

2007 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

2007
Institutional Profile

Office of Institutional Research
Division of Information Technology

September 2007

LaGuardia Community College
The City University of New York

Division of Information Technology
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September 2007

The office of Institutional Research is pleased to present the 2007 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.

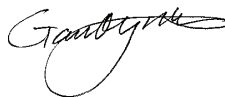
We welcome your comments on this issue, as well as suggestions about how future issues may serve your interests more meaningfully.

Henry Saltiel



Vice President

Qi-Jian Gau



Senior Research Analyst

Acknowledgments

Many people at LaGuardia have collaborated to produce this issue of the Institutional Profile. Jenny Zhu coordinated the project and led the compilation and formatting of most of the data presented, with the competent assistance of Qi-Jian Gau, Veron Sundar, 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: Jane Mackillop and Bruce Kurzius for the information on Adult and Continuing Education; 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 and Patricia Morson for reporting detailed facts on institutional space. We also wish to thank the communications office for designing the cover. The contributions and cooperation of all are gratefully acknowledged.

LaGuardia Community College

Five Years At A Glance...

	<u>2002</u>	<u>2006</u>
A. Total Enrollment (Credit and Non-Credit)		
Credit Enrollment	12,599	14,185
Non-Credit Enrollment	37,572	54,086

B. Race and Ethnic Origin

Asian	16%	18%
Black	15%	18%
Hispanic	33%	34%
White	14%	14%
Other Ethnic Origin	4%	6%
Unknown	18%	10%

C. Gender

Female	63%	64%
Male	37%	36%

D. Age

17 to 22	45%	48%
23 to 29	27%	26%
30 +	23%	21%

E. U.S. and Foreign Born

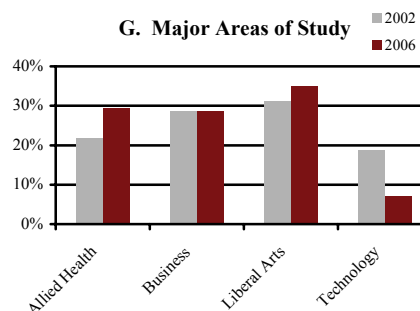
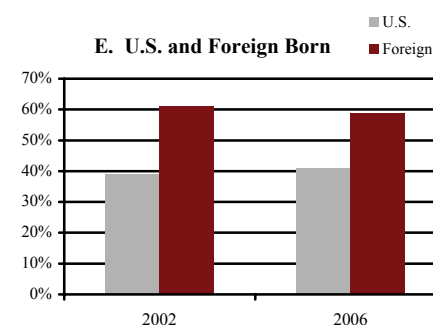
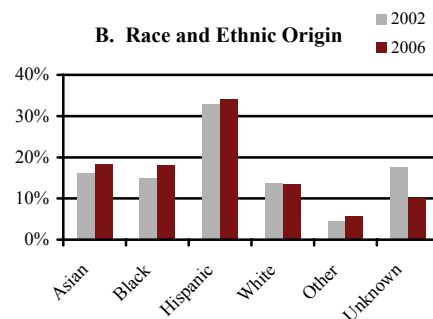
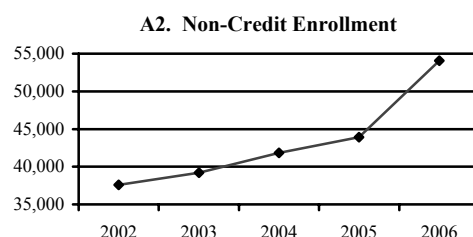
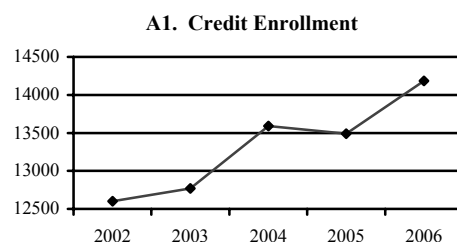
U.S. Born	39%	41%
Foreign Born	61%	59%

F. Representation by Region

North America	34%	41%
Latin America & the Caribbean	34%	29%
Europe	8%	7%
Africa	3%	3%
Asia	21%	20%

G. Major Areas of Study

Allied Health	22%	29%
Business	29%	28%
Liberal Arts	31%	26%
Technology	18%	7%

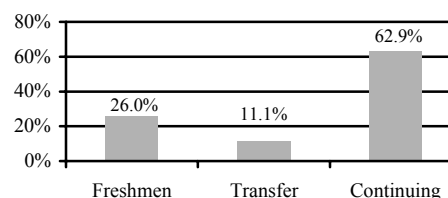


LaGuardia Community College

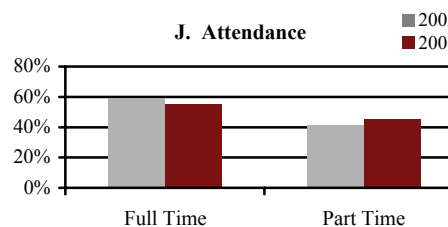
Five Years At A Glance...

	<u>2002</u>	<u>2006</u>
H. No. of Native Languages	85	119
I. Receiving Financial Aid (Fall)	49%	51%
J. % Attending Full Time	59%	55%
% Attending Part Time	41%	45%
K. Borough of Residence		
Queens	70%	70%
Brooklyn	13%	14%
Manhattan	9%	8%
Bronx	6%	5%
Staten Island	0.3%	0.4%
Outside NYC	2%	3%
L. Educational Aspiration		
Certificate	1%	2%
Associate's	11%	18%
Bachelor's	40%	35%
Master's or higher	48%	45%
M. New Student Distribution		
% First Time	59%	59%
% Transfer	28%	36%
% Not Matriculating	13%	5%
% Employed Full Time	34%	44%
% Employed Part Time	18%	16%
% Not Employed	48%	40%
N. % of Faculty With Ph.Ds	45%	50%
O. No. of Workstations		
Administrative	932	1,411
Faculty	295	329
Student	997	1,180
P. Grant Awards	\$12,802,456	\$11,173,125

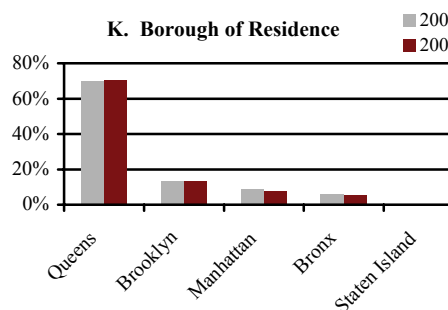
I. Fin. Aid Awarded by Admit Type



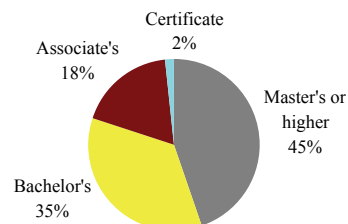
J. Attendance



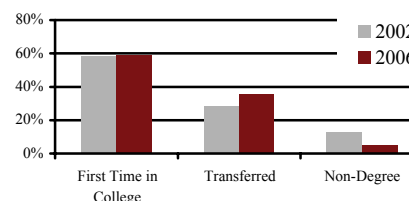
K. Borough of Residence



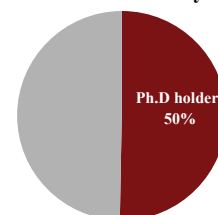
L. Educational Goals, Spring 2007



M. New Student Distribution



N. 2006 Faculty

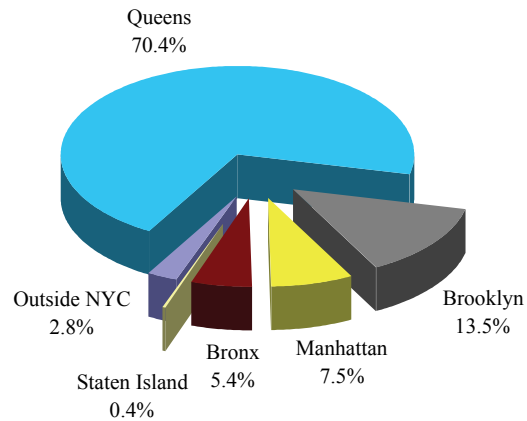


The Student Body Profile

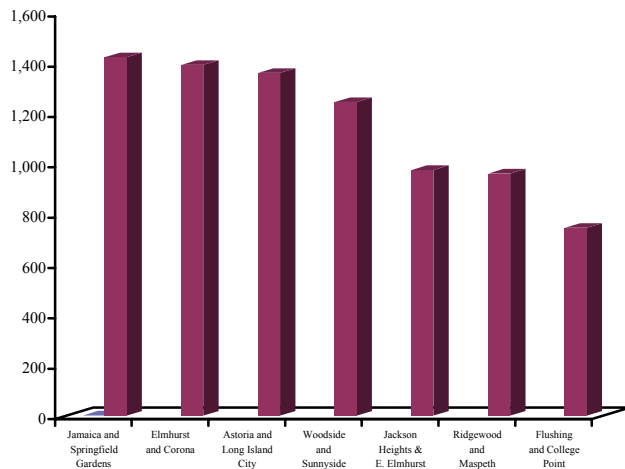
Borough of Residence

Fall 2006

Borough	No.	%
Queens	9,983	70.4%
Brooklyn	1,915	13.5%
Manhattan	1,069	7.5%
Bronx	768	5.4%
Staten Island	56	0.4%
Outside NYC	394	2.8%
Total	14,185	100%

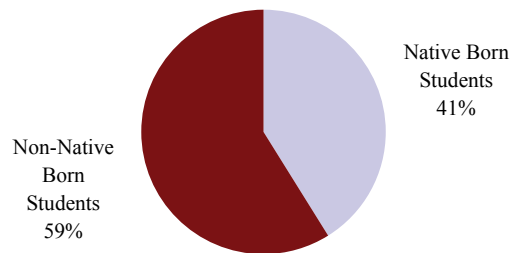


Neighborhoods in Queens



Neighborhoods in Queens	No.	%
Jamaica and Springfield Gardens	1,424	14.3%
Elmhurst and Corona	1,394	14.0%
Astoria and Long Island City	1,362	13.6%
Woodside and Sunnyside	1,246	12.5%
Jackson Heights & E. Elmhurst	976	9.8%
Ridgewood and Maspeth	962	9.6%
Flushing and College Point	747	7.5%
Other	1,872	18.8%
Total	9,983	100%

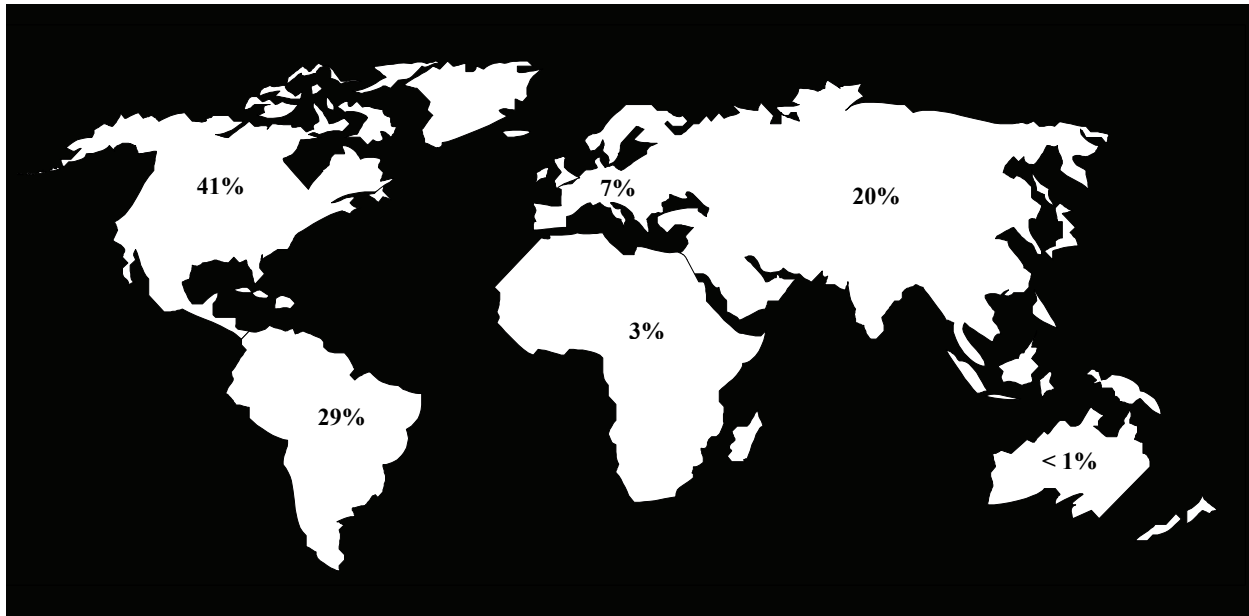
LaGuardia students come from all over the world. Among the 14,185 students in academic programs, there are 163 countries represented and 119 different languages spoken natively. Nearly all LaGuardia students reside in New York City now. More than two-thirds live in Queens.



Source: LaGuardia Community College Data Warehouse

The Student Body Profile

Where in the World Do Our Students Come From?



Latin America 4,111 29%		Europe 962 7%		Asia 2,817 20%		US & Canada 5,831 41%	
Ecuador	688	Poland	428	South Korea	451	United States	5,822
Dominican Rep.	630	Russia	84	China	419	Canada	9
Colombia	545	Romania	73	Bangladesh	393	Australia	7 < 1%
Jamaica	406	Albania	51	Philippines	386	Africa	457 3%
Guyana	285	Ukraine	38	India	255	Nigeria	96
Haiti	264	Greece	30	Japan	169	Morocco	66
Peru	258	Hungary	24	Nepal	160	Egypt	43
Mexico	210	Ireland	23	Pakistan	103	Ghana	42
Trinidad and Tobago	208	Bulgaria	21	Uzbekistan	73	Cote d'Ivoire	34
Brazil	120	Yugoslavia	21	Indonesia	50	Liberia	15
Venezuela	63	Italy	20	Myanmar	46	Mali	15
El Salvador	59	Herzegovina	20	Taiwan	41	Senegal	14
Argentina	53	U.K.	17	Turkey	38	Ethiopia	10
Honduras	46	Slovakia	12	Thailand	38	Sierra Leone	10
Bolivia	43	Spain	10	Afghanistan	26	Congo	9
Grenada	35	Croatia	9	Israel	21	Guinea	9
Guatemala	31	Serbia	9	Malaysia	21	Cameroon	8
Chile	24	France	9	Vietnam	16	Algeria	8
Barbados	24	Czechoslovakia	8	Sri Lanka	12	Burkina Faso	7
Panama	20	Montenegro	7	Lebanon	10	Zambia	7
Nicaragua	15	Germany	6	Cyprus	8	Zaire	6
Saint Lucia	14	Finland	5	Armenia	8	Other	58
Uruguay	13	Moldova	5	Yemen	8		
Other	57	Other	32	Other	65		

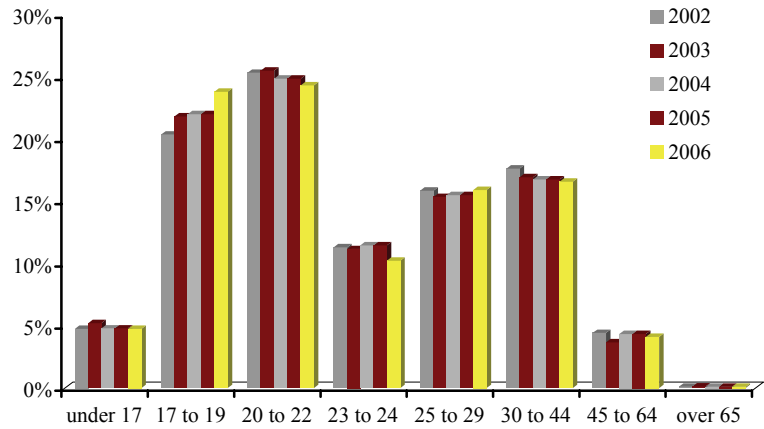
Source: LaGuardia Community College Data Warehouse

The Student Body Profile

Age

Fall 2002 to Fall 2006

There is a wide range of ages in the credit-student population. The trend in recent years has been toward younger students -- about forty-eight percent of students were traditional college age in 2006 (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 2006 was 22, the same as in the last 6 years.



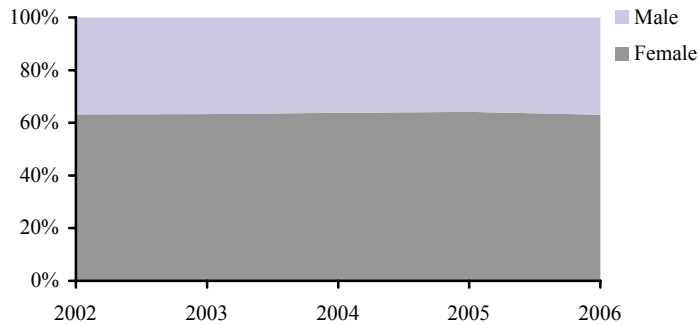
Age	2002	2003	2004	2005	2006
Under 17	5%	5%	5%	5%	5%
17 to 19	20%	22%	22%	22%	24%
20 to 22	25%	26%	25%	25%	24%
23 to 24	11%	11%	11%	11%	10%
25 to 29	16%	15%	16%	16%	16%
30 to 44	18%	17%	17%	17%	17%
45 to 64	5%	4%	4%	4%	4%
Over 65	0.1%	0.1%	0.1%	0.1%	0.1%
Total	100%	100%	100%	100%	100%

Source: LaGuardia Community College Data Warehouse

The Student Body Profile

Gender

Fall 2002 to Fall 2006



Women predominate at LaGuardia, as at most other community colleges. In Fall 2006, 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, while black, non hispanic, are further apart.

Fall	Female	%	Male	%	Total
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
2005	8,648	64.1%	4,841	35.9%	13,489
2006	8,950	63.1%	5,235	36.9%	14,185

Gender by Ethnic Background

Fall 2006

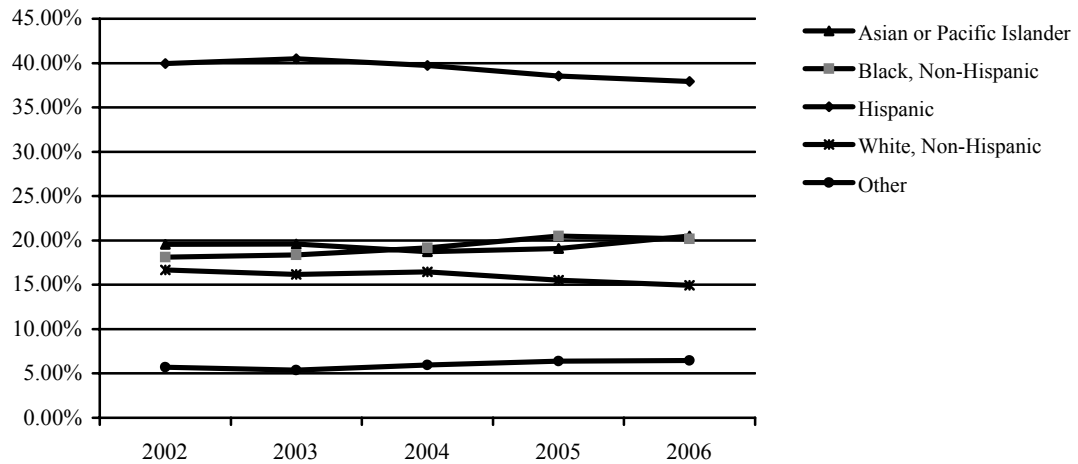
Ethnic Origin	Female	Male
Asian or Pacific Islander	56%	44%
Black, Non-Hispanic	70%	30%
Hispanic	63%	37%
Native Am. & Alaskan Nat.	61%	39%
White, Non-Hispanic	65%	35%
Other	61%	39%
Total	63%	37%

Source: LaGuardia Community College Data Warehouse

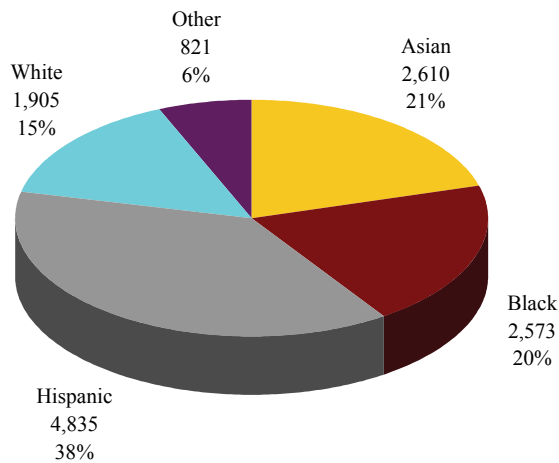
The Student Body Profile

Race and Ethnic Background

Fall 2002 to Fall 2006



The racial and ethnic distribution of students has remained relatively stable over the past five years.* The largest ethnic group continues to be Hispanics, who make up more than one-third of the student body.



