
INTRODUCTION

History of Los Angeles Harbor College

Education Changes Everything! Los Angeles Harbor College has embraced the spirit of that 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 it 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. Harbor College, located at 1111 Figueroa Way in the city of Wilmington, started as a group of Quonset huts. By 1963, five buildings were completed, including the Seahawk Center—the student activity hub. 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.



Over the next 30 years, the campus grew to 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 new Student Union, opened in 2019, is the most recent building addition. The campus is also the home of the Dr. Richard A. Vladovic Harbor Prep Academy Middle High School, which opened new facilities in 2018 after operating for 16 years in trailers. A new Southeast Hall, set to open in 2026, will house the nursing program, Equity Village, and several student support services.

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. In order to ensure students had the necessary assistance during this unique time, student support services, including counseling, special programs and services, financial aid, and equity programs were also all transitioned to a virtual format. With strong leadership in place, faculty and staff spent endless hours training faculty and assisting students in adjusting to the abrupt changes. In the end, all 709 courses offered in spring of 2020 that were not already distance education courses were fully transitioned online, allowing students to continue make progress towards their educational goals.



With increased training opportunities in online pedagogy and instruction, and distance education coaches in place to ensure the continuity of a high-quality educational experience, courses remained online throughout the 2020-2021 academic year. Spring of 2021 culminated with a virtual graduation in combination with a drive through ceremony, with hundreds of students participating in the events. Acknowledging the struggles students faced during the pandemic, in fall of 2021, 30 percent of courses returned to face-to-face learning, with plans to increase this number in spring of 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 now employs 86 faculty, 135 staff, and 11 administrators. Educational offerings have increased to meet the needs changing needs to 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 skills certificates.



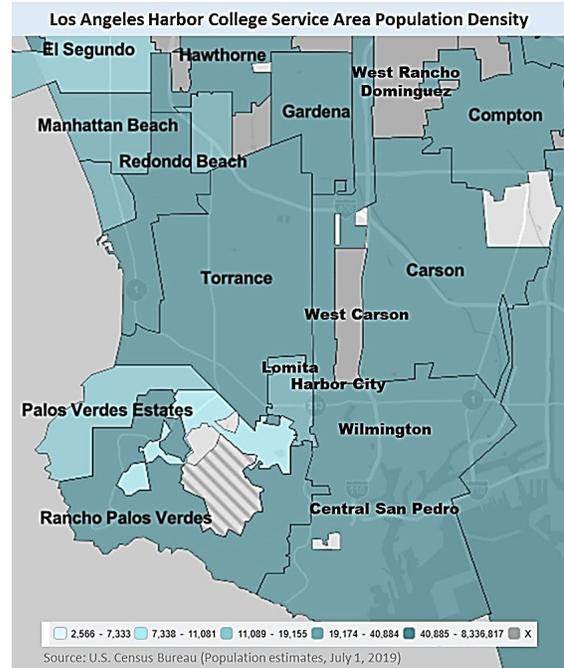
Service Area

Los Angeles Harbor College prides itself for being the college of choice for the nearly 400,000 residents of Carson, Harbor City, Gardena, Lomita, San Pedro, Wilmington, and the cities located in the Palos Verdes Peninsula.

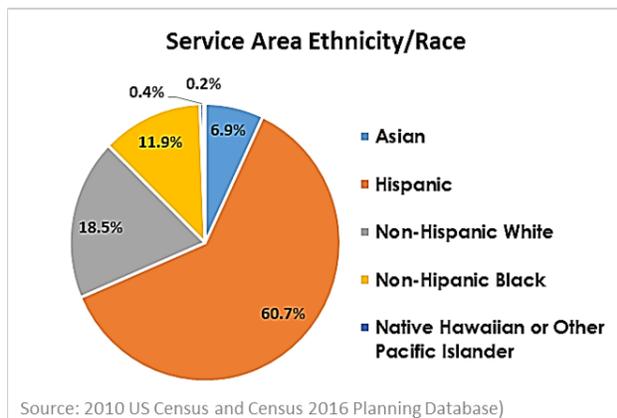
Demography, poverty level, median household income, educational attainment, and other characteristics vary greatly within the service area communities.

Approximately two-thirds of the service area is located in the 15th City Council District of Los Angeles (Harbor City, Harbor Gateway, San Pedro, and Wilmington). According to the American Community Survey by the US Census Bureau, the total estimated population in Los Angeles City Council District 15 is almost 270,000.

Approximately 24.7% live below the poverty level, 32.4% are not high school graduates, and 12.9% speak limited English. The median household income for the 15th District of Los Angeles is \$46,423 compared to an average of \$56,196 in Los Angeles County. It is estimated that 83 percent of eligible public school students qualify for free or reduced priced meals.



The large range of diversity in socio-economic status within the service area is also evident in the data showing the median household income in the Palos Verdes area at \$150,135 is three times that of the Wilmington area at \$55,847. In the cities located in the Palos Verdes Peninsula, 3.3% live below the poverty level and 99.3% are college graduates. However, the bulk of the Harbor College students come from District 15, with residents of Palos Verdes making up only approximately 3% of the total student enrollment.



Diversity of the community is also evident in the ethnic/racial demographics of the Los Angeles City Council District 15 (see chart). In terms of highest level of educational attainment among adults 25 years and older in District 15, 17% have a bachelor's degree or higher, 27% have attended some college, 25% are high school graduates, and 31% report educational attainment of less than high school.

Major Developments since the 2016 Self-Evaluation

Leadership

In January 2021, after six and a half years under the leadership of Dr. Otto Lee (July 2014 to December 2020), Harbor College welcomed new Interim President, Dr. Luis Dorado, who had been serving as the College's vice president of student services for the past five years. Dr. Dorado joined the District in 2010. In June 2021, a new vice president of administrative services and a new interim vice president of student services were added to the leadership team, both long time administrators in the District. Leadership at the District level has been stable since the last self-evaluation as Dr. Francisco Rodriguez continues his tenure as chancellor, which began in 2014.

New Campus Environment

In 2019, the campus celebrated the opening of the new Student Union. The two-story building is home for the cafeteria, business office, bookstore, Associated Student Organization, the culinary program, and the Bistro Café—a restaurant training facility for the culinary students. The 60,000 square foot building provides facilities for hosting large events and conferences and provides spaces for students to gather. The transformation of the campus was completed with the razing of three old buildings and the creation of the new “central greens” quad area.



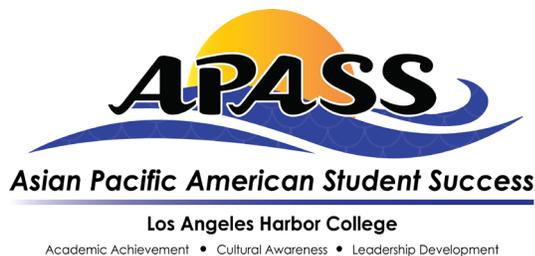
Instructional and Support Services Programs

Since the 2016 self-evaluation, many new instructional and support programs have been created, and others bolstered, to promote success for Harbor College students. These programs include:

- **Los Angeles College Promise:** The Los Angeles College Promise removes the financial, academic, and personal obstacles for students beginning their college education. It seamlessly transitions graduating LAUSD students and those with no prior college credits to their first year as Harbor College students, leading to higher college completion rates, enhanced social mobility and equity for students, and a more robust local economy. Through L.A. Promise, these students receive one year of free, full-time enrollment. Students also benefit from a Virtual Summer Orientation to prepare them for college and provide assistance for completing financial aid forms. The VSO has a structured class schedule that offers tutoring and priority registration. Over 4,000 students have participated in the L.A. College Promise at Harbor College since it started in fall 2017.
- **Guided Pathways:** The Los Angeles Harbor College Guided Pathways Committee was formed to bring together key campus stakeholders to re-imagine and comprehensively redesign an integrated, institution-wide approach to the LAHC student experience. This effort involves reshaping the college as an equitable institution that uses a student-centered approach and sees the institution through a student lens. This redesign engages the college as an inquiry-based community, and creates structured educational experiences that support each student from point of entry to attainment of high-quality post-secondary credentials and careers. In fall 2021, the College launched its Program Mapper website to help students make pathway decisions. Six

Transfer, Career, and Academic Pathways (TCAPS) are included in the Program Mapper. It is a visual representation of Harbor's catalog (degrees, certificates, and course descriptions) and shows a term-by-term sample pathway. Program Mapper also includes information on occupations and careers commonly associated with each program, typical wages, and the labor market demand for California.

- **Adult Education:** The College recognized, via a review of enrollment data in adult education, that growth in this area was needed to ensure it was meeting the needs of the community. In 2017, the College hired an Adult Education dean and since then, enrollment in adult education at Harbor College has experienced significant growth. More than 60 noncredit courses were added to the program, including 15 new Certificates of Completion in areas such as Bookkeeping, QuickBooks, Culinary, Emergency Medical Technician Preparation, Warehousing/Distribution, and International Marketing. Also added was a Certificate of Competency in ESL, and ESL Civics/Citizenship, GED, and College Readiness classes (math, reading, and writing). Adult education enrollments at the College jumped by nearly 1,200 in 2019-2020 compared with the 2018-2019 academic year. While COVID caused a decrease in enrollments in the 2020-2021 academic year, the College expects enrollments will again increase over the next five years.
- **Equity Village:** The College, recognizing the need to serve its diverse student population and reviewing data that demonstrated students in equity success groups retain and complete at higher rates, created an Equity Village in 2019. The Village consists of centralized student success centers for programs that meet the needs of specific student populations. The College is thoroughly committed to the Equity Village and is including it in plans for the new Southeast Hall building that will open in 2026. These centers include:



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 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.



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.

- **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. Although the Center was forced close its physical facility due to COVID, it continued to serve students virtually and through drive by distribution events. Since then, more than 2,000 students have been provided assistance with food bags, grocery cards and gas cards through on-campus drive-by events. Students also have access to a Virtual Resources directory to assist with services the campus could not provide remotely. In addition, students were made aware of housing opportunities through Canvas notifications, and they remained connected to the Homeless Liaison virtually.
- **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.
- **New USC Partnership for Student Empowerment:** In fall 2019, Harbor College partnered with USC to create the Higher Education Leadership Empowerment Network—the HELEN Program. The program is designed to empower community students through the development of leadership skills and an understanding of professional networking. HELEN sessions focus on timeless lessons of leadership from classical literature that are relevant in the modern world of globalization and technological achievements. The objective is for students to develop self-confidence and commitment to follow through and achieve their career goals by transferring to a four-year university. Since the HELEN program’s inaugural 2020-2021 academic year, it has served over 50 students.

Award Winning Programs

Women’s Cross Country Champions: Since the 2016 ISER, the Harbor College Women’s Cross Country team has dominated the competition. The team earned the State Championship in 2018 along with the Southern California Championship and was back-to-back-to-back South Coast Conference Champions in 2017, 2018, and 2019. One team member, Brenda Rosales-Coria, earned the Individual State Champion title in 2018.

2019 Culinary Cup Champions: In May 2019, Harbor College culinary students won the inaugural LACCD Culinary Cup, a daylong cooking competition between the three culinary programs in the District. Top chef students and their instructors from L.A. Trade, L.A. Mission, and L.A. Harbor colleges competed in three categories—Savory, Baking, and Tablescaping. Local professional chefs from the Chef de Cuisine Association of California, Los Angeles Chapter observed and graded the cooking competitions for taste sensation, presentation, and kitchen *esprit de corps* and clean up. A live audience observed the competition, which was held in Harbor’s new culinary arts educational facility. The 2020 competition was postponed due to the COVID virus.



Nursing Program: The Harbor College Nursing Program holds an optional national accreditation from the Accreditation Commission for Education in Nursing (ACEN). The program has been accredited by ACEN since 1995, with the next visit scheduled in 2026. The Nursing Program continues to earn state and national recognition for its outstanding student success. The Registered Nursing Organization named Harbor College’s nursing program one of the Top 5 in California in 2021, the third time in recent years the program has earned this recognition. The California Board of Registered Nursing named the program “Best 15 LVN to RN Programs in California 2021.” The Associate Degree Nursing Program was named as a 2018 Silver Workforce Star by the California Community Colleges Chancellor’s Office. Harbor attained threshold outcomes on two (out of three) metrics used: 152 percent increase in earnings for students who were last enrolled in 2015- 2016 and 100 percent of students are employed in a job similar to their field of study, for students who were last enrolled in 2014-2015. And, in fall 2019, the nursing program was featured on PBS: "Inside California Education Cultivating Compassion: Earning a Nursing Degree.”

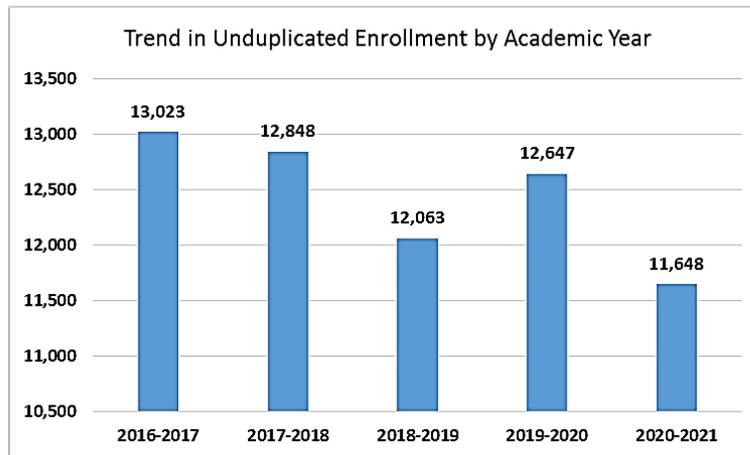


Data Elements: Enrollment, Labor Market, Demographic, Socio-economic

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.

