



Western Association of Schools and Colleges
Accrediting Commission for Community and Junior Colleges

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2016 Annual Report
Final Submission
 03/29/2016

Los Angeles Harbor College
 1111 Figueroa Place
 Wilmington, CA 90744

General Information

| # | Question | Answer |
|-----|--|---|
| 1. | Confirm logged into the correct institution's report | Confirmed |
| 2. | Name of individual preparing report: | Dr. Bobbi Villalobos |
| 3. | Phone number of person preparing report: | 310 233-4028 |
| 4. | E-mail of person preparing report: | villalb@lahc.edu |
| 5a. | Provide the URL (link) from the college website to the section of the college catalog which states the accredited status with ACCJC: | https://www.lahc.edu/classes/Catalog_2014-2016_4web.pdf |
| 5b. | Provide the URL (link) from the college website to the colleges online statement of accredited status with ACCJC: | https://effectiveness.lahc.edu/cpc/accreditation/SitePages/Home.aspx |
| 6. | Total unduplicated headcount enrollment: | Fall 2015: 10,592 Fall 2014: 10,707 Fall 2013: 10,734 |
| 7. | Total unduplicated headcount enrollment in degree applicable credit courses for fall 2015: | 10,305 |
| 8. | Headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements) for fall 2015: | 944 |
| 9. | Number of courses offered via distance education: | Fall 2015: 114 Fall 2014: 104 Fall 2013: 108 |
| 10. | Number of programs which may be completed via distance education: | 3 |
| 11. | Total unduplicated headcount enrollment in all types of Distance Education: | Fall 2015: 3,505 Fall 2014: 3,021 Fall 2013: 3,292 |
| 12. | Total unduplicated headcount enrollment in all types of Correspondence Education: | Fall 2015: 0 Fall 2014: 0 Fall 2013: 0 |
| 13. | Were all correspondence courses for which students enrolled in fall 2015 part of a | n/a |

| | | |
|--|---|--|
| | program which leads to an associate degree? | |
|--|---|--|

Student Achievement Data

| # | Question | Answer | | | |
|------|---|--|--------------------|---|--------------------------|
| 14a. | What is your Institution-set standard for successful student course completion? | 65% | | | |
| 14b. | Successful student course completion rate for the fall 2015 semester: | 65.4% | | | |
| 15. | Institution Set Standards for program completion: While institutions may determine the measures for which they will set standards, most institutions will utilize this measure as it is core to their mission. For purposes of definition, certificates include those certificate programs which qualify for financial aid, principally those which lead to gainful employment. Completion of degrees and certificates is to be presented in terms of total numbers. Each student who receives one or more certificates or degrees in the specified year may be counted once. | | | | |
| | a. | If you have an institution-set standard for student completion of degrees and certificates combined, per year, what is it? N/A | | | |
| | b. | If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year? 672 | | | |
| | c. | If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year? 66 | | | |
| 16a. | Number of students (unduplicated) who received a certificate or degree in the 2014-2015 academic year: | 702 | | | |
| 16b. | Number of students who received a degree in the 2014-2015 academic year: | 670 | | | |
| 16c. | Number of students who received a certificate in the 2014-2015 academic year: | 40 | | | |
| 17a. | If your college has an institution-set standard for the number of students who transfer each year to 4-year colleges/universities, what is it? | 489 | | | |
| 17b. | Number of students who transferred to 4-year colleges/universities in 2014-2015: | 703 | | | |
| 18a. | Does the college have any certificate programs which are not career-technical education (CTE) certificates? | No | | | |
| 18b. | If yes, please identify them: | n/a | | | |
| 19a. | Number of career-technical education (CTE) certificates and degrees: | 107 | | | |
| 19b. | Number of CTE certificates and degrees which have identified technical and professional competencies that meet employment standards and other standards, including those for licensure and certification: | 107 | | | |
| 19c. | Number of CTE certificates and degrees for which the institution has set a standard for licensure passage rates: | 1 | | | |
| 19d. | Number of CTE certificates and degrees for which the institution has set a standard for graduate employment rates: | 15 | | | |
| 20. | 2013-2014 examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study: | | | | |
| | Program | CIP Code 4 digits (##.##) | Examination | Institution set standard (%) | Pass Rate (%) |
| | Nursing | 51.38 | state | 85 % | 100 % |
| | CNA | 51.39 | state | 85 % | 100 % |
| | | | | | |

| | | | | |
|-----|-------|----------|------|------|
| EMT | 51.09 | national | 60 % | 64 % |
|-----|-------|----------|------|------|

