College Fact Book

LOS ANGELES CITY COLLEGE
LACC
The City's College.

Believe. Achieve. Succeed

March 2022

Acknowledgments

Welcome to the Los Angeles City College (LACC) Fact Book. The fact book was generated by the Office of Institutional Effectiveness to provide information to the campus community to support college efforts such as planning, enrollment management, and grant applications. It represents the collaborative effort of a dedicated team working to further the democratization of data at LACC.

Letter from the President

The past years were exceptional in many ways. The COVID-19 pandemic required quick adaptability to a virtual environment. This change, led by students, staff, and faculty, reimagined our educational landscape and set a new foundation for the future. Long before the pandemic transformed our world, Los Angeles City College (LACC) was leading the way towards change. The dedication of our students, staff, alumni, and faculty secured our position among the top community colleges in the nation. In spring 2021, LACC ranked second in California and sixth nationwide in Academic Influence's ranking of the best American community colleges.

Supporting mental and physical wellness continues to be critical to keep students on their academic and career paths. LACC addressed food insecurity by providing gift cards and teaming with the LA County Department of Health, the Los Angeles Food Bank, and other community organizations to host grocery distribution sights. Additionally, LACC teamed with Children's Hospital of Los Angeles to create a new community garden to help combat food insecurity.

In addition to basic needs, staff helped students cope with social injustice, racial tension, and other issues with workshops, remote counseling, lectures and other resources. A significant component to this work was the launch of our Race, Equity and Social Justice Center to advance gender and racial justice throughout the community. The Center, through a virtual environment, hosted inspirational discussions featuring Dr. Bernice King, Dr. Antonio Banks, Attorney Areva Martin and Dr. Derek Drakeford among others.

Our college was one of only eleven chosen throughout the country to receive a U.S. Department of Labor Strengthening Community College Training grant. We also were named the recipient of a $2.9 million U.S. Department of Education grant which will provide engaging options to connect minority and low-income students directly to their career interests.

I am extremely proud of our entire College community as they have, and continue to, respond to the needs of the moment, uncompromising in their concern for one another's safety, health and the integrity of the learning experience at LACC. As we continue to transition and navigate new challenges together, we remain The City's College, the destination for students to believe, achieve and succeed.

Dr. Mary Gallagher
President, Los Angeles City College

Table of Contents

About LACC

- Mission Statement
- History
- Location
- Facilities
- Facts in Brief

Mission Statement

Los Angeles City College empowers students from the diverse communities it serves to achieve their educational and career goals by providing pathways to support their completion of associate degrees, certificates, transfer requirements, career and technical education, and foundational skills programs.

History

One of nine college campuses of the Los Angeles Community College District, what is now LACC was originally a farm outside of Los Angeles. When the Pacific Electric Interurban Railroad connected downtown Los Angeles and Hollywood in 1909, the area began to develop rapidly. In 1914, the Los Angeles Board of Education moved the California State Normal School, a school to train teachers, from downtown Los Angeles to Vermont Avenue in Hollywood. In 1919, the campus was reopened as the Southern Branch of the University of California, what is today UCLA.

In need of more space, UCLA moved to its present location in 1929, and the Los Angeles Board of Education bought the Vermont site. On September 9, 1929, Los Angeles Junior College opened its doors for the first time with Dr. William H. Snyder serving as the institution's first director. During its first year, the school offered only first-semester courses. The "semi-professional courses" were for students who wanted to limit their college education to two years, and the "certificate courses" were for those looking to continue toward university work. There were more than 1,300 students taught by some 54 faculty.

Los Angeles City College, 1938

The first Associate in Arts degrees were conferred on June 19, 1931. In 1931, the governance of the College changed when the electorate voted to establish a separate Los Angeles Junior College District. In 1938, the Board of Education changed the name of the College to Los Angeles City College.

After World War II, LACC faced a deluge of students under the G.I. Bill. In 1947, to address the influx, a second, four-year institution was formed on the same campus, the Los Angeles State College of Applied Arts and Sciences. In 1955, the four-year school moved east to become California State University at Los Angeles. By 1950, Los Angeles City College had become the largest Junior College in the United States. It was the first in Los Angeles and established the model for the City's subsequent network of nine Junior Colleges. In 1954, the school began an eight-year construction program that replaced its original, unreinforced masonry structures with many of the current buildings.

In July 1969, the California State Legislature enacted legislation allowing the separation of the nine-campus Los Angeles Community College District (LACCD) from the Los Angeles Unified School District. A seven-member Board of Trustees was elected and formally assumed governance. The other eight colleges in LACCD are East Los Angeles College, Los Angeles Harbor College, Los Angeles Mission College, Los Angeles Pierce College, Los Angeles Trade-Technical College, Los Angeles Valley College, Southwest College, and West Los Angeles College.

In 2019, Los Angeles City College celebrated its 90th anniversary.

Location

Los Angeles City College is located on a site of 48 acres, northwest of downtown Los Angeles, near the 101 Freeway and the southeast edge of Hollywood. It is a richly diverse community in income, cultures and neighborhood character.

LACC is the major educational institution in the region. Its location and size provide an opportunity for it to be a major influence on the region's development. The Vermont Avenue corridor links the site to the 101 Freeway and with the Metro Red Line to the larger region. Its position continues an institutional and cultural belt running north-south that includes the Medical Center complex at Sunset, Barnsdall Park, the Griffith Observatory and the historic Hollywood Hills.

Facilities

The college facilities include more than a dozen multi-story classroom buildings including a library, twenty-five computer labs, a fitness center, theatre, and TV/film studios. The oldest buildings were constructed in 1937 and the newest building in 2015. Several buildings have undergone major renovations including Kinesiology North/South, Da Vinci Hall, MLK Library, Herb Alpert Music Center, and the Student Union. Upcoming renovations include the Administration building, Theater Arts and Chemistry.

