

Los Angeles Harbor College 2021 – 2022 Fact Book



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President's Message

Dear members of the Harbor College community,

It is with great pleasure that I present to you the annual Harbor College Fact Book. This comprehensive resource encapsulates the essence of our institution, showcasing our mission, vision, and unwavering commitment to our students' success.

Since our establishment in 1949, Harbor College has stood as a pillar of education and empowerment, serving the heart of our community. We take immense pride in offering high-quality educational programs that not only prepare our students for the challenges of today but also equip them for a bright and promising future.



This Fact Book serves as a compass, guiding us toward our goals and objectives. The data contained within its pages fuels policy analysis, facilitates assessment, and informs decision-making processes. It enables us to align our efforts with the state Chancellors Office Vision for Success, ensuring that our strategic initiatives are well-informed and effective.

Equity lies at the core of our mission, and we remain steadfast in our pursuit of creating an inclusive and accessible learning environment. The data presented in this Fact Book sheds light on student trends and success outcomes, enabling us to work towards our equity goals with greater clarity and purpose. We are committed to providing equal opportunities for all our students, regardless of their background or circumstances.

Beyond the student-centered data, this Fact Book offers a holistic view of our institution. It provides insights into our instructional programs, student services profiles and outcomes, enrollment trends, service area demographics, and even labor market data. By understanding these facets of our college, we can better tailor our programs and services to meet the needs of our students and the demands of the ever-evolving workforce.

I must acknowledge and express my deepest gratitude to the entire campus constituency for their unwavering dedication and teamwork. This Fact Book is a testament to your commitment to our students' success and our shared motto: "*Education Changes Everything!*" Your collective efforts have brought this valuable resource to life, and I am confident that it will prove as useful to you as it has been to us.

In closing, I invite you all to explore the Harbor College Fact Book, delve into its data, and draw inspiration from the achievements it showcases. Let us continue to collaborate, innovate, and uplift one another as we strive to transform lives through education. Together, we will forge ahead, shaping a future where opportunities abound and dreams become reality.

TEAM work makes the DREAM work!

Dr. Luis Dorado

About Us

MISSION

Los Angeles Harbor College serves our diverse community by providing access to associate and transfer degrees, certificates, economic and workforce development, and adult and noncredit instruction. We promote equity, diversity, and student success through academic programs and support services that ensure our students become productive members of a global society.

VISION

Harbor College provides a stimulating learning environment that prepares members within the community to meet goals and opportunities successfully.

VALUES

Student Success, Excellence, Integrity, A Supportive Environment, Personal and Institutional Accountability, and Civic Responsibility.

Institutional Student Learning Outcomes (ISLOs)

- **ISLO 1 - Communication:** Use oral, written, and non-verbal modes of expression appropriate to the audience and purpose.
- **ISLO 2 - Cognition:** Use critical thinking skills and quantitative reasoning to analyze, synthesize, and evaluate ideas and information to interpret real world information in the context of a discipline.
- **ISLO 3 - Information Literacy and Technological Competency:** Utilize technology for research and learning skills necessary to achieve educational, professional, and personal objectives.
- **ISLO 4 - Social Responsibility and Ethics:** Demonstrate sensitivity to and respect for others by promoting equity, diversity, and success by participating as responsible citizens that empower self, others, and the community.

Strategic Educational Master Plan Goals (SEMP)

- **Goal 1 - Access and Preparation for Success:** Improve equitable access; help students attain important early educational momentum points.
- **Goal 2 - Teaching and Learning for Success:** Strengthen effective teaching and learning by providing a learner-centered educational environment; help students attain their goals of certificate and degree completion, transfer, and job training and career placement; increases equity in the achievement of these outcomes.
- **Goal 3 - Organizational Effectiveness:** Improve organizational effectiveness through data-informed planning and decision-making, process assessment, and professional development.
- **Goal 4 - Resources and Collaboration:** Increase and diversify sources of revenue in order to achieve and maintain fiscal stability and to support District initiatives. Enhance and maintain mutually beneficial external partnerships with business, labor, and industry and other community and civic organizations in the greater Los Angeles area.

History of Los Angeles Harbor College

Education Changes Everything! Los Angeles Harbor College has embraced the spirit of this life-changing phrase for the past 72 years. The College has strong connections to the community it serves, is readily responsive to the needs of its diverse students and recognizes that each student is an individual with a distinct educational goal. Over the years, Harbor College has created a *Seahawk family tradition*—often, faculty members teach the children and grandchildren of former students, and many faculty and staff themselves are Harbor College alumni. Harbor College prides itself for being a safe home away from home for students. In fact, some members of the community refer to the college as the *Hidden Gem of the South Bay*.

Established in 1949, Harbor College is one of the nine colleges in the Los Angeles Community College District (LACCD), the largest district in the State spanning over 882 square miles. By 1963, the campus grew to include five buildings, including the student activity hub known as the Seahawk Center. The College was first known as “Harbor Tech” and then as “Harbor Junior College” before adopting its present name in 1965. The initial enrollment totaled 650 students, mostly male and mostly from nearby San Pedro High School. By 1965, the College had grown to approximately 5,000 students.



Architectural rendering of the new Los Angeles Harbor Junior College from 1949.

Over the next 30 years, the campus grew to house more than 10 instructional, student services, and administration buildings. In 2000, the Los Angeles Community College District adopted the largest facilities construction bond issued in the history of the district. With this support, the College renovated the Fine Arts, Theatre, Nursing, and Music buildings and constructed the Northeast Academic Hall, Student Services and Administration building, central plant buildings, the PE/Wellness Center, the Child Development Center, the Science Complex, the Technology building, and the Library and Learning Resources building.

The Student Union opened its doors in 2019 and is the most recent building added to the campus footprint. The campus is also the home of the Dr. Richard A. Vladovic Harbor Teacher Prep Academy Middle College High School (HTPA), which opened its new facilities in 2018 after



operating for 16 years in bungalows. A new Southeast Hall, projected to open in 2026, will house the nursing program, health center, the Equity Village, and numerous student support service offices.

In spring of 2020, Harbor College was faced with unprecedented challenges due to the COVID-19 pandemic. Within a matter of weeks, Harbor's faculty, staff, administration, and students rose to the challenge and as a team, fully transitioned to distance education learning. To ensure students had access to the necessary assistance during this unique time, student support services—including counseling, special programs and services, financial aid, and equity programs—were transitioned to a fully virtual format. With strong leadership in place, faculty and staff spent endless hours training faculty and assisting students to adjust to the abrupt change in learning environment. By the end of the academic year, all 709 courses offered in spring of 2020 were fully transitioned to an online modality, allowing students to continue making progress towards their educational goals.

Given the transition to a virtual environment and with increased training opportunities in online pedagogy and instruction, high-quality educational courses remained online throughout the 2020-21 academic year. Spring of 2021 culminated with a virtual graduation in conjunction with a drive through ceremony, with hundreds of students participating in both events. Acknowledging and understanding the barriers exacerbated during the pandemic, 30 percent of courses returned to in person modality in fall 2021 and increased to 50 percent during Fall 2022.



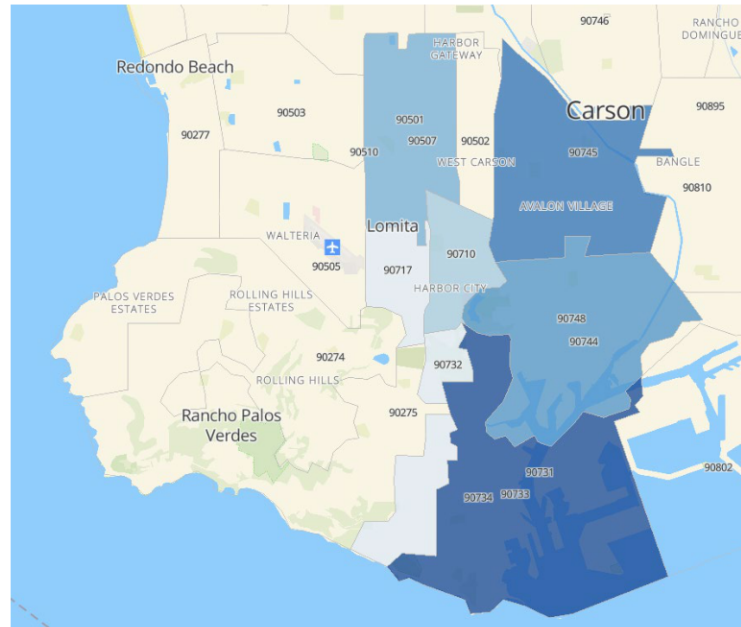
Today, Harbor College enrolls approximately 12,000 students per year serving ten area high schools at a single campus location, approximately 20 miles south of downtown Los Angeles and a few miles from the Port of Los Angeles. With 60 percent of student identifying as Hispanic, the College is designated as a Hispanic Serving Institution. Nearly 65 percent of the students are 24 years or younger, and approximately 55 percent of incoming students indicate their educational goal is to transfer to a four-year university. The college employs 86 full-time faculty, more than 200 adjunct faculty, 135 staff, and 11 administrators. Educational offerings have increased to meet the ever-changing needs of the community. The College offers 24 Associate Degrees for Transfer, 71 Certificates, and 39 AA/AS degrees. In 2019-2020, the number of transfer degrees awarded totaled 356 and students earned nearly 1,500 AA/AS degrees. In the same academic year, students earned 691 certificates of achievement.

Service Area

LOCATION

Los Angeles Harbor College prides itself for being the college of choice for over 1.1 million residents of Carson, Harbor City, Gardena, Lomita, San Pedro, Wilmington, and the cities located in the Palos Verdes Peninsula. Located 1111 Figueroa Place in the city of Wilmington, Harbor College serves the diverse communities of the South Bay region of Los Angeles. Approximately two-thirds of the service area is in the 15th City Council District (CD15) of Los Angeles (Harbor City, Harbor Gateway, San Pedro, and Wilmington).

Figure 1 – LA Harbor College Service Area



SERVICE AREA POPULATION AND DEMOGRAPHICS

Population

The demographics vary greatly across the communities in the College’s service area. Nearly a quarter of CD15 residents live below the poverty level. With a median household income of \$49,571, residents average 36 percent less than the LA County average (\$71,358). The large range of diversity in socio-economic status within the service area is evident in the median household income in two areas in the region—with the City of Wilmington (\$50,965) averaging about one third of Palos Verdes’ (\$145,816) average income. Although the cities located in the Palos Verdes Peninsula, 3.3 percent live below the poverty level and 99.3 percent are college graduates, they only represent 3 percent of the total student enrollment at LA Harbor College.

Table 1 - Comparison of Population

Location	Population
LAHC Service Area	1,106,249
LA County	39,772,184
California	157,472,312

Source: Lightcast Q2 2022 Data Set, prepared August 5, 2022.

Although students come from the entire Los Angeles area, about 55 percent of LAHC’s overall student population in the last five fall terms originated from seven zip codes: 90501 (Torrance), 90710 (Harbor City), 90717 (Lomita), 90731 (San Pedro), 90732 (San Pedro), 90744 (Wilmington), and 90745 (Carson). These areas also represent about 65 percent of Harbor’s first-time students.

Table 2 - Service Area Zip Codes and Percentage of Student Population

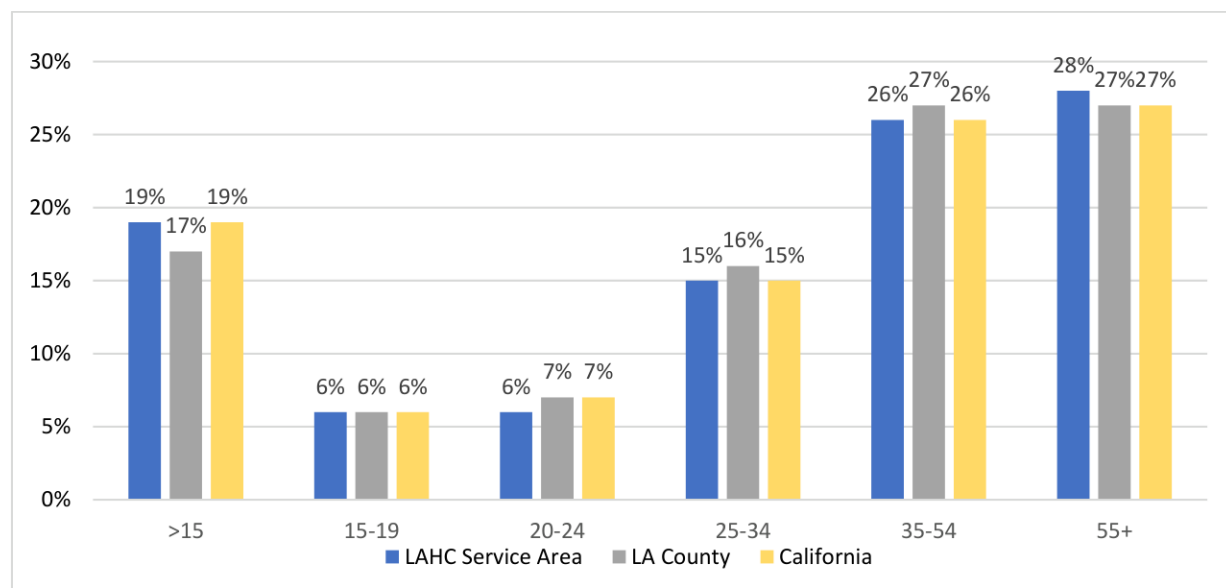
Zip Code	City	% of Student Population	% of First-Time Student Population
90744	Wilmington, CA	14.2%	19.9%
90731	San Pedro, CA	12.0%	15.0%
90745	Carson, CA	11.5%	12.6%
90710	Harbor City, CA	5.4%	6.5%
90501	Torrance, CA	3.7%	4.1%
90717	Lomita, CA	3.2%	3.2%
90732	San Pedro, CA	2.9%	2.9%
Total		53.1%	64.4%

Source: LACCD IRDS Term files

Service Area Population by Age

The majority of residents in the LAHC service area are 35 years and over (54%). Of the remaining 46 percent of the population, 19 percent is under 15 years, 6 percent is 15 to 19 years, and 15 percent is 25 to 34 years. Overall, the proportion of most age groups is similar across LAHC Service Area, Los Angeles County, and California. However, the LAHC service area population is older than both the county and state populations.

Figure 2 - Comparison of Population by Age

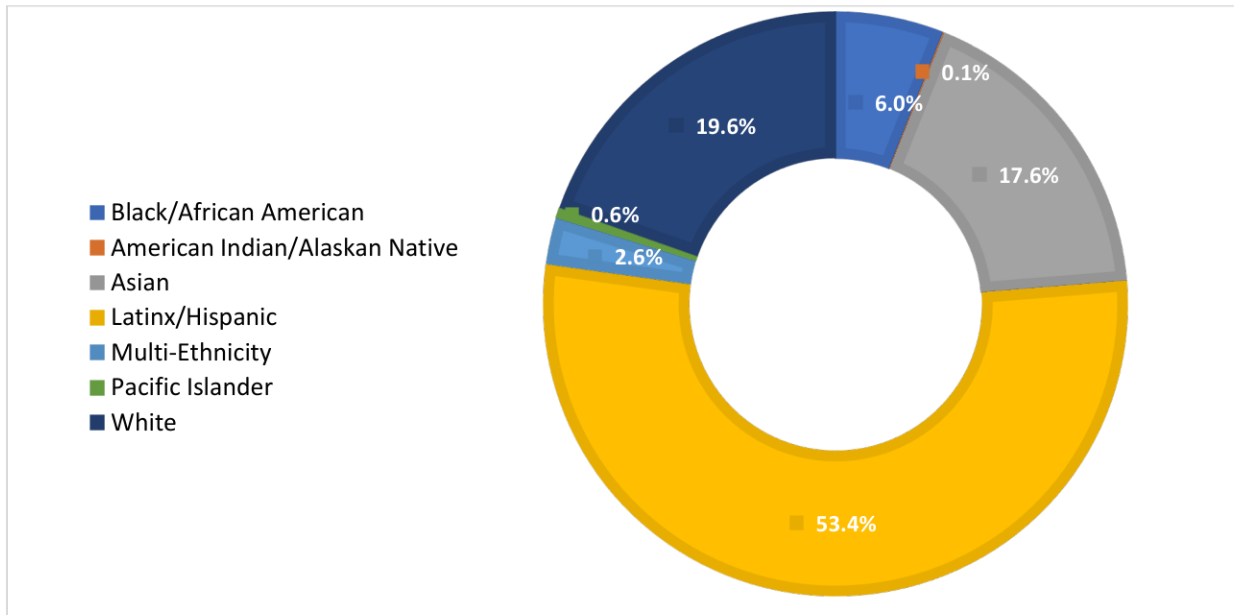


Service Area Population by Ethnicity

LA Harbor College's service area is racially diverse with roughly 80 percent of the population being racial/ethnic minorities. The population is mostly Latinx/Hispanic (53.4%). The remaining racial/ethnic composition of the service area is White (19.6%), Asian (17.6%) Black/African American (6%), and Two or More Races (2.6%). Compared to Los Angeles County, there is greater

representation of Latinx/Hispanic (+24.6%) and Asian (+2.7%) residents in the service area, while there is less representation of Black/African American (-1.9%) and White (-6.3%) residents.

Figure 3 - Service Area Race/Ethnicity Breakdown



Service Area Population by Educational Attainment

Although the Service Area’s percentages of residents 25 years and older attaining a high school diploma or equivalent and experiencing some college with no degree is on par with the County and State, the post-secondary educational attainment of LAHC service area is lower than both the County and the State. A little over one third (35%) of residents have earned a degree in comparison to LA County (41%) and California (43%).

Table 3 - Comparison of Educational Attainment

Educational Level	LAHC Service Area	LA County	California
Less than 9th grade	10.9%	11.9%	8.9%
9th to 12th grade, no diploma	10.0%	8.3%	7.2%
High school graduate (includes equivalent)	23.8%	20.4%	20.4%
Some college, no degree	20.6%	18.9%	20.9%
Associate's degree	7.9%	7.0%	8.0%
Bachelor's degree	18.9%	21.8%	21.6%
Graduate or professional degree	7.8%	11.7%	13.1%

Source: U.S. Census Bureau, 2016-2020 American Community Survey 5-Year Estimates

Top Five Feeder High Schools

LA Harbor College's top five (5) feeder high schools include 1) Carson Senior High, 2) Nathaniel Narbonne Senior High, 3) Phineas Banning Senior High, 4) Rancho Dominguez Preparatory, and 5) San Pedro High School.

