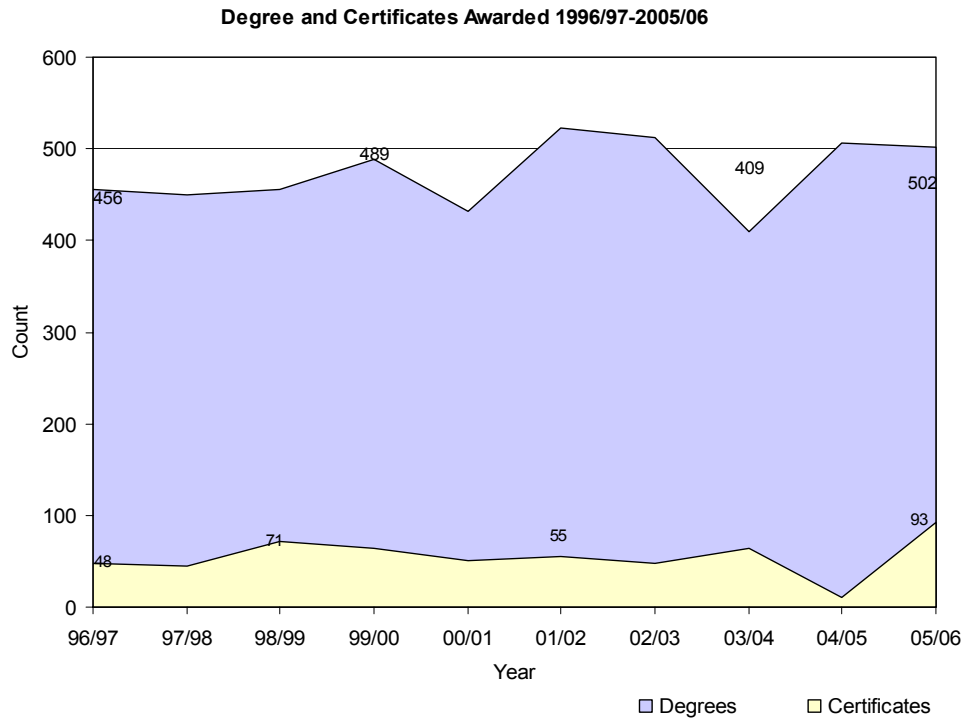


PERFORMANCE AND OUTCOMES

10-YEAR AWARD TREND

In the academic year of 2005/2006, Harbor College awarded 502 A.A. and A.S. Degrees and 92 Career and Skills Certificates.



Associate of Arts and Associate of Science degrees require at least 60 degree applicable semester units with a 2.0 grade point average or higher.

The Career Certificate is awarded upon completion of a sequence of courses leading to a specific area of employment. Career Certificates require 30 to fewer than 60 applicable semester units with a 2.0 grade point average or higher.

The Skills Certificate is awarded upon completion of a sequence of courses leading to a specific area of employment. Skills Certificates require 6 to fewer than 30 applicable semester units with a 2.0 grade point average or higher.

Source: California Community Colleges Chancellor's Office (<http://misweb.cccco.edu/mis/onlinestat/awards.cfm>).

PERFORMANCE AND OUTCOMES

DEGREES AWARDED

Degrees Awarded

Division	TOP CODE	Description	01/02	02/03	03/04	04/05	05/06
Business	050200	Accounting	4	5	3	4	1
	050100	Business Commerce, General		2		9	8
	050600	Business Management	8	3	4		
	070200	Computer Information Systems				2	6
	051410	Legal Office Technology		1	1	2	
	050630	Management Dev & Supervision			1		
	051420	Medical Office Technology	1	1			
	051400	Office Tech/Office Comp Apps	4	7	5	6	5
	051100	Real Estate			1		1
Health Sciences	213300	Fire Technology	1	5	6	4	6
	123010	Registered Nursing	48	43	57	63	72
Humanities & Fine Arts	020100	Architecture and Architectural Tech	2	3		3	6
	490100	Liberal Arts & Sciences, General	415	406	293	366	374
Math, Physical Science and Technology	094800	Automotive Technology	3				
	190500	Chemistry, General				1	
	070730	Computer System Analysis		2			
	095300	Drafting Technology	3	2	1	2	
	093400	Electronics & Electric Technology		2	2		
	090100	Engineering General		1			
	092400	Engineering Technology, General					1
	070100	Information Technology, General	8	3	5		
	170100	Mathematics, General				1	
Sci. & Family & Cons. Studies	130500	Child Dev/Early Care & Education	20	20	23	29	16
Social Science	210500	Administration of Justice	6	6	7	14	6
Total			523	512	409	506	502

Source: California Community Colleges Chancellor's Office (<http://misweb.cccco.edu/mis/onlinestat/awards.cfm>).

PERFORMANCE AND OUTCOMES

CAREER AND SKILLS CERTIFICATES AWARDED

Career Certificates

Division	TOP		01/02	02/03	03/04	04/05	05/06
	CODE	Description					
Business	050200	Accounting	5	2	5		6
	050100	Business & Commerce, General	6	2	4	2	11
	051410	Legal Office Technology		1	2		3
	051420	Medical Office Technology	1		2		1
	051400	Office Tech/Office Comp Apps	1	12	7	1	5
	051100	Real Estate		1	1		
	070210	Software Applications				1	
Humanities & Fine Arts	100500	Commercial Music			6	2	
Math, Physical Science and Technology	070100	Info Technology, General	2	2	3		
	093400	Electronics & Electric Technology	4				
	094800	Automotive Technology	6				
	095300	Drafting Technology	1	1	1	1	1
	095600	Manufacturing & Industrial Technology		2			
Total			26	23	31	7	27

Skills Certificates

Division	TOP		01/02	02/03	03/04	04/05	05/06
	CODE	Description					
Business	050200	Accounting					2
	050100	Business & Commerce, General		4	2		6
	070200	Computer Information Systems					2
	050630	Management Dev & Supervision	1	3	1		1
	051400	Office Tech/Office Comp Apps					23
	051100	Real Estate					1
Health Sciences	213300	Fire Technology			1		
Humanities & Fine Arts	020100	Architecture & Architectural Technology	1	1	1	1	
	100500	Commercial Music		1	2	1	
	103000	Graphic Art and Design		1	1		1
	100600	Technical Theater					
Math, Physical Science and Technology	070710	Computer Programming			1		
	095300	Drafting Technology	4	6			
	093400	Electronics & Electric Technology	2				
	070100	Info. Technology, General	1				12
	079900	Other Information Technology			3		
Sci. & Family & Cons. Studies	130500	Child Dev/Early Care & Education	17	6	17		16
Social Science	210500	Administration of Justice	1	2	4	1	2
Total			27	20	31	3	66

Source: California Community Colleges Chancellor's Office (<http://misweb.cccco.edu/mis/onlinestat/awards.cfm>).

