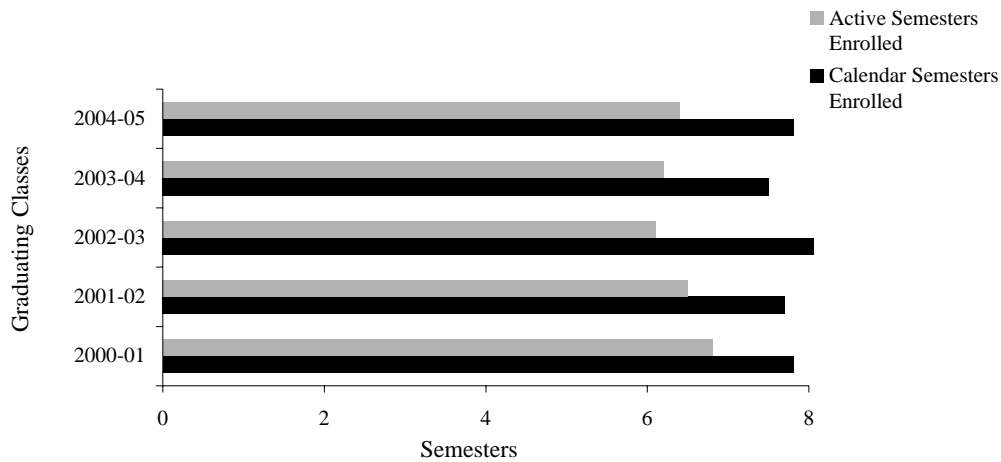
Source: LaGuardia Community College Data Warehouse.

# Measures of Success

## Time to Degree

### Five-Year Trend

2000-01 to 2004-05



LaGuardia graduates average about seven and four-fifths semesters, or just under four years, to obtain their degrees. However, for about one and a half semesters of that time, students are not actively taking classes. For the past five graduating classes, the average number of semesters students spent actively earning credits was 6.4, or just over three years.

	Graduating Class				
	2000-01	2001-02	2002-03	2003-04	2004-05
Calendar Semesters Enrolled	7.8	7.7	8.3	7.5	<b>7.8</b>
Active Semesters Enrolled	6.8	6.5	6.1	6.2	<b>6.4</b>

Source: LaGuardia Community College Data Warehouse

# Measures of Success

## LaGuardia Community College

### 10-Year Graduation Rates, First-Time Full-Time Students

Year	No. Entering	1 Yr.	2 Yrs.	3 Yrs.	4 Yrs.	5 Yrs.	6 Yrs.	7 Yrs.	8 Yrs.	9 Yrs.	10 Yrs.
1995	1,859	0	56	287	425	493	525	540	556	560	563
	Cum. Percentage	<b>0%</b>	<b>3.0%</b>	<b>15.4%</b>	<b>22.9%</b>	<b>26.5%</b>	<b>28.2%</b>	<b>29.0%</b>	<b>29.9%</b>	<b>30.1%</b>	<b>30.3%</b>
1996	2,002	0	63	283	423	500	527	551	560	571	
	Cum. Percentage	<b>0%</b>	<b>3.1%</b>	<b>14.1%</b>	<b>21.1%</b>	<b>25.0%</b>	<b>26.3%</b>	<b>27.5%</b>	<b>28.0%</b>	<b>28.5%</b>	
1997	1,895	0	67	310	463	531	576	593	600		
	Cum. Percentage	<b>0%</b>	<b>3.5%</b>	<b>16.4%</b>	<b>24.4%</b>	<b>28.0%</b>	<b>30.4%</b>	<b>31.3%</b>	<b>31.7%</b>		
1998	1,917	0	59	291	445	532	555	569			
	Cum. Percentage	<b>0%</b>	<b>3.1%</b>	<b>15.2%</b>	<b>23.2%</b>	<b>27.8%</b>	<b>29.0%</b>	<b>29.7%</b>			
1999	1,772	0	40	252	384	452	482				
	Cum. Percentage	<b>0%</b>	<b>2.3%</b>	<b>14.2%</b>	<b>21.7%</b>	<b>25.5%</b>	<b>27.2%</b>				
2000	1,742	1	38	240	385	449					
	Cum. Percentage	<b>0%</b>	<b>2.2%</b>	<b>13.8%</b>	<b>22.1%</b>	<b>25.8%</b>					
2001	1,481	0	41	196	321						
	Cum. Percentage	<b>0%</b>	<b>2.8%</b>	<b>13.2%</b>	<b>21.7%</b>						
2002	1,881	0	54	244							
	Cum. Percentage	<b>0%</b>	<b>2.9%</b>	<b>13.0%</b>							
2003	1,834	0	40								
	Cum. Percentage	<b>0%</b>	<b>2.2%</b>								
2004	1,855	0									
	Cum. Percentage	<b>0%</b>									

Nationally, most graduates of community colleges take longer than two years to complete their studies. Many students attend part-time and many do not attend continuously, and a large number also need basic skills development. The U.S. Department of Education reports five-year same-institution associate degree attainment to be 17.3 percent (U.S. Department of Education, NCES, 1996/2001 Beginning Postsecondary Students Longitudinal Study (BPS:96/01), table 313). At LaGuardia, the latest five-year rate is considerably better, at 25.8 percent. The college's three-year graduation rate was 13.0 percent for students entering in 2002, down 0.2 percentage points from the previous year.

Note: Includes first-time Regular and Special admits in Certificate and Associate degree programs who were full-time in the first semester.

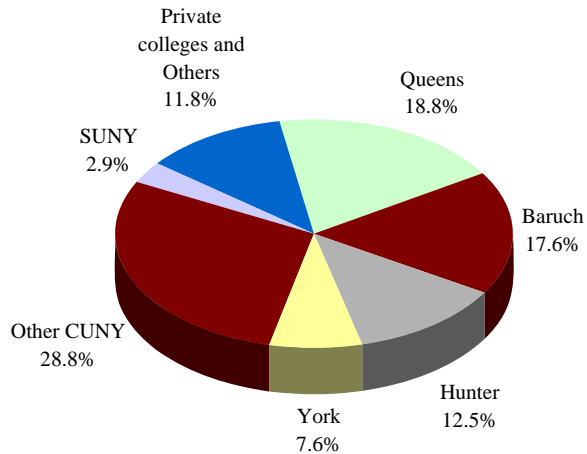
Students in Certificate programs make up less than one percent of entering classes.



# Measures of Success

## Destinations of Graduates Who Transfer

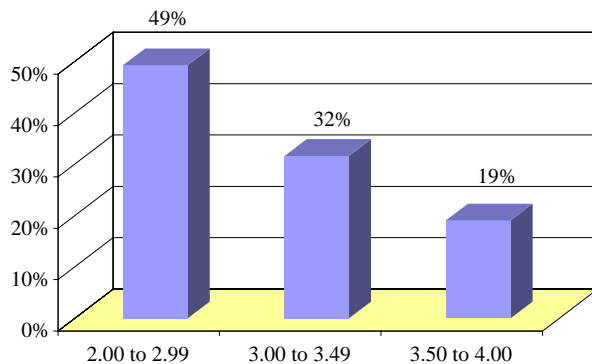
The rate of graduates who transfer to four-year colleges within one year of graduation is thirty-nine percent. Most LaGuardia graduates who continue their education remain within the City University of New York system (eighty-five percent). Queens, Baruch, Hunter, and York colleges are the most popular choices by far, with over two-thirds of all transfers selecting those sister institutions.



Source: National Student Clearinghouse, Fall 2002 through Spring 05 Graduates

## GPAs of Graduates

**Average GPA Ranges of Graduates  
2000-01 through 2004-05**



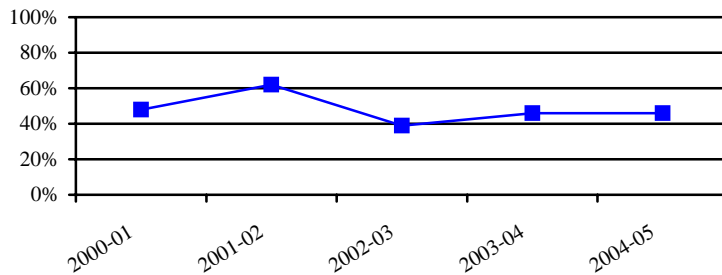
Student records indicate that fifty percent of graduates between 1999 and 2004 earned an average GPA of 3.00 or higher while the other fifty percent earned between 2.00 and 2.99.

Source: LaGuardia Community College Data Warehouse, 2000-01 through 2004-05 Graduates

# Measures of Success

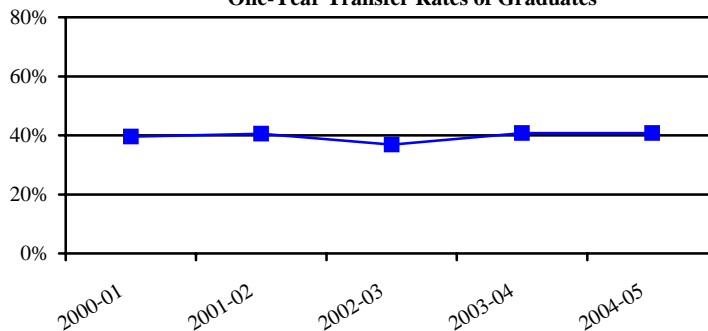
## Employment and Transfer of Graduates Five Year Trend

Six-Month Employment Rates of Graduates



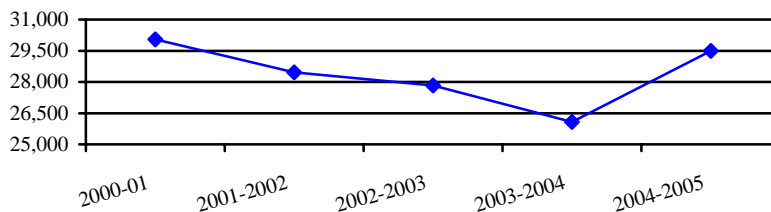
Source: LaGuardia Community College Graduate Surveys for 2000 to 2003 and ACT Alumni Survey, 2004-05

One-Year Transfer Rates of Graduates



Source: Student Clearinghouse, 1999 to 2005

Starting Salaries of Graduates



	2000-01	2001-02	2002-03	2003-04	2004-05
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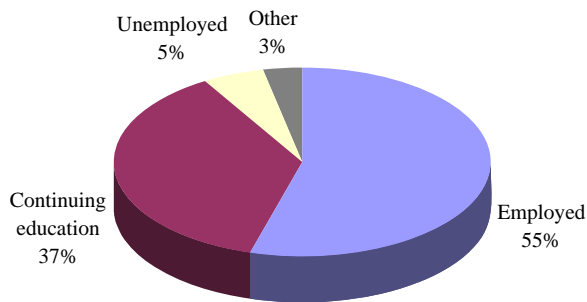
Salaries	\$29,361	\$28,634	\$27,837	\$26,076	\$29,492
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Source: LaGuardia Community College Graduate Survey 2000 through 2003, and ACT Alumni Survey 2003-04 and 2004-05

The picture concerning both employment and continuing education for recent alumni was stable in some respects in 2004-05. Graduates who were primarily employed within one year of graduation remained even, at about forty percent. Graduates who indicated that continuing their education was their primary activity also remained even at forty percent. However, the salaries of recent graduates increased substantially over the previous year. The average salary of 2004-05 survey respondents was \$29,500. This is more than a \$3000 jump over 2003-04.

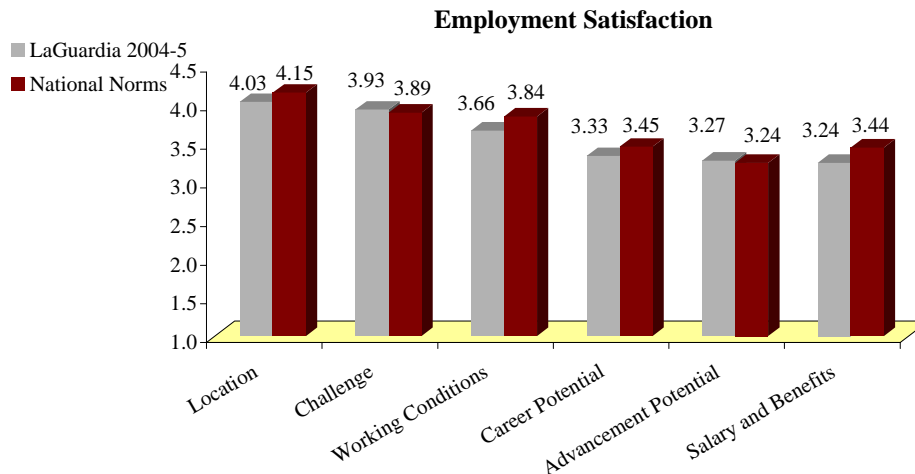
# Measures of Success

## Post-Graduation Primary Activity and Employment Satisfaction



Within one year of graduation, ninety-two percent of the 2004-05 graduates surveyed were either working or continuing their education. Fifty-five percent were employed and thirty-seven percent were attending four-year colleges.

Source: ACT Alumni Survey of 2004-05 graduates



Source: ACT Alumni Survey of 2004-05 graduates

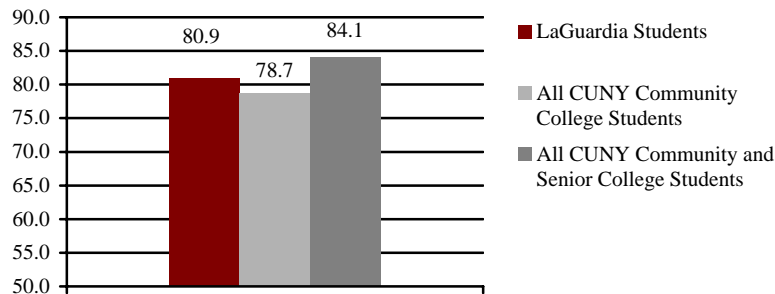
On a scale of 1 to 5, with 5 being Very Satisfied and 1 being Very Dissatisfied, graduates' satisfaction with their post-graduation employment averaged 3.23, or just above "Neutral." On average and for each criterion except "Challenge," LaGuardia graduates indicated a somewhat lower satisfaction level compared to the national norms. Overall, national survey-user norms averaged 3.67. Graduates said they were most satisfied with the location, the challenge, and the working conditions of their post-graduation employment. Advancement potential and salary and benefits scored lowest.