Table 4 - LA Harbor College Feeder High Schools

School Name	School Type	Enrollment (K-12)	Percent (%) Eligible FRPM (K-12)
Phineas Banning Senior High	High Schools (Public)	2,490	93.3%
Nathaniel Narbonne Senior High	High Schools (Public)	1,941	80.6%
Carson Senior High	High Schools (Public)	1,469	76.7%
Rancho Dominguez Preparatory	K-12 Schools (Public)	742	74.3%
San Pedro Senior High	High Schools (Public)	2,736	59.6%

Source: California Department of Education, Unduplicated Student Poverty – Free or Reduced-Price Meals (2021)

Students eligible for free or reduced-price meals (FRPM) range from 59.6 percent at San Pedro Senior High School to 93.3 percent at Phineas Banning Senior High, further indicating that the vast majority of LAHC students come from low-income families and need substantial socio-economic support.

Labor Market Data

The greater Los Angeles area is home to a myriad of industry sectors and occupations. With employment opportunities for LAHC students extending beyond the college's service area, occupational employment projections for the Los Angeles-Long Beach-Glendale Metropolitan Division (MD) help inform program offerings at LA Harbor College. California's long-term occupational employment projections (2018-2028) suggest that out of the projected 3.9 million job openings, 87.6 percent require an associate's degree or higher; 41.8 percent of job openings require a bachelor's degree. According to the Public Policy Institute of California (2015), California will have a shortage of 1.1 million workers holding a bachelor's degree by 2030.

LARGEST OCCUPATIONS

According to the State of California Employment Development Department (EDD), the top 10 occupations requiring an Associate's Degree in the Los Angeles-Long Beach-Glendale Metropolitan Division are shown in Table 5. The two largest occupations are Preschool Teachers, Except Special Education (15,430) and Paralegal and Legal Assistants (12,270). The median annual earnings for the 10 occupations vary widely, ranging from \$31,727 (Preschool Teachers, Except Special Education) to \$97,510 (Dental Hygienists).

Table 5 - Top 10 Occupations Requiring an Associate's Degree in Los Angeles-Long Beach-Glendale Metropolitan Division

Occupational Title	2018 Jobs	2028 Jobs	Numeric Change	Percentage Change	Median Hourly Wage
Preschool Teachers, Except Special Education	15,430	16,640	1,210	7.3%	\$15.25
Paralegals and Legal Assistants	12,270	14,250	1,980	13.9%	\$25.78
Web Developers	6,120	7,000	880	12.6%	\$32.32
Respiratory Therapists	4,990	6,290	1,300	20.7%	\$39.61
Dental Hygienists	4,620	5,250	630	12.0%	\$46.88
Radiologic Technologists	4,540	5,180	640	12.4%	\$39.53
Computer Network Support Specialists	4,540	4,870	330	6.8%	\$31.15
Architectural and Civil Drafters	3,730	3,840	110	2.9%	\$31.55
Human Resources Assistants, Except Payroll and Timekeeping	3,670	3,580	-90	-2.5%	\$20.30
Electrical and Electronics Engineering Technicians	3,140	3,190	50	1.6%	\$31.08

Source: State of California Employment Development Department, 2022

HIGH GROWTH OCCUPATIONS

The fastest growing occupations requiring an Associate's degree in Los Angeles-Long Beach-Glendale MD by the projected change in the number of jobs between 2018 and 2028 are Paralegals and Legal Assistants (+1,980), Respiratory Therapists (+1,300), Preschool Teachers, Except Special Education (+1,210), Web Developers (880), Radiologic Technologists (640), Dental Hygienists (+630), Diagnostic Medical Sonographers (+410), Veterinary Technologists and Technicians (+370), Physical Therapist Assistants (+370), and Computer Network Support Specialists (+330).

Table 6 - Fastest Growing Occupations Requiring an Associate's Degree in Los Angeles-Long Beach-Glendale Metropolitan Division

Occupational Title	2018 Jobs	2028 Jobs	Numeric Change	Percentage Change	Job Openings*	Median Hourly Wage
Paralegals and Legal Assistants	12,270	14,250	1,980	16.1%	16,010	\$25.78
Respiratory Therapists	4,990	6,290	1,300	26.1%	4,280	\$39.61
Preschool Teachers, Except Special Education	15,430	16,640	1,210	7.8%	1,230	\$15.25
Web Developers	6,120	7,000	880	14.4%	5,860	\$32.32
Radiologic Technologists	4,540	5,180	640	14.1%	3,310	\$39.53
Dental Hygienists	4,620	5,250	630	13.6%	3,940	\$46.88
Diagnostic Medical Sonographers	1,640	2,050	410	25.0%	1,420	\$46.38
Veterinary Technologists and Technicians	1,760	2,130	370	21.0%	1,010	\$20.20
Physical Therapist Assistants	1,330	1,700	370	27.8%	1,230	\$34.17
Computer Network Support Specialists	4,540	4,870	330	7.3%	4,180	\$31.15

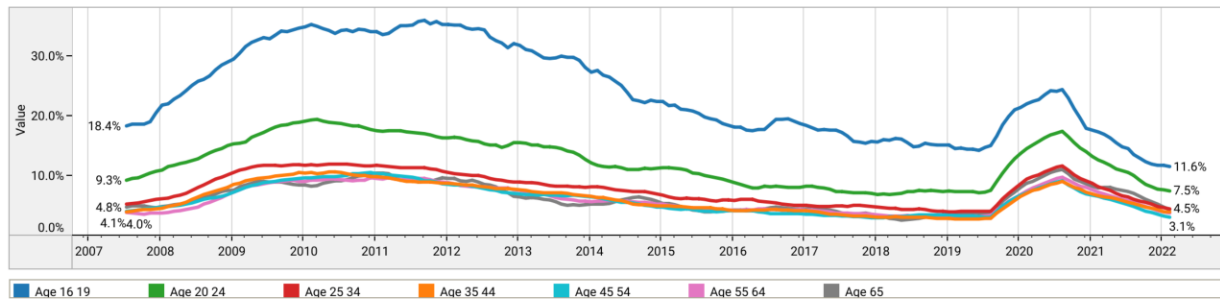
*Includes exits, transfers, and numeric change projections

Source: State of California Employment Development Department, 2022

UNEMPLOYMENT RATES

The COVID-19 pandemic deeply affected unemployment rates, especially for those ages 16-24. In 2020, unemployment rates in California for those ages 16-24 was nearly 5 percent higher than the state's rate (10.1%), 9.5 percent for 25-29-year-olds, 7.4 percent for 30-34-year-olds, 6.4 percent for 35-44-year-olds, and 6.7 percent for those 45 and older. The Bureau of Labor Statistics (2022) reports a 4.6 percent unemployment rate, 0.7 percent higher than the State of California and 1.1 percent higher than the national unemployment rate.

Figure 4 – California Unemployment Rate by Age Groups

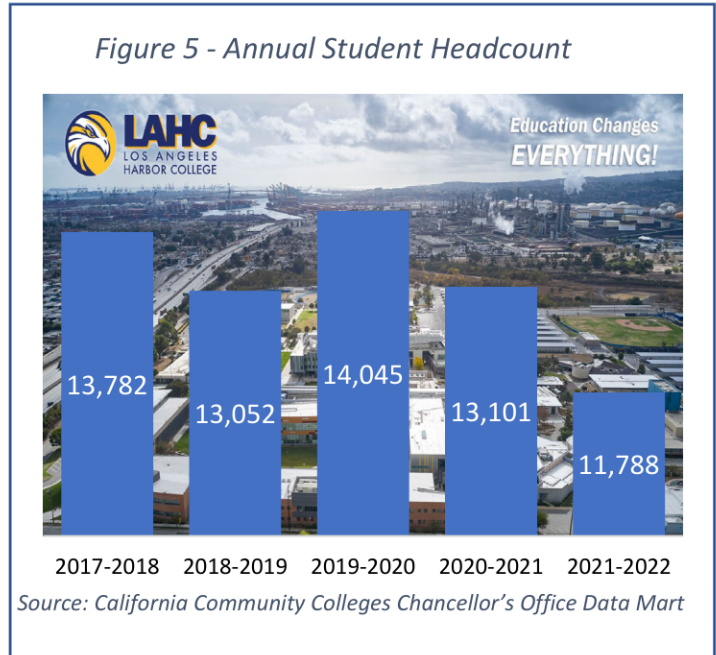


Source: State of California Employment Development Department

Headcount And Student Characteristics

In alignment to the LA Community College District’s downward enrollment trends, LA Harbor College’s overall headcount has decreased by 14 percent from the 2017-18 to 2021-22 academic year. LAHC recovered from the 12.5 percent drop in enrollment in 2018-19 by increasing their enrollment by 1,014 unduplicated students in the following academic year. As a result of the COVID-19 pandemic, LAHC’s enrollment dropped by 6.5 percent in 2020-21.

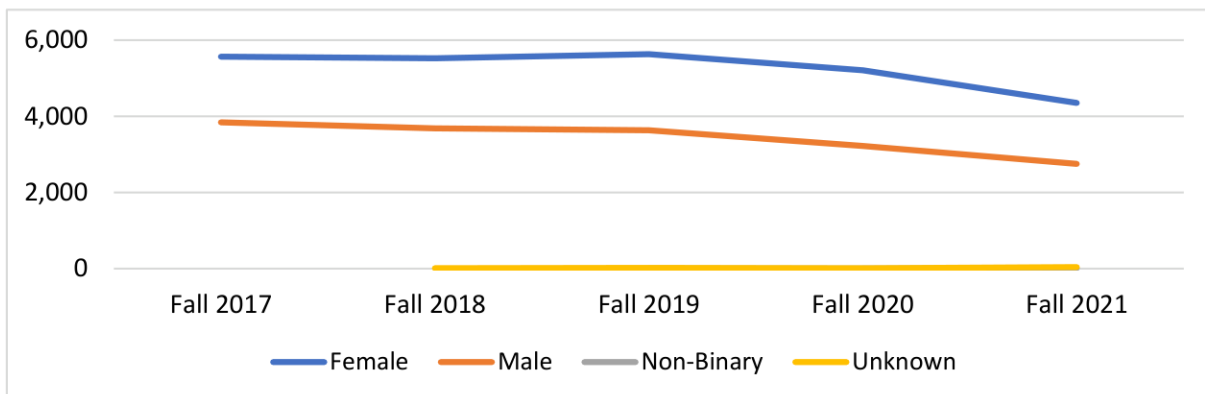
To address to the recent decrease in enrollments, LAHC has prioritized student enrollment and retention by offering courses in multiple modalities (i.e. distanced education, hybrid courses), flexible schedules (i.e. 5, 8, and 12- week courses), and innovative programs and curriculum to meet student and labor market demands.



LAHC HEADCOUNT BY GENDER

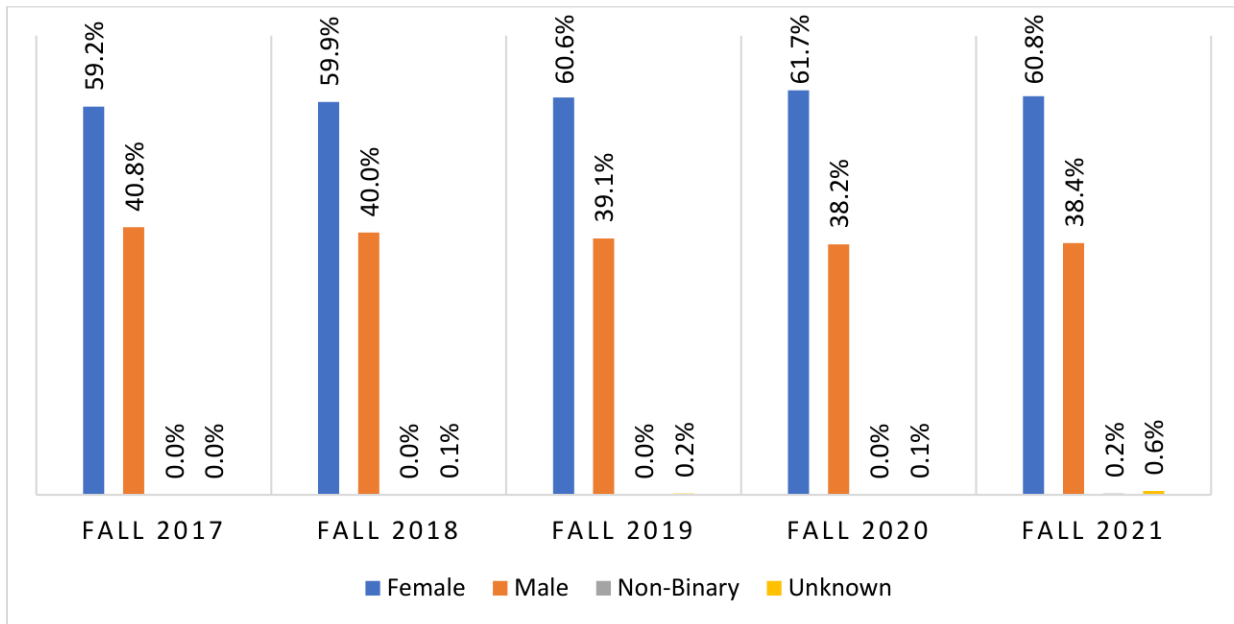
The majority of LAHC’s student population is, and has historically been, female. In Fall 2021, LAHC’s student population was 60.8 percent female (4,353), 38.4 percent male (2,752), and 0.2 percent non-binary (12). LAHC has focused on increasing enrollment of the number of males at the College bringing faculty, staff, and students together to find ways to bridge this gap—a recent addition was the LAHC Men of Color Initiative and its Annual Leadership Conference.

Figure 6 - LAHC Fall Headcount by Gender



Note: Non-binary was not a reporting option until Summer 2019

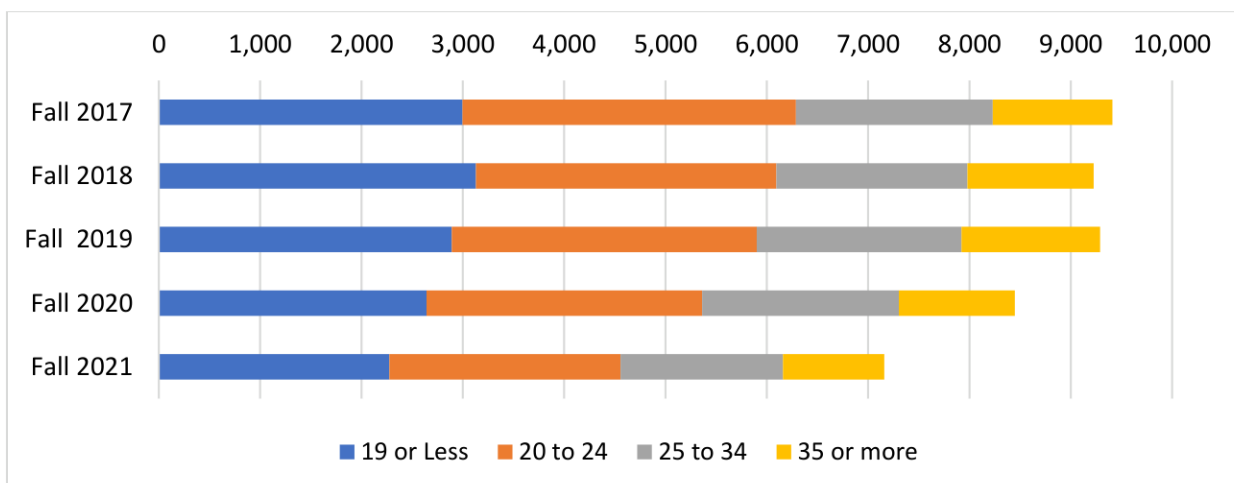
Figure 7 – LAHC Fall Headcount Distribution by Gender



LAHC HEADCOUNT BY AGE GROUP

For the past five academic years, the percentage of each age category has been consistent—students 24 years of age or younger represent over two-thirds (64-67%) enrolled LAHC students. The College’s decline in credit headcount that began in Fall 2021 is largely due to the decline in enrollment by students 20 to 24, followed by students 19 or less. Between Fall 2017 and Fall 2021, the number of students between 20 and 24 enrolled in at least one credit course decreased from 3,291 to 2,281.

Figure 8 – LAHC Headcount by Age Group



LAHC HEADCOUNT BY ETHNICITY

While LAHC students come from diverse ethnic/racial backgrounds, the five-year trend shows that approximately 60% of the student population enrolled at LAHC identify as Hispanic/Latinx. Based on such high percentage of full-time equivalent Hispanic/Latinx students, the College is designated as a Hispanic Serving Institution (HSI). In Fall 2021, LAHC's Hispanic/Latinx student population was 60 percent (4,289), 12 percent White (822), 9 percent African-American/Black (678), 8 percent Pacific Islander (548), 5 percent Asian (330), 3 percent multi-ethnicity (249).