PERFORMANCE AND OUTCOMES

RETENTION RATES

	2002	2003	Fall 2004	2005	2006
Business					
Accounting	76.9%	63.6%	74.5%	75.2%	79.2%
Business	80.5%	78.8%	83.1%	83.4%	81.8%
CAOT	91.3%	88.6%	79.9%	89.9%	90.8%
Comp Info Syst	86.6%	75.8%	80.0%	75.0%	75.9%
Finance	83.3%	89.1%	93.8%	88.9%	100.0%
Int'l Business	92.3%	87.0%	83.3%	82.4%	37.5%
Management	60.8%	84.5%	80.3%	95.1%	85.2%
Marketing	100.0%	n/a	78.6%	91.2%	95.2%
Office Machines	87.5%	88.2%	90.9%	100.0%	100.0%
Real Estate	71.6%	92.7%	93.9%	91.4%	91.4%
Supervision	88.2%	78.1%	94.4%	70.6%	96.0%
Division Rates	82.3%	78.5%	81.7%	82.1%	83.2%
Communications					
Devel Com	88.6%	82.6%	77.4%	83.3%	89.2%
English	79.4%	81.1%	81.8%	80.1%	82.7%
ESL	81.7%	70.0%	68.2%	100.0%	88.9%
French	82.5%	61.3%	85.9%	71.7%	79.5%
Japanese	55.3%	90.9%	70.0%	84.8%	56.1%
Journalism	46.4%	82.4%	90.9%	84.1%	88.7%
Spanish	82.0%	78.9%	83.1%	78.3%	86.4%
Speech	84.6%	87.1%	89.4%	85.2%	87.0%
Division Rates	80.4%	82.0%	83.4%	81.2%	83.9%
Cooperative Education					
Coop Ed	80.0%	66.7%	87.8%	94.7%	90.6%
Health Sciences					
EDA	93.1%	95.5%	93.8%	90.2%	94.5%
Fire Tek	79.4%	90.2%	86.6%	87.8%	90.5%
Nursing	89.5%	92.3%	93.3%	93.3%	94.3%
Division Rates	83.9%	92.4%	92.8%	92.7%	94.1%

Source: Grade Distribution Report (D5120-001).

PERFORMANCE AND OUTCOMES

RETENTION RATES

	2002	2003	Fall 2004	2005	2006
Humanities & Fine Arts					
Architecture	84.7%	85.6%	87.5%	89.5%	92.0%
Art	86.2%	86.5%	88.4%	89.8%	87.2%
Environmental Des	n/a	n/a	n/a	68.2%	94.7%
Humanities	79.8%	82.9%	88.5%	86.9%	87.6%
Music	80.2%	82.6%	86.2%	85.3%	83.7%
Philosophy	85.2%	81.4%	87.2%	86.4%	87.2%
Photography	70.4%	75.3%	n/a	92.8%	96.6%
Theater	96.1%	88.7%	78.4%	81.3%	85.7%
Division Rates	83.9%	83.9%	86.4%	86.9%	86.9%
Math, Physical Science & Technology					
Astronomy	93.9%	88.1%	93.7%	80.3%	82.3%
* Auto Tek	98.0%	n/a	n/a	n/a	n/a
Chemistry	89.5%	84.8%	79.9%	87.2%	86.5%
* Co Science	81.1%	75.7%	79.5%	70.6%	85.8%
* Co Tech	71.4%	88.2%	86.3%	78.6%	81.9%
* Drafting	88.4%	80.0%	82.5%	99.2%	78.8%
* Electronics	86.2%	78.6%	100.0%	0.0%	55.6%
* Engineering Gen	90.5%	60.0%	66.7%	100.0%	91.2%
* Engineering Tech	83.3%	77.8%	79.2%	65.2%	76.7%
Math	73.1%	76.3%	77.2%	72.8%	73.3%
Physical Science	63.6%	80.6%	57.1%	60.4%	71.9%
Physics	79.3%	63.9%	79.8%	86.7%	89.3%
Process Plant Tech	n/a	n/a	n/a	n/a	83.0%
Statistics	95.4%	94.3%	98.1%	90.0%	95.8%
Division Rates	77.8%	78.1%	78.9%	75.4%	76.7%
Physical Education					
Health	87.2%	85.8%	89.2%	84.7%	88.0%
PE	88.2%	95.8%	n/a	96.3%	69.0%
Phys Education	86.2%	92.7%	90.5%	87.7%	88.4%
Division Rates	86.4%	91.3%	90.2%	87.1%	88.0%

*Department was under the Technology Division prior to Fall 2003.
Source: Grade Distribution Report (D5120-001).

PERFORMANCE AND OUTCOMES

RETENTION RATES

	2002	2003	Fall 2004	2005	2006
Science, Family & Consumer Studies					
Anatomy	59.1%	58.2%	51.2%	51.2%	57.2%
Biology	65.9%	77.3%	73.9%	80.2%	77.1%
Child Devel	87.0%	92.3%	93.4%	92.3%	92.3%
Culinary Art	n/a	n/a	n/a	n/a	100.0%
Env Science	53.3%	92.0%	78.3%	93.8%	83.3%
Fam & Cons Sci	90.0%	85.8%	95.9%	93.6%	92.0%
Geography	80.8%	88.0%	81.7%	75.8%	91.9%
Geology	88.9%	97.8%	81.1%	93.5%	78.7%
Microbiology	96.5%	87.6%	83.3%	82.2%	79.7%
Oceanography	95.4%	91.9%	83.3%	88.1%	83.3%
Ornamental Hort	100.0%	57.1%	82.0%	n/a	n/a
Physiology	75.8%	71.7%	73.2%	83.5%	75.8%
Division Rates	79.3%	84.0%	80.8%	82.3%	82.0%
Social & Behavioral Sciences					
**Anthropology	80.1%	82.2%	84.7%	85.0%	88.4%
Admin of Justice	87.1%	84.2%	89.8%	83.8%	92.7%
Economics	72.8%	66.4%	78.5%	84.2%	82.3%
**Education	0.0%	n/a	100.0%	n/a	100.0%
History	83.1%	84.9%	84.6%	85.3%	83.3%
**Lrn Fdtn	83.3%	92.6%	83.3%	74.4%	92.3%
**Lrn Skil	81.4%	82.9%	79.3%	84.0%	85.5%
**Personal Devel	88.6%	86.7%	96.2%	98.3%	89.1%
Poli Science	85.2%	78.8%	81.8%	79.1%	83.3%
**Psychology	78.4%	89.5%	88.8%	87.1%	88.4%
**Service Learning	n/a	n/a	n/a	95.9%	87.1%
**Sociology	87.7%	90.3%	90.3%	82.9%	87.1%
**Tutoring	n/a	n/a	n/a	n/a	n/a
Division Rates	82.8%	84.5%	86.0%	84.6%	86.3%
College Total	82.1%	83.7%	84.5%	83.4%	84.6%

**Department was under its own division (Behavioral Sciences Division) prior to Fall 2006.
Source: Grade Distribution Report (D5120-001).