* Only students who chose to indicate racial or ethnic origin on the admissions application are included.

Source: LaGuardia Community College Data Warehouse

The Student Body Profile

Financial Resources

2006-2007

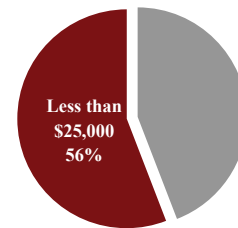
Fifty-one percent of degree students (7,796) were awarded some form of financial aid in 2006-07, approximately half of whom lived with their parents and half lived independently. Aid awards are determined by the amount of financial need. Financial need is determined by subtracting a federally determined amount (which increases with income) of the student's or his/her family's financial resources from the total cost of attendance. The gap between award and need averaged \$3,749 for those living with parents and \$6,749 for those living independently. Independent students' gap ranged from \$5,508 to \$12,040. Students fund this gap by drawing on their and their family's resources in excess of the federal formula, by adding work hours, and by borrowing.

By way of contrast, at private institutions that charge from \$19,400 to \$25,349 in tuition, dependent students from families earning less than \$35,000* received grants from all sources averaging \$13,100**. Faced with this tuition and this level of grant aid, dependent LaGuardia students' gap would jump from \$3,749 to \$15,000, not including the increased costs of residence.

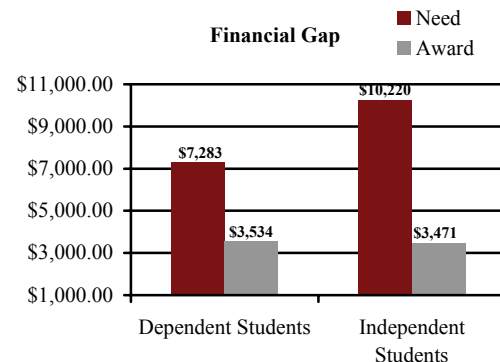
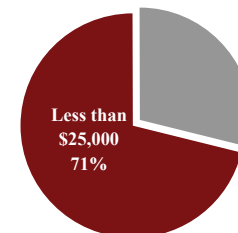
Family Income Ranges:	Living with Parents	Living Independently
Less than \$5,000	5%	10.6%
\$5,000 to \$15,000	26%	35.8%
\$15,001 to \$25,000	26%	24.7%
\$25,001 or more	44%	29.0%

Per-Year Per-Student Costs:	Living with Parents	Living Independently
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
Total Costs	\$8,899	\$15,511
Est. Financial Need	\$7,283	\$10,220
Financial Aid Award	\$3,534	\$3,471
Financial Gap	\$3,749	\$6,749

Family Income of Dependent Students



Family Income of Independent Students



*Fifty-six percent of LaGuardia aided student families earned less than \$25,000.

**From "Trends in Student Aid, 2006," The College Board.

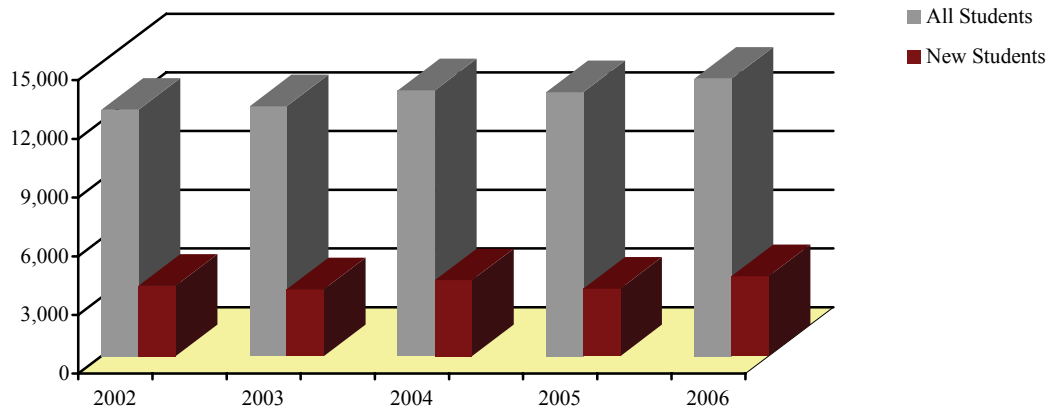
Note: Reflects financial aid awarded through 7/25/07

Enrollment Profile

Credit Students

Five-Year Trend

Fall 2002 to Fall 2006



	2002	2003	2004	2005	2006
All Students	12,599	12,768	13,592	13,489	14,185
New Students	3,605	3,416	3,886	3,460	4,088
New as Percentage of All	29%	27%	29%	26%	29%

Source: LaGuardia Community College Data Warehouse

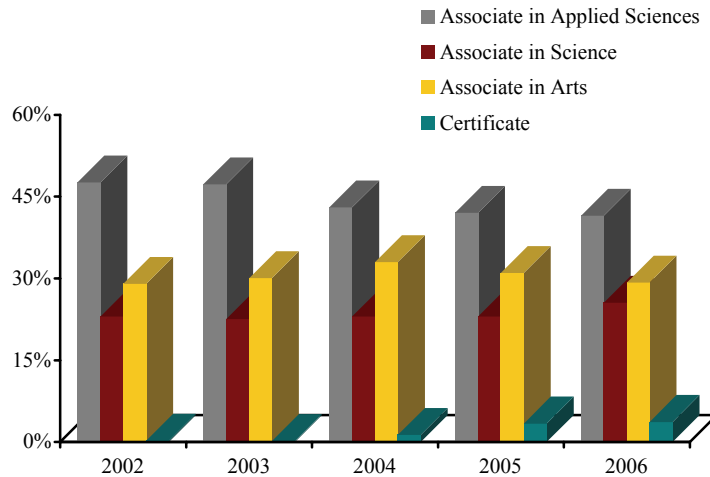


Credit enrollment at LaGuardia increased in 2006 to 14,185, an increase of five percent from 2005. New credit student enrollment increased eighteen percent in Fall 2006 to 4,088.

Enrollment Profile

Credit Students by Degree Type Fall 2002 to Fall 2006

Forty-two percent of students at LaGuardia enroll in occupational degree programs, the Associate in Applied Sciences. Associate in Science and Associate in Arts programs made up twenty-six percent and twenty-nine 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	2002	%	2003	%	2004	%	2005	%	2006	%
Assoc. in Applied Sci.	4,952	48%	4,991	47%	4,899	43%	4,817	42%	4,971	42%
Associate in Science	2,381	23%	2,382	23%	2,573	23%	2,622	23%	3,058	26%
Associate in Arts	3,039	29%	3,175	30%	3,696	33%	3,575	31%	3,501	29%
Certificate	27	0.3%	21	0.2%	142	1.3%	382	3.4%	442	3.7%
Degree Programs*	10,399	83%	10,569	83%	11,310	83%	11,396	84%	11,972	84%
Non-Degree*	2,200	17%	2,199	17%	2,282	17%	2,093	16%	2,213	16%
All Students	12,599		12,768		13,592		13,489		14,185	

* Proportion of entire student body.

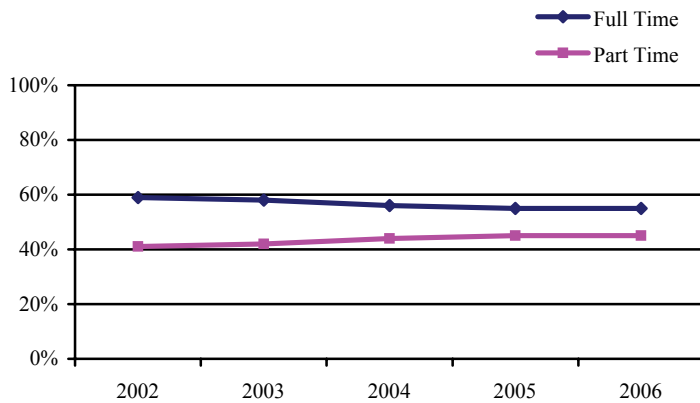
Source: LaGuardia Community College Data Warehouse

Enrollment Profile

Credit Students

by Full-Time and Part-Time Status

Fall 2002 to Fall 2006



There has been a slight but steady increase since 2002 in the number of students attending college part-time. In 2006 the part-time student proportion remained at forty-five percent, and continued for the second year at the highest proportion ever of part-timers at the college.

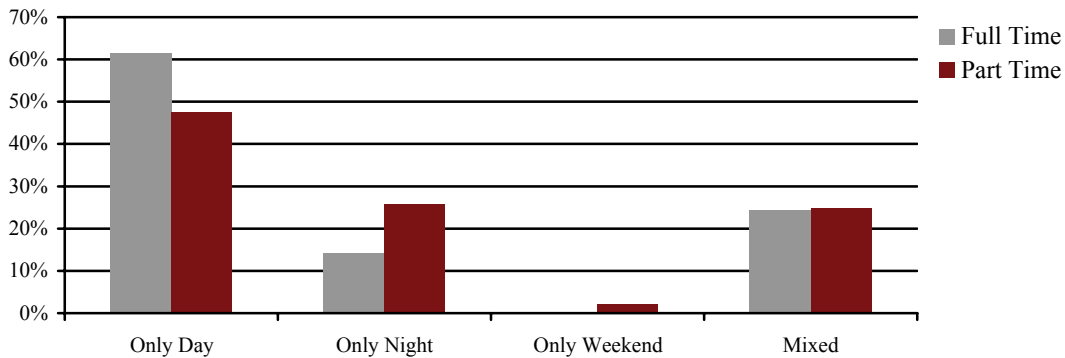
Fall	Full Time	%	Part Time	%	Total Enrollment
2002	7,452	59%	5,147	41%	12,599
2003	7,366	58%	5,402	42%	12,768
2004	7,619	56%	5,973	44%	13,592
2005	7,453	55%	6,036	45%	13,489
2006	7,817	55%	6,368	45%	14,185

Source: LaGuardia Community College Data Warehouse

Enrollment Profile

Credit Students by Day and Evening Fall 2006

All Students by Day and Evening Status



	Only Day	Only Night	Only Weekend	Mixed
Full Time	61%	14%	0%	24%
Part Time	48%	26%	2%	25%
All	55%	19%	1%	24%

Source: LaGuardia Community College Data Warehouse

Night courses are those that begin after 5:45 PM on weekdays. If a student had no weekday courses beginning after 5:45 PM and no weekend courses, that student was counted in the “Only Day” course schedule group. Likewise, if a student had no courses that began before 5:45 PM and no weekend courses, that student was counted in the “Only Night” course schedule group. Students with mixed schedules, that is, some day courses, some night courses, and perhaps even a weekend course, were put in the “Mixed” schedule category. The majority of LaGuardia students take only day courses. About one-quarter of LaGuardia students have some day and some night courses. Part-time students are almost twice as likely as fulltime students to take only night courses.

Enrollment Profile

Degree-Seeking Students by Major Fall 2002 to Fall 2006

Dept.	Major	2002	2003	2004	2005	2006	1-Yr. Change*	4-Yr. Change*
Accounting	Accounting (AAS)	685	680	723	686	662	-3%	-3%
	Administrative Assistant (AAS)	103	95	85	74	56	-24%	-46%
	Business Management (AAS)	656	652	684	640	700	9%	7%
	Paralegal Studies (AAS)	307	336	351	316	333	5%	8%
	Travel and Tourism (AAS)	345	308	286	290	248	-14%	-28%
	Business Administration (AS)	881	968	1,035	1,071	1,260	18%	43%
CIS	Computer Operations (AAS)	477	342	271	222	238	7%	-50%
	Computer Technology (AAS)	337	330	267	224	211	-6%	-37%
	Microcomputer Systems and Applications (AAS)	93	73	55	38	34	-11%	-63%
	New Media Technology (AAS)	4	41	77	96	116	21%	*
	Programming and Systems (AAS)	375	241	170	114	95	-17%	-75%
	Computer Science (AS)	637	434	274	197	154	-22%	-76%
	Word Processing Specialist (Certificate)	12	7	8	9	7	-22%	*
ELA	Education: AA Program (AA)	412	457	548	555	575	4%	40%
	Education Associate: The Bilingual Child (AA)	203	190	153	129	93	-28%	-54%
Humanities	Media Studies (AA)	35	66	85	78	98	26%	180%
	Philosophy (AA)					2	*	*
	Theater and Communications (AA)	22	57	43	51	49	-4%	*
	Commercial Photography (AAS)	110	127	116	127	130	2%	18%
	Fine Arts (AS)	205	185	192	207	203	-2%	-1%
	Commercial Photography (Certificate)	15	14	14	10	6	-40%	*
Liberal Arts	Deaf Studies (AA)	26	47	43	65	54	-17%	*
	Labor and Community Organizing (AA)	50	71	56	68	56	-18%	12%
	Liberal Arts: Social Sciences and Humanities (AA)	1,754	1,723	2,193	2,023	1,966	-3%	12%
	Liberal Arts: Mathematics And Science (AS)	401	522	743	812	957	18%	139%
Mathematics	Engineering Science (AS)				39	147	277%	*
NAS	Human Services (AA)	537	564	575	606	608	0%	13%
	Commercial Foodservice Management (AAS)	31	26	25	37	43	16%	*
	Emergency Medical Technician/Paramedic (AAS)	119	134	146	145	133	-8%	12%
	Mortuary Science (AAS)	81	83	96	92	80	-13%	-1%
	Nursing (AAS)	638	960	956	1,117	1,321	18%	107%
	Physical Therapist Assistant (AAS)	339	289	277	280	311	11%	-8%
	Veterinary Technology (AAS)	252	275	314	319	260	-18%	3%
	Dietetic Technician (AS)	69	65	87	76	86	13%	25%
	Occupational Therapy Assistant (AS)	187	207	218	198	218	10%	17%
	School Food Services Management (AS)	1		24	22	33	50%	*
Practical Nursing (Certificate)			120	363	429	18%	*	
Total		10,399	10,569	11,310	11,396	11,972	5%	15%

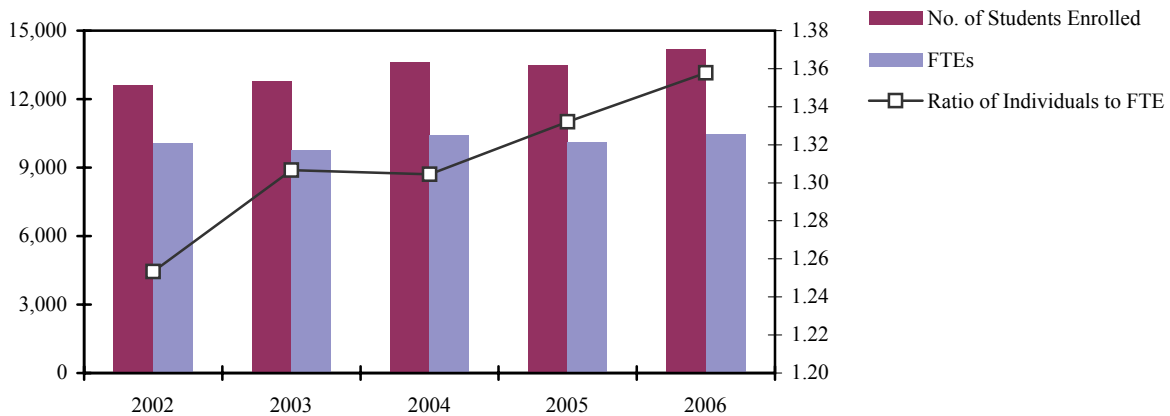
*Four-year percent change calculated where there were more than 50 students for four or more years.

Source: LaGuardia Community College Data Warehouse

Enrollment Profile

Credit Students

Full-Time Equivalents (FTEs)
Compared to Number of Students Enrolled
Fall 2002 to Fall 2006



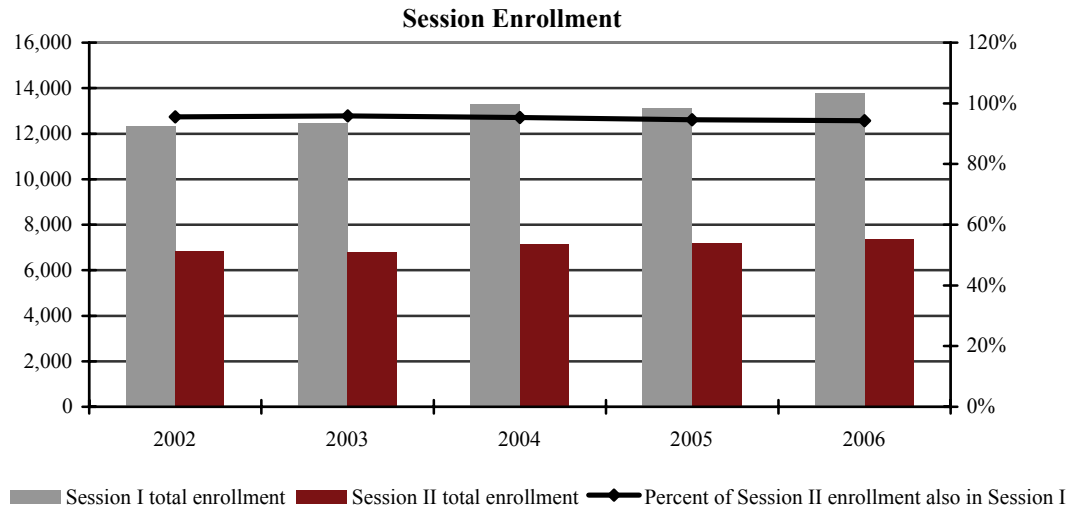
	2002	2003	2004	2005	2006
No. of Students Enrolled	12,599	12,768	13,592	13,489	14,185
FTEs	10,052	9,772	10,420	10,127	10,447
Ratio of Individuals to FTE	1.25	1.31	1.30	1.33	1.36

* Note that the full time equivalent course load of 15 credits used in FTE calculations differs from the full-time student policy-based load of 12 or more credits.

Source: CUNY Form A Report

Enrollment Profile

Fall Enrollment by Session Fall 2002 to Fall 2006



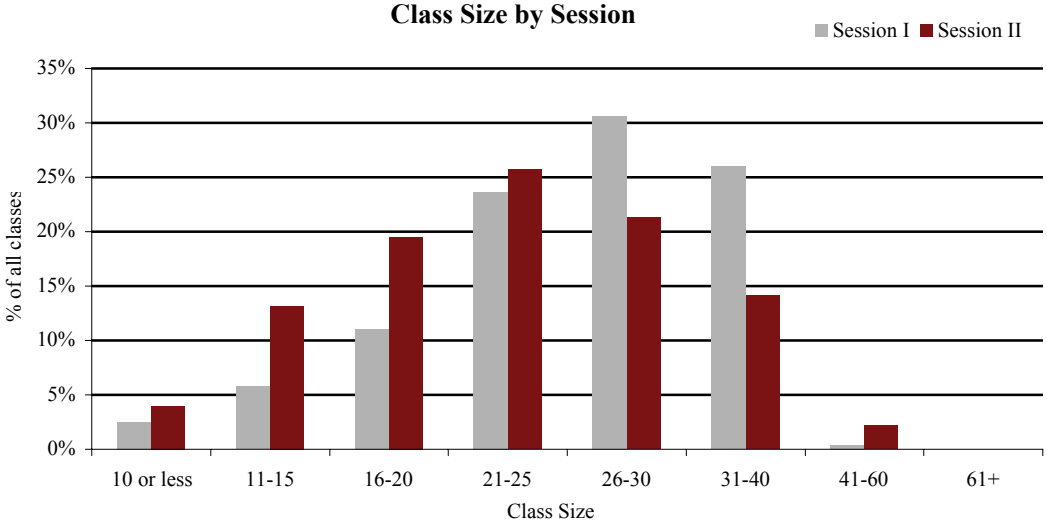
Source: LaGuardia Community College Data Warehouse

	2002	2003	2004	2005	2006
Session I total enrollment	12,324	12,473	13,273	13,128	13,785
Session II total enrollment	6,814	6,797	7,127	7,199	7,361

LaGuardia offers classes on a two-semester basis, fall and spring, each year with each semester divided into two sessions, I and II. The four annual sessions run consecutively and do not overlap. Each Session I lasts twelve weeks, while each Session II lasts six. The weekly schedule of Session II can thus be more intensive for a similar credit load. Many students take a full semester load spread over Session I and Session II. The semester/session calendar allows students more flexibility in scheduling with four possible start dates. The possibility of spreading a semester's load over 18 weeks also allows students to schedule class and work time more efficiently. Session II's enrollment tends to be slightly more than half the enrollment of session I. In Fall 2006, 94.2% of the students in Session II came directly from enrolling in Session I. There has been little change in the attendance patterns of the two sessions over the last five years.