21. 2013-2014 job placement rates for students completing certificate programs and CTE (career-technology education) degrees:

| Program | CIP Code 4 digits (##.##) | Institution set standard (%) | Job Placement Rate (%) |
|---------------------------|---------------------------|------------------------------|------------------------|
| Administration of Justice | 43.01 | 62 % | 70 % |
| Business-General | 52.02 | 62 % | 44 % |
| Child Development | 19.07 | 62 % | 68 % |
| Culinary Arts | 12.05 | 62 % | 56 % |
| Nursing | 51.38 | 62 % | 75 % |

22. Please list any other institution set standards at your college:

| Criteria Measured (i.e. persistence, starting salary, etc.) | Definition | Institution set standard |
|---|---|--------------------------|
| Program Completion Rate | Percentage of degree, certificate and/or transfer-seeking students tracked for six years who completed a degree, certificate or transfer-related outcomes | 42.2% |
| CTE Completion Rate | Percentage of students completing more than eight units in courses classified as career technical education (or apprenticeship) in a single discipline tracked for six years who completed a degree, certificate, apprenticeship or transfer-related outcomes | 59.5% |
| Degrees Awarded | Number of Associate degrees awarded | 672 |
| University Transfers | Number of students who were enrolled at Harbor and then transferred to a 4-year University | 489 |
| Certificates Awarded | Number of certificates awarded | 66 |

23. Effective practice to share with the field: Describe examples of effective and/or innovative practices at your college for setting institution-set standards, evaluating college or programmatic performance related to student achievement, and changes that have happened in response to analyzing college or program performance (1,250 character limit, approximately 250 words).

The setting of current institution-set standards was initiated by the Student Success Coordinating Committee, which conducted a review of student achievement data. Based on a review of data from the past three years, the SSCC forwarded ISS recommendations to the Academic Senate and College Planning Council for approval. Following approval, a program review pilot project confirmed the utility of the measures for review and planning purposes. At the College level, ISS data are used to guide institutional evaluation, planning, and resource allocation activities. At the program level, ISS data are used in conjunction with student achievement data to identify opportunities to improve performance and allocate resources based on evaluation results. The data is disaggregated to guide the planning process to develop focused actions that address College and student needs. Based on such data, the College created several success programs such as CHAMPS, geared toward raising the academic performance of student athletes, many of who fit within the College's disadvantaged and underperforming cohorts.

Student Learning Outcomes and Assessment

| # | Question | Answer |
|-----|----------|---|
| 24. | Courses | |
| | a. | Total number of college courses: 639 |
| | b. | Number of college courses with ongoing assessment of learning outcomes: 601 |
| | | Auto-calculated field: percentage of total: 94.1 |

