A Cost/Benefit Analysis of LaGuardia Community College's 12- 6 Calendar

Prepared by Jeffrey Weintraub
Office of Institutional Research and Assessment
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Introduction

This analysis will attempt to quantify the value of LaGuardia's current 12-6 for both students and the College in general. For students, issues such as enrollment, academic progress, ability to attain full-time status, degree attainment and the cost of college both in dollars and use of financial aid will be explored. The concept of time, both in flexibility of schedule and total time needed to complete a degree will also be examined.

For the College, the ability to generate revenue, both from tuition and state aid, the efficient use of space and the utilization of its faculty and staff resources in an efficient manner will be explored.

Calendar Models

LaGuardia's 12-6 calendar consists of two eighteen-week semesters, each divided into two sessions, a 12-week Session 1 and a 6-week Session 2. For tuition and financial aid purposes Sessions 1 and 2 are linked together. Students can reach full-time status, 12 equated credits, by taking twelve or more credits only in Session 1 or by combining the credits in Sessions 1 and Session 2. Students can register for either Session from the first day of registration, usually four months before the term (Session 1) begins, until the beginning of Session 2. This gives students great flexibility in creating or changing their schedule.

Two other community colleges in the CUNY system, Kingsborough and Guttman, are also currently running the 12-6 model. Bronx, BMCC, Hostos and Queensboro have different models that are similar in structure to the 12-6 model to varying degrees. Each of the other four community colleges has 15-week semesters in both the Fall and Spring and they have 'linked' Winter and Summer sessions which allows students to use the two linked sessions to attain full-time status for financial aid purposes. Winter sessions at these schools consist of one, three-week session running from early to late January. Summer sessions vary in length from three to seven weeks with some overlapping.

While both the 12-6 model and the 'other' models have four distinct study periods, the 12-6 model is more consistent and easily understood. The 12-6 model melds easier with financial aid requirements with regards to full-time status and does give students a great deal of flexibility when creating their course schedules.

Enrollment

The key difference between the models is the consistent 6-week Session 2, especially Fall Session 2 (Winter) which is not available in schools utilizing other models. At Hostos, BCC, BMCC and Queensboro the Winter term is a 3-week mini cycle. At LaGuardia, Session 2 enrollment as a percentage of students that are enrolled in Session 1 is higher in Fall-Winter semesters than in the Spring-Summer semesters. Acknowledging that enrollment at all Community College has dropped since the start of the pandemic, Table 1 shows that the percentage of Session 1 students enrolling in Session 2 has been falling slightly since the 2019-2020 academic year as have been the number of equated credits attempted. Chart 2 indicates that the number of Session 2 sections being offered has also fallen, both in overall number and

as related to the number of section 1 sections. The drop in course sections being offered may play a role in the drop of Session 2 enrollment. A small number of students, usually under 300, enroll in Session 2 but were not enrolled in the previous Session 1.
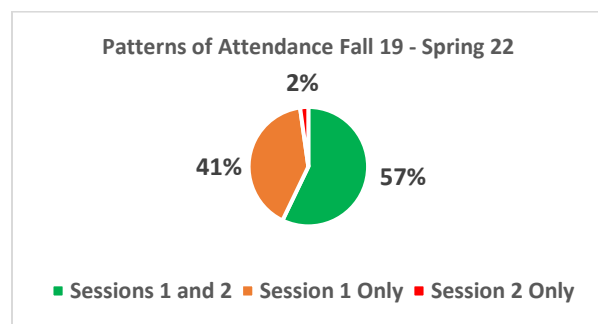
1. **Session 2 Enrollment Fall 19 - Spring 22 Degree Seeking Students**

Term	Att. Ses 1	Avg. Eqs Ses 1	Reg. For Ses 2	% Reg.	Att. Ses 2	% Attended	Did Not Attend Ses 1 but Enrolled In Ses 2	Total Ses 2 HC	Avg Eqs Ses 2
Fall 19	14076	9.87	9057	64.3%	8621	61.2%	241	8862	4.64
Spring 20	12540	9.77	8050	64.2%	7492	59.7%	327	7819	4.68
Fall 20	12854	9.91	8103	63.0%	7696	59.9%	272	7968	4.51
Spring 21	10868	9.68	6397	58.9%	6027	55.5%	221	6248	4.61
Fall 21	11102	9.38	6921	62.3%	6450	58.1%	261	6711	4.50
Spring 22	8706	9.31	5021	57.7%	4701	54.0%	272	4973	4.51

*Attended Session 2 are all students that registered and did not received a Grade of 'WN' or 'WD'

