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Survey Language:	English
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California Black-Serving Institutions Application

College/University

Los Angeles Harbor College

Website

https://www.lahc.edu/

Address

1111 Figueroa Place, Wilmington, CA 90744

College/University President

Dr. Luis Dorado

College/University President Email Address

DORADOL@LAHC.EDU

College/University President Phone Number

3102334032

Application Lead Contact Information

First Name

Sorangel

Last Name

Hernandez

Phone

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Position

Vice President of Student Services

State your institution's commitment to address Black and/or African American student success and explain how your commitment is consistent with your institution's mission.

Los Angeles Harbor College (LAHC) is committed to the success of Black and African American students through a race-conscious, equity-centered approach that aligns with our college mission: to empower students to meet their academic and career goals by providing equitable access and support. This commitment is deeply reflected in our Student Equity and Achievement Plan, which is grounded in Education Code 78220 and prioritizes anti-racist practices, cultural competency, and holistic student support. We have engaged campus stakeholders—including students, faculty, staff, and community partners—in creating inclusive, data-informed strategies to eliminate equity gaps. Our Umoja Community Program enhances the cultural and educational experiences of Black students through intentional programming, success coaching, HBCU tours, culturally responsive curriculum, and transfer-focused support. The program aims to increase persistence, retention, and transfer rates of Umoja Scholars by at least 10% by 2025. In parallel, our A2MEND Program provides targeted mentorship, culturally affirming spaces, academic support, and professional development for African American male students. It addresses barriers to retention, supports transfer-level math and English completion, and promotes leadership and brotherhood among students. These initiatives are aligned with our Strategic Educational Master Plan and the Vision for Success goals. Together, they reinforce our collegewide mission to serve disproportionately impacted populations, eliminate systemic barriers, and create a culture of belonging where Black students thrive, graduate, and lead.

Please state the percent of the institutions enrolled student population identifying as Black/African American for the current term.

For the Spring 2025 term, 14.7% of the enrolled student population at Los Angeles Harbor College identified as Black/African American.

Please state the number of students identifying as Black/African American enrolled at the college or university for the current term.

For the Spring 2025 term, 1,521 students enrolled at Los Angeles Harbor College identify as Black/African American.

Describe the academic goals for the institution to achieve within the five-year period in which the initial designation is awarded. The goals described in this section should outline the institution's plans to improve retention, time-to-degree or time-to-certificate completion, and graduation rates of Black and African American students.

Los Angeles Harbor College (LAHC) is committed to closing equity gaps and increasing the academic success of Black and African American student population, which represents 14.7% of the enrolled student body (1,521 students) as of Spring 2025, through culturally affirming programs, targeted academic interventions, and institutional transformation. Over the next five years, LAHC will implement strategies outlined in the Umoja, A2MEND, SEA, and Strategic Master Plans to improve retention, reduce time-to-degree, and increase certificate/degree completion and transfer rates.

Institutional Academic Goals (2025-2030)

1. Improve Fall-to-Spring Retention for Black Students by 15% Baseline (2023-24): Black student retention from Fall-to-Spring is 37%, compared to 42% overall. Target (2030): Increase Black student retention by 15%, reaching a target of approximately 43%. Strategies: Expand Umoja-supported courses; scale mentoring through Umoja and A2MEND; launch culturally responsive Early Alert systems; schedule cohort sections of GE classes for UMOJA students; host retention-focused events and community-building activities such as Harbor Barber Shop Talks; and implement targeted counseling and registration campaigns.
2. Increase Transfer-Level Math & English Completion in First Year by 10% Baseline (2023-24): English: 26% (Black students) vs. 32% (overall) Math: 12% (Black students) vs. 21% (overall) Target (2030): Raise English completion for Black students from 26% to 36% Raise Math completion for Black students from 12% to 22% Strategies: Increase enrollment in Umoja-supported courses to improve Math and English completion in first year. Integrate A2MEND & Umoja tutoring/study jams into entry-level math/English pathways; embed culturally relevant curriculum; expand support courses; require SEP completion in first term.
3. Reduce Average Time-to-Degree for Black Students by 1 Year Baseline (2023-24): Baseline data on time-to-degree for Black students will be formally established using internal dashboards and reported annually. Target (2030): Decrease average time-to-degree by 1 year by 2030. Strategies: Implement Umoja-supported GE course pathways, intentional scheduling blocks, and academic milestone tracking; integrate MyCoach and CAP Success Teams for intrusive follow-up.
4. Increase Degree/Certificate Completion Rates by 20% Baseline (2023-24): Black/African American students at LAHC completed 317 degrees and certificates, compared to 2,717 total completions across all students. Black/African American students accounted for approximately 11.7% of all degree/certificate completions, closely aligning with their representation in the overall student population (14.7%). Target (2030): Increase Black/African American degree and certificate completions by 20%, raising annual completions from 317 to approximately 380. Strategies: Launch a "Completion Campaign" to identify and support near-completers; provide case-managed wraparound services and book/tutoring support; develop completion dashboards; host UMOJA/A2Mend academic success workshops; expand access to textbook lending libraries.

Describe the academic equity goals your institution aims to achieve within the five-year period of the initial designation as a California Black-Serving Institution. Specifically, outline how these goals will improve academic equity gaps in retention, time-to-degree or time-to-certificate completion, and graduation rates between your Black and African American students and the overall student population. Provide data-driven benchmarks and strategies for achieving these objectives.

Los Angeles Harbor College (LAHC) recognizes the persistent equity gaps affecting Black and African American students and is committed to closing these disparities through intentional, data-informed, and culturally responsive practices. Our five-year academic equity goals, grounded in our Student Equity and Achievement (SEA) Plan, Umoja and A2MEND initiatives, and Strategic Educational Master Plan (SEMP), aim to significantly reduce gaps in retention, time-to-degree or certificate, and graduation rates between Black students and the overall student population. These goals also include increasing enrollment in Umoja-supported courses, expanding Umoja course offerings at LAHC, and extending access to Umoja-supported dual enrollment opportunities at our feeder high schools.

Equity Goal 1: Close the Retention Gap Current Gap (2023-24): Black student Fall-to-Spring retention is 37% (265 out of 718), compared to 42% (2,671 out of 6,303) for the overall student population—a 5% gap. Target (2030): Increase Black student retention to 42%, closing the gap to 0%. Strategies: LAHC will increase enrollment in Umoja-supported courses, schedule cohort sections of GE classes for Umoja students, and expand mentoring and peer-to-peer coaching opportunities through Umoja and A2MEND. The college will launch a culturally responsive Early Alert system integrated with wraparound case management and mid-semester check-ins, while also hosting culturally affirming events such as the Harbor Barber Shop Talk series to foster belonging. Intentional, culturally responsive counseling and proactive registration blitzes will ensure that Black students are engaged early and consistently supported throughout the academic year.

Equity Goal 2: Close the Transfer-Level Math & English Completion Gaps Current Gaps (2023-24): English: Black student completion is 26% vs. 32% for the overall population (6% gap). Math: Black student completion is 12% vs. 21% for the overall population (9% gap). Target (2030): Raise Black student English completion to 32% and Math completion to 21%, fully closing the equity gaps. Strategies: LAHC will offer Umoja-supported Math and English sections with culturally relevant curriculum, encourage enrollment in transfer-level Math and English during the first semester, host Umoja and A2MEND "Study Jam" sessions and embedded tutoring, and expand onboarding education on placement, co-requisite support, and transfer pathways.

