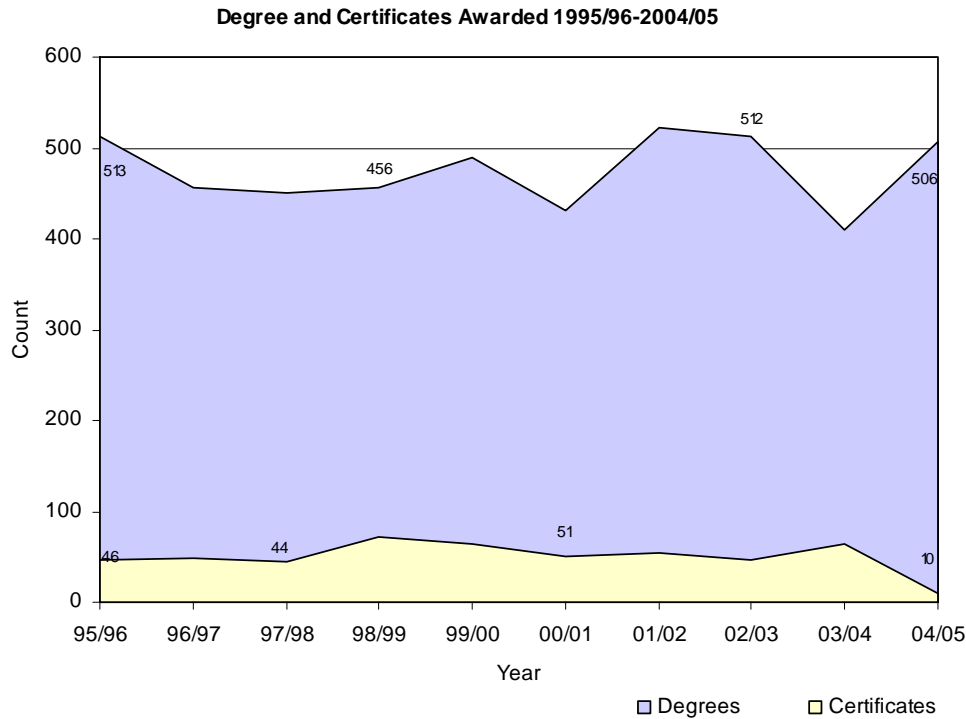


## PERFORMANCE AND OUTCOMES

### 10-YEAR AWARD TREND

In the academic year of 2004/2005, Harbor College awarded 506 A.A. and A.S. Degrees and 10 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 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 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 College State Chancellor's Office Data Mart (<http://misweb.cccco.edu/mis/onlinestat/awards.cfm>).

# PERFORMANCE AND OUTCOMES

## DEGREES AWARDED

### Degrees Awarded

Division	TOP CODE	Description	00/01	01/02	02/03	03/04	04/05
Business	050200	Accounting	4	4	5	3	4
	051420	Medical Office Technology	2	1	1		
	051400	Office Tech/Office Comp Apps	3	4	7	5	6
	050600	Business Management		8	3	4	
	050100	Business Commerce, General			2		9
	051410	Legal Office Technology			1	1	2
	050630	Management Dev & Supervision				1	
	051100	Real Estate				1	
	070200	Computer Information Systems					2
Health Sciences	123010	Registered Nursing	42	48	43	57	63
	213300	Fire Technology	1	1	5	6	4
Humanities & Fine Arts	020100	Architecture and Architectural Tech	3	2	3		3
	490100	Liberal Arts & Sciences, General	327	415	406	293	
	490110	Transfer Studies					366
Math, Physical Science and Technology	094800	Automotive Technology	4	3			
	095300	Drafting Technology	3	3	2	1	2
	070100	Information Technology, General	14	8	3	5	
	093400	Electronics & Electric Technology			2	2	
	090100	Engineering General			1		
	070730	Computer System Analysis			2		
	170100	Mathematics, General					1
	190500	Chemistry, General					1
Sci. & Family & Cons. Studies	130500	Child Dev/Early Care & Education	25	20	20	23	29
Social Science	210500	Administration of Justice	4	6	6	7	14
<b>Total</b>			<b>432</b>	<b>523</b>	<b>512</b>	<b>409</b>	<b>506</b>

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

# PERFORMANCE AND OUTCOMES

## CAREER AND SKILLS CERTIFICATES AWARDED

### Career Certificates

Division	TOP CODE	Description					
			00/01	01/02	02/03	03/04	04/05
Business	050200	Accounting	7	5	2	5	
	051400	Office Tech/Office Comp Apps	6	1	12	7	1
	050100	Business & Commerce, General		6	2	4	2
	051420	Medical Office Technology		1		2	
	051410	Legal Office Technology			1	2	
	051100	Real Estate			1	1	
	070210	Software Applications					1
Humanities & Fine Arts	100500	Commercial Music				6	2
Math, Physical Science and Technology	094800	Automotive Technology	6	6			
	095300	Drafting Technology	1	1	1	1	1
	093400	Electronics & Electric Technology	1	4			
	070100	Info Technology, General	5	2	2	3	
	095600	Manufacturing & Industrial Technology			2		
<b>Total</b>			<b>26</b>	<b>26</b>	<b>23</b>	<b>31</b>	<b>7</b>

### Skills Certificates

Division	TOP CODE	Description					
			00/01	01/02	02/03	03/04	04/05
Business	050630	Management Dev & Supervision	2	1	3	1	
	050100	Business & Commerce, General			4	2	
Health Sciences	213300	Fire Technology	2			1	
Humanities & Fine Arts	100600	Technical Theater	3				
	103000	Graphic Art and Design	2		1	1	
	100500	Commercial Music			1	2	1
	020100	Architecture & Architectural Technology	1	1	1	1	1
Math, Physical Science and Technology	095300	Drafting Technology	2	4	6		
	070100	Info. Technology, General	1	1			
	070710	Computer Programming				1	
	079900	Other Information Technology				3	
Sci. & Family & Cons. Studies	130500	Child Dev/Early Care & Education	15	17	6	17	
Social Science	210500	Administration of Justice		1	2	4	1
<b>Total</b>			<b>28</b>	<b>27</b>	<b>24</b>	<b>33</b>	<b>3</b>

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

# PERFORMANCE AND OUTCOMES

## RETENTION RATES

	Fall				
	2001	2002	2003	2004	2005
<b>Behavioral Science</b>					
Anthropology	77.6%	80.1%	82.2%	84.7%	85.0%
Education	100.0%	0.0%	n/a	100.0%	n/a
Lrn Fdtn	n/a	83.3%	92.6%	83.3%	74.4%
Lrn Skil	81.9%	81.4%	82.9%	79.3%	84.0%
Personal Devel	90.9%	88.6%	86.7%	96.2%	98.3%
Psychology	72.6%	78.4%	89.5%	88.8%	87.1%
Sociology	83.5%	87.7%	90.3%	90.3%	82.9%
Tutoring	97.3%	n/a	n/a	0.0%	n/a
<b>Division Rates</b>	80.8%	83.1%	87.7%	87.7%	85.1%
<b>Business</b>					
Accounting	76.9%	76.9%	63.6%	74.5%	75.2%
Business	82.1%	80.5%	78.8%	83.1%	83.4%
CAOT	n/a	91.3%	88.6%	79.9%	89.9%
Comp Info Syst	77.7%	86.6%	75.8%	80.0%	75.0%
Finance	77.6%	83.3%	89.1%	93.8%	88.9%
Int'l Business	75.0%	92.3%	87.0%	83.3%	82.4%
Management	82.6%	60.8%	84.5%	80.3%	95.1%
Marketing	50.0%	100.0%	n/a	78.6%	91.2%
Office Adm	89.1%	n/a	n/a	n/a	n/a
Office Machines	80.0%	87.5%	88.2%	90.9%	100.0%
Real Estate	72.4%	71.6%	92.7%	93.9%	91.4%
Supervision	93.3%	88.2%	78.1%	94.4%	70.6%
<b>Division Rates</b>	79.9%	82.3%	78.5%	81.7%	82.1%
<b>Communications</b>					
Devel Com	76.4%	88.6%	82.6%	77.4%	83.3%
English	77.0%	79.4%	81.1%	81.8%	80.1%
ESL	94.1%	81.7%	70.0%	68.2%	100.0%
French	80.6%	82.5%	61.3%	85.9%	71.7%
Japanese	65.4%	55.3%	90.9%	70.0%	84.8%
Journalism	83.9%	46.4%	82.4%	90.9%	84.1%
Spanish	72.5%	82.0%	78.9%	83.1%	78.3%
Speech	81.6%	84.6%	87.1%	89.4%	85.2%
<b>Division Rates</b>	77.9%	80.4%	82.0%	83.4%	81.2%
<b>Cooperative Education</b>					
Coop Ed	57.1%	80.0%	66.7%	87.8%	94.7%

Source: Los Angeles Community College District Grade Distribution Report (D5120-001).