Table 1
LACC Facilities Description

Facility Name	Year Built	Year Renovated	Assignable Sq Ft.*	Classrooms	Class Labs
Administration/Cesar Chavez	1962	Planned	54,346	13	3
Athletic Field	2010				
Chemistry	1937	2011	24,054	2	15
Child Development Center	2008		19,502	5	6
Communications	1980		33,880	1	13
Da Vinci Hall	1964	2019	39,406	5	13
Franklin Hall	1962	2010	64,847	33	14
Herb Alpert Music Center	1964	2013	33,066	6	7
Holmes Hall	1938	2016	16,867	13	2
Jefferson Hall	1959	2011	30,863	26	3
Kinesiology North	2013		24,891	2	3
Kinesiology South	1959		24,902	1	5
Life Science Hall	1937	2011	13,431	5	2
MLK Jr Library	2009		47,922	0	2
Radiologic Technology	1973		4,132	1	2
Science and Technology	2009		56,675	4	27
Student Services Building	2015				
Student Union	2012				
Theater Arts	1965	Planned	27,881	0	4
Total			**516,665**	**117**	**120**

Assignable square footage is the sum of all areas on all floors of a building assigned to, or available for assignment to, an occupant or specific use.

Facts in Brief

Contact Information:	855 North Vermont Avenue Los Angeles, CA 90029 http://www.lacitycollege.edu (323) 953-4000
Origins:	Established September 9, 1929 on the former site of UCLA. Shared a campus with the college that would become California State University, Los Angeles for several years. Renamed Los Angeles City College in 1938. Now the flagship of the nine public two-year colleges within the LACCD.
Campus:	48-acre campus on the northeast side of Hollywood.
Offsite Learning:	Van de Kamp site
Student Profile (Fall 2021):	Credit Headcount: 13,048 Gender: 58% Female, 41% Male, 1% Non-binary Ethnicity: 54% Hispanic, 22% White, 13% Asian, 8% Black, 3% Other
International Students:	LACC offers opportunities for international students seeking to attend LACC on an F-1 visa. LACC's International Student Program (ISP) offers Academic Programs and Language Academy. LACC currently hosts students from over 70 different countries and is a top 10 transfer institution.
Faculty (Fall 2021):	Tenured or Tenure-track: 127, Temporary: 339
Fees and Tuition:	Enrollment Fee: $46 per unit, Out-of-state tuition fee: additional $299 per unit, Out-of-country tuition fee: additional $299 per unit
Financial Aid:	Grants, loans, work-study, scholarships.
Athletics:	College intercollegiate teams: men's and women's soccer.
Clubs:	Astronomy Club, Bangladesh Center for Culture & Heritage, Basketball Club, Cheer, Chemistry Club, Communication, D'Munch Club, Dance Club, Fitness Club, Forever Jung Psychology Club, French Club, HALO, High Risers Club, Humanities Club, IDEAS @LACC (Improving Dreams Equal Access & Success), Literature of the Writer's Society, Multiethnic Christian Fellowship, Philosophical Society, Pre-Med Club, PTK/Beta Pi Kappa & Honors Club, Queer and Trans People of Color Collective, SACNAS, Safe Space, Student Homeless Action Coalition Club, Student Nurse Association, Students for Social Justice, Veterans Club, Wrestling Club
Facilities:	More than a dozen multi-story classroom buildings including a library, 25 computer labs, a fitness center, theatre, and TV/film studios. Upcoming renovations include the Administration building, Theater Arts and Chemistry.
Academic Divisions:	LACC has 24 departments encompassing more than 50 disciplines. Related academic departments are combined into 5 Interdepartmental Workgroups, known as IDWGs.
Academic Programs:	AA and AS undergraduate degrees in 70 programs, credit certificates in over 80 programs, and over 40 noncredit programs. Online, weekend, evening, and LACC Extension.
Admission Requirements:	High school diploma or its equivalent, 18 years of age, apprentice as defined by Section 3077 of the California Labor Code, or concurrently enrolled in K-12 under concurrent and dual enrollment status
LACCD Board of Trustees:	Gabriel Buelna, Ph.D.(Board President), David Vela (1st Vice President), Nichelle Henderson (2nd Vice President), Steven F. Veres, Mike Fong, Andra Hoffman, Ernest H. Moreno, Coraima Martinez (Student Trustee)
District Administration:	Francisco C. Rodriguez, Ph.D. (Chancellor), Melinda A. Nish, Ed.D. (Deputy Chancellor), Ryan M. Cornner, Ed.D. (Vice Chancellor of Educational Programs and Institutional Effectiveness), Mercedes C. Gutierrez, Ed.D. (Interim Vice Chancellor of Human Resources), Carmen V. Lidz, MS (Vice Chancellor/Chief Information Officer), Jeanette L. Gordon (Vice Chancellor/Chief Financial Officer), Vacant (General Counsel), Rueben C. Smith, D.C.Sc. (Vice Chancellor/Chief Facilities Executive)
College President:	Dr. Mary Gallagher
Accreditation (College):	Accrediting Commission for Community and Junior Colleges Western Association of Schools and Colleges Association of Schools and Colleges
Accreditation & Approvals (Programs):	The California Association for Alcohol Drug Educators, Commission on Dental Accreditation of the American Dental Association, Certifying Board for Dietary Managers of the Association of Nutrition and Foodservice Professionals, The California Board of Registered Nursing, American Bar Association, Joint Review Committee on Education in Radiologic Technology, State of California, Department of Public Health, Joint Commission on Accreditation of Healthcare Organizations