2. **Session 1 and Session 2 Sections Offered**

Term	Session 1 Sections	Session 2 Sections	Session 2 Ration of Session 1
Fall 19	1932	668	34.6%
Spring 20	1804	577	32.0%
Fall 20	1861	616	33.1%
Spring 21	1711	531	31.0%
Fall 21	1646	532	32.3%
Spring 22	1397	439	31.4%

Patterns of Attendance Fall 19 - Spring 22

2%
41%
57%

■ Sessions 1 and 2 ■ Session 1 Only ■ Session 2 Only

In order to qualify for financial aid as full-time student, students need to be registered for 12 or more equated credits in a given semester. At LaGuardia, this can be accomplished by combining credits from Session 1 and Session 2. As long as a student is registered for 12 or more credits by the start of the Session 1 they are considered full-time regardless of how those credits are distributed. Table 3 examines Session 2 utilization by the student's status in Session 1. Students that achieved full-time status in session 1 (those students that registered for 12 or more equated in session 1), enroll in session 2 at a higher rate that those whose status in session 1 by itself is part-time. In the Fall of 2019 over 70%

of students that were full-time in Session 1 enrolled in Session 2. That number has dropped to 67% in Fall 21. Students that are taking less than twelve credits in Session 1 enroll in Session 2 at a lower rate, but the majority, over 60%, utilize Session 2 to achieve full-time status.

Table 4 shows that on average 35% to over 40% of the students that become full-time students in a given term used Session 2 to achieve full-time status. Given, the high percentage of LaGuardia students who work while attending school, this means that students with work responsibilities can attend LaGuardia as full-time students and never have to take 12 credits in any given cycle.

3.   **How Students Utilize Session 2**

| | Session 1 Full-Time | | | Session 1 Part-Time | | | | | | |
| | | | | | | | Used Ses 2 To Reach Full-Time | | Att, Ses 2 But Stayed Part-time | |
Term	N	Attend Ses 2	% Attending	N	Attend Ses 2	% Attending	N	%	N	%
Fall 19	5826	4090	70.2%	8513	4772	56.1%	3355	70.3%	1417	29.7%
Spring 20	5193	3469	66.8%	7700	4350	56.5%	2856	65.7%	1494	34.3%
Fall 20	5278	3585	67.9%	7899	4383	55.5%	2981	68.0%	1402	32.0%
Spring 21	4281	2729	63.7%	6976	3519	50.4%	2308	65.6%	1211	34.4%
Fall 21	3820	2566	67.2%	7550	4145	54.9%	2671	64.4%	1474	35.6%
Spring 22	3076	1883	61.2%	5978	3090	51.7%	1974	63.9%	1116	36.1%

4.   **How Students Reach Full-time Status**

| | Full-time in Session 1 | | Used Session 2 To Reach Full-Time | |
Term	N	%	N	%
Fall 19	5826	63.5%	3355	36.5%
Spring 20	5193	64.5%	2856	35.5%
Fall 20	5278	63.9%	2981	36.1%
Spring 21	4281	65.0%	2308	35.0%
Fall 21	3820	58.9%	2671	41.1%
Spring 22	3076	60.9%	1974	39.1%

Course Outcomes

This section will analyze courses that are offered in both Session 1 and 2. Taking a course in six-week mode is different from that of a 12-week mode as content moves a lot faster. While Session 2 allows students greater flexibility in scheduling, if the course outcomes suffer it becomes problematic.

Table 5 uses course level data for courses that were offered _in both Session 1 and Session 2 _for that term, and shows the outcomes of the Session 1 and Session 2 courses. Session 2 has a significantly higher 'early' withdrawal rate than Session 1. These are students that register but drop during the first week or never attend the course. However, the percent of students withdrawing during the term in Session 2 ('W' grade) is notably lower than Session 1.   The two far right columns sum both types of withdrawals and show that overall, there is some difference between Session1 and Session 2, but that it

varies by term. In every Session 2 term, students passed Session 2 courses at a higher rate than Session 1 and received higher grades.