**PERFORMANCE AND OUTCOMES**  
**RETENTION RATES**

	2001	2002	Fall 2003	2004	2005
<b>Health Sciences</b>					
EDA	74.6%	93.1%	95.5%	93.8%	90.2%
Fire Tek	78.0%	79.4%	90.2%	86.6%	87.8%
Nursing	82.2%	89.5%	92.3%	93.3%	93.3%
<b>Division Rates</b>	90.8%	83.9%	92.4%	92.8%	92.7%
<b>Humanities &amp; Fine Arts</b>					
Architecture	76.0%	84.7%	85.6%	87.5%	89.5%
Art	84.0%	86.2%	86.5%	88.4%	89.8%
Humanities	89.2%	79.8%	82.9%	88.5%	86.9%
Music	81.0%	80.2%	82.6%	86.2%	85.3%
Philosophy	84.4%	85.2%	81.4%	87.2%	86.4%
Photography	52.8%	70.4%	75.3%	n/a	92.8%
Theater	78.0%	96.1%	88.7%	78.4%	81.3%
<b>Division Rates</b>	81.9%	83.9%	83.9%	86.4%	86.9%
<b>Math, Physical Science &amp; Technology</b>					
Astronomy	83.6%	93.9%	88.1%	93.7%	80.3%
* Auto Tek	94.4%	98.0%	n/a	n/a	n/a
Chemistry	82.7%	89.5%	84.8%	79.9%	87.2%
* Co Science	68.9%	81.1%	75.7%	79.5%	70.6%
* Co Tech	63.6%	71.4%	88.2%	86.3%	78.6%
* Drafting	92.7%	88.4%	80.0%	82.5%	99.2%
* Electronics	83.1%	86.2%	78.6%	100.0%	0.0%
* Engineering Gen	100.0%	90.5%	60.0%	66.7%	100.0%
* Engineering Tech	78.3%	83.3%	77.8%	79.2%	65.2%
Math	72.4%	73.1%	76.3%	77.2%	72.8%
Physical Science	65.9%	63.6%	80.6%	57.1%	60.4%
Physics	79.4%	79.3%	63.9%	79.8%	86.7%
Statistics	80.0%	95.4%	94.3%	98.1%	90.0%
<b>Division Rates</b>	75.8%	77.8%	78.1%	78.9%	75.4%
<b>Physical Education</b>					
Health	83.5%	87.2%	85.8%	89.2%	84.7%
PE	97.7%	88.2%	95.8%	n/a	96.3%
Phys Education	89.9%	86.2%	92.7%	90.5%	87.7%
<b>Division Rates</b>	89.1%	86.4%	91.3%	90.2%	87.1%

\*Prior to Fall 2004, the department was under the Technology Division.  
Source: Los Angeles Community College District Grade Distribution Report (D5120-001).

# PERFORMANCE AND OUTCOMES

## RETENTION RATES

	2001	2002	Fall 2003	2004	2005
<b>Science, Family &amp; Consumer Studies</b>					
Anatomy	47.5%	59.1%	58.2%	51.2%	51.2%
Biology	70.6%	65.9%	77.3%	73.9%	80.2%
Child Devel	83.8%	87.0%	92.3%	93.4%	92.3%
Env Science	83.3%	53.3%	92.0%	78.3%	87.2%
Fam & Cons Sci	67.0%	90.0%	85.8%	95.9%	93.6%
Geography	72.7%	80.8%	88.0%	81.7%	75.8%
Geology	84.0%	88.9%	97.8%	81.1%	93.5%
Microbiology	73.7%	96.5%	87.6%	83.3%	82.2%
Oceanography	89.4%	95.4%	91.9%	83.3%	88.1%
Ornamental Hort	n/a	100.0%	57.1%	82.0%	n/a
Physiology	69.7%	75.8%	71.7%	73.2%	83.5%
<b>Division Rates</b>	<b>77.2%</b>	<b>79.3%</b>	<b>84.0%</b>	<b>80.8%</b>	<b>82.2%</b>
<b>Social Sciences</b>					
Admin of Justice	81.8%	87.1%	84.2%	89.8%	83.8%
Economics	75.2%	72.8%	66.4%	78.5%	84.2%
History	80.4%	83.1%	84.9%	84.6%	85.3%
Poli Science	85.6%	85.2%	78.8%	81.8%	79.1%
<b>Division Rates</b>	<b>81.1%</b>	<b>83.0%</b>	<b>81.3%</b>	<b>83.9%</b>	<b>83.6%</b>
<b>College Total</b>	<b>80.7%</b>	<b>82.1%</b>	<b>83.7%</b>	<b>84.5%</b>	<b>83.4%</b>

Source: Los Angeles Community College District Grade Distribution Report (D5120-001).

**PERFORMANCE AND OUTCOMES**  
**SUCCESSFUL COMPLETION RATES**

	2001	2002	Fall 2003	2004	2005
<b>Behavioral Science</b>					
Anthropology	50.0%	61.7%	57.8%	57.8%	87.2%
Education	100.0%	0.0%	n/a	100.0%	n/a
Lrn Fdtn	n/a	44.4%	66.7%	66.7%	61.5%
Lrn Skil	67.3%	59.8%	63.9%	59.9%	63.8%
Personal Devel	76.1%	76.0%	76.0%	81.6%	63.3%
Psychology	56.5%	57.1%	70.9%	72.4%	66.3%
Sociology	72.0%	73.4%	74.3%	72.9%	65.0%
Tutoring	97.3%	n/a	n/a	0	n/a
<b>Division Rates</b>	66.5%	63.9%	63.9%	69.5%	64.3%
<b>Business</b>					
Accounting	53.2%	57.8%	43.4%	55.9%	48.0%
Business	65.6%	62.9%	56.9%	59.3%	66.5%
CAOT	n/a	70.3%	66.2%	64.8%	69.8%
Comp Info Syst	56.2%	54.4%	52.1%	54.2%	47.5%
Finance	52.9%	66.7%	78.2%	84.4%	55.6%
Int'l Business	70.0%	69.2%	60.9%	66.7%	76.5%
Management	73.9%	51.0%	69.0%	68.4%	82.9%
Marketing	50.0%	0.0%	n/a	78.6%	79.4%
Office Admin	60.1%	n/a	n/a	n/a	n/a
Office Machines	45.0%	62.5%	70.6%	90.9%	83.3%
Real Estate	68.5%	68.8%	78.2%	73.2%	67.8%
Supervision	93.3%	76.5%	65.6%	88.9%	64.7%
<b>Division Rates</b>	59.5%	60.1%	57.8%	60.6%	60.0%
<b>Communications</b>					
Devel Com	63.8%	61.8%	61.8%	65.5%	62.7%
English	63.1%	60.4%	63.0%	61.2%	60.0%
ESL	80.6%	67.3%	50.0%	63.6%	100.0%
French	69.4%	72.5%	51.6%	74.7%	60.4%
Japanese	57.7%	34.0%	70.5%	52.5%	67.4%
Journalism	48.4%	46.4%	58.8%	86.4%	76.8%
Spanish	60.2%	71.0%	66.7%	70.8%	67.5%
Speech	68.7%	72.8%	70.5%	78.4%	67.5%
<b>Division Rates</b>	64.4%	64.2%	64.8%	66.5%	63.1%
<b>Cooperative Education</b>					
Coop Ed	57.1%	40.0%	66.7%	82.9%	78.9%

Source: Los Angeles Community College District Grade Distribution Report (D5120-001).