# Measures of Success

## CUNY Proficiency Exam (CPE)

Fall 2005

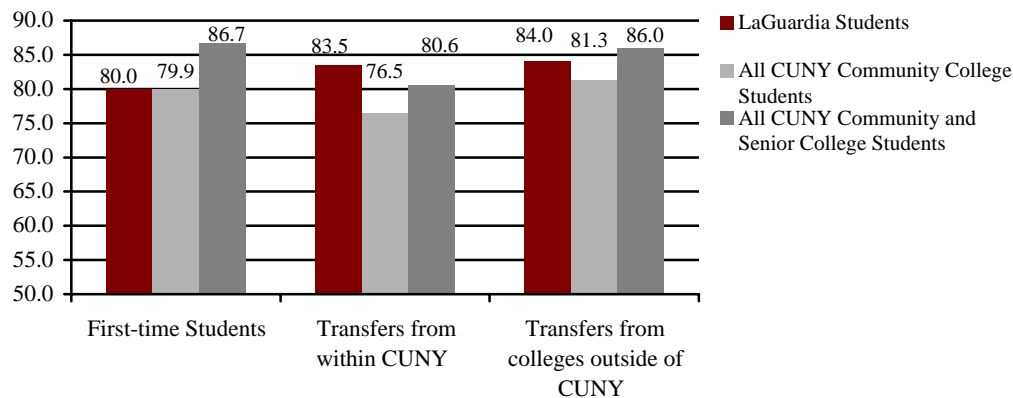
**Comparative Pass Rates of First-time Test Takers  
Fall 2005 (in percents)**



Source: CUNY Office of Institutional Research and Assessment

In 2001 the City University of New York (CUNY) instituted a "rising junior" exam to assess students' critical thinking and quantitative reasoning skills. Also known as the CUNY Proficiency Exam (CPE), this test is meant to demonstrate the academic readiness of students to continue into the third year of a baccalaureate program or to graduate from a community college. All students at the university are required to take the exam before completing their 61st credit, and most take it for the first time when they complete 45 credits. In Fall 2005, approximately eighty-one percent of the LaGuardia students who took the exam passed it. This is two points higher than the average rate for CUNY's community colleges.

**CPE Pass Rates by First-Time or Transfer Status  
Fall 2005**

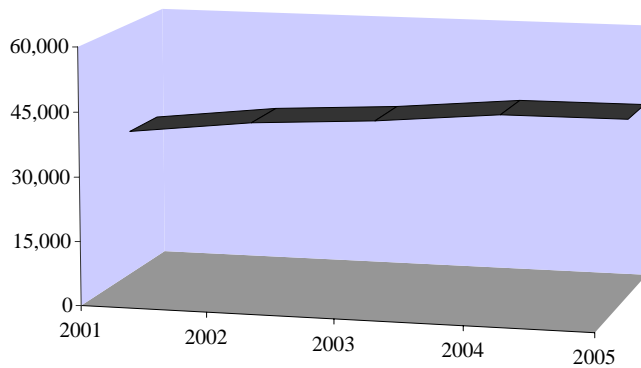


Source: CUNY Office of Institutional Research and Assessment

LaGuardia students pass the CPE at favorable rates compared to other community colleges. In Fall 2005, passing rates were 80.6 for first-time students, 83.5 for transfers from within CUNY, and 84.0 for transfers from colleges outside of CUNY.

# Adult and Continuing Education

## Annual Enrollments 2001 to 2005



Annual enrollments have steadily risen over the past five years, setting a new record in 2005 of 42,017.

	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>
Annual Enrollments	34,289	37,572	39,207	41,830	42,017

Source: ACE Demographic Surveys and Form A Reports

# Adult and Continuing Education

## ACE Enrollment by Program Fall Terms, 2001 to 2005

<b>Program</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>% Change 2004-2005</b>
Adult/Career Counseling Center	758	1,921	1,324	1,222	<b>1,180</b>	-3.4%
Adult Learning Center	1,478	1,199	1,452	1,062	<b>1,300</b>	22.4%
Business Development			1,195	742	<b>744</b>	0.3%
Career & Professional Programs	435	544	468	429	<b>353</b>	-17.7%
Center for Immigrant Education and Training		284	1,031	1,007	<b>2,252</b>	123.6%
Corrections	1,434	1,926	996			
College for Children	576	637	394	463	<b>412</b>	-11.0%
CUNY Language Immersion Program	242	199	253	272		
College Prep Workshops	289	352	279	276		
Dietary Technician	15		20			
EMT Paramedic	115	122	167	128	<b>137</b>	7.0%
Family Institute	108	269	220	1,415	<b>1,503</b>	6.2%
Lifestyles	186	85	183	77	<b>108</b>	40.3%
LaG. Urban Center for Economic Development	409	421	344			
Miscellaneous	27	72	210	116	<b>312</b>	169.0%
Older Adults	18	24	60	36	<b>62</b>	72.2%
Program for Deaf Adults	143	229	234	266	<b>270</b>	1.5%
Taxi/FHV Institute	1,163	2,604	2,783	2,313	<b>2,450</b>	5.9%
The English Language Center	1,719	2,581	1,642	1,722	<b>1,627</b>	-5.5%
Veterans/Youth	57	58	106			
<b>Total</b>	<b>9,172</b>	<b>13,527</b>	<b>13,361</b>	<b>11,546</b>	<b>12,710</b>	<b>10.1%</b>

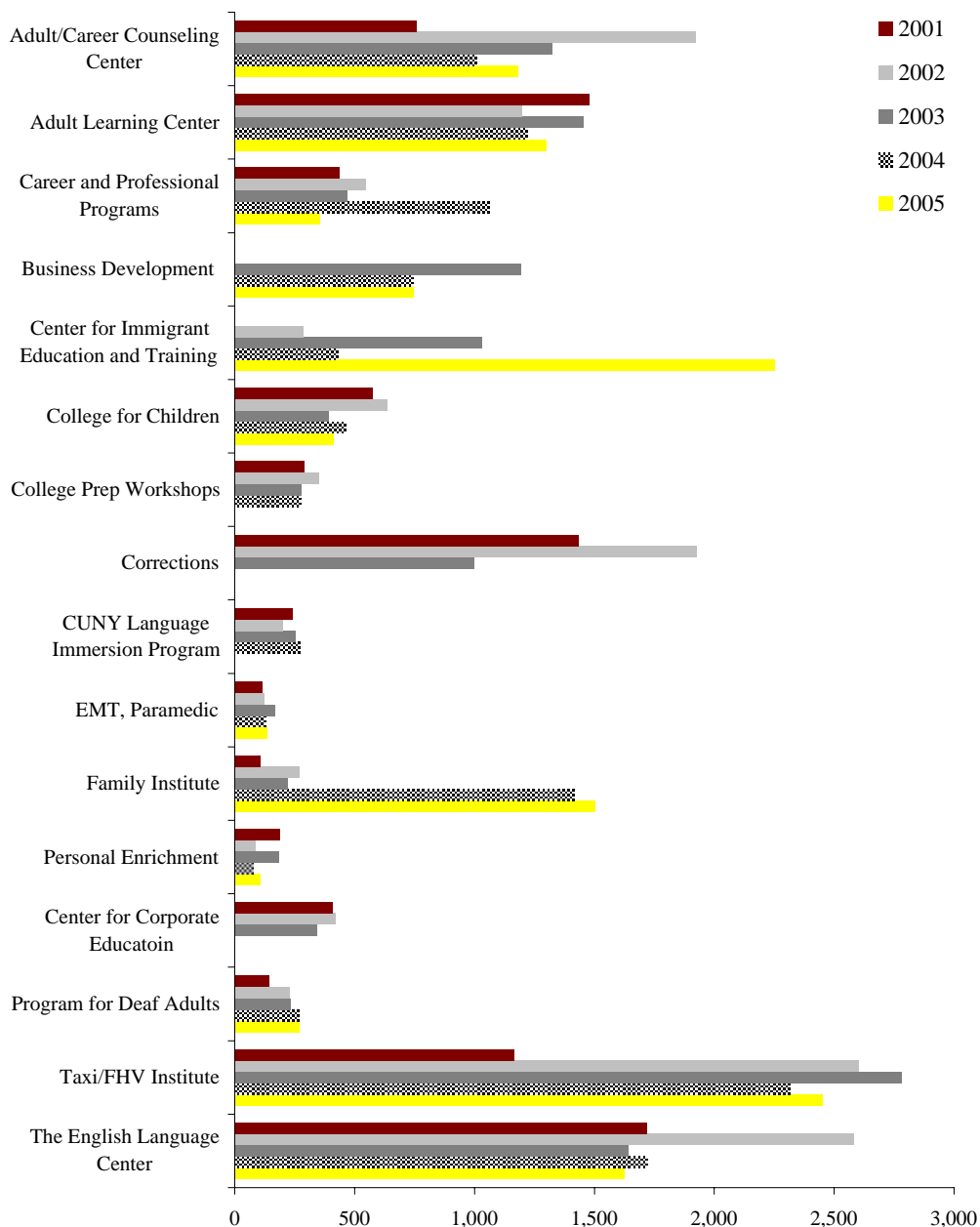
Source: ACE Demographic Surveys and Form A Reports

# Adult and Continuing Education

## ACE Enrollment

by Program

Fall Terms, 2001 to 2005



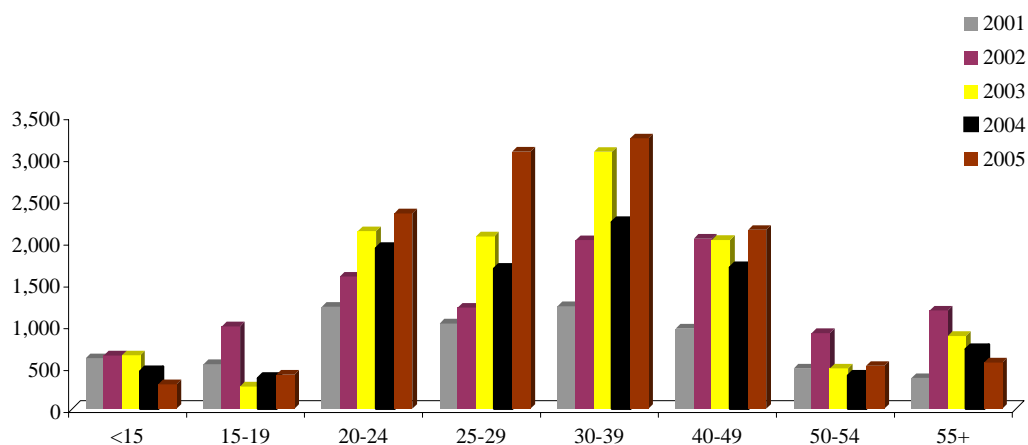
Source: ACE Demographic Surveys and Form A Reports

# Adult and Continuing Education

## ACE Enrollment

by Age

Fall Terms, 2001 to 2005



Age	2001	2002	2003	2004	2005
<15	606	638	640	447	294
15-19	534	985	265	367	407
20-24	1,220	1,582	2,125	1,921	2,338
25-29	1,022	1,210	2,062	1,673	3,076
30-39	1,228	2,018	3,074	2,233	3,235
40-49	960	2,034	2,020	1,691	2,141
50-54	482	905	483	395	514
55+	368	1,176	872	713	555
Unknown	2,752	2,979	1,819	2,106	150

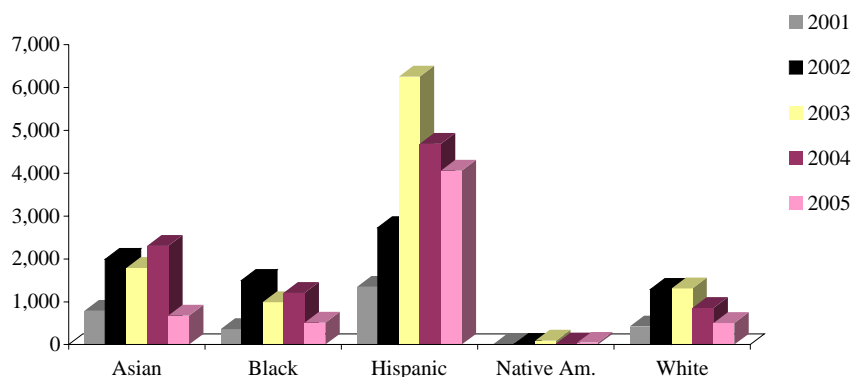
Source: ACE Demographic Surveys and Form A Reports

Among students for whom age information is available, Adult and Continuing Education programs mostly serve students between 20 and 30 and between 30 and 55 years old.



# Adult and Continuing Education

## ACE Enrollment by Race and Ethnic Origin Fall Terms, 2001 to 2005



<b>Ethnicity</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>
Asian	789	1,988	1,791	2,306	679
Black	366	1,499	991	1,205	510
Hispanic	1,352	2,731	6,258	4,688	4,059
Native Am.	12	8	92	26	45
White	425	1,289	1,313	856	504
Other	273	1,062	384	904	216
No Resp.	7,075	4,950	2,532	1,561	6,697
<b>Total</b>	<b>10,292</b>	<b>13,527</b>	<b>13,361</b>	<b>11,546</b>	<b>12,710</b>

Adult and Continuing Education programs enroll students of many racial and ethnic backgrounds, and students come from more than sixty-two different countries.

Before 2002, racial and ethnic data were largely unavailable. In the past two years, however, most students have identified themselves as Hispanic (47%), Asian (13%), White (10%), or African American (7%).