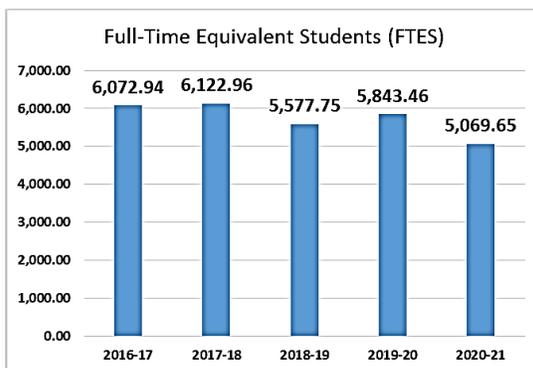
Student Enrollment Data

Since the last self-evaluation, student enrollment data reveals a downward trend from 13,023 to 12,063 until 2019-2020 when it rose by more than 500 students. With the onset of the COVID pandemic, however, the College realized a decrease in enrollments in the 2020-2021 academic year. Given this recent decrease in enrollments, LAHC has focused more resources on actively recruiting students in the community, offering more diversity in course formats (e.g., more distance education and hybrid courses, adding 5, 8, and 12-week courses to the schedule), and innovating its programs and curriculum to meet student and labor market demand.

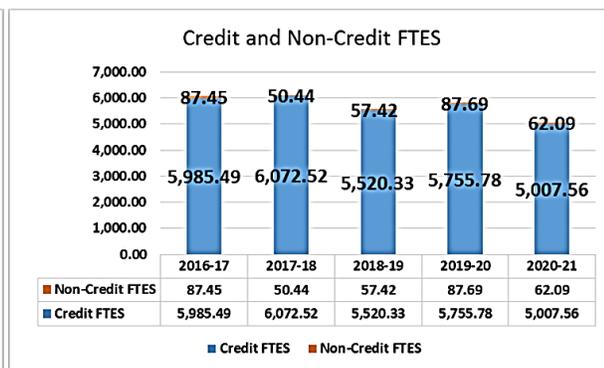


Source: California Community Colleges Chancellor's Office

Full-time equivalent students (FTES) had decreased in 2018-2019 but had started to increase until the onset of the pandemic. While non-credit offerings had also increased in 2019-2020 earning 87.69 FTES, in 2020-21 it dropped to 62.09. Nevertheless, in 2020-2021 only 0.1% of the College FTES were earned for non-credit enrollment.

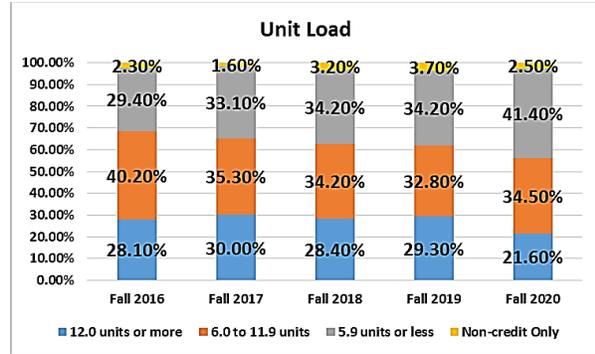


Source: California Community Colleges Chancellors Office



Source: California Community Colleges Chancellors Office

The vast majority of LAHC students attend college part-time. In fall of 2020, the number of students taking 5.9 units or less increased from 34.20% in fall 2019 to 41.40% in fall 2020, along with the number of full-time students decreasing from 29.30% fall of 2019 to 21.60% in fall of 2020. This increase is likely due to the increased socio-economic challenges student faced during the pandemic. Years prior, approximately 30% of students were enrolled full-time (12 units or more) versus 70% enrolled part-time.



Source: LAHC Office of Institutional Effectiveness

Educational Goal	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Career/Workforce	11.00%	1.60%	9.50%	9.40%	9.90%
College Prep	3.40%	0.90%	5.60%	7.20%	8.00%
Complete Credits to Meet 4-Year College Requirements	4.50%	2.00%	4.50%	4.10%	4.30%
Transfer to 4-Year	59.30%	79.60%	55.80%	55.80%	55.30%
Two-Year AA Without Transfer	7.90%	11.30%	7.80%	6.10%	6.50%
Undecided	12.10%	0.30%	13.30%	13.20%	12.10%
Other	1.90%	4.30%	3.40%	4.20%	3.80%

Source: LAHC Office of Institutional Effectiveness
 Note: Fall 2014-2016 Educational Goal extracted from LACCD Student Information System. Fall 2017 Educational Goal extracted from PeopleSoft on 11-2-2018. Fall 2018-2021 Educational Goal extracted from PeopleSoft SYS_PS_CES_STDNT_ATTR and SYSADM_PS_STDNT_ATTR_VAL, on 4-8-2020 for Fall 2018-2020 and on 7-22-2021 for Fall 2021.

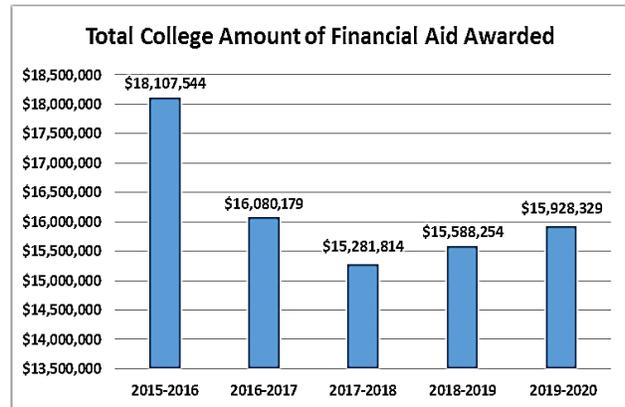
The educational goal of over 55% of students at LAHC at is to transfer to a 4-year college. While the number of students pursuing other educational goals (see chart) has remained relatively consistent, the College has seen a 7% increase from 2017-2020 in students whose goal is college prep.

While there is wide range of diversity in the economic background of LAHC students, most are low-income and rely on financial aid to support their educational journey. In 2019-20, 73% of students received some form of financial aid.

In the last several years, LAHC students have received \$15-16 million annually in financial aid in the forms of Grants (e.g., Cal Grants, Full-time Student Success Grants, Pell Grants, and Supplemental Educational Opportunity Grants), Loans, Scholarships, and Work Study, down from 18 million in 2015-16.

Given that 24.7% of students in a large portion of LAHC's service area live below the poverty level, Harbor is committed to removing financial barriers by awarding financial aid, offering academic and support programs that provide the skills necessary

for social mobility, and providing support through services such as those provided by the LAHC's Maslow Center for Basic Needs and the Los Angeles Harbor College Promise program.



Source: California Community Colleges Chancellor's Office

Financial Aid	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Cal Grant B	523	624	606	511	622	654	649
Calif. College Promise - Method B	6,269	6,087	5,714	5,408	5,478	4,405	4,570
Calif. College Promise - Method C	2,191	2,236	2,250	2,217	2,290	2,181	2,185
Full-time Student Success Grant			407	370	389		0
Pell Grant	4,113	3,939	3,488	2,900	2,445	2,411	2,578
SEOG (Supplemental Educational Opportunity Grant)	427	438	700	381	295	456	277

Source: California Community Colleges Chancellor's Office Data Mart (<https://datamart.cccco.edu/DataMart.aspx>), extracted on 8-13-2021.

Labor Market Data

According to the State of California Employment Development Department (EDD), in California the fastest projected job growth from 2018-2028 will include: solar photovoltaic installers (65.4%), occupational therapy assistants (42.3%), statisticians (40.7%), physician assistants (34.2%), and information security analysts (32.7%). In Los Angeles County, the occupations with the fastest job growth are: personal care aids, rail transportation workers, other personal care and service workers, statisticians, and occupational therapy aids (see chart below).

Occupations with Fastest Job Growth (% change) for Los Angeles County					
Occupation	Estimated Year - Projected Year	Employment		Employment Change	
		Estimated	Projected	Number	Percent
Personal Care Aides	2018 - 2028	203,170	297,260	94,090	46.3
Rail Transportation Workers, All Other	2018 - 2028	100	140	40	40
Other Personal Care and Service Workers	2018 - 2028	261,140	360,130	98,990	37.9
Statisticians	2018 - 2028	1,070	1,470	400	37.4
Occupational Therapy Assistants	2018 - 2028	400	530	130	32.5

Source: State of California Employment Development Department

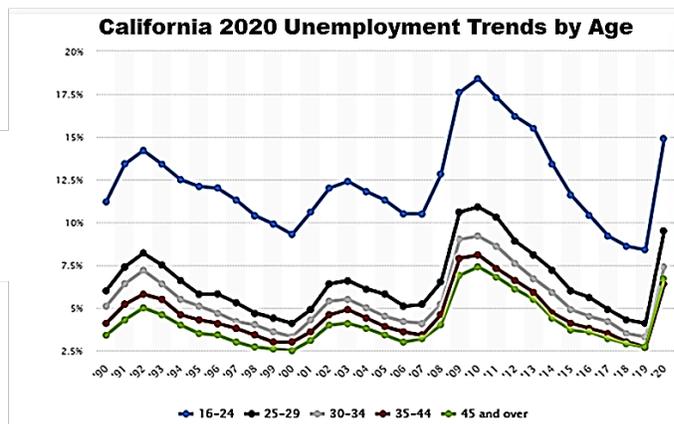
In California, high wage occupations in 2021 were: psychiatrists, obstetricians and gynecologist, and surgeons followed by physicians/ophthalmologists, and chief executives. The highest wage occupations in 2021 in Los Angeles, Long Beach, and Glendale were: anesthesiologist, orthodontists, psychiatrists, chief executives, and physician and ophthalmologists (see charts for median hourly wages).

High Wage Occupations for California		
Occupation	Year	Hourly Mean
Psychiatrists	2021	\$120.18
Obstetricians and Gynecologists	2021	\$115.57
Surgeons, Except Ophthalmologists*	2021	\$112.54
Physicians, All Other; Ophthalmologists, Except Pediatric*	2021	\$110.96
Chief Executives	2021	\$106.34

Source: State of California Employment Development Department

High Wage Occupations for Los Angeles - Long Beach - Glendale		
Occupation	Year	Hourly Mean
Anesthesiologists	2021	\$149.29
Orthodontists	2021	\$128.68
Psychiatrists	2021	\$126.38
Chief Executives	2021	\$118.44
Physicians, All Other; Ophthalmologists, Except Pediatric*	2021	\$114.13

Source: State of California Employment Development Department

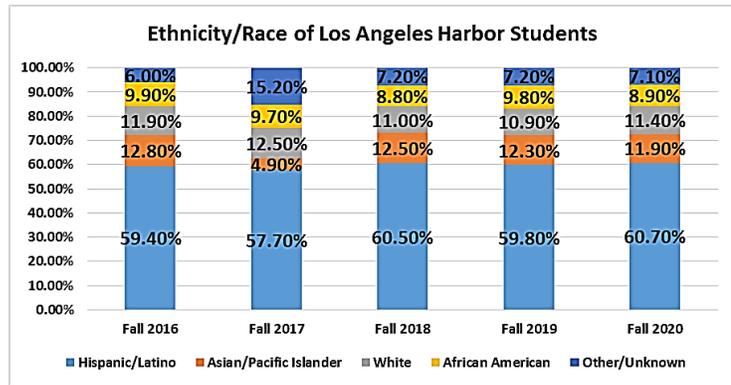


Source: State of California Employment Development Department

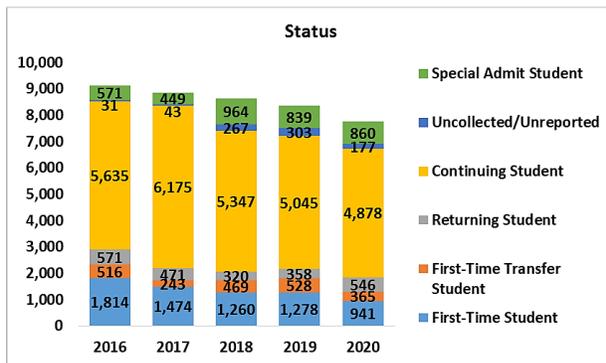
While unemployment rates were trending downward before the COVID-19 pandemic, it started to trend upward during it in 2020, especially for those ages 16-24. In 2020, unemployment rates in California for those ages 16-24 was at 14.9% (compared to the state of California at 10.1%), 9.5% for 25-29 year olds, 7.4% for 30-34 year olds, 6.4% for 35-44 year olds, and 6.7% for those 45 and older.

Demographics

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. Based on high percentage of full-time equivalent Hispanic students, the College is designated as a Hispanic Serving Institution (HSI).

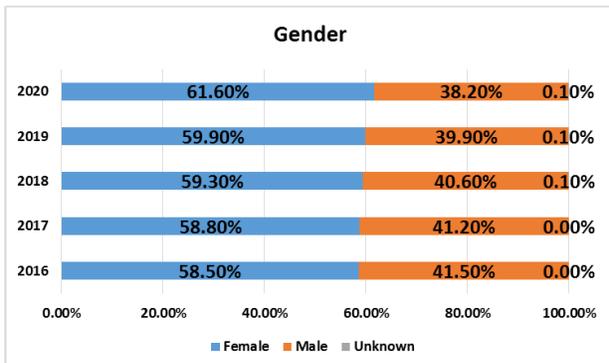
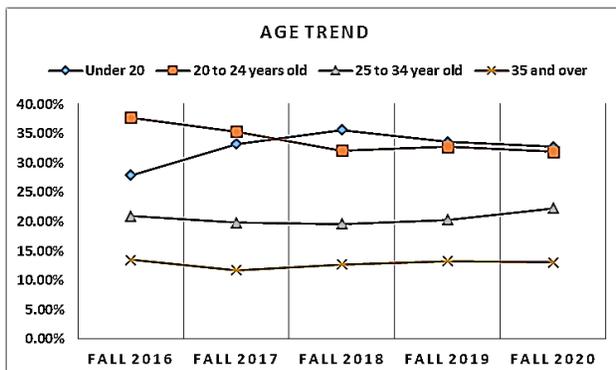


(*As a note, the U.S. Department of Education identifies colleges or universities with full-time equivalent student bodies of at least 25%).



LAHC students come from diverse educational backgrounds. In fall of 2020, the majority of students were continuing students at 67%, followed by first time students at 12%, Special Admit students at 11%, and smaller numbers of returning students (4%) and first-time transfer students (4%). Data was uncollected/unreported for 2% of students.