5. **Session 1 and Session 2 Course Enrollment Outcomes Fall 2019 - Spring 2022**

	WN or WD Grade(Withdrew Before Term Started or Never Attended		Withdrew During Term		Passed		Failed		GPA		Overall Withdrawal/ Drop Rate	
Term	Ses 1	Ses 2	Ses 1	Ses 2	Ses 1	Ses 2	Ses 1	Ses 2	Ses 1	Ses 2	Ses 1	Ses 2
Fall 19	1.8%	5.3%	8.4%	5.6%	72.2%	81.5%	19.4%	12.9%	2.45	2.77	10.2%	10.9%
Spring 20	2.7%	7.8%	7.9%	5.1%	71.6%	80.0%	20.4%	14.9%	2.72	2.91	10.6%	12.9%
Fall 20	3.7%	5.7%	8.9%	4.4%	70.8%	80.1%	20.3%	15.5%	2.68	2.84	12.7%	10.0%
Spring 21	3.4%	6.4%	8.9%	6.2%	72.7%	79.0%	18.4%	14.8%	2.59	2.78	12.2%	12.6%
Fall 21	4.0%	7.5%	10.5%	5.4%	66.0%	78.8%	22.4%	15.8%	2.35	2.67	14.5%	12.9%
Spring 22	2.2%	7.3%	10.6%	6.7%	71.8%	77.5%	17.5%	15.7%	2.54	2.69	12.7%	14.0%

Two hundred and ninety one different courses were offered in Session 2 between Fall 2019 and Spring 2022. Table 6 shows the thirteen most popular courses, those with a total enrollment of over 900 students. While these thirteen courses comprised 4.5% of the individual courses offered, they represent about one third of all enrollment. Overall, 13% of all students enrolled in Session 2 were repeating a course they had failed or withdrawn from. For the top thirteen courses this number was slightly higher 17%. Students use session to both to move forward academically and quickly repeat a failed or withdrawn course. Of particular note, is that the courses with the highest rates of repeaters, all over 30% of enrollment, are English 101, Math 115 and Math 120. These are all required courses usually taken in a students' first semester. The ability to take these courses over quickly eliminates learning loss that might occur if the students had to wait 2-3 months to take the course again. The pass rate for repeaters in these three courses is over 50%.

Of the 291 different courses offered in Session 2, forty (14%) are for more than three credits. The six-week session 2 allows for a wider variety of course offerings than the three-week session Winter Session available at other CUNY Community Colleges. Summer sessions in other models tend to vary in length.

6. **Most Popular Session 2 Courses Fall 19 - Spring 22**

Dept	Course	Course Name	Credits	EQS	Total Session 2 Sections	Students	Repeat The Course	% Repeating	Pass Rate Repeat	Pass Rate First Time	Course GPA Repeat	Course GPA 1st Time
ENG	102	Writing Thru Lit	3.0	3.0	183	3334	612	18.4%	55.2%	81.7%	2.00	3.01
HUC	106	Public Speaking	3.0	3.0	145	2691	330	12.3%	67.3%	82.3%	2.37	3.05
SSY	101	General Psychology	3.0	3.0	73	1900	220	11.6%	76.8%	83.2%	2.59	2.91
MAT	115	College Algeb & Trig	3.0	3.0	76	1556	548	35.2%	62.0%	72.3%	1.85	2.49
ENG	101	Composition I	3.0	3.0	75	1460	495	33.9%	51.5%	78.3%	1.71	2.82
MAT	200	Precalculus	4.0	4.0	77	1331	169	12.7%	68.6%	81.6%	2.17	2.76
MAT	120	Elementary Statistics I	3.0	3.0	69	1263	391	31.0%	57.0%	73.9%	1.63	2.57
SSY	240	Developmental Psychology I	3.0	3.0	41	1275	97	7.6%	73.2%	89.5%	2.39	3.23
SCB	204	Human Anatomy & Physiology 2	4.0	4.0	76	1256	102	8.1%	83.3%	83.2%	2.26	2.65
SSN	187	Urban Sociology	3.0	3.0	60	1068	116	10.9%	58.6%	79.2%	1.94	2.89
SSS	100	Intro To Sociology	3.0	3.0	46	999	131	13.1%	71.8%	77.3%	2.28	2.67
HUP	102	Critical Thinking	3.0	3.0	56	960	122	12.7%	67.2%	77.7%	2.51	2.92
SCB	101	Topics in Biological Sciences	3.0	3.0	47	921	86	9.3%	68.6%	83.5%	1.92	2.49

LaGuardia's twelve-six model allows for most courses to be offered in a six week (Session 2) mode. At all other CUNY Community Colleges except Kingsborough and Guttman, the Winter session, what we call *Fall Session 2, is only three weeks long.* Having a six week Fall Session 2 allows LaGuardia to offer Science courses which are more than three credits as they require laboratory hours. These courses tend to be in high demand and due to the lab requirements and cannot be added to the existing Fall Session 1 offerings because of the limited number of labs. Table 7 shows a summary of enrollment and pass rates for both first-time takers and repeaters for eight Science courses that fall into this category. For these courses, over 25% of student enrollment is derived from Session 2. Pass rates for first time takers differ between Session 1 and Session 2 with some courses showing higher rates in Session 1 and others in Session2. Students repeating the course show higher pass rates in Session 2 in seven of the eight courses examined. Without have a six-week Session 2 in the Winter it is hard to imagine how the College could offer the number of Science courses it currently does.