Figure 9 – LAHC Fall Headcount by Ethnicity

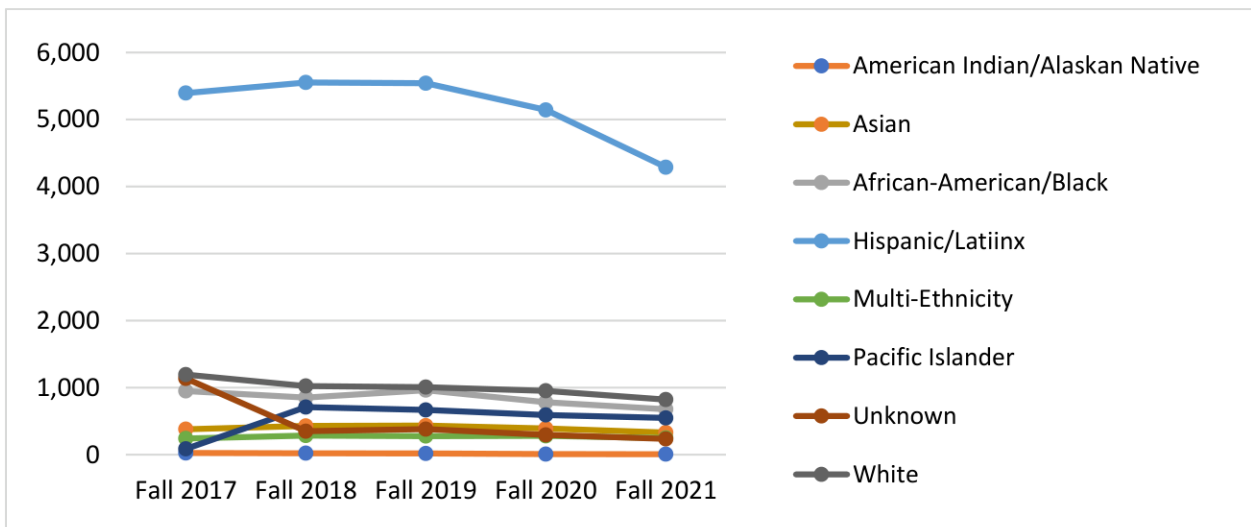
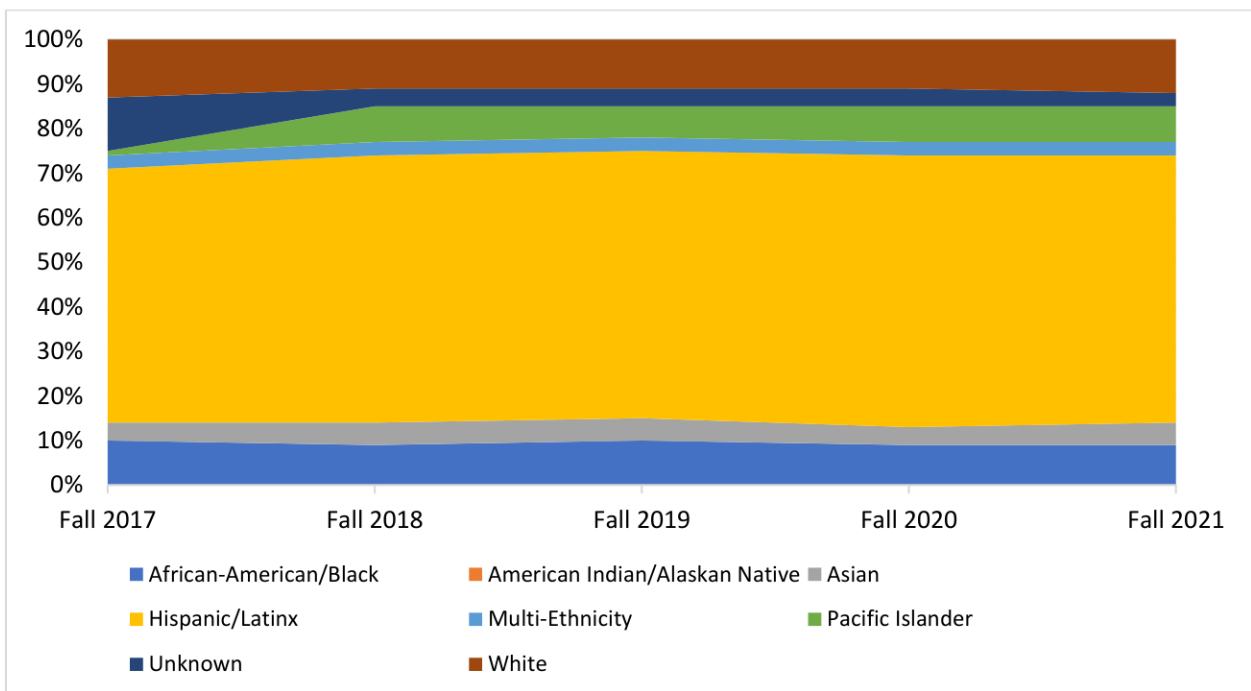


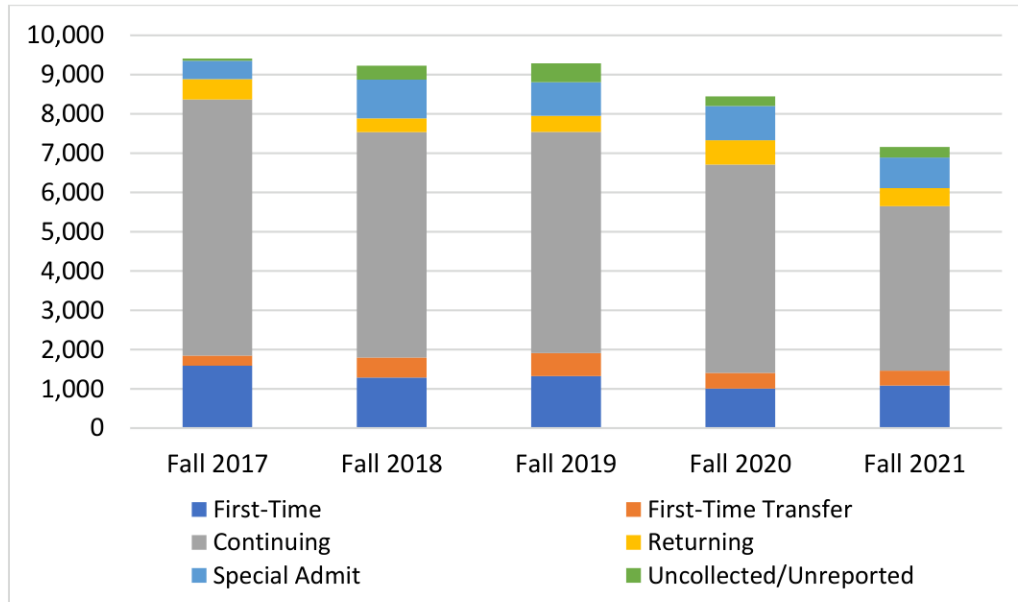
Figure 10 - LAHC Fall Headcount Distribution by Ethnicity



LAHC HEADCOUNT BY ENROLLMENT STATUS

The majority of LAHC students is continuing students. From fall 2020 (5,304) to fall 2021 (4,186), the number of continuing students declined by 21 percent. Conversely, there was an 8 percent increase in first time students enrolling at LAHC. In fall 2021, 58.5 percent of students were continuing, 15.2 percent first time, 10.9 percent special admits, 6.4 percent returning, and 5.3 percent first-time transfer.

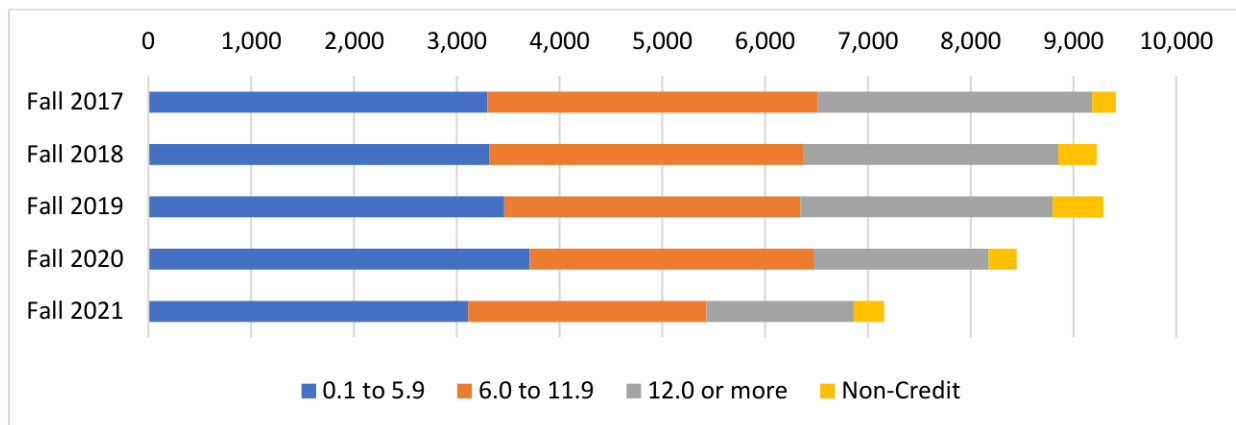
Figure 11 - LAHC Headcount by Enrollment Status



LAHC HEADCOUNT BY UNIT LOAD

The vast majority of LAHC students attend college part-time. In Fall 2021, three quarters of the students enrolled in less than 12 units—more than half of such part time students enrolled in less than six units. Only 20% of LAHC students are full time enrolled in 12 or more units.

Figure 12 - LAHC Headcount by Unit Load



All Student Characteristics

Table 7 - Fall Students by Student Demographics, 2017-2021

Group	Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021	
	N	%	N	%	N	%	N	%	N	%
Overall	9,411	100%	9,226	100%	9,289	100%	8,447	100%	7,159	100%
Gender										
Female	5,568	59%	5,527	60%	5,633	61%	5,210	62%	4,353	61%
Male	3,843	41%	3,686	40%	3,634	39%	3,223	38%	2,752	38%
Non-Binary					2	<1%	3	<1%	12	<1%
Unknown			13	<1%	20	<1%	11	<1%	42	1%
Age										
19 or Less	2,996	32%	3,130	34%	2,891	31%	2,641	31%	2,275	32%
20 to 24	3,291	35%	2,964	32%	3,010	32%	2,721	32%	2,281	32%
25 to 34	1,943	21%	1,886	20%	2,020	22%	1,940	23%	1,604	22%
35 or more	1,181	13%	1,246	14%	1,368	15%	1,145	14%	999	14%
Ethnicity										
African-American/Black	950	10%	853	9%	962	10%	782	9%	678	10%
American Indian/Alaskan Native	26	<1%	22	<1%	18	<1%	9	<1%	7	<1%
Asian	380	4%	429	5%	434	5%	391	5%	330	5%
Hispanic	5,395	57%	5,553	60%	5,542	60%	5,144	61%	4,289	60%
Multi-Ethnicity	241	3%	285	3%	277	3%	281	3%	249	4%
Pacific Islander	86	1%	710	8%	667	7%	592	8%	548	8%
Unknown	1,138	12%	350	4%	381	4%	295	4%	236	3%
White Non-Hispanic	1,195	13%	1,024	11%	1,008	11%	953	11%	822	12%

Source: California Community Colleges Chancellor's Office Management Information Systems Data Mart

Student Services

The Student Services Division at Los Angeles Harbor College prides itself on assisting students in reaching their full potential by providing insight and advisement to help them excel throughout their college experience. To help students achieve their personal and academic goals, the Student Services Division has developed many programs designed to facilitate our student's assimilation into the Harbor family. These programs are available to students from application to degree completion.

Recognizing the need to serve its diverse student population, LAHC established its student-centered Equity Village in 2019. The Village incorporates best practices and evidence-based services centered on findings that participating in equity success groups increases retention, persistence, and completion. The Village consists of centralized student success centers for programs that meet the needs of specific student populations. The College's commitment to equity work is emphasized in its plan to expand the Equity Village to the new Southeast Hall building slated to open in 2026. The Village consists of the following Centers:



Asian Pacific American Student Success (APASS) supports Asian American and Pacific Islander students in pursuit of their academic success through early intervention and effective support services by providing culturally relevant, student-centered services that support success. In 2021, APASS served over 100 students.



Umoja, serving 131 students in 2020-2021, is a community of educators and learners committed to the academic success, personal growth, and self-actualization of African American and other students. Umoja offers students a dedicated counselor, cohort courses, women's support group, free student leadership conferences, and Historically Black College and University (HBCU) tours, along with a dedicated space for students to meet, study, and seek support.



The Harbor College Puente Project is an academic, counseling, and mentoring program that supports students in building the skills necessary for success in both academic and career goals. Students enrolled in the Puente program work closely with their counselor, English instructor, and mentor to prepare them for transfer to four-year universities with 350 students participating in the program in the last 10 years.



The Dream Resource Center is committed to creating access and increasing retention of undocumented students at Harbor College. The goal is to increase awareness of programs and resources available to undocumented students.



Veterans: The goal of the Veterans Center is to maximize student retention and promote program completion and success for veteran students and military affiliated families. The Center serves as a safe zone for nearly 140 students a semester and provides support and resources including access to computers and printing, laptops and iPads, books and supplies, Wi-Fi, and refreshments. The Veteran Center also includes assistance with many Veteran programs such as housing, mental health, active-duty tuition, and financial aid/scholarships.



Basic Needs Center: In the spring of 2020, the Maslow Center for Basic Needs opened on the LAHC campus. The purpose of the Center is to assist students who are struggling to have their basic needs met. Through partnerships with local Los Angeles County agencies and non-profits, the LAHC Basic Needs Center is equipped to address a multitude of student issues. Some of the needs the center addresses are housing insecurity, food insecurity and clothing needs. In addition, students can access limited case management services and information regarding on and off campus resources. The Center was forced to close its physical facility during COVID, however, it continued to serve students virtually and through *drive-thru* distribution events. Since then, more than 2,000 students have been provided food bags, grocery cards and gas cards.



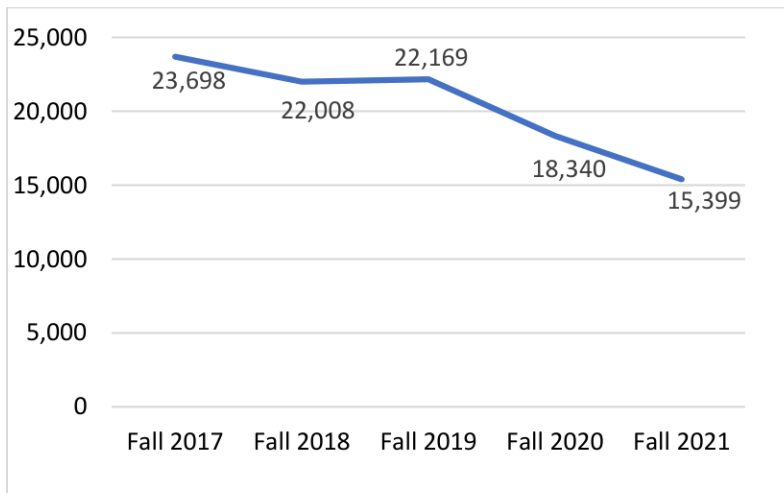
CAFYES NextUp: The NextUp program, also known as CAFYES (Cooperating Agencies Foster Youth Education Support), strengthens the capacity of Harbor College to support the higher education success, health, and well-being of the former foster youth enrolled at the College. As a supplemental component of Extended Opportunity Programs and Services (EOPS), NextUp students are provided specialized counseling and mentoring, augmented book awards, cash grants, meal vouchers, transportation assistance, specialized workshops, college fee waivers, resource referrals, and access to the Harbor College food bank. The program, started in spring 2016, has served nearly 200 students to date.

Student Learning Outcomes

CREDIT ENROLLMENTS

The total number of fall credit enrollments declined at an average of 16.7 percent for the last two fall semesters.

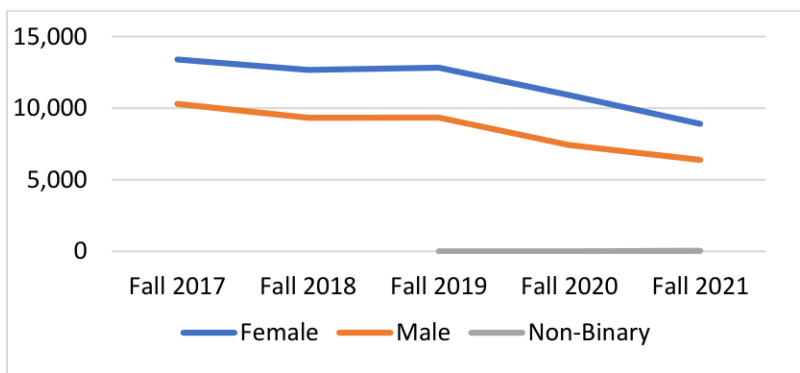
Figure 13 - LAHC Fall Credit Enrollment, 2017-2021



Credit Enrollment by Gender

Female students consistently represent the majority of credit enrollments. Even with enrollment declines, the proportion represented by female students for the last five fall semesters is on average 58 percent. The enrollment breakdown by gender for Fall 2021 was 58.2 percent female, 41 percent male, and 0.2 percent non-binary.

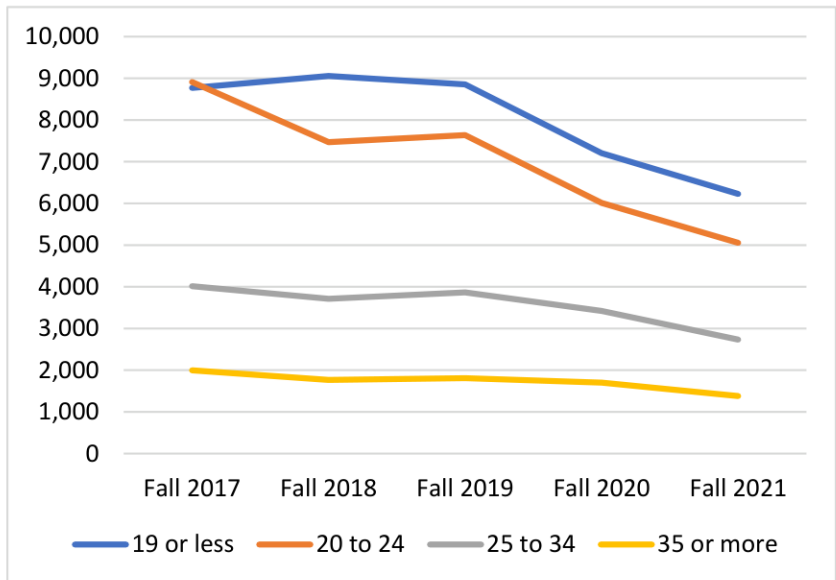
Figure 14 - LAHC Fall Credit Enrollment by Gender, 2017-21



Credit Enrollment by Age Group

Between Fall 2017 and Fall 2021, credit enrollments declined across all age groups. Except for Fall 2017, students ages 19 or less accounted for the highest enrollment age group—even with their 14 percent decline in Fall 2021. In Fall 2021, student ages 19 or less represented 41 percent of enrollments (6,228), 20-24-year-olds represented 32 percent (5,055), 25-34-year-olds represented 18.6 percent (2,735) and students 35 years of age or older accounted for 8.6 percent.

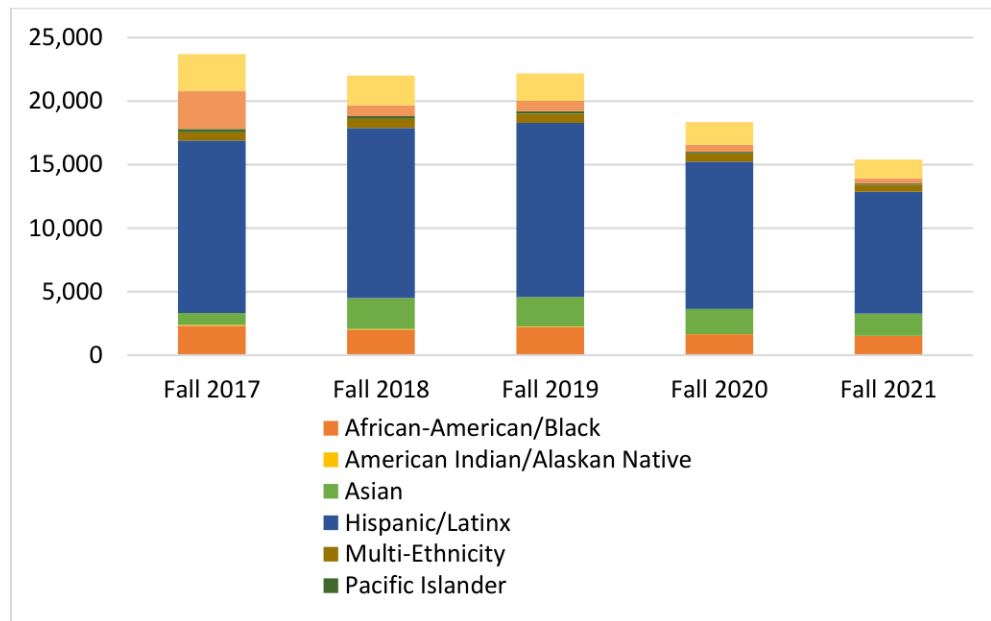
Figure 15 - LAHC Fall Credit Enrollment by Age Group, 2017-21



Credit Enrollment by Ethnicity

Credit enrollments are largely made up of Hispanic/Latinx students, followed by Asian, White, and African-American/Black students. After a slight increase (0.7%) in Fall 2019, credit enrollments declined across all racial/ethnic groups in Fall 2020 (-17%) and Fall 2021 (-16%).