The age and gender of students over the past five years have remained relatively consistent. Nearly 65% of LAHC students are 24 years or younger, about 20% are between the ages of 25-35, and less than 15% are over the age of 35. Females, at approximately 60%, have consistently outnumbered males (40%). LAHC has focused on increasing enrollment of the number of males at the College by forming committees such as the LAHC's Men of Color Initiative, bringing faculty, staff, and students together to find ways to bridge this gap.



Socioeconomic Data

The diversity in socio-economic status can be seen most clearly in the large range in median household income in the cities within LAHC’s service area, ranging from \$55,845 to \$194,543. It is important to note that only approximately 3% of LAHC students come from the cities of the Palos Verdes Peninsula. Many of LAHC’s students come from Los Angeles District Council District 15, including the cities of Harbor City, San Pedro, and Wilmington. A report published by the County of Los Angeles Public Health Department published in 2018 reported the median incomes levels at \$46,423, for Los Angeles City Council District 15 compared to \$56,196 in Los Angeles County and \$80,440 in California.

Cities within LAHC's Service Area	Population Est. 2019	Median Household Income	Poverty
Carson	95,558	\$82,305	8.70%
Gardena	58,829	\$58,447	13.70%
*Harbor City	39,697	\$68,336	15.90%
Lomita	20,541	\$71,505	10.50%
Palos Verdes Estates	13,438	\$194,543	5.90%
Rancho Palos Verdes	41,643	\$134,557	4.10%
*San Pedro	82,731	\$73,663	20%
*Wilmington	113,922	\$55,854	20.80%

Source: US Census Data/American Community Survey (ACS) 2019

*indicates the city lies within the Los Angeles City Council District 15

Federal poverty level is a measure of income level issued annually by the U.S. Department of Health and Human Services. Poverty levels in the LAHC’s service area ranged from a low of 4.10% to a high of 20.80%. However, many of LAHC’s students come from Los Angeles District Council District 15, including the cities of Harbor City, San Pedro, and Wilmington. These cities had the highest poverty levels by comparison in the service area (see above chart) with Harbor City at 15.90%, San Pedro at 20%, and Wilmington at 20.80%. The percentage of people living in poverty in San Pedro and Wilmington was significantly higher than in the state of California at 11.8%, but closer yet still higher than the poverty rates report in Los Angeles County at 18.0% (Census Data, American Community Survey 2015-2019).

LAHC’s top five feeder high schools include Carson Senior High, Nathaniel Narbonne Senior High, Phineas Banning Senior High, Rancho Dominguez Preparatory, and San Pedro High School. Students eligible for free or reduced-price meals range from 59.60% at San Pedro High School to 93.30% at Phineas Banning Senior High, further indicating that the vast majority of LAHC students come from low-income families and are in need of substantial socio-economic support.

20-21 Unduplicated Student Poverty – Free or Reduced Price Meals Data 2020–2021						
School Name	School Type	Enrollment (K-12)	Free Meal Count (K-12)	Percent (%) Eligible Free (K-12)	FRPM Count (K-12)	Percent (%) Eligible FRPM (K-12)
Carson Senior High	High Schools (Public)	1,469	984	67.00%	1,127	76.70%
Nathaniel Narbonne Senior High	High Schools (Public)	1,941	1,426	73.50%	1,564	80.60%
Phineas Banning Senior High	High Schools (Public)	2,490	2,189	87.90%	2,323	93.30%
Rancho Dominguez Preparatory	K-12 Schools (Public)	742	506	68.20%	551	74.30%
San Pedro Senior High	High Schools (Public)	2,736	1,472	53.80%	1,630	59.60%

Source: California Department of Education at <https://www.cde.ca.gov/ds/ad/filespp.asp>

Presentation of Student Achievement Data and Institution-Set Standards

The College planning system provides a means for evaluating progress towards achievement of the College mission by observing trends on achievement of student success metrics. More specifically, evaluation of student achievement outcomes data aligned with the College's mission through the Strategic Educational Master Plan (SEMP) measures and Institutional Student Learning Outcomes (ISLOs) allows LAHC to make continuous improvements based on a data-driven model.

Institution-Set Standards

The College establishes institution-set standards that are appropriate to LAHC's mission. LAHC's institution-set standards are calculated annually using the College's three-year averages on student performance metrics, including course completion, degree completion, and certificate completion, licensure pass rate, and job placement rates. Progress towards the institution-set standards is evaluated in the College's program review process.

2020-2021 Institution Set Standards

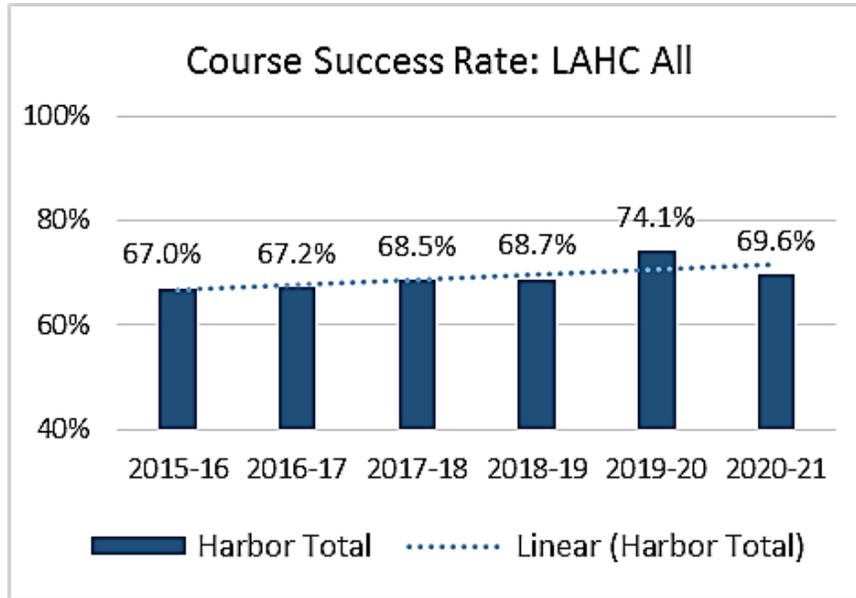
Assessment Type	Module	Measure	3-Yr Average
CPR	Completion: Course	Successful Course Completion	67.0
CPR	Completion: Awards	AA	116.0
CPR	Completion: Awards	AT	15.8
CPR	Completion: Awards	AS	3.2
CPR	Completion: Awards	ST	36.3
CPR	Completion: Awards	C (CTE)	1.1
CPR	Completion: Awards	C (Non-CTE/Transfer)	180.4
CPR	Completion: Awards	CS (CTE)	0.6
CPR	Completion: Awards	CS (Non-CTE)	0.1
CPR	Budget	FTES/FTEF	17.2
CPR	Completion: Transfer	Transfer	692.3
CPR	CTE: Job Placement Rates	CTE	79.1
CPR	CTE: Licensure Pass Rates	CTE	79.0

Evaluation of the Institution-Set Standards at the Institution Level

In addition to reviewing programmatic success using the institution-set standards and stretch goals, the College also evaluates achievement towards these outcomes at the institution-level. The College stretch or aspirational goals, referred to as institution-set targets, are defined in the College Strategic Educational Master Plan (SEMP). In order to evaluate achievement of the College standards and stretch goals and a deeper level, the College has also disaggregated outcomes data related the standards by gender, age, and ethnicity. When the College fails to meet the standard as an institution or is not on target to meet the stretch goal, the College formulates and implements plans to achieve them.

Course Success Rates

Course success rates remained relatively stable from 2015-2021. The six-year course success trend demonstrate an increase of 3% from 67% in 2015-2016 to 69.6% in 2020-2021. Course success rates have demonstrated an overall upward trend.

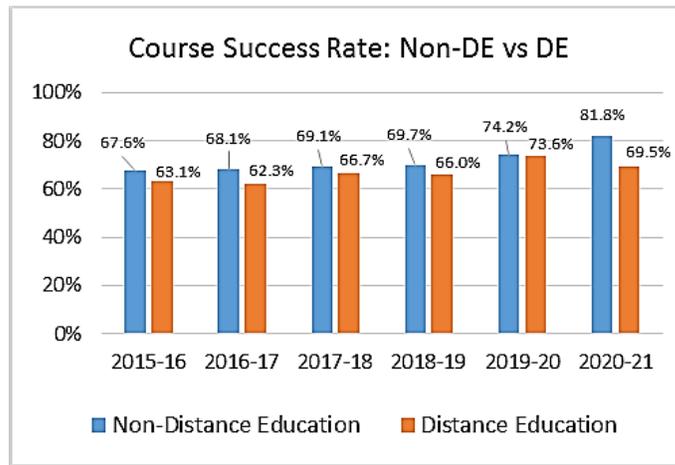


Data Source: Credit Course Success Rate Summary Report (for Fall and Spring Terms) by CCCC MIS Data Mart

The College has exceeded the course success rate institution set standard since 2015-2016. For instance, in 2019-2020, the College's course success rate at 69.1% exceeded the institution set standard by 1.1%. In 2019-2020, the College exceeded the stretch goal of 71%; however, in 2020-2021, the College was 1.4% below the stretch goal. The College is still on track to meet the stretch goal.

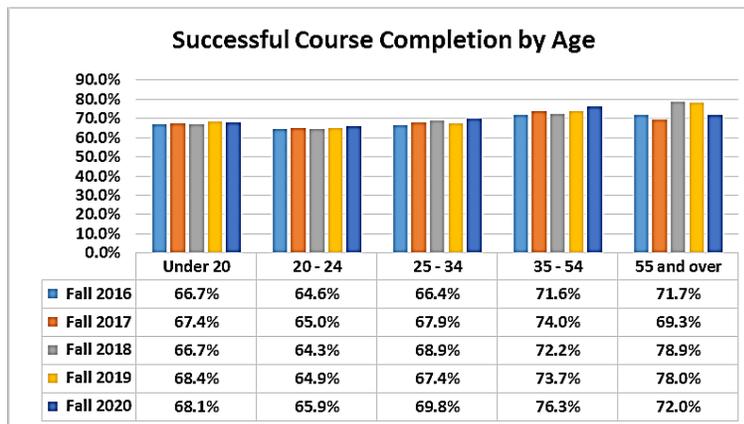
Category	Reporting Years Since Comprehensive Review				
	Year 1 2015-16	Year 2 2016-17	Year 3 2017-18	Year 4 2018-19	Year 5 2019-20
Institutional Set Standard	66.2%	66.4%	66.0%	66.9%	68.0%
Stretch Goal	n/a	n/a	71.0%	71.0%	71.0%
Actual Performance	68.1%	68.5%	69.4%	69.0%	69.1%
Difference between Standard and Performance	+1.9%	+2.1%	+3.4%	+2.1%	+1.1%
Difference between Goal and Performance	n/a	n/a	-1.6%	-2.0%	-1.9%

Since 2015-2016, non-distance education course success rates have consistently exceeded the institution-set standard of 67% and demonstrate an upward trend. In 2019-2020, non-distance education courses exceeded the College stretch goals of 71%. Distance education course success rates fell below the institution set standard until 2019-2020, at which the rates began to exceed the standard. 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 amount of course offered online due to Covid-19, to support and help the College continue to improve in this area, the College and District have increased its offerings of distance education training, added three distance education coaches, and created a Distance Education Youtube channel with numerous training tutorials to assist faculty with development of courses.



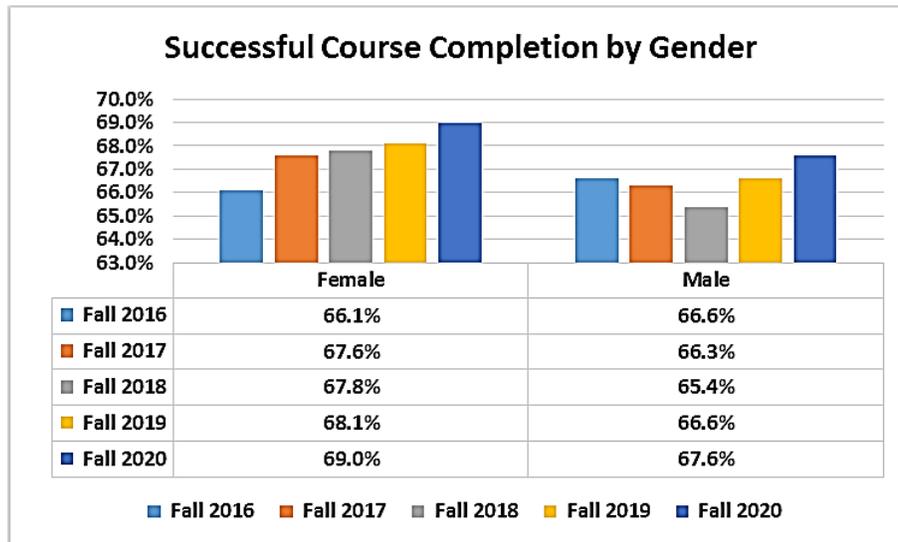
Data Source: Credit Course Success Rate Summary Report (for Fall and Spring Terms) by CCCCO MIS Data Mart

Course success rates disaggregated by age reveal a slight upward trend for the age groups under 55. Except for the 20-24 age group, in Fall of 2020 all other age groups exceeded the institution set standard of 67.0%. To increase the course success rate in the 20-24-year-old age group, the College has implemented a variety of course formats, including accelerated 5- and 8-week courses, and 10, 12, 14 and traditional 16-week courses fully online, in-person, and in hybrid formats to meet the diverse needs of students in this age group who must balance work, childcare, and student demands.