7. **Fall 19 20 21 Sessions 1 & 2 Pass Rates For First Time and Repeaters In Selected Science Courses**

Course Name	Course	EQS	Session 1					Session 2				
			Total Enr	% First Time	First Time Pass Rate	% Repeat	Repeat Pass Rate	Total Enr	% First Time	First Time Pass Rate	% Repeat	Repeat Pass Rate
General Biology I	SCB201	4.0	834	85.5%	61.6%	14.5%	47.1%	213	83.1%	57.3%	16.9%	52.8%
General Biology II	SCB202	4.0	305	83.0%	79.1%	17.0%	65.4%	178	94.9%	82.6%	5.1%	77.8%
Anatomy & Physiology 1	SCB203	4.0	2531	77.1%	48.9%	22.9%	53.7%	438	65.5%	35.4%	34.5%	64.2%
Anatomy & Physiology 2	SCB204	4.0	756	78.7%	74.3%	21.3%	67.7%	596	90.8%	73.2%	9.2%	80.0%
General Microbiology	SCB260	4.0	432	91.7%	85.4%	8.3%	77.8%	192	92.2%	79.7%	7.8%	93.3%
Foundations of Chem	SCC110	4.0	1139	90.8%	65.3%	9.2%	51.4%	376	87.8%	62.0%	12.2%	50.0%
General Chemistry I	SCC201	4.0	781	79.8%	61.3%	20.2%	42.4%	230	79.6%	53.5%	20.4%	59.6%
General Chemistry II	SCC202	4.0	363	83.5%	80.5%	16.5%	56.7%	182	90.7%	76.9%	9.3%	76.5%
			7141					2405				

Co-Requisite Courses

As the University phases out stand-alone remedial courses, co-requisite courses, those combining remedial and entry level courses will be the only path for students needing remedial coursework. LaGuardia offers three highly popular co-requisite courses ENA101, MAT117 and MAT119. Only ENA 101 is offered during Session 2. If the Math co-requisite courses continue to be Session 1 only courses, this could lead to logjam of students needing to take these courses and if they have failed it previously, having a three month wait to re-enroll. Not having any remedial Math available is Session 2 would be clearly detrimental to student progress. Table 8 shows the outcomes for the ENA 101, the English co-requisite course. Session 1 and Session 2 have very similar pass rates. While 12.7% of the students enrolled in this class in Session 1 are repeating the course, 29.2% in Session 2 are repeaters. While the course content is clearly different table Y shows that a co-requisite course can be successfully offered in Session 2.

8.   **Passing Rates for First-time and Repeaters Taking ENA 101**

Session 1											
Dept	Course	Credits	EQ's	Total Enr.	First-time Taking Course	% First-time	First Time Passed	First Time Pass Rate	Repeating the Course	Repeating and Passed	Repeating Pass Rate
ENA	101	3.0	7.0	2121	1852	87.3%	1104	59.6%	269	87	32.3%
Session 2											
Dept	Course	Credits	EQ's	Total Enr.	First-time Taking Course	% First-time	First Time Passed	First Time Pass Rate	Repeating the Course	Repeating and Passed	Repeating Pass Rate
ENA	101	3.0	7.0	144	102	70.8%	61	59.8%	42	13	31.0%

Pass rate is the number of students passing divided by enrolled students(including those with any 'W' grade.

Source: CUNY Academic_Term_Enroll Table CF30020

Degree Maps

Degree Maps are designed to show students what courses they need to take each semester, in order to graduate in 2 years. Acknowledging that many students enter with remedial needs, which slows their progress in relation towards degree in their course of study, many Degree Maps advise students to take a four credit course in Session 2 of their first term of study. Math 200 is recommended for Computer Science, all Engineering options, Liberal Arts Applied Math, both Physical Science options, and Programming and Software. SCB 202, General Biology, is recommended for Biology and Bio Tech majors. Because student rarely follow the exact path the College sets out, and many begin in the Spring, which is reverse the Fall/Spring scenario, it is impossible to list all of the possible Session 2 course recommendations that would be problematic to offer in a three-week Winter term instead of our current six week Winter. Needless to say, LaGuardia relies heavily on its Fall 2 (Winter) cycle to provide the courses needed for students to make academic progress. The following list indicates various programs and Session 2 requirements.