Figure 16 - LAHC Fall Credit Enrollment by Ethnicity



All Student Characteristics

Table 8 - Fall Credit Enrollments by Student Demographics, 2017-2021

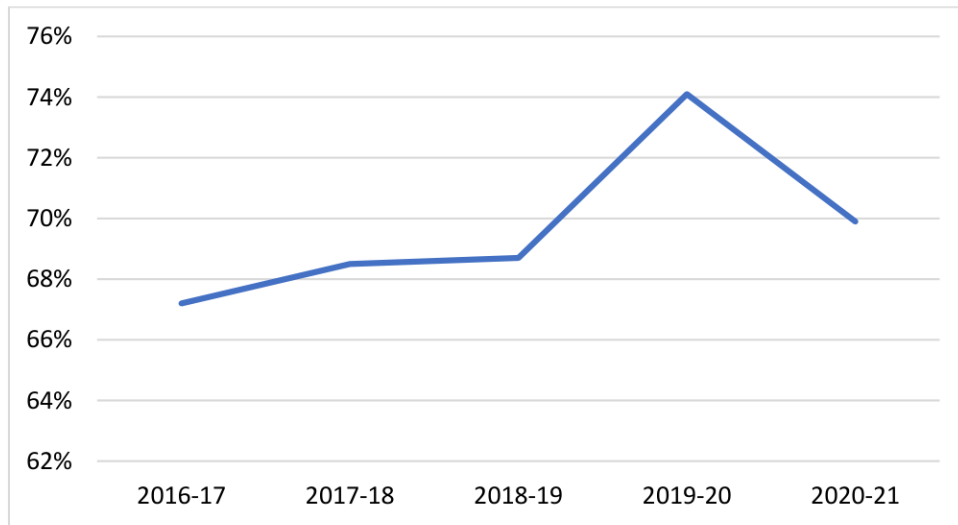
Group	Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021	
	N	%	N	%	N	%	N	%	N	%
Overall	23,698	100%	22,008	100%	22,169	100%	18,340	100%	15,399	100%
Gender										
Female	13,399	57%	12,674	58%	12,830	58%	10,903	59%	8,904	58%
Male	10,299	44%	9,334	42%	9,337	42%	7,419	41%	6,386	41%
Non-Binary					2	<1%	5	<1%	39	<1%
Unknown							13	<1%	70	1%
Age										
19 or Less	8,772	37%	9,057	41%	8,854	40%	7,205	39%	6,228	41%
20 to 24	8,912	38%	7,470	34%	7,637	34%	6,010	33%	5,055	32%
25 to 34	4,016	17%	3,714	17%	3,867	17%	3,423	19%	2,735	19%
35 or more	1,998	8%	1,767	8%	1,811	8%	1,702	9%	1,381	9%
Ethnicity										
African-American /Black	2,315	10%	2,016	9%	2,210	10%	1,648	9%	1,506	9%
American Indian /Alaskan Native	60	<1%	52	<1%	36	<1%	16	<1%	18	<1%
Asian	952	4%	2,424	11%	2,317	11%	1,973	11%	1,745	14%
Hispanic	13,573	57%	13,388	61%	13,716	62%	11,597	63%	9,596	60%
Multi-Ethnicity	644	3%	716	3%	716	3%	642	4%	545	4%
Pacific Islander	263	1%	212	1%	202	1%	122	1%	96	1%
Unknown	2,999	13%	864	4%	826	4%	563	3%	401	3%
White Non-Hispanic	2,892	12%	2,336	11%	2,146	10%	1,779	10%	1,492	10%

Source: California Community Colleges Chancellor's Office Management Information Systems Data Mart

COURSE SUCCESS RATES

Course success rates remained relatively stable from Fall 2016 to Fall 2021. The five-year course success trend demonstrates a four percent increase 2016-17 to the 2020-21 academic year. Course success rates demonstrated an overall upward trend until the COVID-19 pandemic affected student outcomes during the 2020-21 academic year.

Figure 17 - LAHC Course Success Rates, 2016-17 to 2020-21



Course Success by Gender

Female students consistently have higher success rates than male students. The gap between the course success rates of female students and male students has remained relatively stable over the last five fall semesters, around 1.7 percent.

Figure 18 - LAHC Course Success by Gender, Fall 2017-2021

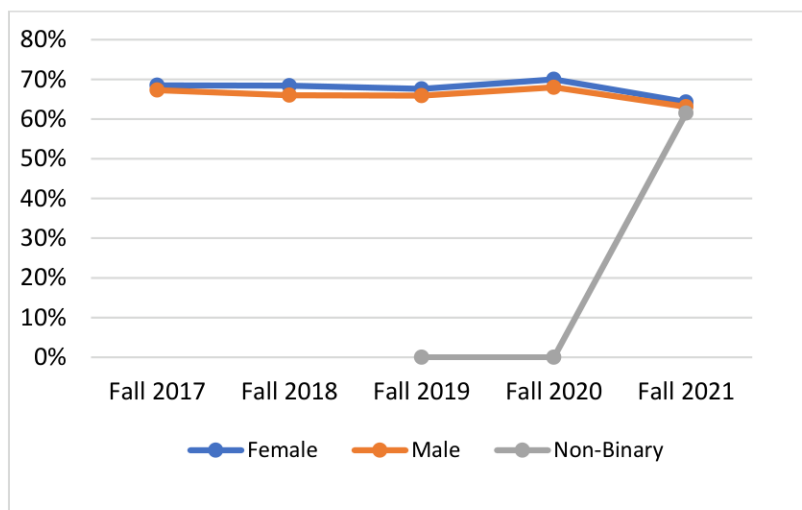
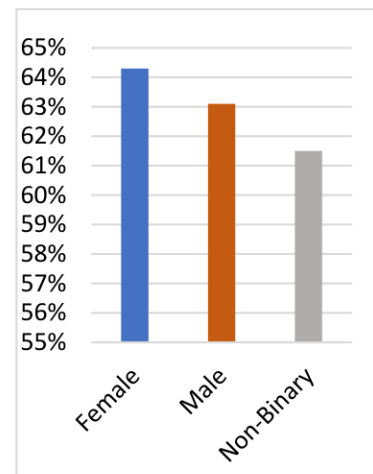


Figure 19 - LAHC Course Success by Gender, Fall 2021



Course Success by Age Group

In general, course success rate was consistent for all age groups between Fall 2017 and Fall 2019. All age groups increased their average course success rate in Fall 2020 while decreasing in Fall 2021. Students in the 35 and over age group experienced a significant decline in course success between Fall 2020 (78%) and Fall 2021 (61%)—a 21.7 percent decrease.

Figure 20 - LAHC Course Success by Age Group, Fall 2017-2021

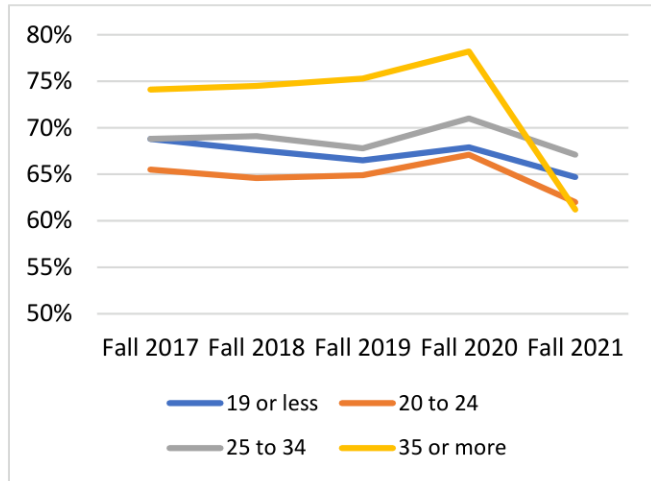
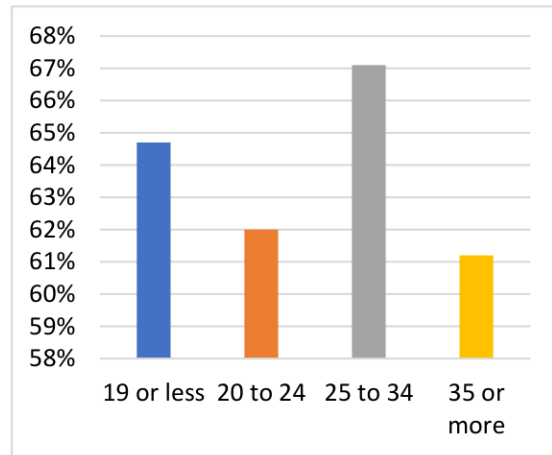


Figure 21 - LAHC Course Success by Age Group, Fall 2021



Course Success by Ethnicity

The 2017-2021 five-year course success average rate is lowest for American Indian/Alaskan (59%), Pacific Islanders (58%), African American/Black (60.3%), and Hispanic/Latinx (65%) students. To bridge such equity gap, programs such as Asian Pacific American Student Success (APASS), Umoja, and Puente focus on these target populations by providing culturally relevant, student-centered services that support success.

Figure 22 - LAHC Course Success by Ethnicity, Fall 2017-2021

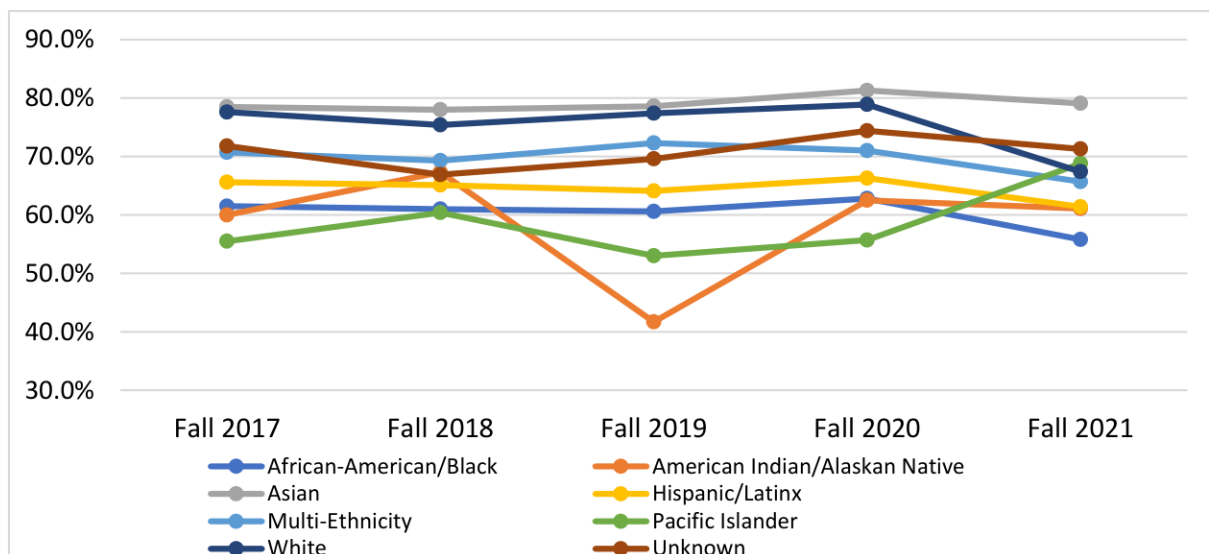
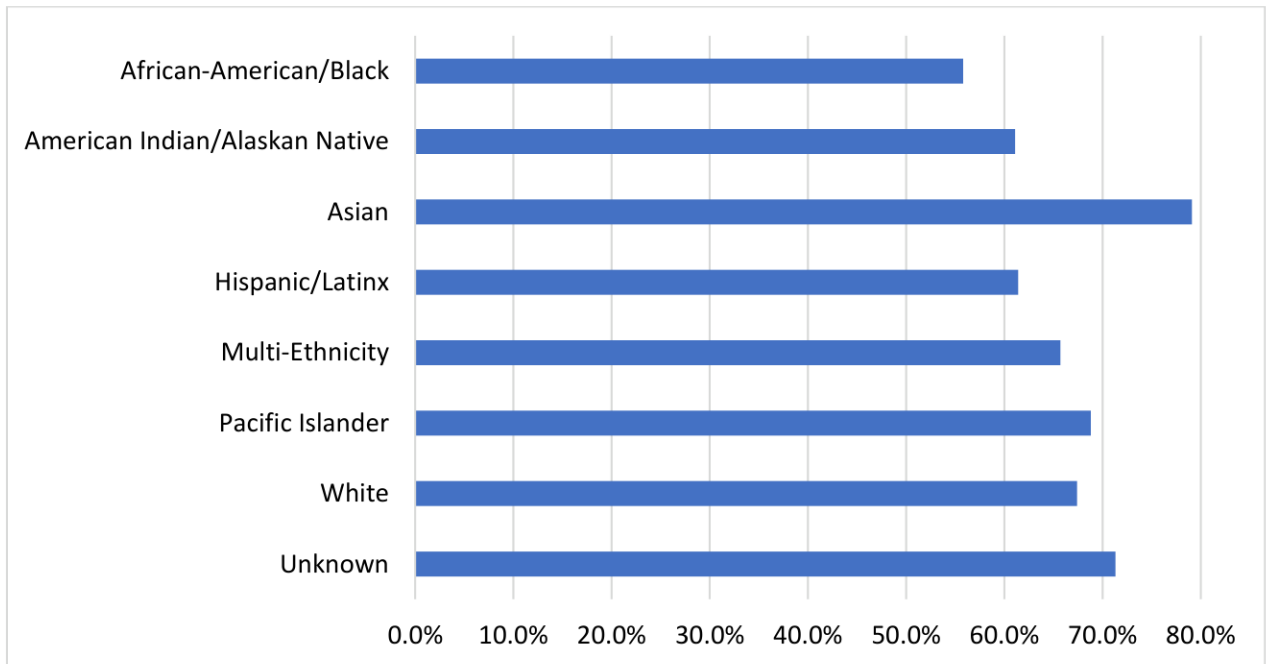


Figure 23 - LAHC Course Success by Ethnicity, Fall 2021



All Student Characteristics

Table 9 - Fall Credit Course Success Rates by Student Demographics, 2017-2021

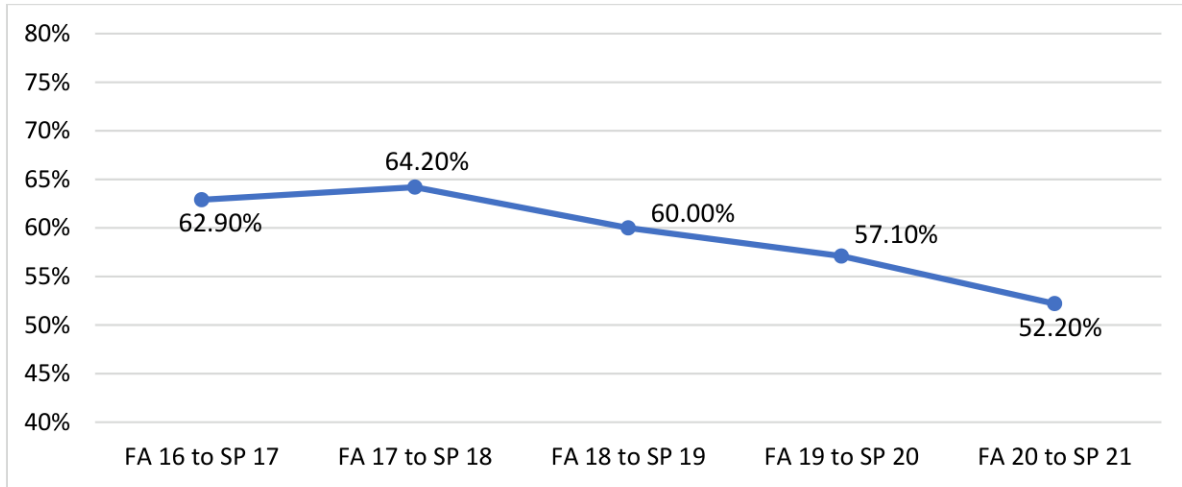
Group	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Overall	68.0%	67.4%	66.9%	69.2%	63.9%
Gender					
Female	68.5%	68.4%	67.6%	70.0%	64.3%
Male	67.3%	66.0%	65.9%	68.0%	63.1%
Non-Binary			0.0%	0.0%	61.5%
Unknown				53.8%	78.6%
Age					
19 or Less	68.8%	67.6%	66.5%	67.9%	64.7%
20 to 24	65.5%	64.6%	64.9%	67.1%	62.0%
25 to 34	68.8%	69.1%	67.8%	71.0%	67.1%
35 or more	74.1%	74.5%	75.3%	78.2%	61.2%
Ethnicity					
African-American/Black	61.5%	61.0%	60.6%	62.8%	55.8%
American Indian/Alaskan Native	60.0%	67.3%	41.7%	62.5%	61.1%
Asian	78.5%	78.0%	78.6%	81.3%	79.1%
Hispanic/Latinx	65.6%	65.1%	64.1%	66.3%	61.4%
Multi-Ethnicity	70.7%	69.3%	72.3%	71.0%	65.7%
Pacific Islander	55.5%	60.4%	53.0%	55.7%	68.8%
Unknown	71.8%	66.9%	69.6%	74.4%	71.3%
White	77.6%	75.4%	77.4%	78.9%	67.4%

Source: California Community Colleges Chancellor's Office Management Information Systems Data Mart

PERSISTENCE RATES

The rate of return of LAHC students from Fall semester to the following Spring semester has slightly declined every academic year since Spring of 2019. The Fall-to-Spring persistence rate declined from 63 percent for Fall 2016 to Spring 2017 to 52 percent for Fall 2020 to Spring 2021.

Figure 24 - LAHC Persistence Rates, 2016-2021



Persistence Rates by Gender

Male students consistently have slightly higher persistence rates than female students.