PERFORMANCE AND OUTCOMES
SUCCESSFUL COMPLETION RATES

	2002	2003	Fall 2004	2005	2006
Business					
Accounting	57.8%	43.4%	55.9%	48.0%	64.9%
Business	62.9%	56.9%	59.3%	66.5%	61.8%
CAOT	70.3%	66.2%	64.8%	69.8%	72.3%
Comp Info Syst	54.4%	52.1%	54.2%	47.5%	49.9%
Finance	66.7%	78.2%	84.4%	55.6%	75.0%
Int'l Business	69.2%	60.9%	66.7%	76.5%	37.5%
Management	51.0%	69.0%	68.4%	82.9%	77.8%
Marketing	n/a	n/a	78.6%	79.4%	81.0%
Office Machines	62.5%	70.6%	90.9%	83.3%	66.7%
Real Estate	68.8%	78.2%	73.2%	67.8%	71.3%
Supervision	76.5%	65.6%	88.9%	64.7%	84.0%
Division Rates	60.1%	57.8%	60.6%	60.0%	63.6%
Communications					
Devel Com	61.8%	61.8%	65.5%	62.7%	30.5%
English	60.4%	63.0%	61.2%	60.0%	59.9%
ESL	67.3%	50.0%	63.6%	100.0%	88.9%
French	72.5%	51.6%	74.7%	60.4%	67.0%
Japanese	34.0%	70.5%	52.5%	67.4%	47.4%
Journalism	46.4%	58.8%	86.4%	76.8%	72.6%
Spanish	71.0%	66.7%	70.8%	67.5%	69.9%
Speech	72.8%	70.5%	78.4%	67.5%	63.2%
Division Rates	64.2%	64.8%	66.5%	63.1%	62.2%
Cooperative Education					
Coop Ed	40.0%	66.7%	82.9%	78.9%	80.2%
Health Sciences					
EDA	59.0%	61.7%	53.5%	37.9%	29.9%
Fire Tek	64.7%	79.1%	67.2%	72.0%	70.5%
Nursing	83.4%	84.7%	86.6%	86.6%	87.4%
Division Rates	78.8%	82.0%	81.8%	81.8%	82.6%

Source: Grade Distribution Report (D5120-001).

PERFORMANCE AND OUTCOMES

SUCCESSFUL COMPLETION RATES

	2002	2003	Fall 2004	2005	2006
Humanities & Fine Arts					
Architecture	68.4%	73.7%	74.3%	76.8%	72.0%
Art	71.3%	73.1%	79.3%	73.4%	71.3%
Environmental Des	n/a	n/a	n/a	63.6%	78.9%
Humanities	59.8%	60.0%	70.0%	61.0%	66.9%
Music	69.3%	66.2%	68.3%	65.1%	70.5%
Philosophy	61.6%	52.0%	54.2%	60.7%	64.8%
Photography	49.6%	51.2%	n/a	52.0%	46.2%
Theater	86.2%	74.4%	65.7%	72.9%	66.8%
Division Rates	68.8%	66.0%	69.8%	66.9%	68.3%
Math, Physical Science & Technology					
Astronomy	76.5%	74.1%	73.2%	69.7%	61.7%
* Auto Tek	98.0%	n/a	n/a	n/a	n/a
Chemistry	74.4%	63.3%	66.2%	74.0%	77.3%
* Co Science	54.4%	53.8%	58.3%	47.6%	59.8%
* Co Tech	62.9%	74.6%	69.4%	61.3%	67.1%
* Drafting	64.9%	67.5%	69.1%	67.5%	66.3%
* Electronics	64.7%	78.6%	100.0%	0.0%	55.6%
* Engineering Gen	77.1%	40.0%	58.3%	81.8%	88.2%
* Engineering Tech	84.4%	61.1%	54.2%	47.8%	65.0%
Math	48.9%	50.7%	50.4%	47.9%	48.8%
Physical Science	48.5%	46.8%	32.7%	29.2%	53.1%
Physics	72.0%	57.4%	62.0%	70.0%	77.3%
Process Plant Tech	n/a	n/a	n/a	n/a	83.0%
Statistics	78.5%	80.0%	92.3%	80.0%	88.3%
Division Rates	56.6%	55.2%	55.3%	52.3%	55.2%
Physical Education					
Health	72.0%	71.5%	75.2%	75.0%	73.8%
PE	70.6%	95.8%	n/a	96.3%	65.5%
Phys Education	79.8%	82.7%	83.8%	79.8%	83.0%
Division Rates	78.1%	80.6%	81.7%	78.9%	80.4%

*Department was under the Technology Division prior to Fall 2003.
Source: Grade Distribution Report (D5120-001).

PERFORMANCE AND OUTCOMES
SUCCESSFUL COMPLETION RATES

	2002	2003	Fall 2004	2005	2006
Science, Family & Consumer Studies					
Anatomy	39.7%	31.9%	37.9%	33.0%	38.8%
Biology	47.5%	54.3%	50.3%	48.3%	47.6%
Child Devel	73.0%	75.6%	77.4%	79.2%	73.1%
Culinary Arts	n/a	n/a	n/a	n/a	71.4%
Env Science	33.3%	68.0%	78.3%	73.4%	54.8%
Fam & Cons Sci	76.0%	71.7%	80.6%	73.6%	77.6%
Geography	51.6%	62.9%	58.8%	42.3%	63.4%
Geology	55.6%	82.8%	73.6%	65.2%	61.7%
Microbiology	78.1%	73.8%	73.2%	58.3%	61.4%
Oceanography	54.9%	69.0%	64.7%	66.5%	60.4%
Ornamental Hort	55.6%	57.1%	n/a	n/a	n/a
Physiology	53.6%	56.0%	59.2%	70.6%	63.0%
Division Rates	59.7%	63.8%	64.0%	63.2%	61.1%
Social & Behavioral Sciences					
**Anthropology	61.7%	57.8%	57.8%	87.2%	60.0%
Admin of Justice	62.7%	68.5%	70.5%	65.9%	80.8%
Economics	36.9%	30.2%	38.8%	42.8%	49.1%
**Education	0.0%	n/a	100.0%	n/a	100.0%
History	61.5%	67.8%	65.3%	63.9%	67.1%
**Lrn Fdtn	44.4%	66.7%	66.7%	61.5%	69.2%
**Lrn Skil	59.8%	63.9%	59.9%	63.8%	52.6%
**Personal Devel	76.0%	76.0%	81.6%	63.3%	71.5%
Poli Science	66.0%	58.6%	66.5%	62.3%	64.9%
**Psychology	57.1%	70.9%	72.4%	66.3%	68.4%
**Service Learning	n/a	n/a	n/a	63.5%	63.6%
Sociology	73.4%	74.3%	72.9%	65.0%	75.4%
**Tutoring	n/a	n/a	n/a	n/a	n/a
Division Rates	62.3%	65.7%	66.5%	62.8%	67.2%
College Total	64.3%	65.6%	67.0%	64.5%	66.1%