LACC Service Area
Environmental Scan
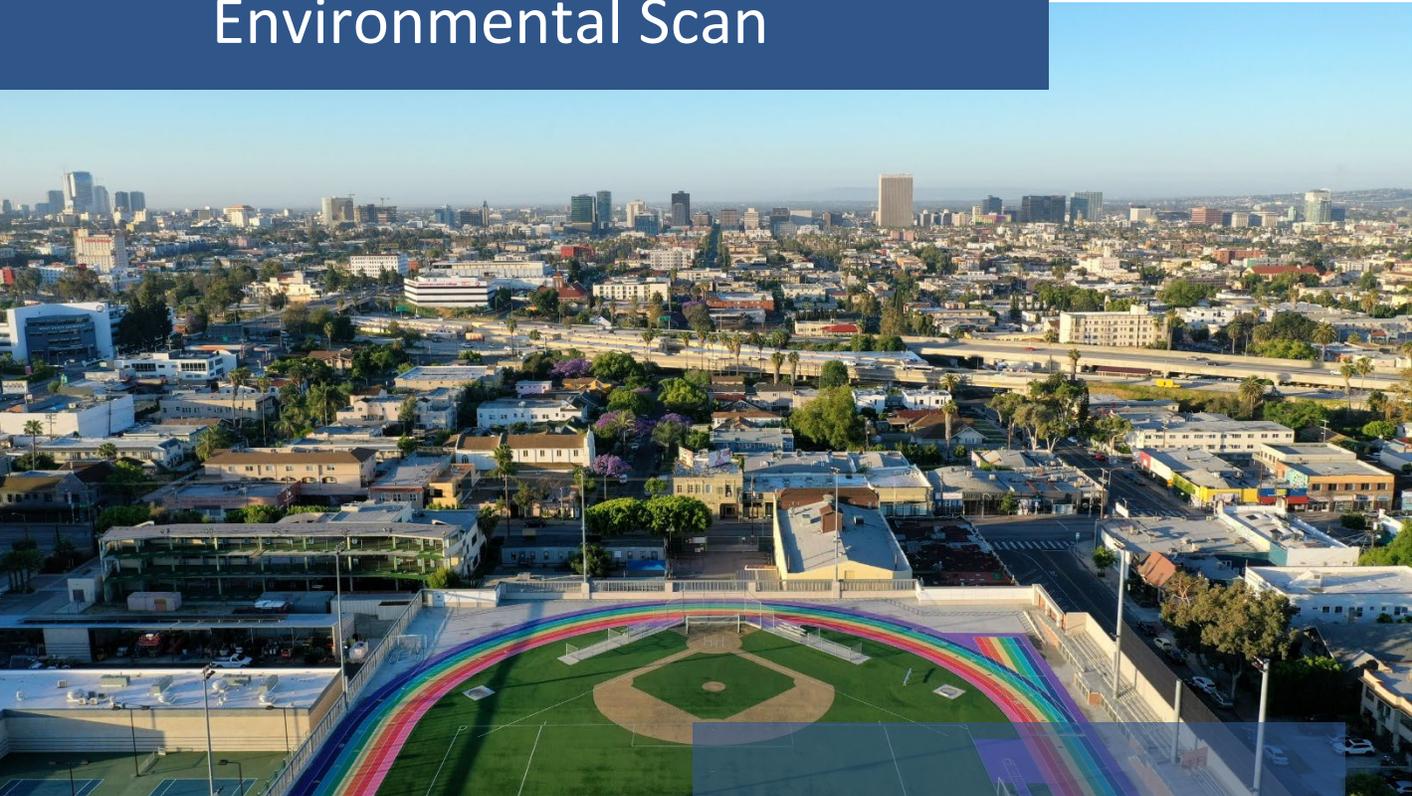
- Location

- Population and Demographics

- Population Growth Projections

- High School Enrollment Trends

- Labor Market

Location

The LACC service area includes the majority of Central Los Angeles, Hollywood, and other surrounding areas. The College serves a number of neighborhoods that have large, concentrated populations of specific ethnic and linguistic groups, including Koreatown, Little Armenia, and Thai town, among others. The address of the College is 855 N. Vermont Ave., Los Angeles, CA 90029.

Figure 1 shows the boundaries of Los Angeles County. Figure 2 shows the College's primary district-defined service area, which is a region comprised of 20 zip codes. These zip codes include 90004, 90005, 90006, 90010, 90012, 90019, 90020, 90026, 90027, 90028, 90029, 90036, 90038, 90039, 90046, 90048, 90057, 90065, 90068, and 90069. Although students come from the entire Los Angeles area, 12 zip codes within a five-mile radius of the College account for roughly 40 percent of all enrolled credit students (Figure 3).

LACC is one of twenty-one community colleges located in Los Angeles County. Of these colleges, eleven are within 20 miles of LACC (Figure 4).

Figure 1
Los Angeles County
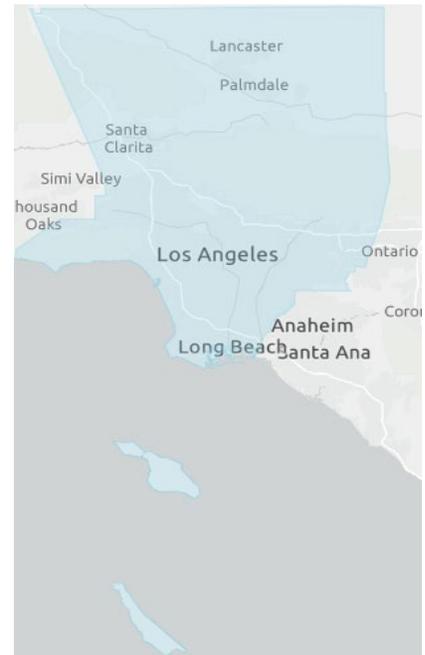
Figure 2
LACC Service Area