Enrollment Profile

Class Size by Session Fall 2006



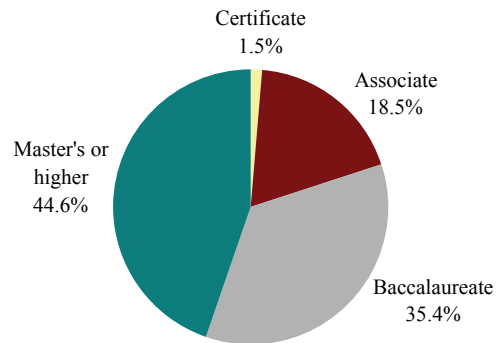
Source: LaGuardia Community College Data Warehouse

The average section in Session I of fall 2006 enrolled 26 students, while the average section in Session II enrolled 23.

Profile of Entering Students

Educational Aspirations New Degree-Seeking Students Spring 2007

Degree Goal	Percent
Certificate	1.5%
Associate Degree	18.5%
Baccalaureate Degree	35.4%
Master's Degree or higher	44.6%



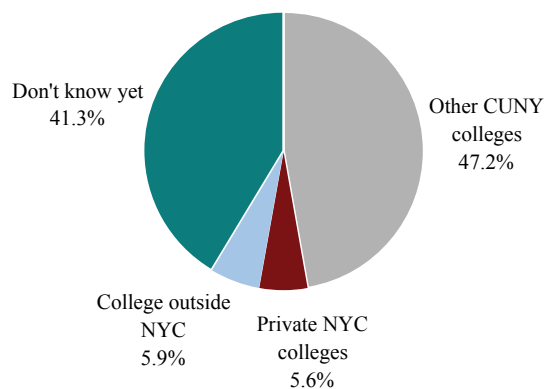
LaGuardia students have high educational goals. Only nineteen percent of the Spring 2007 entering students who were surveyed planned to stop at an Associate's degree, while eighty percent plan to acquire higher degrees.

In Spring 2007, seven 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-four percent.

Forty-seven percent of students with transfer plans said they expected to stay in the CUNY system, while forty-one percent had no current transfer destination.

LaGuardia Plans	Percent
Graduate from LaGuardia	68.7%
Leave LaGuardia	7.2%
Don't know	24.1%

Transfer Plans



Source: New Student Survey, Spring 2007

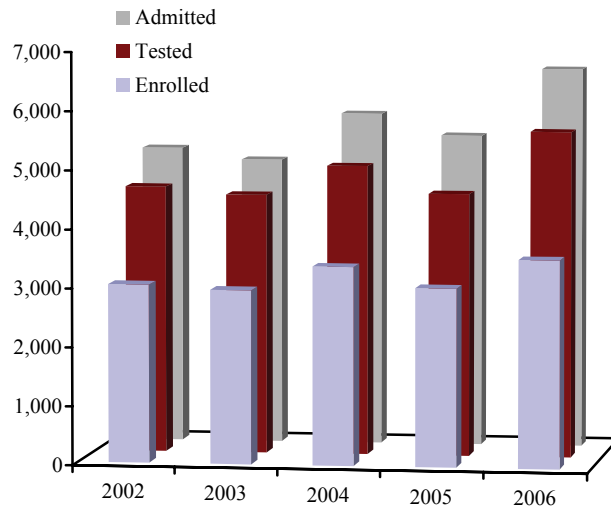
Profile of Entering Students

New Admitted vs. Tested vs. Enrolled

Degree-Seeking Students

Fall 2002 to Fall 2006

Most of the 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 has been declining, but increased slightly in 2006 to eighty-five percent. The proportion of tested students who then enroll dropped sharply to sixty-three percent in fall 2006, but the admitted pool itself had grown since fall 2005 by twenty-two percent. The result has been a seventeen percent increase in new degree enrollments.

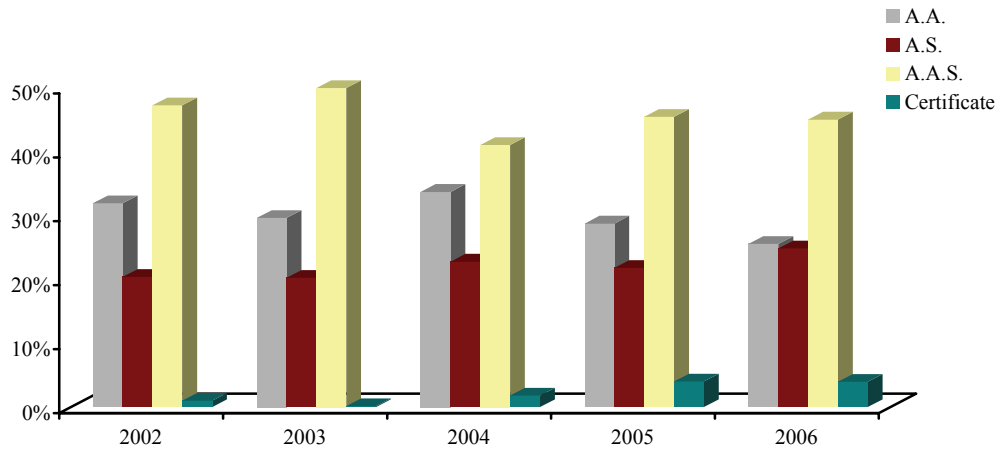


Fall	Admitted	Tested in All Areas	% of Admits Tested	Enrolled	% of Tested Enrolled	Enrolled without Full Test Record	Total Enrolled
2002	5,108	4,565	89%	3,037	67%	100	3,137
2003	4,918	4,443	90%	2,961	67%	193	3,154
2004	5,735	4,954	86%	3,377	68%	114	3,491
2005	5,369	4,492	84%	3,032	67%	184	3,216
2006	6,535	5,569	85%	3,532	63%	344	3,876

Source: LaGuardia Community College Data Warehouse

Profile of Entering Students

New Credit Students by Degree Type Fall 2002 to Fall 2006



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-six percent of enrollments in 2006.

Degree Type	2002		2003		2004		2005		2006	
	No.	%	No.	%	No.	%	No.	%	No.	%
A.A.	1,001	32%	934	30%	1,176	34%	924	29%	991	26%
A.S.	640	20%	639	20%	795	23%	701	22%	964	25%
A.A.S.	1,482	47%	1,575	50%	1,457	41%	1,461	45%	1,767	45%
Certificate	14	1%	6	0%	63	2%	130	4%	154	4%
Degree Total	3,137	100%	3,154	100%	3,491	100%	3,216	100%	3,876	100%
Non-Degree	468		262		395		244		212	
Credit Total	3,605		3,416		3,886		3,460		4,088	

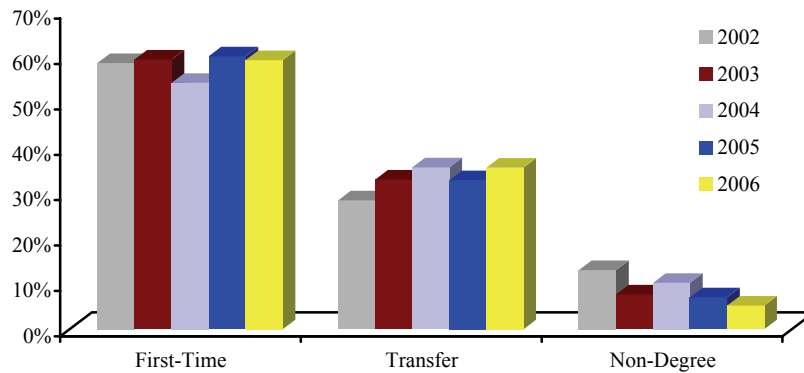
Note: Beginning in 2004 LaGuardia required students to choose a major upon enrollment for financial aid eligibility reasons.

Source: LaGuardia Community College Data Warehouse

Profile of Entering Students

New Credit Students

by First-Time, Transfer, and Non-Degree Status
Fall 2002 to Fall 2006



Among new students in Fall 2006, fifty-nine percent had not been to college before, thirty-six percent transferred from other colleges, and five percent were not seeking degrees. Increases in new freshmen (343, 17%) and transfers (317, 28%) contributed strongly to the overall increase of 628 (18%) incoming credit students. Only non-degree, new credit students declined by 32.

Fall	First-Time	%	Transfer	%	Non-Degree	%	Total
2002	2,114	59%	1023	28%	468	13%	3,605
2003	2,029	59%	1125	33%	262	8%	3,416
2004	2,107	54%	1,384	36%	395	10%	3,886
2005	2,080	60%	1,136	33%	244	7%	3,460
2006	2,423	59%	1,453	36%	212	5%	4,088

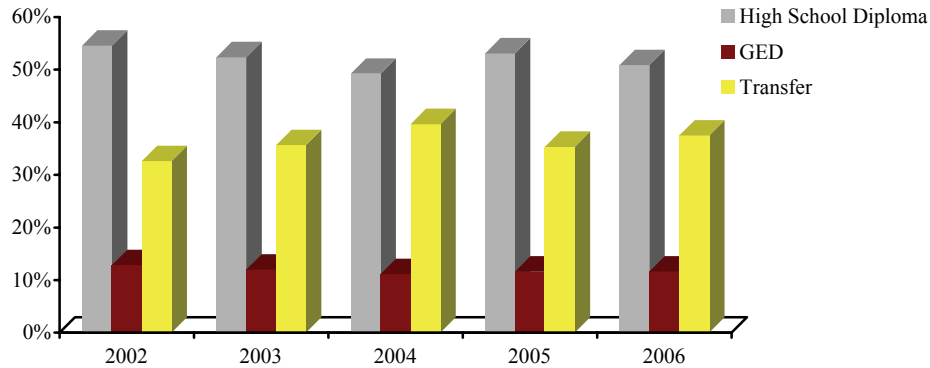
Note: The historical data was recorded.

Source: LaGuardia Community College Data Warehouse

Profile of Entering Students

Entering Academic Credential

GED*, High School Diploma or Previous College Attendee (Transfer)
Degree-Seeking Students, Fall 2002 to Fall 2006



Fall	High School Diploma		GED		Transfer		Total
	No.	%	No.	%	No.	%	
2002	1,711	55%	403	13%	1,023	33%	3,137
2003	1,651	52%	378	12%	1,125	36%	3,154
2004	1,718	49%	389	11%	1,384	40%	3,491
2005	1,707	53%	373	12%	1,136	35%	3,216
2006	1,972	51%	451	12%	1,453	37%	3,876

The proportion of first-time, high school diploma students decreased last year about two percent, with a corresponding increase in transfer students.

* General Equivalency Diploma, equivalent to the high school diploma.

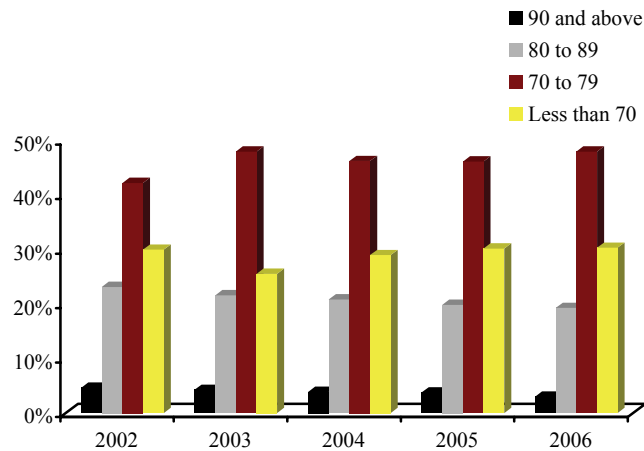
Source: LaGuardia Community College Data Warehouse

Profile of Entering Students

High School Averages

First-Time Students, Fall 2002 to Fall 2006

Because of the large number of GED and transfer students, only about forty-two percent of students provide high school grades at entry. In 2006, about forty-eight percent of the students had high school grades in the "average" range, while nearly twenty-two percent had "above-average" and thirty percent had "below-average" grades. The overall average grade point is 74.3.



High School Average	2002	%	2003	%	2004	%	2005	%	2006	%
90 and above	60	5%	54	4%	40	4%	42	4%	25	3%
80 to 89	316	23%	272	22%	216	21%	225	20%	159	19%
70 to 79	572	42%	607	48%	478	46%	523	46%	390	48%
Less than 70	377	30%	323	26%	300	29%	342	30%	250	30%
Total	1,325	100%	1,256	100%	1,034	100%	1,132	100%	824	100%

Note: Based on students submitting high school averages

Source: LaGuardia Community College Data Warehouse

Profile of Entering Students

First-time Freshmen by Sending High Schools

High School Name	Neighborhood	Admitted	Enrolled	Enrollment Rate
Long Island City	Long Island City	108	74	69%
William C. Bryant	Astoria	101	71	70%
Newtown	Elmhurst	88	55	63%
Hillcrest	Jamaica	71	38	54%
Grover Cleveland	Ridgewood	68	35	51%
John Bowne	Flushing	66	35	53%
Forest Hills	Forest Hills	64	32	50%
Richmond Hill	Richmond Hill	56	31	55%
Flushing	Flushing	53	30	57%
Franklin K. Lane	Woodhaven	47	29	62%
Jamaica	Jamaica	35	28	80%
John Adams	Ozone Park	44	25	57%
Martin Van Buren	Queens	33	20	61%
Newcomers School	Long Island City	47	19	40%
Aviation	Long Island City	30	19	63%
Bayside	Bayside	30	18	60%
Francis Lewis	Fresh Meadows	35	16	46%
Manhattan Comp Night	Manhattan	32	16	50%
Bushwick High School	Brooklyn	35	15	43%
B. N. Cardozo	Bayside	26	15	58%
West Side	Manhattan	25	14	56%
City-As-School	Manhattan	20	13	65%
Subtotal		1,114	648	58%
GED and Out-of-State GED		712	448	63%
Foreign High Schools		391	192	49%
Out-of-State High Schools		149	86	58%
Total		2,366	1,374	58%

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

Source: LaGuardia Community College Data Warehouse

Profile of Entering Students

Transfer Students by Previous College

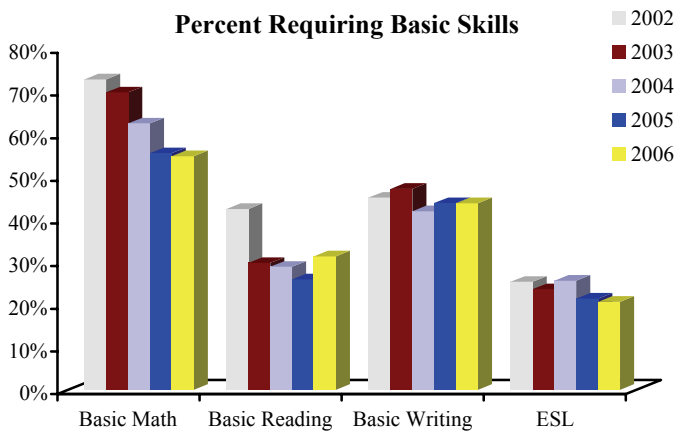
College Name	Borough	Admitted	Enrolled	Enrollment Rate
Borough of Manhattan CC	Manhattan	164	99	60%
Queensborough CC	Queens	143	97	68%
NYC College of Technology	Brooklyn	67	51	76%
Hunter College	Manhattan	58	50	86%
John Jay College	Manhattan	42	28	67%
Kingsborough CC	Brooklyn	45	28	62%
York College	Queens	41	27	66%
Medgar Evers College	Brooklyn	35	24	69%
NYIT	Manhattan	30	23	77%
City College	Manhattan	24	21	88%
Queens College	Queens	27	20	74%
Nassau Community College	Nassau	39	18	46%
Hostos Community College	Bronx	21	17	81%
Baruch College	Manhattan	17	15	88%
Long Island University	Long Island	21	13	62%
College of Staten Island	Staten Island	18	12	67%
Saint John's University	Queens	16	12	75%
Bronx Community College	Bronx	14	11	79%
Subtotal		822	566	69%
Foreign Colleges		185	108	58%
Total		1,007	674	67%

Source: LaGuardia Community College Data Warehouse

Profile of Entering Students

Basic Skills Needs

First-Time Degree-Seeking Students, Fall 2002 to Fall 2006



The proportion of incoming students placing into ESL, basic reading, basic writing or basic math rose from fall 2005 to fall 2006. The increase in students placing into basic reading accounts for most of the change.

Percent Requiring Basic Skills

Fall	ESL	%	Basic Reading	%	Basic Writing	%	Basic Math	%	Tested in All Areas
2002	527	25%	882	42%	938	45%	1,515	73%	2,081
2003	446	24%	562	30%	890	47%	1,318	70%	1,889
2004	523	26%	589	29%	855	42%	1,276	62%	2,042
2005	420	21%	509	26%	861	44%	1,091	55%	1,966
2006	459	21%	696	31%	973	44%	1,218	55%	2,223

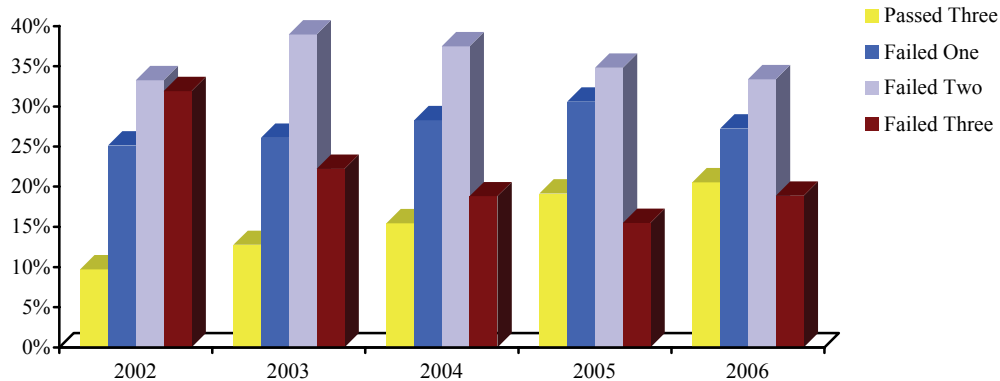
Note: some test scores are not available for new, degree-seeking students.

Source: LaGuardia Community College Data Warehouse

Profile of Entering Students

Basic Skills Test Performance

First-Time Degree-Seeking Students, Fall 2002 to Fall 2006



The percentage of degree-seeking students 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 percent in 2002 to seventy-nine percent in 2006. The proportion of tested students failing all three basic skills areas increased for the first time in four years to 19%, to the level it reached in 2004.

Fall	Passed		Passed		Passed		Passed		Row Total
	All Tests	%	Two	%	One	%	None	%	
2002	212	10%	532	25%	681	33%	656	32%	2,081
2003	250	13%	488	26%	725	39%	426	22%	1,889
2004	322	15%	579	28%	759	37%	382	19%	2,042
2005	378	19%	601	31%	681	35%	306	15%	1,966
2006	457	21%	605	27%	742	33%	419	19%	2,223

Note: some test scores are not available for new, degree-seeking students.