**Department was under its own division (Behavioral Sciences Division) prior to Fall 2006.
Source: Grade Distribution Report (D5120-001).

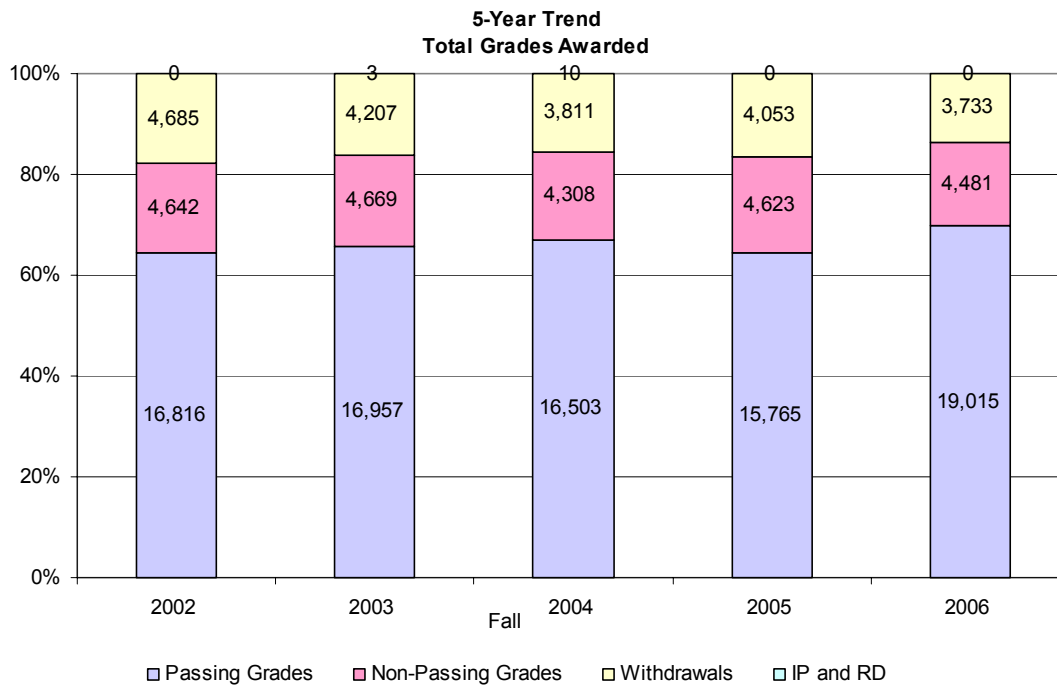
PERFORMANCE AND OUTCOMES

GRADE DISTRIBUTION

GRADE	Fall Semester				
	2002	2003	2004	2005	2006
A	6,721 25.7%	6,983 27.0%	6,784 27.5%	6,086 24.9%	6,139 25.3%
B	4,711 18.0%	4,678 18.1%	4,731 19.2%	4,492 18.4%	4,652 19.2%
C	4,123 15.8%	4,204 16.3%	3,926 15.9%	3,981 16.3%	3,885 16.0%
D	1,404 5.4%	1,415 5.5%	1,310 5.3%	1,355 5.5%	1,251 5.2%
Inc	436 1.7%	406 1.6%	368 1.5%	338 1.4%	337 1.4%
F	2,306 8.8%	2,464 9.5%	2,261 9.2%	2,504 10.2%	2,356 9.7%
Cred	1,261 4.8%	1,092 4.2%	1,062 4.3%	1,206 4.9%	1,339 5.5%
No Cred	496 1.9%	384 1.5%	369 1.5%	426 1.7%	537 2.2%
W	4,685 17.9%	4,207 16.3%	3,811 15.5%	4,053 16.6%	3,733 15.4%
*IP	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
*RD	0 0.0%	3 0.0%	10 0.0%	0 0.0%	0 0.0%
Total	26,143 100.0%	25,836 100.0%	24,632 100.0%	24,441 100.0%	24,229 100.0%

Passing Grades = A, B, C, Credit
Non-Passing Grades = D, Inc., F, No Credit

*IP is used for courses which are still in progress at the end of the semester;
RD is assigned when there is a delay in reporting the grade beyond the control of the student



Source: For Fall 2001, MEDS Enrollment Data Tape. For the remaining semesters, Grade Distribution Report (D5120-001).

What is Student Right-to-Know?

"Student Right-To-Know" (SRTK) refers to a Federally-mandated public disclosure of a college's Completion Rate and Transfer Rate. The intent of SRTK is to provide to the consumer a statistic of comparable effectiveness that they can use in the determination of college choice. All colleges nationwide are effectively required to participate in the disclosure of rates by January, 2000.