Figure 3

Zip Codes of Fall 2020 Credit Students
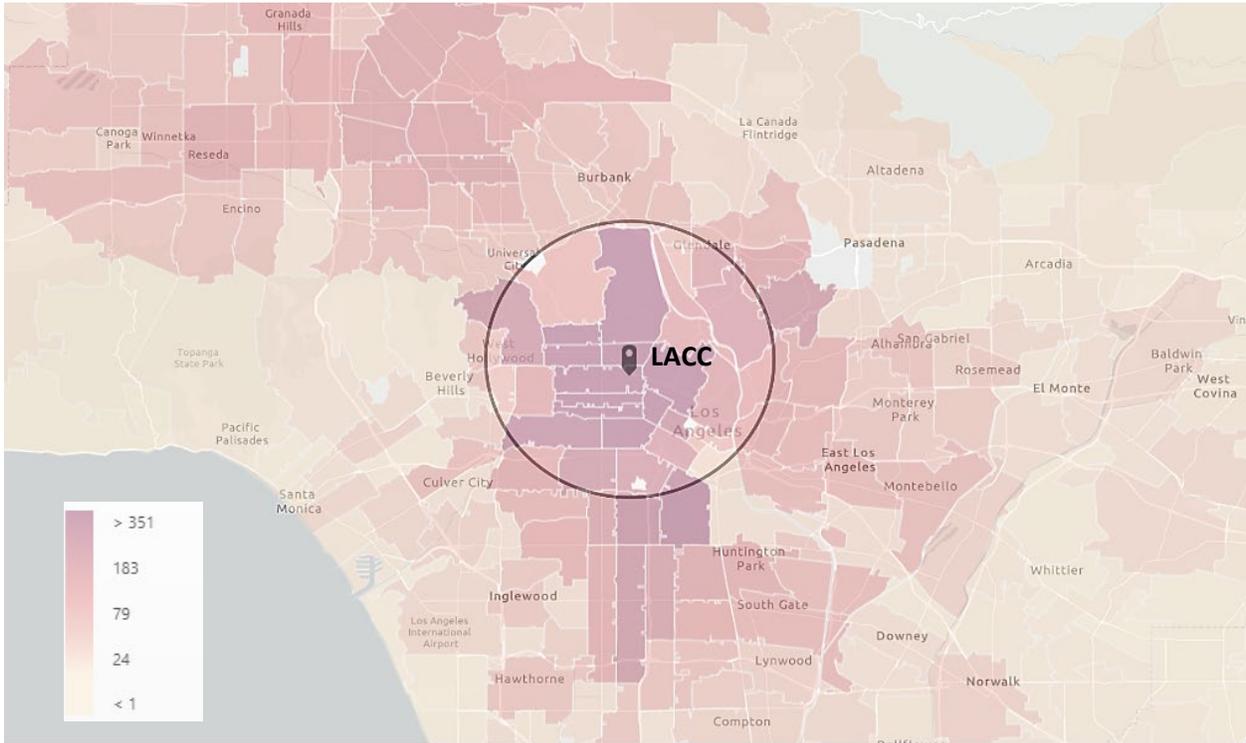
Figure 4

Community Colleges within 20 miles of Los Angeles City College
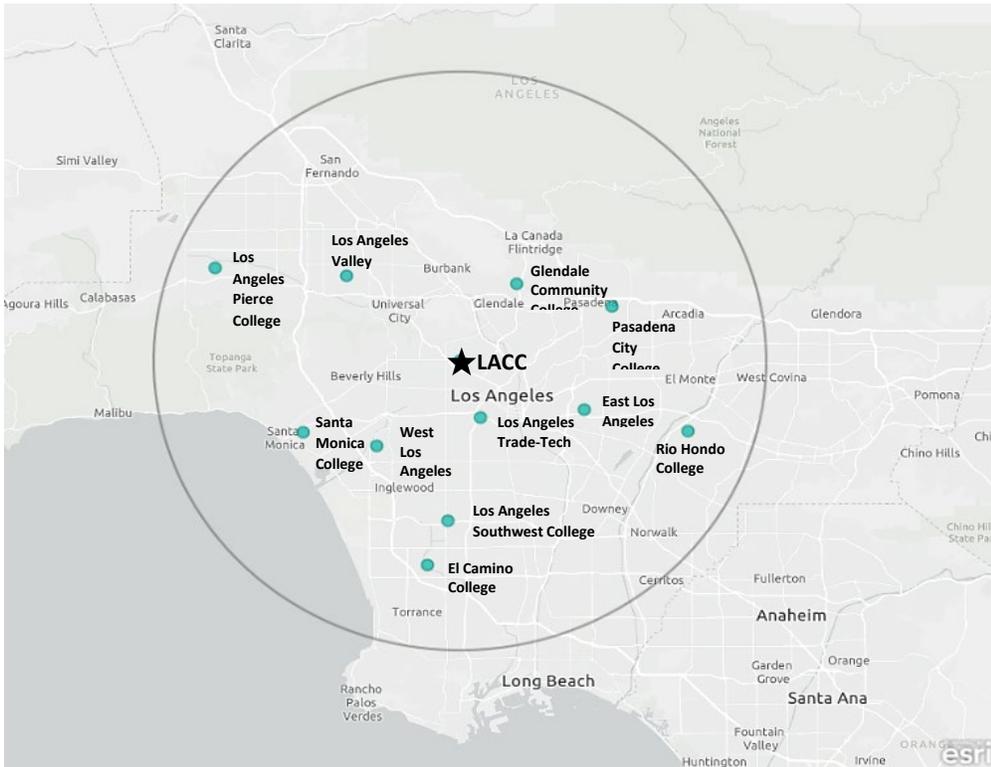
Population and Demographics

Population and Population Density

Table 2 describes the total population counts of LACC's defined service area and its surrounding areas. LACC is situated within Los Angeles County, which has a population of 10,081,570. The total population in the LACC service area is 790,433, representing 20% of the total population of Los Angeles.

The LACC service area is located within some of the most densely populated areas in Los Angeles City and Los Angeles County. Table 3 shows the population per square mile of the nine public use microdata areas (PUMAS)—non-overlapping, statistical geographic areas containing no fewer than 100,000 people—within in the LACC service area and how rank among the PUMAS in Los Angeles City and Los Angeles County.

LACC Service Area Population

Location	Total Population
LACC Service Area	790,433
Los Angeles	3,966,936
Los Angeles County	10,081,570

Source: U.S. Census Bureau, 2015-2019 American Community Survey 5-Year Estimates

Table 3

Population Density of LACC Service Area PUMAs, 2010

Public Use Microdata Area (PUMA)	Population per Square Mile	LA City Rank	LA County Rank
Los Angeles County (Central)--LA City (Central/Koreatown)	39,157	1	1
Los Angeles County--LA City (Central/Univ. of Southern California & Exposition Park)	19,875	3	3
Los Angeles County (Central)--LA City (East Central/Hollywod)	16,987	5	7
Los Angeles County--LA City (East Central/Silver Lake, Echo Park & Westlake)	16,766	6	8
Los Angeles County (West Central)--LA City (Central/Hancock Park & Mid-Wilshire)	14,211	8	10
Los Angeles County (Central)--LA City (Central/West Adams & Baldwin Hills)	12,481	11	16
Los Angeles County (Central)--LA City (East Central/Central City & Boyle Heights)	11,146	14	21
Los Angeles County--LA City (Mount Washington, Highland Park & Glassell Park)	10,024	15	27
Los Angeles County (Central)--West Hollywood & Beverly Hills Cities	8,060	N/A	35

Source: U.S. Census Bureau

Population by Age

The majority of residents in the LACC service area are 35 years and over (54%). Of the remaining 46 percent of the population, 13 percent is under 15 years, 10 percent is 15 to 19 years, and 23 percent is 25 to 34 years. Overall, the proportion of most age groups is similar across LACC Service Area, Los Angeles County, and California. However, the LACC service area population is older than both the county and state populations. Seventy-seven percent of the LACC service area population is 25 years or older compared to 70 percent of Los Angeles County and 69 percent of California. Moreover, LACC service has a smaller proportion of residents under 15 years (13%) compared to Los Angeles County (18%) and California (19%) (Figure 5).