<b>Ethnicity</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>
Asian	8%	13%	13%	13%	5%
Black	4%	7%	7%	7%	4%
Hispanic	13%	47%	47%	47%	32%
Native Am.	0.0%	1.0%	1.0%	0.7%	0.4%
White	4%	10%	10%	10%	4%
Other	3%	3%	3%	3%	2%
No Resp.	68%	19%	19%	19%	53%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

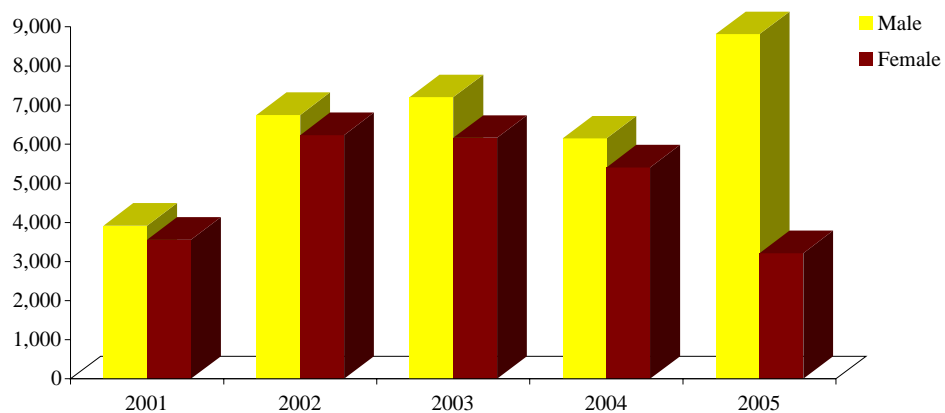
Source: ACE Demographic Surveys and Form A Reports

# Adult and Continuing Education

## ACE Enrollment

by Gender

Fall Terms, 2001 to 2005



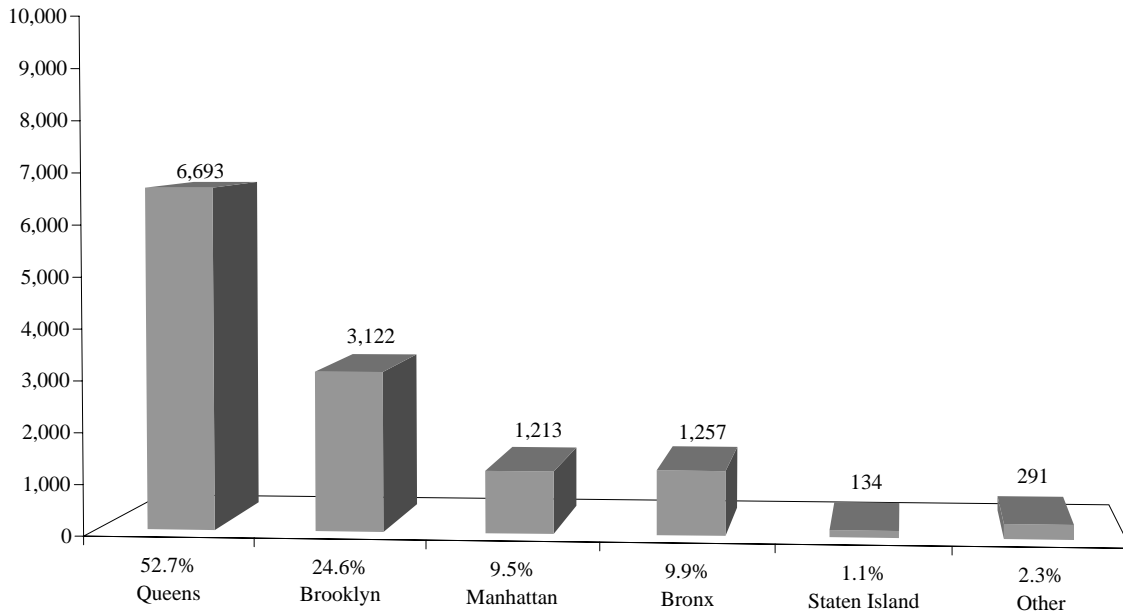
Responses	2001	2002	2003	2004	2005
Male	3,918	6,748	7,200	6,144	<b>8,810</b>
Female	3,557	6,228	6,161	5,402	<b>3,212</b>
Unknown	1,697	551	0	0	<b>688</b>

Source: ACE Demographic Surveys and Form A Reports

Adult and Continuing Education has consistently enrolled more men than women. In Fall 2004, when gender information was available for all students, men made up fifty-three percent of the population and women forty-seven percent.

# Adult and Continuing Education

## ACE Enrollment by Borough Fall 2005



Adult and Continuing Education programs serve more people from Queens than from any other borough.

Source: ACE Demographic Surveys and Form A Reports

# Institutional Resources

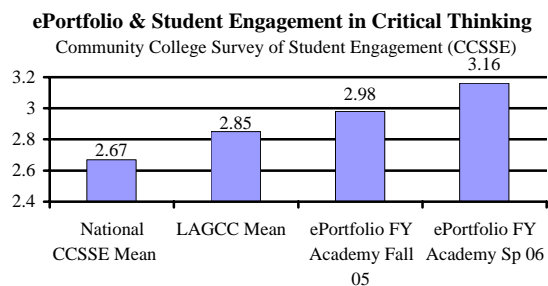
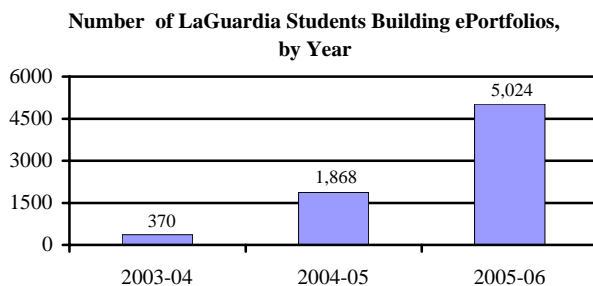
## ePortfolio

### ePortfolio@LaGuardia: A Learning Project

LaGuardia has emerged as a national leader in the field of electronic student portfolios, or “ePortfolios.” Linking pedagogy, technology and new thinking about assessment, the ePortfolio provides students with a digital tool for collecting and presenting their academic work. In 2005-06, with funding from the U.S. Department of Education, 5,024 LaGuardia students worked on their ePortfolios, making LaGuardia’s ePortfolio project one of the largest at any college nationwide. LaGuardia has multiple goals for ePortfolio. It prompts LaGuardia students to reflect on and deepen their engagement with learning. It provides faculty with learning histories, snapshots of student growth. And beginning in 2006-07, the ePortfolio will support a more holistic learning assessment process, based on student work. LaGuardia is collecting data to document ePortfolio use and analyze its impact. Data samples are still relatively preliminary, but indications are encouraging. For example, in 2005-06, examination of courses using ePortfolio and comparable non-ePortfolio courses --

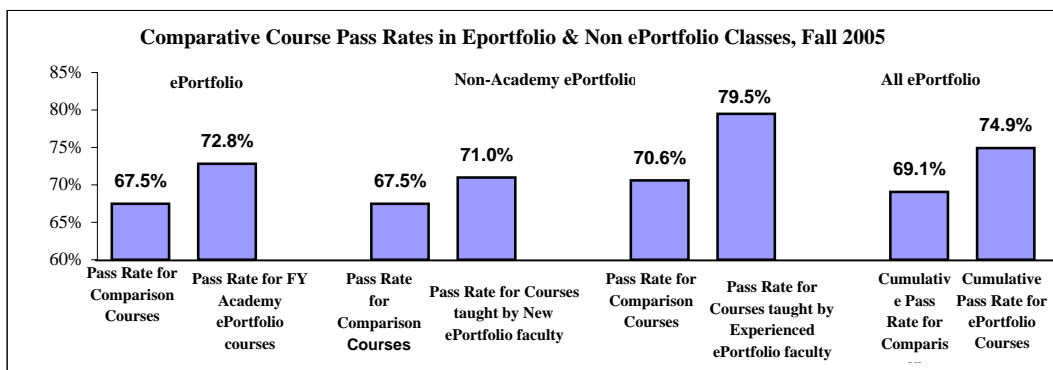
through the lens of the well respected Community College Survey of Student Engagement -- revealed that increased student engagement in key learning processes such as writing, critical thinking, and collaboration was more evident in ePortfolio courses. Moreover, in Fall 2005 (the most recent semester for which complete data is available) comparisons conducted by the Office of Institutional Research indicated that ePortfolio courses demonstrated improved course completion and pass rates (see charts).

Coordinated by the Center for Teaching and Learning, the LaGuardia ePortfolio has drawn national acclaim. Together with Stanford, Portland State, and Clemson, LaGuardia is a founding member of the National ePortfolio Research Consortium. For more information and sample ePortfolios created by LaGuardia students, visit the ePortfolio website at <http://www.eportfolio.lagcc.cuny.edu>.



How much has work in the Course emphasized synthesizing and organizing ideas, information, or experiences in new ways?

Scale: 4=Very often 3=Often 2=Sometimes 1=Never



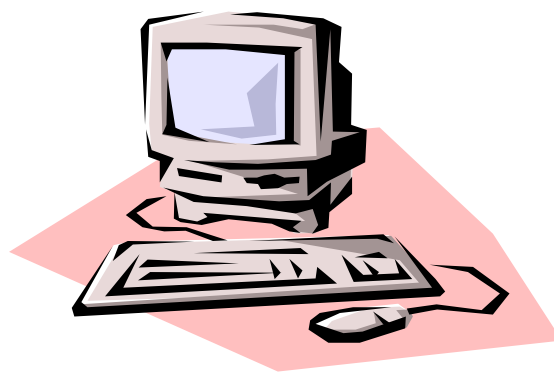
# Institutional Resources Information Technology

## New Acquisitions/Inventory

Academic Year 2005-06

College Information Systems

	Hardware	Operating Sys/RDBMS
<b>Data Warehouse</b>	Dell Power Edge 2850 Inter® Xeon™ CPU 3.60 GHz 6.0 GB RAM  980 GB Storage Unit Raid 5 Local Hardrive12.0 GB	MS Windows 2003 Enterprise Edition Service Pack I Oracle 9.2.0.7.0
<b>Web Server</b>	Power Edge Dual Xeon 2.8 GHz 4GB RAM 700 GB of disk space in Raid 5 configuration.	
<b>Adminstrative Workstations</b>	1,316	
<b>Faculty Workstations</b>	283	
<b>Student Workstations</b>	<u>1,115</u>	
<b>Total</b>	<b>2,714</b>	



# Institutional Resources

## Faculty and Staff

### Employee Profile

In Fall 2005, 1,961 people were employed at LaGuardia Community College; 712, or thirty-six percent, were employed full-time. Faculty, the largest single employee category, make up about thirty-eight percent of all full-time employees. Administrative staff, the second largest grouping, make up twenty-seven percent. Other job categories include clerical and classified staff, twenty-two percent; technical and paraprofessionals, nine percent; and executive staff, three percent.

The balance between women and men in the workforce is tipped somewhat toward women at LaGuardia, who make up about fifty-five percent of employees overall, but this varies to some extent according to job category. Among full-time clerical and classified staff, where jobs have historically been held by women, the ratio is larger than two to one in favor of women. Yet also among the technical and paraprofessional staff, where jobs are frequently held by men, women predominate. This is also true of faculty, but among executive staff, men are in the majority.

The largest portion of people in the full-time workforce fall between the ages of 46 and 55. Age within job category, however, varies. The clerical

and classified staff are somewhat younger on average compared to administrative staff, for example. Among faculty, forty-five percent are between 56 and 75 years old. Within nine years, about thirty-six percent of faculty will be eligible for retirement.

There is significant racial and ethnic diversity in the workforce at LaGuardia, although its distribution does not yet parallel that of the student body. Among the faculty the racial and ethnic distribution is ten percent Asian, seventeen percent Black, eleven percent Hispanic, and sixty-one percent White.

Employment at LaGuardia is relatively stable. A large segment of full-time employees, about thirty-seven percent, have worked at the college for more than fifteen years. Among faculty this is true for about fifty percent, and among executives, about thirty-seven percent. While turnover is highest among the clerical and classified staff and technicians and paraprofessionals, more than two-thirds have been at LaGuardia for more than five years.

The proportion of tenured faculty in the ranks is high, at about sixty-one percent.

Professional employees at LaGuardia are highly

credentialed. Nearly half the faculty, about fifty-two percent, have doctorates, an exceptionally large proportion in the community college sector. According to the U.S. Department of Education's National Center for Education Statistics, two-year college faculty with PhD's or first professional degrees averaged twenty percent in 1998 (NSOPF99, Table 19). The professional staff at LaGuardia are also well educated. Including both the administrative and technical categories, twenty-eight percent have master's degrees and three percent have doctorates.

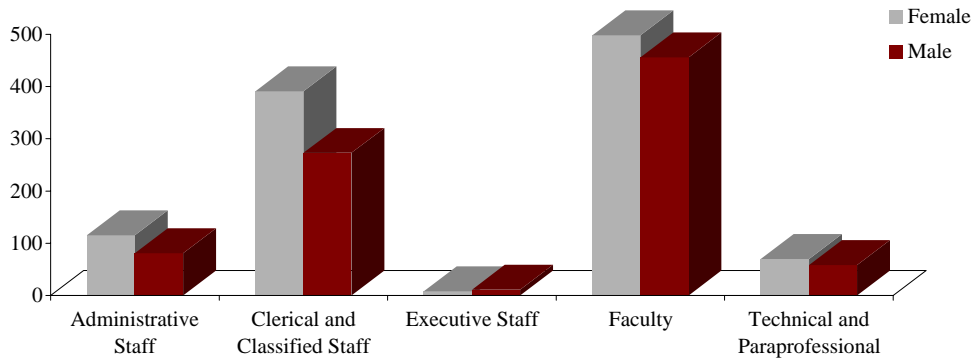


# Institutional Resources

## Faculty & Staff

### Employee Appointments

by Full Time and Part Time Employment, Job Category, and Gender  
Fall 2005



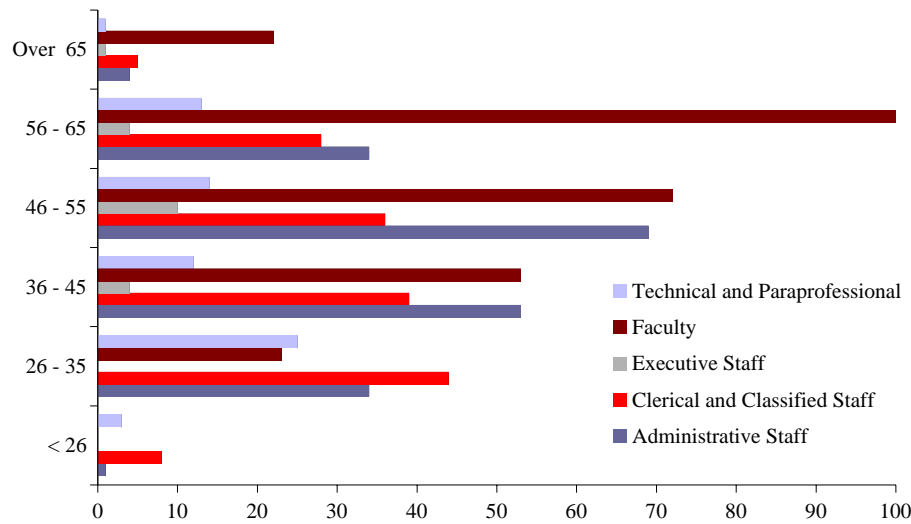
<b>Full Time</b>	<b>Female</b>	<b>%</b>	<b>Male</b>	<b>%</b>
Administrative Staff	115	27%	80	28%
Clerical and Classified Staff	112	26%	48	17%
Executive Staff	8	2%	11	4%
Faculty	154	36%	116	40%
Technical and Paraprofessional	35	8%	33	11%
<b>Full Time Total</b>	<b>424</b>	<b>100%</b>	<b>288</b>	<b>100%</b>
<b>Part Time</b>	<b>Female</b>	<b>%</b>	<b>Male</b>	<b>%</b>
Clerical and Classified Staff	279	42%	225	38%
Faculty	344	52%	340	58%
Technical and Paraprofessional	35	5%	25	4%
<b>Part Time Total</b>	<b>658</b>	<b>100%</b>	<b>590</b>	<b>100%</b>
<b>Full Time and Part Time</b>	<b>Female</b>	<b>%</b>	<b>Male</b>	<b>%</b>
Administrative Staff	115	11%	81	9%
Clerical and Classified Staff	391	36%	273	31%
Executive Staff	8	1%	11	1%
Faculty	498	46%	456	52%
Technical and Paraprofessional	70	6%	58	7%
<b>Total Employee Appointments</b>	<b>1082</b>	<b>100%</b>	<b>879</b>	<b>100%</b>

Note: Includes substitute appointments.