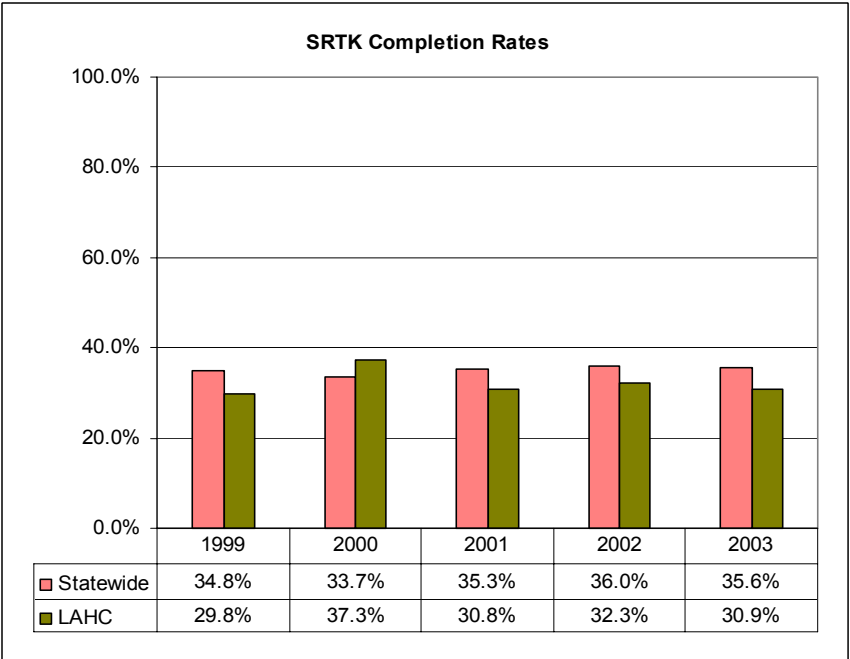
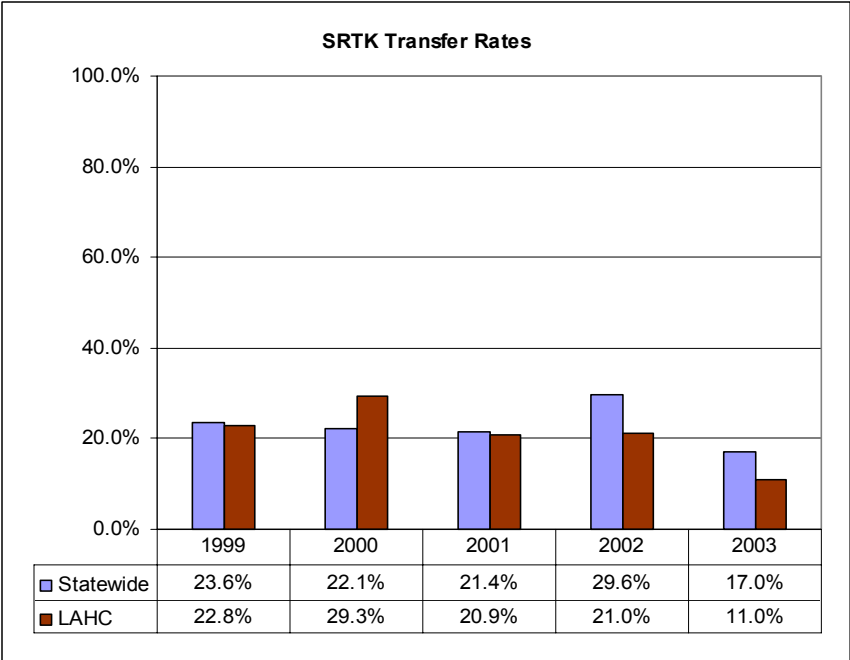
SRTK is a "cohort" study; that is, a group of students who are first-time freshmen, who are enrolled full-time in a fall term, and are degree-seeking. Their outcomes are measured over a period of time. The outcomes that the two SRTK rates measure are Completion (the total number of students in the cohort who earn either a degree, a certificate, or who successfully completed a two-year-equivalent transfer-preparatory program) and Transfer (the total number of cohort non-completers who were identified as having enrolled in another institution). The tracking period of the cohorts is three (3) years, at which time the SRTK rates are calculated and made public.

SRTK has its merits in that it attempts to provide a standardized measure of college effectiveness nationwide. However, in order to fully understand what SRTK rates mean for a college, one should also know its limitations. First, the cohort group can be quite small compared to the entire Community College population, and is therefore not fully representative of all educational activities at a college. Many Community Colleges do not have the primary mission of producing only transferable students. There can also be data collection issues involved in the acquisition of valid numbers used in deriving SRTK rates; since there is no central nationwide "clearinghouse" of transfer data, it is impossible to generate accurate transfer-out rates.

SRTK Rates are derived and reported yearly on the IPEDS-GRS (Integrated Postsecondary Educational Data System-Graduation Rate Survey). The IPEDS-GRS also tracks part-time student cohorts over a six (6) year period; however, full-time cohort status after 3 years is the only basis for calculating SRTK rates.

Source: California Community Colleges Chancellor's Office (<http://www.cccco.edu/divisions/tris/mis/srtk.htm>).

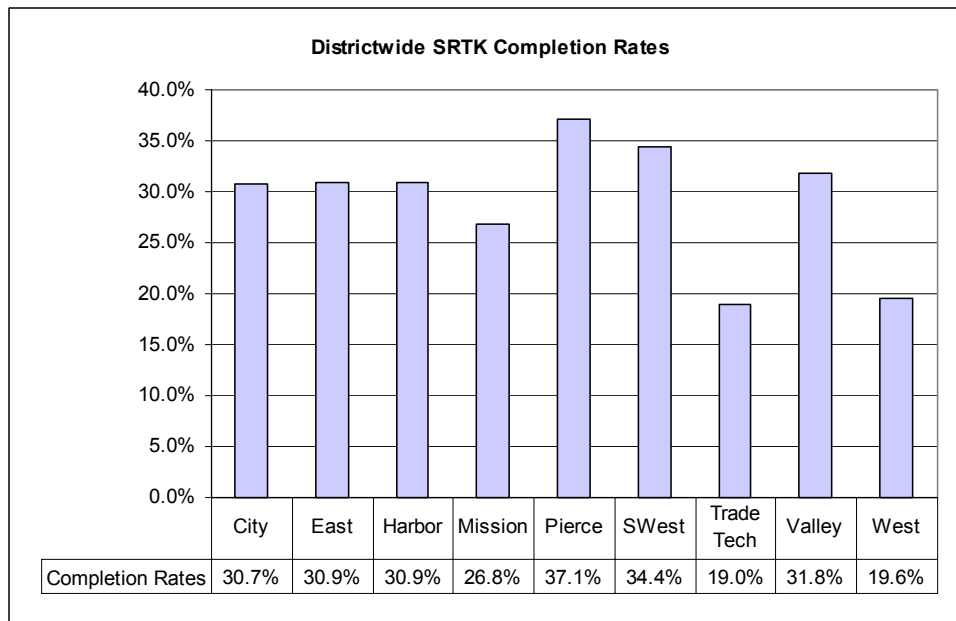
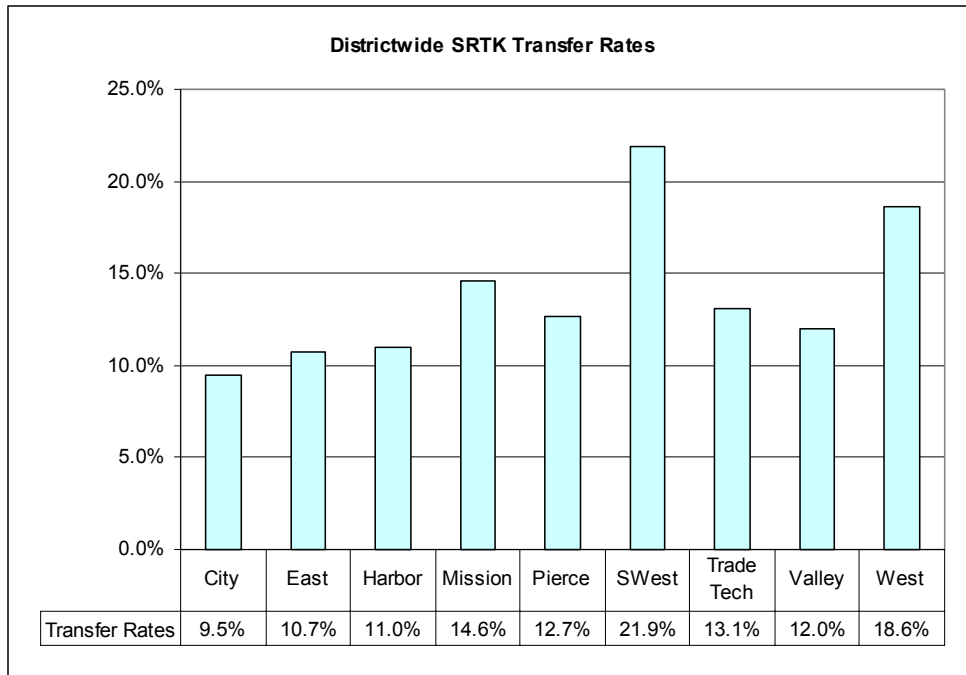
PERFORMANCE AND OUTCOMES
STUDENT RIGHT-TO-KNOW