Equity Goal 3: Eliminate the Time-to-Degree Gap Current Gap (2023-24): 2-Year Completion: 0% for Black students vs. 10% overall. 3-Year Completion: 11% for Black students vs. 17% overall (6% gap). Target

(2030): Increase 2-year degree completion for Black students to 10% and 3-year degree completion to 17%, fully closing the equity gaps. Strategies: LAHC will develop structured Umoja-supported GE pathways, prioritize enrollment in high-demand and sequential courses, offer proactive case management and milestone tracking, and launch a targeted “Near Completer” campaign to support students within reach of completion. Equity Goal 4: Eliminate the Degree and Certificate Completion Gap Current Gap (2023-24): Black students completed 317 degrees/certificates out of 2,717 total completions (11.7%), while representing 14.7% of the student population—a 3% gap. Target (2030): Increase Black student degree and certificate completions to fully match their enrollment representation of 14.7%, eliminating the completion equity gap. Strategies: LAHC will offer Umoja and A2MEND-led academic success workshops, guided degree audits, and mentorship opportunities; expand access to textbook lending libraries, meal support, and scholarships; and provide dedicated academic counseling for Black students and equity populations. All outcomes will be monitored via the LACCD Equity Dashboards and internal disaggregated data systems, with yearly reporting to campus governance, SEA committees, and community stakeholders. Progress will inform resource allocation and continuous improvement efforts. Through these strategic, measurable goals, LAHC will eliminate long-standing equity gaps and build an institutional culture where Black and African American students thrive, graduate, and lead with confidence and purpose.

Identify institutional memberships, charters, or affiliations to organizations dedicated to the advancement of Black and or African American Students.

Los Angeles Harbor College (LAHC) actively participates in and maintains formal affiliations with organizations committed to the success, leadership development, and holistic advancement of Black and African American students. These affiliations include: 1. Umoja Community Education Foundation LAHC is a certified Umoja Community College and maintains an active campus chapter. The college adheres to the Umoja Memorandum of Understanding (MOU) and implements Umoja Practices in instruction, student support, and campus culture. LAHC supports student participation in statewide Umoja conferences, HBCU tours, and leadership institutes. 2. A2MEND (African American Male Education Network and Development) LAHC is an official partner of the A2MEND organization, with a dedicated campus program that supports African American male students through mentorship, academic success initiatives, and culturally relevant leadership development. LAHC students and staff regularly attend A2MEND’s annual conferences and participate in statewide programming focused on African American male excellence in education. 3. California Community Colleges Chancellor’s Office – Student Equity and Achievement Program (SEA) LAHC’s participation in the SEA Program includes implementation of equity-focused activities specifically targeting the success of disproportionately impacted student populations, including Black and African American students. The college’s SEA Plan reflects its commitment to race-conscious policy implementation and campus-wide accountability for equity outcomes. 4. CCC Transfer Partnerships (e.g., UCLA CCCP, HBCU Transfer Agreements) LAHC maintains a working relationship with the UCLA Center for Community College Partnerships (CCCP), which provides structured support for Black and African American students interested in transferring to UCLA and other UCs. LAHC also participates in the California Community Colleges HBCU Transfer Guarantee Program, promoting access to Historically Black Colleges and Universities. 5. MOCAN (Men of Color Action Network) LAHC is a partnering college in the Men of Color Action Network (MOCAN) demonstrating dedication towards providing resources to, and cultivating a community for diverse male students, faculty, staff, and administrators of color. LAHC students and staff attend MOCAN’s annual conference and participate in statewide programming focused Men of Color including African American male excellence in education. 6. LA Black College Expo LAHC has historically participated in the Los Angeles Black College Expo (BCE) that takes place in downtown Los Angeles in the spring. BCE is an event that highlights Historically Black Colleges and Universities (HBCUs), allowing students of all backgrounds to experience and learn about the rich history and legacy of HBCUs. In addition, other private, public, Ivy League, and military colleges are also represented with other educational programs. BCE promotes higher education, financial literacy, and connects students to internships and careers. The LAHC Umoja Community program does outreach at BCE to provide campus and program information to prospective students. LAHC Umoja Community and A2MEND students are also invited to attend the LA Black College Expo to learn about prospective transfer institutions. The Los Angeles Community College District sponsored the BCE in 2024 and 2025. 7. NANDI Nandi is comprised of a professional network of women of African ancestry who serve to inspire, support, nurture, mentor, and empower community college women students, faculty, staff, and administrators. LAHC students and faculty attend the annual Nandi conference which centers the voices of Black women while also creating space for all professionals and students in the California Community College System to engage in professional development and have critical discussions on advancing diversity, equity, and inclusion efforts. 8. WOCAN (Woman of Color Action Network) LAHC partnered and sponsored the inaugural Woman of Color Action Network (WOCAN) Conference designed to help students with inspiring speakers, engaging workshops, and networking opportunities. WOCAN is a conference organized by Women of Color for other Women of Color searching for community and guidance while

navigating higher educational institutions throughout Southern California. These memberships and affiliations reflect LAHC's ongoing, institutionalized commitment to the academic success, leadership development, and cultural empowerment of Black and African American students across the educational pipeline.

Attach your institution's strategic plan to address the academic goals and academic equity goals your institution aims to achieve within the five-year period of the initial designation as a California Black-Serving Institution. The strategic plan should include, but not be limited to, all the following: (A) a mission statement that addresses the applicant's commitment to serve Black and or African American students; (B) outreach services to potential Black and or African American students; (C) existing and/or proposed academic or basic needs support services to assist in the academic success of Black and/or African American students. Support services described in this section may include campus affinity centers, coursework, activities or events; (D) an outline of the planned allocation of resources during the five-year period in which the initial designation awarded; (E) an outline of how the institution is using or will use existing resources to provide culturally relevant professional development for the applicant's faculty and staff in pursuit of Black Serving Institution goals.

1. [36137-143404975-LAHC_SEMP_2018-2023_ADA-1-1.pdf](#)

4-year College/University applicants submit the following for the previous three academic years: (A) Submit graduation rates for the previous three academic years for all students within the normal time and up to 150 percent of the normal time to degree completion. (B) Submit graduation rates for Black and African American students, within the normal time and up to 150 percent of the normal time to degree completion.

Community College applicants submit the following for the previous three academic years: (A) The number of degree and certificate programs completed by all students, and by Black and or African American students. (B) The number of all students, and of Black and or African American students, who completed degree and certificate programs within normal time and up to 300 percent of normal time to degree completion. (C) The student transfer rates for all students, and for Black and or African American students, to four-year colleges and universities.

1. [36137-143405137-BSI-Data-for-the-previous-three-academic-years.pdf](#)

Please Submit a certification, in writing, by the chief administrative officer of the college or university, of the applicant's commitment to address Black and African American student success that is consistent with the applicant's mission.

1. [36137-146850640-Certification-of-Commitment--Dr.-Dorado-1.pdf](#)

Describe the campus resources available to promote equity and inclusion for Black and African American students. Include details on academic support programs, cultural centers, mentorship opportunities, student organizations, financial aid initiatives, and any other institutional efforts designed to foster an inclusive and supportive campus environment.

Los Angeles Harbor College (LAHC) offers a robust and expanding ecosystem of campus resources designed to support the academic achievement, cultural affirmation, and personal empowerment of Black and African American students. These resources reflect our deep institutional commitment to equity, inclusion, and student-centered success. Academic Support Programs Umoja Community Program A dedicated program rooted in African and African American cultural values, Umoja provides holistic academic support through learning communities, peer tutoring, success coaching, intrusive counseling, and culturally responsive curriculum. Umoja students also participate in study jams, textbook loan programs, and faculty-led GE transfer-level courses that align with CSU/UC requirements. A2MEND Scholars Program This program supports African American male students with culturally relevant mentorship, academic guidance, and professional development. A2MEND incorporates intrusive advising, motivational events, and community-building efforts that directly address challenges in persistence and completion. Harbor Advantage/Promise Program Provides structured first-year experience and equity-driven support services, including priority enrollment, free tuition, transportation assistance, and academic success coaching—all of which benefit Black students. Cultural & Identity-Based Centers Umoja Village Space A culturally affirming hub on campus designed to foster belonging, provide academic support, and host events that honor the heritage, contributions, and lived experiences of Black students. It also functions as a drop-in space for tutoring, workshops, and community engagement. A2MEND & Black Empowerment Events The college hosts Barbershop Talks, financial literacy and mental health workshops, cultural celebrations, and leadership conferences that center the voices and experiences of Black students, particularly Black