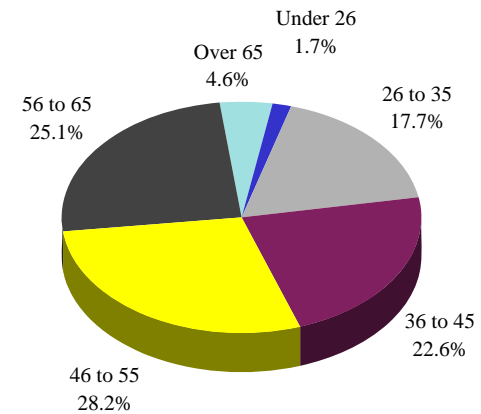
Source: LaGuardia Community College Data Warehouse

# Institutional Resources Faculty & Staff

## Employees by Job Category and Age Range Full Time Employees, Fall 2005



Workforce Percent by Age



Job Category	Under 26	%	26 - 35	%	36 - 45	%	46 - 55	%	56 - 65	%	Over 65	%	Total	%
Administrative Staff	1	1%	34	17%	53	27%	69	35%	34	17%	4	2%	<b>195</b>	100%
Clerical and Classified Staff	8	5%	44	28%	39	24%	36	23%	28	18%	5	3%	<b>160</b>	100%
Executive Staff	0	0%	0	0%	4	21%	10	53%	4	21%	1	5%	<b>19</b>	100%
Faculty	0	0%	23	9%	53	20%	72	27%	100	37%	22	8%	<b>270</b>	100%
Technical and Paraprofessional	3	4%	25	37%	12	18%	14	21%	13	19%	1	1%	<b>68</b>	100%

Source: LaGuardia Community College Data Warehouse

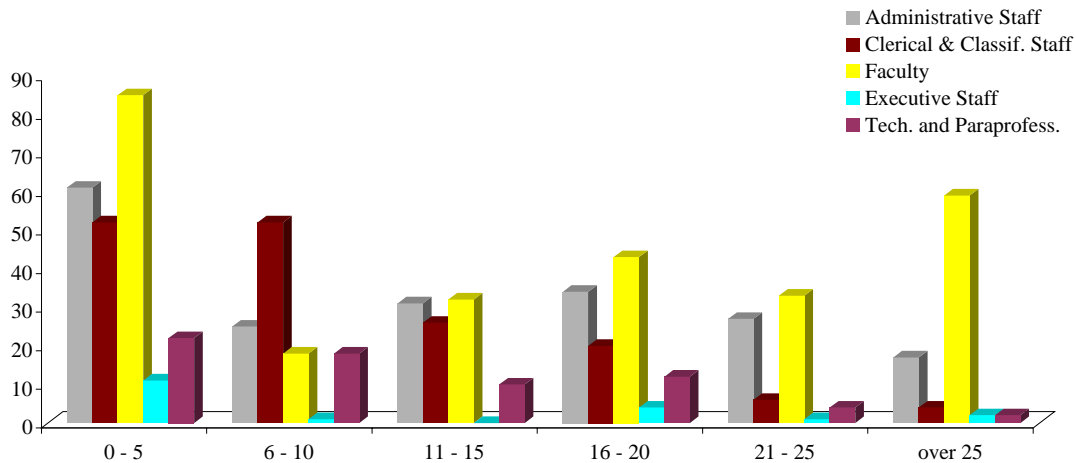


# Institutional Resources

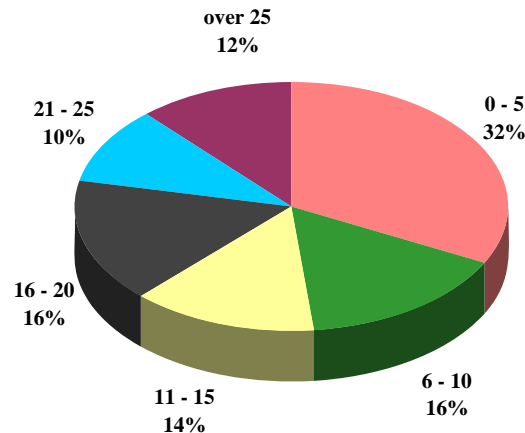
## Faculty & Staff

### Full Time Employees

by Job Category and Years of Employment, Fall 2005



Workforce Percent by Years of Employment, Fall 2005

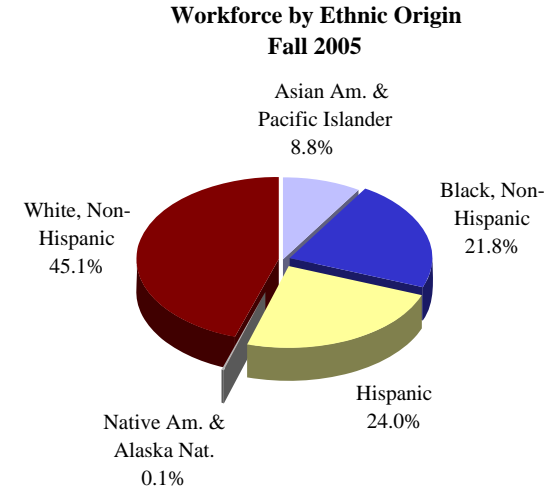
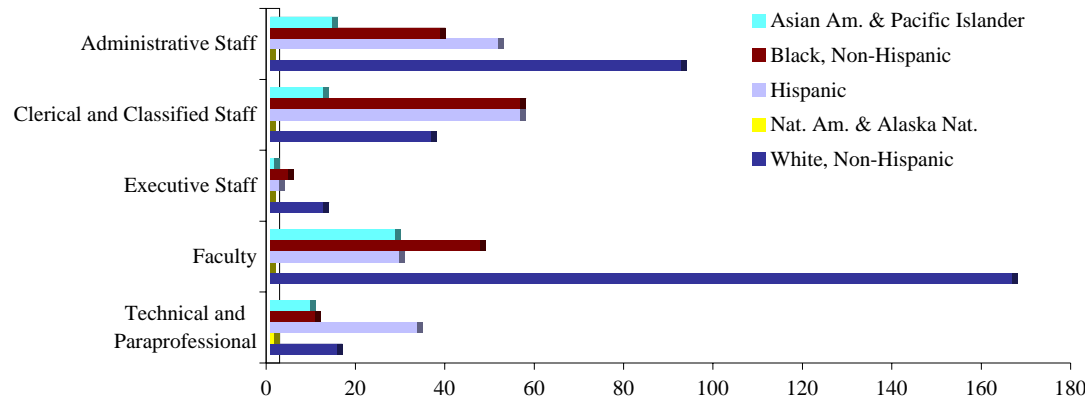


Job Category	Years at LaGuardia											
	0-5	%	6-10	%	11-15	%	16-20	%	21-25	%	25+	%
Administrative Staff	61	31%	25	13%	31	16%	34	17%	27	14%	17	9%
Clerical & Classif. Staff	52	33%	52	33%	26	16%	20	13%	6	4%	4	3%
Executive Staff	11	58%	1	5%	0	0%	4	21%	1	5%	2	11%
Faculty	85	31%	18	7%	32	12%	43	16%	33	12%	59	22%
Tech. and Paraprofess.	22	32%	18	26%	10	15%	12	18%	4	6%	2	3%

Source: LaGuardia Community College Data Warehouse

# Institutional Resources Faculty and Staff

## Full-Time Employees by Job Category and Racial and Ethnic Origin, Fall 2005

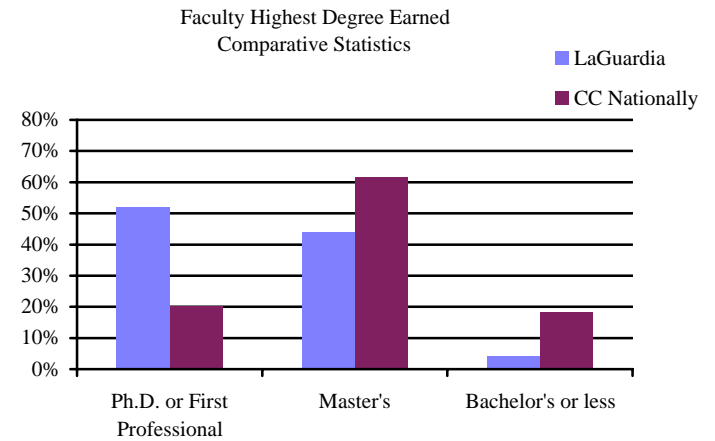
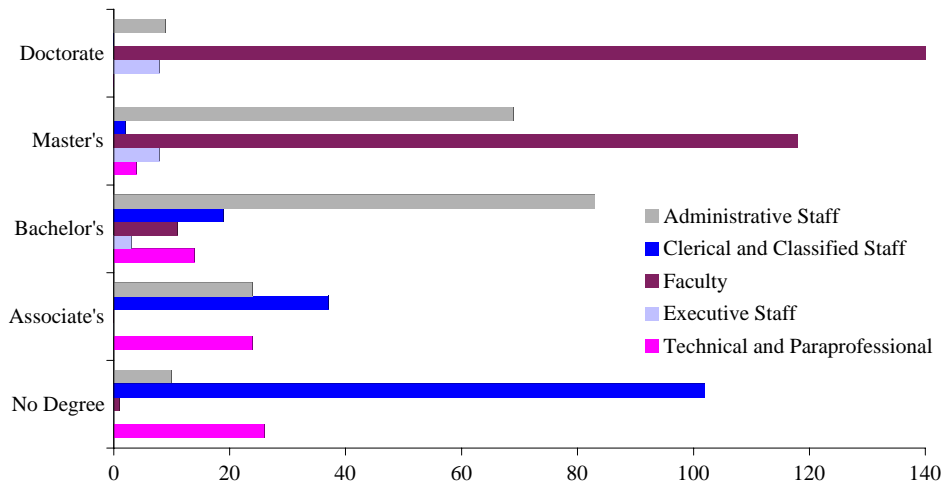


Job Category	Asian Am. & Pacific Islander		Black, Non-Hispanic		Hispanic		Native Am. & Alaska Nat.		White, Non-Hispanic		Total
	Count	%	Count	%	Count	%	Count	%	Count	%	
Administrative Staff	14	7%	38	19%	51	26%	0	0%	92	47%	<b>195</b>
Clerical and Classified Staff	12	8%	56	35%	56	35%	0	0%	36	23%	<b>160</b>
Executive Staff	1	5%	4	21%	2	11%	0	0%	12	63%	<b>19</b>
Faculty	28	10%	47	17%	29	11%	0	0%	166	61%	<b>270</b>
Technical and Paraprofessional	9	13%	10	15%	33	49%	1	1%	15	22%	<b>68</b>
<b>Total</b>	<b>64</b>	<b>9%</b>	<b>155</b>	<b>22%</b>	<b>171</b>	<b>24%</b>	<b>1</b>	<b>0%</b>	<b>321</b>	<b>45%</b>	<b>712</b>

Source: LaGuardia Community College Data Warehouse

# Institutional Resources Faculty & Staff

## Full Time Employees by Job Category and Highest Degree Earned, Fall 2005

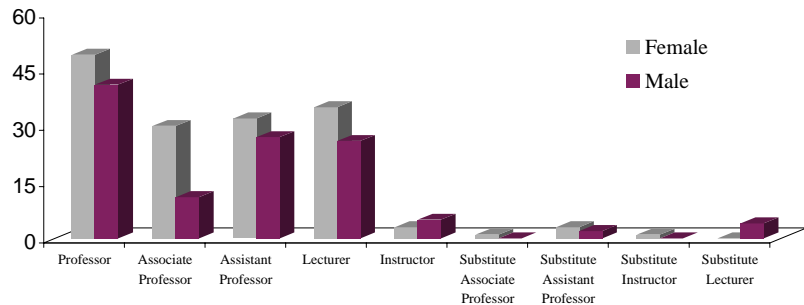


Job Category	Doctorate	%	Master's	%	Bachelor's	%	Associate's	%	No Degree	%	Total
Administrative Staff	9	5%	69	35%	83	43%	24	12%	10	5%	<b>195</b>
Clerical and Classified Staff	0	0%	2	1%	19	12%	37	23%	102	64%	<b>160</b>
Executive Staff	8	42%	8	42%	3	16%	0	0%	0	0%	<b>19</b>
Faculty	140	52%	118	44%	11	4%	0	0%	1	0%	<b>270</b>
Technical and Paraprofessional	0	0%	4	6%	14	21%	24	35%	26	38%	<b>68</b>
<b>Total</b>	<b>157</b>	<b>22%</b>	<b>201</b>	<b>28%</b>	<b>130</b>	<b>18%</b>	<b>85</b>	<b>12%</b>	<b>139</b>	<b>20%</b>	<b>712</b>

Source: LaGuardia Community College Data Warehouse and U.S. Dept. of Ed., NCES, *Background Characteristics, Work Activities, and Compensation of Faculty and Instructional Staff, 1998* .