Source: California Community Colleges Chancellor's Office (<http://www.cccco.edu/reports/reports.htm>).

PERFORMANCE AND OUTCOMES

STUDENT RIGHT-TO-KNOW



Source: California Community Colleges Chancellor's Office (<http://www.cccco.edu/reports/reports.htm>).

PERFORMANCE AND OUTCOMES

TRANSFER TO CALIFORNIA PUBLIC 4-YEAR INSTITUTIONS

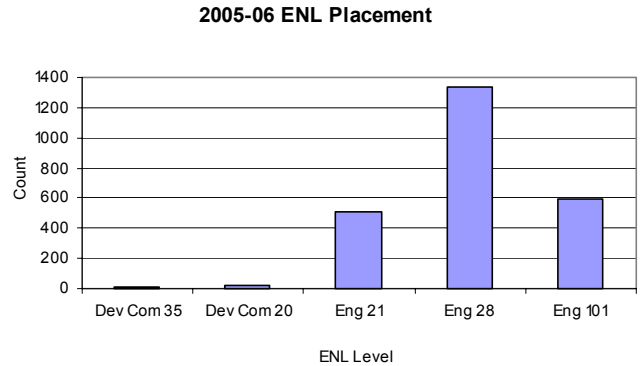
Year		African		Native		White	Unknown	TOTAL
		Asian	American	Hispanic	American			
1996-97	UC	14	2	4	0	16	3	39
	CSU	42	45	103	3	89	60	342
	<i>Total</i>	56	47	107	3	105	63	381
		14.7%	12.3%	28.1%	0.8%	27.6%	16.5%	
1997-98	UC	9	1	3	0	16	3	32
	CSU	34	46	86	2	64	56	288
	<i>Total</i>	43	47	89	2	80	59	320
		13.4%	14.7%	27.8%	0.6%	25.0%	18.4%	
1998-99	UC	8	2	8	1	12	3	34
	CSU	38	24	89	2	73	48	274
	<i>Total</i>	46	26	97	3	85	51	308
		14.9%	8.4%	31.5%	1.0%	27.6%	16.6%	
1999-00	UC	10	0	4	0	13	3	30
	CSU	42	37	102	0	73	48	302
	<i>Total</i>	52	37	106	0	86	51	332
		15.7%	11.1%	31.9%	0.0%	25.9%	15.4%	
2000-01	UC	8	0	6	1	11	5	31
	CSU	24	34	102	3	65	46	274
	<i>Total</i>	32	34	108	4	76	51	305
		10.5%	11.1%	35.4%	1.3%	24.9%	16.7%	
2001-02	UC	7	1	11	0	14	4	37
	CSU	47	34	101	7	87	57	333
	<i>Total</i>	54	35	112	7	101	61	370
		14.6%	9.5%	30.3%	1.9%	27.3%	16.5%	
2002-03	UC	17	4	5	-	18	4	48
	CSU	44	37	114	1	82	60	338
	<i>Total</i>	61	41	119	1	100	64	386
		15.8%	10.6%	30.8%	0.3%	25.9%	16.6%	
2003-04	UC	7	8	8	-	8	-	31
	CSU	40	31	109	2	68	42	292
	<i>Total</i>	47	39	117	2	76	42	323
		14.6%	12.1%	36.2%	0.6%	23.5%	13.0%	
2004-05	UC	9	1	11	-	15	2	38
	CSU	48	36	116	2	64	61	327
	<i>Total</i>	57	37	127	2	79	63	365
		17.6%	11.5%	39.3%	0.6%	24.5%	19.5%	
2005-06	UC	9	3	15	1	9	4	41
	CSU	29	33	113	1	82	33	291
	<i>Total</i>	38	36	128	2	91	37	332
		11.8%	11.1%	39.6%	0.6%	28.2%	11.5%	

Source: California Post Secondary Education Commission (<http://www.cpec.ca.gov/OnLineData/GenerateReport.ASP>).