Figure 25 - LAHC Fall to Spring Persistence Rates by Gender, 2016-2021

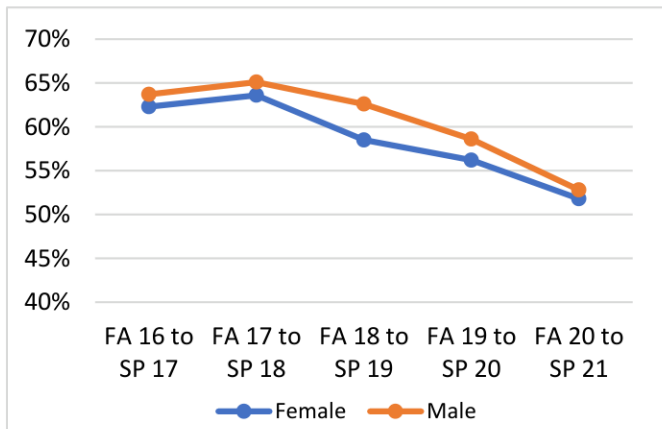
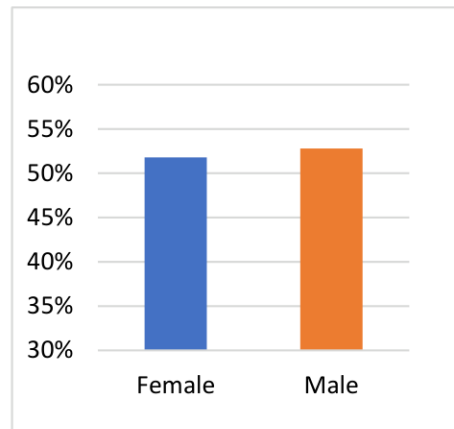


Figure 26 – LAHC Fall 2020 to Spring 2021 Persistence Rates by Gender



Persistence Rates by Age Group

On average, the younger students have a higher Fall-to-Spring persistence rate than the older students. With the exception of students 35 years of age or older, the three other age groups (19 or less, 20-24, and 25-34) have seen a slight decline in persistence rates. Although still lower than the three other age groups, students 35+ years have seen a two-percentage point growth from Fall 2019 to Spring 2021. The Fall-to-Spring persistence rate for *Fall 2016 to Spring 2017* to *Fall 2020 to Spring 2021* for students 19 years of age or less is 68 percent, followed by 49 percent for the 20–24-year-old age group, 45 percent for the 25–34-year-old group, and 44 percent for students 35 or more.

Figure 27 - LAHC Fall to Spring Persistence Rates by Age Group, 2016-2021

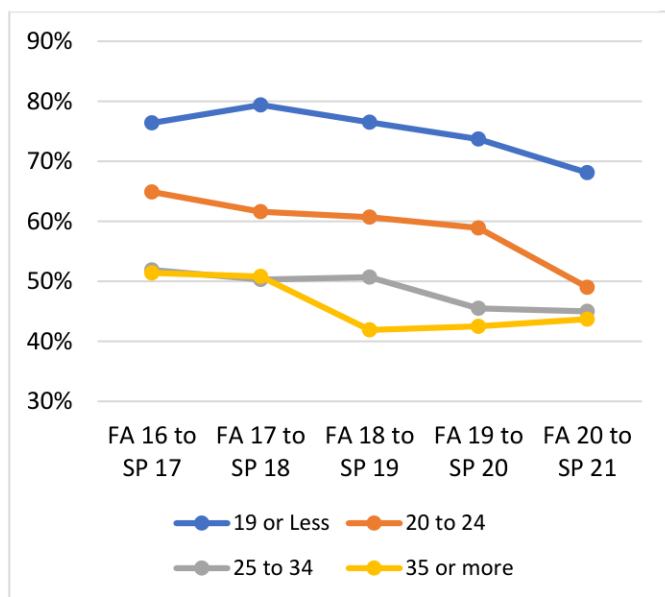
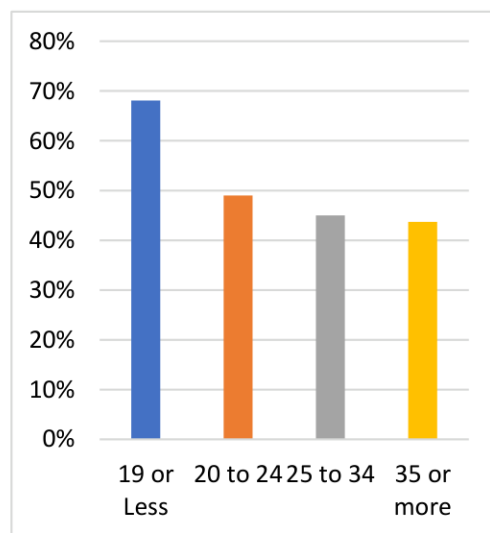


Figure 28 – LAHC Fall 2020 to Spring 2021 Persistence Rates by Age Group



Persistence Rates by Ethnicity

With the exception the Pacific Islander/Hawaiian Native student group, persistence rates have decreased for all ethnic groups from Fall 2016 to Spring 2021. Asian students have seen the largest decline in persistence rates (-34.6%), followed by White (-29%), Hispanic/Latinx (-16.3%), and African-American/Black (-9.2%). The Fall-to-Spring persistence rate for *Fall 2020 to Spring 2021* range from 41.9 percent (Asian) to 65.6 percent (Pacific Islander/Hawaiian Native).

Figure 29 – LAHC Fall to Spring Persistence Rates by Ethnicity, 2016-2021

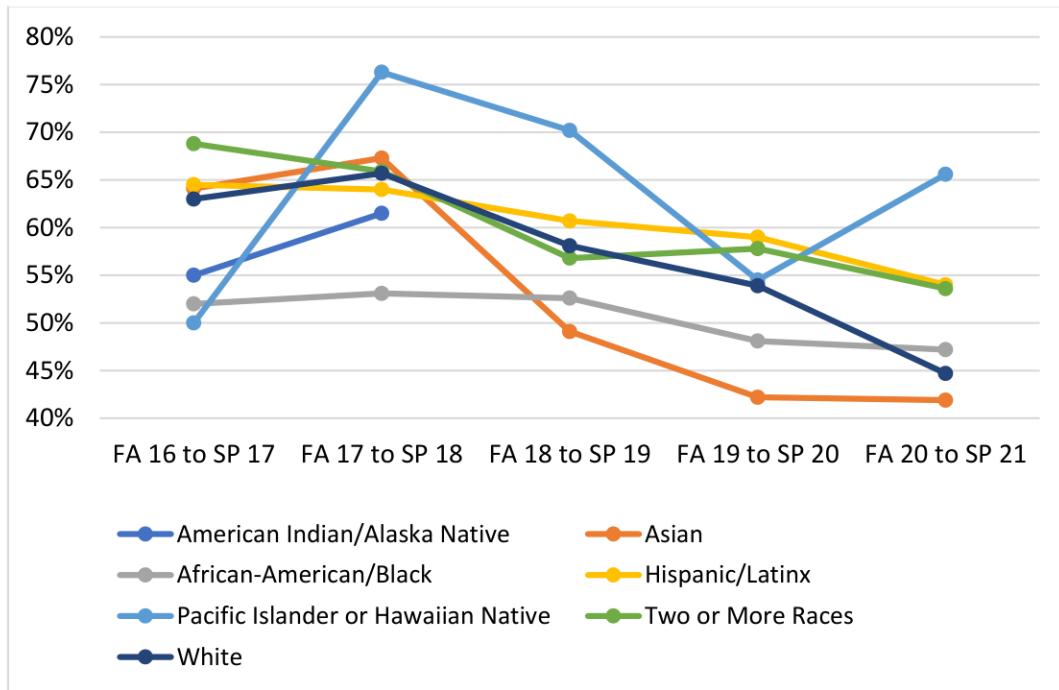
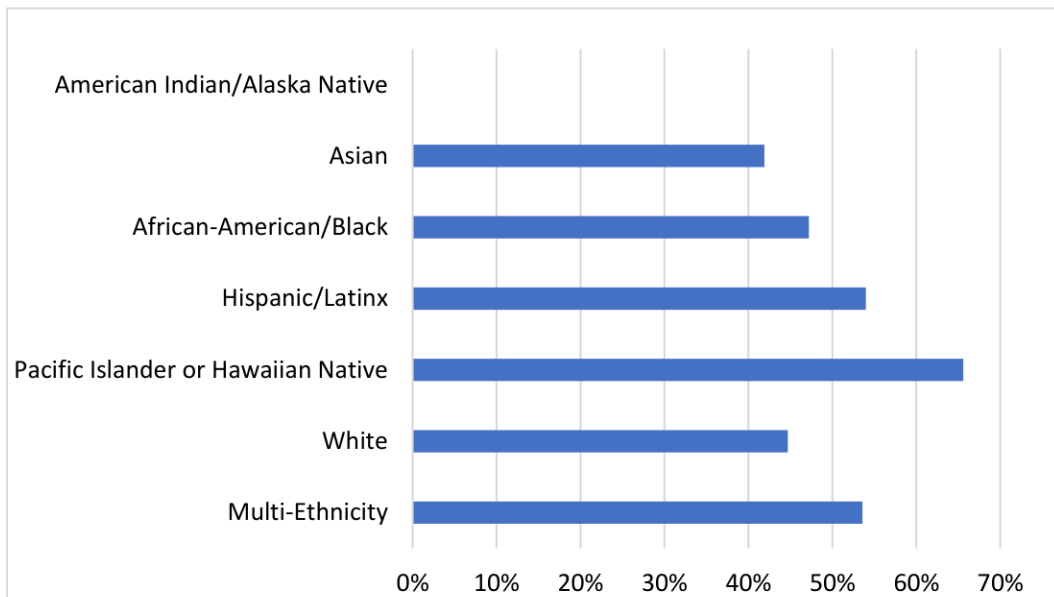


Figure 30 - LAHC Fall 2020 to Spring 2021 Persistence Rates by Ethnicity



All Student Characteristics

Table 10 - LAHC Fall to Spring Persistence Rates by Student Demographics, 2016-2021

Group	FA 16 to SP 17	FA 17 to SP 18	FA 18 to SP 19	FA 19 to SP 20	FA 20 to SP 21
Overall	62.9%	64.2%	60.0%	57.1%	52.2%
Gender					
Female	62.3%	63.6%	58.5%	56.2%	51.8%
Male	63.7%	65.1%	62.6%	58.6%	52.8%
Age					
19 or Less	76.4%	79.4%	76.5%	73.7%	68.1%
20 to 24	64.9%	61.6%	60.7%	58.9%	49.0%
25 to 34	51.9%	50.3%	50.7%	45.5%	45.0%
35 or more	51.4%	50.8%	41.9%	42.5%	43.7%
Ethnicity					
American Indian/Alaska Native	55.0%	61.5%			
Asian	64.1%	67.3%	49.1%	42.2%	41.9%
African-American/Black	52.0%	53.1%	52.6%	48.1%	47.2%
Hispanic/Latinx	64.5%	64.0%	60.7%	59.0%	54.0%
Pacific Islander or Hawaiian Native	50.0%	76.3%	70.2%	54.5%	65.6%
Multi-Ethnicity	68.8%	65.9%	56.8%	57.8%	53.6%
White	63.0%	65.7%	58.1%	53.9%	44.7%

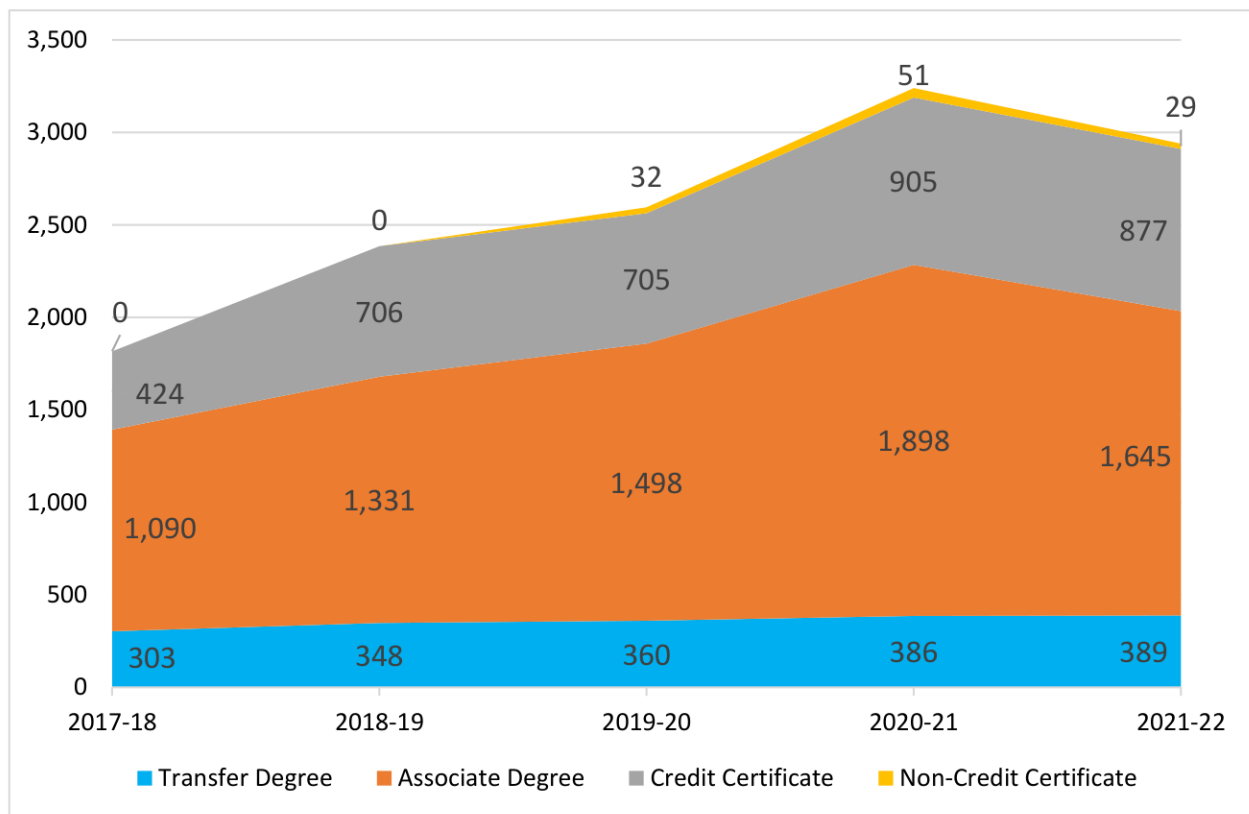
Source: California Community Colleges Chancellor's Office Management Information Systems Data Mart

AWARDS

LAHC is committed to not only sustaining but increasing the number of degrees and certificates awarded to students by providing students with access to high quality programs and support services based on a systematic evaluation of program data, including success metrics, learning outcomes, and labor market demand. The College offers 25 Associate Degrees for Transfer and 39 Associate of Art/Associate of Science degrees.

In recent years, LAHC has been increasing the total number of awards to students, from a total of 1,817 awards in 2017-18 to 2,940 awards in 2021-22, while 2020-21 conferred the highest number of awards (n=3,240). The five-year award trend shows an increase in the number of awards, despite declining enrollment. The total number of awards conferred have increased by 62 percent between 2017-18 and 2021-22: ADT degrees increased by 28 percent, AA/AS degrees increased by 51 percent, credit certificates increased by 107 percent. Non-credit certificates were not conferred until the 2019-20 academic year.

Figure 31 - 1 Awards Conferred by LAHC, 2017-2018 to 2021-2022



Source: PeopleSoft LAC_SRE_DEG_GRANTED_RPT Query

Awards by Gender

In 2021-22, 1,885 of the 2,940 degrees and certificates were awarded to female students; 1,043 of the 2,940 degrees and certificates were awarded to male students. Percentagewise, 64% of the awards conferred to female students and 36% to male students. In the last five academic years, female students were consistently awarded over 60 percent of all the degrees and certificates. While an upward trend was achieved for both male and female students over recent years, a larger difference gap appeared in year 2020-21. In year 2020-21, 66% of the awards conferred to female students and 34% to male students. But the award gap has shrunk in 2021-22.

Figure 32 - LAHC Awards by Gender, 2021-2022

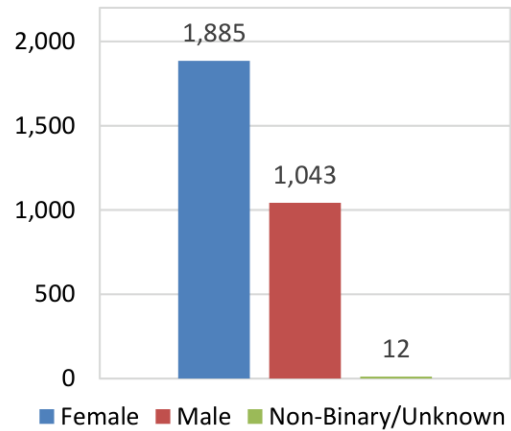


Figure 33 - LAHC Awards by Gender, 2017-2018 to 2021-2022

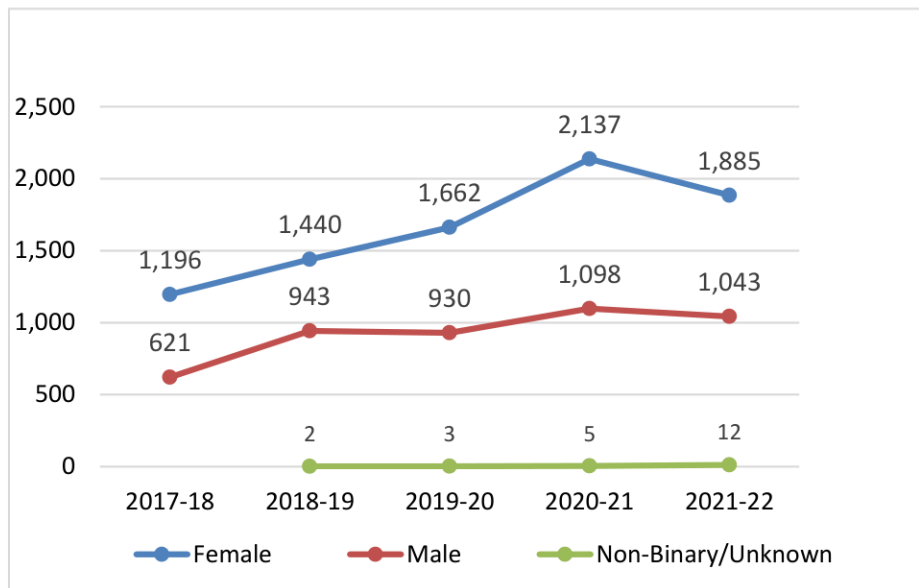


Table 11 - LAHC Awards by Gender, 2017-2018 to 2021-2022

Award Type	2017-18		2018-19		2019-20		2020-21		2021-22	
	#	%	#	%	#	%	#	%	#	%
Female	1,196	65.8%	1,440	60.4%	1,662	64.0%	2,137	66.0%	1,885	64.1%
Male	621	34.2%	943	39.5%	930	35.8%	1,098	33.9%	1,043	35.5%
Non-Binary/Unknown		0.0%	2	0.1%	3	0.1%	5	0.2%	12	0.4%
Total	1,817	100%	2,383	100%	2,592	100%	3,235	100%	2,928	100%

Source: PeopleSoft LAC_SRE_DEG_GRANTED_RPT Query

Awards by Age Group

In 2021-22, the college awarded 2,940 degrees and certificates, 44%, were conferred to students between 20 to 24 years old, followed by students ages 25 to 34 (25%) and 19 and under (19%). The remaining 11%, or 338 awards, by students ages 35 and older.