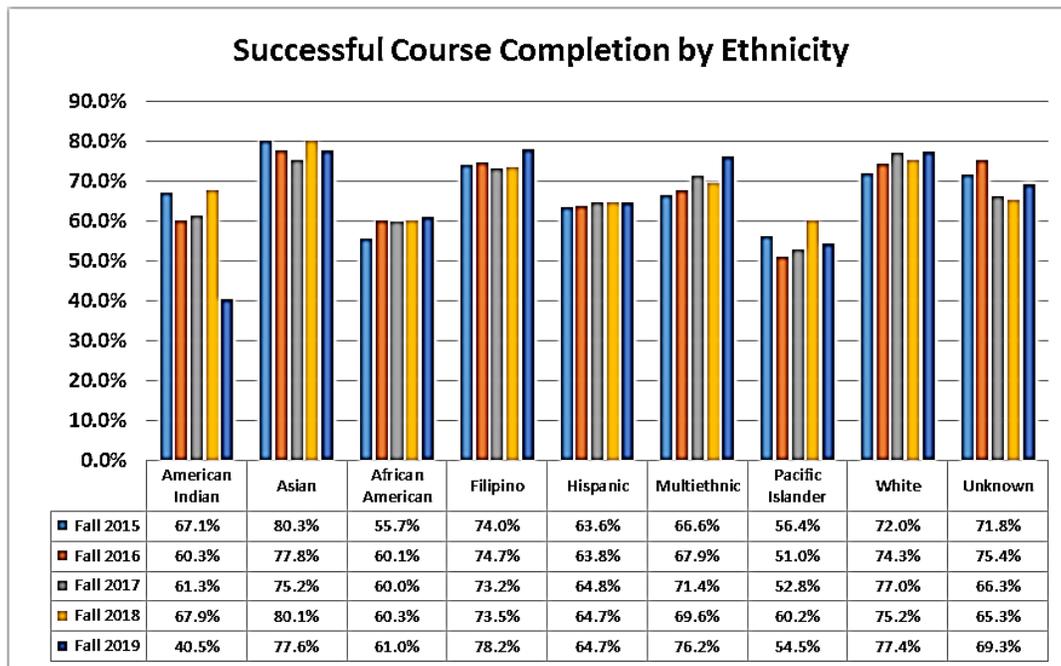
Source: Institutional Research Data System (IRDS)

Course success rates disaggregated by gender reveal an upward trend for females. For males, course success rates declined, and then began to increase from 2018-2020. In 2020, the course completion rates for females and males exceeded the institution-set standard of 67%.



Source: Institutional Research Data System (IRDS)

Successful course completion rates are lowest for Pacific Islanders, followed by African American students and Hispanic students. In order to bridge this 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.

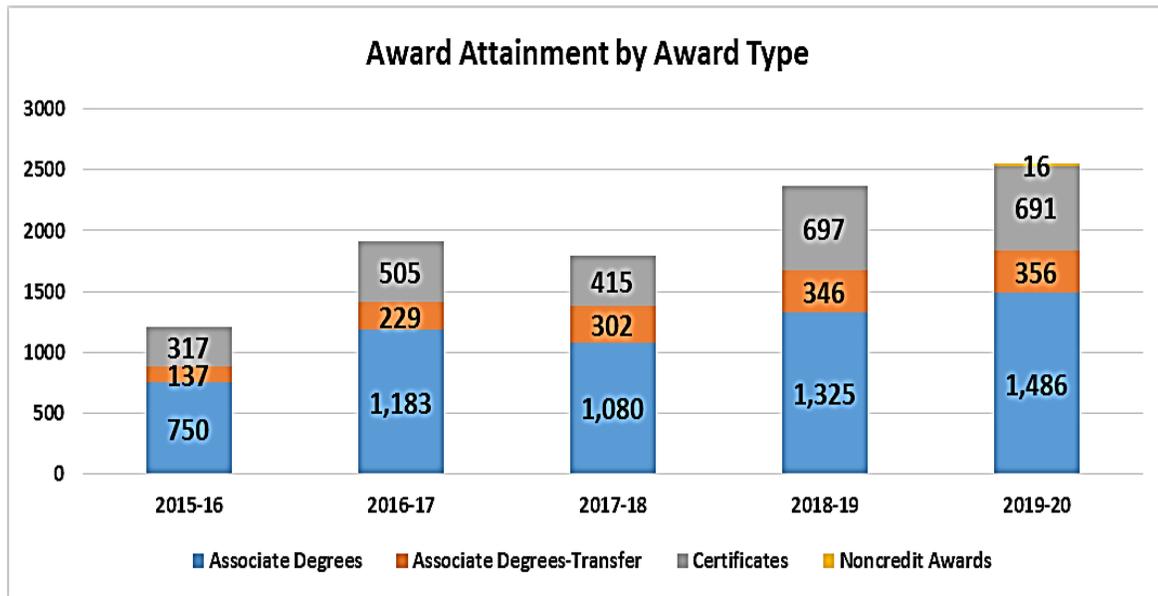


Source: Institutional Research Data System (IRDS)

Degree Completion

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 24 Associate Degrees for Transfer and 39 Associate of Art/Associate of Science 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 skills certificates. The five-year award trend shows an increase in the number of degrees and certificates awarded to students, despite declining enrollment.



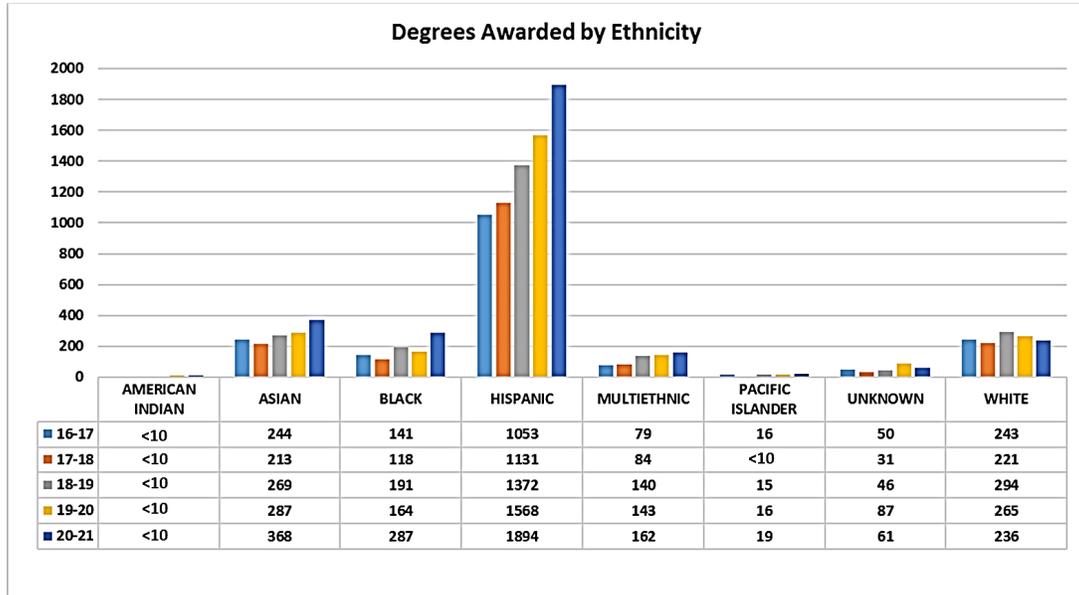
Source: LAHC Office of Institutional Effectiveness

The College exceeded the institution set standard and stretch goals for degree completion rates since 2017-2018. The College is on target to meet the stretch goal by 2023.

	Year 1 2015-16	Year 2 2016-17	Year 3 2017-18	Year 4 2018-19	Year 5 2019-20
Institutional Set Standard	797	1,000	1,228	1,500	1,632
Stretch Goal	n/a	n/a	1,662	1,681	1,883
Actual Performance	890	1,428	1,394	1,679	1,845

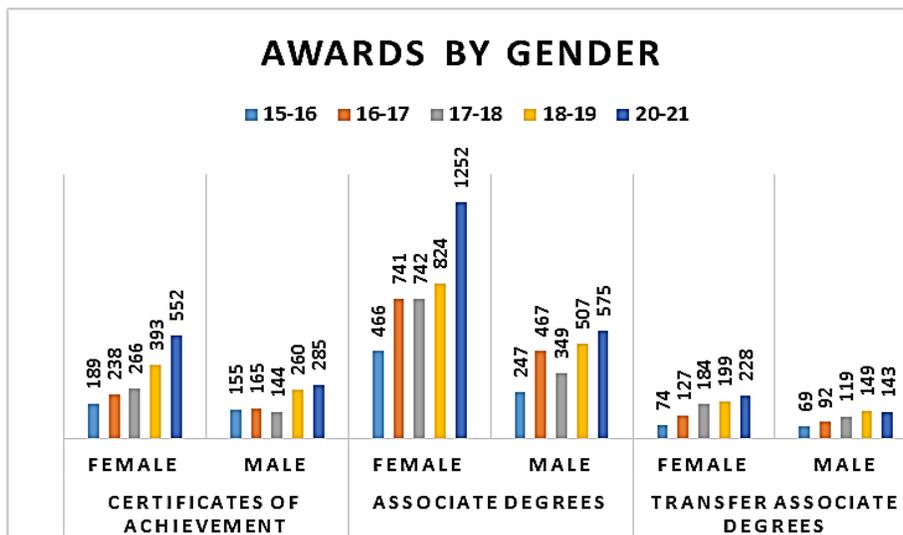
While the College exceeds the standard and stretch goal for degree completion, disaggregating award completion data provides a further understanding of the College's strengths and weaknesses, allowing the College to build upon both.

Degree completion by ethnicity reveals an upward trend in awards for students identifying as American Indian, Asian, African American, Hispanic, Multiethnic, and Pacific Islander. For the last few years, there has been a slight downward trend in award completion in students identifying as White and Unknown.



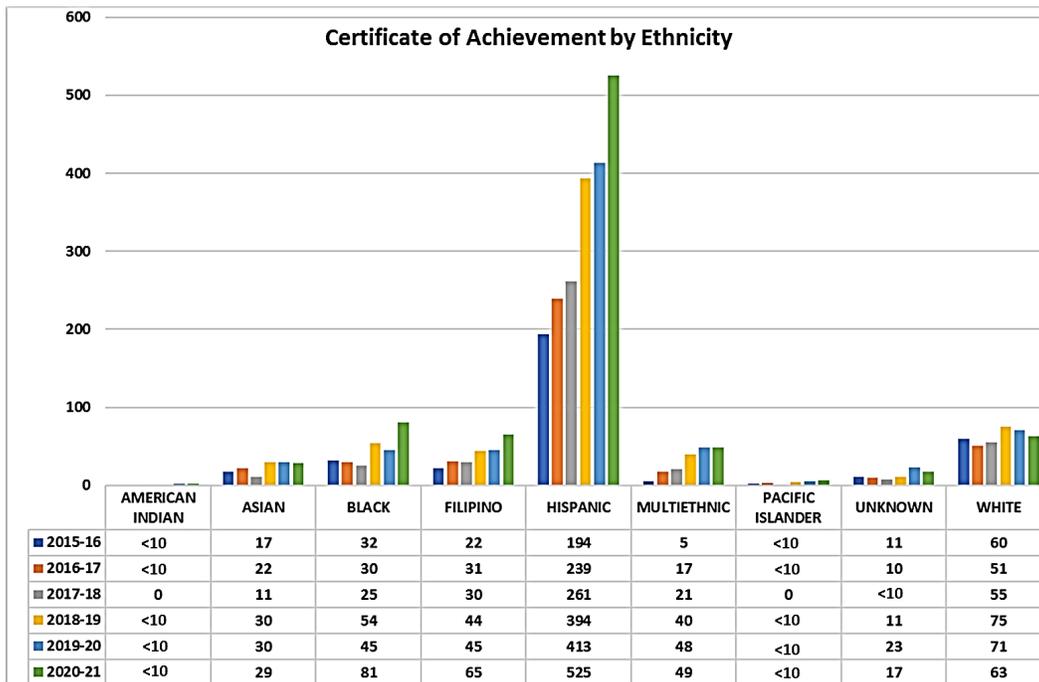
Source: Institutional Research Data System (IRDS)

Females have consistently been awarded more certificates of achievement, transfer associate degrees, and associate degrees than males. In 2020-2021, for instance, females were awarded more than twice the number of associate degrees than males. The College has worked towards increasing the number of males completing degrees by hosting conferences such as the 2022 Men of Color Conference and TransferCon, to gain a better understanding of how to increase completion rates for male students. Further, a counselor was repurposed to work with at risk students to help improve overall degree completion rates.



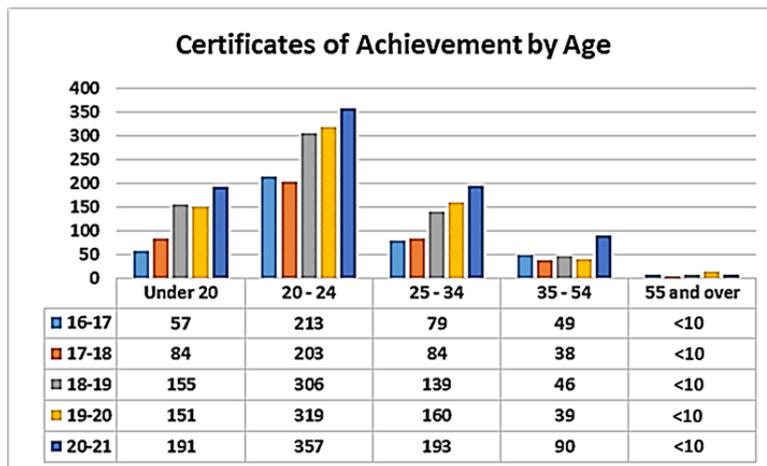
Source: Institutional Research Data System (IRDS)

The College population is predominately Hispanic at 60%. Disaggregated data on certificate completion reveals an upward trend in awards for Hispanic students, increasing by 112 awards between 19-20 to 20-21. For other groups, including Asian, Black, Filipino, and Multiethnic, a general upward trend can also be seen in the rates of certificates of achievement awarded. The trend for Pacific Islanders, representing a small proportion of the population (less than 10), has remained relatively flat. The trend for students identifying as White and Unknown peaked and then has steadily declined.