Figure 5
Age Breakdown of California, Los Angeles County, and LACC Service Area, 2020

California

19%	6%	7%	15%	26%	27%
<15	15-19	20-24	25-34	35-54	55+

Los Angeles County

18%	6%	7%	16%	27%	27%
<15	15-19	20-24	25-34	35-54	55+

LACC Service Area

13%	4%	6%	23%	29%	25%
<15	15-19	20-24	25-34	35-54	55+
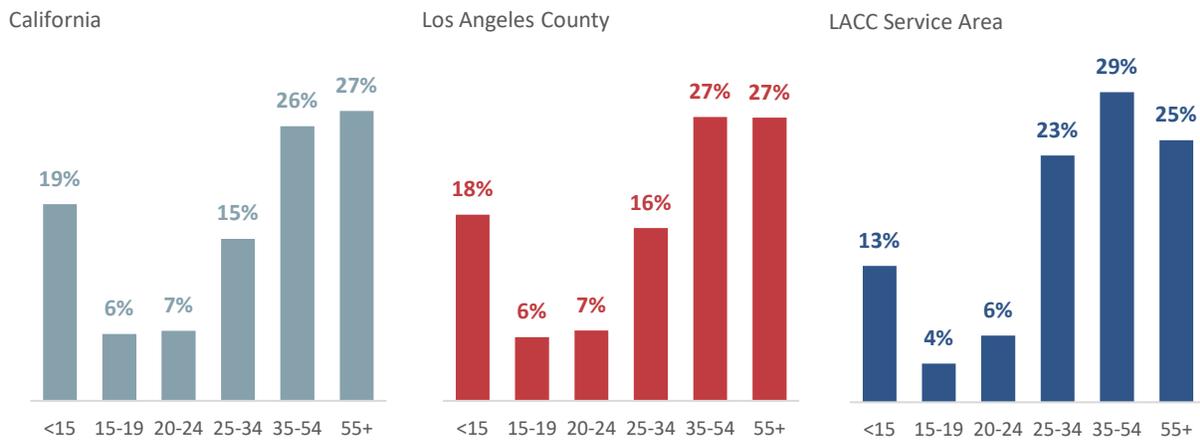
Source: EMSI Q1 2021 Data Set

Population by Ethnicity

LACC's service area is racially diverse with roughly 70 percent of the population being racial/ethnic minorities. The population is mostly Hispanic (41.5%). The remaining racial/ethnic composition of the service area is White (31.2%), Asian (19.1%) Black/African American (5.6%), and Two or More Races (2.2%). Compared to Los Angeles County, there is greater representation of White (+5.4%) and Asian (+4.1%) residents in the Los Angeles Service area, while there is less representation of Hispanic (-7.2%) and Black/African American (-2.3%) residents (Figure 6).

Figure 6
Race/Ethnicity Breakdown of California, Los Angeles County, and LACC Service Area, 2020
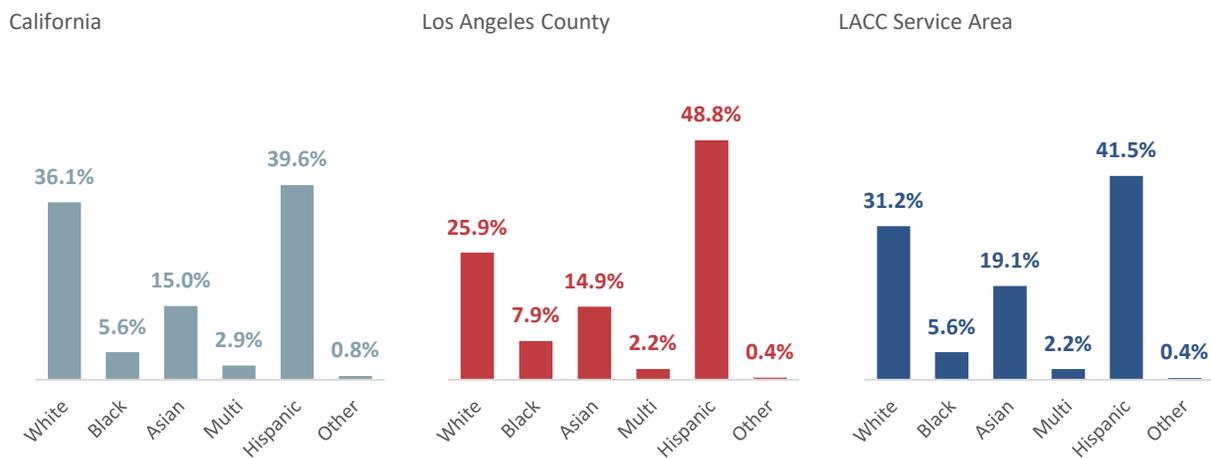
California

White	Black	Asian	Multi	Hispanic	Other
36.1%	5.6%	15.0%	2.9%	39.6%	0.8%

Los Angeles County

White	Black	Asian	Multi	Hispanic	Other
25.9%	7.9%	14.9%	2.2%	48.8%	0.4%

LACC Service Area

White	Black	Asian	Multi	Hispanic	Other
31.2%	5.6%	19.1%	2.2%	41.5%	0.4%

Source: EMSI Q1 2021 Data Set
Notes: Other includes American Indian or Alaska Native and Native Hawaiian or Pacific Islander

Compared to the college-age (15 to 34 years) population of the LACC service area, LACC serves a higher proportion of Hispanic and Black students and a smaller proportion of White and Asian students (Figure 7).