# PERFORMANCE AND OUTCOMES

## SUCCESSFUL COMPLETION RATES

	2001	2002	Fall		
			2003	2004	2005
<b>Health Sciences</b>					
EDA	74.6%	59.0%	61.7%	53.5%	37.9%
Fire Tek	78.0%	64.7%	79.1%	67.2%	72.0%
Nursing	82.2%	83.4%	84.7%	86.6%	86.6%
<b>Division Rates</b>	81.0%	78.8%	82.0%	81.8%	81.8%
<b>Humanities &amp; Fine Arts</b>					
Architecture	63.6%	68.4%	73.7%	74.3%	76.8%
Art	75.8%	71.3%	73.1%	79.3%	73.4%
Humanities	67.8%	59.8%	60.0%	70.0%	61.0%
Music	69.9%	69.3%	66.2%	68.3%	65.1%
Philosophy	62.4%	61.6%	52.0%	54.2%	60.7%
Photography	39.6%	49.6%	51.2%	n/a	52.0%
Theater	73.2%	86.2%	74.4%	65.7%	72.9%
<b>Division Rates</b>	69.0%	68.8%	66.0%	69.8%	66.9%
<b>Math, Physical Science &amp; Technology</b>					
Astronomy	73.1%	76.5%	74.1%	73.2%	69.7%
* Auto Tek	88.9%	98.0%	n/a	n/a	n/a
Chemistry	70.7%	74.4%	63.3%	66.2%	74.0%
* Co Science	44.2%	54.4%	53.8%	58.3%	47.6%
* Co Tech	56.8%	62.9%	74.6%	69.4%	61.3%
* Drafting	83.9%	64.9%	67.5%	69.1%	67.5%
* Electronics	81.4%	64.7%	78.6%	100.0%	0.0%
* Engineering Gen	80.0%	77.1%	40.0%	58.3%	81.8%
* Engineering Tech	67.4%	84.4%	61.1%	54.2%	47.8%
Math	51.4%	48.9%	50.7%	50.4%	47.9%
Physical Science	50.0%	48.5%	46.8%	32.7%	29.2%
Physics	65.1%	72.0%	57.4%	62.0%	70.0%
Statistics	74.3%	78.5%	80.0%	92.3%	80.0%
<b>Division Rates</b>	58.2%	56.6%	55.2%	55.3%	52.3%
<b>Physical Education</b>					
Health	71.8%	72.0%	71.5%	75.2%	75.0%
PE	93.2%	70.6%	95.8%	n/a	96.3%
Phys Education	83.5%	79.8%	82.7%	83.8%	79.8%
<b>Division Rates</b>	82.0%	78.1%	80.6%	81.7%	78.9%

\*Prior to Fall 2004, the department was under the Technology Division.  
Source: Los Angeles Community College District Grade Distribution Report (D5120-001).

**PERFORMANCE AND OUTCOMES**  
**SUCCESSFUL COMPLETION RATES**

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	2001	2002	Fall 2003	2004	2005
<b>Science, Family &amp; Consumer Studies</b>					
Anatomy	35.7%	39.7%	31.9%	37.9%	33.0%
Biology	51.5%	47.5%	54.3%	50.3%	48.3%
Child Devel	72.5%	73.0%	75.6%	77.4%	79.2%
Env Science	50.0%	33.3%	68.0%	78.3%	70.9%
Fam & Cons Sci	55.3%	76.0%	71.7%	80.6%	73.6%
Geography	55.2%	51.6%	62.9%	58.8%	42.3%
Geology	60.0%	55.6%	82.8%	73.6%	65.2%
Microbiology	71.2%	78.1%	73.8%	73.2%	58.3%
Oceanography	68.4%	54.9%	69.0%	64.7%	66.5%
Ornamental Hort	n/a	55.6%	57.1%	n/a	n/a
Physiology	50.8%	53.6%	56.0%	59.2%	70.6%
<b>Division Rates</b>	62.5%	59.7%	63.8%	64.0%	62.3%
<b>Social Sciences</b>					
Admin of Justice	70.4%	62.7%	68.5%	70.5%	65.9%
Economics	38.5%	36.9%	30.2%	38.8%	42.8%
History	64.8%	61.5%	67.8%	65.3%	63.9%
Poli Science	73.3%	66.0%	58.6%	66.5%	62.3%
<b>Division Rates</b>	63.8%	60.2%	61.5%	62.9%	60.9%
<b>College Total</b>	66.5%	64.3%	65.6%	67.0%	64.5%

Source: Los Angeles Community College District Grade Distribution Report (D5120-001).

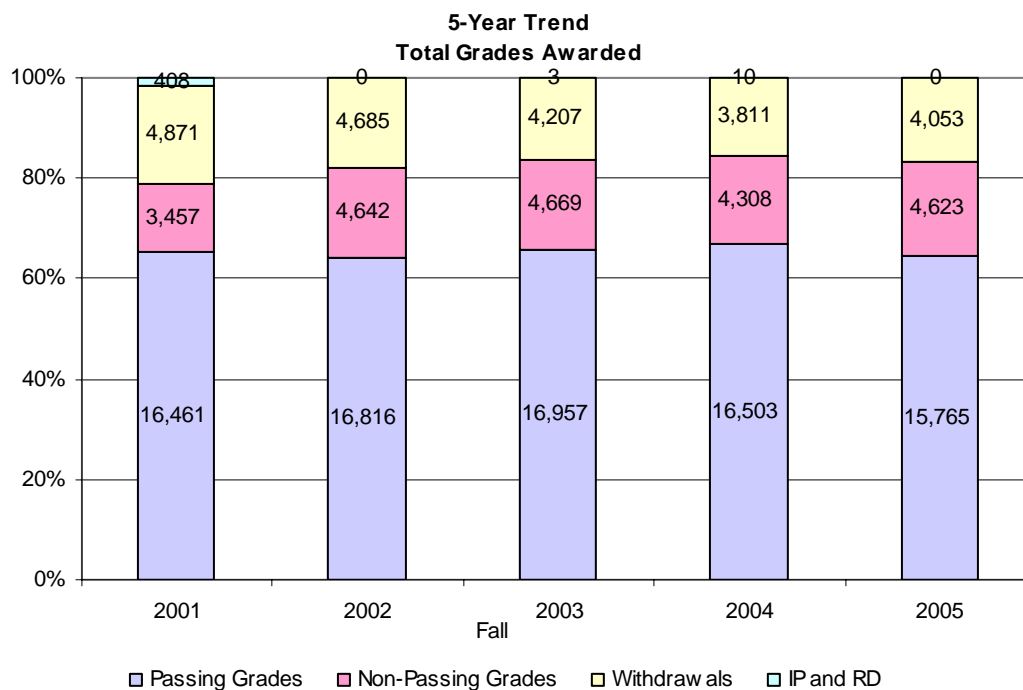
# PERFORMANCE AND OUTCOMES

## GRADE DISTRIBUTION

GRADE	Fall Semester				
	2001	2002	2003	2004	2005
A	7,263 28.8%	6,721 25.7%	6,983 27.0%	6,784 27.5%	6,086 24.9%
B	4,100 16.3%	4,711 18.0%	4,678 18.1%	4,731 19.2%	4,492 18.4%
C	3,757 14.9%	4,123 15.8%	4,204 16.3%	3,926 15.9%	3,981 16.3%
D	1,130 4.5%	1,404 5.4%	1,415 5.5%	1,310 5.3%	1,355 5.5%
Inc	381 1.5%	436 1.7%	406 1.6%	368 1.5%	338 1.4%
F	1,605 6.4%	2,306 8.8%	2,464 9.5%	2,261 9.2%	2,504 10.2%
Cred	1,341 5.3%	1,261 4.8%	1,092 4.2%	1,062 4.3%	1,206 4.9%
No Cred	341 1.4%	496 1.9%	384 1.5%	369 1.5%	426 1.7%
W	4,871 19.3%	4,685 17.9%	4,207 16.3%	3,811 15.5%	4,053 16.6%
*IP	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
*RD	408 1.6%	0 0.0%	3 0.0%	10 0.0%	0 0.0%
<b>Total</b>	<b>25,197</b> <b>100.0%</b>	<b>26,143</b> <b>100.0%</b>	<b>25,836</b> <b>100.0%</b>	<b>24,632</b> <b>100.0%</b>	<b>24,441</b> <b>100.0%</b>

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 July, 2000.

SRTK is a "cohort" study. The SRTK Cohort is a group of students who are: first-time freshmen, enrolled full-time and are degree-seeking. These students are identified in a fall term and their outcomes are measured over a period of time. The SRTK Cohort produces two measures. The first measure is the Completion Rate (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). The second measure is the Transfer Rate (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.