Source: LaGuardia Community College Data Warehouse

Profile of Entering Students

New Credit Students

by Major

Fall 2002 to Fall 2006

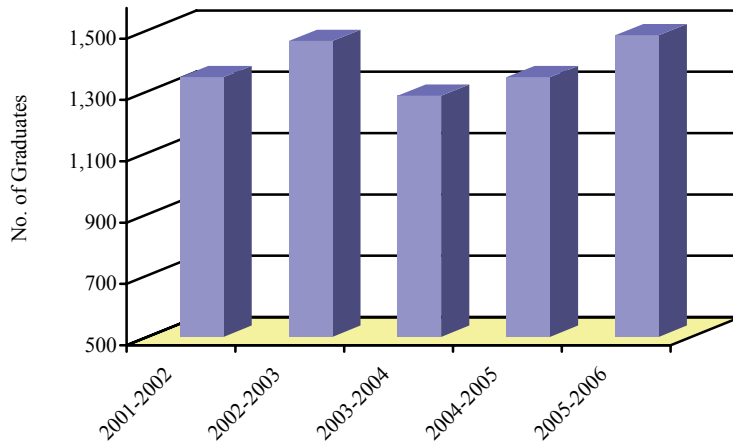
Dept.	Major	2002	2003	2004	2005	2006	1-Yr. Change*	4-Yr.
Accounting	Accounting (AAS)	165	166	152	136	133	-2%	-19%
	Administrative Assistant (AAS)	21	20	19	15	19	*	*
	Business Management (AAS)	211	195	199	185	256	38%	21%
	Paralegal Studies (AAS)	85	118	101	74	101	36%	19%
	Travel and Tourism (AAS)	66	76	77	77	73	-5%	11%
	Business Administration (AS)	265	256	263	239	334	40%	26%
CIS	Computer Operations (AAS)	98	52	38	40	61	53%	-38%
	Computer Technology (AAS)	103	110	83	57	74	30%	-28%
	Microcomputer Systems and Applications (AAS)	17	13	4	6	9	*	*
	New Media Technology (AAS)	2	16	19	27	29	*	*
	Programming and Systems (AAS)	50	30	26	8	19	138%	-62%
	Computer Science (AS)	168	87	73	58	59	2%	-65%
	Word Processing Specialist (Certificate)	6	3	1	3	2	*	*
ELA	Education: AA Program (AA)	143	155	155	145	184	27%	29%
	Education Associate: The Bilingual Child (AA)	50	31	22	21	7	-67%	-86%
Humanities	Media Studies (AA)	28	23	28	17	46	*	*
	Philosophy (AA)					1	*	*
	Theater and Communications (AA)	10	26	11	16	17	*	*
	Commercial Photography (AAS)	30	47	38	27	40	48%	33%
	Fine Arts (AS)	64	53	56	61	58	-5%	-9%
	Commercial Photography (Certificate)	8	3	5	1	2	*	*
Liberal Arts	International Studies (AA)	14	21	13	15	15	*	*
	Labor and Community Organizing (AA)	7	9	5	9	11	*	*
	Liberal Arts: Social Sciences and Humanities (AA)	599	534	799	577	576	0%	-4%
	Deaf Studies (AAS)	15	24	14	15	9	*	*
	Liberal Arts: Mathematics and Sciences (AS)	118	193	311	277	384	39%	225%
Mathematics	Engineering Science (AS)				19	65	*	*
NAS	Human Services (AA)	135	111	129	109	125	15%	-7%
	Commercial Foodservice Management (AAS)	12	9	9	8	12	*	*
	Emergency Medical Technician/Paramedic (AAS)	66	65	57	55	64	16%	-3%
	Mortuary Science (AAS)	27	38	43	42	39	-7%	44%
	Nursing (AAS)	272	396	360	457	586	28%	115%
	Physical Therapist Assistant (AAS)	124	79	69	98	112	14%	-10%
	Veterinary Technology (AAS)	97	123	140	130	108	-17%	11%
	Dietetic Technician (AS)	19	18	25	16	23	*	*
	Occupational Therapy Assistant (AS)	42	54	69	50	64	28%	52%
	School Foodservice Management (AS)			21		9	*	*
	Practical Nursing (Certificate)			57	126	150	19%	*
Total		3,137	3,154	3,491	3,216	3,876	21%	24%

*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 2005-06, LaGuardia's graduating class was ten percent larger than it was the previous year and was the largest in the College's history.

Graduating Class	Graduates
2001-2002	1,347
2002-2003	1,465
2003-2004	1,287
2004-2005	1,347
2005-2006	1,484

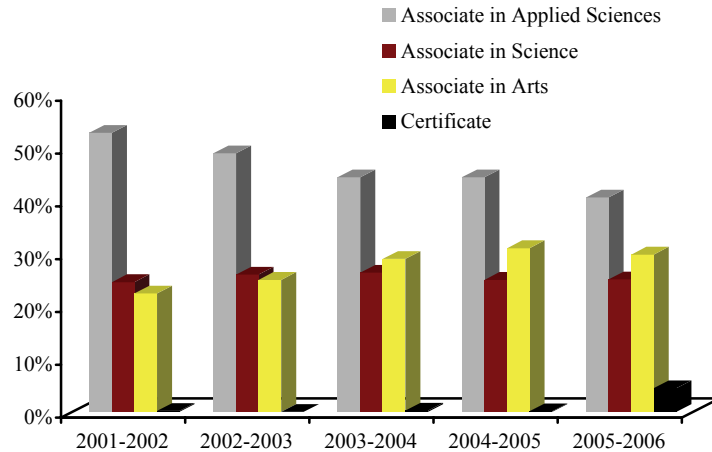


Source: LaGuardia Community College Data Warehouse

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. 8).



Degrees Awarded	2001-02		2002-2003		2003-04		2004-05		2005-06	
	No.	%	No.	%	No.	%	No.	%	No.	%
Associate in Applied Sciences	712	53%	720	49%	572	45%	586	44%	603	41%
Associate in Science	331	25%	385	26%	339	26%	341	25%	372	25%
Associate in Arts	302	22%	360	25%	373	29%	418	31%	442	30%
Certificate	2	0.1%	0	0.0%	3	0.2%	2	0.1%	67	4.5%
Total	1,347		1,465		1,287		1,347		1,484	

Source: LaGuardia Community College Data Warehouse

Measures of Success

Degrees Awarded by Major Five-Year Trend

Dept.	Major	2001- 2002	2002- 2003	2003- 2004	2004- 2005	2005- 2006	4 Yr. Change*
Accounting	Accounting (AAS)	109	116	93	102	139	28%
	Administrative Assistant (AAS)	15	15	21	15	19	*
	Business Management (AAS)	76	88	77	73	70	-8%
	Paralegal Studies (AAS)	50	44	51	50	40	-20%
	Travel and Tourism (AAS)	81	66	48	52	52	-36%
	Business Administration (AS)	188	208	179	209	228	21%
CIS	Computer Operations (AAS)	90	114	63	53	52	-42%
	Computer Technology (AAS)	48	46	31	25	20	-58%
	Microcomputer Systems and Applications (AAS)	18	24	8	17	9	-50%
	New Media Technology (AAS)	0	0	2	5	10	*
	Programming and Systems (AAS)	112	104	59	50	22	-80%
	Computer Science (AS)	44	56	57	26	27	-39%
ELA	Education: AA Program (AA)	37	47	55	60	65	76%
	Education Associate: The Bilingual Child (AA)	23	18	30	42	26	13%
Humanities	Media Studies (AA)	0	0	4	16	14	*
	Theater and Communications (AA)	0	0	0	3	0	*
	Commercial Photography (AAS)	17	15	17	18	18	6%
	Fine Arts (AS)	13	24	24	20	23	*
	Commercial Photography (Certificate)	0	0	0	0	1	*
Liberal Arts	Deaf Studies (AA)	0	0	0	3	4	*
	International Studies (AA)	0	0	0	0	8	*
	Liberal Arts: Social Sciences and Humanities (AA)	128	180	177	194	213	66%
	Liberal Arts: Mathematics and Science (AS)	40	54	44	45	46	15%
NAS	Human Services (AA)	114	116	95	100	105	-8%
	Commercial Foodservice Management (AAS)	2	0	1	1	3	*
	Emergency Medical Technician/Paramedic (AAS)	4	3	5	5	4	*
	Mortuary Science (AAS)	6	5	6	3	5	*
	Nursing (AAS)	24	21	34	49	76	217%
	Physical Therapist Assistant (AAS)	25	21	30	34	33	32%
	Veterinary Technology (AAS)	35	37	34	35	31	-11%
	Dietetic Technician (AS)	8	9	11	10	8	*
	Occupational Therapy Assistant (AS)	38	31	28	31	40	5%
	School Foodservice Management (AS)	0	3	3	0	7	*
	Practical Nursing (Certificate)	0	0	0	0	66	*
Total		1,347	1,465	1,287	1,347	1,484	10%

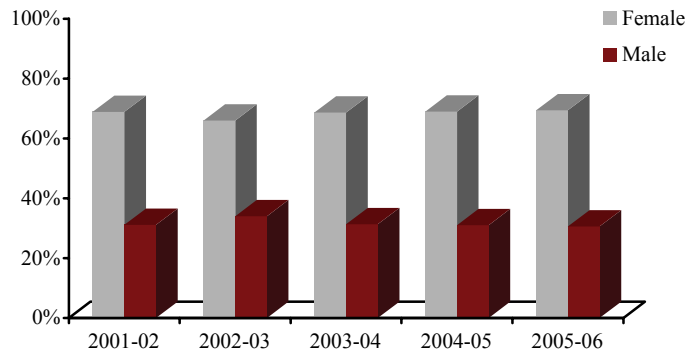
*Percent change calculated where there are more than 25 students for three or more years.

Source: LaGuardia Community College Data Warehouse

Measures of Success

Degrees Awarded by Gender Five-Year Trend

Women make up an even greater part of the graduating class than the student body (sixty-nine percent for graduates and sixty-one percent of enrollment). Among 2005-06 graduates, this gender gap remained the same as in the previous year.

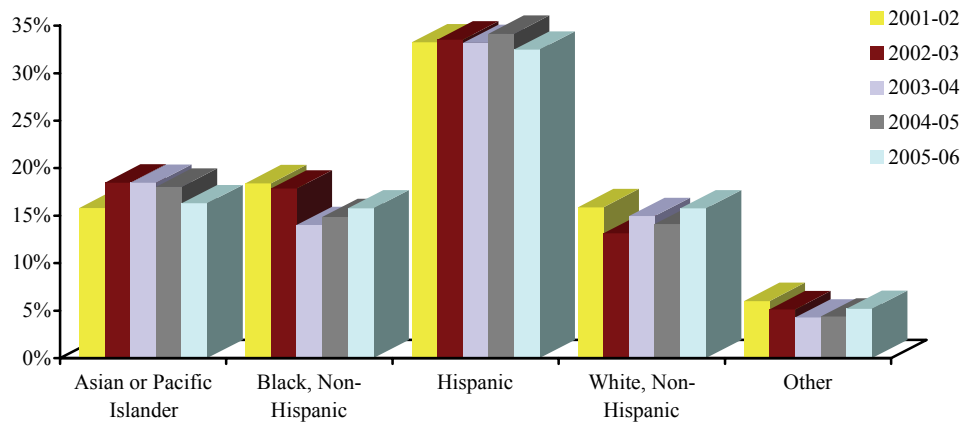


Graduating Class	Female	%	Male	%	Total
2001-02	928	69%	419	31%	1,347
2002-03	967	66%	498	34%	1,465
2003-04	884	69%	403	31%	1,287
2004-05	936	69%	411	31%	1,347
2005-06	1,030	69%	454	31%	1,484

Source: LaGuardia Community College Data Warehouse

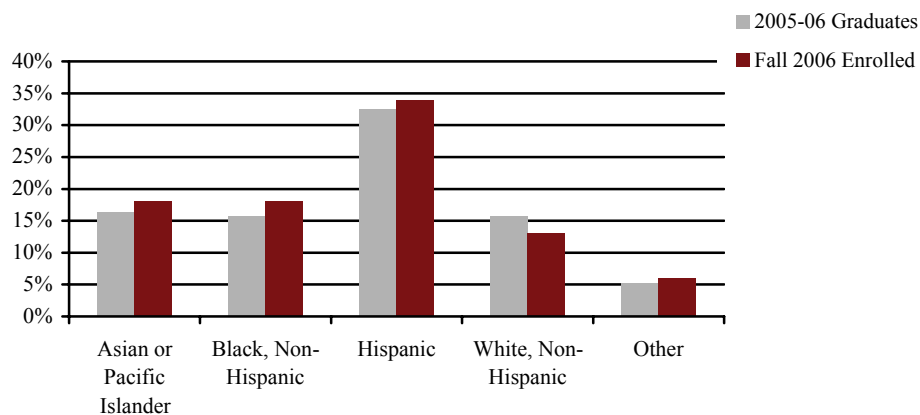
Measures of Success

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 with white, non-Hispanic slightly over-represented and the other groups, slightly under-represented.

Comparative Racial and Ethnic Distribution

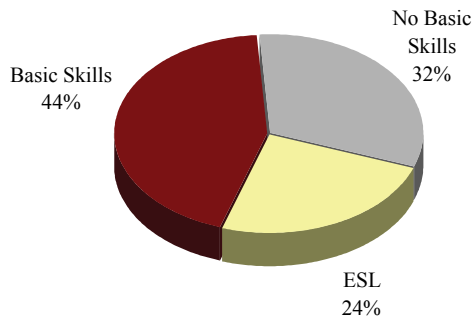


Source: LaGuardia Community College Data Warehouse

Measures of Success

Degrees Awarded by Entering Basic Skills Status Five-Year Trend

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 (ESL) courses when they first began their studies at LaGuardia. Among the 2005-06 graduating class, sixty-eight percent of graduates had begun in basic courses.

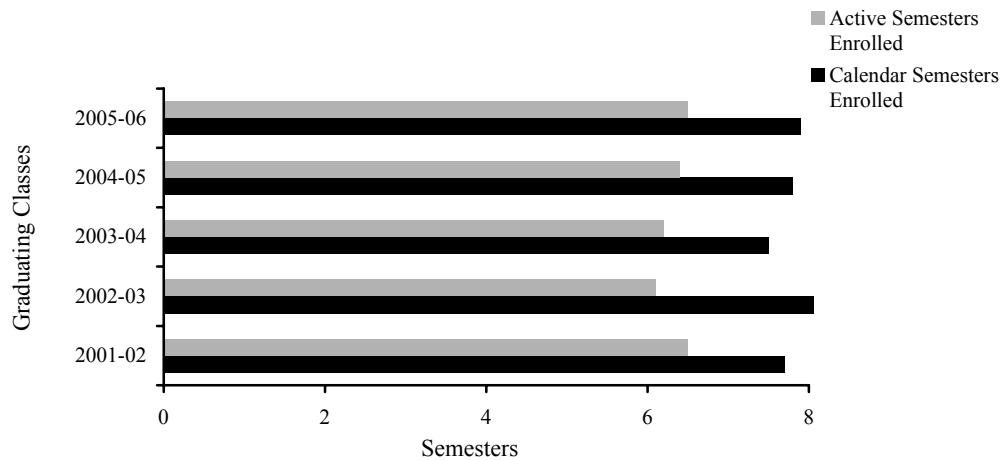


Graduating Class	ESL	Basic Skills	No ESL or Basic Skills
2001-02	34%	48%	18%
2002-03	32%	46%	22%
2003-04	28%	47%	25%
2004-05	27%	48%	25%
2005-06	24%	44%	32%

Source: LaGuardia Community College Data Warehouse.

Measures of Success

Time to Degree Five-Year Trend 2001-02 to 2005-06



LaGuardia graduates from the last five years averaged about seven and nine-tenths semesters, or just under four years, to obtain their degrees. However, for about one and one-half semesters of that time, students were not actively taking class on average. For the past five graduating classes, the average number of semesters students spent actively earning credits was 6.3, or just over three years.

	Graduating Class				
	2001-02	2002-03	2003-04	2004-05	2005-06
Calendar Semesters Enrolled	7.7	8.3	7.5	7.8	7.9
Active Semesters Enrolled	6.5	6.1	6.2	6.4	6.5

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.
1996	2,002	0	63	283	423	500	527	551	560	571	574
	Cum. Percentage	0%	3.1%	14.1%	21.1%	25.0%	26.3%	27.5%	28.0%	28.5%	28.7%
1997	1,895	0	67	310	463	531	576	593	600	604	
	Cum. Percentage	0%	3.5%	16.4%	24.4%	28.0%	30.4%	31.3%	31.7%	31.9%	
1998	1,917	0	59	291	445	532	554	568	581		
	Cum. Percentage	0%	3.1%	15.2%	23.2%	27.8%	28.9%	29.6%	30.3%		
1999	1,774	0	40	252	384	452	482	494			
	Cum. Percentage	0%	2.3%	14.2%	21.6%	25.5%	27.2%	27.8%			
2000	1,764	1	37	239	386	450	479				
	Cum. Percentage	0%	2.1%	13.5%	21.9%	25.5%	27.2%				
2001	1,531	0	41	198	323	388					
	Cum. Percentage	0%	2.7%	12.9%	21.1%	25.3%					
2002	1,908	0	54	245	389						
	Cum. Percentage	0%	2.8%	12.8%	20.4%						
2003	1,861	0	46	242							
	Cum. Percentage	0%	2.5%	13%							
2004	1,892	0	68								
	Cum. Percentage	0%	3.6%								
2005	1,830	0									
	Cum. Percentage	0%									

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

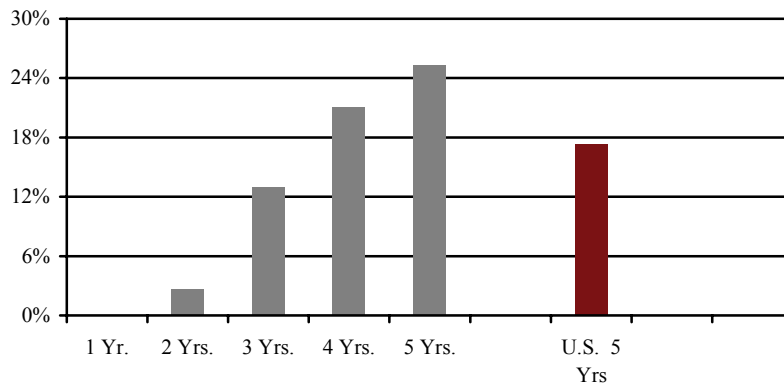
Students in Certificate programs make up less than one percent of entering classes.

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, slowing their early rate of credit accumulation. 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 25.3 percent. The college's three-year graduation rate was 13.0 percent for students entering in 2003, up 0.2 percentage points from the previous year.

Measures of Success

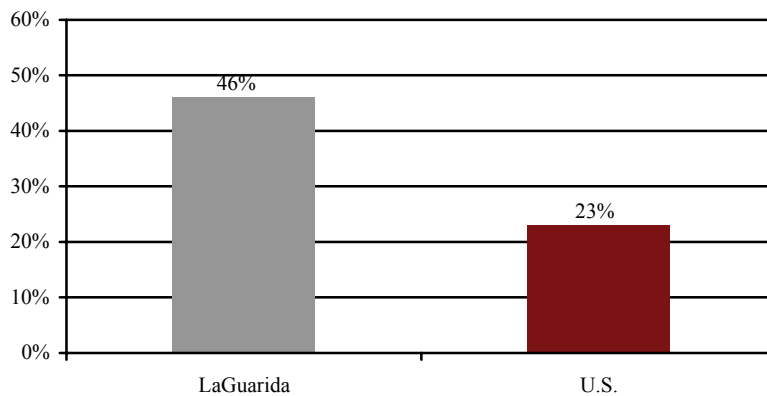
Five-Year Graduation and Transfer Rates

**First-time, Full time Freshmen Fall Entering Cohort
Cumulative Annual Graduating Rates: LaGuardia vs
Cumulative Rate for all US Two-Year College Students**



After five years LaGuardia had graduated 8% more of its entering class of first time, full time students than the national average.

**Percentage of Graduates Transferring to Four-Year
Institutions after Five Years**



LaGuardia's graduates transferred to four-year colleges at double the national rate.