men. Mentorship & Peer Support Opportunities Umoja Success Coaches & Peer Mentors Umoja employs 2–3 trained success coaches who provide mentorship, academic support, and guidance rooted in culturally relevant practices. These coaches assist with goal setting, time management, and maintaining academic momentum. A2MEND Mentorship Network Includes direct connections to Black faculty and staff role models, alumni mentors, and statewide support through the A2MEND network. Student Organizations and Leadership Opportunities Black Student Union (BSU) A student-led organization that provides community, advocacy, and a platform for leadership among Black students. Student Government & Advisory Boards Umoja and A2MEND scholars are encouraged to participate in ASO, campus committees, and Umoja Advisory Boards, which offer leadership training and opportunities to shape campus policies and practices. Financial Aid & Basic Needs Initiatives Umoja Textbook Loan Library Provides free access to course materials for Umoja scholars to reduce financial barriers. Emergency Financial Aid & Completion Grants Available to students at risk of stopping out due to financial hardship—particularly targeted at disproportionately impacted groups including Black students. Scholarships & FAFSA Workshops Targeted outreach to increase access to Black student scholarships and offer support through the Financial Aid Office, Umoja team, and success coaches. Institutional Equity Framework: Student Equity and Achievement (SEA) Framework LAHC's SEA Plan includes race-conscious strategies to dismantle systemic barriers, with targeted interventions and annual tracking of success metrics for Black students in transfer, completion, and persistence. Culturally Responsive Professional Development Faculty and staff participate in ongoing equity and anti-racism trainings to better support Black students in the classroom and across services. Through these integrated and intentional resources, LAHC is actively creating a campus climate where Black and African American students are seen, supported, and celebrated. Our institutional model is not only focused on improving academic outcomes—but also on affirming identity, building leadership, and cultivating a deep sense of belonging and purpose.

Include any additional information that the governing board should consider in evaluating your institution's readiness to be identified as a Black Serving Institution.

To foster a commitment of a sense of belonging and black student success, the President, VP's and Deans of Student Services and Academic Affairs have clear intentions on increasing the number of black successful students at Harbor College. The Plan includes; Work closely with the Los Angeles Unified School Districts Black Student Achievement Program (BSAP) Liaisons to recruit Black students. Fall of 2024 Harbor hosted over 1,000 students at the Welcome Black/HBCU Caravan Day. Students were bused in from Los Angeles County High Schools to experience the support services provided by Harbor College and learn about the MOU Transfer Agreement to HBCU's. Representatives from Major HBCU's from across the country were in attendance along with founders of A2MEND, Statewide Umoja Leaders and representatives from the Divine Nine African American Fraternities and Sororities. Umoja Counseling Courses are offered at local High Schools to provide students dual enrollment credit and create a pipeline for an easy transition from High School to Harbor College. Umoja Counselors attend the Black College Expo with the intention to inform and recruit students from Los Angeles, Riverside and Orange County Provide Umoja counseling courses taught by Umoja Adjunct Counselors at the local High Schools, creating a pipeline to the Umoja Community at Harbor College. Continue to provide a comfortable Umoja Village lead by the Umoja Counseling Coordinator Tenured Faculty (culturally relevant space for gathering), homework, counseling, and tutoring Increase the number of academic courses taught by black instructors committed to the success of black student Increase the number of Umojafied academic courses taught by non-black instructors who complete Umoja training to be culturally sensitive and inclusive (Math and Statistics Faculty) Examples of the faculty and administrators proven support of black students in and out of the classrooms include: Hiring of new academic full time Black faculty (2022, Business & Communications; 2023 English, Biology, & Business; 2024 Art) Hiring of two new adjunct black counseling faculty to support full time black Umoja Counseling Coordinator Creation of A2MEND Chapter to strategically recruit and retain Black men Chaperoned Black Male students to A2MENND Conference Chaperoned Black Male students to Men of Color Conference Chaperon Black Female students to Women of Color Conference Chaperoned Black Female students to Nandi (Black Female) Conference Chaperone Black Harbor Students to Black College Expo/Battle of the Bands (Provide exposure to Statewide Universities and HBCU Liaison for Taste of Soul (LA County Outreach of resources, business, and educational institutions) Harbor College Hosted LACCD HBCU CARAVAN/ LACCD Welcome Black event (recruitment, retention, and Transfer event Chaperoned Black Male and Female students on the Black College tour (Tuskegee, Clark Atlanta, Morehouse, Spelman, Fisk, Tennessee State, FAMU)

An applicant is eligible for designation if the applicant meets all the following requirements:

(1) Has at least 10 percent of the college's or university's enrolled student population identifying as Black and or African American students or has at least 1,500 Black and or African American students enrolled at the college or university.

(2) Submits an initial or renewal application, as applicable, to the Statewide Central Office for the Advancement of Black Student Success on or before the application deadline

[Privacy](#)

Strategic Educational Master Plan



2018 - 2023



Los Angeles Harbor College

Approved by the College Planning Council October 2018

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Los Angeles Community College District

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Table of Contents

Los Angeles Community College District.....3

Message from the President5

Introduction.....6

Guiding Framework7

 Mission Statement..... 7

Goals and Objectives8

 Goal 1: Access and Preparation for Success..... 8

 Goal 2: Teaching and Learning for Success..... 10

 Goal 3: Organizational Effectiveness 13

 Goal 4: Resources and Collaboration..... 15

 Responsibility Key 16

Appendices

 Appendix 1: The Process for Developing the 2018-2023 Strategic Educational
 Master Plan..... 7

 Appendix 2: 2014-2017 SEMP Summative Evaluation Results..... 19

 Appendix 3: LAHC Student Demographics 20

 Appendix 4: LAHC Student Success Scorecard — Five Year Trends 21

 Appendix 5: Institutional Effectiveness, Resources and Collaboration..... 22

Message from the President



Los Angeles Harbor College has been providing high-quality, locally-based educational programs for the communities of the South Bay since 1949. As we approach our 70th anniversary, unprecedented changes in the way the State funds education, coupled with recent legislative and accountability requirements, have created a new environment for community colleges. The State Chancellor's Vision for Success has set a very aggressive agenda to meet California's growing need for more educated and highly skilled citizens. This Vision calls for a 20 percent increase in degrees and certificates, a 35 percent increase in transfers to the UC and CSU, and elimination of all equity gaps in student achievement.

Harbor College's 2018-2023 Strategic Educational Master Plan (SEMP) represents our effort to chart a course for the future. Using the Los Angeles Community College District's 2018-2023 District Strategic Plan as a guide, and with the full participation of all constituents in the governance process, Harbor conducted a year-long process to evaluate the completion of our previous strategic plan. This evaluation affirmed the structure and processes put into place to track the College's progress in achieving its strategic goals and provided the basis for moving forward with our current plan. At the same time, the College was careful to assure that the SEMP was fully aligned with the State's Vision for Success.

As the funding, legislative and accountability changes of the last year take hold, the goals, objectives, measures and targets identified in this document will help to keep the College on course to increase the success of our students. Harbor's 2018-2023 Strategic Educational Master Plan reaffirms our commitment to the success of our students and creates a road-map for the future of the College.

A handwritten signature in black ink, which appears to read "Otto W. K. Lee". The signature is fluid and cursive, written on a white background.

Dr. Otto W. K. Lee
President, Los Angeles Harbor College

Introduction

The Los Angeles Harbor College Strategic Educational Master Plan 2018-2023 (SEMP) presents the strategic goals and objectives that the College has established to serve the rapidly evolving needs of our students, community and state. Following the framework established by the State Chancellor's Vision for Success and guided by the LACCD's 2018-2023 District Strategic Plan, Harbor's SEMP reflects the knowledge and experience gained through the implementation and evaluation of the 2014-2017 SEMP. This evaluation affirmed the SEMP framework used previously and the subsequent recommendation for its continuation.