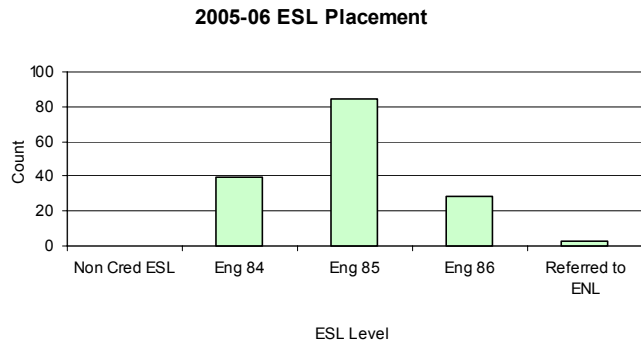
PERFORMANCE AND OUTCOMES

ASSESSMENT PLACEMENT SUMMARY

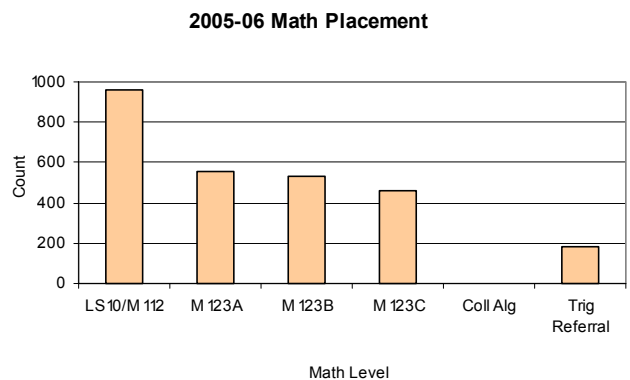
English as a Native Language (ENL) Placement			
	03-04	04-05	05-06
Dev Com 35	10	5	7
Dev Com 20	39	39	17
English 21	478	531	508
English 28	1,140	1,249	1,339
English 101	475	542	593
Total	2,142	2,366	2,464



English as a Second Language (ESL) Placement			
	03-04	04-05	05-06
Non Credit ESL	11	6	0
English 84	44	32	39
English 85	87	72	84
English 86	31	24	28
Referred to ENL	5	6	3
Total	178	140	154



Math Placement			
	03-04	04-05	05-06
LS10/Math 112	917	933	957
Math 123A	538	555	556
Math 123B	437	496	529
Math 123C	367	387	462
*College Algebra	57	63	1
Referral	95	65	181
Total	2,411	2,499	2,686



*Beginning in 05/06, students were referred to a counselor instead being placed into higher levels of math.
Source: Student Information System (SIS), November 15, 2006.

Excerpts from the Accountability Reporting for the California Community Colleges— A Report to the Legislature, Pursuant to AB 1417.

Prepared by the California Community Colleges System Office, March 19, 2007.

The full report with details and appendices is available at the following website:
http://www.cccco.edu/divisions/tris/rp/ab_1417/ab_1417.htm

Introduction

In 2004, Assembly Bill 1417 triggered the creation of a performance measurement system for the California Community Colleges (CCC). That legislation and ensuing budget action authorized the California Community Colleges System Office (CCCCO) to design and implement a performance measurement system that contained performance indicators for the system and its colleges. As per Legislative intent, the CCCCCO collaborated with the system's colleges and advisory structure, a panel of national experts, the Legislative Analyst's Office, the Department of Finance, and the Secretary of Education to formulate this comprehensive system that has become known as "ARCC" (Accountability Reporting for the Community Colleges). In recognizing that this initial report required the CCCCCO to test innovative ideas about performance measurement and to use a massive state database, the CCCCCO completed the 2007 ARCC report as a pilot report for the Legislature.

How to Use the Report

The first two pages for each college display how that college performed over time on seven basic indicators. Of the seven indicators shown on these first two pages, we emphasize that the sixth one, the ESL improvement rate, should not be used in any evaluation because of the incomplete information that existed for the ESL indicator during this pilot year. Therefore, year-to-year figures for six of these performance indicators should give readers a good idea of how any given college has done during the past few years, especially in terms of its progress, if any, in areas that are generally recognized as critical in community colleges.

The third and fourth pages for each college display basic demographic data for the college's enrollment. This information will help readers understand the student population served by that college. For many readers, such information can indicate relevant aspects of a college's effectiveness (i.e., who does the college serve?), plus it can provide additional context for the reported performance indicators.

The fifth page for each college shows the "peer grouping" information for the college. On this page, readers will find a comparison of a college's performance on each of the six indicators. For each performance indicator, we have performed a statistical analysis (peer grouping) to identify other California Community Colleges that most closely resemble the college in terms of environmental factors that have linkage to (or association with) the performance indicator. Interested readers should refer to Appendix A of the complete report at http://www.cccco.edu/divisions/tris/rp/ab_1417/ab_1417.htm to see the names of the colleges that comprise each peer group. We emphasize that the peer group results are rough guides for evaluating college level performance because each college may have unique local factors that we could not analyze statistically for the peer group identification.

The sixth page for each college shows each college's own self-assessment, and this brief statement from the college administration may note, among other things, such unique factors that our statistical analysis may have missed. Therefore, readers should carefully review this self-assessment because it may help to explain the performance figures for a college.

Source: California Community Colleges Chancellor's Office (http://www.cccco.edu/divisions/tris/rp/ab_1417/ab_1417.htm).

ARCC 2007 Report: College Level Indicators

LOS ANGELES HARBOR COLLEGE Los Angeles Community College District
College Performance Indicators

Student Progress and Achievement: Degree/Certificate/Transfer

Table 1.1: Student Progress and Achievement Rate Percentage of first-time students who showed intent to complete and who achieve any of the following outcomes within six years: Transferred to a four-year college; or earned an AA/AS; or earned a Certificate (18 units or more); or achieved "Transfer Directed" status or achieved "Transfer Prepared" status. (See explanation in Appendix B.)

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
Student Progress and Achievement Rate	49.8%	53.4%	47.6%

Table 1.1a: Percent of Students Who Earned at Least 30 Units Percentage of first-time students who showed intent to complete and who earned at least 30 units while in the California Community College System. (See explanation in Appendix B.)

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
Percent of Students Who Earned at Least 30 Units	69.9%	71.8%	68.3%

Table 1.2: Persistence Rate Percentage of first-time students with a minimum of six units earned in the Fall term and who returned and enrolled in the subsequent Fall term anywhere in the system. (See explanation in Appendix B.)

	Fall 2002 to Fall 2003	Fall 2003 to Fall 2004	Fall 2004 to Fall 2005
Persistence Rate	78.3%	68.2%	63.0%

Source: California Community Colleges Chancellor's Office (http://www.cccco.edu/divisions/tris/rp/ab_1417/ab_1417.htm).