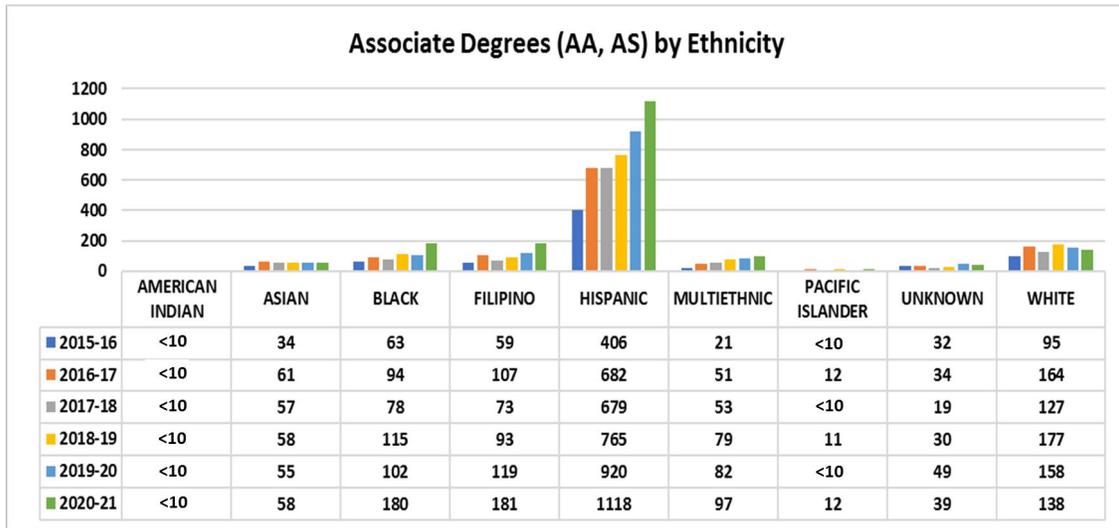
Source: Institutional Research Data System (IRDS)

Certificate of Achievement awards disaggregated by age reveals an upward trend in Associate degrees awarded for all age groups other than 55 and over. The 55 and over age group trend remained flat.



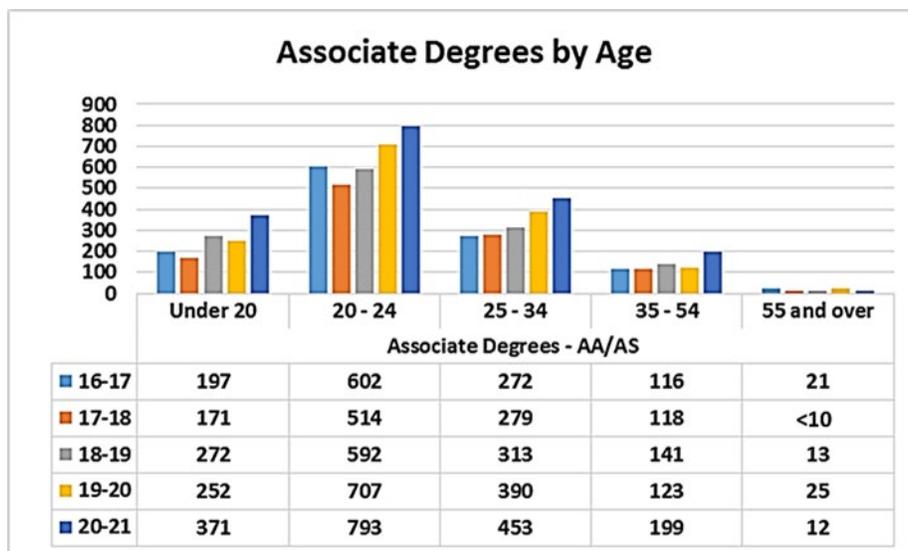
Source: Institutional Research Data System (IRDS)

Disaggregated Associate degree data by ethnicity shows that for several groups, Associate degree completion rates have been on an upward trend. For instance, Associate degree completion by Hispanic students increased by 198 awards, Black students by 78 awards, Filipino students by 38 awards, and Multiethnic by 15 awards from 2019-2020 to 2020-2021. Associate degree completion for Asian, Pacific Islander, and Unknown students has remained stable, while award completion for White students declined by 39 between 2018-2019 to 2020-2021.



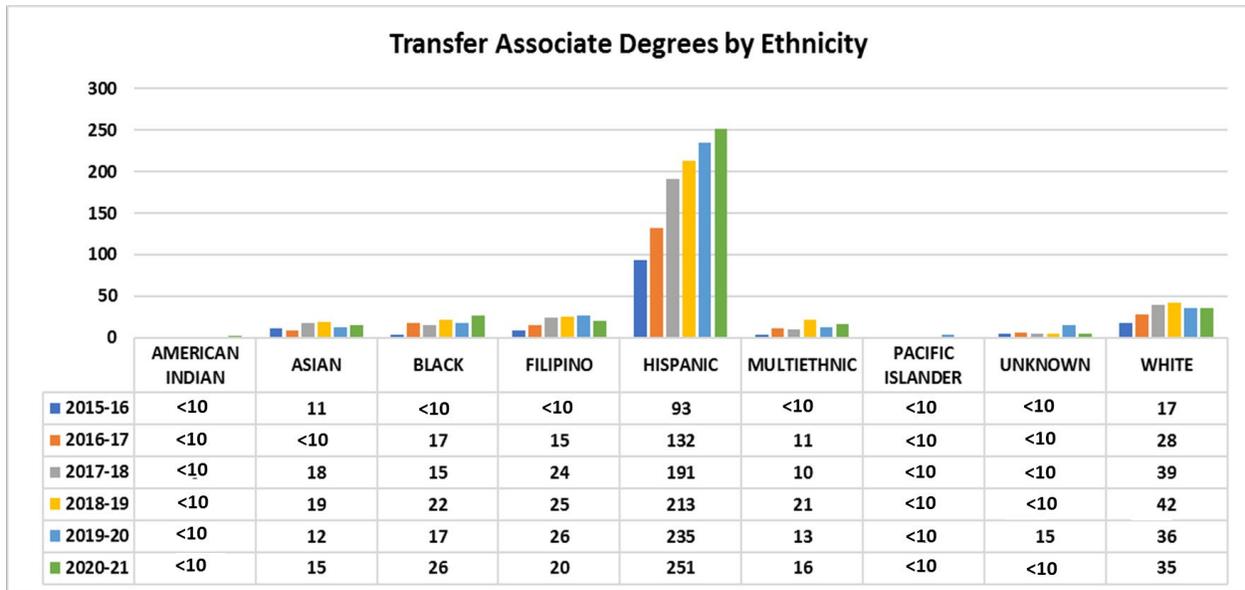
Source: Institutional Research Data System (IRDS)

A relatively upward trend in Associate degrees awarded to all age groups other than 55 and over has occurred from 2016-2021. The 55 and over group trend remains flat.



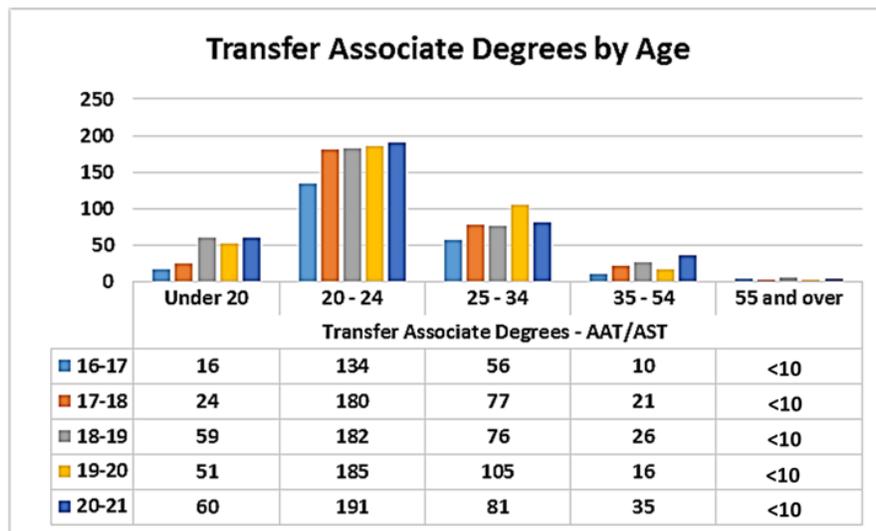
Source: Institutional Research Data System (IRDS)

While the disaggregated Transfer Associate degree data by ethnicity shows an upward trend for Hispanic students, the trend for students of other ethnic groups has remained relatively flat or has slightly declined.



Source: Institutional Research Data System (IRDS)

A relatively upward trend in Transfer Associate degrees awarded to all age groups other than 55 and over has occurred from 2016-2021. The 55 and over group trend remains flat.

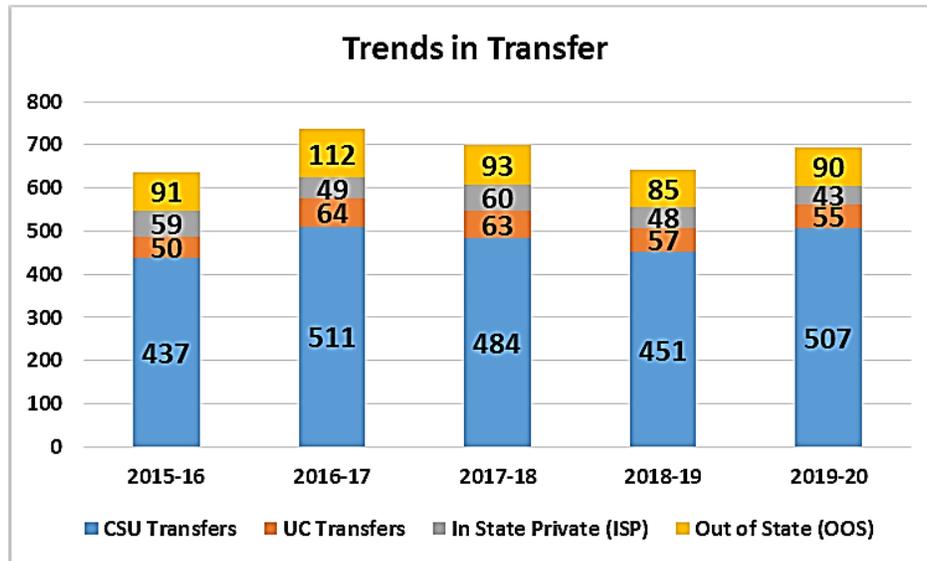


Source: Institutional Research Data System (IRDS)

To improve completion rates for Transfer Associate degrees for all groups, the College has increased the number of Transfer Associate degrees in popular majors such as Sociology and Political Science to provide more students with the option to pursue this type of degree. Further, the guided pathways initiative and program mapper were implemented to provide students with a clear pathway to success.

Transfer

In 2019-2020, approximately 700 students transferred to CSU, UC, and other four-year institutions. The majority of LAHC students, 72.9% (507 out of 695 in 2019-2020), transfer to Cal State Universities, followed by Out of State transfers at 1%, UC transfers at 8%, and In State Private Colleges at 6%. Despite declining enrollments, transfer rates remained stable.



Source: LAHC Office of Institutional Effectiveness

Overall, the College performance on Transfer exceeds the college standard and has been on a positive trend the last three years. The College will meet the stretch goal by 2023.

Category	Reporting Years Since Comprehensive Review				
	Year 1 2015-16	Year 2 2016-17	Year 3 2017-18	Year 4 2018-19	Year 5 2019-20
Institutional Set Standard	489	690	691	692	693
Stretch Goal	n/a	n/a	943	748	797
Actual Performance	640	737	700	641	695
Difference between Standard and Performance	+151	+47	+9	-51	+2
Difference between Goal and Performance	n/a	n/a	-243	-107	-102

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.

Job Placement Rate

In the program review process, Career Technical Education (CTE) programs also evaluate job placement rates against the College's institution set standards.

Several CTE programs exceeded the job placement institution-set standard at 79%. Accounting, Business Administration, Business Commerce (General), Child Development, Culinary, and Registered Nursing exceeded in the standard in 19-20. Two programs, Architecture and Office Technology did not meet the standard. (add what has been done in these areas to improve)

JOB PLACEMENT RATE – CCCCO CTE Perkins IV Core Indicator Reports – Summary Core Indicators by TOP Code Report (includes programs with total count of more than 10 students in each academic years) https://misweb.cccco.edu/perkins/Main.aspx (Definition: The placement rate is determined by the number of students employed in the year following graduation divided by the number of students who completed the program.) NOTE: Excludes programs with less than 10 completers											
Program Name	Institution Set Standard	Actual Performance			Difference			Stretch Goal	Difference		
		Y1 2017-18	Y2 2018-19	Y3 2019-20	Y1	Y2	Y3		Y1	Y2	Y3
Accounting	79%	86	75	89	+7	-4	+10	n/a	n/a	n/a	n/a
Administration of Justice	79%	75	86	92	-4	+7	+13	n/a	n/a	n/a	n/a
Architecture and Architectural Technology	79%	67	56	69	-12	-23	-10	n/a	n/a	n/a	n/a
Business Administration	79%	n/a	76	82	n/a	-3	+3				
Business and Commerce, General	79%	89	75	90	+10	-4	+11	n/a	n/a	n/a	n/a
Child Development	79%	73	76	80	-6	-3	+1	n/a	n/a	n/a	n/a
Culinary Arts	79%	78	81	88	-1	+2	+9	n/a	n/a	n/a	n/a
Office Technology	79%	50	50	45	-29	-29	-34	n/a	n/a	n/a	n/a
Registered Nursing	79%	93	92	95	+14	+13	+16	n/a	n/a	n/a	n/a

Licensure Pass Rate

In the program review process, Career Technical Education (CTE) programs are required to evaluate licensure pass rates against the College's institution set standards and stretch goals.

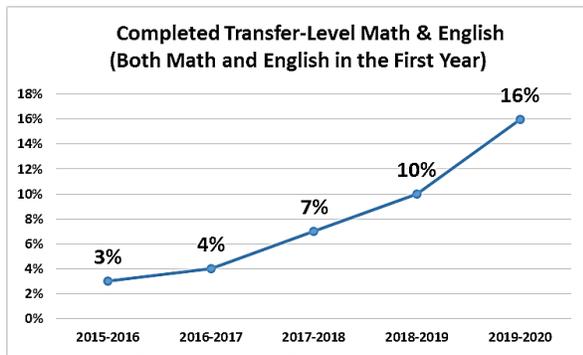
The College's Nursing, CNA, and EMT programs have met the College institution set standards since 2018-2019. Both the Nursing and CNA have exceeded the institution set standard for the last 3 years, while the EMT program met the standard in 18-19, and exceeded it in 19-20. The College's Nursing program is ranked third in California, a testament to the success of the program.