The 2018-2023 SEMP reflects Harbor's recently revised mission, vision, values and institutional student learning outcomes. The SEMP is integrated into Harbor's assessment-based planning processes, providing a systematic, data-driven framework for the College to evaluate its progress in the achievement of strategic goals and objectives.

The 2018-2023 LAHC Strategic Educational Master Plan will be presented to the Board of Trustees for approval in Spring 2019.



Guiding Framework

Mission Statement

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

Vision

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

Values

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

Institutional Student Learning Outcomes

ISLO 1 - Communication: Use oral, written, and non-verbal modes of expression appropriate to the audience and purpose.

ISLO 2 - Cognition: Use critical thinking skills and quantitative reasoning to analyze, synthesize, and evaluate ideas and information to interpret real world information in the context of a discipline.

ISLO 3 - Information Literacy and Technological Competency: Utilize technology for research and learning skills necessary to achieve educational, professional, and personal objectives.

ISLO 4 - Social Responsibility and Ethics: Demonstrate sensitivity to and respect for others by promoting equity, diversity, and success by participating as responsible citizens that empower self, others, and the community.

Goals and Objectives

Goal 1: Access and Preparation for Success

Provide equitable access to and provide clear pathways for students to attain important early educational momentum points.

Objective 1: Efficiently manage enrollment to maximize student access to education.

Measures	Target	Responsibility
1.1.1: Completion-based class schedules (Guided Pathways)	2023	VPAA, SSCC
1.1.2: Enrollment efficiency measures (FTES growth goals, average section size, fill rate, FTES/FTEF)	2023	VPAA, AAC

Objective 2: Increase the percentage of new students receiving financial aid and matriculation services through advising, assessment, educational plans, and orientation before they enroll in their first semester.

Measures	Target	Responsibility
1.2.1: Number of eligible students that receive a Pell grant	100%	VPSS, SSCC
1.2.2: Number and percentage of new students completing orientation	100%	VPSS, SSCC
1.2.3: Number and percentage of new students completing assessment	100%	VPSS, SSCC
1.2.4: Number and percentage of new students completing abbreviated educational plans	100%	VPSS, SSCC
1.2.5: Number and percentage of new students completing comprehensive educational plans	100%	VPSS, SSCC

Objective 3: Increase the percentage of new students enrolling in college level English and math in their first year.

Measures	Target	Responsibility
1.3.1: Percentage of new students successfully enrolling in college level English and math classes in the first year	100%	VPAA, VPSS, SSCC
1.3.2: Implementation of multiple measures for English assessment as required by AB 705	Fall 2019	VPAA, VPSS, SSCC
1.3.3: Implementation of multiple measures for math assessment as required by AB 705	Fall 2019	VPAA, VPSS, SSCC

Objective 4: Increase full-time enrollment for students through the development of flexible programs focused on working students and students with barriers to attending traditionally scheduled programs.

Measures	Target	Responsibility
1.4.1: Percentage of students enrolled full time	40% increase	VPAA, VPSS, SSCC
1.4.2: Number of CTE course enrollments	10% increase	VPAA, VPSS, AAC, SSC
1.4.3: Number of full-time students enrolled in online courses	10% increase	VPAA, VPSS, AAC, SSC
1.4.4: Increase the number of online degrees available	100% increase	VPAA, VPSS, CC

Objective 5: Expand educational opportunities to local high school students by increasing the number of courses offered through dual enrollment.

Measures	Target	Responsibility
1.5.1: Number of sections offered through dual enrollment	10% increase	VPAA, VPSS, AAC
1.5.2: Number of students who are dual enrolled	25% increase	VPAA, VPSS, AAC

Objective 6: Increase the number of students who receive a California College Promise Grant and participating in the LA College Promise program.

Measures	Target	Responsibility
1.6.1: Number of students who receive a California College Promise Grant (formerly known as the BOG Fee Waiver)	100%	VPSS, SSCC
1.6.2: Number of students participating in the LA College Promise program	50% increase	VPAA, VPSS, SSCC

Objective 7: In partnership with Los Angeles Regional Adult Education Consortium, increase educational opportunities to non-traditional students through the expansion of noncredit adult education courses focused on skills improvement and vocational training.

Measures	Target	Responsibility
1.7.1: Number of noncredit adult education sections	25% increase	VPAA, AAC
1.7.2: Number of students enrolled in noncredit adult education	25% increase	VPAA, VPSS, AAC

Objective 8: Improve outreach strategies for new and returning students through effective marketing and branding that increases the recognition of Los Angeles Harbor College and its programs as a premier college in the community.

Measures	Target	Responsibility
1.8.1: Number of first-time students	25% increase	VPSS, SSCC
1.8.2: Number of returning students	25% increase	VPSS, SSCC

Objective 9: Increase the number of students who use Guided Pathways to complete their program of study.

Measures	Target	Responsibility
1.9.1: Number of guided pathways developed and implemented	2023	VPSS, SSCC, AAC
1.9.2: Number of students using guided pathways	100%	VPAA, VPSS, SSCC, AAC

Goal 2: Teaching and Learning for Success

Strengthen effective teaching and learning by providing a learner-centered educational environment that provides student-centered pathways to help students attain their goals of certificate and degree completion, transfer, and job training and career placement; increase equity in the achievement of these outcomes.

Objective 1: Provide a student-centered learning environment that encourages active learning and student engagement as assessed through the District-wide student survey.

Measures	Target	Responsibility
2.1.1: Students' level of active learning and engagement	2023	VPAA, VPSS

Objective 2: Improve facilities and technologies to effectively serve and connect with students and enhance the student experience.

Measures	Target	Responsibility
2.2.1: Assessment of classroom and laboratory facilities for current and future usage needs	Fall 2019	VPAA, VPSS, VPAS, CORE
2.2.2: Assessment of student services facilities for current and future usage needs	Fall 2019	VPAA, VPSS, VPAS, CORE
2.2.3: Usage survey of technology-based learning environments	Fall 2019	VPAA, VPAS, TAC
2.2.4: Utilize assessment results to make improvements to the student experience as assessed by the District Student Survey	Fall 2023	VPAA, VPSS, VPAS, CORE

Objective 3: Increase completion of awards.

Measures	Target	Responsibility
2.3.1: Completion rates	10% increase	VPAA, VPSS, SSCC
2.3.2: Number of students who receive a degree or certificate	20% increase	VPAA, VPSS, SSCC
2.3.3: Number of students who receive a degree	20% increase	VPAA, VPSS, SSCC
2.3.4: Number of students who receive a certificate of achievement	20% increase	VPAA, VPSS, SSCC
2.3.5: Number of students who receive a skills certificate	20% increase	VPAA, VPSS, SSCC
2.3.6: Number of students who receive an Associate's Degree for Transfer	20% increase	VPAA, VPSS, SSCC
2.3.7: Increase Associate's Degree for Transfer to 100% of available campus disciplines	Fall 2023	VPAA, SSCC, CC

Objective 4: Increase the number of students transferring to four-year institutions.

Measures	Target	Responsibility
2.4.1: Number of students who transfer to a four-year institution	35% increase	VPSS, SSCC
2.4.2: Number of students in the Honors transfer program	35% increase	VPSS, SSCC
2.4.3: Number of students in CHAMPS	35% increase	VPSS, SSCC
2.4.4: Number of students in Equity programs	35% increase	VPSS, SSCC
2.4.5: Number of students enrolled in PACE who transfer	35% increase	VPAA, VPSS, SSCC

Objective 5: Increase the number of students who complete career-focused certificates in a timely manner.