Figure 7

Race/Ethnicity of LACC Fall Credit Students Compared to the LACC Service Area College-Age Population

LACC Fall Credit Students, 2018 to 2020

LACC Service Area, 15 to 34 years, 2020

	LACC Fall Credit Students
White	17.5% / 17.5% / **18.6%**
Black	7.3% / 7.2% / **7.2%**
Asian	13.7% / 13.0% / **13.1%**
Hispanic	54.5% / 55.0% / **54.0%**
Multi	3.3% / 3.5% / **3.9%**
Other	0.2% / 0.3% / **0.3%**

	LACC Service Area
White	**33.0%**
Black	**5.8%**
Asian	**15.4%**
Hispanic	**42.8%**
Multi	**2.6%**
Other	**0.3%**

■ Fall 2018　■ Fall 2019　■ Fall 2020

Source: LACCD SIS Database; EMSI Q1 2021 Data Set
Notes: Other includes American Indian or Alaska Native and Native Hawaiian or Pacific Islander

Population by Citizenship and Place of Birth

Figure 8 shows the proportion of California, Los Angeles County, and LACC service area residents by place of birth. The majority of residents in the LACC service area (57.1%) were born in the U.S. and 36.9% of those residents were born in California. The LACC foreign-born population is much larger than that of both Los Angeles County (34.0%) and California (26.8%) at 41.5 percent of which 18.4 percent of residents are naturalized U.S. citizens and 23.1 percent are not a U.S. citizen. Of the foreign-born residents in LACC service area, 51 percent were born in Latin America, 37 percent in Asia, 8 percent in Europe, 1.3 percent in Africa, 1.2 percent in Northern America, and 0.8 percent in Oceania.

Figure 8

Population of California, Los Angeles County and LACC Service Area by Place of Birth

California

1.4%　26.8%
71.8%

Los Angeles County

1.2%　34.0%
64.8%

LACC Service Area

1.4%　41.5%
57.1%

■ Foreign-born　■ Born in U.S.　■ Other Native　■ Foreign-born　■ Born in U.S.　■ Other Native　■ Foreign-born　■ Born in U.S.　■ Other Native

Source: U.S. Census Bureau, 2015-2019 American Community Survey 5-Year Estimates

Population by Educational Attainment

The LACC service area has a higher educational attainment level than its surrounding areas. Forty-two percent of the population 25 years and older in the LACC service area have a Bachelor's degree or higher compared to 34.2 percent of Los Angeles County and 34.0 percent of California (Table 4).

Table 4
Educational Attainment Level of Population 25 Years and Over

Educational Attainment Level	California	Los Angeles County	LACC Service Area
Less than 9th grade	9.2%	12.3%	12.3%
9th to 12th grade, no diploma	7.5%	8.6%	7.8%
High school graduate (includes equivalency)	20.5%	20.6%	16.8%
Some college, no degree	21.1%	19.0%	15.4%
Associate's degree	7.8%	7.0%	5.5%
Bachelor's degree	21.2%	21.2%	29.3%
Graduate or professional degree	12.8%	11.3%	13.0%

Source: U.S. Census Bureau, 2015-2019 American Community Survey 5-Year Estimates

Income and Employment

Despite having a higher level of educational attainment, the LACC service area population has a lower median household income and higher poverty rate than both Los Angeles County and the state of California. The median household income for the LACC service is $60,638 compared to $68,044 for Los Angeles County and $75,235 for California. In the LACC service area, 18.4 percent of people live below the poverty level compared to 14.9 percent in Los Angeles County and 13.4 percent in California (Table 5).

Table 5
Income and Employment Variables for Service Area

Income and Employment Variables	California	Los Angeles County	LACC Service Area
Median Household Income	$75,235	$68,044	$60,638
Percent Living Below Poverty Level	13.4%	14.9%	18.4%
Unemployment Rate	6.1%	6.1%	6.2%

Source: U.S. Census Bureau, 2015-2019 American Community Survey 5-Year Estimates
Notes: Median household income for LACC service area is the weighted average of the median household income of each zip code within the LACC service area.

Housing Costs

Occupants of LACC service area face housing costs that are similar to, and in some cases higher than, Los Angeles and California, despite having a lower median household income. Compared to Los Angeles and California, LACC service area homeowners have higher monthly costs related to housing. LACC service area renters also face slightly higher monthly housing costs than renters across the city of Los Angeles (Table 6).

Table 6
Median Monthly Housing Costs for Owners and Renters

Occupant Type	California	Los Angeles City	LACC Service Area
Owners with a Mortgage	$2,357	$2,724	$3,257
Owners without a Mortgage	$594	$717	$818
Renters	$1,503	$1,450	$1,475

Source: U.S. Census Bureau, 2015-2019 American Community Survey 5-Year Estimates
Notes: Median Selected Monthly Owner Costs and Median Gross Rent for LACC service area is the weighted average of the median of each zip code within the LACC service area.

Population Growth Projections

The population of California is projected to increase by 3.2 percent over the next decade. During this same period, population growth for Los Angeles County and the LACC service area are projected to be much slower. Over the next 10 years, the population of Los Angeles County is expected to increase by 1.0 percent and the population of the LACC service is expected to remain the same, increasing by only 0.2 percent (Figure 9).

Figure 9
Population and Population Projections of Service Area, 2020-2030
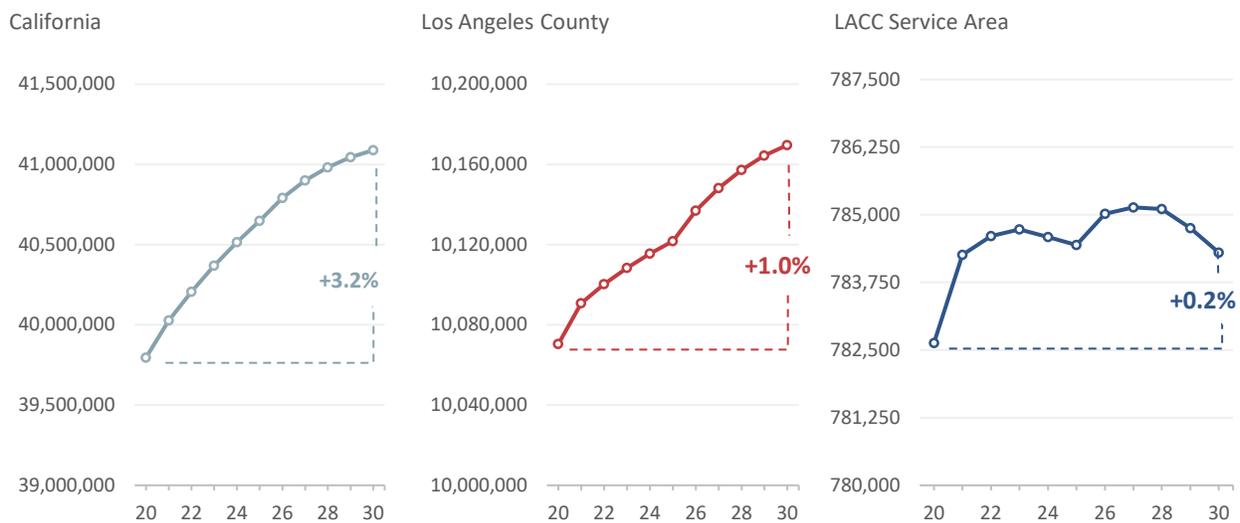
Source: EMSI Q1 2021 Data Set