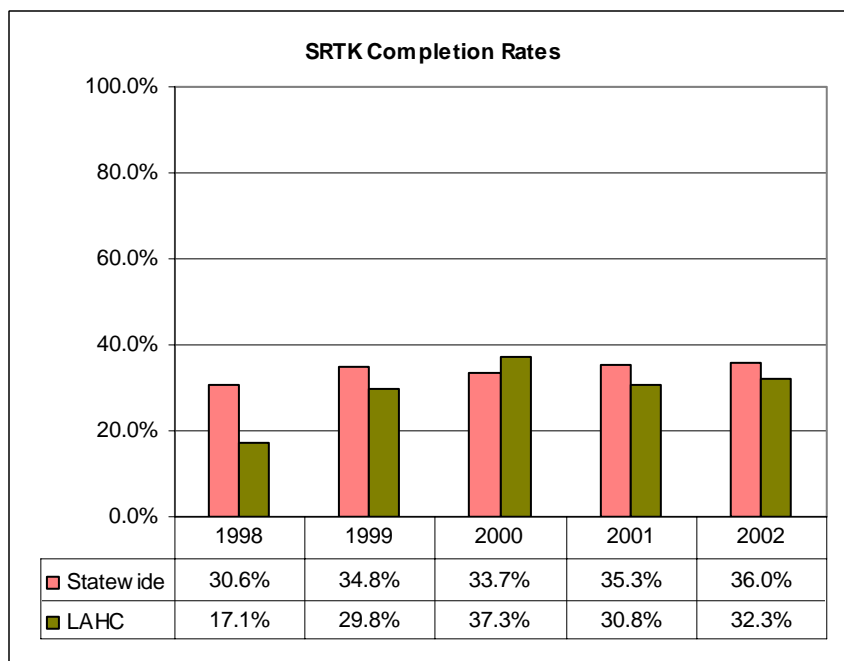
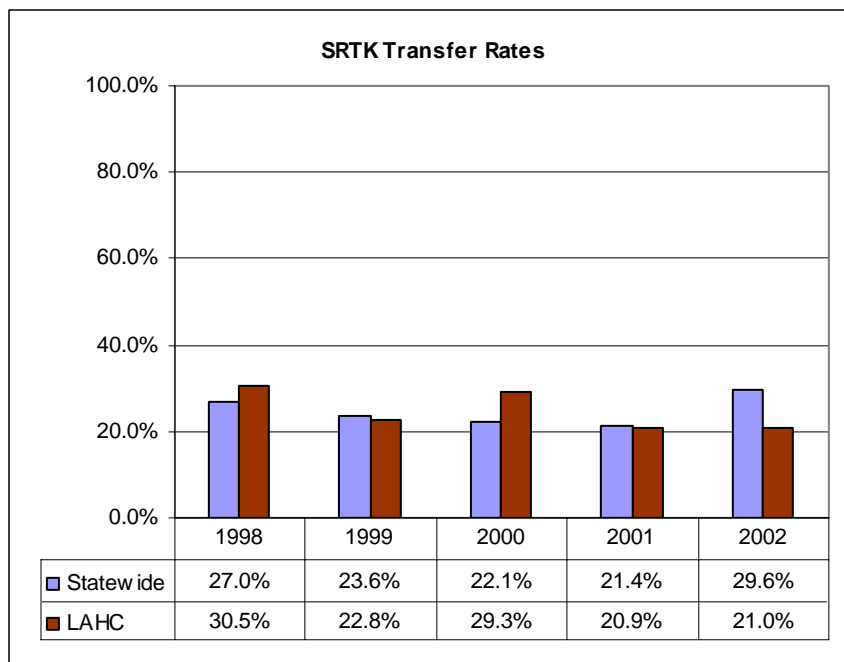
SRTK has its merits in that it attempts to provide a standardized measure of college effectiveness nationwide. However, in order to fully understand what SRTK rates mean for a college, one should also know its limitations. First, the cohort group can be quite small compared to the entire Community College 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. Additionally, the Federal methodology lowers the Transfer rate for Community Colleges, because transfer students who are considered completers are disallowed in the calculation of the Transfer rate.

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 College State Chancellor's Office, SRTK Unit (<http://www.cccco.edu/reports/reports.htm>).

# PERFORMANCE AND OUTCOMES

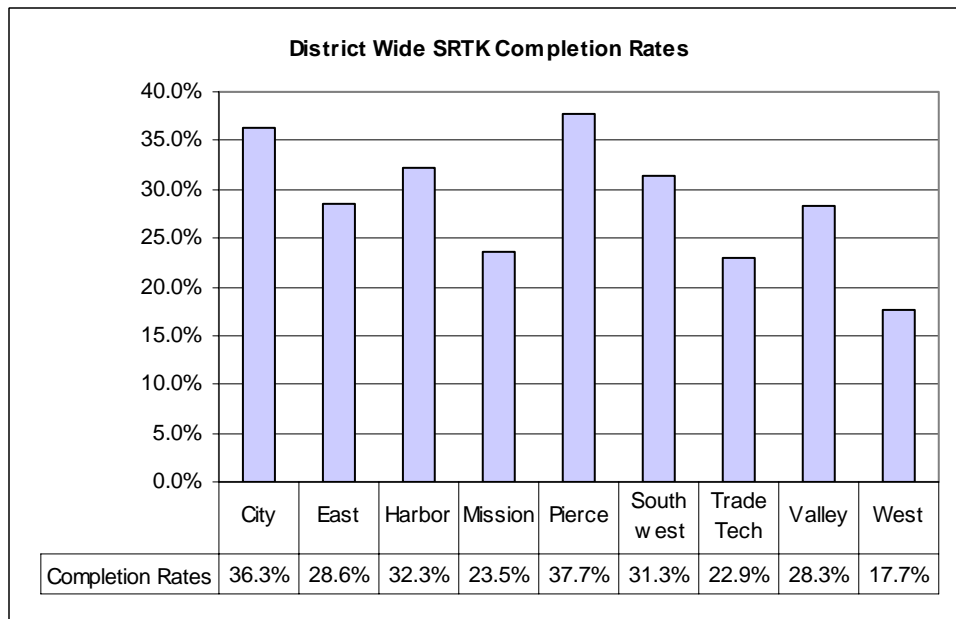
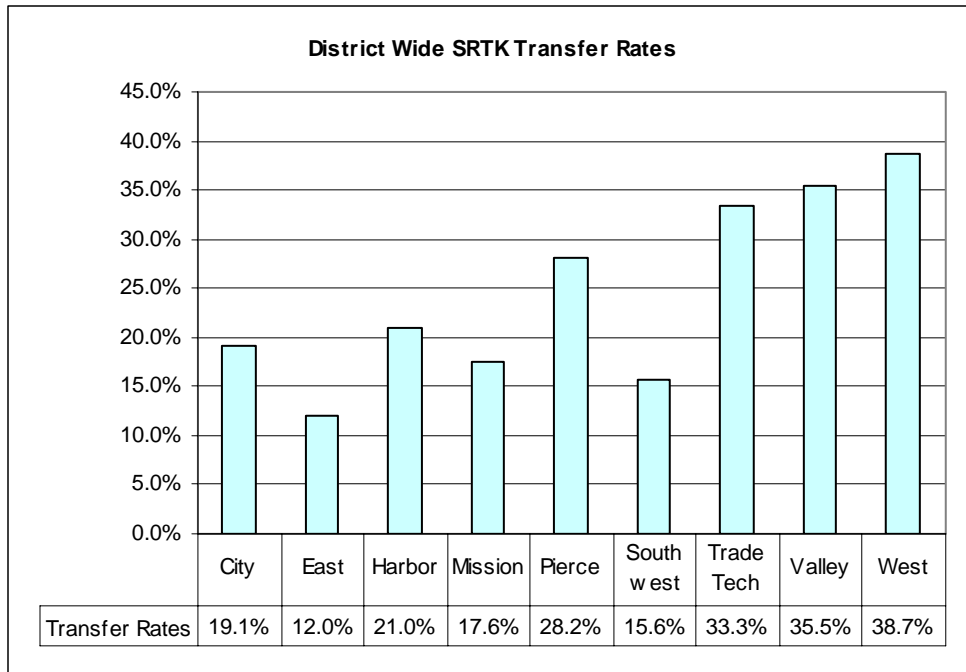
## STUDENT RIGHT-TO-KNOW



Source: California Community College State Chancellor's Office, SRTK Unit (<http://www.cccco.edu/reports/reports.htm>).

# PERFORMANCE AND OUTCOMES

## STUDENT RIGHT-TO-KNOW



Source: California Community College State Chancellor's Office, SRTK Unit (<http://www.cccco.edu/reports/reports.htm>).