Measures	Target	Responsibility
2.5.1: Number of students who receive a certificate of achievement	20% increase	VPAA, VPSS, CTEC
2.5.2: Percentage of students who completed more than nine units in CTE course in six years	Exceed statewide performance	VPAA, VPSS, CTEC
2.5.3: Number of Skills Certificates awarded	20% increase	VPAA, VPSS, CTEC

Objective 6: Increase career and job placement rates and living wages in the field of study by enhancing business and industry partnerships, internships, and employment opportunities.

Measures	Target	Responsibility
2.6.1: Median percentage change in wages for students who completed higher level CTE coursework	Exceed statewide performance	VPAA, CTEC
2.6.2: Percentage of students who report being employed in their field of study	District: 69%	VPAA, CTEC
2.6.3: Proportion of exiting students who attained a living wage	Exceed statewide performance	VPAA, CTEC

Objective 7: Decrease time to completion by enhancing academic and student support programs.

Measures	Target	Responsibility
2.7.1: Average number of units accumulated by students earning an associate's degree	Decrease to 69 units	VPAA, VPSS, AAC, SSC
2.7.2: Median time to complete a degree	Decrease to 4 years	VPAA, VPSS, AAC, SSC
2.7.3: Graduation rates of full-time, first-time degree/certificate seeking undergraduates with 150% of normal time to completion	26% increase	VPAA, VPSS, AAC, SSC
2.7.4: Median time to complete a certificate	Decrease to 3 years	VPAA, VPSS, AAC, SSC

Objective 8: Increase the percentage of new degree seeking students successfully completing college level English and math in their first year.

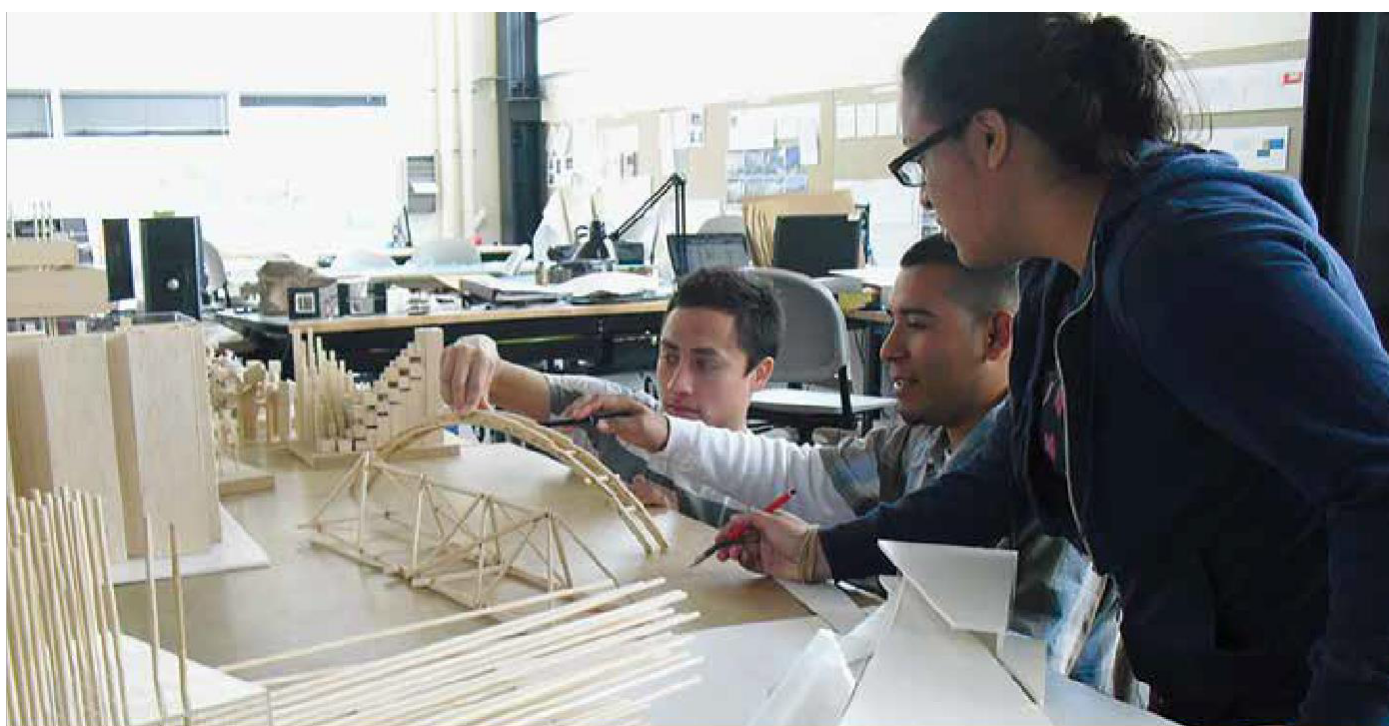
Measures	Target	Responsibility
2.8.1: Percentage of new students successfully completing college level English class in the first year	100%	VPAA, VPSS, AAC, SSC
2.8.2: Percentage of new students successfully completing college level math class in the first year	100%	VPAA, VPSS, AAC, SSC

Objective 9: Increase student persistence and successful course completion through effective practices in the classroom and through student services.

Measures	Target	Responsibility
2.9.1: Course completion rate	Exceed statewide performance	VPAA, VPSS, AAC, SSC
2.9.2: Persistence Rate	Exceed statewide performance	VPAA, VPSS, AAC, SSC

Objective 10: Increase equity in successful outcomes by identifying achievement gaps and increasing performance of under-performing groups.

Measures	Target	Responsibility
2.10.1: Achievement gap (by gender, age, ethnicity, military, and low-income status) for the percentage of new students who are enrolled in their first three consecutive terms	40% decrease	VPAA, VPSS, AAC, SSC, SCCC
2.10.2: Achievement gap (by gender, age, and ethnicity, military, and low-income status) for the percentage of new students completing 30 units in three years	40% decrease	VPAA, VPSS, AAC, SSC, SCCC
2.10.3: Achievement gap (by gender, age, and ethnicity, military, and low-income status) for the percentage of new students who earned a degree, certificate, or transfer within six years	40% decrease	VPAA, VPSS, AAC, SSC, SCCC



Goal 3: Organizational Effectiveness

Improve organizational effectiveness through data-informed planning and decision-making, assessment of College processes, and professional development.

Objective 1: Assess and improve College assessment, planning, program review and resource allocation processes

Measures	Target	Responsibility
3.1.1 Outcomes assessment participation rates	100%	VPAA, VPAS, VPSS, AAC, ASC, SSC, AC
3.1.2 Percentage of program reviews completed	100%	VPAA, VPAS, VPSS, AAC, ASC, SSC, AC
3.1.3 Percentage of validated unit plans completed	100%	VPAA, VPAS, VPSS, AAC, ASC, SSC, AC
3.1.4 Documentation of allocation of resources to address College priorities	100%	VPAA, VPAS, VPSS, AAC, ASC, SSC, AC, BC

Objective 2: Improve communications and governance throughout the College.

Measures	Target	Responsibility
3.2.1 Committee self-assessment completion	100%	VPAA, VPAS, VPSS, CPC
3.2.2 Annual college effectiveness survey	Annually in April	VPAA, VPAS, VPSS, CPC
3.2.3 Effective website that assists faculty, staff and administrators with their information needs as assessed by the annual College effectiveness survey	90% Satisfaction Rate	VPAA, VPAS, VPSS, CPC

Objective 3: Support and update the technology infrastructure.

Measures	Target	Responsibility
3.3.1 Implementation of College Technology Plan	Fall 2019	VPAS, TAC
3.3.2 Assessment of College Technology Plan	Spring 2020	VPAS, TAC

Objective 4: Increase professional development opportunities for faculty, staff, and administrators to enhance work performance, broaden skills for leadership and career advancement, leverage academic programs, and allow for effective and clear career pathways for all employees.

Measures	Target	Responsibility
3.4.1 Number of professional development opportunities available to faculty and staff	20% increase	VPAA, VPAS, VPSS, SDC
3.4.2 Number of employees participating in employee development or training	100%	VPAA, VPAS, VPSS, SDC

Objective 5: Improve processes to increase responsiveness to and within the College, eliminate barriers, and accelerate timely completion of required business processes and tasks.