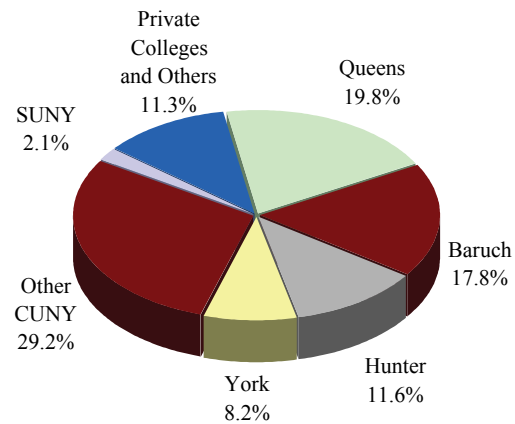
Source: LaGuardia Community College Data Warehouse; National data from U.S. Department of Education, NCES, 1996/2001 Beginning Postsecondary Students Longitudinal Study (BPS: 96/01)

Measures of Success

Destinations of Graduates Who Transfer

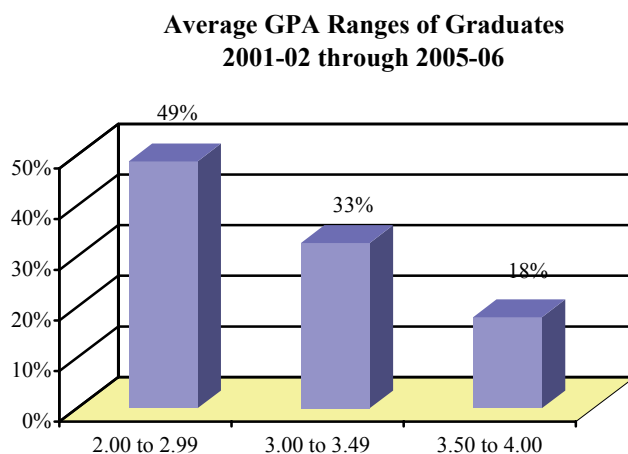
As of May 2007, forty-three percent of 2005-06 graduates had transferred to four-year colleges. Five years after graduation, fifty-six percent of 2001-02 graduates had transferred to four-year colleges. Most LaGuardia graduates who continue their education remain within the City University of New York system (eighty-five percent). Queens, Baruch, Hunter and York colleges are the most popular choices, with over two-thirds of all transfers selecting those sister institutions.

The national average for the 1996 entering cohort of community college students after five years was 23%. (Source: BPS: 2001 CATI.)



Source: National Student Clearinghouse, Fall 2003 through Spring 06 Graduates

GPAs of Graduates

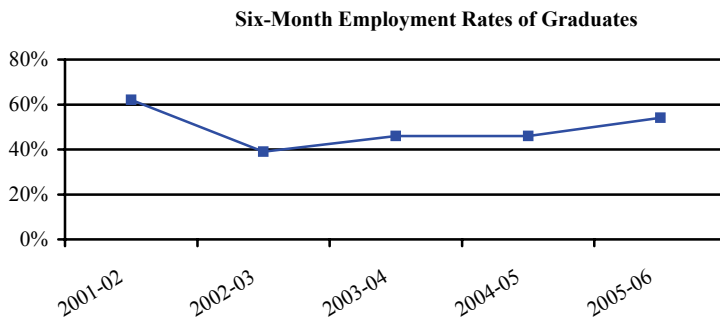


Student records indicate that fifty-one percent of graduates between 2001 and 2005 earned an average GPA of 3.00 or higher while the other forty-nine percent earned between 2.00 and 2.99.

Source: LaGuardia Community College Data Warehouse, 2001-02 through 2005-06 Graduates

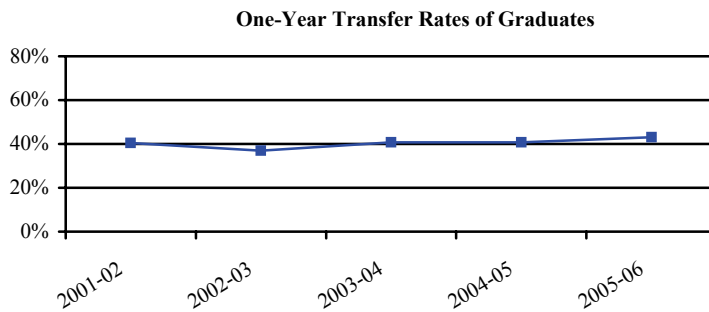
Measures of Success

Employment and Transfer of Graduates Five Year Trend

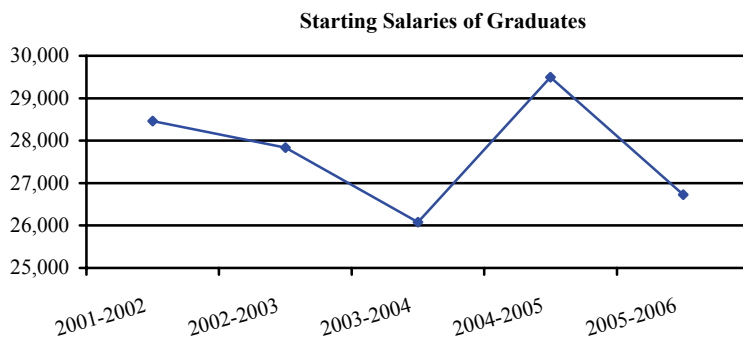


Source: LaGuardia Community College Graduate Surveys for 2001 to 2004 and ACT Alumni Survey, 2005-06

The proportion of graduates indicating that their primary activity after graduation was employment remained at about 40%. The proportion indicating that continued education was primary also remained at about 40%. Average starting wages of those new alumni responding to the survey fell 9% to \$26,727.



Source: Student Clearinghouse, 2000 to 2006

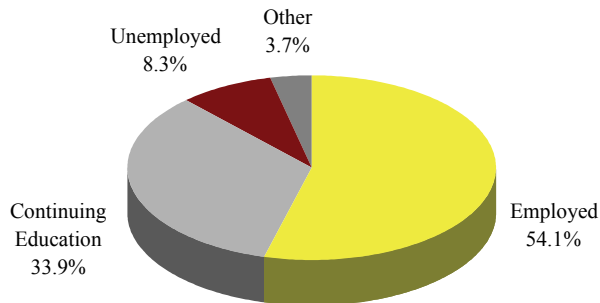


	2001-02	2002-03	2003-04	2004-05	2005-06
Salaries	\$28,634	\$27,837	\$26,076	\$29,492	\$26,727

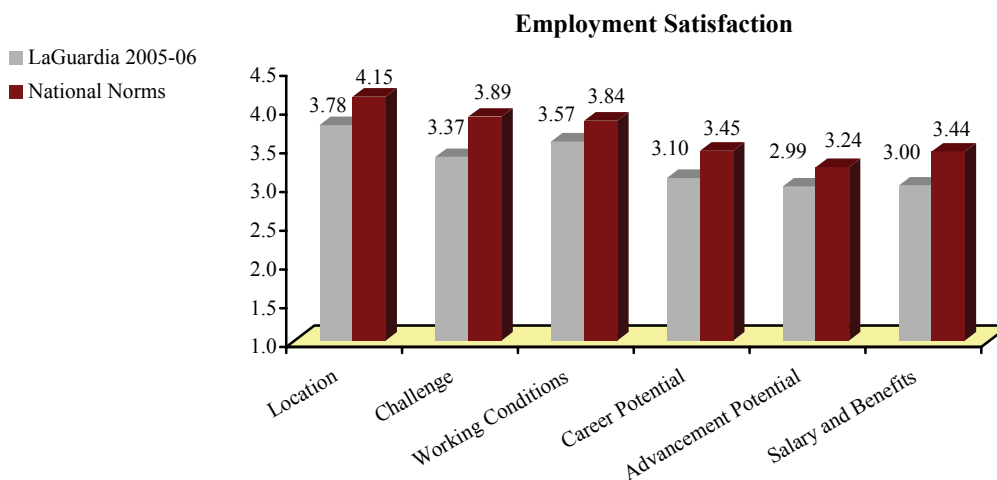
Source: LaGuardia Community College Graduate Survey 2001 through 2004, and ACT Alumni Survey 2004-05 and 2005-06

Measures of Success

Post-Graduation Primary Activity and Employment Satisfaction



Within one year of graduation, ninety percent of the 2005-06 graduates surveyed were either working or continuing their education. Fifty-four percent were employed and thirty-four percent were attending four-year colleges.



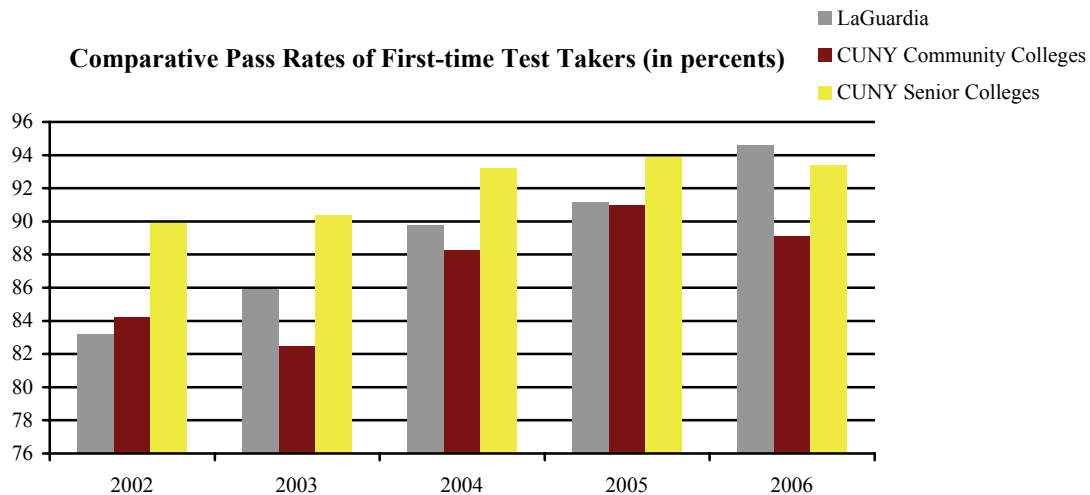
Source: ACT Alumni Survey of 2005-06 graduates

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, 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 2006



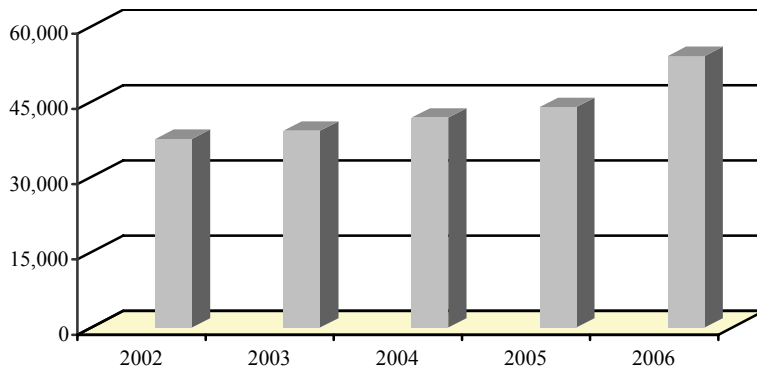
	2002	2003	2004	2005	2006
LaGuardia	83.2	85.9	89.8	91.2	94.6
CUNY Community Colleges	84.2	82.5	88.3	91.0	89.1
CUNY Senior Colleges	89.9	90.4	93.2	93.9	93.4

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. Of those LaGuardia students required to take the CPE exam in Fall 2006, who took it either that fall or in subsequent winter or spring administrations, 94.6% passed based on their best outcome. The LaGuardia students’ pass rate was 5.5 percentage points higher than the CUNY community college pass rate average.

Adult and Continuing Education

Annual Enrollments 2002 to 2006



Annual participation in Adult and Continuing Education courses and programs has risen over the past five years, setting a new record in 2006 of 54,086, up twenty-three percent from 2005.

	2002	2003	2004	2005	2006
Annual Enrollments	37,572	39,207	41,830	43,933	54,086

Source: ACE Demographic Surveys and Form A Reports

Adult and Continuing Education

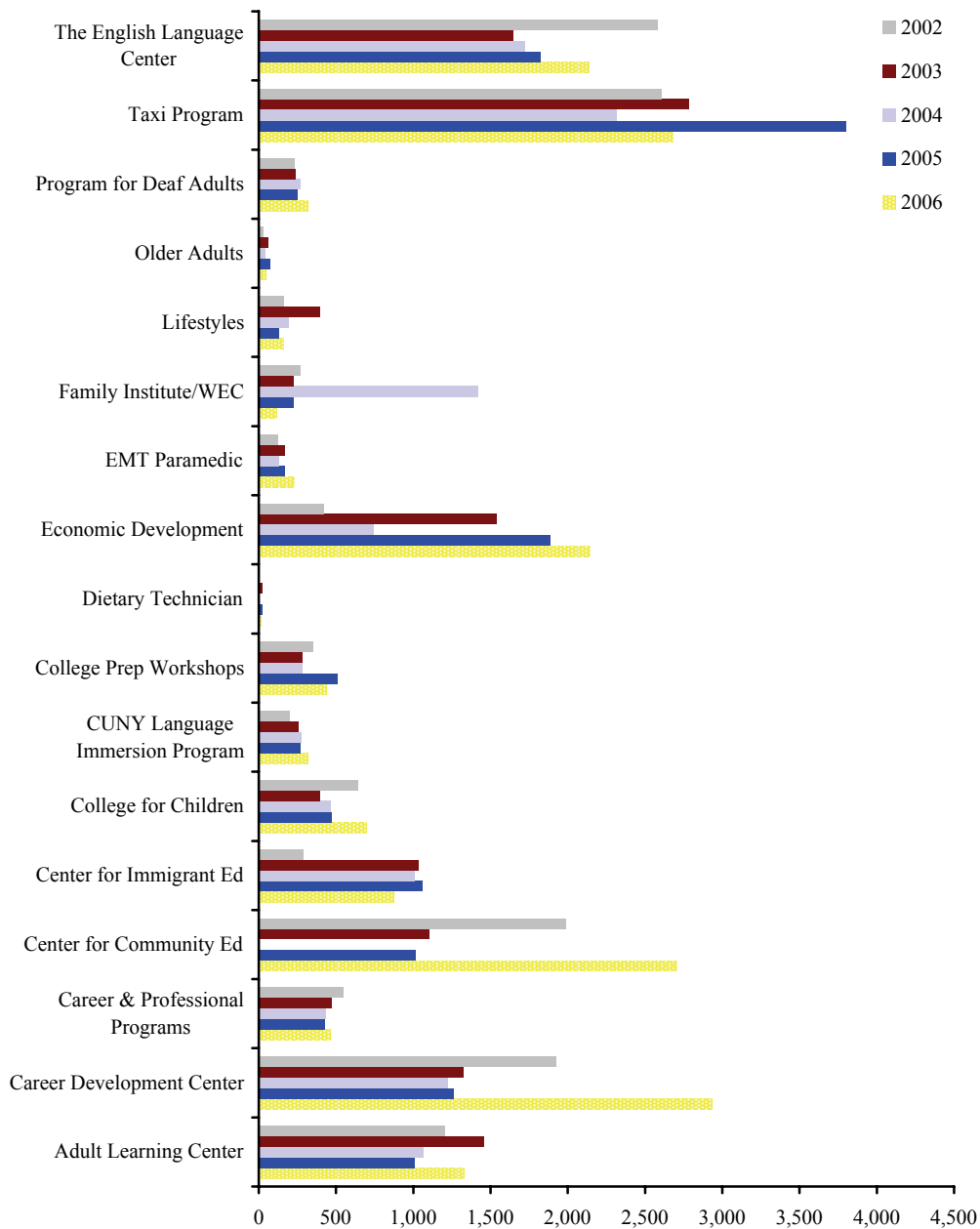
ACE Enrollment by Program Fall Terms, 2002 to 2006

Program	2002	2003	2004	2005	2006	% Change 2005-2006
Adult Learning Center	1,199	1,452	1,062	1,002	1,329	32.6%
Career Development Center	1,921	1,324	1,222	1,259	2,934	133.0%
Career & Professional Programs	544	468	429	424	463	9.2%
Center for Community Ed	1,984	1,102		1,015	2,706	166.6%
Center for Immigrant Ed	284	1,031	1,007	1,055	869	-17.6%
College for Children	637	394	463	466	695	49.1%
CUNY Language Immersion Program	199	253	272	264	318	20.5%
College Prep Workshops	352	279	276	508	434	-14.6%
Dietary Technician		20		18	15	-16.7%
Economic Development	421	1,539	742	1,886	2,143	13.6%
EMT Paramedic	122	167	128	163	229	40.5%
Family Institute/WEC	269	220	1,415	224	113	-49.6%
Lifestyles	157	393	193	127	157	23.6%
Older Adults	24	60	36	71	45	-36.6%
Program for Deaf Adults	229	234	266	250	318	27.2%
Taxi Program	2,604	2,783	2,313	4,074	2,677	-34.3%
The English Language Center	2,581	1,642	1,722	1,820	2,139	17.5%
Total	13,527	13,361	11,546	14,626	17,584	20.2%

Source: ACE Demographic Surveys and Form A Reports

Adult and Continuing Education

ACE Enrollment by Program Fall Terms, 2002 to 2006



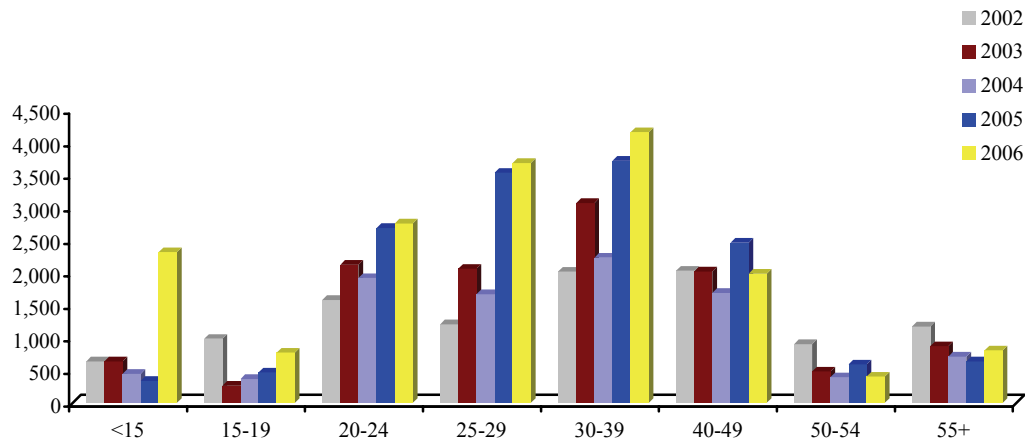
Source: ACE Demographic Surveys and Form A Reports

Adult and Continuing Education

ACE Enrollment

by Age

Fall Terms, 2002 to 2006



Age	2002	2003	2004	2005	2006
<15	638	640	447	338	2,319
15-19	985	265	367	468	773
20-24	1,582	2,125	1,921	2,690	2,759
25-29	1,210	2,062	1,673	3,540	3,689
30-39	2,018	3,074	2,233	3,723	4,165
40-49	2,034	2,020	1,691	2,464	1,986
50-54	905	483	395	591	404
55+	1,176	872	713	639	808
Unknown	2,979	1,819	2,106	173	681
Total	13,527	13,361	11,546	14,626	17,584

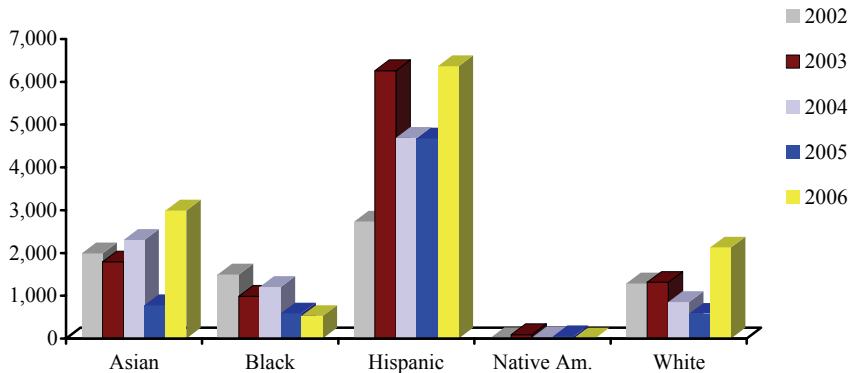
Source: ACE Demographic Surveys and Form A Reports

Adult and Continuing Education programs serve people of all ages. Participation by those younger than 15 more than tripled from 2002 to 2006. Participation among those with ages from 25 to 29 also tripled.