# PERFORMANCE AND OUTCOMES

## TRANSFER TO CALIFORNIA PUBLIC 4-YEAR INSTITUTIONS

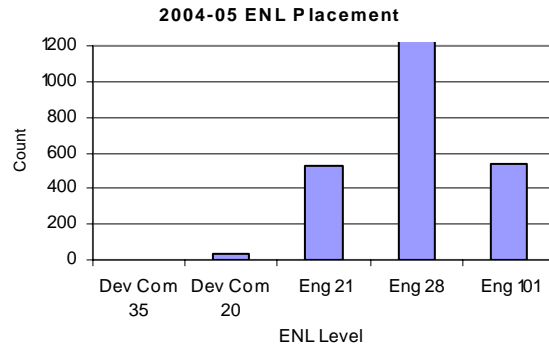
Year		African		Native			TOTAL	
		Asian	American	Latino	American	White		Unknown
1993-94	UC	8	3	3	0	9	1	24
	CSU	38	36	54	0	107	36	271
	<i>Total</i>	46	39	57	0	116	37	295
		15.6%	13.2%	19.3%	0.0%	39.3%	12.5%	
1994-95	UC	11	1	6	0	22	0	40
	CSU	37	43	68	2	102	54	306
	<i>Total</i>	48	44	74	2	124	54	346
		13.9%	12.7%	21.4%	0.6%	35.8%	15.6%	
1995-96	UC	13	3	9	0	12	3	40
	CSU	38	43	100	4	99	52	336
	<i>Total</i>	51	46	109	4	111	55	376
		13.6%	12.2%	29.0%	1%	29.5%	14.6%	
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%	10%	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%	13%	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%	19%	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%	

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

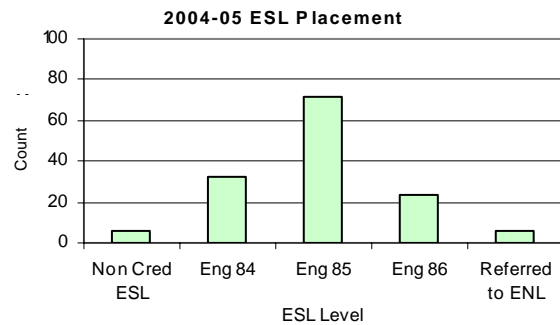
# PERFORMANCE AND OUTCOMES

## ASSESSMENT PLACEMENT SUMMARY

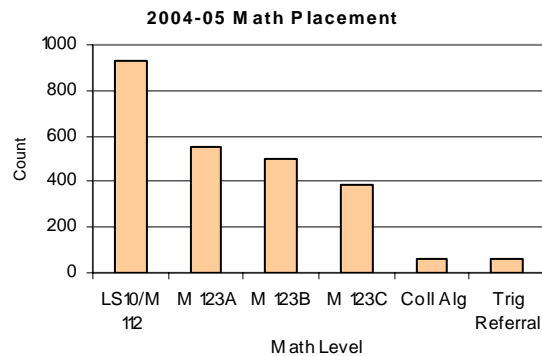
English as a Native Language (ENL) Placement		
	03-04	04-05
Dev Com 35	10	5
Dev Com 20	39	39
English 21	478	531
English 28	1,140	1,249
English 101	475	542
<b>Total</b>	<b>2,142</b>	<b>2,366</b>



English as a Second Language (ESL) Placement		
	03-04	04-05
Non Credit ESL	11	6
English 84	44	32
English 85	87	72
English 86	31	24
Referred to ENL	5	6
<b>Total</b>	<b>178</b>	<b>140</b>



Math Placement		
	03-04	04-05
LS10/Math 112	917	933
Math 123A	538	555
Math 123B	437	496
Math 123C	367	387
College Algebra	57	63
Trigonometry Referral	95	65
<b>Total</b>	<b>2,411</b>	<b>2,499</b>



Source: Los Angeles Community College District Student Information System (SIS), March 2006.

# PERFORMANCE AND OUTCOMES

## SPRING 2005 STUDENT SURVEY RESULTS

In Spring 2005, Los Angeles Harbor College participated in a District-wide student survey. One thousand five hundred surveys (1,500) were distributed to students in forty-eight (48) different sections. A wide variety of issues including educational goals and plans, campus involvement, college services, and financial resources were included in the questionnaire.

This report contains results from 1,001 Harbor College students who responded. The response rate was 66.7%.

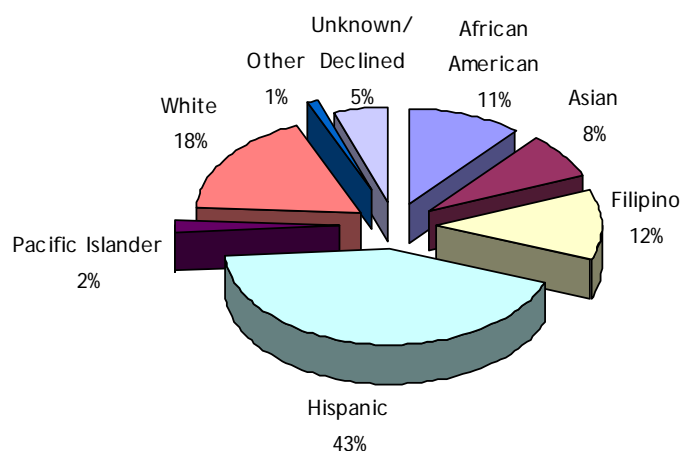
### DEMOGRAPHY

The demographics of survey respondents mirrored the college demographics closely.

**Table 1. Ethnicity Comparison of Respondents and Enrollment**

ETHNICITY	Student Survey Percent	Spring 2005 Student Population Percent
African American	11.0%	13.7%
Asian	8.0%	7.3%
Filipino	11.9%	9.6%
Hispanic	43.1%	40.6%
Pacific Islander	1.9%	1.5%
White	17.7%	20.1%
Other	1.3%	1.5%
Unknown/Declined	5.2%	5.7%

**Figure 1. Ethnicity Breakdown of Respondents**



Sixty-five (65%) percent of respondents were female and 39% were male, almost similar to the entire student body population of 63.5% female and 36.5% male.

# PERFORMANCE AND OUTCOMES

## SPRING 2005 STUDENT SURVEY RESULTS

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**Table 2. Gender Comparison of Respondents and Enrollment**

ETHNICITY	Student Survey Percent	Spring 2005 Student Population Percent
Female	65.1%	63.5%
Male	34.9%	36.5%

The average age of respondents was 25 years old. Ages 24 and below were over represented while 35-54 years old were under represented by 5.5%. Only 13% of those who responded were 35 years of age or above.

**Table 3. Age Comparison of Respondents and Enrollment**

AGE	Student Survey Percent	Spring 2005 Student Population Percent
<20	28.0%	23.5%
20-24	37.9%	32.9%
25-34	20.5%	23.1%
35-54	12.3%	17.8%
55+	1.1%	2.7%

### **BACKGROUND**

More than 88% indicated that they have lived in the United States for at least 10 years. Only 11.7% have been in this country less than 10 years. Most were also single and have never been married (77.2%).

**Table 4. Length of Time Student and Family Have Lived in the United States**

Length of time you and your family have lived in the United States	Student Survey Percent
Less than 5 years	5.3%
Between 5 and 10 years	6.4%
More than 10 years	22.5%
I was born in this country but my parents were not	27.1%
At least one of my parents was born here, but not both	12.7%
All of my grandparents were born in this country	26.0%
No response	0.3%

# PERFORMANCE AND OUTCOMES

## SPRING 2005 STUDENT SURVEY RESULTS

**Table 5. Marital Status**

Marital Status	Student Survey Percent
Single, never married	77.2%
Married or domestic partner	15.2%
Separated, divorced, or widowed	7.6%
No response	0.7%

**Table 6. Educational Level of Father and Mother**

		FATHER								Row Total Mother's
		Elementary school or less	Middle school	Some high school	Completed high school	Some college	AA/AS Degree	BA/BS Degree	Advanced Degree	
<b>MOTHER</b>	Elementary school or less	8.7%	2.5%	0.8%	0.4%	0.1%	0.0%	0.1%	0.3%	<b>12.9%</b>
	Middle school	1.3%	5.2%	0.7%	0.9%	0.4%	0.1%	0.3%	0.0%	<b>9.0%</b>
	Some high school	0.4%	1.5%	7.0%	1.7%	1.2%	0.3%	0.2%	0.3%	<b>12.7%</b>
	Completed high school	0.6%	0.6%	1.8%	9.9%	2.2%	0.3%	1.2%	1.0%	<b>17.6%</b>
	Some college	0.2%	0.8%	1.6%	3.2%	6.8%	1.2%	1.7%	0.8%	<b>16.3%</b>
	AA/AS Degree	0.3%	0.0%	0.4%	1.2%	1.1%	2.5%	2.0%	1.1%	<b>8.7%</b>
	BA/BS Degree	0.1%	0.2%	0.6%	1.3%	1.6%	1.3%	7.5%	2.3%	<b>15.0%</b>
	Advanced Degree	0.0%	0.0%	0.1%	0.4%	0.7%	0.3%	1.5%	4.7%	<b>7.7%</b>
<b>Column Total Father's</b>	<b>11.7%</b>	<b>10.7%</b>	<b>12.9%</b>	<b>19.2%</b>	<b>14.2%</b>	<b>6.1%</b>	<b>14.5%</b>	<b>10.6%</b>	<b>100.0%</b>	

### EDUCATIONAL GOALS AND PLANS

Students were asked about the importance of different factors that influenced their decision to attend Harbor College. Among the choices were the class schedule, advertisement, location of the college, and instructors. Over 85% listed the class schedule, followed by family or friends (59.5%), and current or former students (48.9%) as being important or very important influences in their decision.