LICENSURE PASS RATE								
(Definition: The rate is determined by the number of students who passed the licensure examination divided by the number of students who took the examination.)								
Program Name	Institution Set Standard	Actual Performance			Difference			Stretch Goal
		Y1 2018-19	Y2 2019-20	Y3 2020-21	Y1	Y2	Y3	
Nursing	85%	97%	100%	96%	+12%	+15%	+11%	n/a
Nursing Y3 figures from California Board of Registered Nursing website https://www.rn.ca.gov/education/passrates.shtml								
CNA	85%	100%	100%	100%	+15%	+15%	+15%	n/a
EMT	67%	67%	100%	n/a	+0%	+33%	n/a	n/a
Y2 and Y3 CNA and EMT data provided by Nursing Division Chair.								

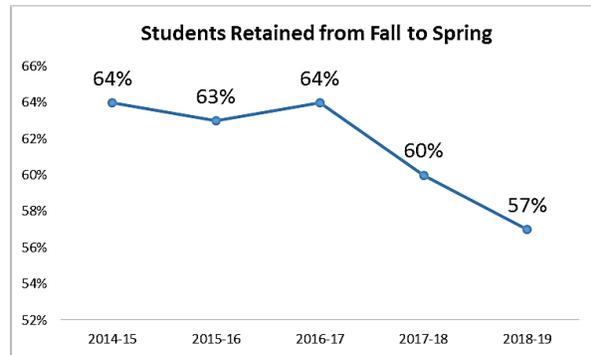
Strategic Educational Master Plan (SEMP) Measures

In the Harbor Assessment-based Planning (HAPS) model, the goals of the Strategic Educational Master Plan (SEMP) are purposefully aligned with the College mission. Progress on the SEMP goals therefore also provides a means for evaluating achievement of the College mission.

Completing math and English in the first year allows students to attain transfer and career goals sooner. Therefore, the College has concentrated efforts to have students placed in these courses in the first year. The five-year trend in math and English completion rates in the first year has increased from 3% in 2015-16 to 16% in 2019-20. There has been a downward trend in the number of students retained from fall to spring. In 2014-15 retention between fall and spring was at 64%, while it has decreased to 57% in 2018-19. To address the decreasing number of students retained from fall to spring, along with providing students with clear academic pathways by fully implementing the Guided Pathways framework, the College is working on improving the scheduling of courses to ensure that it fits student needs.

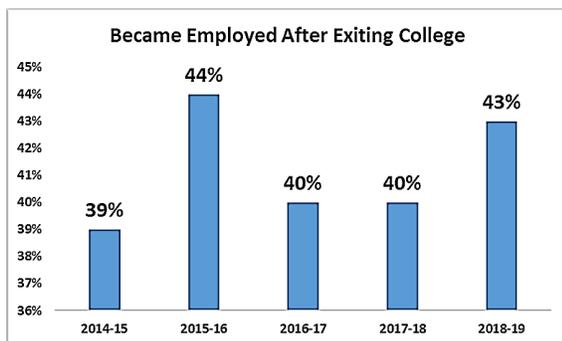


Source: LAHC Office of Institutional Effectiveness

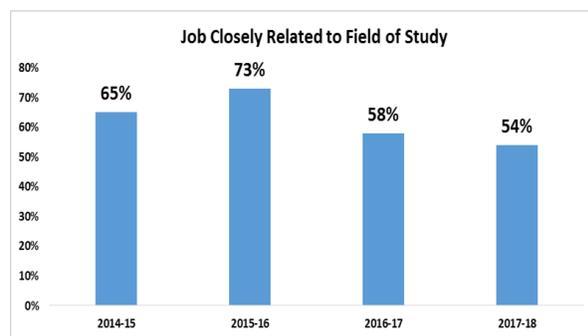


Source: LAHC Office of Institutional Effectiveness

The College mission is also focused on ensuring our students become productive members of a global society. Employment metrics on LAHC students who did not transfer to postsecondary institutions is one way to evaluate how well the College is accomplishing this goal. Among students who exited the College and did not transfer to any postsecondary institution in 2018-19, 43% of students who were unemployed became employed after exiting college. Among CTE students who responded to a CTE Outcomes Survey and who did not transfer to any postsecondary institution, the proportion of students who are working in a job very closely or closely related to their field of study was 54% down from 73% in 2015-16. The College's CTE programs are continuously reviewing and revising their programs to ensure that they are relevant to employment needs through evaluation of outcomes data and feedback from advisory boards.



Source: LAHC Office of Institutional Effectiveness

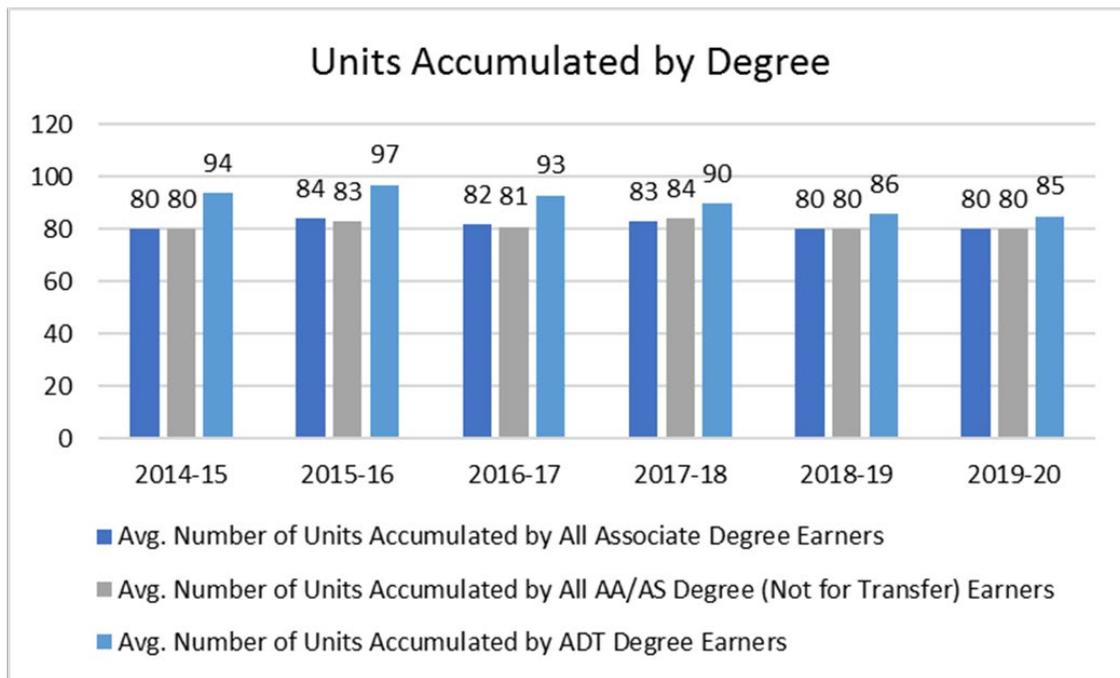


Source: LAHC Office of Institutional Effectiveness

Median Annual Earnings reported in the CTE Outcomes Survey who did not transfer to any postsecondary institution in 2018-19 was \$29,420 with a median change in earnings of 13%. The five-year trend demonstrates an upward trend in the Median Annual Earning of these students. In 2018-19, 38% of LAHC students who participated in the survey attained a living wage for a single adult measured immediately following the academic year of exit from the college, up from 34% in 2015-16 (see chart below). These metrics are key indicators of the College's ability to provide social mobility for its students.

Earnings	2014-15	2015-16	2016-17	2017-18	2018-19
Median Annual Earnings	\$28,761	\$27,075	\$28,761	\$29,058	\$29,420
Median Change in Earnings	28%	18%	22%	18%	13%
Attained the Living Wage	39%	34%	37%	37%	38%

The College SEMP goals are aligned with the Chancellor's Vision for Success goals, such as the goal of decreasing the average number of total units accumulated by community college students to 79 units. The College is close to achieving this goal, decreasing the average number of AA/AS units accumulated to 80 in 19-20 down from 84 in 17-18. From 2015-16 to 2019-2020, the average accumulated units for ADT degrees awards decreased by 8. Using the Guided Pathways framework, the College has worked to continue to decrease the number of units to 79, especially in the ADT area.

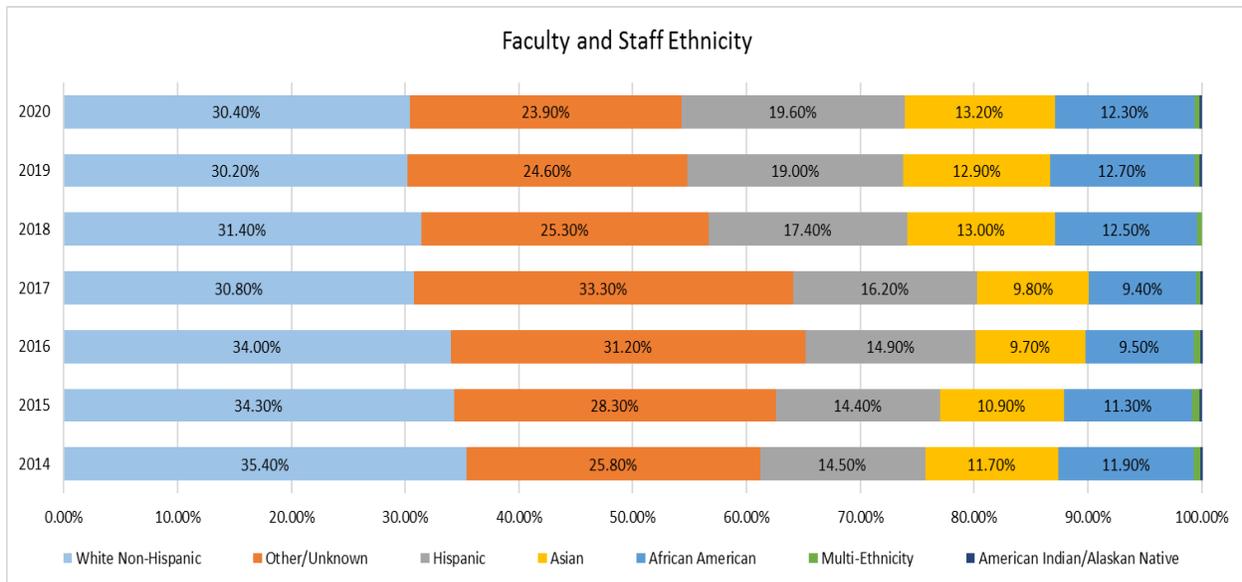


Source: Institutional Research Data System (IRDS)

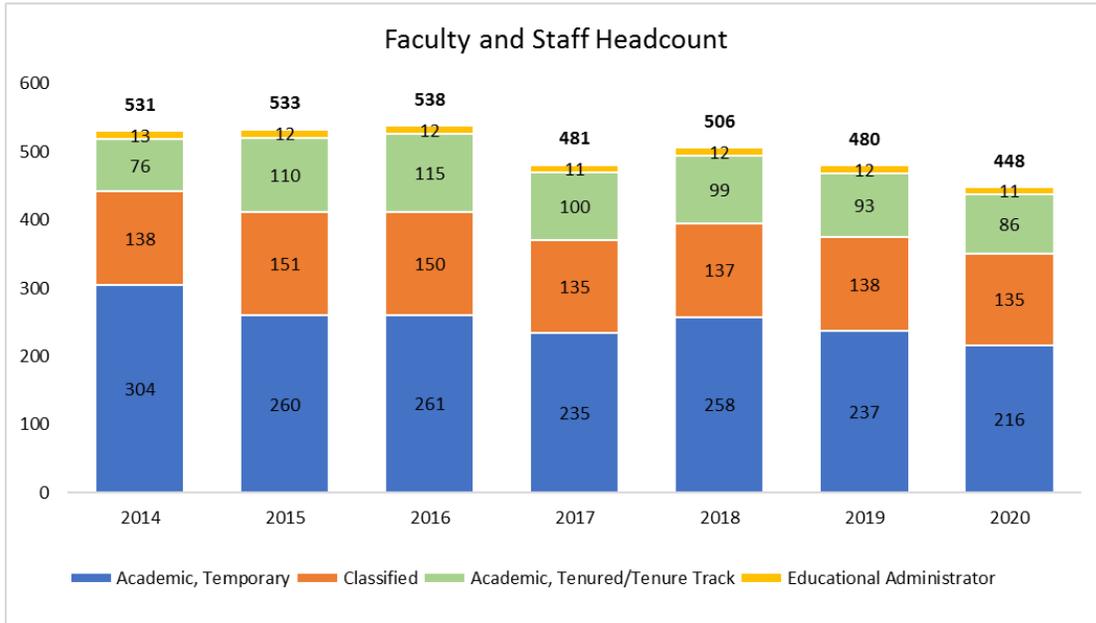
The SEMP goals are also aligned with state plans focusing on student attainment of educational momentum points and success. Students completing noncredit CTE or workforce preparation courses and earning 9+ career education units has remained stable. The trend in the completion of 12 units or more in fall and successful completion of 24 or more units in the same academic year has been an on upward trend. However, students retained from fall to spring at the College has decreased since 2017-2018 as did the student who completed a level of education. To improve in these areas, the College has conducted focus groups interviews and surveys to obtain knowledge of the factors contributing to the declining numbers.