Adult and Continuing Education

ACE Enrollment

by Race and Ethnic Origin
Fall Terms, 2002 to 2006



Ethnicity	2002	2003	2004	2005	2006
Asian	1,988	1,791	2,306	781	2,990
Black	1,499	991	1,205	587	528
Hispanic	2,731	6,258	4,688	4,671	6,365
Native Am.	8	92	26	52	0
White	1,289	1,313	856	580	2,128
Other	1,062	384	904	249	0
No Resp.	4,950	2,532	1,561	7,706	5,573
Total	13,527	13,361	11,546	14,626	17,584

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

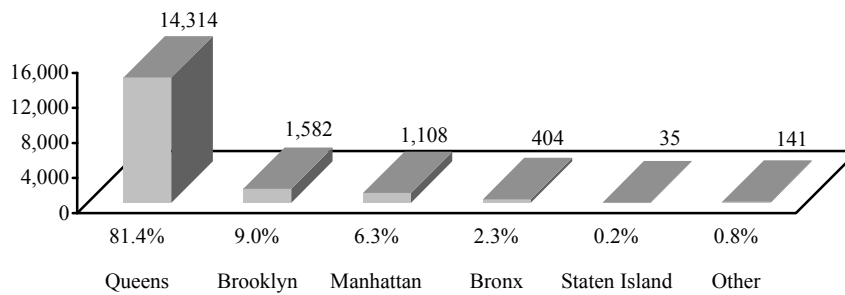
Most students have identified themselves as Hispanic (36%), Asian (17%), White (12%), or African American (3%).

Ethnicity	2002	2003	2004	2005	2006
Asian	13%	13%	13%	5%	17%
Black	7%	7%	7%	4%	3%
Hispanic	47%	47%	47%	32%	36%
Native Am.	1.0%	1.0%	0.7%	0.4%	0%
White	10%	10%	10%	4%	12%
Other	3%	3%	3%	2%	0%
No Resp.	19%	19%	19%	53%	32%
Total	100%	100%	100%	100%	100%

Source: ACE Demographic Surveys and Form A Reports

Adult and Continuing Education

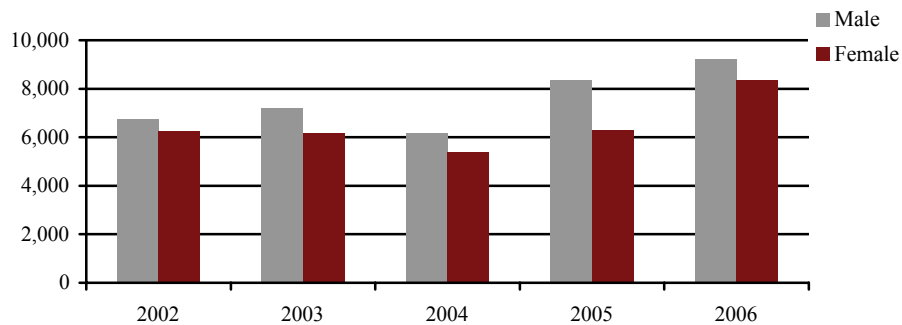
ACE Enrollment by Borough Fall 2006



Adult and Continuing Education programs primarily serve residents of Queens. Nevertheless, ACE program enrollments from Brooklyn and from Manhattan each exceeded one thousand.

by Gender Fall Terms, 2002 to 2006

	2002	2003	2004	2005	2006
Male	6,748	7,200	6,144	8,337	9,220
Female	6,228	6,161	5,402	6,289	8,364
Not Report	551	0	0	0	0



Adult and Continuing Education has consistently enrolled more men than women. In Fall 2006, when gender information was available for all students, men made up fifty-two percent of the population and women forty-eight percent.

Source: ACE Demographic Surveys and Form A Reports

Institutional Resources

Faculty and Staff

Employee Profile

In Fall 2006, 1,848 people were employed at LaGuardia Community College; 723, or thirty-nine percent, were employed full-time. Faculty, the largest single employee category, made up about thirty-eight percent of all full-time employees. Administrative staff, the second largest group, made up twenty-eight percent. Other job categories include clerical and classified staff, twenty-two percent; technical and paraprofessionals, ten percent; and executive staff, three percent.

At LaGuardia, the balance between women and men in the workforce is tipped somewhat toward women, who made 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 about two to one in favor of women. Among the technical and paraprofessional staff, where jobs are frequently held by men, women also predominate. Women also outnumber men among the full-time faculty, but when full-time and part-time faculty are considered the ratio is nearly 50/50. 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-seven 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, nineteen percent Black, ten 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 forty-two 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 percent.

Professional employees at LaGuardia are highly credentialed. Half the faculty 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 nineteen percent in Fall 2003 (NSOPF04, Table 14). LaGuardia has two and one-half times the national proportion of faculty with doctorates or first professional degrees. The professional staff at LaGuardia also hold advanced degrees. Within both the administrative and technical categories, twenty-nine percent have master's degrees and four percent have doctorates.

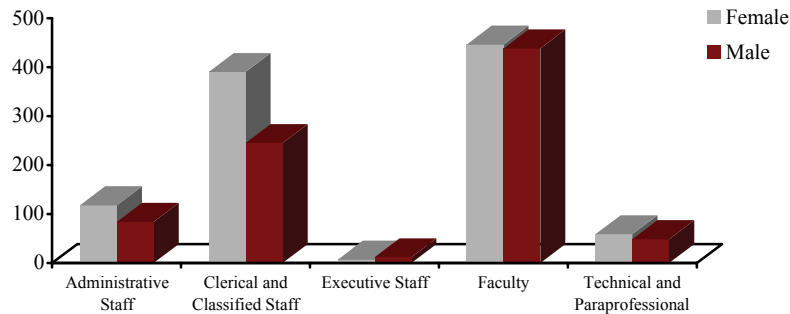


Institutional Resources

Faculty & Staff

Employee Appointments

by Full Time and Part Time Employment, Job Category, and Gender
Fall 2006



Full Time	Female		Male		Total	% of Full Time Total
		%		%		
Administrative Staff	118	58%	84	42%	202	28%
Clerical and Classified Staff	110	70%	47	30%	157	22%
Executive Staff	7	37%	12	63%	19	3%
Faculty	156	57%	120	43%	276	38%
Technical and Paraprofessional	36	52%	33	48%	69	10%
Full Time Total	427	59%	296	41%	723	100%

Part Time	Female		Male		Total	% of Part Time Total
		%		%		
Clerical and Classified Staff	280	59%	198	41%	478	42%
Faculty	290	48%	318	52%	608	54%
Technical and Paraprofessional	23	59%	16	41%	39	3%
Part Time Total	593	53%	532	47%	1,125	100%

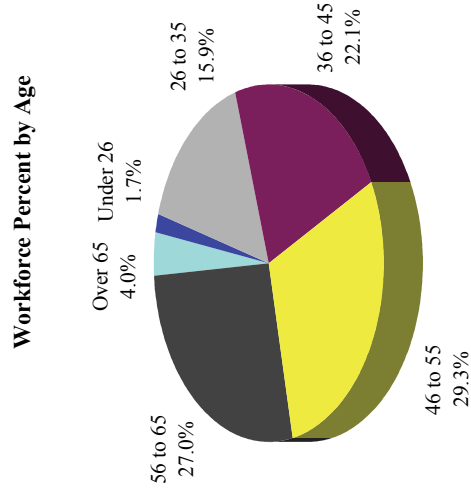
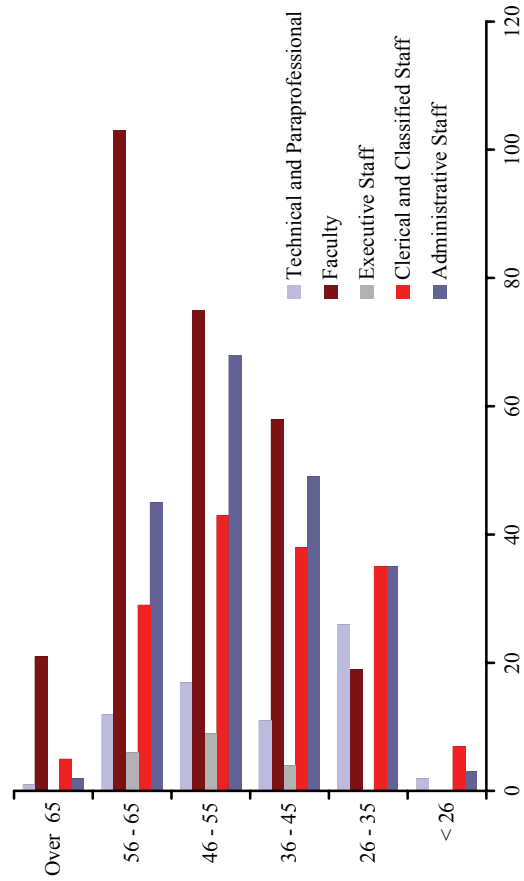
Full Time and Part Time	Female		Male		Total	% of Grand Total
		%		%		
Administrative Staff	118	58%	84	42%	202	11%
Clerical and Classified Staff	390	61%	245	39%	635	34%
Executive Staff	7	37%	12	63%	19	1%
Faculty	446	50%	438	50%	884	48%
Technical and Paraprofessional	59	55%	49	45%	108	6%
Total Employee Appointments	1,020	55%	828	45%	1,848	100%

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 2006



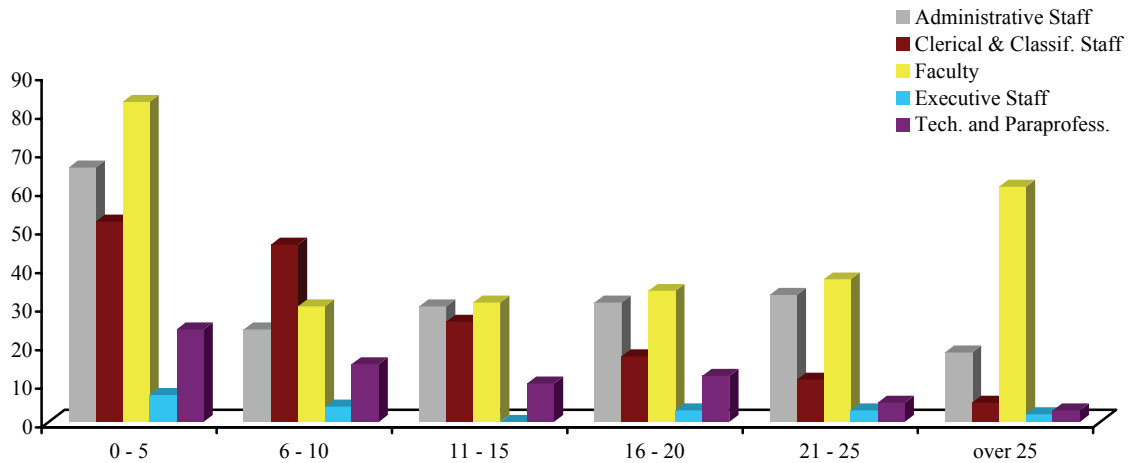
Job Category	< 26	%	26 - 35	%	36 - 45	%	46 - 55	%	56 - 65	%	> 65	%	Total	%
Administrative Staff	3	1%	35	17%	49	24%	68	34%	45	22%	2	1%	202	100%
Clerical and Classified Staff	7	4%	35	22%	38	24%	43	27%	29	18%	5	3%	157	100%
Executive Staff	0	0%	0	0%	4	21%	9	47%	6	32%	0	0%	19	100%
Faculty	0	0%	19	7%	58	21%	75	27%	103	37%	21	8%	276	100%
Technical and Paraprofessional	2	3%	26	38%	11	16%	17	25%	12	17%	1	1%	69	100%

Source: LaGuardia Community College Data Warehouse

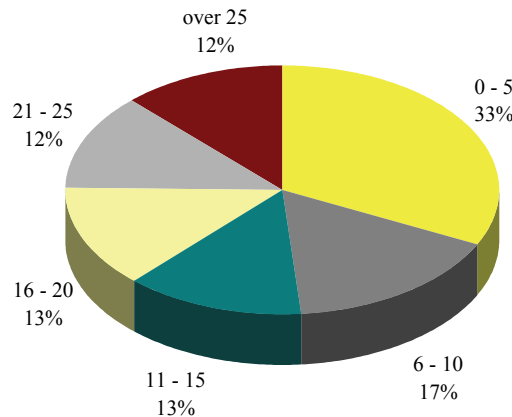
Institutional Resources Faculty & Staff

Full Time Employees

by Job Category and Years of Employment, Fall 2006



Workforce Percent by Years of Employment, Fall 2006



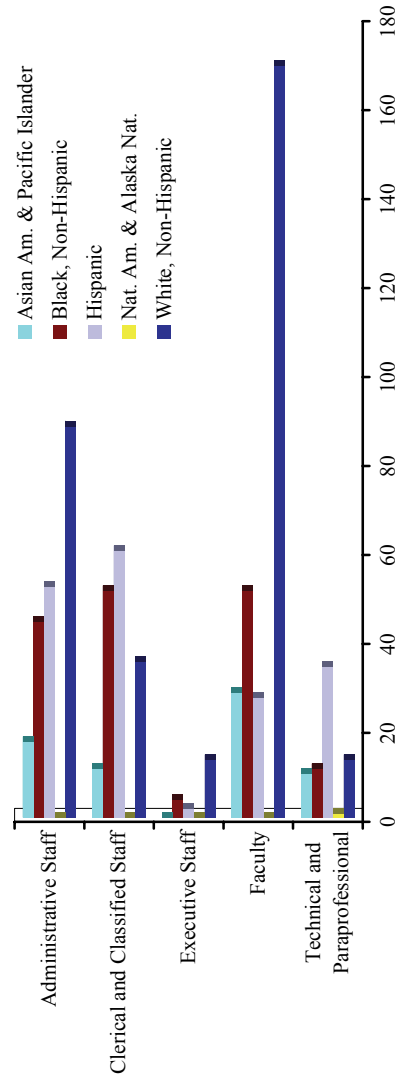
Job Category	Years at LaGuardia											
	0-5 Yr.		6-10 Yr.		11-15 Yr.		16-20 Yr.		21-25 Yr.		25+ Yr.	
Administrative Staff	66	33%	24	12%	30	15%	31	15%	33	16%	18	9%
Clerical & Classif. Staff	52	33%	46	29%	26	17%	17	11%	11	7%	5	3%
Executive Staff	7	37%	4	21%	0	0%	3	16%	3	16%	2	10%
Faculty	83	30%	30	11%	31	11%	34	12%	37	14%	61	22%
Tech. and Paraprofess.	24	35%	15	22%	10	15%	12	17%	5	7%	3	4%

Source: LaGuardia Community College Data Warehouse

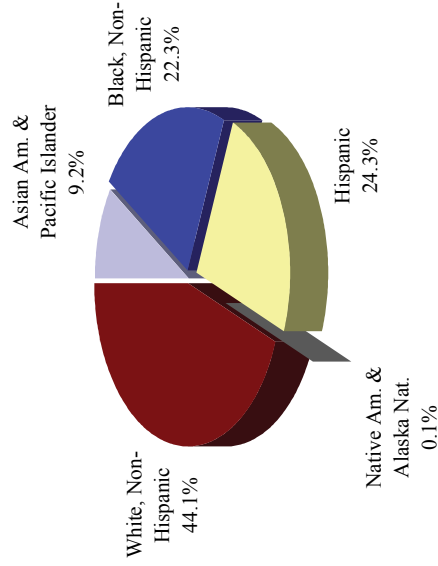
Institutional Resources

Faculty and Staff

Full-Time Employees
by Job Category and Racial and Ethnic Origin, Fall 2006



Workforce by Ethnic Origin
Fall 2006



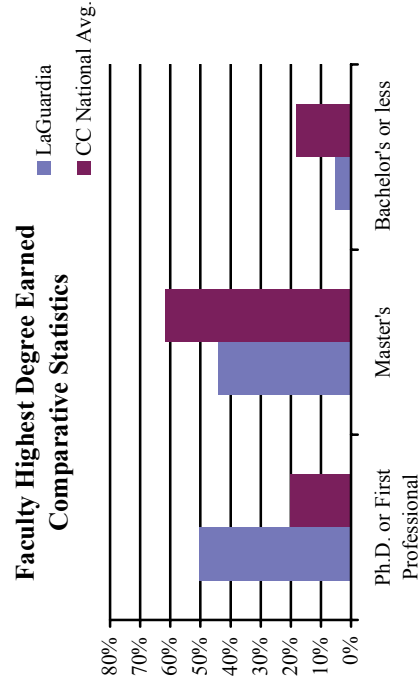
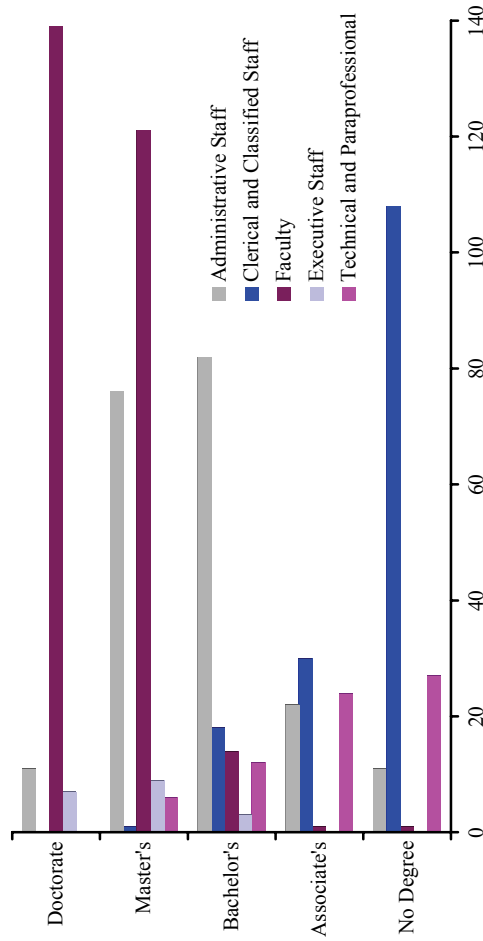
Job Category	Asian Am. & Pacific Islander		Black, Non-Hispanic		Hispanic		Native Am. & Alaska Nat.		White, Non-Hispanic		Total
	Count	%	Count	%	Count	%	Count	%	Count	%	
Administrative Staff	17	8%	44	22%	52	26%	0	0%	88	44%	201
Clerical and Classified Staff	11	7%	51	32%	60	38%	0	0%	35	22%	157
Executive Staff	0	0%	4	21%	2	11%	0	0%	13	68%	19
Faculty	28	10%	51	19%	27	10%	0	0%	169	61%	275
Technical and Paraprofessional	10	14%	11	16%	34	49%	1	1%	13	19%	69
Total	66	9%	161	22%	175	24%	1	0%	318	44%	721

Unknown = 2

Source: LaGuardia Community College Data Warehouse

Institutional Resources Faculty & Staff

Full Time Employees by Job Category and Highest Degree Earned, Fall 2006

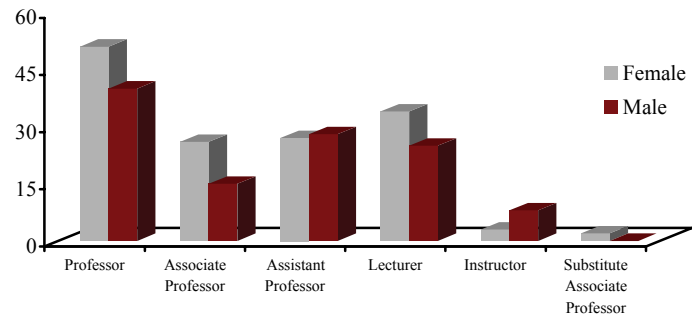


Job Category	Doctorate	Master's	Bachelor's	Associate's	No Degree	Total
Administrative Staff	11	76	82	22	11	202
Clerical and Classified Staff	0	1	18	30	108	157
Executive Staff	7	9	3	0	0	19
Faculty	139	121	14	1	1	276
Technical and Paraprofessional	0	6	12	24	27	69
Total	157	213	129	77	147	723
	5%	22%	18%	11%	20%	
	0%	29%	11%	0%	69%	
	37%	47%	16%	0%	0%	
	50%	44%	6%	0%	0%	
	0%	9%	17%	35%	39%	

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*.