Health Science

Health Sciences rely heavily on Session 2 to spread out the students' course load. While some programs have 4-6 hour Science courses recommended for Session 2, other programs recommend two to three courses in Session 2. Some of the data listed below is in hours and others in credits because the Freshmen Seminar for Health Science students is zero credit 2 hour courses and a measure of hours is need to indicate the amount of classroom time.

Physical Therapy: 7 credits in Session 2 of Semester 3 and 6 credits Session 2 of Semester 4.

Nursing: 6 hours Session 2 of Semester 1, 6 credits Session 2 of Semester 2 and 6 hours in Session 2 of Semester 4

Veterinary Technology: 7 hours in Session of Semester 1, 6 credits in Session 2 of Semester 2 and 8 hours in Session 2 of Semester 3

Occupational Therapy: 5 hours in Session 2 of semester 3

Regardless of when a student enters, Fall or Spring, it appears that Health Science students will be asked to take a significant course load in Session 2 most likely more than once. The heavy reliance of two six-week Session 2's appears to be a necessity if moving students through their program.

If the 6-week Winter semester were not available or changed to a 3-week session all of the Colleges' Degree Map would need to be revised.

ESL Students

ESL students face the problem of needing to take the ESL sequence of up to three courses most of which are 7-9 hours as quickly as possible. Although many are now enrolling in CLIP, there are still ESL students at the College and students that complete CLIP still may place into the ESL sequence. Chart B shows that for those ESL students that did not complete the sequence in Fall 1 60% - 67% have attended Fall 2. Like with other programs we've discussed, these ESL courses most likely would not be able to fit into a three-week Winter session delaying these students' progress and possibly leading to learning loss because of the long time off between the end of Fall 1 and the beginning of Spring 1

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B   **ESL Students**

	Fall 2019			Fall 2020			Fall 2021		
	Attended Session 1	Attended Session 1 and Session 2	%	Attended Session 1	Attended Session 1 and Session 2	%	Attended Session 1	Attended Session 1 and Session 2	%
ESL Students That Did Not Complete The Sequence In Session 1	395	238	60.3%	189	122	64.6%	197	132	67.0%

Veterans

Veterans benefits qualification requirements differ from traditional financial aid qualifications and LaGuardia's 12-6 calendar is much friendlier that other CUNY College calendars that have a three-week Winter and an independent Summer. To attend year round at other CUNY schools, veterans would have to use three of their allotted terms of study as opposed to having to use only two at LaGuardia. Veterans receive a living allowance if they are attending full-time and because LaGuardia's Spring semester runs through August, veterans qualify for the living allowance through August if even they don't attend Spring 2, as long as they are full-time in Spring 1. At other schools, veterans would have to enroll in the Summer to continue to receive their living allowance. LaGuardia has 200 veterans' students in each of the past three academic years.

Enrollment - Comparison to Other Community Colleges

Table X shows enrollment by 'cycle.' At other CUNY Community College's there are four distinct semesters, while at LaGuardia we have two semesters which each have two cycles. At the other schools the Academic Year begins in the Summer which is why in Table X each year begins with the Summer semester. Table X shows Headcount and Total FTE's for each cycle as well as the average number of equated credits taken by each degree seeking student that cycle. While LaGuardia students taken less average equated credits in Fall and Spring, our Session 1, they surpass their counterparts at the other CUNY schools when adding in Session 2. Each cycle presented represents a unique unduplicated headcount. Breakdowns by cycle are not available for Kingsborough and Guttman as the University reports only by semester and their Sessions 1 and 2 are combined. Course level data for those schools, which is not available, would be required to complete the analysis.

X. Enrollment, FTE's and Average Equated Credits Per Cycle (Degree Seeking Students)

	Summer 19			Fall 19			Winter 20			Spring 20		
	HC	FTE	Avg Eqs	HC	FTE	Avg Eqs	HC	FTE	Avg Eqs	HC	FTE	Avg Eqs
BMCC	8108	1238	2.3	23962	19161	12.0	2400	221	1.4	21041	16476	11.7
Bronx CC	3128	372	1.8	8907	6784	11.4	976	92	1.4	8181	6134	11.2
Hostos	2057	226	1.6	6292	4422	10.5	592	51	1.3	5864	4095	10.5
LaGuardia	7652	2343	4.6	14570	9270	9.5	8922	2761	4.6	12823	8169	9.6
QCC	3485	460	2.0	12453	9366	11.3	3926	161	0.6	10842	8039	11.1