Momentum	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Completed a Level of Education				48%	5%	n/a
Completed a Noncredit CTE or Workforce Preparation Course	72%	66%	68%	71%	66%	69%
Earned 9+ Career Education Units	8%	9%	8%	7%	8%	9%
Retained from Fall to Spring (at the Same College)	66%	64%	63%	64%	60%	57%
Successfully Completed Unit Thresholds (12 units or more) in the Fall	14%	15%	14%	15%	15%	18%
Successfully Completed Unit Thresholds (24 units or more) in the same Academic Year	9%	12%	12%	13%	13%	16%

The College also strives to have faculty and staff from diverse ethnic backgrounds. In 2020, while over 20% of the faculty and staff ethnic backgrounds are other/unknown, 30.4% of faculty and staff identify as White Non-Hispanic, 19.60% as Hispanic, 13.20% as Asian, 12.30% as African American, .4% as Multiethnic, and .2% as American Indian/Alaskan Native.

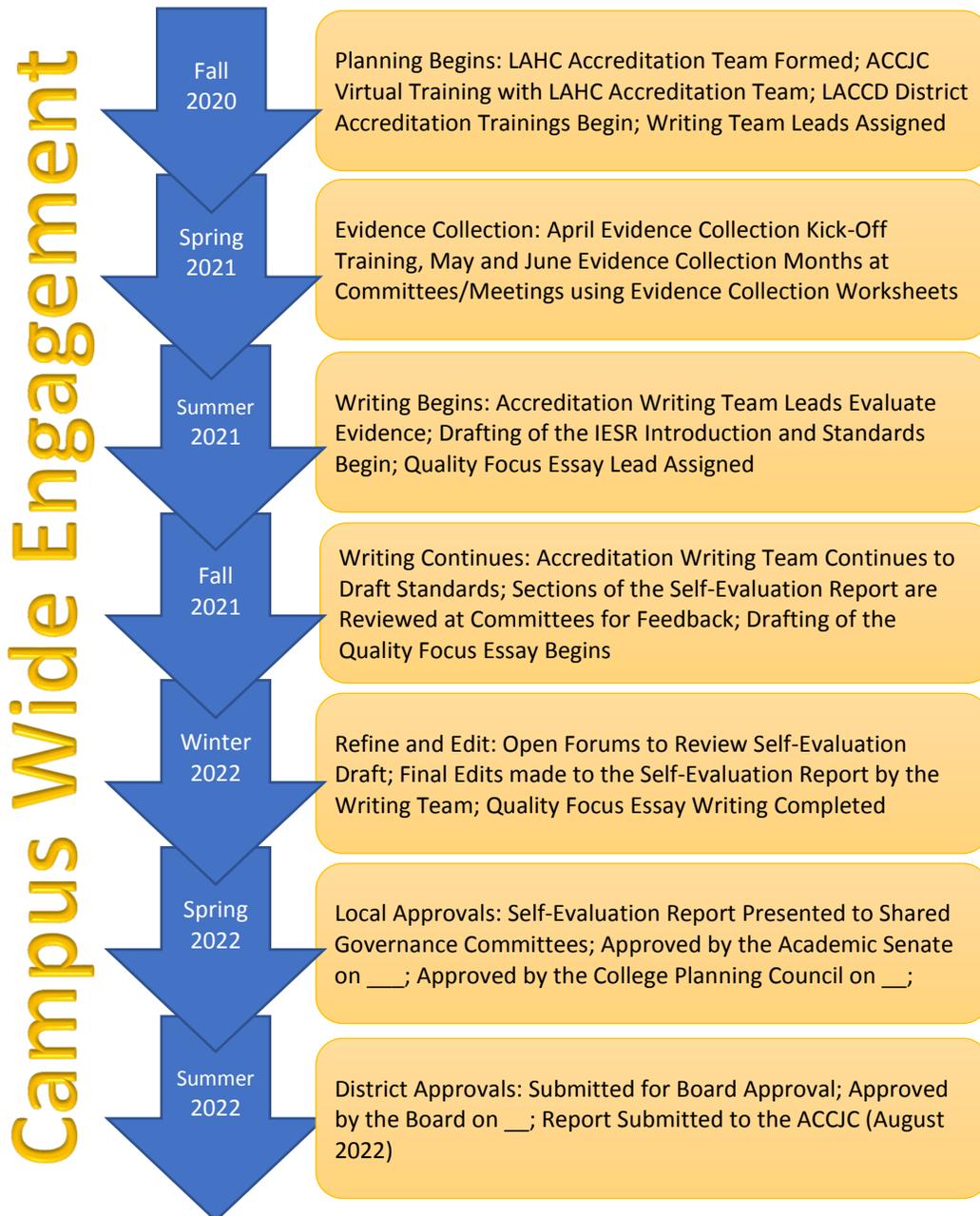


The total faculty and staff headcount has declined since 2014, from 521 to 448. The number of classified staff and administrators has remained stable, while the number temporary academic faculty declined by 88. The number of tenure/tenure track faculty has fluctuated from 76 in 2014, up to a high of 115 in 2016, and back down to 86 in 2020 as a result of a large number of retirements. The College has made an effort to increase the number of tenure/tenure track faculty in Spring of 2022, adding 9 new tenure track faculty.



Organization of the Self-Evaluation Process

The following timeline outlines the major developments in the preparation of the Institutional Self-Evaluation Report. LAHC faculty, staff, administrators, and students collaboratively participated in the writing of the report through accreditation trainings, informational sessions, open forums, and campus committees.



College Level and District Level Responsibilities

Los Angeles Harbor College is part the Los Angeles Community College District, a large, nine college district. The functional map details the college and district levels of responsibilities.

Standard I. Mission, Academic Quality and Institutional Effectiveness, and Integrity		
Standard	College	District
I.A: Mission		
I.A.1	Primary	Secondary
I.A.2	Primary	Secondary
I.A.3	Primary	Secondary
I.A.4	Primary	Secondary
I.B: Assuring Academic Quality and		
I.B.1	Primary	Secondary
I.B.2	Primary	-----
I.B.3	Primary	-----
I.B.4	Primary	-----
I.B.5	Primary	Secondary
I.B.6	Primary	Secondary
I.B.7	Shared	Shared
I.B.8	Primary	Secondary
I.B.9	Shared	Shared
I.C: Institutional Integrity		
I.C.1	Primary	Secondary
I.C.2	Primary	-----
I.C.3	Primary	-----
I.C.4	Primary	-----
I.C.5	Shared	Shared
I.C.6	Primary	Secondary
I.C.7	Shared	Shared
I.C.8	Shared	Shared
I.C.9	Primary	-----
I.C.10	N/A	N/A
I.C.11	N/A	N/A
I.C.12	Shared	Shared
I.C.13	Shared	Shared
I.C.14	N/A	N/A

Standard II. Student Learning Program and Support Services		
Standard	College	District
Instructional Programs		
II.A.1	Primary	-----
II.A.2	Primary	-----
II.A.3	Primary	-----
II.A.4	Primary	-----
II.A.5	Shared	Shared
II.A.6	Primary	-----
II.A.7	Primary	-----
II.A.8	Primary	-----
II.A.9	Primary	Secondary
II.A.10	Primary	Secondary
II.A.11	Primary	-----
II.A.12	Primary	Secondary
II.A.13	Primary	-----
II.A.14	Primary	-----
II.A.15	Primary	-----
II.A.16	Primary	-----
II.B: Library and Learning Support		
II.B.1	Primary	Secondary
II.B.2	Primary	-----
II.B.3	Primary	-----
II.B.4	Primary	-----
II.C: Student Support Services		
II.C.1	Primary	-----
II.C.2	Primary	Secondary
II.C.3	Primary	-----
II.C.4	Primary	-----
II.C.5	Primary	-----
II.C.6	Primary	Secondary
II.C.7	Primary	-----
II.C.8	Shared	Shared

Standard III. Resources		
Standard	College	District
III.A: Human Resources		
III.A.1	Shared	Shared
III.A.2	Shared	Shared
III.A.3	Shared	Shared
III.A.4	Secondary	Primary
III.A.5	Shared	Shared
III.A.6	N/A	N/A
III.A.7	Primary	Secondary
III.A.8	Primary	Secondary
III.A.9	Primary	Secondary
III.A.10	Primary	Secondary
III.A.11	Shared	Shared
III.A.12	Shared	Shared
III.A.13	Shared	Shared
III.A.14	Primary	Secondary
III.A.15	Shared	Shared
III.B: Physical Resources		
III.B.1	Primary	Secondary
III.B.2	Shared	Shared
III.B.3	Shared	Shared
III.B.4	Shared	Shared
III.C: Technology Resources		
III.C.1	Shared	Shared
III.C.2	Shared	Shared
III.C.3	Shared	Shared
III.C.4	Shared	Shared
III.C.5	Shared	Shared
III.D: Financial Resources		
III.D.1	Shared	Shared
III.D.2	Shared	Shared
III.D.3	Primary	Secondary
III.D.4	Shared	Shared
III.D.5	Shared	Shared
III.D.6	Shared	Shared
III.D.7	Shared	Shared
III.D.8	Shared	Shared
III.D.9	Secondary	Primary
III.D.10	Shared	Shared
III.D.11	Shared	Shared
III.D.12	----	Primary
III.D.13	----	----
III.D.14	Shared	Shared
III.D.15	Secondary	Primary
III.D.16	Shared	Shared

Standard IV. Leadership & Governance		
Standard	College	District
IV.A: Decision-Making Roles and Processes		
IV.A.1	Primary	Secondary
IV.A.2	Shared	Shared
IV.A.3	Shared	Shared
IV.A.4	Primary	Secondary
IV.A.5	Shared	Shared
IV.A.6	Primary	Secondary
IV.A.7	Shared	Shared
IV.B: Chief Executive Officer		
IV.B.1	Primary	Secondary
IV.B.2	Primary	Secondary
IV.B.3	Primary	Secondary
IV.B.4	Primary	Secondary
IV.B.5	Primary	Secondary
IV.B.6	Primary	Secondary
IV.C: Governing Board		
IV.C.1	----	Primary
IV.C.2	----	Primary
IV.C.3	----	Primary
IV.C.4	----	Primary
IV.C.5	----	Primary
IV.C.6	----	Primary
IV.C.7	----	Primary
IV.C.8	----	Primary
IV.C.9	----	Primary
IV.C.10	----	Primary
IV.C.11	----	Primary
IV.C.12	----	Primary
IV.C.13	----	Primary
IV.D: Multi-College Districts		
IV.D.1	----	Primary
IV.D.2	----	Primary
IV.D.3	----	Primary
IV.D.4	----	Primary
IV.D.5	Secondary	Primary
IV.D.6	Secondary	Primary
IV.D.7	----	Primary

Organizational Information

***Org chart needed**

Certification of Continued Compliance with Eligibility

Eligibility Requirement 1: Authority

Los Angeles Harbor College is a public two-year community college that has been in continual operation since 1949 under the authority of the State of California, the California Community College Chancellor's Office/California Community Colleges Board of Governors (ER1.01 California Community College Website), and the Los Angeles Community College District (ER1.02 BP1100 LACCD). Harbor College is accredited by the Accrediting Commission for Community and Junior Colleges (ER.3 ACCJC Reaffirmation Letter).

Eligibility Requirement 2: Operational Status

The institution is operational, with students actively pursuing its degree programs.

Los Angeles Harbor College is operational, serving approximately 12,000 unduplicated students annually, accounting for approximately 5,000 Full-Time Equivalent Students per year (ER2.01 District Annual Student Headcount). Students are actively pursuing degree and certificate programs, with 1,300 more degrees and certificates awarded in 2019-2020 as compared to 2015-2016 (ER2.02 Annual College Profile 2021). Enrollment trend data shows that the College experienced a five percent decrease in annual headcount over the past five years (ER2.03 Enrollment History). The fall 2021 Schedule of Classes provides an example of the College's course offerings (ER2.04 Fall 2021 Schedule of Classes).

Eligibility Requirement 3: Degrees

A substantial portion of the institution's educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them. At least one degree program must be of two academic years in length.

Los Angeles Harbor College offers degree and certificate programs aligned with the mission of the College, including 14 associate degrees for transfer, 39 associate degrees, 28 certificates of achievement, and 43 skills certificates. The LAHC Catalog details the programs offerings, general education and requirements for each degree offered, designation of college level courses for which degree credit is granted, and the required number of units for each award (ER3.01 College Catalog). Recently, the College created eight Guided Pathways that provide students an education plan for completion of a degree in two years (ER3.02 Guided Pathways Sample Map). In the 2019-2020 academic year, Harbor awarded 1,486 associate degrees, 356 transfer-associate degrees, 691 certificates, and 16 noncredit awards (ER3.03 Annual College Profile 2021).

Eligibility Requirement 4: Chief Executive Officer

The institution has a chief executive officer appointed by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. Neither the district/system chief executive officer nor the institutional chief executive officer may serve as the chair of the governing board. The institution informs the Commission immediately when there is a change in the institutional chief executive officer.

The governing board of the Los Angeles Community College District has the authority to appoint the president of the College and appointed Dr. Luis Dorado as interim president at its December 16,

2020 board meeting (ER4.01 LACCD Board Minutes 12-16-20). Authority to operate the College and administer Board policies is given to the president in Board Rule 9802.10, stating “The president of the College or his/her authorized representative shall enforce the Board Rules and Administrative Regulations pertaining to campus conduct and may develop guidelines, apply sanctions, or take appropriate action consistent with such rules and regulations” (LACCD Board Rule 9802.10 Primary Responsibility). Dr. Dorado is a full-time administrator and does not serve on the governing board of the district. LAHC is aware of its responsibility to notify the ACCJC when there is a change in the CEO appointment and has done so with each leadership change.

Eligibility Requirement 5: Financial Accountability

The institution annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. Institutions that are already Title IV eligible must demonstrate compliance with federal requirements.

The Los Angeles Community College District (LACCD) annually undergoes and makes available an external audit by a certified public accountant or an audit by an appropriate public agency. Los Angeles Harbor College is not audited as a separate entity. The governing board reviews these reports in a regularly scheduled meeting during public session, which includes discussion of management responses to any exceptions. The District files audit reports with the Los Angeles County Department of Education and any other public agencies as required.

An independent firm conducts audits of the LACCD financial aid programs on an annual basis. The District received an unmodified external audit, with no identified material weaknesses, for 2020 and 2021 (ER5.01 LACCD Financial Audit 06-30-2021 and 2020). The District has consistently had unqualified financial statements and unmodified external audit reports for the past 30 years.