| | | | | | | | | | | |
|---|---|---|---|----|----|---|----|---|--|------|
| 25. | <p>Courses</p> <table border="1"> <tr> <td data-bbox="175 155 228 226">a.</td> <td data-bbox="233 155 1057 226">Total number of college programs (all certificates and degrees, and other programs as defined by college):</td> <td data-bbox="1062 155 1213 226">72</td> </tr> <tr> <td data-bbox="175 226 228 298">b.</td> <td data-bbox="233 226 1057 298">Number of college programs with ongoing assessment of learning outcomes</td> <td data-bbox="1062 226 1213 298">72</td> </tr> <tr> <td colspan="2" data-bbox="175 298 1057 348">Auto-calculated field: percentage of total:</td> <td data-bbox="1062 298 1213 348">100</td> </tr> </table> | a. | Total number of college programs (all certificates and degrees, and other programs as defined by college): | 72 | b. | Number of college programs with ongoing assessment of learning outcomes | 72 | Auto-calculated field: percentage of total: | | 100 |
| a. | Total number of college programs (all certificates and degrees, and other programs as defined by college): | 72 | | | | | | | | |
| b. | Number of college programs with ongoing assessment of learning outcomes | 72 | | | | | | | | |
| Auto-calculated field: percentage of total: | | 100 | | | | | | | | |
| 26. | <p>Courses</p> <table border="1"> <tr> <td data-bbox="175 449 228 520">a.</td> <td data-bbox="233 449 1057 520">Total number of student and learning support activities (as college has identified or grouped them for SLO implementation):</td> <td data-bbox="1062 449 1213 520">24</td> </tr> <tr> <td data-bbox="175 520 228 592">b.</td> <td data-bbox="233 520 1057 592">Number of student and learning support activities with ongoing assessment of learning outcomes:</td> <td data-bbox="1062 520 1213 592">21</td> </tr> <tr> <td colspan="2" data-bbox="175 592 1057 642">Auto-calculated field: percentage of total:</td> <td data-bbox="1062 592 1213 642">87.5</td> </tr> </table> | a. | Total number of student and learning support activities (as college has identified or grouped them for SLO implementation): | 24 | b. | Number of student and learning support activities with ongoing assessment of learning outcomes: | 21 | Auto-calculated field: percentage of total: | | 87.5 |
| a. | Total number of student and learning support activities (as college has identified or grouped them for SLO implementation): | 24 | | | | | | | | |
| b. | Number of student and learning support activities with ongoing assessment of learning outcomes: | 21 | | | | | | | | |
| Auto-calculated field: percentage of total: | | 87.5 | | | | | | | | |
| 27. | URL(s) from the college website where prospective students can find SLO assessment results for instructional programs: | http://www.lahc.edu/facultystaff/slo/courseassessment.html | | | | | | | | |
| 28. | Number of courses identified as part of the general education (GE) program: | 248 | | | | | | | | |
| 29. | Percent of GE courses with ongoing assessment of GE learning outcomes: | 97.2% | | | | | | | | |
| 30. | Do your institution's GE outcomes include all areas identified in the Accreditation Standards? | Yes | | | | | | | | |
| 31. | Number of GE courses with Student Learning Outcomes mapped to GE <i>program Student Learning Outcomes</i> : | 241 | | | | | | | | |
| 32. | Number of Institutional Student Learning Outcomes defined: | 4 | | | | | | | | |
| 33. | Percentage of college instructional programs and student and learning support activities which have Institutional Student Learning Outcomes mapped to those programs (courses) and activities (student and learning support activities). | 94.8% | | | | | | | | |
| 34. | Percent of institutional outcomes (ILOs) with ongoing assessment of learning outcomes: | 100% | | | | | | | | |
| 35. | <p>Effective practice to share with the field: Describe effective and/or innovative practices at your college for measuring ILOs, documenting accomplishment of ILOs in non-instructional areas of the college, informing college faculty, staff, students, and the public about ILOs, or other aspects of your ILO practice (1,250 character limit, approximately 250 words).</p> <div style="border: 1px solid black; padding: 10px;"> <p>Harbor College implemented a new system—Harbor's Assessment-based Planning System (HAPS) to record and manage the results of the College's annual program review, learning outcomes assessment, unit planning and resource allocation processes. HAPS provides data that are used in planning processes to assess the achievement of the College mission as measured by the Strategic Educational Master Plan and Institutional Learning Outcomes. In HAPS, College programs and operational units review data and analysis on student achievement and learning outcomes, based on Harbor's Strategic Educational Master Plan (2015-16 Program Review) and Institutional Learning Outcomes (SLO/SAO Assessment 2015). Programs and units apply applicable institution-set standards and other outcome requirements. Assessment results are recorded and where appropriate used to develop improvement actions. Assessment results are integrated into improvement actions and these actions form the unit plan. Unit plans are validated through a combination of operational, administrative and governance review and are the basis of the annual resource allocation process. Assessment-based improvement actions track the request and allocation of resources. These results are updated in the annual program review/unit planning process over the three year strategic master plan cycle.</p> </div> | | | | | | | | | |

Each of the following narrative responses is limited to 250 words. As you develop your responses, please be mindful of success stories that can be reported in the last question of this section. We look forward to including this information from colleges in our report to the Commission and the field in June.

36. Please discuss alignment of student learning outcomes at your institution, from institutional and course to program level. Describe your activities beyond crosswalking or charting all outcomes to courses in a program (often called "mapping"), to analysis and implementation of alignment in the planning of curriculum and delivery of instruction. Discuss how the alignment effort has resulted in changes of expected outcomes and/or how students' programs of study have been clarified. Note whether the described practices apply to all instructional programs at the college (1,250 character limit, approximately 250 words).