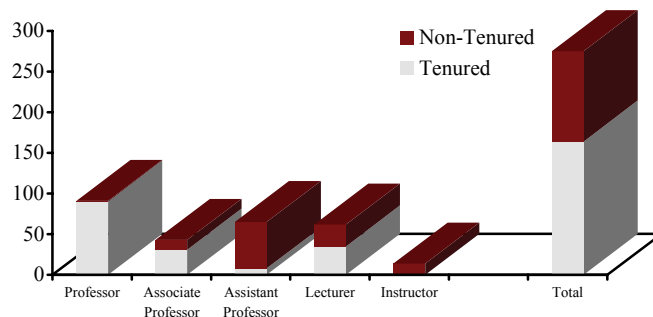
Institutional Resources Faculty and Staff

Full-Time Faculty by Rank and Gender Fall 2006



Job Title	Female	%	Male	%	Total
Professor	51	56%	40	44%	91
Associate Professor	26	63%	15	37%	41
Assistant Professor	27	49%	28	51%	55
Lecturer	34	58%	25	42%	59
Instructor	3	27%	8	73%	11
Substitute Titles	15	79%	4	21%	19
Total	156	57%	120	43%	276

Full-Time Faculty by Tenure Status Fall 2006



Job Title	Tenured	%	Non-Tenured	%
Professor	90	99%	1	1%
Associate Professor	31	72%	12	28%
Assistant Professor	8	12%	57	88%
Lecturer	35	56%	27	44%
Instructor	0	0%	14	100%
Total	164	60%	111	40%

Unknown = 1

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 2006

Job Category	Gender	Asian & Pacific Islander		Black (Non-Hispanic)		Hispanic		Native Am. & Alaska Nat.		White (Non-Hispanic)		Total
		Count	%	Count	%	Count	%	Count	%	Count	%	
Administrative Staff	Female	10	9%	30	25%	32	27%	0	0%	46	39%	118
	Male	7	8%	14	17%	20	24%	0	0%	42	51%	83
Clerical and Classified Staff	Female	6	5%	32	29%	47	43%	0	0%	25	23%	110
	Male	5	11%	19	40%	13	28%	0	0%	10	21%	47
Executive Staff	Female	0	0%	3	43%	0	0%	0	0%	4	57%	7
	Male	0	0%	1	8%	2	17%	0	0%	9	75%	12
Faculty	Female	14	9%	31	20%	13	8%	0	0%	97	63%	155
	Male	14	12%	20	16%	14	12%	0	0%	72	60%	120
Technical and Paraprofessional	Female	4	11%	5	14%	20	55%	1	3%	6	17%	36
	Male	6	18%	6	18%	14	43%	0	0%	7	21%	33
Total		66	9%	161	22%	175	24%	1	0%	318	44%	721

Unknown = 2

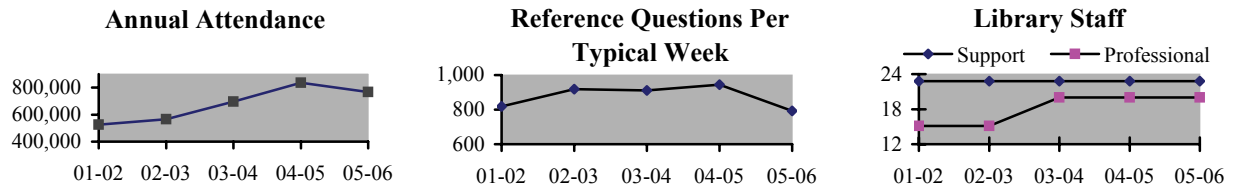
Source: LaGuardia Community College Data Warehouse

Institutional Resources

The Library

Library Operations

FY 2001-02 to FY 2005-06



Library Operations	2001-02	2002-03	2003-04	2004-05	2005-06
Annual Attendance	524,565	566,986	696,282	836,358	768,169
Classroom Instruction					
No. of 1 hour Library Instruction classes delivered	371	375	386	395	409
Number of students instructed	*8,533	*9,000	*10808	*11060	*10225
Circulation Transactions					
General Collection	30,902	33,418	35,614	38,040	33,232
Reserve Collection	46,352	42,222	44,885	43,398	37,823
Expenditures					
Total Operating Expenditures	\$1,845,607	\$1,928,308	\$2,684,515	\$2,198,885	\$1,848,372
Expenditures for Library Materials	\$280,319	\$358,360	\$410,400	\$477,890	\$250,555
Collections					
Print Books	112,168	109,810	116,100	117,330	119,248
Electronic Books, Subscriptions, Databases	-	14,815	16,483	25,662	7,553
Serial Subscriptions	772	737	759	1256	1130
Government Document Titles	10,266	11,542	14,129	7,405	7,405
Microform Units (Microfilm reels + Microfiche)	586,931	588,195	589,359	586,986	**14,537
Institutional Archives (linear feet)	486	556	610	617	658
Audio Visual Titles					
VHS	1,338	1,393	1,451	1,500	1,508
DVD Titles	23	38	112	204	256
CD-ROM Files	625	792	1,095	1,276	1,276
Interlibrary Loans					
Provided	831	926	746	502	699
Received	396	1,816	1,586	1,258	613
Media Services					
Lab Use	40,226	31,205	27,991	32,907	31,467
Deliveries of Equipment	16,713	16,588	25,548	34,496	31,900
Productions (Videotapings & Audiotapings)	465	385	357	600	595
Reference Questions per Typical Week Staff	*819	*919	*912	*944	*793
Professional Staff (full-time and FTE of part-time)	15	15	20	20	20
Support Staff (full-time and FTE of part-time)	23	23	23	23	23
Computer Workstations	65	140	174	174	174

* Based on sampling

** Collection purged of outdated items

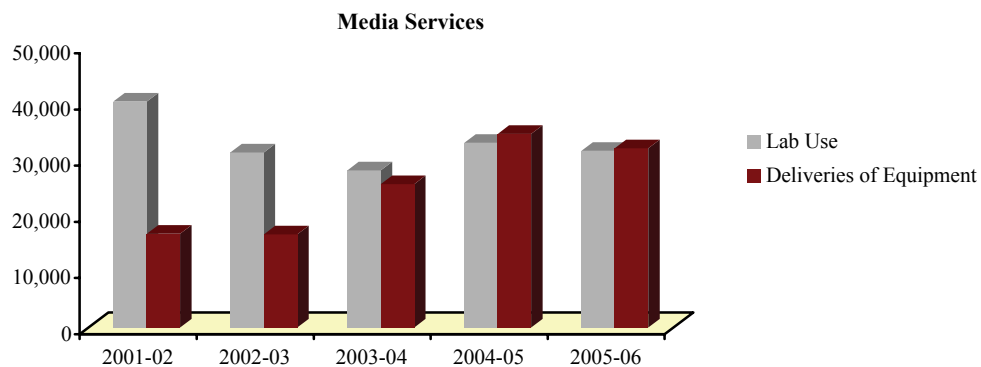
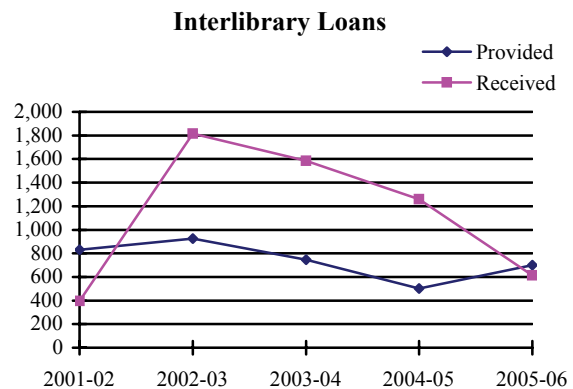
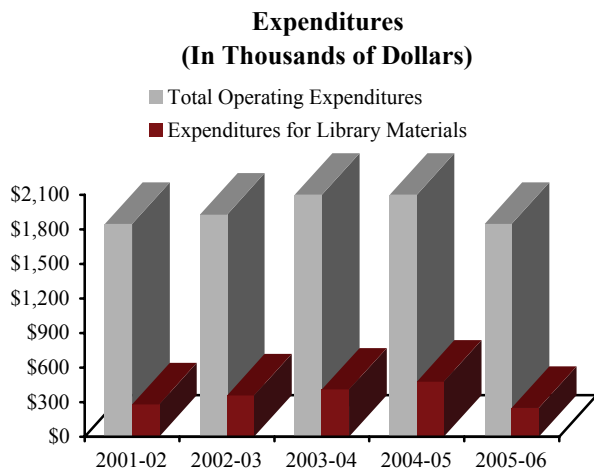
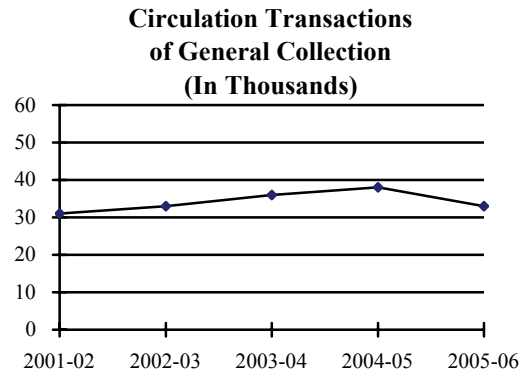
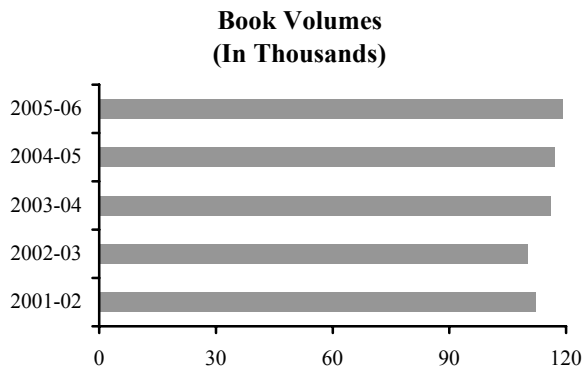
Source: Library

Institutional Resources

The Library

Library Operations

Five-Year Trends



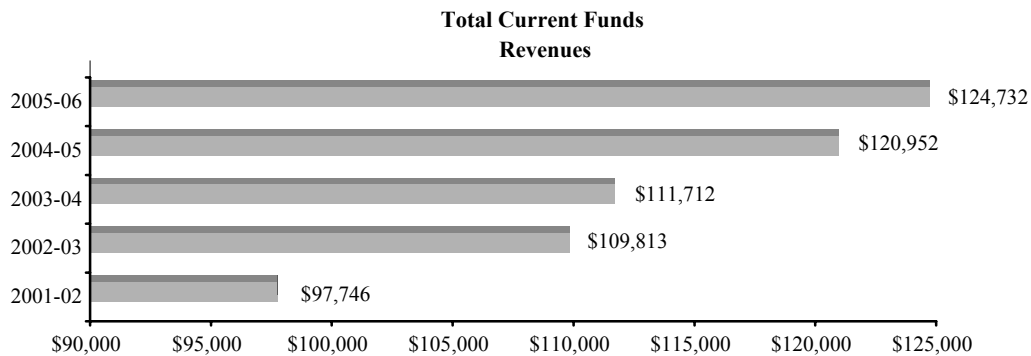
Source: Library

Institutional Resources Finances

Current Funds Revenues

FY 2001-02 to FY 2005-06

(In Thousands of Dollars)



Current Funds Revenues by Source

FY 2001-02 to FY 2005-06

(In Thousands of Dollars)

Source	2001-02	2002-03	2003-04	2004-05	2005-06
Tuition and Fees	\$13,026	\$20,481 ³	\$21,654	\$21,696	\$23,880
Governmental Appropriations					
State	\$22,316	\$24,107	\$25,584	\$26,220	\$28,226
Local	\$28,929	\$24,484	\$22,407	\$27,643	\$29,228
Government Grants and Contracts					
Federal	\$15,993	\$18,587	\$17,536	\$17,052	\$15,688⁵
State	\$8,857	\$9,182	\$10,956	\$11,894	\$11,331
Private/Local	\$6,342	\$8,709	\$10,274	\$11,185	\$12,278⁶
Endowment Income	-\$270	\$149	\$392	\$175	\$314
Auxiliary Enterprises	\$746	\$793	\$843	\$2,101 ⁴	\$1,468⁷
Other Sources	\$1,807	\$3,321	\$2,066	\$2,986	\$2,319⁸
Total Current Funds Revenues	\$97,746	\$109,813	\$111,712	\$120,952	\$124,732

Note: See page 68 for footnotes.

Source: Division of Administration

Institutional Resources Finances

Current Funds Revenues

FY 2001-02 to FY 2005-06

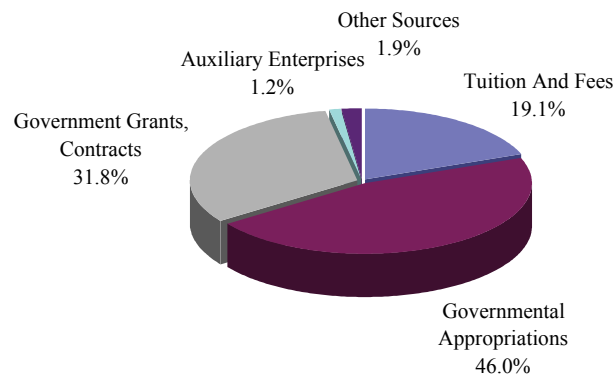
(In Thousands of Dollars)

Source	2001-02	2002-03	2003-04	2004-05	2005-06
Tuition and Fees	\$13,026	\$20,481 ³	\$21,654	\$21,696	\$23,880
Governmental Appropriations	\$51,245	\$48,591	\$47,991	\$53,863	\$57,454
Government Grants and Contracts	\$30,922	\$36,627	\$39,158	\$40,306	\$39,611
Auxiliary Enterprises	\$746	\$793	\$843	\$2,101 ⁴	\$1,468⁷
Other Sources	\$1,807	\$3,321	\$2,066	\$2,986	\$2,319⁸
Total Current Funds Revenues	\$97,746	\$109,813	\$111,712	\$120,952	\$124,732

Current Funds Revenues

FY 2005-06

(In Percentages)



Note: See Page 68 for footnotes.

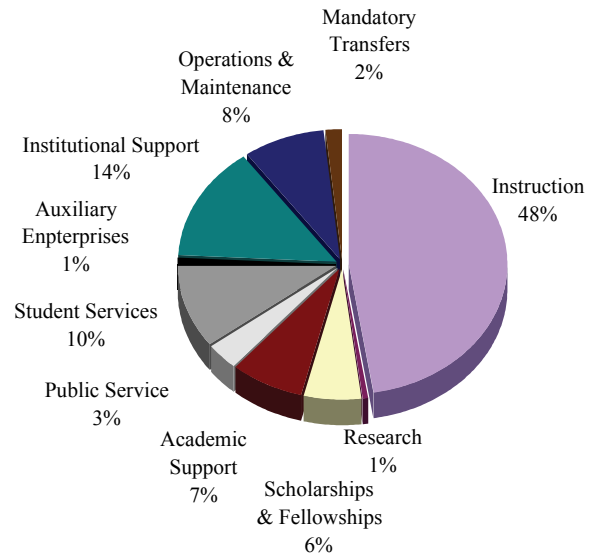
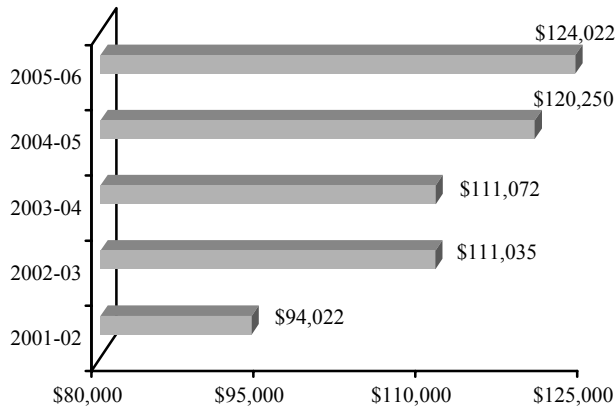
Source: Division of Administration

Institutional Resources Finances

Current Funds Expenditures

FY 2001-02 to FY 2005-06

(In Thousands of Dollars)



Current Funds Expenditures by Function

FY 2001-02 to FY 2005-06

(In Thousands of Dollars)

Function	2001-02	2002-03	2003-04	2004-05	2005-06
Educational and General					
Instruction	\$40,306	\$50,850 ¹	\$52,550	\$55,634	\$58,803
Research	\$497	\$326	\$619	\$617	\$894
Public Service	\$10,179	\$3,664 ¹	\$4,078	\$5,251	\$4,251
Academic Support	\$7,115	\$9,195	\$8,903	\$9,376	\$9,237
Student Services	\$8,759	\$10,242	\$11,189	\$12,065	\$12,703
Institutional Support	\$14,354	\$17,016	\$15,362	\$17,372	\$17,619
Operations and Maintenance	\$7,667	\$8,717	\$8,901	\$9,520	\$10,168
Scholarships and Fellowships	\$4,251	\$10,035 ²	\$8,283	\$8,825	\$7,078 ⁹
Transfers / Other Expenditures	\$128	\$157	\$84	\$76	\$2,085
Total Educational and General	\$93,256	\$110,202	\$109,969	\$118,736	\$122,838
Auxiliary Enterprises	\$766	\$833	\$1,103	\$1,514	\$1,183
Total Current Funds Expenditures	\$94,022	\$111,035	\$111,072	\$120,250	\$124,021

Note: See Page 68 for footnotes.

Source: Division of Administration

Institutional Resources

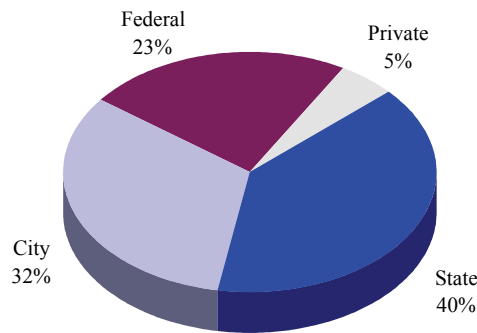
Grant Awards

Grant Awards by Source

FY 2001-02 to FY 2005-06

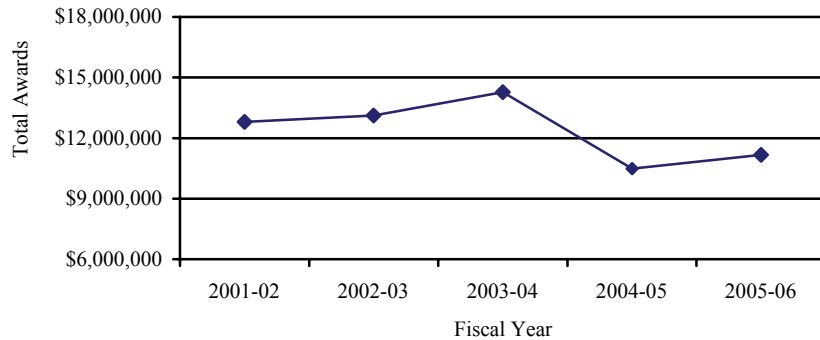
Percent of Awards by Source

FY 2005-06



Total Grant Awards

FY 2001-02 to FY 2005-06



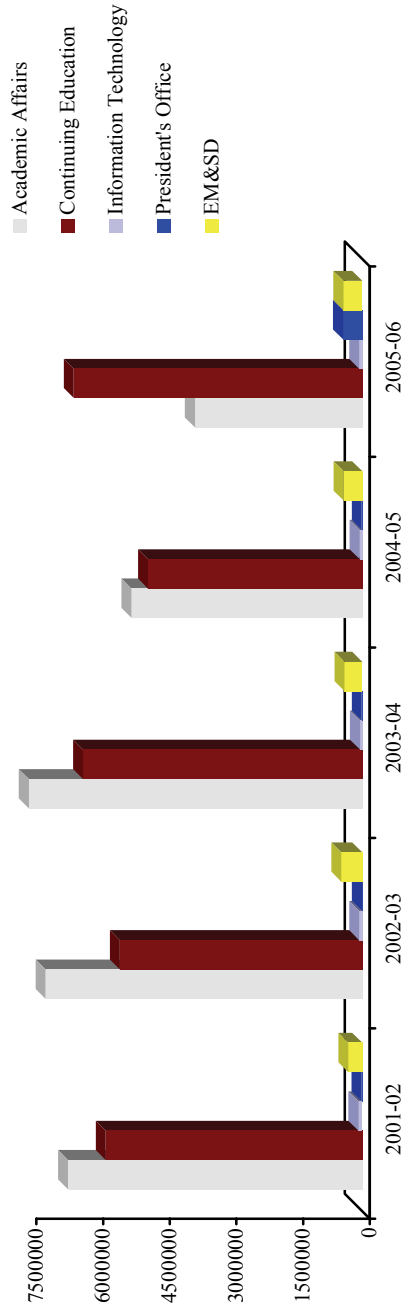
Funding Source	2001-02	2002-03	2003-04	2004-05	2005-06
City	\$3,154,970	\$3,554,483	\$3,291,000	\$3,393,505	\$3,619,004
Federal	\$5,138,748	\$3,848,580	\$4,482,733	\$4,068,856	\$2,578,244
Private	\$202,515	\$2,240,292	\$2,135,025	\$140,242	\$567,562
State	\$4,306,223	\$3,472,688	\$4,373,317	\$2,888,248	\$4,408,315
Total Awards	\$12,802,456	\$13,116,043	\$14,282,075	\$10,490,851	\$11,173,125

Note: Grant awards charts in “Profiles” of previous years include grants to the LaGuardia High Schools. In 2006 the high school grants were reported under separate entities. All previous years have been restated without the high school awards.