Measures	Target	Responsibility
3.5.1: Participation in college-wide District Student Survey activities to collect student feedback	Increase student participation by 50%	VPAA, VPAS, VPSS, AAC, ASC, SSC
3.5.2: Satisfaction ratings with student services on District Student Survey	90% of student services having high satisfaction	VPAA, VPAS, VPSS, AAC, ASC, SSC
3.5.3: Agreement with the statement: I feel safe and secure at this college	96% of students stating they agree with the statement	VPAA, VPAS, VPSS, AAC, ASC, SSC
3.5.4: Respond to requests in a timely manner	90% of departments with high satisfaction	VPAA, VPAS, VPSS, AAC, ASC, SSC
3.5.5: Overall satisfaction ratings of departments and programs	90% of departments with high overall satisfaction	VPAA, VPAS, VPSS, AAC, ASC, SSC

Objective 6: Review and refine curriculum and programs to ensure that they are responsive to student needs and meet the economic, industry, and societal needs of the region.

Measures	Target	Responsibility
3.6.1 Programs with no completions	None	VPAA, CC



Goal 4: Resources and Collaboration

Manage, increase and diversify sources of revenue in order to maintain fiscal stability and to support State, District and local initiatives to achieve the College mission. Enhance and maintain mutually beneficial external partnerships with business, labor, and industry and other community and civic organizations in the greater Los Angeles area.

Objective 1: Effectively manage the total College budget to achieve a positive general fund ending balance.

Measures	Target	Responsibility
4.1.1 Review College expenditures	Monthly	VPAA, VPAS, VPSS, President, BC
4.1.2 Revise and adjust college expenditures as needed to achieve a positive general fund balance	Monthly	VPAA, VPAS, VPSS, President, BC
4.1.3: Seek other opportunities for revenue generation to augment the College general fund	Monthly	VPAA, VPAS, VPSS, President, BC

Objective 2: Effectively use College resources to support the improvements of College efficiency measures.

Measures	Target	Responsibility
4.2.1: FTES growth	District guidelines	VPAA, VPAS, VPSS, AAC, ASC, SSC
4.2.2: Expenditures per FTES	\$4,869	VPAA, VPAS, VPSS, AAC, ASC, SSC
4.2.3: WSCH/FTEF	540	VPAA, VPAS, VPSS, AAC, ASC, SSC
4.2.4: Average class size	36	VPAA, VPAS, VPSS, AAC, ASC, SSC
4.2.5: Maximize revenue based on the new funding formula	District guidelines	VPAA, VPAS, VPSS, AAC, ASC, SSC

Objective 3: Enhance communication, support, and collaboration associated with budget, categorical, and grants; implementation and institutionalization processes for academic, administrative and student support services.

Measures	Target	Responsibility
4.3.1 Number and type of revenue sources and amount generated	10% increase	VPAA, VPAS, VPSS, AAC, ASC, SSC, BC, Senate
4.3.2 Regular reporting for budget and actuals for general fund, categorical and grant programs and other sources of revenue	Monthly reporting	VPAA, VPAS, VPSS, AAC, ASC, SSC, BC, CPC, Senate
4.3.3 Information related to the achievement of program outcomes as defined by project objectives and work plans and reflected in unit plans	Quarterly reporting	VPAA, VPAS, VPSS, AAC, ASC, SSC, BC, CPC, Senate
4.3.4 Successful completion of program audits as defined by program evaluation and internal, state, federal and private audits	Annual reporting	VPAA, VPAS, VPSS, AAC, ASC, SSC, BC, CPC, Senate

Objective 4: Enhance the College Foundation and improve alumni relations leading to the development of endowments from which additional resources for students and academic and support programs can be drawn.

Measures	Target	Responsibility
4.4.1 Funds raised (annual)	10% increase	President, Foundation Board
4.4.2 Foundation endowment growth consistent with the adopted investment policy	5%	President, Foundation Board
4.4.3 Amount/number of Foundation scholarships awarded	10% increase	President, Foundation Board
4.4.4 Annual Foundation audited financial report	Annually	President, Foundation Board

Objective 5: Develop community and business partnerships to assist the District in achieving its mission and enhance student success by providing additional support to students and appropriate referrals to external resources for non-academic needs.

Measures	Target	Responsibility
4.5.1 Number and type of community/business partnerships	10% increase	President, VPAA

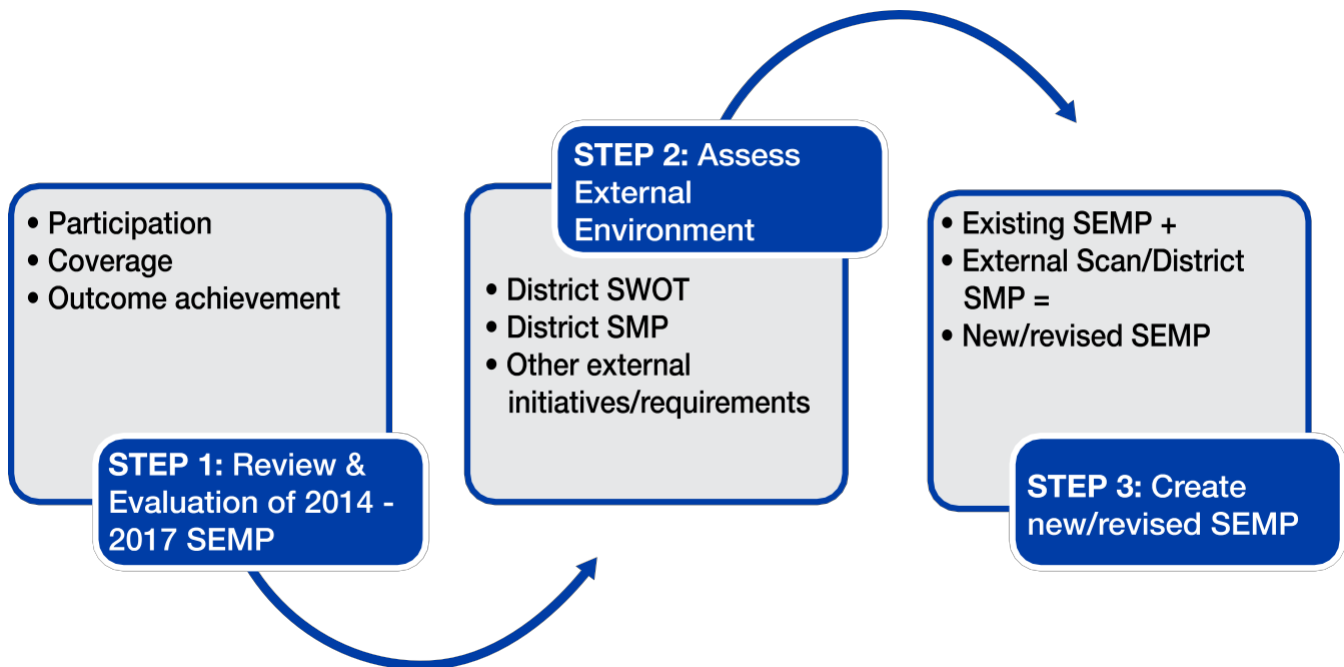
Objective 6: Effectively plan and use resources to build and maintain College facilities and infrastructure in support of the academic and student support programs.