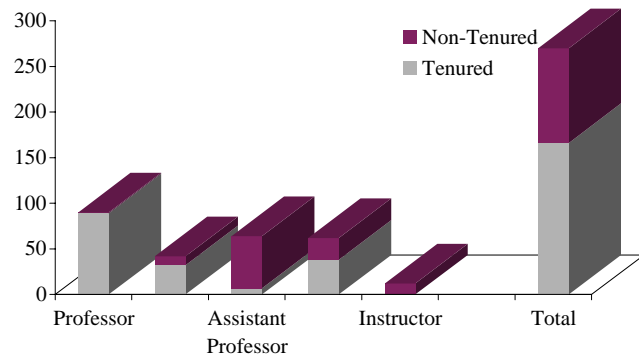
# Institutional Resources Faculty and Staff

## Full-Time Faculty by Rank and Gender Fall 2005



Job Title	Female	%	Male	%	Total
Professor	49	54%	41	46%	90
Associate Professor	30	73%	11	27%	41
Assistant Professor	32	54%	27	46%	59
Lecturer	35	57%	26	43%	61
Instructor	3	38%	5	63%	8
Substitute Associate Professor	1	0%	0	0%	1
Substitute Assistant Professor	3	60%	2	40%	5
Substitute Instructor	1	100%	0	0%	1
Substitute Lecturer	0	0%	4	100%	4
<b>Total</b>	<b>154</b>	<b>57%</b>	<b>116</b>	<b>43%</b>	<b>270</b>

## Full-Time Faculty by Tenure Status, Fall 2005



Job Title	Tenured	%	Non-Tenured	%
Professor	89	99%	1	1%
Associate Professor	32	76%	10	24%
Assistant Professor	7	11%	57	89%
Lecturer	38	61%	24	39%
Instructor	0	0%	12	100%
<b>Total</b>	<b>166</b>	<b>61%</b>	<b>104</b>	<b>39%</b>

Note: Total includes substitute lines.

Source: LaGuardia Community College Data Warehouse

# Institutional Resources

## Faculty & Staff

### Full Time Employees

by Job Category, Gender, and Ethnic Origin, Fall 2005

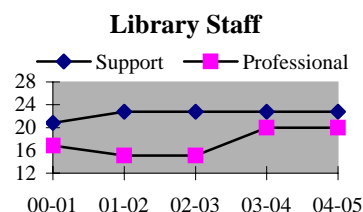
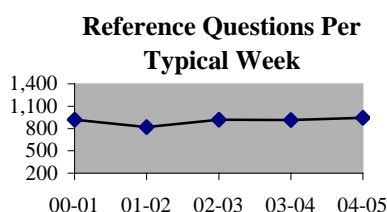
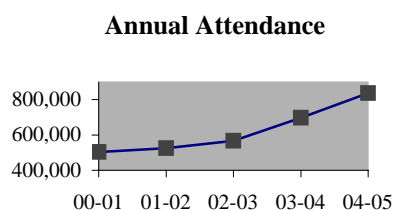
Job Category	Gender	Asian & Pacific Islander	%	Black (Non-Hispanic)	%	Hispanic	%	Native Am. & Alaska Nat.	%	White (Non-Hispanic)	%	Total
Administrative												
Staff	Female	8	7%	26	23%	30	26%	0	0%	51	44%	<b>115</b>
	Male	6	8%	12	15%	21	26%	0	0%	41	51%	<b>80</b>
Clerical and												
Classified Staff	Female	9	8%	35	31%	42	38%	0	0%	26	23%	<b>112</b>
	Male	3	6%	21	44%	14	29%	0	0%	10	21%	<b>48</b>
Executive												
Staff	Female	1	13%	3	38%	0	0%	0	0%	4	50%	<b>8</b>
	Male		0%	1	9%	2	18%	0	0%	8	73%	<b>11</b>
Faculty												
	Female	14	9%	27	18%	14	9%	0	0%	99	64%	<b>154</b>
	Male	14	12%	20	17%	15	13%	0	0%	67	58%	<b>116</b>
Technical and												
Paraprofessional	Female	3	9%	4	11%	20	57%	1	3%	7	20%	<b>35</b>
	Male	6	18%	6	18%	13	39%	0	0%	8	24%	<b>33</b>
<b>Total</b>		<b>64</b>	<b>9%</b>	<b>155</b>	<b>22%</b>	<b>171</b>	<b>24%</b>	<b>1</b>	<b>0%</b>	<b>321</b>	<b>45%</b>	<b>712</b>

# Institutional Resources

## The Library

### Library Operations

FY 2000-01 to FY 2004-05



Library Operations	2000-01	2001-02	2002-03	2003-04	2004-05
<b>Annual Attendance</b>	504,032	524,565	566,986	696,282	<b>836,358</b>
<b>Classroom Instruction</b>					
# of 1 hour Library Instruction classes delivered	367	371	375	386	<b>395</b>
Number of students instructed	*8,441	*8,533	*9,000	10,808	<b>11,060</b>
<b>Circulation Transactions</b>					
General Collection	42,753	30,902	33,418	35,614	<b>38,040</b>
Reserve Collection	28,502	46,352	42,222	44,885	<b>43,398</b>
<b>Expenditures</b>					
Total Operating Expenditures	\$1,898,818	\$1,845,607	\$1,928,308	\$2,684,515	<b>\$2,198,885</b>
Expenditures for Library Materials	\$297,437	\$280,319	\$358,360	\$410,400	<b>\$477,890</b>
<b>Collections</b>					
Print Books	106,048	112,168	109,810	116,100	<b>117,330</b>
Electronic Books, Subscriptions, Databases	-	-	14,815	16,483	<b>25,662</b>
Serial Subscriptions	797	772	737	759	<b>1256</b>
Government Document Titles	8,971	10,266	11,542	14,129	<b>7,405</b>
Microform Units (Microfilm reels + Microfiche)	583,009	586,931	588,195	589,359	<b>586,986</b>
Institutional Archives (linear feet)	415	486	556	610	<b>617</b>
<b>Audio Visual Titles</b>					
VHS	1,293	1,338	1,393	1,451	<b>1,500</b>
DVD Titles	1	23	38	112	<b>204</b>
CD-ROM Files	450	625	792	1,095	<b>1,276</b>
<b>Interlibrary Loans</b>					
Provided	1,033	831	926	746	<b>502</b>
Received	453	396	1,816	1,586	<b>1,258</b>
<b>Media Services</b>					
Lab Use	31,063	40,226	31,205	27,991	<b>32,907</b>
Deliveries of Equipment	11,222	16,713	16,588	25,548	<b>34,496</b>
Productions (Videotapings & Audiotapings)	230	465	385	357	<b>600</b>
<b>Reference Questions per Typical Week Staff</b>	*918	*819	*919	*912	<b>*944</b>
Professional Staff (full-time and FTE of part-time)	17	15	15	20	<b>20</b>
Support Staff (full-time and FTE of part-time)	21	23	23	23	<b>23</b>
<b>Computer Workstations</b>	-	65	140	174	<b>174</b>

\* Based on sampling

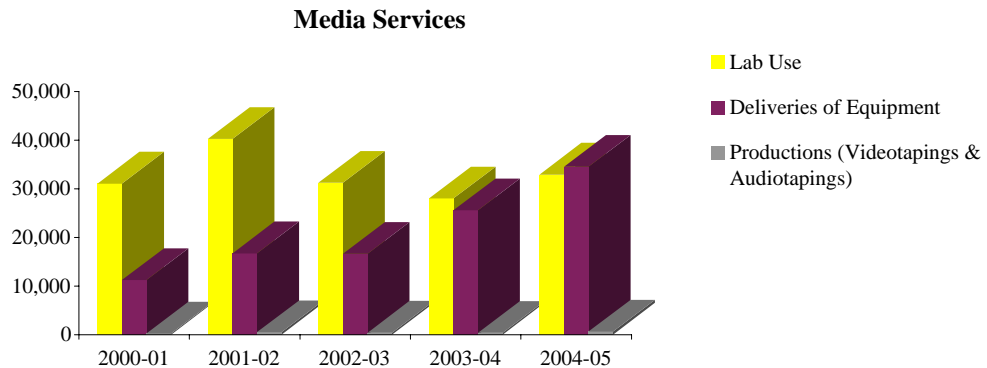
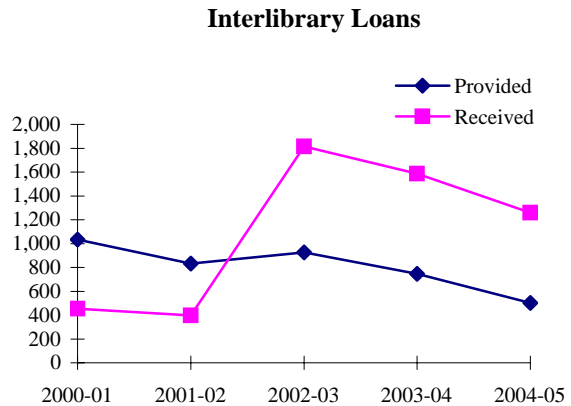
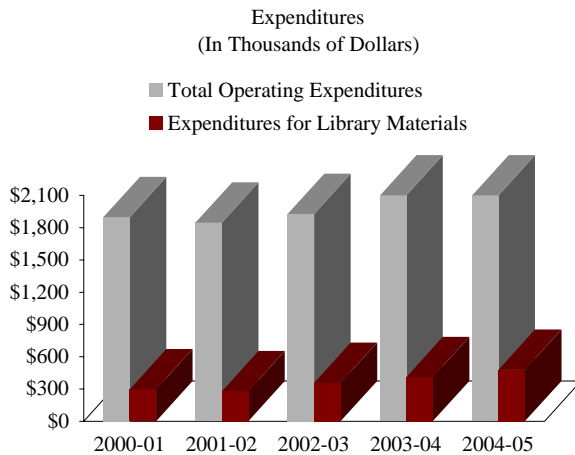
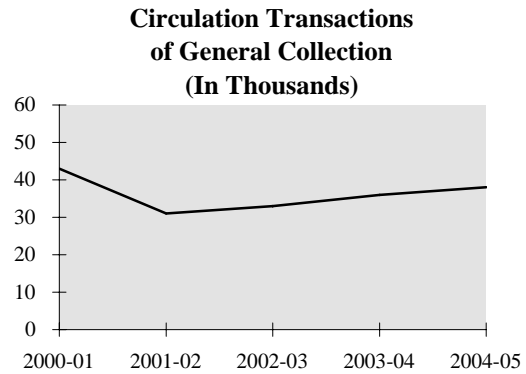
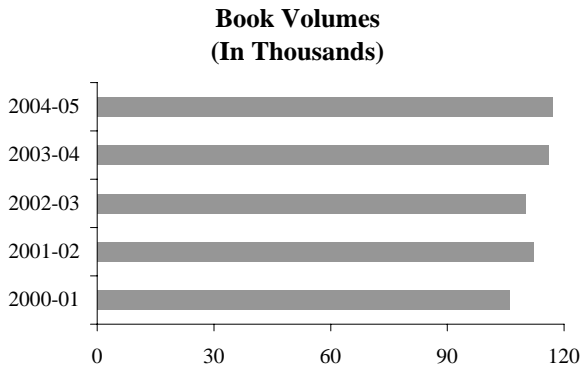
Source: Library

# Institutional Resources

## The Library

### Library Operations

#### Five-Year Trends



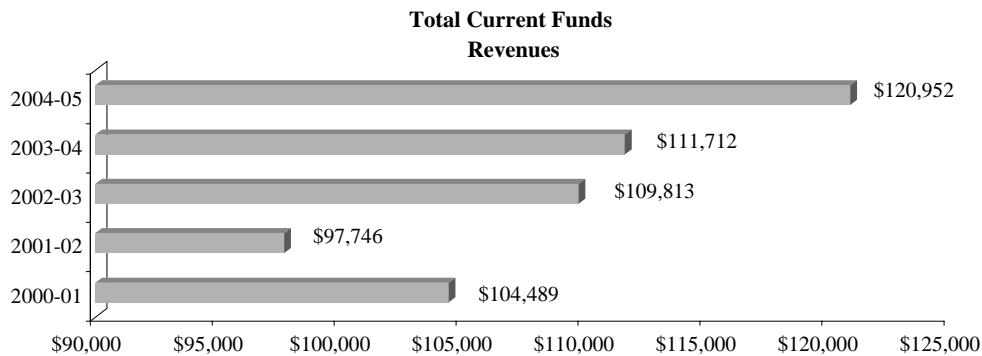
Source: Library

# Institutional Resources Finances

## Current Funds Revenues

FY 2000-01 to FY 2004-05

(In Thousands of Dollars)



## Current Funds Revenues by Source

FY 2000-01 to FY 2004-05

(In Thousands of Dollars)

Source	2000-01	2001-02	2002-03	2003-04	2004-05
Tuition and Fees	\$28,857	\$13,026	\$20,481	\$21,654	<b>\$21,696*</b>
Governmental Appropriations					
State	\$22,768	\$22,316	\$24,107	\$25,584	<b>\$26,220</b>
Local	\$19,920	\$28,929	\$24,484	\$22,407	<b>\$27,643</b>
Government Grants and Contracts					
Federal	\$14,165	\$15,993	\$18,587	\$17,536	<b>\$17,052</b>
State	\$9,535	\$8,857	\$9,182	\$10,956	<b>\$11,894</b>
Private/Local	\$6,525	\$6,342	\$8,709	\$10,274	<b>\$11,185</b>
Endowment Income	\$1	-\$270	\$149	\$392	<b>\$175</b>
Auxiliary Enterprises	\$879	\$746	\$793	\$843	<b>\$2,101</b>
Other Sources	\$1,839	\$1,807	\$3,321	\$2,066	<b>\$2,986</b>
<b>Total Current Funds Revenues</b>	<b>\$104,489</b>	<b>\$97,746</b>	<b>\$109,813</b>	<b>\$111,712</b>	<b>\$120,952</b>

Source: Division of Administration

\* For an explanation of the increase in this category, please see Accounting Note 6 on page 68.