Figure 34 - LAHC Awards by Age Group, 2021-2022

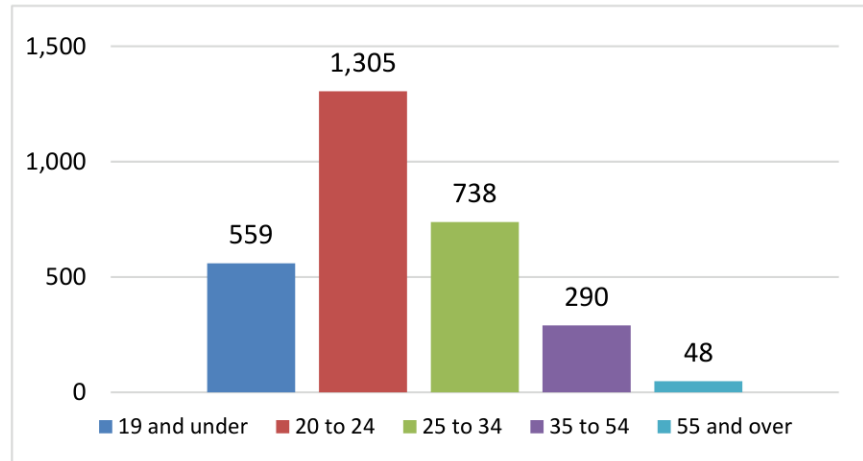


Figure 35 - LAHC Awards by Age Group, 2017-2018 to 2021-2022

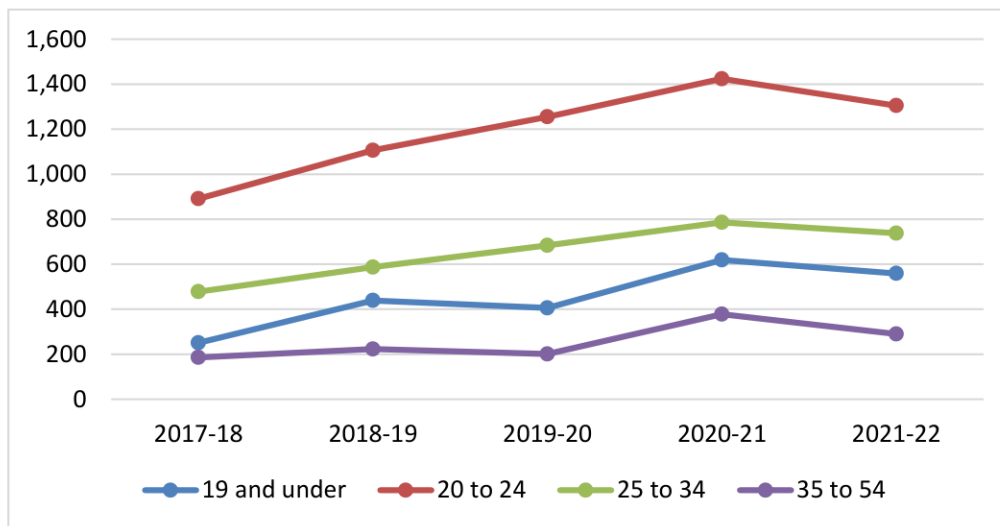


Table 12 - LAHC Awards by Age, 2017-2018 to 2021-2022

Age Group	2017-18		2018-19		2019-20		2020-21		2021-22	
	#	%	#	%	#	%	#	%	#	%
19 and under	251	13.8%	439	18.4%	406	15.6%	619	19.1%	559	19.0%
20 to 24	891	49.0%	1,106	46.4%	1,255	48.4%	1,424	44.0%	1,305	44.4%
25 to 34	478	26.3%	587	24.6%	684	26.4%	786	24.3%	738	25.1%
35 to 54	186	10.2%	223	9.4%	201	7.7%	378	11.7%	290	9.9%
55 and over	11	0.6%	30	1.3%	49	1.9%	33	1.0%	48	1.6%
Total	1,817	100%	2,385	100%	2,595	100%	3,240	100%	2,940	100%

Source: PeopleSoft LAC_SRE_DEG_GRANTED_RPT Query

Awards by Ethnicity

Between 2017-18 and 2021-22, Hispanic student group attained 59% to 63% total awards each year. In 2021-22, Hispanic student group attained 63% (1,856 out of 2,940) degrees and certificates, achieving the highest percentage point in recent years.

During the five years span, multi-ethnic students had the highest percentage point increase (2.1%); White students experienced a decline of 4 percentage points.

Figure 36 - LAHC Awards by Ethnicity, 2021-2022

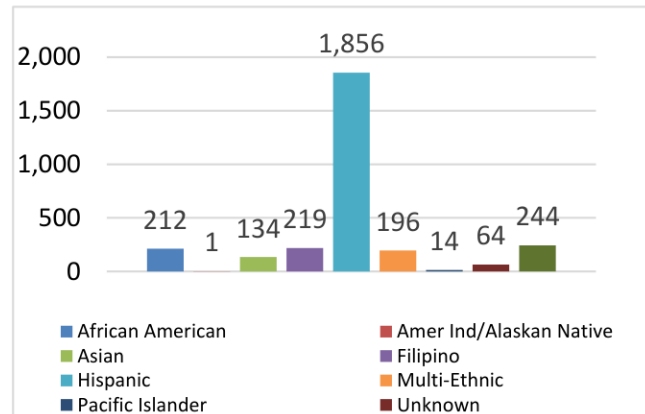


Figure 37 - LAHC Awards by Ethnicity, 2017-2018 to 2021-2022

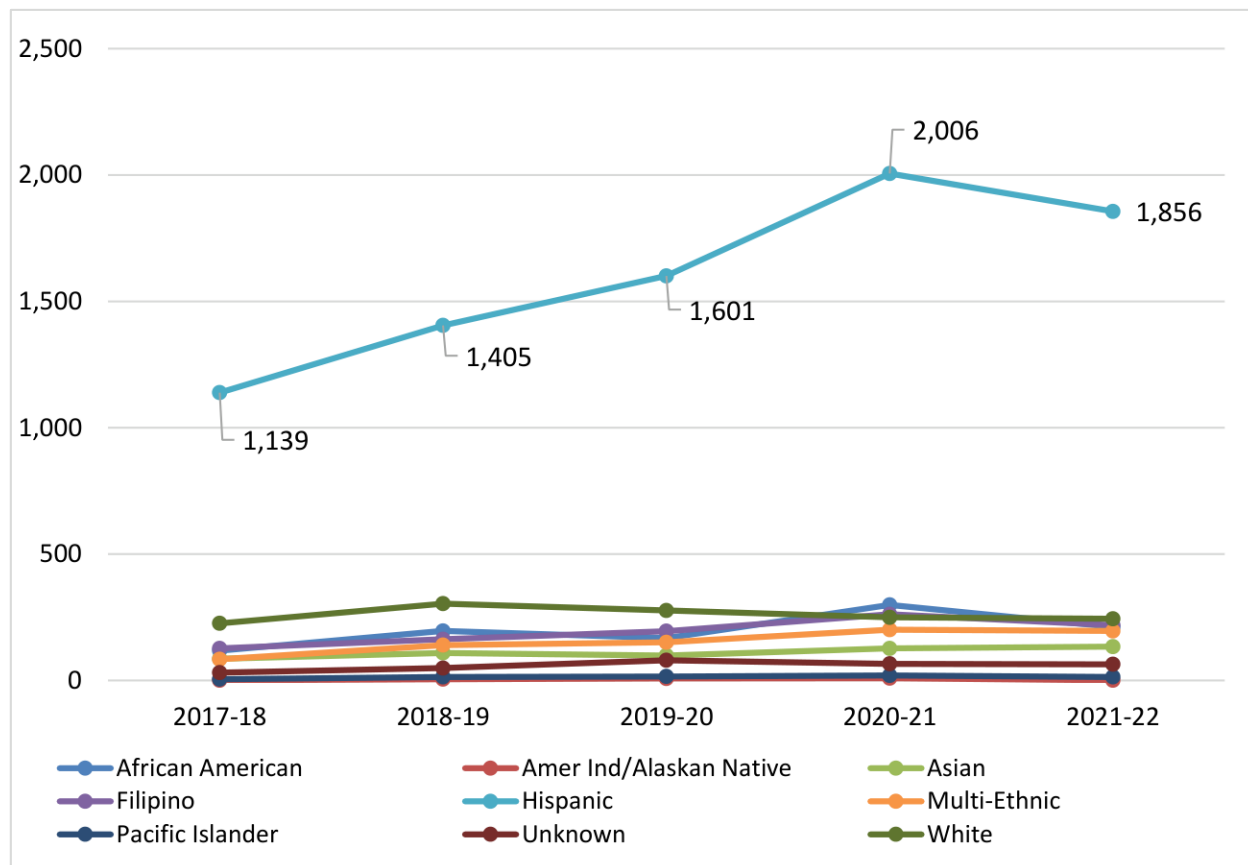


Table 13 - LAHC Awards by Ethnicity, 2017-2018 to 2021-2022

Award Type	2017-18		2018-19		2019-20		2020-21		2021-22	
	#	%	#	%	#	%	#	%	#	%
African American	118	6.5%	196	8.2%	168	6.5%	299	9.2%	212	7.2%
Amer Ind/ Alaskan Native	1	0.1%	5	0.2%	8	0.3%	9	0.3%	1	0.0%
Asian	86	4.7%	109	4.6%	99	3.8%	127	3.9%	134	4.6%
Filipino	127	7.0%	163	6.8%	195	7.5%	262	8.1%	219	7.4%
Hispanic	1,139	62.7%	1,405	58.9%	1,601	61.7%	2,006	61.9%	1,856	63.1%
Multi-Ethnic	84	4.6%	140	5.9%	151	5.8%	201	6.2%	196	6.7%
Pacific Islander	5	0.3%	14	0.6%	16	0.6%	20	0.6%	14	0.5%
Unknown	31	1.7%	49	2.1%	80	3.1%	66	2.0%	64	2.2%
White	226	12.4%	304	12.7%	277	10.7%	250	7.7%	244	8.3%
Total	1,817	100%	2,385	100%	2,595	100%	3,240	100%	2,940	100%

Source: PeopleSoft LAC_SRE_DEG_GRANTED_RPT Query

All Student Characteristics

Table 14 - Awards by Student Demographics, 2017-2018 to 2021-2022

Award Type and Student Demography	2017-18		2018-19		2019-20		2020-21		2021-22	
	#	%	#	%	#	%	#	%	#	%
OVERALL										
All Students	1,817	100%	2,385	100%	2,595	100%	3,240	100%	2,940	100%
GENDER										
Associate Degree	1,090	60.0%	1,331	55.8%	1,498	57.7%	1,898	58.6%	1,645	56.0%
Female	741	68.0%	824	61.9%	989	66.0%	1,277	67.3%	1,115	67.8%
Male	349	32.0%	507	38.1%	507	33.8%	616	32.5%	525	31.9%
Non-Binary/Unknown		0.0%		0.0%	2	0.1%	5	0.3%	5	0.3%
Credit Certificate	424	23.3%	706	29.6%	705	27.2%	905	27.9%	877	29.8%
Female	271	63.9%	418	59.2%	445	63.1%	581	64.2%	532	60.7%
Male	153	36.1%	287	40.7%	259	36.7%	324	35.8%	343	39.1%
Non-Binary/Unknown		0.0%	1	0.1%	1	0.1%		0.0%	2	0.2%
Non-Credit Certificate		0.0%		0.0%	32	1.2%	51	1.6%	29	1.0%
Female					21	65.6%	44	86.3%	19	65.5%
Male					11	34.4%	7	13.7%	6	20.7%
Non-Binary/Unknown						0.0%		0.0%	4	13.8%
Transfer Degree	303	16.7%	348	14.6%	360	13.9%	386	11.9%	389	13.2%
Female	184	60.7%	198	56.9%	207	57.5%	235	60.9%	219	56.3%
Male	119	39.3%	149	42.8%	153	42.5%	151	39.1%	169	43.4%
Non-Binary/Unknown		0.0%	1	0.3%		0.0%		0.0%	1	0.3%
AGE										
Associate Degree	1,090	60.0%	1,331	55.8%	1,498	57.7%	1,898	58.6%	1,645	56.0%
19 and under	160	14.7%	241	18.1%	224	15.0%	365	19.2%	294	17.9%
20 to 24	506	46.4%	593	44.6%	723	48.3%	841	44.3%	746	45.3%
25 to 34	296	27.2%	340	25.5%	402	26.8%	467	24.6%	410	24.9%
35 to 54	119	10.9%	144	10.8%	124	8.3%	213	11.2%	175	10.6%
55 and over	9	0.8%	13	1.0%	25	1.7%	12	0.6%	20	1.2%
Credit Certificate	424	23.3%	706	29.6%	705	27.2%	905	27.9%	877	29.8%
19 and under	76	17.9%	149	21.1%	141	20.0%	201	22.2%	205	23.4%
20 to 24	206	48.6%	325	46.0%	335	47.5%	377	41.7%	366	41.7%
25 to 34	95	22.4%	167	23.7%	171	24.3%	219	24.2%	214	24.4%
35 to 54	46	10.8%	53	7.5%	43	6.1%	101	11.2%	75	8.6%
55 and over	1	0.2%	12	1.7%	15	2.1%	7	0.8%	17	1.9%
Non-Credit Certificate		0.0%		0.0%	32	1.2%	51	1.6%	29	1.0%
19 and under						0.0%	1	2.0%		0.0%
20 to 24					3	9.4%	3	5.9%	1	3.4%
25 to 34					4	12.5%	11	21.6%	4	13.8%
35 to 54					18	56.3%	26	51.0%	17	58.6%
55 and over					7	21.9%	10	19.6%	7	24.1%
Transfer Degree	303	16.7%	348	14.6%	360	13.9%	386	11.9%	389	13.2%
19 and under	15	5.0%	49	14.1%	41	11.4%	52	13.5%	60	15.4%

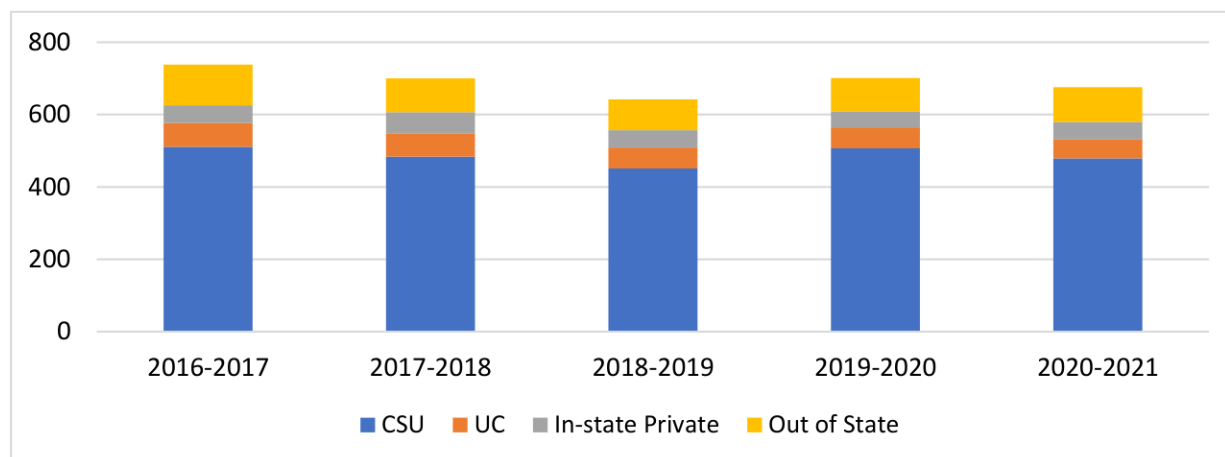
Award Type and Student Demography	2017-18		2018-19		2019-20		2020-21		2021-22	
	#	%	#	%	#	%	#	%	#	%
20 to 24	179	59.1%	188	54.0%	194	53.9%	203	52.6%	192	49.4%
25 to 34	87	28.7%	80	23.0%	107	29.7%	89	23.1%	110	28.3%
35 to 54	21	6.9%	26	7.5%	16	4.4%	38	9.8%	23	5.9%
55 and over	1	0.3%	5	1.4%	2	0.6%	4	1.0%	4	1.0%
ETHNICITY										
Associate Degree	1,090	60.0%	1,331	55.8%	1,498	57.7%	1,898	58.6%	1,645	56.0%
African American	77	7.1%	115	8.6%	100	6.7%	184	9.7%	117	7.1%
Amer Ind/Alaskan Native	1	0.1%	3	0.2%	5	0.3%	5	0.3%	1	0.1%
Asian	57	5.2%	58	4.4%	55	3.7%	67	3.5%	67	4.1%
Filipino	73	6.7%	93	7.0%	120	8.0%	174	9.2%	134	8.1%
Hispanic	679	62.3%	767	57.6%	923	61.6%	1,157	61.0%	1,029	62.6%
Multi-Ethnic	53	4.9%	79	5.9%	86	5.7%	117	6.2%	116	7.1%
Pacific Islander	4	0.4%	9	0.7%	7	0.5%	12	0.6%	7	0.4%
Unknown	19	1.7%	30	2.3%	44	2.9%	40	2.1%	40	2.4%
White	127	11.7%	177	13.3%	158	10.5%	142	7.5%	134	8.1%
Credit Certificate	424	23.3%	706	29.6%	705	27.2%	905	27.9%	877	29.8%
African American	26	6.1%	59	8.4%	46	6.5%	84	9.3%	66	7.5%
Amer Ind/Alaskan Native		0.0%	1	0.1%	2	0.3%	2	0.2%		0.0%
Asian	11	2.6%	32	4.5%	30	4.3%	36	4.0%	42	4.8%
Filipino	30	7.1%	45	6.4%	45	6.4%	67	7.4%	59	6.7%
Hispanic	269	63.4%	425	60.2%	431	61.1%	566	62.5%	554	63.2%
Multi-Ethnic	21	5.0%	40	5.7%	51	7.2%	61	6.7%	62	7.1%
Pacific Islander		0.0%	5	0.7%	5	0.7%	7	0.8%	5	0.6%
Unknown	7	1.7%	14	2.0%	22	3.1%	18	2.0%	17	1.9%
White	60	14.2%	85	12.0%	73	10.4%	64	7.1%	72	8.2%
Transfer Degree	303	16.7%	348	14.6%	360	13.9%	386	11.9%	389	13.2%
African American	15	5.0%	22	6.3%	16	4.4%	28	7.3%	21	5.4%
Amer Ind/Alaskan Native		0.0%	1	0.3%	1	0.3%	2	0.5%		0.0%
Asian	18	5.9%	19	5.5%	12	3.3%	16	4.1%	22	5.7%
Filipino	24	7.9%	25	7.2%	26	7.2%	17	4.4%	21	5.4%
Hispanic	191	63.0%	213	61.2%	236	65.6%	257	66.6%	263	67.6%
Multi-Ethnic	10	3.3%	21	6.0%	14	3.9%	22	5.7%	17	4.4%
Pacific Islander	1	0.3%		0.0%	4	1.1%	1	0.3%	2	0.5%
Unknown	5	1.7%	5	1.4%	14	3.9%	6	1.6%	7	1.8%
White	39	12.9%	42	12.1%	37	10.3%	37	9.6%	36	9.3%
Non-Credit Certificate		0.0%		0.0%	32	1.2%	51	1.6%	29	1.0%
African American					6	18.8%	3	5.9%	8	27.6%
Asian					2	6.3%	8	15.7%	3	10.3%
Filipino					4	12.5%	4	7.8%	5	17.2%
Hispanic					11	34.4%	26	51.0%	10	34.5%
Multi-Ethnic						0.0%	1	2.0%	1	3.4%
Unknown						0.0%	2	3.9%		0.0%
White					9	28.1%	7	13.7%	2	6.9%

Source: PeopleSoft LAC_SRE_DEG_GRANTED_RPT Query

TRANSFERS TO FOUR-YEAR INSTITUTIONS

The majority of LAHC students who transfer to a four-year institution transfer to the California State University (CSU) system. Between 2016-17 to 2020-21, the proportion of LAHC transfers to CSUs decreased by eight percent.