More than half are at Harbor because they considered admissions requirements, cost, the educational programs, good teachers, and location as reasons for enrolling.

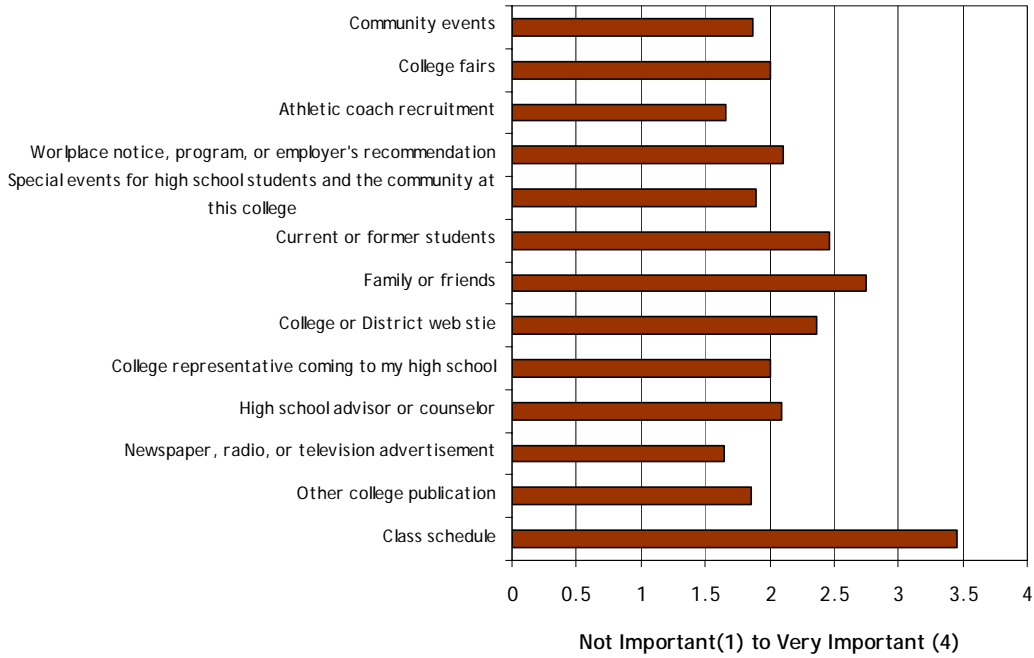
# PERFORMANCE AND OUTCOMES

## SPRING 2005 STUDENT SURVEY RESULTS

The following graphs shows why students come to Harbor College.

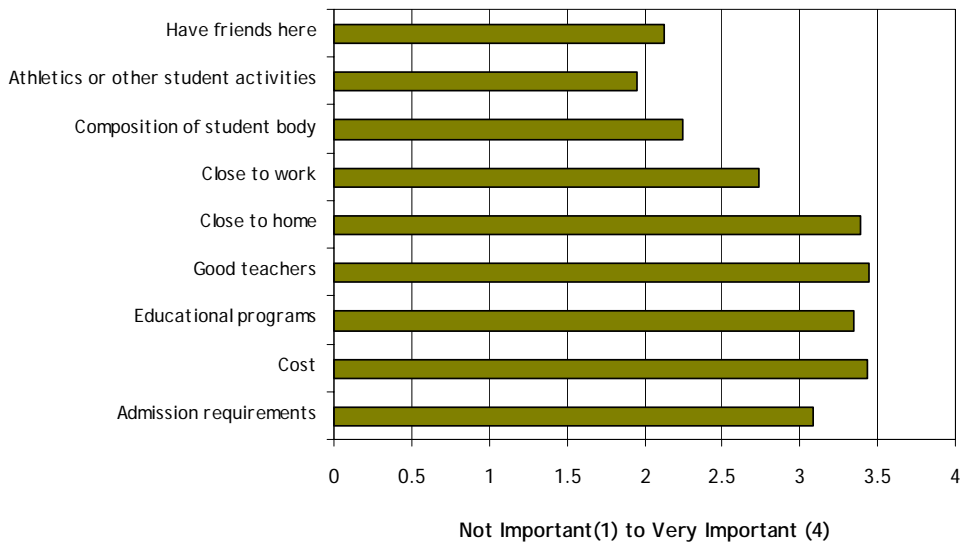
*How important were the following in your decision to attend this college?*

**Figure 2. Reasons to Attend Harbor**



*How important to you is each of the reasons listed below in your decision to enroll at this college?*

**Figure 3. Reasons to Attend Harbor**

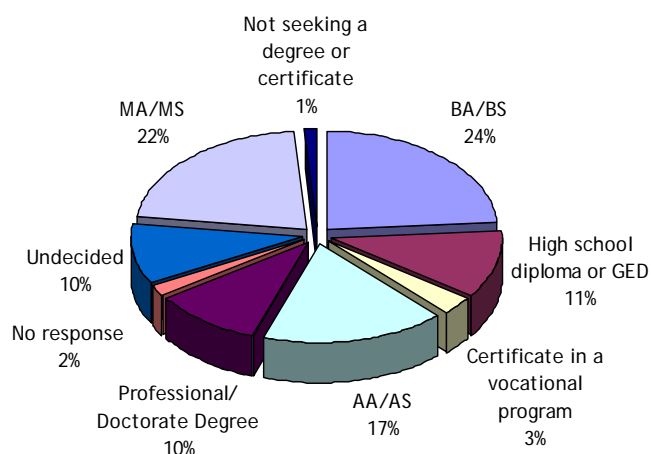


## PERFORMANCE AND OUTCOMES

### SPRING 2005 STUDENT SURVEY RESULTS

When asked about their educational plans, seventeen percent (17%) of respondents indicated the desire to obtain an AA/AS degree, while 24% want to continue and obtain a BA/BS degree, and 22% want to pursue a MA/MS degree.

**Figure 4. Degree or Certificate Student Plans to Obtain**



### FINANCIAL RESOURCES

While it is important to understand students' background, their goals, and reasons why they attend Harbor College, it is equally as important to know their financial situation.

Although almost 31% of respondents claim that they do not work, more than half (50.7%) said that they are working 20 or more hours a week. This number is up by 5% compared to the Student Survey given in 1996.

**Table 7. Work Hours**

Number of Weekly Work Hours	Student Survey Percent
Not working	30.8%
1-9	4.6%
10-19	13.6%
20-39	36.6%
40 or more	14.1%
No response	0.4%

Annual household income shows that there is quite a disparity between low and high income households. More than 16% state their income below \$12,360, while 12.3% are households with incomes greater than \$55,860.

**PERFORMANCE AND OUTCOMES**  
**SPRING 2005 STUDENT SURVEY RESULTS**

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**Table 8. Total Annual Household Income**

<b>Annual Household Income (2003)</b>	<b>Student Survey Percent</b>
<\$12,360	16.6%
\$12,361-\$16,590	5.5%
\$16,591-\$20,820	5.5%
\$20,821-\$25,050	5.8%
\$25,051-\$29,280	3.2%
\$29,281-\$33,510	1.9%
\$33,511-\$37,740	3.6%
\$37,741-\$55,860	5.5%
Over \$55,860	12.3%
I don't know	38.6%
No response	1.6%

**Table 9. Number of People in Household**

<b>Number of People</b>	<b>Student Survey Percent</b>
1	12.5%
2	13.0%
3	22.2%
4	24.1%
5	13.6%
6	6.5%
7	3.7%
8	1.1%
9	0.6%
10 or more	0.4%
No response	2.4%

**COLLEGE ATTENDANCE**

In this section, students reveal the best ways they are able to learn. Sixty (60%) percent learn best with courses that are 1 ½ hours long. Only 12.9% learn with three-hour or more sessions. Most respondents prefer 15-week semesters (57%) over the traditional 18-week. And a small percentage (14%) chose the short-term, intense modules.

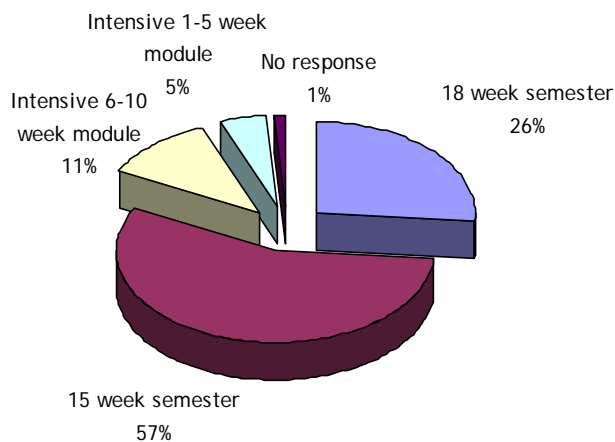
# PERFORMANCE AND OUTCOMES

## SPRING 2005 STUDENT SURVEY RESULTS

**Table 10. Length of Class Students Learn Best**

Number of Hours	Student Survey Percent
1	26.7%
1 1/2	60.0%
3	11.8%
More than 3	1.1%
No response	0.4%

**Figure 5. Preferred Term Length**



A majority favor morning sessions especially the 9am-12pm time block. Forty-three percent indicate possibility but not prefer courses offered on Fridays.