Population Projections by Age

Although the total population is not expected to change much over the next decade, the demographics of the population are expected to shift. Population projections for the LACC service area depict an aging population with a shrinking college-age population. By 2030, the college-age population between 15 to 34 years is expected to decline 13.7 percent, while the population 35 years and older is expected to increase by 9.3 percent. These projections for population change are similar to the projections for Los Angeles County and California; however, Los Angeles County and California are expected to have smaller declines in the college age population, 11.6 percent and 6.8 percent, respectively (Figure 10).

Figure 10
Population and Population Projections of Service Area by Age, 2020-2030 (in Thousands)

California

Los Angeles County

LACC Service Area

2020 Population   2030 Population
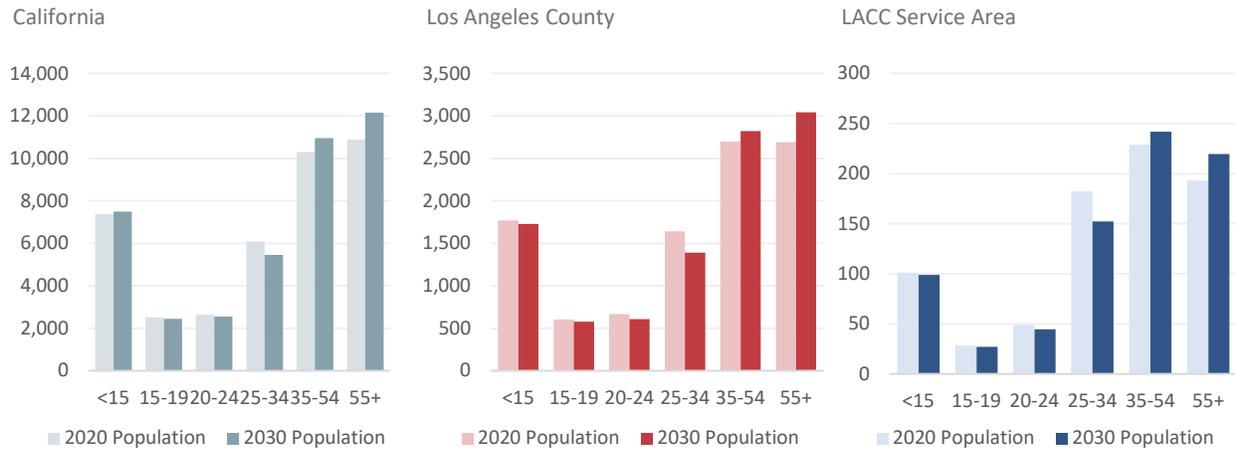
Source: EMSI Q1 2021 Data Set

Population Projections by Ethnicity

In addition to the shifting population age, the LACC service area population is also expected to experience changes in ethnicity during the next 10 years. By 2030, the Hispanic, Asian, and Two or More Races populations of the LACC service area are projected to grow 2.4 percent, 6.1 percent, and 8.7 percent, respectively. On the other hand, the White and Black/African American populations are projected to decline (Figure 11).

These trends are generally consistent with projected county and state population projections; however, the state of California is expected to experience a larger increase in its Hispanic (+6.7%), Asian (+11.0%), and Two or Races (+11.6%) populations. California is also expected to experience a 1.1 percent increase in its Black population while the LACC service area is projected to decline by 3.8 percent.

Figure 11
Population and Population Projections of Service Area by Ethnicity, 2020-2030 (in Thousands)
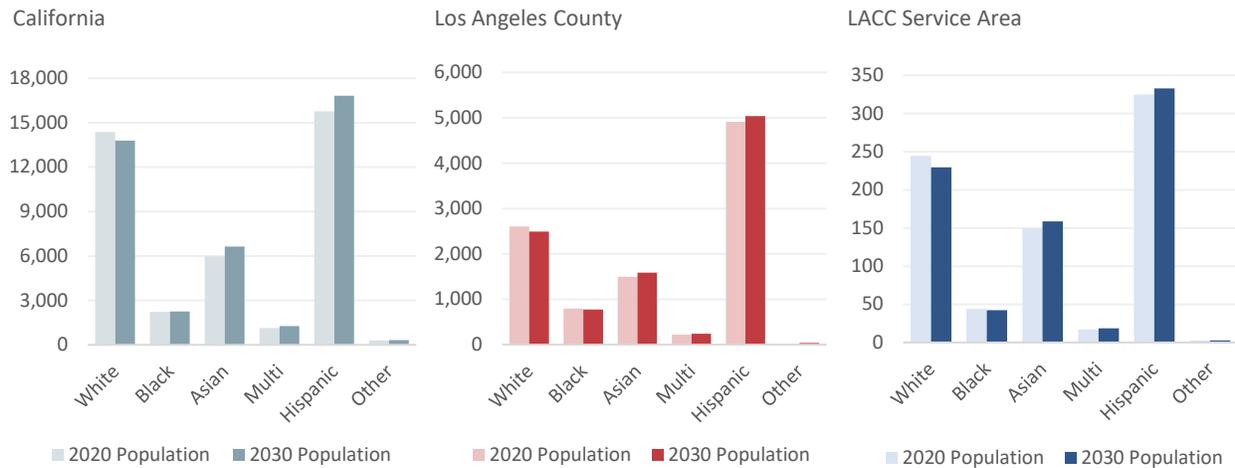
California