Measures	Target	Responsibility
4.6.1: Students agreement with the statement: To what extent do you agree with the statement, buildings are clean and well maintained?	3.5 survey rating (out of 4)	VPAS
4.6.2: Students agreement with the statement: To what extent do you agree with the statement, learning facilities (equipment, classrooms, and labs) are adequate and up-to-date?	3.5 survey rating (out of 4)	VPAS
4.6.3: Facilities Condition Index	10% decrease	VPAS
4.6.4: Capitalization Load Ratio	150% decrease	VPAS
4.6.5: Maintain staffing levels for maintenance, operations and grounds consistent with minimum District standards	APPA Level 3	VPAS, President

Responsibility Key

AAC	Academic Affairs Cluster	SSC	Student Services Cluster
AC	Assessment Committee	SSCC	Student Success Coordinating Committee
ASC	Administrative Services Cluster	TAC	Technology Advisory Committee
BC	Budget Committee	VPAA	Vice President, Academic Affairs
CC	Curriculum Committee	VPAS	Vice President Administrative Services
CORE	Bond Steering Committee	VPSS	Vice President Student Services
CPC	College Planning Committee		
CTEC	Career Technical Education Committee		
SDC	Staff Development Committee		

Appendix 1: The Process for Developing the 2018-2023 Strategic Educational Master Plan



Step 1: Internal Scan/Data Analysis: Review and Evaluation of the 2014-2017 Strategic Educational Master Plan

In order to renew the SEMP, the first step was to evaluate the achievement of the existing SEMP. The College Planning Council (CPC) had been receiving regular reports on participation, SEMP coverage and unit plan outcome achievement since January 2016. The final reports were delivered to CPC in Fall 2017 and reviewed and evaluated at the CPC Retreat in January 2018. The Assessment Committee used the results of this evaluation to make several recommendations to CPC. These recommendations are detailed in the Summative Evaluation report in Appendix 2.

Step 2: External Scan: Assess External Environment

As one of 115 community colleges in California, Harbor's strategic planning process was guided by the California Community Colleges Chancellor's Office Vision for Success that articulates ambitious goals to address student success and equity. As one of the nine colleges of the Los Angeles Community College District, the College recognized the District's leadership in implementing the Vision for Success and used the recently approved District Strategic Plan 2018-2023 for guidance during the College's strategic planning process. The DSP identified Key Trends, Strategic Challenges, and Growth Opportunities for the District and each of its colleges. Among the internal factors the DSP identified were declining FTES in the District, flat student completion rates and persistent equity gaps. Among the external factors, the DSP identified the new state funding formula, which shifts funding to student success measures, increased state legislation in instruction and student outcomes, and multiple accountability frameworks. The CPC used these data in revising the goals, objectives, measures and targets for the SEMP.

Step 3: Development of Goals, Objectives, Measures and Targets

The DSP was distributed to CPC members and retreat participants for review and discussion at the CPC Retreat. Based on these discussions, initial goals, objectives, measures and targets were drafted. These drafts were distributed and revised through the College governance structure.

Step 4: Governance Review and Approval

The final goals, objectives, measures and targets were approved by the CPC in September 2018.

The SEMP will be presented to the Board of Trustees in Spring 2019.



Appendix 2: 2014-2017 SEMP Summative Evaluation Results

The Assessment Committee reviewed the data collected and presented by the Office of Institutional Effectiveness to assess Harbor's achievement of the 2014-2017 Strategic Educational Master Plan. The Committee followed the methodology outlined in the "Strategic Educational Master Plan (SEMP) Revision process" memo dated 1/22/2018 and delivered to the College Planning Council (CPC). This memo identified three elements of the final review and evaluation of the SEMP: Participation, Coverage/Focus/Priorities and Outcome Achievement.

- This final summative evaluation by the Assessment Committee included consideration of:
- SEMP performance data
- 2014-2017 SEMP Evaluation Survey Results (from the CPC Retreat and Academic Senate meetings)

In reviewing the data and survey results presented, the Assessment Committee came to the following conclusions and recommendations:

1. Participation

- All clusters participated in SEMP-based planning.
- Clusters met their planning and reporting requirements. The committee found that the 10 percent non-participation rate was acceptable given the newness of the process.
- RECOMMENDATION: The committee determined that the process effectively recorded college participation and recommends continuing the existing process through the next cycle.

2. Coverage/Focus/Priorities

- All goals were addressed and distribution of effort by cluster and goal was appropriate.
- Regarding Focus and Priorities:
 - Some clusters did not use Annual Program Review/Unit Plan (APR/UP) results for prioritization processes
 - Prioritization process was unclear
- Assessment Committee responsibilities are to recommend to the CPC the process and record the results
- RECOMMENDATION: To clarify the process and increase effective participation, the committee recommends that CPC require each cluster and CPC itself to create a rubric for prioritizing resource requests.

3. Outcome Achievement

- College Clusters completed 90 percent of their plans, which the committee found acceptable given the newness of the process.
- Regarding "improvement occurred as a result of the planning process," the committee found that "improvements" needs a clearer definition (i.e., process versus student achievement)
- Process improvements did occur
- Next cycle will provide additional data needed to determine if improvements to student achievement were made
- RECOMMENDATION: The College continue using the existing process through the next cycle.

Appendix 3: LAHC Student Demographics

Status	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
First-Time Student	1,689	1,724	1,985	1,814	1,474
First-Time Transfer Student	680	782	609	517	243
Returning Student	854	596	558	571	471
Continuing Student	5,827	6,002	5,898	5,634	6,175
Uncollected/Unreported	131	99	86	31	43
Special Admit Student	663	703	636	571	449
Credit/Non-Credit Headcount	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Credit Students	9,728	9,766	9,644	8,931	8,711
Noncredit Students	116	140	128	207	144
Gender	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Female	58.6%	58.9%	59.1%	58.5%	58.8%
Male	41.4%	41.1%	40.9%	41.5%	41.2%
Ethnicity	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
African American	11.5%	10.6%	10.2%	9.9%	9.7%
Asian/Pacific Islander	12.0%	12.8%	13.2%	12.8%	4.9%
Hispanic/Latino	57.8%	58.0%	57.3%	59.4%	57.7%
White	12.9%	12.9%	13.3%	11.9%	12.5%
Other/Unknown	5.8%	5.7%	6.0%	6.0%	15.2%
Age	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Under 20	30.0%	29.6%	28.9%	27.9%	33.2%
20 to 24 years old	37.2%	37.6%	37.9%	37.7%	35.3%
25 to 34 year old	18.8%	19.1%	20.0%	20.9%	19.8%
35 and over	14.0%	13.7%	13.2%	13.5%	11.7%
Educational Goal*	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Career/Workforce	15.0%	13.1%	11.9%	11.0%	1.6%
College Prep	3.4%	3.9%	3.6%	3.4%	0.9%
Complete Credits for 4-Year College	5.4%	5.4%	5.1%	4.5%	2.0%
Transfer to 4-Year	51.9%	53.7%	55.8%	59.3%	79.6%
Two-Year AA Without Transfer	7.3%	7.0%	8.1%	7.9%	11.3%
Undecided	14.6%	14.5%	13.3%	12.1%	0.3%
Other	2.5%	2.2%	2.3%	1.9%	4.3%
* Fall 2017 Educational Goal extracted from PeopleSoft 11-2-2018. Previous semesters extracted from LACCD Student Information System.					
Study Load:	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
12.0 units or more	27.1%	32.4%	30.6%	28.1%	30.0%
6.0 to 11.9 units	42.9%	38.6%	39.3%	40.2%	35.3%
5.9 units or less	28.8%	27.6%	28.7%	29.4%	33.1%
Source: California Community Colleges Chancellor's Office Data Mart (https://datamart.cccco.edu/Outcomes/Program_Awards.aspx). LACCD Institutional Research (http://www.laccd.edu/Departments/EPIE/Research/Pages/All-Reports.aspx).					