\*\* For an explanation of the increase in this category, please see Accounting Note 7 on page 68



# Institutional Resources Finances

## Current Funds Revenues

FY 2000-01 to FY 2004-05

(In Thousands of Dollars)

Source	2000-01	2001-02	2002-03	2003-04	2004-05
Tuition and Fees	\$28,857	\$13,026	\$20,481	\$21,654*	\$21,696**
Governmental Appropriations	\$42,688	\$51,245	\$48,591	\$47,991	\$53,863
Government Grants and Contracts	\$30,226	\$30,922	\$36,627	\$39,158	\$40,306
Auxiliary Enterprises	\$879	\$746	\$793	\$843	\$2,101
Other Sources	\$1,839	\$1,807	\$3,321	\$2,066	\$2,986
<b>Total Current Funds Revenues</b>	<b>\$104,489</b>	<b>\$97,746</b>	<b>\$109,813</b>	<b>\$111,712</b>	<b>\$120,952</b>

Source: Division of Administration

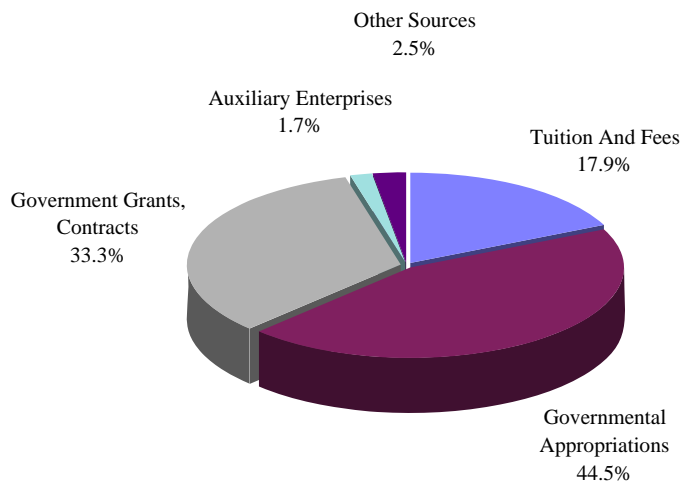
\* For an explanation of the decrease in this category, please see Accounting Note 5 on page 68.

\*\* For an explanation of the increase in this category, please see Accounting Note 6 on page 68.

## Current Funds Revenues

FY 2004-05

(In Percents)

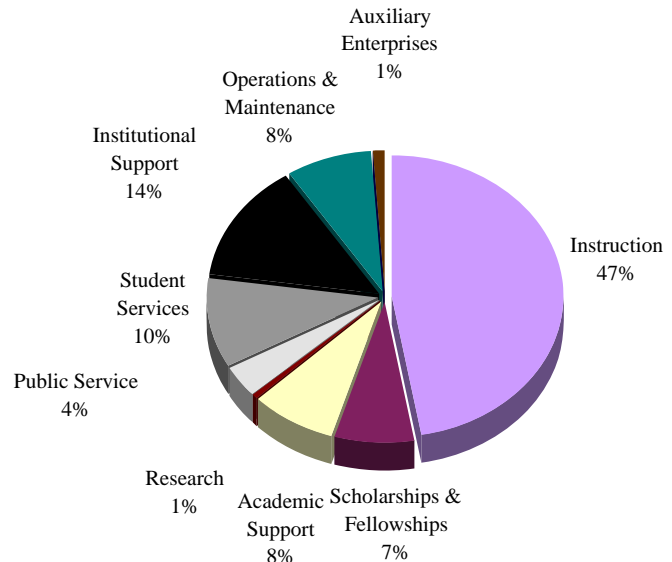
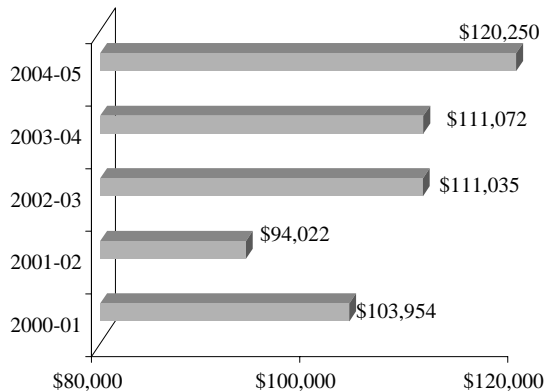


# Institutional Resources Finances

## Current Funds Expenditures

FY 2000-01 to FY 2004-05

(In Thousands of Dollars)



## Current Funds Expenditures by Function

FY 2000-01 to FY 2004-05

(In Thousands of Dollars)

Function	2000-01	2001-02	2002-03	2003-04	2004-05
<b>Educational and General</b>					
Instruction	\$38,232	\$40,306	\$50,850	\$52,550	\$55,634
Research	\$129	\$497	\$326	\$619	\$617
Public Service	\$9,548	\$10,179	\$3,664	\$4,078**	\$5,251
Academic Support	\$6,025	\$7,115	\$9,195	\$8,903	\$9,376**
Student Services	\$9,068	\$8,759	\$10,242	\$11,189	\$12,065
Institutional Support	\$14,876	\$14,354	\$17,016	\$15,362	\$17,372
Operations and Maintenance	\$6,752	\$7,667	\$8,717	\$8,901	\$9,520
Scholarships and Fellowships	\$18,460	\$4,251	\$10,035	\$8,283*	\$8,825**
Transfers / Other Expenditures	\$39	\$128	\$157	\$84	\$76
<b>Total Educational and General</b>	<b>\$103,129</b>	<b>\$93,256</b>	<b>\$110,202</b>	<b>\$109,969</b>	<b>\$118,736</b>
<b>Auxiliary Enterprises</b>	<b>\$825</b>	<b>\$766</b>	<b>\$833</b>	<b>\$1,103</b>	<b>\$1,514</b>
<b>Total Current Funds Expenditures</b>	<b>\$103,954</b>	<b>\$94,022</b>	<b>\$111,035</b>	<b>\$111,072</b>	<b>\$120,250</b>

Source: Division of Administration

\* For an explanation of the decrease in this category, please see Accounting Note 1 on page 68.

\*\* For an explanation of the increase in Instruction expenditures, please see Accounting Note 2 on page 68.

For an explanation of the decrease in Public Service expenditures, please see Accounting Note 3 on page 68.

For an explanation of the increase in Scholarships and Fellowships, please see Accounting Note 4 on page 68.

# Institutional Resources

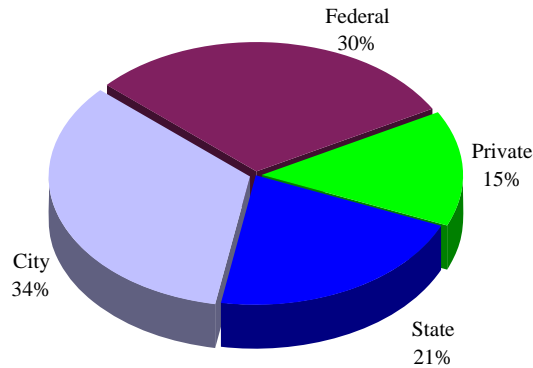
## Grant Awards

### Grant Awards by Source

FY 2000-01 to FY 2004-05

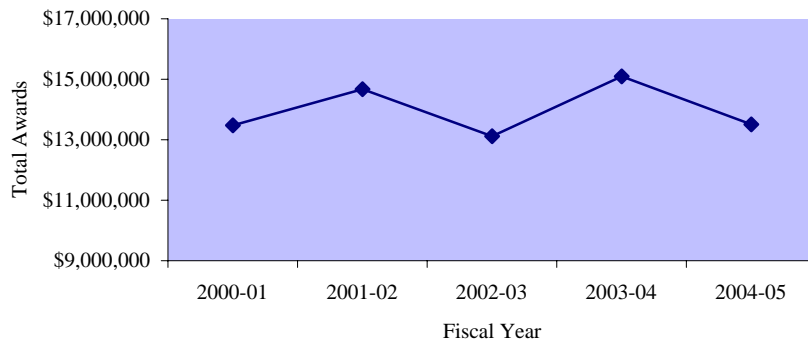
### Percent of Awards by Source

FY 2004-05



### Total Grant Awards

FY 2000-01 to FY 2004-05

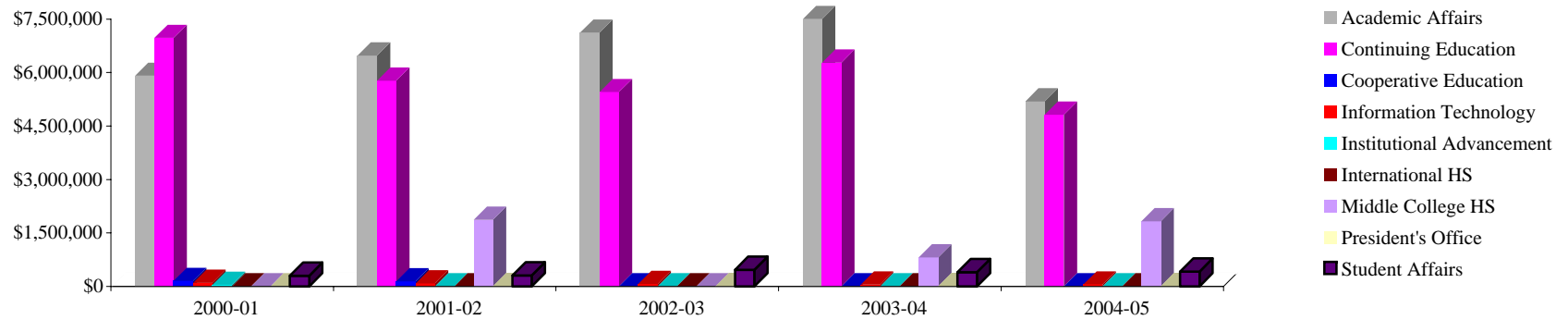


Funding Source	2000-01	2001-02	2002-03	2003-04	2004-05
City	\$5,242,516	\$3,154,970	\$3,554,483	\$3,291,000	<b>\$4,580,227</b>
Federal	\$4,472,884	\$5,138,748	\$3,848,580	\$4,482,733	<b>\$4,068,856</b>
Private	\$338,053	\$2,073,254	\$2,240,292	\$2,948,305	<b>\$1,970,546</b>
State	\$3,423,978	\$4,306,223	\$3,472,688	\$4,373,317	<b>\$2,888,248</b>
<b>Total Awards</b>	<b>\$13,477,431</b>	<b>\$14,673,195</b>	<b>\$13,116,043</b>	<b>\$15,095,355</b>	<b>\$13,507,877</b>

Source: Grants Development Office

# Institutional Resources Grant Awards

## Funds Awarded by Division FY 2000-01 to FY 2004-05

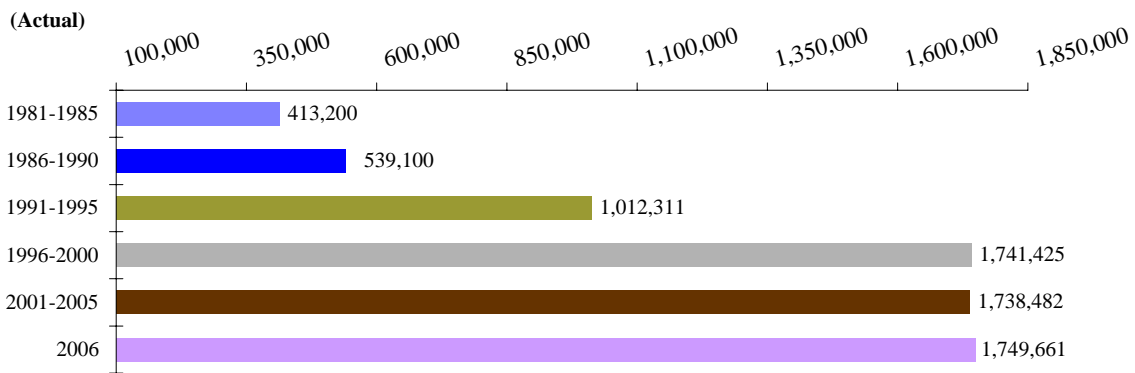


Division	No. of Awards	2000-01	No. of Awards	2001-02	No. of Awards	2002-03	No. of Awards	2003-04	No. of Awards	2004-05	Total Awards	5-Yr. Total	2000-05
Cooperative Education	1	\$155,590	2	\$145,000	0	\$0	0	\$0	0	\$0	3	\$300,590	
Academic Affairs	30	\$5,908,691	33	\$6,476,075	32	\$7,122,050	41	\$7,547,243	36	\$5,192,053	172	\$32,246,112	
Continuing Education	36	\$6,971,262	27	\$5,771,034	30	\$5,452,767	38	\$6,280,548	27	\$4,818,769	158	\$29,294,380	
Information Technology	1	\$100,714	1	\$86,378	1	\$65,000	1	\$49,186	1	\$55,931	5	\$357,209	
Institutional Advancement	1	\$40,000	0	\$0	0	\$0	0	\$0	0	\$0	1	\$40,000	
International HS	0	\$0	0	\$0	0	\$0	0	\$0	1	\$1,186,722	1	\$1,186,722	
Middle College HS	0	\$0	4	\$1,870,739	0	\$0	1	\$813,280	1	\$1,830,304	6	\$4,514,323	
President's Office	0	\$0	2	\$8,750	1	\$7,250	1	\$7,500	1	\$7,500	5	\$31,000	
EM&SD	3	\$301,174	1	\$311,469	3	\$468,976	3	\$397,598	3	\$416,598	13	\$1,895,815	
<b>Total Awards</b>	<b>71</b>	<b>\$13,321,841</b>	<b>68</b>	<b>\$14,524,445</b>	<b>67</b>	<b>\$13,116,043</b>	<b>85</b>	<b>\$15,095,355</b>	<b>70</b>	<b>\$13,507,877</b>	<b>361</b>	<b>\$69,565,561</b>	

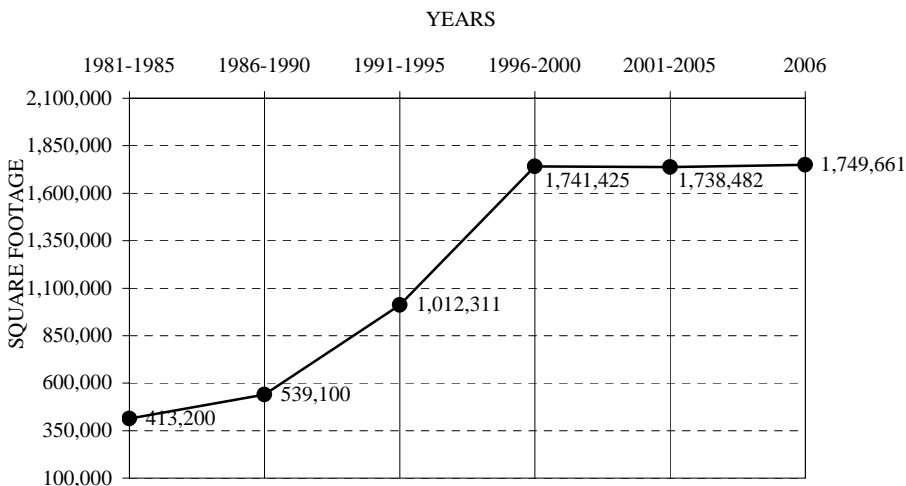
Source: Grants Development Office

# Institutional Resources Space

## Cumulative Gross Square Footage of College Buildings Occupied, by Five-Year Intervals



## Cumulative Gross Square Footage of College Buildings Occupied, by Five-Year Intervals



Total square footage in 2006 is 1,749,661 (see p. 63, Table 1).