Figure 38 - LAHC Transfers to Four-Year Institutions, 2016-2021



Transfers to CSU Campuses

On average, 60 percent of LAHC students transferring to CSU campuses are female. Most students transfer to CSU Dominguez Hills, followed by CSU Long Beach. The top three CSU majors for the past five academic years are Business-Management, Psychology, and Social Sciences.

Table 15 - LAHC transfers to CSU Campuses, 2016-2021

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Overall	511	484	451	507	479
Student Characteristics					
Female	293	274	277	315	297
Male	218	210	174	192	182
African American/Black	31	40	30	32	31
American Indian	1	1	2	1	2
Asian	57	37	50	57	54
Hispanic/Latinx	278	274	265	292	292
Pacific Islander	2	1	4	1	4
Two or More Races	14	29	15	24	13
Unknown	21	13	15	11	10
White, Non-Latino	65	50	51	55	52
International Student	42	39	19	34	21

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
CSU Campus					
Bakersfield	11	5	4	2	3
Channel Islands	2	3	1	4	1
Chico	2	2	2	3	4
Dominguez Hills	274	225	239	237	230
East Bay	2	2	1	3	2
Fresno	1	2	1	1	-
Fullerton	26	19	22	20	27
Humboldt	1	7	2	5	3
Long Beach	110	111	103	137	112
Los Angeles	36	42	27	38	36
Maritime Academy	1	1	1	-	3
Monterey Bay	-	1	1	1	1
Northridge	13	17	20	27	22
Pomona	16	22	13	16	11
Sacramento	1	4	1	1	5
San Bernardino	4	7	-	1	1
San Diego	2	3	1	2	1
San Francisco	5	7	7	3	8
San Jose	3	3	2	3	2
San Luis Obispo	-	1	1	2	4
San Marcos	-	-	1	1	3
Sonoma	-	-	-	-	-
Stanislaus	1	-	1	-	-
Systemwide Discipline Division					
Agriculture	-	2	-	-	3
Architecture	5	3	4	4	2
Biological Sciences	11	8	7	12	6
Business-Management	86	106	98	86	74
Communications	23	10	13	7	7
Education	35	37	40	51	47
Engineering	20	31	22	27	30
Fine and Applied Arts	17	16	17	22	23
Foreign Languages	1	4	-	-	1
Health Professions	46	40	28	28	45
Home Economics	7	8	11	12	7

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Information Sciences	22	17	13	21	20
Interdisciplinary Letters	27	25	26	22	30
Mathematics	19	18	13	25	21
Physical Science	4	4	7	9	3
Psychology	6	3	4	6	3
Public Affairs	70	64	63	75	72
Social Sciences	52	40	33	54	46
Undeclared	59	47	50	46	39
	1	1	2	-	-

Transfers to UC Campuses

On average, nearly 10 percent of LAHC students transfer to a University of California (UC) campus. Most students transfer to UC Los Angeles and Irvine. The top three UC majors for the past five academic years are Psychology, Social Sciences, and English Language and Literature/Letters.

Table 16 - LAHC transfers to UC Campuses, 2016-2021

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Overall	66	63	58	58	52
Student Characteristics					
Female	22	24	24	24	18
Male	27	28	20	20	24
African American/Black	-	6	-	-	-
American Indian	-	-	-	-	-
Asian	6	12	8	11	-
Hispanic/Latinx	34	17	24	33	28
Pacific Islander	-	-	-	-	-
White	3	9	5	-	-
International Student	3	9	5	-	-
UC Campus					
Berkeley	4	4	4	8	6
Davis	6	4	4	8	-
Irvine	10	16	14	10	9
Los Angeles	17	14	15	18	8
Merced	-	-	-	-	-
Riverside	4	-	-	3	12
San Diego	6	9	9	5	5
Santa Barbara	15	12	7	5	7
Santa Cruz	4	-	-	-	-

	2016- 2017	2017- 2018	2018- 2019	2019- 2020	2020- 2021
Major					
Agricultural/Animal/Plant/Veterinary Science and Related Fields	1	-	-	2	-
Area, Ethnic, Cultural, Gender, and Group Studies	1	1	1	1	1
Biological and Biomedical Sciences	2	4	3	1	2
Business, Management, Marketing, and Related Support Services	2	2	2	2	3
Communication, Journalism, and Related Programs	3	4	4	2	1
Computer and Information Sciences and Support Services	2	3	1	2	3
Education	1	-	-	-	-
Engineering	6	3	8	5	4
English Language and Literature/Letters	6	3	2	6	4
Family and Consumer Sciences/Human Sciences	-	-	-	1	-
Foreign Languages, Literatures, and Linguistics		1	2	2	2
Health Professions and Related Programs	-	-	-	1	1
History	2	1	2	2	2
Liberal Arts and Sciences, General Studies and Humanities	1	1	-	-	-
Mathematics and Statistics	1	5	2	-	-
Multi/Interdisciplinary Studies	3	3		-	-
Natural Resources and Conservation	-	1	-	1	-
Philosophy and Religious Studies	-	-	3	1	1
Physical Sciences	1	4	5	2	5
Psychology	16	12	9	15	9
Social Sciences	14	14	10	10	9
Visual and Performing Arts	2	1	3	1	3

Source: California Community Colleges Chancellor's Office Management Information Systems Data Mart

Institution-Set Standards

LA Harbor College establishes institution-set standards aligned to its mission and the college's Strategic Educational Master Plan (SEMP). LAHC's institution-set standards are calculated annually using the College's three-year averages on student performance metrics, including course completion, degree completion, certificate completion, licensure pass rate, and job placement rates. Progress towards the institution-set standards is evaluated in the College's program review process.

Table 17 - Institution-Set Standards, Actuals, and Goals, 2015-2020

Measures	Institution-Set Standards		Actual Performance					Target and Goals
	Previous	Current	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	Aspirational Goal
Course Completion	66.2%	68%	68.1%	68.5%	69.4%	69.0%	69.1%	71%
Associate Degrees	797	1,632	890	1,428	1,394	1,679	1,845	1,883
Credit Certificates			505	415	697	691	869	
Transfer to Four-Year Institution	489	693	640	738	700	642	701	797
Licensure Certification	See Licensure Certification data section							
Job Placement	See Job Placement data section							

COURSE COMPLETION RATES

The College has exceeded the institution-set standard since 2015-16. In 2019-20, the College's course success rate of 69.1% exceeded the standard by 1.1 percent. Although LAHC exceeded the standard of 68 percent in the 2019-20 academic year, the College was 1.9 percent below the aspirational goal. In efforts to meet the diverse needs of students, a variety of course schedules—including accelerated fine and eight-week courses, as well as 12, 14 and traditional 16-week courses—as well as modalities, fully online, in-person, and hybrid are offered at LAHC.

Table 18 - LAHC Course Completion Standard, Goal, & Performance, 2015-2020

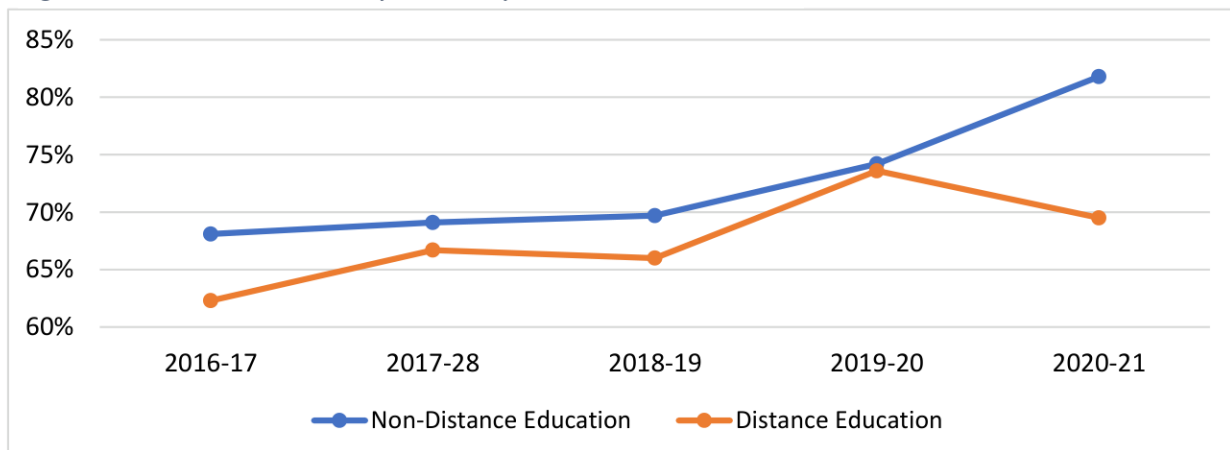
COURSE COMPLETION	Reporting Years Since Comprehensive Review				
	2015-16	2016-17	2017-18	2018-19	2019-20
Institutional-Set Standard	66.2%	66.4%	66.0%	66.9%	68.0%
Aspirational Goal	N/A	N/A	71%	71%	71%
Actual Performance	68.1%	68.5%	69.4%	69.0%	69.1%
Difference between Standard & Performance	+1.9%	+2.1%	+3.4%	+2.1%	+1.1%
Difference between Goal & Performance	N/A	N/A	-1.6%	-2.0%	-1.9%

Non-Distance Education v. Distance Education Course Success

Since 2016-2017, non-distance education course success rates have consistently exceeded the institution-set standards and demonstrated an upward trend. In 2019-2020, non-distance education courses exceeded the College stretch goal of 71%. Distance education course success rates fell below the institution-set standards until 2019-2020, at which the rates began to exceed the standards again. While in 2019-2020, the distance education course success rates exceeded the stretch goal of 71%, these rates declined in 2020-2021 by 4%.

Given the increasing number of courses offered online due to the COVID-19 pandemic, the College and District increased its offerings of distance education training to faculty, added three distance education coaches, and created a Distance Education YouTube channel with numerous training tutorials to assist faculty with development of courses.

Figure 39 - Course Success by Modality, 2016-2021



ASSOCIATE DEGREES

The College has exceeded the institution-set standard since 2017-18 and is on track to meet its aspirational goal in the 2022-23 academic year.

Table 19 - LAHC Degrees Awarded Standard, Goal, & Performance, 2015-2020

ASSOCIATE DEGREES AWARDED	Reporting Years Since Comprehensive Review				
	2015-16	2016-17	2017-18	2018-19	2019-20
Institutional-Set Standard	797	1,000	1,228	1,500	1,632
Aspirational Goal	N/A	N/A	1,662	1,681	1,883
Actual Performance	890	1,428	1,394	1,679	1,845
Difference between Standard & Performance	N/A	N/A	+166	+179	+213
Difference between Goal & Performance	N/A	N/A	-268	-2	-38

Table 20 - Number of Associate Degrees Awarded by Type, 2016-2021

	2016-17	2017-28	2018-19	2019-20	2020-21
Associate Degrees for Transfer	229	302	346	356	375
Associate in Arts for Transfer (A.A.-T) Degree	114	131	150	178	172
Associate in Science for Transfer (A.S.-T) Degree	115	171	196	178	203
Associate Degrees Not for Transfer	1,183	1,080	1,325	1,486	1,828
Associate of Arts (A.A.) degree	1,054	979	1,220	1,400	1,724
Associate of Science (A.S.) degree	129	101	105	86	104
Total	1,412	1,382	1,671	1,842	2,203

CERTIFICATES

The College has exceeded the institution-set standard since 2017-18 and is on track to meet its aspirational goal in the 2022-23 academic year.

Table 21 - Number of Credit Certificates by Type, 2016-2021

	2016-17	2017-28	2018-19	2019-20	2020-21
Certificate, 30 to < 60 semester units	406	383	615	662	820
Certificate, 18 to < 30 semester units	23	16			
Certificate, 16 to fewer than 30 semester units			34	16	18
Certificate, 6 to < 18 semester units	70	16	48	13	31
Other Credit Award, < 6 semester units	6				
Total Chancellor Approved Credit Certificates	505	415	697	691	869
Noncredit				16	51
Total Certificates	505	415	697	707	920

TRANSFERS TO FOUR-YEAR INSTITUTIONS

Overall, the College has exceeded the institution-set standard for the number of transfers to four-year institutions and is on track to meet its aspirational goal in the 2022-23 academic year. LAHC's alignment with its major transfer partner, CSU-Dominquez Hills, has led to large numbers of students transferring to CSU campuses.

LAHC plans to continue to focus on providing students with seamless transfer pathways, increasing the number of articulation agreements and transfer degrees, and providing high quality support services and programs such as the LAHC Transfer Center, STEM Program, and Honors Program to continue and grow the success in this area.

Table 22 - LAHC Transfers to Four-Year Institutions Standard, Goal, & Performance, 2015-2021

TRANSFERS TO FOUR-YEAR INSTITUTIONS	Reporting Years Since Comprehensive Review				
	2015-16	2016-17	2017-18	2018-19	2019-20
Institutional-Set Standard	489	690	691	692	693
Aspirational Goal	N/A	N/A	943	748	797
Actual Performance	640	738	700	642	701
Difference between Standard & Performance	+151	+48	+9	-50	+8
Difference between Goal & Performance	N/A	N/A	-243	-106	-96

Table 23 – Number of Transfers to Four-Year Institutions by Type, 2016-2021

	2016-17	2017-28	2018-19	2019-20	2020-21
Transfer to UC/CSU	577	547	509	565	531
Transfer to CSU	511	484	451	507	479
Transfer to UC	66	63	58	58	52
Transfer to ISP or OOS	161	153	133	136	145
Transfer to In-State Private (ISP) Institution	49	60	48	44	49
Transfer to Out-of-State Institution (OOS)	112	93	85	92	96
Total	738	700	642	701	676

LICENSURE CERTIFICATIONS

Career Technical Education (CTE) programs are required to evaluate licensure pass rates against the College's institution set standards. All three LAHC programs requiring a licensure certification—registered nurse, certified nursing assistant, and emergency medical technician—have met and the majority have exceeded the institution-set standards for the last 3 years.

Table 24 - Licensure Certifications, 2018-2021

Program	Institution-Set Standard	Actual Performance			Difference Between Standard & Performance		
		2018-2019	2019-2020	2020-2021	2018-2019	2019-2020	2020-2021
Registered Nurse	85%	97%	100%	96%	+12%	+15%	+11%
Certified Nursing Assistant (CNA)	85%	100%	100%	100%	+15%	+15%	+15%
Emergency Medical Technician (EMT)	67%	67%	100%	N/A	0%	+33%	N/A

JOB PLACEMENT

CTE programs also evaluate job placement rates against the College's institution-set standards. In 2020-21, the majority (seven out of nine) of the CTE programs exceeded the job placement institution-set standard at 79%. Both programs that did not meet the standard, Architecture & Architectural Technology and Office Technology are in the process of implementing action plans to innovate the curriculum in the programs to assure students completing the program are competitive in current and future job markets.

Table 25 – Job Placement, 2018-2021

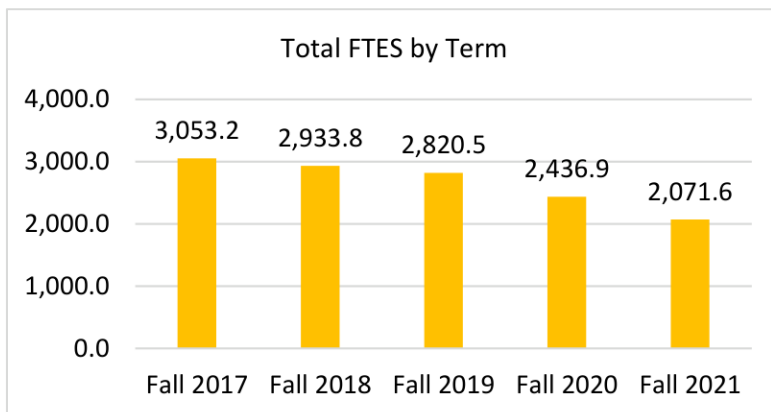
Program Name	Institution-Set Standard	Actual Performance			Difference Between Standard & Performance		
		2018-2019	2019-2020	2020-2021	2018-2019	2019-2020	2020-2021
Accounting	79%	86%	75%	89%	+7%	-4%	+10%
Administration of Justice	79%	75%	86%	92%	-4%	+7%	+13%
Architecture & Architectural Technology	79%	67%	56%	69%	-12%	-23%	-10%
Business Administration	79%	N/A	76%	82%	N/A	-3%	+3%
Business & Commerce, General	79%	89%	75%	90%	+10%	-4%	+11%
Child Development	79%	73%	76%	80%	-6%	-3%	+1%
Culinary Arts	79%	78%	81%	88%	-1%	+2%	+9%
Office Technology	79%	50%	50%	45%	-29%	-29%	-34%
Registered Nursing	79%	93%	92%	90%	+14%	+13%	+11%

Instructional FTES, FTEF, and Efficiency

FULL-TIME EQUIVALENT STUDENTS (FTES)

Full-Time Equivalent Student (FTES) is a standard statewide measure of student enrollment at an institution. It is a key performance indicator and is used as a basis for state funding. Over the years, LAHC establishes FTES target for the college to remain financially viable. Since Fall 2017, the decline in enrolment has impacted the FTES generated by the College. Between 2017 and 2021, Fall terms FTES decreased from 3,053 to 2,072 - a decline of 32 percent.