ARCC 2007 Report: College Level Indicators

LOS ANGELES HARBOR COLLEGE
 Los Angeles Community College District

College Performance Indicators

Student Progress and Achievement: Vocational/Occupational/Workforce Development

Table 1.3: (See explanation in Appendix B.)
 Annual Successful Course
 Completion Rate for
 Credit Vocational Courses

	2003-2004	2004-2005	2005-2006
Annual Successful Course Completion Rate for Vocational Courses	79.9%	77.0%	78.1%

Student Progress and Achievement: Basic Skills and ESL

Table 1.4: (See explanation in Appendix B.)
 Annual Successful Course
 Completion Rate for
 Credit Basic Skills Courses

	2003-2004	2004-2005	2005-2006
Annual Successful Course Completion Rate for Basic Skills Courses	59.8%	58.2%	55.9%

Table 1.5: (See explanation in Appendix B.)
 Improvement Rates for ESL
 and Credit Basic Skills
 Courses

	2001-2002 to 2003-2004	2002-2003 to 2004-2005	2003-2004 to 2005-2006
ESL Improvement Rate*	37.5%	%	%
Basic Skills Improvement Rate	50.0%	52.3%	54.3%

*Based on inter-institutional differences in the coding of data from ESL programs and other anomalies in the existing ESL data, the ESL Improvement Rates presented in this table lack reliability, and, therefore, rates are shown only for illustrative purposes. Planned changes to data coding, among other strategies, should improve the quality of this indicator in future ARCC reports.

ARCC 2007 Report: College Level Indicators

LOS ANGELES HARBOR COLLEGE Los Angeles Community College District
College Profile

Table 1.6:
Annual Unduplicated
Headcount and Full-Time
Equivalent Students (FTES)

	2003-2004	2004-2005	2005-2006
Annual Unduplicated Headcount	14,943	13,908	14,441
FTES*	6,620	6,794	6,186

Source: Chancellor's Office, Management Information Systems and 320 Reports
*FTES data for 2003-2004 and 2004-2005 are based on the FTES calculation. FTES data for 2005-2006 are based on the FTES annual data. The 2005-2006 recalculation data were no available at the time of this report

Table 1.7:
Age of Students
at Enrollment

	2003-2004	2004-2005	2005-2006
Under 18	12.5%	11.5%	13.8%
18-24	44.2%	46.3%	46.6%
25-49	37.5%	36.8%	34.6%
Over 49	5.8%	5.4%	4.9%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information Systems

Table 1.8:
Gender of Students

	2003-2004	2004-2005	2005-2006
Female	61.4%	62.6%	62.3%
Male	38.6%	37.4%	37.7%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information Systems

Source: California Community Colleges Chancellor's Office (http://www.cccco.edu/divisions/tris/rp/ab_1417/ab_1417.htm).

ARCC 2007 Report: College Level Indicators

LOS ANGELES HARBOR COLLEGE Los Angeles Community College District
College Profile

Table 1.9:
Ethnicity of Students

	2003-2004	2004-2005	2005-2006
Asian	8.3%	8.2%	8.9%
Black/African American	14.5%	14.6%	15.3%
Filipino	8.1%	8.7%	8.9%
Hispanic	39.1%	39.8%	39.2%
Native American	0.6%	0.6%	0.7%
Other Non-White	1.0%	1.0%	1.1%
Pacific Islander	1.6%	1.5%	1.5%
White	19.1%	19.3%	17.9%
Unknown/ Decline to State	7.6%	6.3%	6.5%

Source: Chancellor's Office, Management Information Systems

Source: California Community Colleges Chancellor's Office (http://www.cccco.edu/divisions/tris/rp/ab_1417/ab_1417.htm).

ARCC 2007 Report: College Level Indicators

LOS ANGELES HARBOR COLLEGE Los Angeles Community College District
College Peer Grouping

Table 1.10: Peer Grouping

	Indicator	College's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	47.6	45.9	30.3	53.3	<i>A1</i>
B	Percent of Students Who Earned at Least 30 Units	68.3	69.3	55.6	78.6	<i>B2</i>
C	Persistence Rate	63.0	66.6	52.1	78.9	<i>C2</i>
D	Annual Successful Course Completion Rate for Credit Vocational Courses	78.1	74.6	66.7	85.6	<i>D2</i>
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	55.9	56.4	44.7	68.3	<i>E5</i>
F	Improvement Rate for Credit Basic Skills Courses	54.3	51.4	36.8	76.5	<i>F1</i>

Note: Please refer to Appendix B for the specifications of these rates. The technical details of the peer grouping process are available in Appendix D.

Source: California Community Colleges Chancellor's Office (http://www.cccco.edu/divisions/tris/rp/ab_1417/ab_1417.htm).

ARCC 2007 Report: College Level Indicators

LOS ANGELES HARBOR COLLEGE

Los Angeles Community College District

College Self-Assessment

Since 1949 Los Angeles Harbor College has served the socio-economically and ethnically diverse communities adjacent to the Port of Los Angeles and the adjoining South Bay area of Los Angeles County. Our students represent proportions of African-American, Asian/Pacific Islander and Hispanic populations which exceed the equivalent proportions of the community. Each year the community population has continued to grow. Local feeder high schools have remained at or above their maximum capacity; however, the college experienced an enrollment decline from 9470 students in fall 2002 to 8470 students in fall 2005. The focus of the college is on preparing students for transfer to four-year colleges and universities, and approximately 600 students transfer annually. The college also offers a limited vocational program with 31 A.S. degrees and 22 certificate programs. Additionally, it is focusing on expanding its student success, basic skills, and community services programs.

Among its recent achievements, the college has successfully competed for several grants including DOE Title V, DOE TRIO, Fund for Student Success, and Nursing Capacity Expansion. It has introduced several new programs including culinary arts, fiber optics, and network administration. The college has also expanded its distance learning and outreach programs. The college's Middle College High School has recently been acknowledged as one of the most successful in the United States. The community's generous support has provided funding for the construction of four new buildings and the renovation of several others.

Meanwhile, the college has faced on-going budget deficits which have resulted in a reduction of faculty, staff and other student success resources. While the ongoing construction project will result in a modern, state-of-the-art campus, the process has made it difficult to maximize our class offerings or to ensure easy access for our students.

Relative to the state average, Los Angeles Harbor College has demonstrated average or above average performance on the state's accountability indicators. The percentage of students completing at least 30 units, the persistence rate, and the basic skills improvement rate have remained constant over the past three years. The student progress and achievement rates have remained high. It also should be noted that local California State Universities increased their acceptance of transfer and new students in 2004-2005, thus impacting the college's student progress and the persistence rate for that period. The basic skills successful course completion rate has declined slightly. It is too early to determine if this is a trend; however, the college will continue to monitor this measure. The vocational education successful course completion rate has remained constant.

Los Angeles Harbor College's performance on the state's accountability indicators is comparable to its peers. While the persistence rate is slightly below the average of the peer group, the college is above the average on the student progress and achievement rate, successful course completion rate, and improvement rate for basic skills courses. The college meets the peer average for percentage of students who earned at least 30 units and successful course completion rate for basic skills courses.

Source: California Community Colleges Chancellor's Office (http://www.cccco.edu/divisions/tris/rp/ab_1417/ab_1417.htm).