The student loan default rates at Los Angeles Harbor College fall within the acceptable range. The College’s three-year cohort default rates during the last cohort years were under the Department of Education’s 15 percent threshold. No default management plan was required. The 2018 cohort default rates were 10.5 percent; in 2017, the default rates were 6.1 percent; and, in 2016, the cohort default rates were 7.6 percent (ER5.02 LAHC Default Rates 2018, 2017, and 2016). Additional information regarding LAHC’s compliance with Title IV federal regulations can be found in the College’s response to the *Policy on Institutional Compliance with Title IV*.

Compliance with Eligibility Requirements Evidence List

[ER1.01](#) California Community College Chancellor’s Office List of Colleges

ER1.02 LACCD BP 1100

ER1.03 LAHC Accreditation Reaffirmation Letter

ER2.01 District Annual Student Headcount

ER2.02 Annual College Profile 2021

ER2.03 Enrollment History

ER2.04 Fall 2021 Schedule of Classes

ER3.01 College Catalog

ER3.02 Guided Pathways Sample Map

ER3.03 Annual College Profile 2021

ER4.01 LACCD Board Minutes 12-16-20

ER4.02 LACCD Board Rule 9802.10 Primary Responsibility

ER5.01 LACCD Financial Audit 2019-2020

ER5.02 LAHC Default Rates 2018, 2017, and 2016

Certification of Continued Institutional Compliance with Commission Policies Requirements

Los Angeles Harbor College certifies that it continues to be in compliance with the federal regulations noted below, and Commission Policies on Rights and Responsibilities of the Commission and Member Institutions; Institutional Degrees and Credits; Transfer of Credit; Distance Education and on Correspondence Education; Representation of Accredited Status; Student and Public Complaints Against Institutions; Institution Advertising, Student Recruitment, and Representation of Accredited Status; Contractual Relationships with Non-Regionally Accredited Organizations; and Institutional Compliance with Title IV.

Public Notification of an Evaluation Team Visit and Third Party Comment

Regulation citation: 602.23(b).

Los Angeles Harbor College has made timely and appropriate efforts to solicit third-party comments in advance of the comprehensive evaluation visit through communications with the campus community and the communities it serves. Feedback was solicited during regular accreditation updates provided at shared governance committees and during the Accreditation Self-Study Report presentations at Academic Senate (CP1.01 Senate Minutes) and the College Planning Council (CP1.02 CPC Minutes). In addition, the draft of the Accreditation Self-Study Report was posted March 2022 through April 2022 on the Accreditation Website, which included an email address: lahc_accreditation@laccd.edu where campus or community members could send feedback.

The Accreditation website, accessible to the public, includes a link to the Third Party Comments and Complaints Against Member Colleges of the Accrediting Commission for Community and Junior Colleges (ACCJC) (CP1.03 Accreditation Website). Also included are links to all recent reports submitted by the College to the ACCJC and the ACCJC response letters and reports, the Accreditation 2023 folder with timelines, College team members, information regarding the spring 2023 evaluation team visit, and a video explaining the accreditation process ([CP1.04 Accreditation 2023 Website](#)).

Standards and Performance with Respect to Student Achievement

Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).

Los Angeles Harbor College has defined elements of student achievement performance across the institution and has identified the expected measure of performance within each element. Evidence of defined elements of student achievement consistent with Los Angeles Harbor College's Mission is documented in the LACCD District Dashboards, LAHC Data Dashboards, the Annual College Profile, and the College Factbook. Expected measures of student achievement performance are defined in the College's Institution-Set Standards and the Institution-Set Targets in the Strategic Educational Master Plan (SEMP).

The College's Institution-Set Standards, for instance, are calculated each year by the Office of Institutional Effectiveness using the college's three-year averages on student performance

metrics, including degree completion, certificate completion, transfer, and licensure pass rate and job placement for Career Technical Education (CTE) programs (CP2.01 Institution-Set Standards). The College's institution set targets in the SEMP were aligned with key state outcome measures in the Student Centered Funding Formula (SCFF), Chancellor's Vision for Success, the Los Angeles Community College (LACCD) District Plan, and other state required plans aligned with the College mission (CP2.02 SEMP).

The College's Comprehensive Program Review and Unit Planning processes integrate evaluation of student achievement within programs and link the results with planning, decision-making, and resource allocation (CP2.03 Program Review Manual). For Career Technical Education (CTE) Programs, where licensure is required, the licensure pass rate and job placement are used as an additional student performance metric.

Further information is available in Standards I.B.3, I.B.4., and I.B.9.

Credits, Program Length, and Tuition

Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.

Los Angeles Harbor College follows the processes set forth in Administrative Procedure (AP) 4020 Curriculum Development (CP3.01 AP 4020 Curriculum Development) to ensure units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. Further, AP 4020 criteria for clock-to-credit hour conversion adheres to Title 5 and the Program Course and Handbook Approval guideline issued by the California Community Colleges Chancellor's Office (CCCCO).

The College designs programs to a commonly accepted minimum program length of 60 semester credit hours awarded for achievement of an associate degree in compliance with Board Policy (BP) 4100: Graduation Requirements for Degrees and Certificates (CP3.02 BP 4100 Graduation Requirements for Degrees and Certificates). The 60 unit minimum required is also specified under the Graduation Requirements section of the Course Catalog. This portion of the catalog states that "A minimum of 60 semester units of course credit in a selected curriculum with at least 18 semester units of study in a major or area of emphasis and at least 18 semester units of study in general education" is required for an associate degree (CP3.03 LAHC Course Catalog, Graduation Requirements Section, p. 213). The College does not offer courses based on clock hours.

The LAHC catalog includes a section outlining the Cost of Attendance (CP3.04 College Catalog, pgs. 356-359) for students living at home, living away from home, and non-residents including a breakdown of the costs of tuition and fees, books and supplies, room and board, transportation, and other personal expenses. It includes examples of a 9-month budget, the cost of summer terms, and a 12-month budget.

Further information is available in Standards II.A.5, II.A.9, and I.C.6.

Transfer Policies

Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).

Transfer policies are published in the College catalog (CP4.01 College Catalog, p. 223-231) and on the website. Under the direction of the Counseling Division, the College established a robust Transfer Center, providing students with both online and in-person information regarding transfer (CP4.02 Transfer Center Homepage). In addition, the College has created 20 associate degrees for transfer to assist students.

LAHC Credit for Prior Learning policies follow LACCD Administrative Procedure (AP) 4235 (CP4.03 AP 4235 Credit for Prior Learning). The alternative methods for awarding credit and the process for the determination of eligibility for credit for prior learning, the prior learning assessment grading procedure developed in accordance with BP 4232 Pass/No Pass grading option (CP4.04 BP 4232 Pass/No Pass Grading Option), and the transcription of credit is detailed for students in the College's catalog (CP4.05 IIA10-15 College Catalog, Credit for Prior Learning Section, p. 386-392).

Consistent with BP 4050 and AP 4050 on articulation, LAHC has developed transfer articulation agreements with a wide variety of colleges and universities. Students can access information about transfer/articulation agreements in the College catalog (CP4.06 College Catalog, Transfer/Articulation Agreements, pgs. 228-229).

Further evidence of Harbor College's transfer policies is detailed in Standard II.A.10.

Distance Education and Correspondence Education

Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.

Los Angeles Harbor College offers Distance Education courses in fully synchronous, hybrid, and asynchronous formats consistent with the College Mission as outlined in Administrative Procedure (AP) 4023 Program Approval (CP5.01 AP 4023) and AP 4105 Distance Education (CP5.02 AP 4105 Distance Education).

Both traditional classroom courses and distance education courses are subject to the same curricular approval process. Following the College's curriculum process (CP5.03 Curriculum Handbook on Program Development), the faculty in instructional disciplines carefully follow state and federal guidelines to ensure all courses are appropriate to higher education and culminate in identified student learning outcomes. For a course to be offered as fully online or hybrid, a distance education addendum (CP5.04 DE Addendum) must also be completed and reviewed, ensuring the course meets Title 5 provisions, is the same quality as a traditional classroom course, and that the course includes regular and effective contact between instructors and students.

A course delivered through distance education requires an instructor to maintain regular and effective contact with students. The College's standards for regular and effective contact include: the posting of announcements, feedback on assignments including discussion boards and quizzes, correspondence via direct message on Canvas, email, or voicemail, student-faculty or

student-student meetings, and live or recorded lectures or review sessions (CP5.05 Standards for Effective Contact). These standards are posted on the College's Distance Education Committee's website.

The Distance Education department, consisting of two co-coordinators and three coaches, attend weekly district distance education meetings, engage in regular and effective contact with faculty and staff by providing distance education updates at bi-weekly Academic Senate meetings, and inform faculty and staff of distance education certification trainings offered through the District's Vision Resource Center. The distance education coaches provide on-going support to the faculty and staff and assist with workshops. The Distance Education department, at the start of the COVID-19 pandemic, created a Youtube channel to offer "how-to" training videos to faculty, staff, and students (CP5.06 LAHC Distance Education Youtube Channel).

When fifty percent or more of a program, degree, or certificate can be completed via distance education, the College utilizes the substantive change process to inform the Commission. LAHC's Substantive Change Proposal to Offer at Least 50% of Course Units for Programs was last approved by the Commission in November 2020 during the COVID-19 pandemic (CP5.07 Substantive Change Form).

LAHC is committed to providing a safe learning environment for students by maintaining instruments for protecting student information and verifying the identity of students enrolled in distance education courses. The College follows AP 4105 Distance Education (CP5.08 AP 4105 Distance Education) stating, "Consistent with federal regulations pertaining to federal financial aid eligibility, the District must authenticate or verify that the student who registers in a distance education or correspondence education course is the same student who participates in and completes the course or program and receives the academic credit." The authentication process adopted by LAHC requires students to use their LACCD-issued secure login and password on the student portal, PeopleSoft SIS, and on the learning management system site Canvas. The LACCD-issued secure login and password grants students access to their Canvas course sites, email, academic record, and class registration.

The College does not normally offer correspondence education courses or programs.

Further information is available in Standards IIA.1, IIA.7, and IIB.1.

Student Complaints

Regulation citations: 602.16(a)(1)(ix); 668.43.

The Los Angeles Community College District and Los Angeles Harbor College have in place student complaint policies and procedures that are shared openly with the public. The LAHC College Catalog (CP6.01 Student Grievance Procedures, College Catalog, p. 424) and website (CP6.02 Student Grievance Procedure on Website) describe clear policies and procedures for handling student complaints. Student complaint files for the previous six years are available in the office of the vice president of student services and demonstrate accurate implementation of the complaint policies and procedures.

In the event issues are not resolved at the College level, students can use the link on the Current Student Website (CP6.03 Current Student Website) to the California Community Colleges (CCC) Complaint Process Notices Website (CP6.04 CCC Compliant Process Notices), detailing information for the ACCJC and the Chancellor's Office legal division.

Institutional Disclosure and Advertising and Recruitment Materials

Regulation citations: 602.16(a)(1)(vii); 668.6.

Los Angeles Harbor College provides accurate, timely, and appropriately detailed information to students and the public about its programs, locations, and policies primarily through the College Catalog (CP7.01 College Catalog), the Schedule of Classes (CP7.02 Schedule of Classes), the College website (CP7.03 College Accreditation Website), and social media. The College Catalog contains all the information as required by Standard I.C.2. LAHC publishes its accreditation status on the College website and in the College Catalog, including information on how to contact the appropriate agencies. Further information is located in Standard IC.1, IC.4, and IC.5.

Title IV Compliance

Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.

Los Angeles Harbor College is in compliance with federal regulations set forth in Title IV of the Higher Education Act (HEA). Los Angeles Harbor College follows LACCD Board Policy (BP) 5130 (CP8.01 BP 5130 Financial Aid), stating, "All financial aid programs will adhere to guidelines, procedures, and standards issued by the funding agency, and will incorporate federal, state, and other applicable regulatory requirements." Consistent with BP 5130, the College follows standard practices with regards to financial responsibility requirements, program record keeping, and accountability.

The College's student loan default rate, 10.5 percent in the 2018-2019 academic year, is within the USDE acceptable range (under 15%) (CP8.02 Loan Default Rate). The College's three-year cohort default rates during the last cohort years were under the Department of Education's 15 percent threshold.

There have not been any negative actions taken by the U.S. Department of Education regarding compliance with Title IV.

Certification of Continued Institutional Compliance with Commission Policies Requirements Evidence List

CP1.01 Senate Minutes

CP1.02 CPC Minutes

CP1.03 Accreditation Website

CP1.04 Accreditation 2023 Website

CP2.01 Institution-Set Standards

CP2.02 SEMP

CP2.03 Program Review Manual

CP3.01 AP 4020 Curriculum Development

CP3.02 BP 4100 Graduation Requirements for Degrees and Certificates

CP3.03 LAHC Course Catalog, Graduation Requirements Section, p. 213

CP3.04 College Catalog, pgs. 356-359

CP4.01 College Catalog, p. 223-231

CP4.02 Transfer Center Homepage

CP4.03 AP 4235 Credit for Prior Learning

CP4.04 BP 4232 Pass/No Pass Grading Option

CP4.05 IIA10-15 College Catalog, Credit for Prior Learning Section, p. 386-392

CP4.06 College Catalog, Transfer/Articulation Agreements, pgs. 228-229

CP5.01 AP 4023

CP5.02 AP 4105 Distance Education

CP5.03 Curriculum Handbook on Program Development

CP5.04 DE Addendum

CP5.05 Standards for Effective Contact

CP5.06 LAHC Distance Education Youtube Channel

CP5.07 Substantive Change Form

CP5.08 AP 4105 Distance Education

CP6.01 Student Grievance Procedures, College Catalog, p. 424

CP6.02 Student Grievance Procedure on Website

CP6.03 Current Student Website

CP6.04 CCC Compliant Process Notices

CP7.01 College Catalog

CP7.02 Schedule of Classes

CP7.03 College Accreditation Website

CP8.01 BP 5130 Financial Aid

CP8.02 Loan Default Rate