Source: Grants Development Office

Institutional Resources Grant Awards

Funds Awarded by Division
FY 2001-02 to FY 2005-06



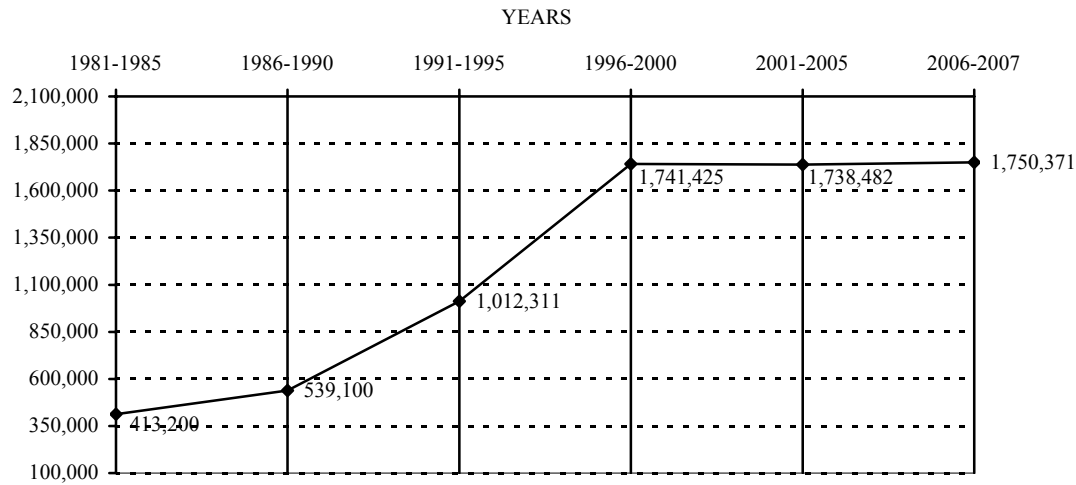
Area	No. of Awards 2001-02	No. of Awards 2002-03	No. of Awards 2003-04	No. of Awards 2004-05	No. of Awards 2005-06	Total Awards	5-Yr. Total 2001-06
Academic Affairs	35	32	41	36	46	190	\$30,246,463
Continuing Education	27	30	38	27	31	153	\$28,812,172
Information Technology	1	1	1	1	1	5	\$322,426
President's Office	3	1	1	1	4	10	\$464,750
EM&SD	1	3	3	3	3	13	\$2,018,739
Total Awards	67	67	84	68	85	371	\$61,864,550

Note: Grant awards charts in "Profiles" of previous years include grants to the LaGuardia High Schools. In 2006, the high school grants were reported under separate entities. All previous years have been restated without the high school awards.

Source: Grants Development Office

Institutional Resources Space

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



Source: Campus Facilities Office/Division of Administration

Total square footage in 2007 is 1,750,371 (see p. 63, Table 1).

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

Institutional Resources Space

College Buildings

Table 1.

Building Name	Original			2007	
	Construction Year	Alteration Year	Year Occupied	Net Sq. Footage	Gross Sq. Footage
Main Building (M)	1920	1971-1974	1971	161,508	282,285
Annex Building (E)	1930	1989-1992	1991	219,955	379,364
Marie LaGuardia Building (L)	1936	1989	1989	39,217	59,911
Center III Building: College-occupied portion (C)	1913	1991-1992	1992	623,721	882,929
Subtotal of All College-Occupied Educational Space				1,044,401	1,604,489
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
Subtotal of All College-Occupied Non-Educational Space				139,618	145,882
Grand Total of All Educational and Non-Educational Space in Square Feet				1,184,019	1,750,371

Net Square Footage by College Building and Function - 2007

Table 2.

Function	M Building	E Building	L Building	C Building	All Buildings
Instruction * (See Table 3 below)	52,742	120,691	16,348	128,523	318,304
Administration Offices	22,399	25,654	0	80,488	128,541
Assembly	5,728	19,422	0	0	25,150
Campus Services	12,244	1,524	995	63,759	78,522
Computing and Telecom	6,778	0	0	412	7,190
Instructional Resources	1,614	0	0	0	1,614
Library	0	34,643	67	0	34,710
Physical Education	19,209	10,903	0	0	30,112
Student/Faculty Services	23,527	7,118	1,555	20,337	52,537
Other	17,267	0	20,252	330,202	367,721
Grand Totals in Square Feet	161,508	219,955	39,217	623,721	1,044,401

* Net Square Footage (see Table 3).

** The total NSF 1,044,105 includes the educational facilities only. It excludes all non-educational facilities as defined above in Table 1.

Instructional Space - 2007

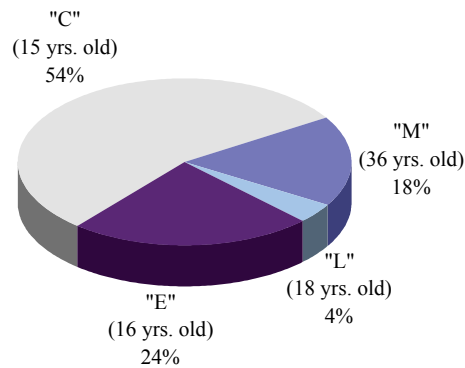
Table 3.

Function	M Building	E Building	L Building	C Building	All Buildings
Classrooms and Lecture Halls	22,490	20,527	4,827	55,538	103,382
Class Laboratories	9,576	59,194	8,100	35,933	112,803
Research and Support	0	0	0	1,762	1,762
Academic Offices	20,676	40,970	3,421	35,290	100,357
Totals in Square Feet	52,742	120,691	16,348	128,523	318,304

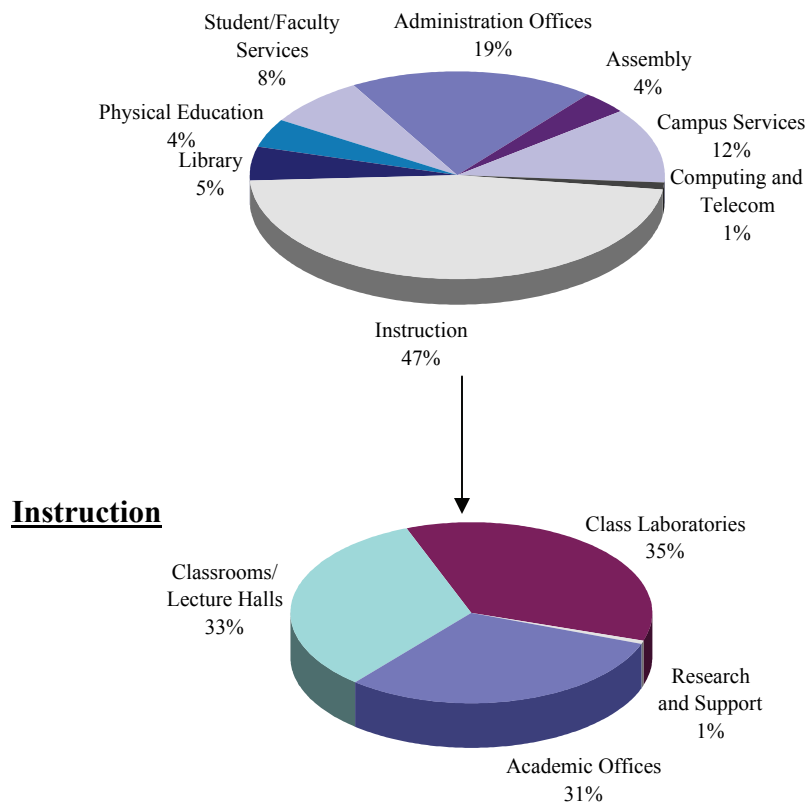
Source: Campus Facilities Office/Division of Administration

Institutional Resources Space

College Building by Age or Primary Renovation and Percentage of the Total Gross Space (Table 1)
2007*



Percentage College Buildings by Primary Function Based on Net Square Footage (Table 2)
2007

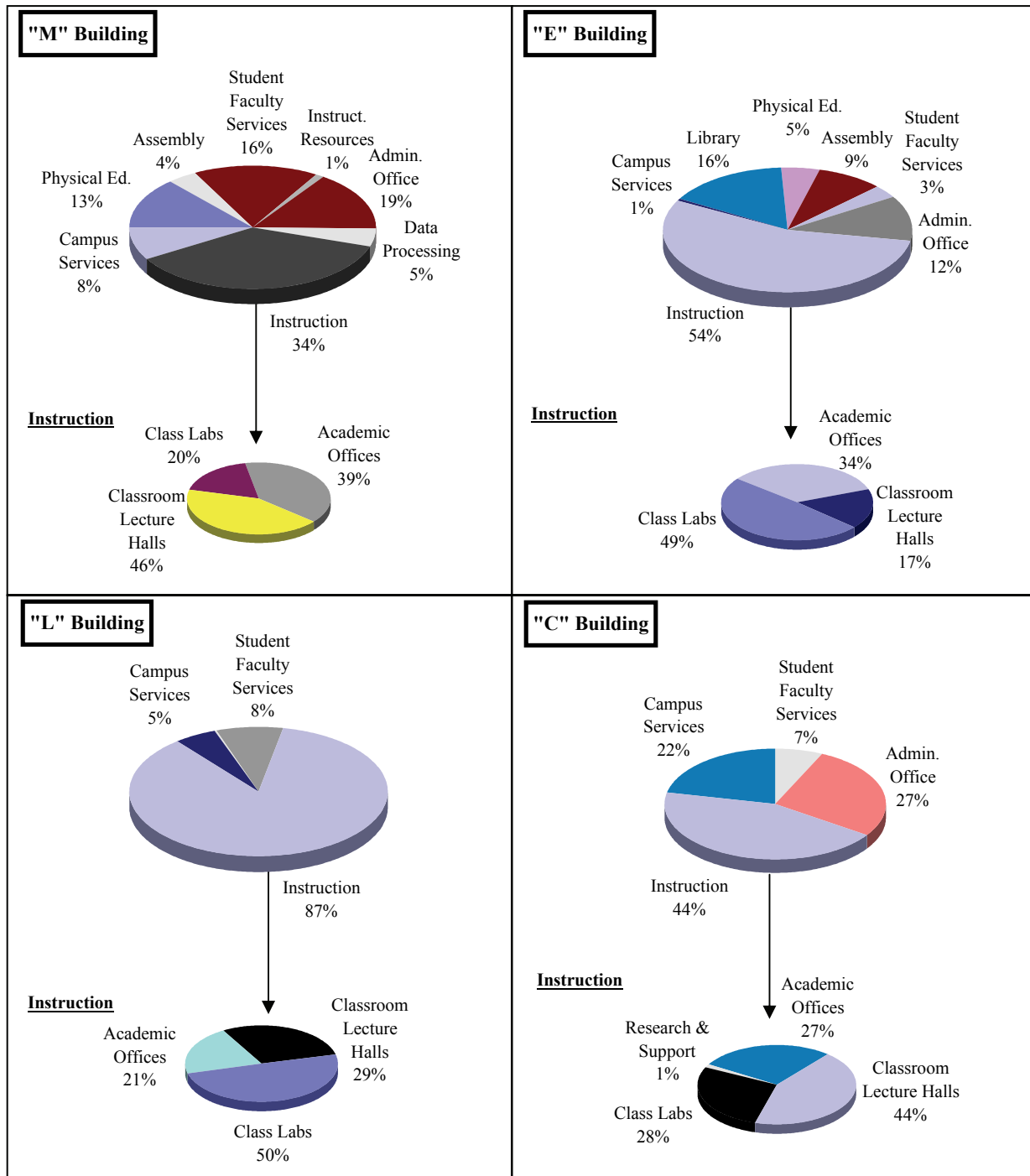


* "Other" category not included in chart. Those spaces are either leased to others or unassigned.

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	April Tucker
Labor and Legal Designee	Jemma Robain-LaCaille
Special Assistant for Organizational Development.....	Rosemary Talmadge
Executive Director for Government Relations	Jose Orengo

Division of Academic Affairs

Vice President for Academic Affairs	Peter Katopes
Dean for Academic Affairs	Paul Arcario
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
Executive Director for Academic Support Services and Special Programs.....	Deirdre Aherne
Director, COPE Program (Acting).....	Ada Bedor
Director, First Year Program.....	Vincent Bruno
Director, Second Year and Retention Programs	Steve Daus
Director, LaGuardia and Wagner Archives.....	Richard K. Lieberman
Director, School/College Collaborations	Laksmi Nor

Division of Adult and Continuing Education

Vice President for Adult and Continuing Education	Jane Schulman
Dean	Sandra Watson
Associate Dean.....	Jane MacKillop
Assistant Dean, Economic Development.....	Seth Bornstein
Director, Program for Deaf Adults.....	Tony Allicino
Director, Pre-Hospital Care Program	Christine Alvarez
Director, English Language Center.....	Victoria Badalamanti
Director, Employment and Career Services Center	Claudia Baldonado
Director, CUNY Language Immersion and College Preparatory Programs	Marian Blaber
Director, Career and Professional Programs.....	Allen Cohen
Director, Adult Learning Center	Mae Dick
Director, Center for Community Education.....	Samuel Farrell
Director, College for Children	Alexis Frazier
Director, Program Operations	Vacant
Director, Career Development Center.....	Judith Gazzola
Director, Center for Immigrant Education and Training.....	Suma Kurien
Director, The Workforce Education Center.....	Janice Kydd
Director, ACE Information Technology	John Lagamjis
Director, Office of Business and Community Development	Vacant
Director, Center for Corporate Education.....	Timothy Rucinski
Director, Career Ladders in Allied Health	Michele Stewart
Director, NYC Sales and Service Training Partnership	Michelle Valdez
Director, Taxi Program	Andrew Vollo
Director, New York Designs, Business Incubator	Vacant

**LAGUARDIA COMMUNITY COLLEGE
ADMINISTRATIVE OFFICES**

Division of Enrollment Management and Student Development

Vice President for Enrollment Management and Student Development.....	Peter G. Jordan
Associate Dean and Interim Registrar.....	Henry S. Flax
Senior Administrator, Student Development.....	Renee Butler
Senior Director, Enrollment Student Financial Services.....	Gail Baksh-Jarrett
Associate Director, Early Childhood Learning Center (ECLC).....	Heather Brown
Director, Student Information Center.....	Loretta Capuano-Vella
Staff Nurse, Health Services Center.....	Elizabeth Carde
Director, Student Life and Recreation.....	Brian Goldstein
Director, Office for Student with Disabilities.....	Matthew Joffe
Student Affairs Liaison & Chief Adjudicator.....	Luis Merchant
Ombuds Officer, Executive Assistant to Vice President of EM & SD.....	Harriet Mesulam
Director, International Student Services.....	Pressian Nicolov
Director, Student Advisement.....	Robert Park
Senior Director, Admission Services.....	Reine Sarmiento

Division of Administration

Vice President for Administration.....	Richard R. Elliott
Executive Director, Human Resources.....	Raymond J. Carozza
Executive Director, Finance and Business.....	Thomas Hladek
Executive Director, 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, Public Safety.....	Edward R. Sisco
Acting Campus Facilities Officer.....	Richard Ng
Environmental Health and Safety Coordinator.....	Peter Jayasekara

Division of External and Community Affairs

Vice President for External and Community Affairs.....	Cindy Freidmutter
Director, Marketing and Communications.....	Susan Lyddon
Director, Grants Development.....	Robert M. Kahn
Director, Development.....	Vacant
Managing Director, LaGuardia Performing Arts Center.....	Steven Hitt

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 and Assessment.....	Vacant
Director, Instructional Services / Media Distribution Services.....	Theresia Litvay-Sardou
Director, Network Administration.....	Ted Dec

ACADEMIC PROGRAM OFFERINGS

HEGIS Code	ASSOCIATE IN APPLIED SCIENCES	Degree	Curric. Code	Department
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
ASSOCIATE IN ARTS				
5503.00	Education Associate	A.A.	98	Humanities
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	Liberal Arts
ASSOCIATE IN SCIENCE				
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
CERTIFICATE PROGRAMS				
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 Colleges and Universities/Minority Institutions
Consortium for National and International Programs
Hispanic 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 Academic Advising Association
National Association of College and University Business Officers
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 2002-03 increase in instruction from \$40.3 million to \$50.9 million 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 2. The FY 2002-03 increase in scholarships and fellowships from \$4.3 million to \$10.0 million 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 3. The FY 2002-03 increase in tuition and fees from \$13.0 million to \$20.5 million 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 4. The FY 2004-05 increase in Auxiliary Enterprises revenue from \$843,000 to \$2,101,000 is primarily due to a reclassification of revenues, which, in prior year, were recorded as deposits held in custody. For purposes of comparison, the FY 2004-05 figure would have been \$832,000, if the revenue had been coded as deposits held in custody.
- Note 5. The FY2005-06 decrease in federal grants from \$17.1 million to \$15.7 million is primarily due to the reduction of pell grants and research foundation grants by approximately \$534,000 and \$830,000, respectively.
- Note 6. The FY2005-06 increase in private and local grants from 11.2 million to \$12.3 million is primarily due to an increase in grants at the research foundation of approximately \$1.7 million and a decrease of approximately \$563,000 for grants in the Education Fund that ended during FY2005-06.
- Note 7. The FY2005-06 decrease in Auxiliary Enterprises revenue from \$2.1 million to \$1.5 million is primarily due to a reclassification of deposits held in custody, which were recorded as revenues in the prior year.
- Note 8. The FY2005-06 decrease in other sources revenue from \$3.0 million to \$2.3 million is primarily due to the reclassification of student activity fees from other sources to tuition and fees in FY2005-06.
- Note 9. The FY2005-06 decrease in scholarships and fellowships expenses from \$8.8 million to \$7.1 million is primarily due decreases in Pell and TAP scholarships of approximately \$534,000 and \$676,000, respectively, which is offset by an increase in discounts and allowances of approximately \$618,000.

Source: Division of Administration

Glossary

Term	Definition
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, including nursing, physical therapy, occupational therapy and related areas.
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.
Equated Credits	Course credits used in determining the course load and full-time equivalent status of students. Internships and cooperative education experiences are given equated credits, for example, to indicate that the intensity of student participation in these courses is higher than their nominal credit level.
ESL Student	Student enrolled in English-as-a-Second Language courses.

Glossary

Term	Definition
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.)
Financial Aid Gap	Financial Gap is the difference between any student's defined financial need and that student's financial aid award package. Financial need is calculated by subtracting a federally determined amount (which increases with income) of a student's (if independent) or of a student's and his or her family's (if dependent) financial resources from the total cost of attendance. Financial aid packages include federal, state, college and donor grants and scholarships, college work awards and subsidized loans. Students must fund any financial gap with outside employment, unsubsidized loans and other draws on family financial resources above the federally determined formula amount.
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.

Glossary

Term	Definition
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.
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.