**Table 11. Preferred Time of the Day for Classes**

Time of Class	Preferred	Possible but not preferred	Not possible	No response
Before 9am	21.8%	40.9%	27.9%	9.5%
9am-12noon	<b>67.0%</b>	18.5%	9.8%	4.7%
12 noon - 4pm	22.0%	41.4%	26.0%	10.7%
4pm - 7pm	13.8%	36.3%	39.5%	10.5%
7pm - 10pm	14.8%	31.3%	43.6%	10.4%
Fridays	7.8%	<b>43.1%</b>	37.8%	11.4%
Saturdays	6.7%	23.0%	59.1%	11.2%
Sundays	3.8%	12.7%	<b>72.0%</b>	11.5%

# PERFORMANCE AND OUTCOMES

## SPRING 2005 STUDENT SURVEY RESULTS

Courses that are offered twice a week are preferred over the other options, although the responses to three and four or more days were relatively close. Almost one third of the respondents did not prefer courses scheduled for 4 or more days per week.

**Table 12. Preferred Number of Days per Week**

Days per week	Preferred	Possible but not preferred	Not possible	No response
1 day	17.3%	39.1%	30.5%	13.2%
2 days	<b>37.6%</b>	36.9%	14.2%	11.4%
3 days	30.6%	<b>45.4%</b>	13.6%	10.5%
4 or more	33.3%	28.8%	<b>29.6%</b>	8.4%

### **COLLEGE SERVICES**

Campus services were rated quite highly. The bookstore, registration, and admissions and records were the top three services that were available, knowledgeable, and considerate and helpful.

Only a small percentage, 17% or less in each area, either disagreed or strongly disagreed with the services offered.

*Do you agree that the following services are available when you need them?*

**Table 13. Services Available**

Services	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	No Response
Business/Fiscal Office	18.5%	40.8%	4.8%	2.6%	31.4%	2.0%
Registration	<b>33.4%</b>	<b>53.1%</b>	5.9%	3.0%	3.5%	1.1%
Admissions and Records	<b>32.5%</b>	<b>52.1%</b>	6.4%	3.2%	4.3%	1.5%
Assessment and Placement	22.8%	48.2%	7.7%	3.0%	17.1%	1.3%
Campus Orientation	17.7%	41.5%	7.5%	3.3%	28.4%	1.7%
Financial Aid	26.2%	37.0%	9.9%	8.7%	16.7%	1.6%
Tutoring Services	23.6%	39.9%	4.8%	2.7%	27.5%	1.6%
Transfer Center	22.1%	39.5%	4.3%	1.0%	31.1%	2.1%
Career Center	22.1%	38.4%	4.0%	1.4%	32.2%	2.0%
Counseling	28.2%	45.4%	7.6%	2.8%	14.6%	1.5%
Bookstore	<b>39.8%</b>	<b>49.0%</b>	4.6%	2.0%	3.4%	1.3%
Food Service	25.5%	41.7%	8.5%	4.8%	18.0%	1.6%
Health Service	22.3%	36.2%	4.5%	1.7%	33.5%	1.9%

# PERFORMANCE AND OUTCOMES

## SPRING 2005 STUDENT SURVEY RESULTS

*Do you agree that the staff of the following services are knowledgeable?*

**Table 14. Knowledgeable Staff**

Services	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	No Response
Business/Fiscal Office	18.7%	38.1%	3.0%	1.3%	37.6%	1.4%
Registration	26.2%	57.4%	5.1%	1.9%	8.0%	1.4%
Admissions and Records	27.1%	55.6%	4.6%	2.5%	8.7%	1.5%
Assessment and Placement	22.9%	47.0%	3.7%	1.7%	23.3%	1.5%
Campus Orientation	19.0%	39.6%	2.5%	1.5%	35.6%	1.9%
Financial Aid	25.3%	40.9%	4.9%	3.2%	24.1%	1.7%
Tutoring Services	20.7%	38.9%	3.2%	1.4%	34.4%	1.5%
Transfer Center	19.8%	38.1%	2.8%	1.2%	36.4%	1.8%
Career Center	20.1%	36.5%	2.6%	1.5%	38.0%	1.4%
Counseling	27.6%	44.9%	4.9%	3.1%	18.1%	1.5%
Bookstore	29.5%	53.7%	3.4%	2.2%	9.4%	1.8%
Food Service	21.0%	43.4%	4.2%	2.5%	27.6%	1.4%
Health Service	21.5%	34.3%	2.4%	1.4%	38.6%	1.9%

*Do you agree that the staff of the following services are considerate and helpful?*

**Table 15. Considerate and Helpful Staff**

Services	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	No Response
Business/Fiscal Office	18.7%	39.0%	2.8%	1.6%	35.9%	2.1%
Registration	26.8%	56.3%	6.4%	1.9%	6.6%	2.0%
Admissions and Records	26.3%	53.9%	6.0%	2.1%	9.0%	2.7%
Assessment and Placement	21.5%	46.6%	3.9%	1.0%	24.3%	2.8%
Campus Orientation	17.8%	37.1%	3.5%	1.3%	37.2%	3.2%
Financial Aid	24.3%	39.7%	5.1%	3.6%	24.4%	3.0%
Tutoring Services	21.1%	36.4%	3.3%	1.5%	34.9%	2.9%
Transfer Center	19.1%	36.3%	2.8%	1.0%	37.9%	3.0%
Career Center	19.9%	35.8%	3.3%	0.9%	37.7%	2.5%
Counseling	27.4%	44.5%	5.1%	2.0%	18.3%	2.8%
Bookstore	29.6%	53.1%	3.9%	2.7%	8.0%	2.7%
Food Service	21.6%	42.9%	3.9%	1.9%	27.1%	2.7%
Health Service	20.7%	34.9%	2.5%	1.0%	38.6%	2.4%

# PERFORMANCE AND OUTCOMES

## SPRING 2005 STUDENT SURVEY RESULTS

### **EDUCATIONAL PROGRAMS**

In general, most students considered their instructors with respect, supportive, honest, and up-to-date in their fields. A majority (90.9%) feel that they are treated with respect and dignity. However, they seem to want more advice and guidance about their educational programs from their instructors.

**Table 16. Educational Programs - Instructor**

Instructors...	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	No Response
... are supportive of my education	28.1%	52.3%	6.7%	1.2%	10.4%	1.3%
I greatly admire & respect one or more instructors/staff at this college	49.1%	40.2%	3.0%	0.6%	5.4%	1.8%
...give me honest feedback about my abilities & skills	26.8%	56.5%	7.3%	1.5%	6.5%	1.4%
...are willing to spend time outside of the class to discuss issues with me	24.5%	49.9%	11.3%	1.8%	10.9%	1.7%
...encourage me to explore different viewpoints	23.9%	54.1%	9.4%	1.6%	9.5%	1.5%
...treat me with respect & dignity	33.9%	57.0%	3.6%	0.5%	2.7%	2.3%
...give me advice & guidance about my educational programs	21.5%	48.2%	14.6%	2.0%	11.9%	1.9%
...are up-to-date in their field	29.2%	57.5%	5.2%	0.7%	4.4%	3.0%

Library services and hours were satisfactory to more than 70% of respondents; although there is a small percentage that does not use their services.

It seems like the Tutoring services are also not used by about 30% of our students. Of those who are taking advantage their assistance, almost 40% would like to have more hours and added services.

About 80% indicated that they utilize campus computers and software.

Sixty-five (65%) percent of those who responded feel that instructional equipment in the labs are sufficient and up-to-date.