Approximately 333,009 sq. ft. is occupied by tenants or awaiting renovation for future use.

Source: Campus Facilities Office/Division of Administration

# Institutional Resources Space

## College Buildings

Table 1.

Building Name	Original Construction Year	Alteration Year	Year Occupied	2006	
				Net Sq. Footage	Gross Sq. Footage
Main Building (M)	1920	1971-1974	1971	162,734	281,568
Annex Building (E)	1930	1989-1992	1991	227,033	379,364
Marie LaGuardia Building (L)	1936	1989	1989	39,862	59,911
Center III Building: College-occupied portion (C)	1913	1991-1992	1992	303,475	549,927
<b>Subtotal of All College-Occupied Educational Space</b>				<b>733,104</b>	<b>1,270,770</b>
Center III Building (C): Portion leased to commercial tenants or vacant awaiting renovation				n/a	333,009
Center IV (Two-story parking lot): (Skillman Ave. & 28th St.)	1913	-	1998	60,000	61,857
Open Parking Lot (47th Ave. & 29th St.)	-	-	1998	58,412	59,910
Parking Lot (47th Ave. & 30th St.)	-	-	1998	21,206	24,115
<b>Subtotal of All College-Occupied Non-Educational Space</b>				<b>139,618</b>	<b>478,891</b>
<b>Grand Total of All Educational and Non-Educational Space in Square Feet</b>				<b>872,722</b>	<b>1,749,661</b>

## Net Square Footage by College Building and Function - 2006

Table 2.

Function	M Building	E Building	L Building	C Building	All Buildings
Administration Offices	37,194	25,466	5,703	77,411	145,774
Assembly	8,179	19,241	0	0	27,420
Campus Services	14,935	2,904	995	80,297	99,131
Computing and Telecom	4,724	0	0	412	5,136
<b>Subtotal</b>	<b>65,032</b>	<b>47,611</b>	<b>6,698</b>	<b>158,120</b>	<b>277,461</b>
<b>Subtotal: Instruction* (See Table 3 below)</b>	<b>53,571</b>	<b>126,758</b>	<b>27,318</b>	<b>125,171</b>	<b>332,818</b>
Instructional Resources	1,002	0	552	0	1,554
Library	617	34,643	775	0	36,035
Physical Education	19,213	10,903	0	0	30,116
Student/Faculty Services	23,299	7,118	4,519	20,184	55,120
<b>Subtotal</b>	<b>44,131</b>	<b>52,664</b>	<b>5,846</b>	<b>20,184</b>	<b>122,825</b>
<b>Grand Totals in Square Feet</b>	<b>162,734</b>	<b>227,033</b>	<b>39,862</b>	<b>303,475</b>	<b>**733,104</b>

\* Net Square Footage (see Table 3).

\*\* The total NSF 733,104 includes the educational facilities only. It excludes all non-educational facilities as defined above in Table 1.

## Instructional Space - 2006

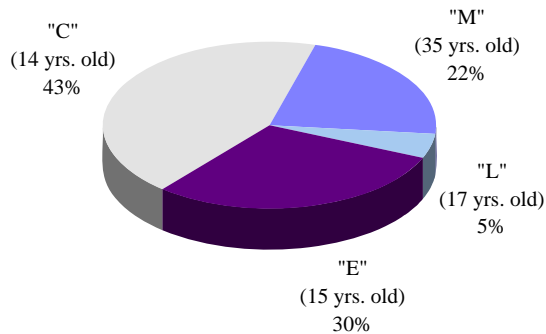
Table 3.

Function	M Building	E Building	L Building	C Building	All Buildings
Classrooms and Lecture Halls	29,242	21,163	10,082	57,814	118,301
Class Laboratories	17,376	59,278	13,574	34,000	124,228
Research and Support	0	4,817	0	1,874	6,691
Academic Offices	6,953	41,500	3,662	31,483	83,598
<b>Totals in Square Feet</b>	<b>53,571</b>	<b>126,758</b>	<b>27,318</b>	<b>125,171</b>	<b>332,818</b>

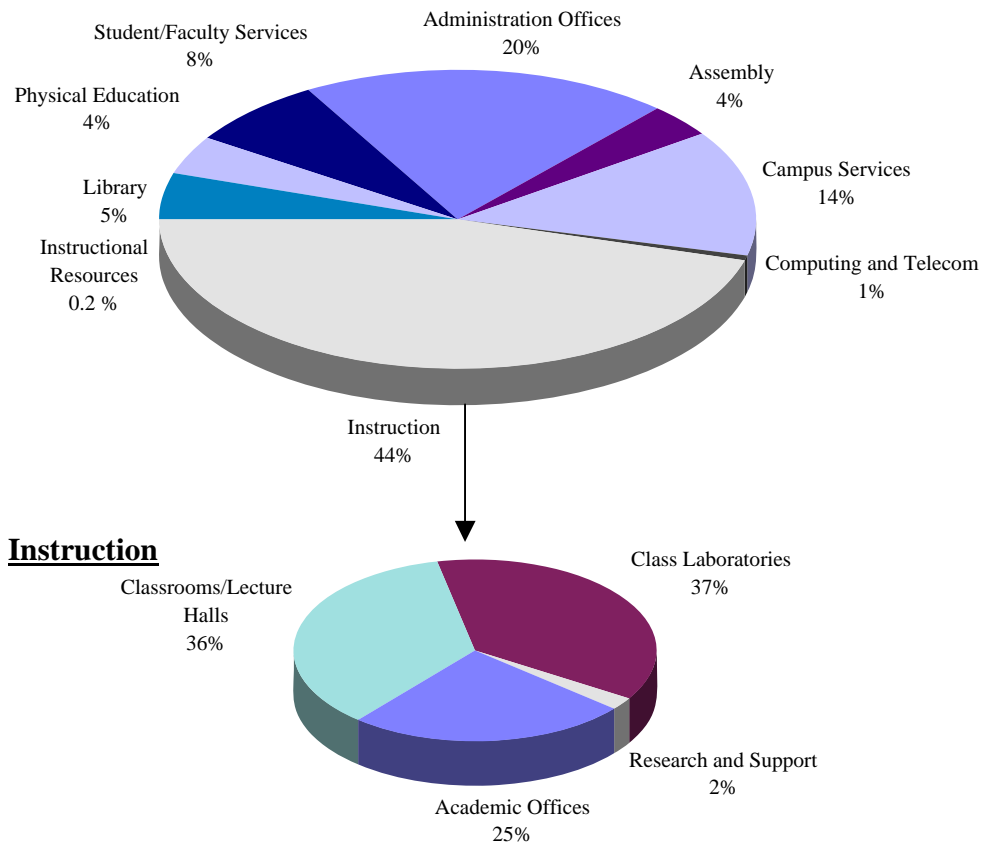
Source: Campus Facilities Office/Division of Administration

# Institutional Resources Space

College Building by Age or Primary Renovation and Percentage of the Total Gross Space (Table 1)  
2006



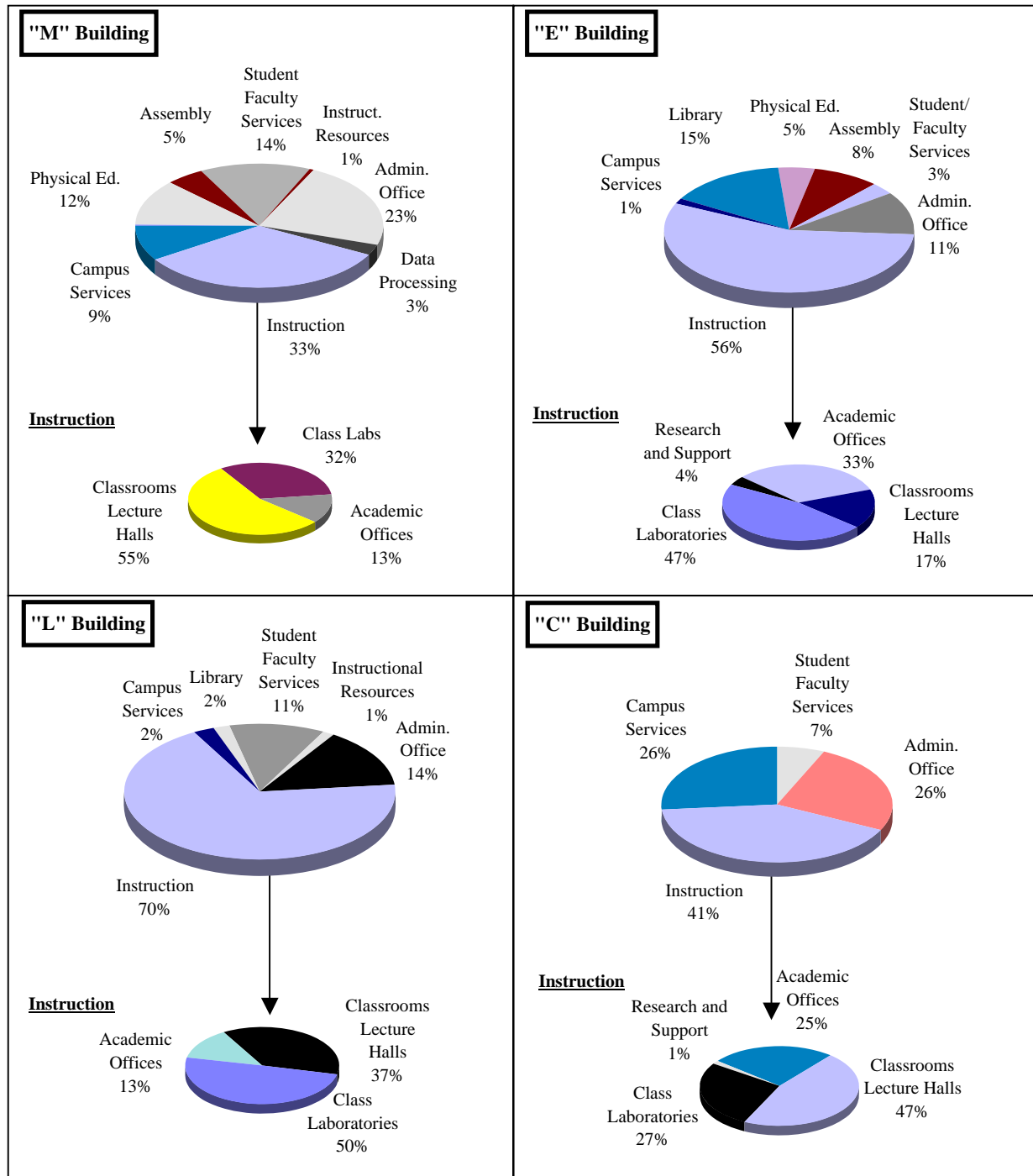
Percentage College Buildings by Primary Function Based on Net Square Footage (Table 2)  
2006



Source: Campus Facilities Office/Division of Administration

# Institutional Resources Space

## Primary Functions Space Allocation Based on Net Square Footage (Tables 2 and 3)



Source: Campus Facilities Office/Division of Administration



# LAGUARDIA COMMUNITY COLLEGE ADMINISTRATIVE OFFICES

## Office of the President

President .....	Gail O. Mellow
Affirmative Action Officer .....	Irma Lynch-Patterson
Labor Designee and Legal Affairs Officer .....	Jemma Robain-LaCaille
Special Assistant for Organizational Development.....	Rosemary Talmadge
Executive Director for Advancement .....	Jose Orenge
Chief External Affairs Officer.....	Helen Levine
Executive Director for Marketing.....	Linda Adams
Director, Grants Development.....	Robert M. Kahn
Director, Communications.....	William Freeland
Interim Managing Director, LaGuardia Performing Arts Center .....	Steven Hitt

## Division of Academic Affairs

Vice President for Academic Affairs.....	Peter Katopes
Dean for Academic Affairs.....	Paul Arcario
Executive Director for Academic Support Services and Special Programs.....	Deirdre Aherne
Assistant Dean for Program Development and Evaluation .....	Marcia T. Caton
Assistant Dean for Teaching and Learning .....	Bret Eynon
Executive Associate to the Vice President .....	Bruce Hoffacker
Director, COPE Program (Acting) .....	Ada Bedor
Director, First Year Program .....	Vincent Bruno
Director, LaGuardia and Wagner Archives.....	Richard K. Lieberman
Director, School/College Collaborations.....	vacant
Director, Second Year and Retention Programs.....	Steve Dauz