37. Describe the various communication strategies at your college to share SLO assessment results for usage by internal and external audiences. Explain how communications take into account how the information is expected to influence the behavior or decisions of particular audiences. Discuss how communication of student learning outcomes assessment information and results impacts student behavior and achievement (1,250 character limit, approximately 250 words).

Several communication strategies are used by the College to share SLO assessment results. Department faculty discuss the assessment results as part of their yearly unit planning and in their program reviews. The Assessment Committee provides a process for quality control and accountability by developing a process for dialog and analysis of the College's performance with respect to student success outcomes. The SLO coordinate reports assessment results and updates regularly to the College Planning Council and Academic Senate. At area cluster meetings, assessments for student learning and student services are discussed. Flex day activities include workshops on assessments---both the development and use of for program improvement. In addition, the Harbor Assessment-based Planning System (HAPS) is online via Sharepoint for everyone to access. HAPS includes all assessments and integrates them with planning and resource allocation processes.

38. Explain how dialog and reporting of SLO assessment results takes place at the departmental and institutional levels. Note whether practices involve all programs at the college. Illustrate how dialog and reporting impact program review, institutional planning, resource allocation, and institutional effectiveness (1,250 character limit, approximately 250 words).

All academic departments are required yearly to develop unit plans based on program reviews and student learning outcome assessment results. They use these plans to initiate course- and program -level changes. For example, based on SLO assessment and other student achievement data, the math department created a new, shorter path (Pre-Statistics Algebra and Statistics) for non-STEM majors to reach college level math proficiency. On a broader basis, dialog regarding SLO assessment takes place in numerous committees including the Assessment Committee, Student Success Coordinating Committee, Academic Senate, and the College Planning Council. In addition, all assessment and evaluation activities are recorded online through the Harbor Assessment-based Planning System, which faculty used to inform their program reviews, which lead to planning and resource allocation. The College also hosted four Harbor Success Days in which assessments were discussed, and regularly includes SLO/PLO/ISLO workshops on professional development days.

39. Please share with us two or three success stories about the impacts of SLO practices on student learning, achievement, and institutional effectiveness. Describe the practices which led to the success (1,250 character limit, approximately 250 words).

Ongoing review of outcomes resulted in the establishment of the CHAMPS program in spring 2015. CHAMPS raises the academic performance of student athletes, many of whom are included in disadvantaged and underperforming cohorts. The program includes a part-time counselor who ensures that athletes establish student education plans, attend classes full time, participate in learning communities, and participate in learning support activities such as tutoring. Students in this program completed at a rate 3% higher than the institution set standard and African-American males (a disproportionately impacted group) had a course completion rate 4.7% higher than first-time students not in the program. Harbor Advantage, a first-year experience program, was developed after a review of learning outcomes Harbor Advantage grew from 70 students in the initial pilot in fall 1021 to 120 students in fall 2013 to 265 students in fall 2014 to 425 students in fall 2015. Harbor Advantage term-to-term persistence (fall 2014 to spring 2015) was 85.5%, 15% higher than first-time in college students not enrolled in the program. Successful course completion for Harbor Advantage students was 70% compared to 62% for non HA students. In addition, the average units completed for HA students for fall 2014 was 9.86 compared to 6.82 for non HA students.

Substantive Change Items

| # | Question | Answer |
|---|----------|--------|
|---|----------|--------|

| | | |
|------|---|--|
| 40. | Number of submitted substantive change requests: | 2014-2015: 0 2013-2014: 0 2012-2013: 0 |
| 41a. | Is the institution anticipating a proposal for a substantive change in any of the following change categories? (Check all that apply) | No changes planned |
| 41b. | Explain the change(s) for which you will be submitting a substantive change proposal: | n/a |

Other Information

| # | Question | Answer |
|------|--|--------|
| 42a. | Identify site additions and deletions since the submission of the 2015 Annual Report: | n/a |
| 42b. | List all instructional sites other than the home campus where 50% or more of a program, certificate, or degree is offered: | n/a |
| 43. | List all of the institutions instructional sites out of state and outside the United States: | n/a |

The data included in this report are certified as a complete and accurate representation of the reporting institution.

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