Figure 40 – Apportionment Generating FTES, Fall 2017-2021

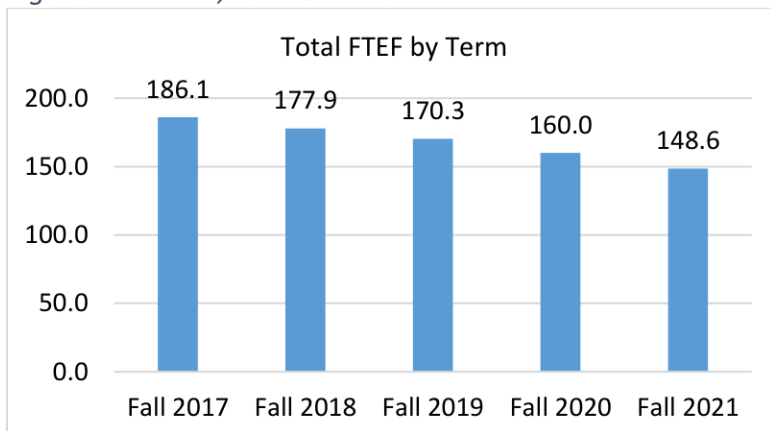


Source: LACCD IRDS Term files

FULL-TIME EQUIVALENT FACULTY (FTEF)

In Full-Time Equivalent Faculty (FTEF), a faculty member's actual workload is standardized against the teaching load to demonstrate a comparable total workload at an institution. Aligned with the downward trend of FTES, FTEF has consistently decreased at each term over the past five years. From 2017 to 2021, FTEF declined 20 percent, from 186 in Fall of 2017 to 149 in Fall of 2021.

Figure 41 – FTEF, Fall 2017-2021

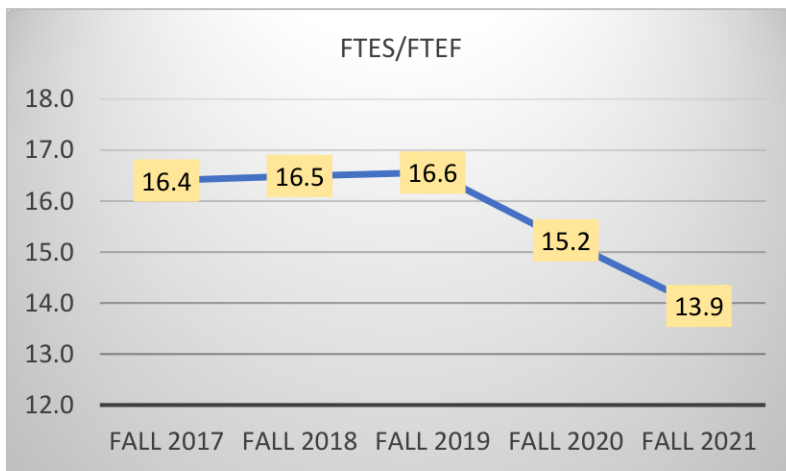


Source: LACCD IRDS Term files

FTES/FTEF

FTES/FTEF reflects how much FTES each FTEF is generating. FTES/FTEF can be used as a metric to assess performance or efficiency, with higher values indicate lower cost for classes. Compared to the FTES/FTEF institution-set standard of 17.2 in 2020-21, the college has fallen below the standard. To deal with the situation, FTES/FTEF data has been provided to each discipline for annual program review (e.g., data over time within a discipline and compared to other disciplines), so each discipline may take initiatives for improvement.

Figure 42 – FTES/FTEF, Fall 2017-2021

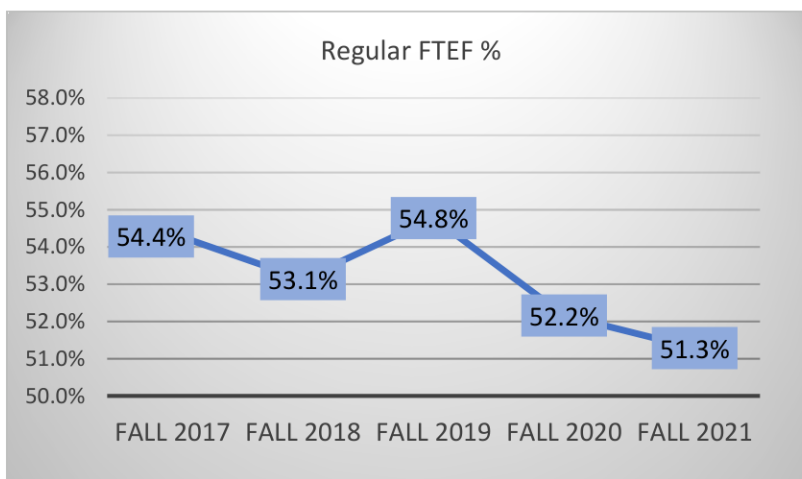


Source: LACCD IRDS Term files

PERCENTAGE OF REGULAR FTEF

Percentage of regular FTEF calculates the percentage of assignments by full time faculty versus adjunct faculty. The figure shows at least half of all the instructional work assignments have been performed by full-time faculty at LAHC.

Figure 43 – Regular FTEF %, Fall 2017-2021

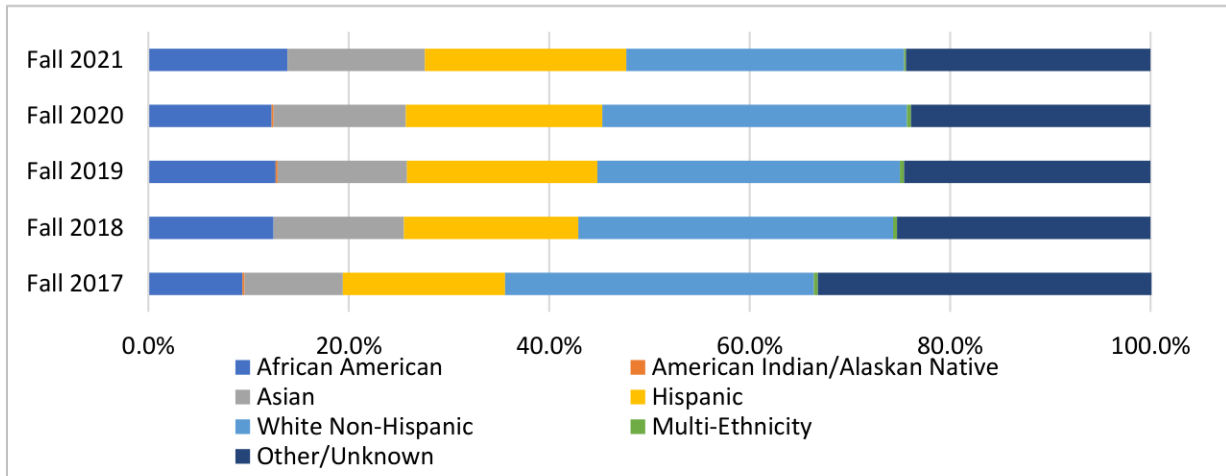


Source: LACCD IRDS Term files

Employees

To provide an equitable learning environment for all students, the college employs faculty and staff from diverse ethnic backgrounds.

Figure 44 – Fall Faculty and Staff Ethnicity, 2017 to 2021

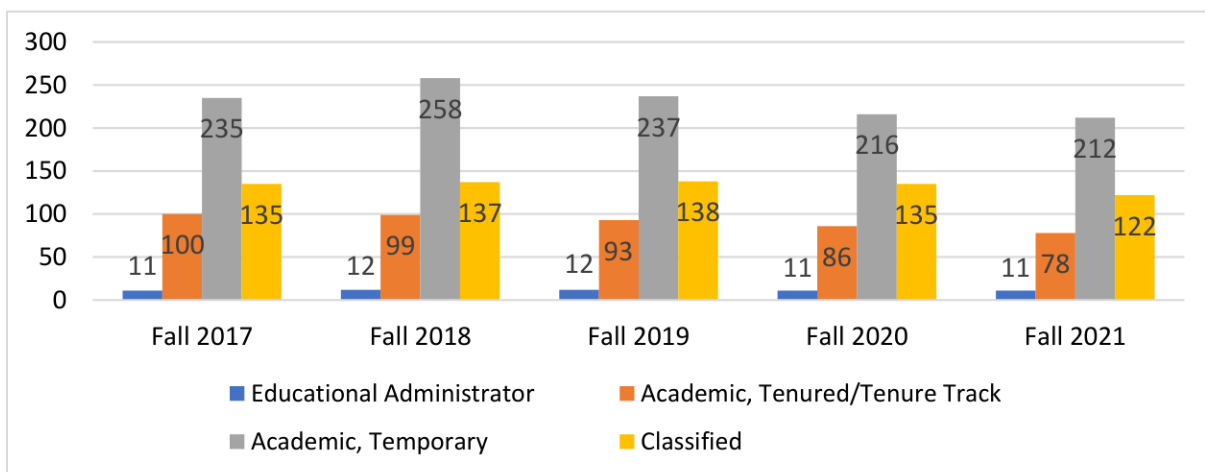


Source: California Community Colleges Chancellor’s Office Data Mart

FACULTY AND STAFF HEADCOUNT

Between 2017 and 2021, the total faculty and staff headcount declined from 481 to 423, a 12 percent decrease. The number of administrators has remained stable, while the other categories experienced declines. Tenured/tenured track faculty decreased by 22 percent, the number of temporary academic faculty dropped by 10 percent, and classified staff decreased by 10 percent.

Figure 45 - Fall Headcount of Employees by Classification, 2017 to 2021



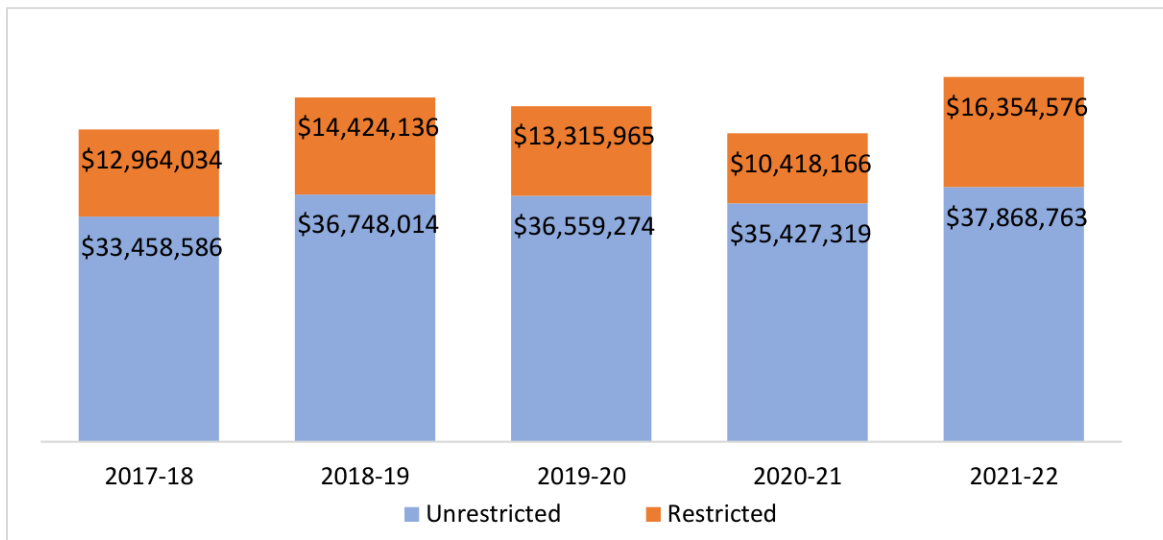
Source: California Community Colleges Chancellor’s Office Data Mart

Allocations and Expenditures

BUDGET ALLOCATIONS

In the past five years, the unrestricted budget has comprised between 70 to 77 percent of the total annual budget.

Figure 46 - LAHC Final Budget, 2017-2018 to 2021-2022



Source: LACCD 2022-23 Final Budget Report

EXPENDITURES

The largest proportion of expenditures goes to certificated salaries, followed by benefits and non-certificated salaries. Ranging from 47 to 53 percent, in the past five years, certificated salaries account for half of the annual total expenditures.

Figure 47 - LAHC Unrestricted General Fund Distribution, 2021-22

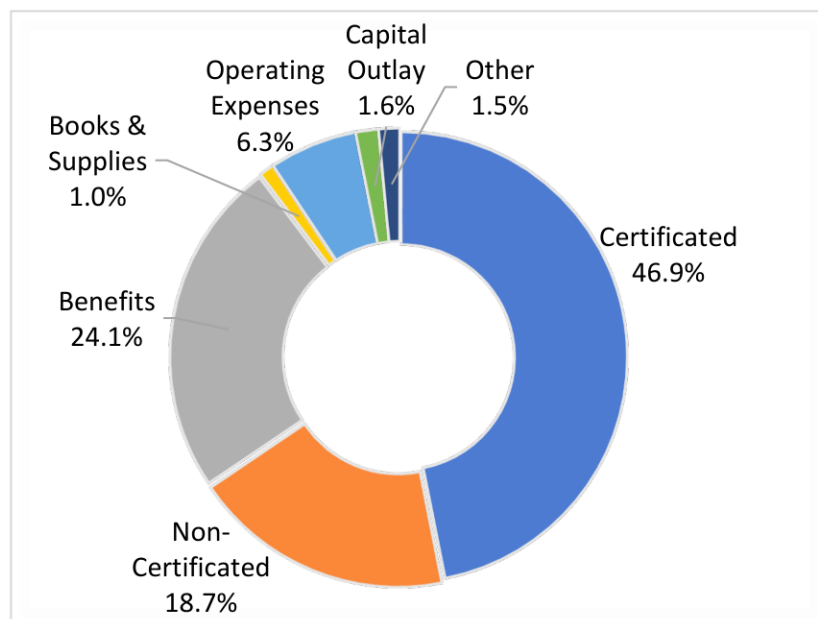


Table 26 - LAHC Unrestricted General Fund Expenditures, 2017-2018 to 2021-2022

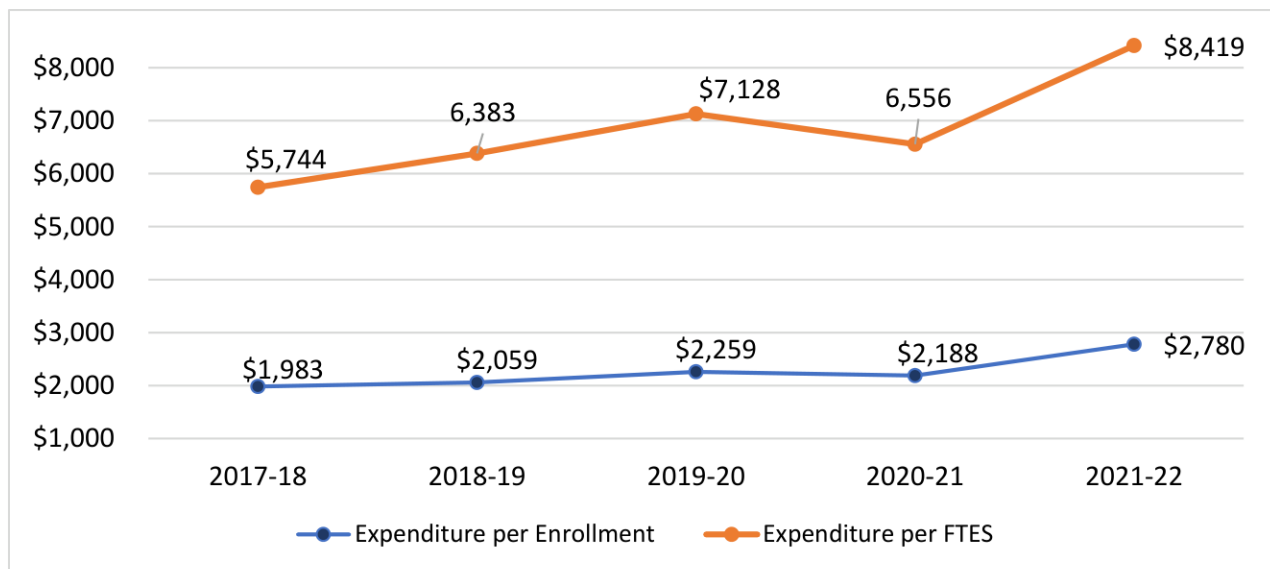
Expenditures	2017-18	2018-19	2019-20	2020-21	2021-22
Certificated	\$17,712,264	\$17,110,263	\$18,734,214	\$18,110,961	\$17,531,636
Non-Certificated	\$7,352,419	\$7,406,042	\$7,626,147	\$6,459,143	\$6,972,832
Benefits	\$7,928,189	\$8,363,621	\$9,190,381	\$8,883,176	\$9,014,315
Books & Supplies	\$208,829	\$264,238	\$301,897	\$180,294	\$381,871
Operating Expenses	\$2,076,903	\$2,536,530	\$2,599,478	\$724,755	\$2,349,203
Capital Outlay	\$111,463	\$236,248	\$239,041	\$74,247	\$595,151
Other	\$378,134	\$386,631	\$1,067,973	\$433,445	\$542,686
Total	\$35,768,199	\$36,303,574	\$39,759,131	\$34,866,021	\$37,387,694

Source: LACCD 2022-23 Final Budget Report

EXPENDITURE PER ENROLLMENT AND FTES

In fiscal year 2021-22, expenditure per enrollment rose from \$6,556 to 8,419, a 28 percent increase compared to the prior year. During the same period, the college spent \$2,780 per FTES, 27 percent more than 2020-21.

Figure 48 - LAHC Expenditure per Enrollment and FTES, 2017-2018 to 2021-2022



Source: LACCD 2017-18 to 2022-23 Final Budget Reports