## Division of Administration

Vice President for Administration.....	Richard R. Elliott
Executive Director, Finance and Business .....	Thomas Hladek
Executive Director of Facilities Management and Planning .....	Shahir Erfan
Executive Assistant to the Vice President .....	Anthony N.Lugo
Director, Administrative and Support Services.....	Eileen Murray
Assistant Director, Building Operations.....	Yury Fastovsky
Director, Facilities, Design, and Construction .....	Thomas Gaimaro
Director, Human Resources.....	Raymond Carozza
Director, Public Safety .....	Ed Sisco
Campus Facilities Officer (Acting) .....	Richard Ng
Environmental Health and Safety Coordinator .....	Peter Jayasekara

**LAGUARDIA COMMUNITY COLLEGE  
ADMINISTRATIVE OFFICES**

**Division of Adult and Continuing Education**

Vice President for Adult and Continuing Education .....	Jane Schulman
Associate Dean for Adult and Continuing Education (Acting).....	Sandra Watson
Executive Director, Economic Development.....	Joyce Moy
Executive Director, Free-Based Programs and Operations (Acting).....	Jane MacKillop
Senior Administrator, Language Acquisition/Immigrant Educ. and Training ....	Suma Kurien
Director, Administrative Services and Program Operations .....	John Garcia
Director, Career Development Center .....	Judith Gazzola
Director, Adult Learning Center.....	Mae Dick
Director, Career and Professional Programs.....	Allen Cohen
Director, Career Ladders in Allied Health.....	Michele Stewart
Director, Center for Corporate Education.....	Timothy Rucinski
Director, Center for Veterans, Youth, and Adults.....	Samuel Farrell
Director, College for Children.....	Alexis Frazier
Director, CUNY Language Immersion and College Preparatory Programs .....	Marian Blaber
Director, Employment and Career Services Center.....	Claudia Baldonado
Director, English Language Center... ..	Victoria Badalamanti
Director, NY Designs, Business Incubator.....	Mary Howard
Director, Program for Deaf Adults .....	Tony Allicino
Director, Taxi Program.....	Andrew Vollo
Director, The Workforce Education Center.....	Janice Kydd

**Division of Information Technology**

Vice President for Information Technology .....	Henry Saltiel
Associate Dean for Information Technology .....	Bradford Orcutt
Director, Information Systems.....	William Lindner
Director, Institutional Research.....	Barbara Astone
Director, Instructional Services / Media Distribution Services.....	Theresia Litvay-Sardou
Director, Network Administration.....	Ted Dec

**Division of Enrollment Management and Student Development**

Vice President for Enrollment Management and Student Development.....	Peter Grant Jordan
Associate Dean for Enrollment Management and Student Development .....	Henry S. Flax
Senior Administrator, Student Development.....	Renee Butler
Senior Director of Admission Services .....	Reine Sarmiento
Director, Student Advisement .....	Robert Park
Senior Director, Student Financial Services .....	Gail Baksh-Jarrett
Director, Student Information Services .....	Loretta Capuano
Director, Student Life and Recreation.....	Brian Goldstein
Ombuds Officer Executive Assistant to Vice President of EM & SD .....	Harriet Mesulam
Registrar.....	Doreen D'Amico
Student Affairs Liaison & Chief Adjudicator .....	Luis Merchant

## ACADEMIC PROGRAM OFFERINGS

HEGIS Code	Degree Program	Degree	Curric. Code	Department
<b>ASSOCIATE IN APPLIED SCIENCES</b>				
5002.00	Accounting	A.A.S.	2	Accounting/Managerial Studies
5005.00	Administrative Assistant	A.A.S.	36	Accounting/Managerial Studies
5004.00	Business Management	A.A.S.	73	Accounting/Managerial Studies
5404.00	Commercial Foodservice Management	A.A.S.	26	Natural and Applied Sciences
5007.00	Commercial Photography	A.A.S.	17	Humanities
5105.00	Computer Operations	A.A.S.	81	Computer Information Systems
5105.00	Computer Technology	A.A.S.	96	Computer Information Systems
5299.00	Emergency Medical Technician/Paramedic	A.A.S.	85	Natural and Applied Sciences
5005.00	Microcomputer Systems and Applications	A.A.S.	45	Computer Information Systems
5299.20	Mortuary Sci. / American Academy McAllister Institute	A.A.S.	4	Natural and Applied Sciences
5199.00	New Media Technology	A.A.S.	27	Computer Information Systems
5208.10	Nursing	A.A.S.	47	Natural and Applied Sciences
5099.00	Paralegal Studies	A.A.S.	57	Accounting/Managerial Studies
5219.00	Physical Therapist Assistant	A.A.S.	35	Natural and Applied Sciences
5103.00	Programming and Systems	A.A.S.	20	Computer Information Systems
5011.10	Travel and Tourism	A.A.S.	74	Accounting/Managerial Studies
5206.00	Veterinary Technology	A.A.S.	40	Natural and Applied Sciences
<b>ASSOCIATE IN ARTS</b>				
5503.00	Education Associate: The Bilingual Child	A.A.	75	Humanities
5503.00	Human Services: Child Development	A.A.	14	Natural and Applied Sciences
5506.20	Human Services: Gerontology	A.A.	14	Natural and Applied Sciences
5216.00	Human Services: Mental Health	A.A.	14	Natural and Applied Sciences
5649.00	Liberal Arts/Education: AA/BA with Queens College	A.A.	11	Social Sciences
5622.00	Liberal Arts: Social Sciences and Humanities	A.A.	37	
<b>ASSOCIATE IN SCIENCE</b>				
5004.00	Business Administration	A.S.	8	Accounting/Managerial Studies
5103.00	Computer Science	A.S.	25	Computer Information Systems
5404.00	Dietetic Technician	A.S.	7	Natural and Applied Sciences
0907.00	Engineering Science	A.S.	24	Mathematics
5610.00	Fine Arts	A.S.	51	Humanities
5649.00	Liberal Arts: Mathematics and Science	A.S.	39	Natural and Applied Sciences
5210.00	Occupational Therapy Assistant	A.S.	54	Natural and Applied Sciences
5404.00	School Foodservice Management	A.S.	99	Natural and Applied Sciences
<b>CERTIFICATE PROGRAMS</b>				
5007.00	Commercial Photography	Cert.	9	Humanities
5209.20	Practical Nursing	Cert.	43	Natural and Applied Sciences
5005.00	Word Processing Specialist	Cert.	10	Computer Information Systems

## **LAGUARDIA COMMUNITY COLLEGE INSTITUTIONAL MEMBERSHIPS AND ACCREDITATIONS**

AAUW / American Association of University Women  
Alliance for Community College Innovation  
American Association for Laboratory Animal Science  
American Association for Paralegal Education  
American Association of Community Colleges  
American Council on Education  
American Council on International Intercultural Education  
American Dietetics Association  
American Occupational Therapy Association  
American Physical Therapy Association  
American Society of Travel Agents  
American Veterinary Medical Association  
Association of American Colleges and Universities (AAC&U)  
Association of Presidents of Public Community Colleges in the State of New York  
Association of Veterinary Technician Educators  
Community College Humanities Association  
Community Colleges for International Dev.Inc.  
Council for the Advancement and Support of Education  
Dietary Managers Association  
Historically Black Colles and Universities/Minority Institutions  
Consortium for National and International Programs  
Hispanics Association of Colleges and Universities  
IIE/Institute of International Education  
Long Island City Business Development Corporation  
Long Island Regional Advisory Council on Higher Education  
Middle States Association of Colleges and Schools  
National Association of Foreign Student Advisors  
National Commission for Cooperative Education  
National League for Nursing  
National Society for Experiential Education  
NCIA / National Council of Instructional Administrators  
New York State Department of Health  
New York State Education Department  
New York State Hospitality and Tourism Association  
Queens Chamber of Commerce  
Regional E.M.S. Council of New York City, Inc.  
Society for College and University Planning  
WACE / World Association for Cooperative Education, Inc.

## Accounting Notes to Finance Tables on pages 55,56 and 57

- Note 1. The FY 2001-02 decrease in scholarships and fellowships from \$18,460 to \$4,251 is primarily due to implementation of GASB 34/35, which states that College and Universities must report scholarships and fellowships net of discounts and allowances, which include tuition waivers as well as financial aid awards applied directly to tuition. For purposes of comparison, the FY 2002-03 figure, if reported in the format prior to GASB 34/35 implementation, would have been \$19,087.
- Note 2. The FY 2002-03 increase in instruction from \$40,306 to \$50,850 is due to several factors. In FY 2002-03, approximately \$7 million in training grants was reclassified to Instruction from Public Service. Additionally, a new collective bargaining agreement was settled for approximately \$2 million, and instructional grants at the Research Foundation increased by approximately \$1 million.
- Note 3. The FY 2002-03 decrease in public service from \$10,179 to \$3,663 is primarily due to approximately \$7 million in training grants being reclassified from public service to instruction.
- Note 4. The FY 2002-03 increase in scholarships and fellowships from \$4,251 to \$10,035 is primarily due to an overestimate for FY 2001-02 discounts and allowances, which include tuition waivers as well as financial aid awards applied directly to tuition. FY 2001-02 implementation of GASB 34/35 required that scholarships and fellowships be reported net of discounts and allowances. The discounts and allowances estimate utilized for FY 2001-02 GASB 34/35 implementation was too high by approximately \$4.6 million. FY 2002-03 figures reflect actual discounts and allowances. Additionally, Pell and TAP scholarships increased by approximately \$1.1 million.
- Note 5. The FY 2001-02 decrease in tuition and fees from \$28,857 to \$13,026 is primarily due to implementation of GASB 34/35, which states that colleges and universities must report tuition and fees net of discounts and allowances, which include tuition waivers as well as financial aid awards applied directly to tuition. For purposes of comparison, the FY 2002-03 tuition figure, if reported in the format prior to GASB 34/35 implementation, would have been \$27,862.
- Note 6. The FY 2002-03 increase in tuition and fees from \$13,026 to \$20,481 is primarily due to two factors. Gross tuition and fees for FY 2002-03 increased approximately \$3 million. Additionally, FY 2002-03 figures reflect actual discounts and allowances, which include tuition waivers as well as financial aid awards applied directly to tuitions; the FY 2001-02 discounts and allowances estimate was approximately \$4.6 million too high.
- Note 7. The FY 2004-05 increase in Auxiliary Enterprises revenue from \$843 to \$2,101 is primarily due to a reclassification of revenues, which, in prior year, were recorded as deposits field in custody. For purposes of comparison, the FY 2004-05 figure, if the revenue had been coded as deposits field in custody, would have been \$832.

Source: Division of Administration

# Glossary

<b>Term</b>	<b>Definition</b>
Administrative Staff	Includes employment titles in the following series: Higher Education Officer, College Laboratory Technician, Managerial, Research, and Registrar
Admits	Persons admitted to CUNY and allocated to LaGuardia, and persons admitted directly to LaGuardia, irrespective of whether or not they actually enrolled for classes.
Adult and Continuing Education	A division of the college offering a wide array of non-credit courses and programs to the community at large.
Age	Age is calculated as of the date Fall semester data were captured for the year indicated.
Allied Health	A designation indicating a program relating to medicine or the wider field of health.
Clerical and Classified Staff	Includes employment titles in the following categories: Clerical Group, Custodial, CUNY Office Assistant/Associate, Mail, Motor Vehicle, Print Shop, Purchasing Agent, Special Officer, Stores, Stock.
Credit Student	A designation indicating enrollment in a credit-bearing course or academic program.
Curriculum Code	Code number assigned at LaGuardia to identify programs of study culminating in degrees or certificates.
Day Student	A designation selected by students upon admission to the college. Day student status requires completion of Cooperative Education program requirements.
Degree-Seeking Student	Matriculated. Refers to all students enrolled in curriculums that culminate in A.A., A.S., or A.A.S. degrees or Certificates. Includes transfer students.
ESL Student	Student enrolled in English-as-a-Second Language courses.
Extended Day Student	A designation selected by students upon admission to the college. Extended Day status does not require completion of Cooperative Education program requirements.

# Glossary

<b>Term</b>	<b>Definition</b>
Faculty	Includes teaching titles of Professor, Associate Professor, Assistant Professor, Instructor, Lecturer, and Visiting Faculty. (Adjunct faculty titles are included where part-time employment is reported.)
First-Time Student	Student enrolled in a degree program who has not previously earned credit toward a degree from any college or university (i.e., excludes transfer students).
First-Year Student	Student having 0 to 27.5 cumulative credits earned.
FTE	Full-Time Equivalent. A mathematical equation used primarily for budgeting purposes. The total number of credit hours or equated credit hours for which full-time and part-time students are enrolled is divided by the standard number of full-time hours per academic year (30).
Full-Time Employee	Defined in terms of hours worked, as designated by job title: Faculty, 27 contact hours; Counselor and Librarian, 30 contact hours; Custodial and Security, 40 hours per week; all other staff, 35 hours per week.
Full-Time Student	Student enrolled for 12 or more credits or the equivalent number of hours in the semester indicated, and students certified as full-time by the Registrar.
GED	General Equivalency Diploma, equivalent to the high school diploma.
HEGIS Code	Code number assigned to registered academic programs by the New York State Education Department.
Matriculating Student	Student enrolled in an academic degree program.
Non-Degree Student	Non-matriculating student enrolled in credit-bearing courses but not in a degree program in the semester indicated.
Open Enrollment	Institutional designation indicating non-selective admission to higher education. Open enrollment institutions require only a high school diploma or a GED for admission.
Part-Time Employee	Job titles included within the categories of Teaching Adjunct, Non-teaching Adjunct, and College Assistant.

# Glossary

<b>Term</b>	<b>Definition</b>
Part-Time Student	Student enrolled for fewer than 12 credits or hours in the semester indicated.
Second-Year Student	Student having 28 or more cumulative credits earned as of the semester indicated.
Executive Staff	Includes following employment titles: President, Vice President, Dean, Associate Dean.
Technical and Paraprofessional Staff	Includes employment titles within Electronic Data Processor category (Programmer-Analyst, Technical Support Aide, Computer Aide), Accountant, Engineer, Manager, and Staff Nurse.
Traditional Student	Student of “college age” and profile, i.e., enrolls immediately after high school, attends community or senior college full-time, and graduates in the “traditional” two or four years.
Workforce	Full-time employees in all job titles.