	Summer 20			Fall 20			Winter 21			Spring 21		
	HC	FTE	Avg Eqs	HC	FTE	Avg Eqs	HC	FTE	Avg Eqs	HC	FTE	Avg Eqs
BMCC	8389	1390	2.5	21446	16705	11.7	1974	182	1.4	18735	14337	11.5
Bronx CC	3123	447	2.1	7743	5816	11.3	715	74	1.6	6437	4899	11.4
Hostos	1985	278	2.1	5593	3904	10.5	527	58	1.7	4817	3319	10.3
LaGuardia	7866	2444	4.7	13164	8489	9.7	8065	2412	4.5	11184	7013	9.4
QCC	3926	548	2.1	11222	8279	11.1	1421	139	1.5	9841	7111	10.8

	Summer 21			Fall 21		
	HC	FTE	Avg Eqs	HC	FTE	Avg Eqs
BMCC	6334	1063	2.5	18255	13819	11.4
Bronx CC	2114	305	2.2	6602	4852	11.0
Hostos	1510	232	2.3	4930	3260	9.9
LaGuardia	6519	1958	4.5	11498	7046	9.2
QCC	3577	498	2.1	9733	6883	10.6

Source: CUNY Student Data Book, CUNY FormA Census for LaGuardia Community College

Outcomes - Comparison to Other Community Colleges

LaGuardia's calendar, while effective in offering students a variety of ways to accelerate their studies, needs to be compared to other Community Colleges with respect to academic achievement. In order to gain perspective as to where LaGuardia's students stand when first enrolling, Table 7 shows the percent of incoming freshmen with remedial needs. For the three Fall Semesters studied (Fall 19, Fall 20 and Fall 21) LaGuardia's incoming class had slightly higher remedial needs than CUNY's Community College average. This translates into LaGuardia students needing more non-credit remedial courses or multi-hour co-requisite courses. In either event, it would be expected that LaGuardia's first-time freshmen will most likely take fewer credit courses in their year. Table 8 however, shows that LaGuardia students outperformed the CUNY average of students earning 30 or more credits in their first year. Kingsboro CC which has a similar entering profile as LaGuardia and the same calendar also outperformed the CUNY average for Community Colleges.

7. Percentage of First-time Freshmen With Initial Remedial Needs			
	Fall19	Fall 20	Fall 21
BMCC	51.2%	34.9%	38.8%
Bronx	59.1%	50.3%	58.0%
Guttman	58.1%	46.3%	40.7%
Hostos	66.7%	52.8%	56.9%
Kingsborough	54.4%	44.2%	44.7%
LaGuardia	55.9%	45.2%	46.2%
Queensboro	45.2%	34.9%	38.5%
CC Average	**53.3%**	**40.6%**	**44.1%**
LaGuardia Compared to CC Average	**2.6%**	**4.6%**	**2.1%**

Source: CUNY PMP 2021-22 pg. 71

8. Percentage of First-time Full-time Freshmen Who Earn 30 Credits or More In Their First Year			
	Fall19	Fall 20	
BMCC	14.7%	17.2%	
Bronx	7.4%	6.6%	
Guttman	34.4%	20.5%	
Hostos	11.6%	14.0%	
Kingsborough	18.5%	18.0%	
LaGuardia	17.3%	16.6%	
Queensboro	16.8%	17.2%	
CC Average	**15.6%**	**16.1%**	
LaGuardia Compared to CC Average	**1.7%**	**0.5%**	

Source: CUNY PMP 2021-22 pg. 18

As noted earlier, in Table 7, a greater percentage of LaGuardia students, on average, need more remediation than students at other CUNY Community Colleges. Table 9 shows that despite starting off with slightly higher remedial needs than other Community Colleges, LaGuardia students pass both Gateway English and Math Gateway course, by the end of their first year, at higher rates than the Community College average.

9

9. **Percentage of First-time Full-time Freshmen Who**
Pass Math and English Gateway Courses In Their 1st Year

	Pass English		Pass Math	
	Fall19	Fall 20	Fall19	Fall 20
BMCC	64.6%	58.3%	46.6%	53.4%
Bronx	64.1%	51.7%	35.2%	33.4%
Guttman	78.7%	59.6%	60.5%	43.3%
Hostos	66.5%	53.9%	45.1%	52.6%
Kingsborough	60.1%	52.7%	32.0%	34.6%
LaGuardia	68.2%	61.2%	51.1%	52.3%
Queensboro	68.4%	61.0%	54.3%	60.1%
CC Average	**65.8%**	**57.7%**	**45.9%**	**49.6%**
LaGuardia Compared to CC Average	**2.4%**	**3.5%**	**5.2%**	**2.7%**

Source: CUNY PMP 2021-22 pg. 26,28

LaGuardia's two, three and four-year graduation rates exceed the University average for Community Colleges by 1.9% to 4.4%.