Appendix 4: LAHC Student Success Scorecard — Five Year Trends

CCCCO Student Success Scorecard	2012-13	2013-14	2014-15	2015-16	2016-17
Degree/Transfer Completion	42.1%	40.0%	38.0%	43.3%	42.6%
Persistence	60.8%	63.5%	69.0%	70.9%	73.7%
30 Unit Completion	62.3%	62.8%	65.0%	67.4%	70.9%
Remedial English Progress	36.3%	39.5%	42.0%	45.1%	50.8%
Remedial Math Progress	23.6%	23.3%	27.8%	28.8%	29.0%
Remedial ESL Progress	30.6%	19.3%	22.2%	32.7%	37.5%
Career Technical Education	58.1%	58.5%	51.8%	52.8%	53.8%
Completion	2013-14	2014-15	2015-16	2016-17	2017-18
Associate Degrees	786	660	750	1,183	1,080
AA	625	536	622	1,054	979
AS	161	124	128	129	101
Associate Degrees-Transfer	5	26	137	229	302
AAT	5	22	66	114	131
AST	0	4	71	115	171
Certificates	45	42	317	505	415
Transfer	0	0	251	385	379
Certificates of Achievement	45	42	66	44	20
Skills Certificates	0	0	0	76	16
Total	836	728	1,204	1,917	1,797
Transfer	2012-13	2013-14	2014-15	2015-16	2016-17
CSU Transfers	306	382	460	437	511
UC Transfers	47	42	50	51	64
In State Private (ISP)	70	68	92	58	48
Out of State (OOS)	115	124	104	94	112
Total	538	616	695	640	735
Source: California Community Colleges Chancellor's Office Data Mart (https://datamart.cccco.edu/Outcomes/Program_Awards.aspx). LACCD Institutional Research (http://www.laccd.edu/Departments/EPIE/Research/Pages/All-Reports.aspx).					

Appendix 5: Institutional Effectiveness, Resources and Collaboration

Faculty and Staff Headcount	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Administrator	11	13	12	12	11
Regular Faculty	74	76	110	115	100
Hourly Faculty	271	304	260	261	235
Classified	129	138	151	150	135
Total	485	531	533	538	481
Faculty and Staff Ethnicity	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
African American	13.0%	11.9%	11.3%	9.5%	9.4%
Amer Indian/Alaskan Native	0.2%	0.2%	0.2%	0.2%	0.2%
Asian	12.4%	11.7%	10.9%	9.7%	9.8%
Hispanic	13.6%	14.5%	14.4%	14.9%	16.2%
White Non-Hispanic	40.4%	35.4%	34.3%	34.0%	30.2%
Multi-Ethnicity	0.8%	0.6%	0.6%	0.6%	0.4%
Other/Unknown	19.6%	25.8%	28.3%	31.2%	33.3%
Total	100.0%	100.0%	100.0%	100.0%	100.0%
Efficiency Measures	2013-14	2014-15	2015-16	2016-17	2017-18
Cost per Enrollment	\$1,571	\$1,699	\$1,905	\$2,091	\$1,683
Cost per FTES	\$4,412	\$4,750	\$5,160	\$5,560	\$5,738
Cost per FTES (District-wide)	\$4,325	\$4,358	\$4,629	\$4,914	\$5,303
Year-End Expenditures	2013-14	2014-15	2015-16	2016-17	2017-18
Certificated	\$16,625,563	\$17,858,545	\$19,084,849	\$19,571,430	\$17,712,264
Non-Certificated	\$ 6,482,772	\$ 6,583,618	\$ 7,115,109	\$ 7,077,018	\$ 7,352,419
Benefits	\$ 6,347,872	\$ 6,610,836	\$ 7,411,890	\$ 8,012,023	\$ 7,928,189
Printing & Supplies	\$ 235,656	\$ 326,670	\$ 313,482	\$ 291,952	\$ 208,829
Operating Expenses	\$ 1,459,827	\$ 1,449,782	\$ 1,772,425	\$ 1,425,525	\$ 2,076,903
Capital Outlay	\$ 32,285	\$ 44,197	\$ 50,068	\$ 33,117	\$ 111,463
Other	\$ 371,388	\$ 415,901	\$ 451,177	\$ 538,629	\$ 378,134
Total	\$31,555,363	\$ 33,289,549	\$ 36,199,001	\$ 36,950,695	\$ 35,768,199
Source: California Community Colleges Chancellor's Office Data Mart & LACCD Final Budget Reports					

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Section A. The number of degree and certificate programs completed during 2021- 2024 by all students and by Black or African American students are as follows:

All Students: Completed a degree and certificate programs

	LAHC
2021-22	2,985
2022-23	2,898
2023-24	2,717

Black/African American Students: Completed a degree and certificate programs

	LAHC
2021-22	294
2022-23	352
2023-24	317

Section B. The number of all students, and of Black and or African American students, who completed degree and certificate programs within normal time and up to 300 percent of normal time to degree completion during 2021-2024 are as follows:

Normal Time: All Students Who Completed Degree & Certificate Programs

	LAHC
2021-22	759
2022-23	912
2023-24	997

Normal Time: Black/African American Students Who Completed Degree & Certificate Programs

	LAHC
2021-22	61
2022-23	115
2023-24	115

All Students: Up to 300 Percent of Normal Time to Degree Completion

	LAHC
2021-22	2,681
2022-23	2,595
2023-24	2,449

Black/African American Students: Up to 300 Percent of Normal Time to Degree Completion

	LAHC
2021-22	264
2022-23	325
2023-24	288

Section C. The student transfer rates for all students, and for Black and or African American students, to four-year colleges and universities during 2021-2024 are as follows:

All Students Transfer Rates to Four-Year College & Universities

	LAHC
2021-22	
CSU	415
UC	57
ISP	42
OOS	89
TOTAL	603
2022-23	
CSU	368
UC	53
ISP	29
OOS	83
TOTAL	533
2023-24	
CSU	380
UC	43
ISP	18
OOS	37
TOTAL	478

Black/African American Transfer Rates to Four-Year College & Universities

	LAHC
2021-22	
CSU	34
UC	5
ISP	4
OOS	14
TOTAL	57
2022-23	
CSU	22
UC	6
ISP	5
OOS	11
TOTAL	44
2023-24	
CSU	25
UC	2
ISP	4

OOS	10
TOTAL	41

Source: CSU and UC Reports, CCCCCO data mart for ISP and OOS



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Certification of Commitment

Dr. Luis Dorado, President, Los Angeles Harbor College

As the Chief Administrative Officer of Los Angeles Harbor College (LAHC), I hereby certify our institution's unwavering commitment to advancing Black and African American student success in alignment with our mission: to serve our diverse communities through equitable access to high-quality education, support services, and workforce training.

LAHC acknowledges that Black and African American students continue to face systemic barriers in higher education. In response, we have taken intentional steps to create an environment that is inclusive, affirming, and responsive to the lived experiences of Black students. This commitment is reflected in our efforts to:

- **Increase enrollment, retention, graduation and transfer rates** for Black and African American students through data-informed interventions and continuous improvement.
- **Build authentic partnerships** with Black-led and Black-serving organizations in the surrounding communities of Wilmington, Carson, Long Beach, and San Pedro.
- **Expand culturally relevant programs and support services**, including our Umoja Community Program, our A2MEND Scholars Program, and the development of new initiatives that center identity, belonging, and leadership.
- **Elevate Black student voices** through leadership opportunities, mentorship, and community events that celebrate heritage, foster connection, and affirm the brilliance of Black students.
- **Prioritize the recruitment and retention of Black and African American faculty, staff, and administrators** who reflect the communities we serve and help foster a culture of belonging, cultural responsiveness, and collective empowerment.

This work is not separate from our mission—it is our mission. It aligns with our Strategic Educational Master Plan, Student Equity and Achievement Plan, the Vision for Success goals. Together, these plans guide our race-conscious, equity-centered approach to creating a learning environment where Black students thrive, graduate, and lead with confidence and purpose.

LAHC is proud to apply for designation as a California Black-Serving Institution, and we affirm that our work will be **community-informed, transparent, and sustainable for years to come**. We remain committed to holding ourselves accountable for creating an educational experience where every Black student feels valued, seen, and empowered to succeed.

Signed,

Luis Dorado (May 29, 2025 18:58 PDT)

Dr. Luis Dorado

President, Los Angeles Harbor College
May 29th, 2025