## PERFORMANCE AND OUTCOMES

### SPRING 2005 STUDENT SURVEY RESULTS

Table 17. Library, Tutoring, Computer/Equipment

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	No Response
The library's collection of books & magazines are modern & well maintained	18.9%	52.5%	7.0%	2.2%	17.3%	2.1%
The library is available & open at convenient times	25.2%	52.4%	6.0%	2.4%	11.8%	2.2%
The tutoring center is available & open at convenient times	20.7%	41.8%	5.4%	1.4%	28.6%	2.2%
Tutoring services are adequate for my needs	19.7%	40.8%	5.0%	1.7%	30.0%	2.9%
Computers are available for use on campus when I need them	26.1%	48.8%	3.9%	1.5%	18.1%	1.7%
Computers & software on campus are up-to-date	23.6%	47.2%	6.1%	1.2%	20.1%	1.9%
Instructional equipment for lectures is sufficient and up-to-date	20.7%	52.7%	8.3%	2.8%	13.5%	2.0%
Instructional equipment in the labs is sufficient and up-to-date	19.3%	46.0%	8.9%	2.6%	20.6%	2.7%

Questions about general education offerings, grading practices, and overall student treatment at Harbor were also addressed. The table in the following page shows more than 18% percent claim that advanced courses required for their program are not offered frequently enough to let them complete their program without delay. Although 74% are satisfied with general courses being offered, 18% would like to have more offerings of those courses offered.

Overall, students are satisfied (89%) with the educational programs that they would recommend others to attend Harbor College.

**PERFORMANCE AND OUTCOMES**  
**SPRING 2005 STUDENT SURVEY RESULTS**

**Table 18. Educational Programs**

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>Don't Know</b>	<b>No Response</b>
Students are treated fairly at this college, regardless of gender, ethnicity, or sexual preference	38.1%	48.3%	4.0%	2.0%	5.6%	2.1%
Textbooks & reading materials are appropriate for the courses	26.6%	59.0%	7.4%	2.3%	2.6%	2.1%
Grading practices in the courses are fair	26.4%	62.2%	5.3%	1.0%	2.9%	2.2%
Course outlines are provided & are followed	29.6%	58.4%	5.2%	0.8%	3.0%	3.0%
The policies & penalties for cheating are provided & are followed	32.0%	53.6%	3.8%	1.2%	7.2%	2.2%
Tests are relevant to the course material being covered	28.9%	57.7%	6.2%	0.8%	4.2%	2.3%
I would like to take more courses about other cultures & ethnic groups	21.2%	43.9%	14.6%	3.8%	15.1%	1.5%
I would like more "hands on" experience in the classroom, when appropriate	27.5%	51.8%	7.3%	1.7%	9.8%	1.9%
I would like more relevant experience outside the classroom as part of courses, when appropriate	23.8%	50.3%	11.3%	3.1%	10.0%	1.5%
Enough sections of General Education courses are offered so that I am able to take the courses I need in the semester of my choice	23.6%	50.7%	11.6%	6.3%	6.1%	1.7%
All the advanced courses required for my program are offered frequently enough to let me complete my program without delay	18.3%	48.8%	11.6%	7.1%	12.9%	1.4%
College publications clearly and adequately reflect the college's practices	27.2%	57.0%	5.0%	1.4%	7.4%	2.0%
I would encourage others to attend this college	35.1%	53.7%	3.2%	1.3%	5.2%	1.5%

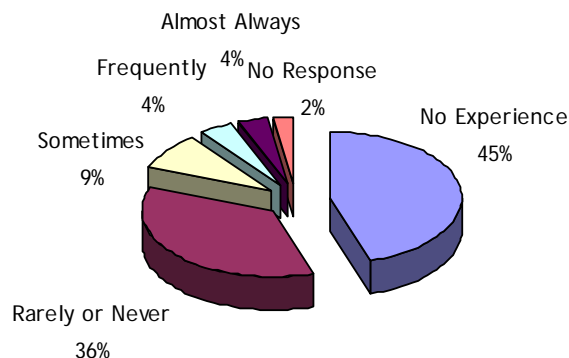
# PERFORMANCE AND OUTCOMES

## SPRING 2005 STUDENT SURVEY RESULTS

### CAMPUS INVOLVEMENT

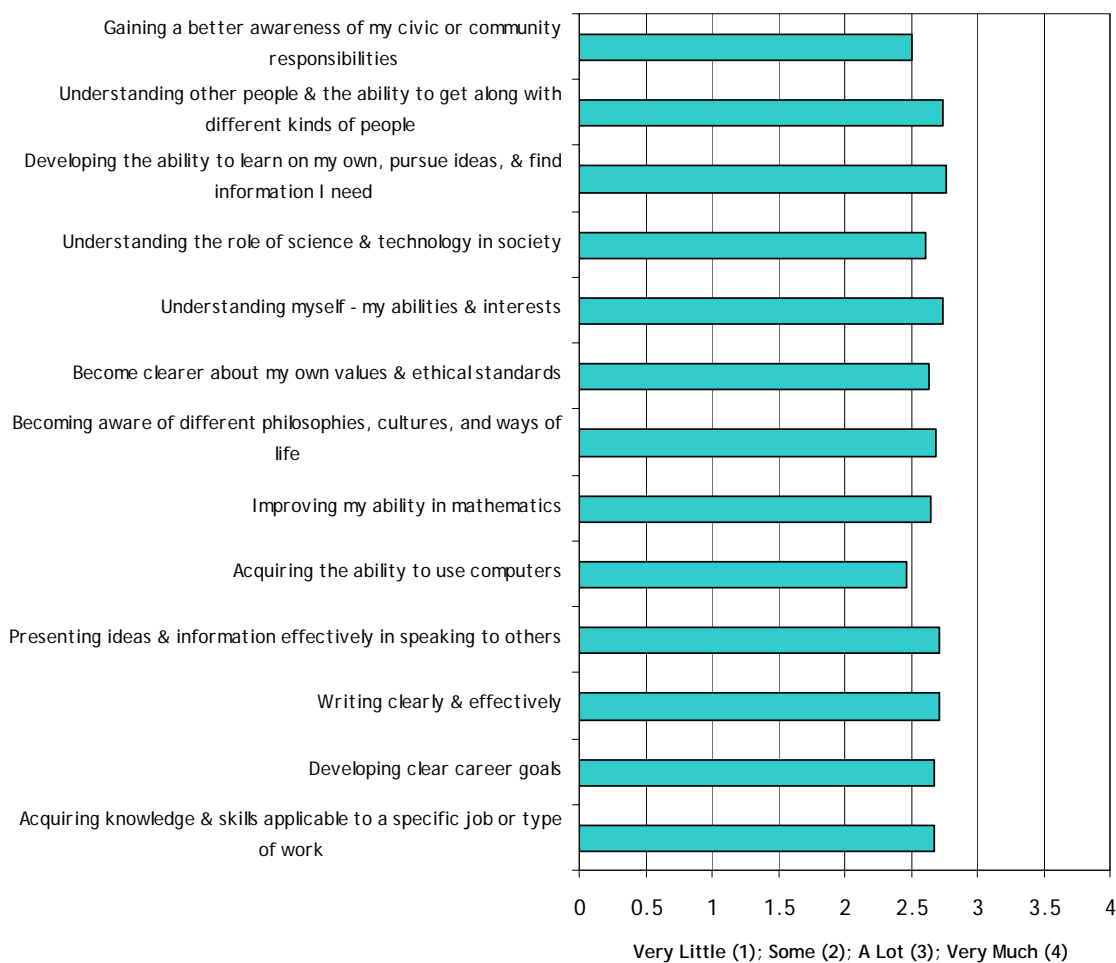
When asked about their participation in student activities including clubs and student government, a majority of respondents (45.0%) said that they do not take part of any student activity on campus. Only 16.9% sometimes, frequently, or almost always participate.

**Figure 6. Participation in Student Activity on Campus**



### GAINS IN SKILLS AND KNOWLEDGE

**Figure 7. Gains in Skills and Knowledge**



# PERFORMANCE AND OUTCOMES

## SPRING 2005 STUDENT SURVEY RESULTS

### **COLLEGE FACILITIES AND SAFETY**

Most respondents (82%) feel safe and secure on campus. However, there were three areas of concern where 30% or more indicated dissatisfaction. Students feel that the restrooms need more maintenance, lighting is inadequate at night, and parking lots need maintenance, more lighting, and security.

**Table 19. College Facilities and Safety**

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	No Response
I feel safe & secure	27.6%	54.5%	9.0%	3.3%	2.1%	3.5%
The classrooms, lecture halls, & labs are clean & well maintained	16.2%	50.4%	20.2%	7.7%	1.7%	3.8%
Food service is sufficient	13.8%	40.3%	15.0%	8.3%	18.5%	4.2%
The restrooms are clean & well maintained	11.8%	44.2%	22.7%	13.8%	3.8%	3.8%
The grounds & public areas are clean & well maintain	16.3%	58.8%	13.6%	5.3%	1.9%	4.1%
Adequate outside lighting after dark	12.6%	40.7%	20.7%	9.3%	12.6%	4.2%
Sufficient parking is available	16.9%	47.9%	16.5%	10.3%	4.6%	3.9%
Parking lots are safe, well lighted, & well maintained	14.4%	43.9%	21.2%	8.9%	8.0%	3.7%