10. **Graduation Rates**

	2 Year Grad Rate Fall 19 Entrants	3 Year Grad Rate Fall 18 Entrants	4 Year Grad Rate Fall 17 Entrants
BMCC	12.3%	26.4%	30.7%
Bronx	8.4%	21.9%	24.5%
Guttman	20.9%	41.1%	43.5%
Hostos	9.0%	21.1%	27.4%
Kingsborough	14.4%	31.6%	39.5%
LaGuardia	16.3%	29.3%	37.2%
Queensboro	14.5%	28.6%	34.3%
CC Average	13.2%	27.4%	32.8%
LaGuardia Compared to CC Average	**3.1%**	**1.9%**	**4.4%**

Source: CUNY PMP 2021-22 pg. 45-47

Outcomes Summary

Many of the positive outcomes can be directly linked to the College's calendar, while for some there is clearly a tangential link.

- 35%-40% of all full-time students use Session 2 to achieve full-time status.
- Session 2 pass rate are higher than Session 1 in courses offered in both sessions.
- Pass rates for students repeating a course in Session 2 is over 50%.
- LaGuardia's two, three and four-year graduation rates exceed the Community College average.
- While LaGuardia students' have greater remedial needs, on average, than students at other Community Colleges they outperform their peers with respect to earning 30 credits in their first year, passing gateway English and passing gateway Math in their first year.
- LaGuardia uses Session 2 to provide over 25% of the total sections of in demand Science courses.
- Over 60% of ESL students utilized Session 2 in progressing through the ESL sequence.
- LaGuardia students that utilize Session 2 enroll for more equated credits than students at non 12-6 calendar schools.

Instructional Resources

The cost of running sections differs based on the number of students enrolled in each section. The marginal cost per student goes up significantly as the number of students enrolled in a section goes down. Table 11 shows that the average section enrollment in Session 2 is just slightly lower than Session 1 and in Spring 20, Session 2 average enrollment was actually higher than Session 1. There are virtually no additional costs associated with running sections in Session 2.

11.   Average Class Size By Term and Session

	Session 1		Session 2		
Term	Sections	Avg Class Enr.	Sections	Avg Class Enr.	Difference
Fall 19	1831	23.0	630	21.5	1.5
Spring 20	1748	22.3	545	23.0	-0.7
Fall 20	1792	22.6	594	20.6	2.0
Spring 21	1676	20.3	511	19.5	0.8
Fall 21	1596	21.2	514	20.7	0.5
Spring 22	1381	19.1	435	18.6	0.5

Student Costs

Full-time students that qualify as residents pay $2400 for 12 equated credits or more. The more equated credits a student the lower the cost per equated credit. Table 13 shows the cost per credit for full-time students at all credit levels between 12 and 24 and the number of Full-time degree seeking students enrolling for that number of credits. Full-time students are the only students that can take advantage adding credits at no additional cost. Part-time degree seeking students pay $210 per equated

credit and part-time non-degree students are charged $265 per equated credit. As noted earlier, LaGuardia students tend to take more credits than students at other Community Colleges because of the 12-6 calendar and therefore are able to lower the marginal cost of their credits. Table C shows a breakdown of enrollment by the three different tuition groups, with Full-time degree seeking students representing 56% of all students. The average cost per credit for a Full-time student is $160.76.

12		Enrollment Distribution and Average Equated Credit by Tuition Type									
		Non Degree			Part-Time Degree			Full-Time Degree			
Term		N	% of Students	Avg. Eqs	N	% of Students	Avg. Eqs	N	% of Students	Avg. Eqs
Fall 19	15435	1097	7.1%	7.9	5132	33.2%	7.0	9206	59.6%	15.7
Spring 20	14202	1311	9.2%	6.2	4835	34.0%	7.0	8056	56.7%	15.6
Fall 20	14269	1094	7.7%	7.3	4887	34.2%	7.1	8288	58.1%	15.6
Spring 21	12008	915	7.6%	6.8	4495	37.4%	7.1	6598	54.9%	15.5
Fall 21	12284	918	7.5%	7.4	4782	38.9%	7.1	6584	53.6%	15.4
Spring 22	9961	967	9.7%	6.1	3933	39.5%	6.8	5061	50.8%	15.2
Total	78159	6302	8.1%		28064	35.9%		43793	56.0%	

13.   Cost Per Equated Credit Full-Time Degree
Seeking Students

Equated Credits Attempted	Cost Per Credit	All Full-time Students Fa19 - Sp22	% of Full-time Students
12	$200.00	9374	21.1%
13	$184.62	4752	10.7%
14	$171.43	3178	7.2%
15	$160.00	9365	21.1%
16	$150.00	4046	9.1%
17	$141.18	2191	4.9%
18	$133.33	4991	11.3%
19	$126.32	2133	4.8%
20	$120.00	1122	2.5%
21	$114.29	1399	3.2%
22	$109.09	699	1.6%
23	$104.35	401	0.9%
24	$100.00	688	1.6%
Average Cost Per Equated Credit	$160.76		

Revenue

While the marginal cost of an equated drops for full-time students taking greater than 12 equated credits, the College's revenue also declines. Table 14 shows the anticipated revenue if the College had to add a 3 credit course with an enrollment of 21 students which is about average. However, when

students register, for the most past there are adding themselves to existing sections. Having higher enrollment is a benefit, even if the marginal revenue from students drops.

14.   Marginal Revenue of Added Course(s)

	Cost Per Equated Credit	City/ State Aid Per Equated Credit	Revenue Per Equated Credits	Revenue for a 3-Credit Course with 21 Students
Non Degree	$265.00	$13.32	$265.89	$16,750.94
Degree P/T	$201.00	$13.32	$201.89	$12,718.94
Degree 15-18 Credits	$141.50	$13.32	$142.39	$8,970.44
Degree 12 Credits	$200.00	$13.32	$200.89	$12,655.94

Advisement

Having an effective student advisement model has always been difficult with a 12-6 calendar. Many of the advisement models used in the past included faculty in an advisement or mentorship role. As shown in Table 15, LaGuardia has the lowest of Full-time faculty instruction among all Community Colleges, which becomes problematic when faculty are asked to play a major role in student advisement. Furthermore, as noted earlier, 54% to 61% of LaGuardia's degree seeking students attend Session 2, but less than half the Full-time faculty teach in Session 2. This may lead to a disconnect for students, especially new students, who may not understand the subtleties of the advisement process with regards to faculty availability for advisement and mentoring.

15. The Percentage of Annual Instructional FTE's Delivered By Full-time Faculty				16. % of Full-Time LaGuardia Faculty Teaching In Session 2	
	2019-20	2020-21		Term	%
BMCC	44.5%	49.0%		FA19	39.1%
Bronx	51.6%	58.0%		SP20	49.5%
Guttman	49.6%	63.6%		FA20	50.2%
Hostos	50.2%	50.1%		SP21	45.1%
Kingsboro	61.3%	62.9%		FA21	49.8%
LaGuardia	42.8%	44.7%		SP22	41.0%
Queensboro	59.1%	65.9%		**Source: IPEDS and Cuny First**	
CC Average	50.1%	54.2%			
LaGuardia Compared to CC Average	**-7.3%**	**-9.5%**			
Source: CUNY PMP 2021-22 pg. 94					

Conclusion

The 12-6 calendar serves LaGuardia's students well. Our students take more credits, pass more credits and graduate faster than students at other CUNY Community College's that run on a different schedule.

The 6-week Session course offerings are diverse and in line with students' needs. The courses offered in Session 2 have similar average enrollment numbers as Session 1 courses and, in general, pass rates are the same or higher. The 12-6 calendar allows students a great amount of flexibility in creating their schedule and works for both students looking to take large numbers of credits as well as those looking to be full-time but still have significant work or family responsibilities. The ability to offer high demand Science courses in the Winter (Fall 2) is another plus that cannot be understated.

Student advisement and the use of faculty in the advisement process does seem to be somewhat problematic, though the College is in the process of developing a new advisement model. The lack of co-requisite Math courses in Session 2 will slow student progress, preventing them from repeating their courses, should they fail. This will be an issue for all Community Colleges offering co-requisite courses, but at LaGuardia with the six-week Winter, this is new issue, may hopefully be rectified in the near future.

There are not many options available to schools looking to change their calendar within the CUNY system. Basically, there are two models, the 12-6 that LaGuardia currently uses and a four cycle model with Fall and Spring being 15 weeks long a small Winter of 3 weeks and a Summer of varying length. The 12-6 appears to be serving LaGuardia and its students well from a number of different perspectives.