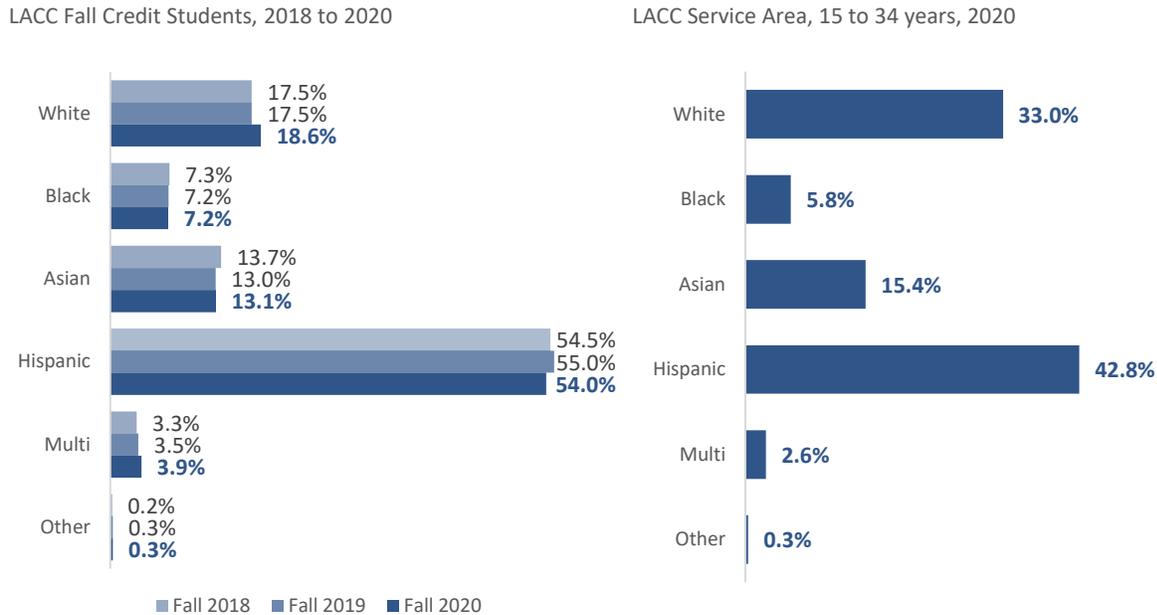Los Angeles County

LACC Service Area

2020 Population   2030 Population

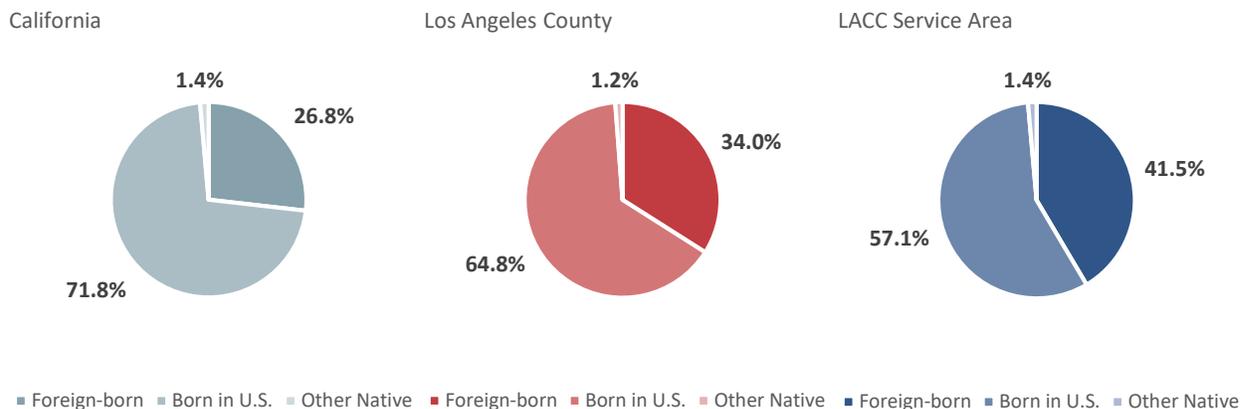*Source: EMSI Q1 2021 Data Set*
Notes: Other includes American Indian or Alaska Native and Native Hawaiian or Pacific Islander

High School Enrollment Trends

Table 7 shows the top 25 high schools of Fall 2021 LACC first-time college students. In Fall 2021, these high schools represented 28 percent of first-time college student enrollment at LACC. Twenty-three of these schools are within the Los Angeles Unified District, but only three are among the high schools with the most graduates in the district (Table 8).

Table 7
Top 25 High Schools of LACC First-time College Students, Fall 2021

School Name	District	City	First-time Students	% of First-time Students
John Marshall Senior High	Los Angeles Unified	Los Angeles	83	4.13%
Fairfax Senior High	Los Angeles Unified	Los Angeles	43	2.14%
Hollywood Senior High	Los Angeles Unified	Los Angeles	42	2.09%
Ramon C. Cortines School of Visual and Performing Arts	Los Angeles Unified	Los Angeles	39	1.94%
Helen Bernstein High	Los Angeles Unified	Hollywood	37	1.84%
School of Business and Tourism at Contreras Learning Complex	Los Angeles Unified	Los Angeles	34	1.69%
Los Angeles Senior High	Los Angeles Unified	Los Angeles	27	1.34%
Edward R. Roybal Learning Center	Los Angeles Unified	Los Angeles	23	1.14%
Manual Arts Senior High	Los Angeles Unified	Los Angeles	20	1.00%
West Adams Preparatory High	Los Angeles Unified	Los Angeles	19	0.95%
Belmont Senior High	Los Angeles Unified	Los Angeles	18	0.90%
Camino Nuevo High #2	Los Angeles Unified	Los Angeles	17	0.85%
Francisco Bravo Medical Magnet High	Los Angeles Unified	Los Angeles	17	0.85%
New Open World Academy K-12	Los Angeles Unified	Los Angeles	15	0.75%
STEM Academy at Bernstein High	Los Angeles Unified	Hollywood	15	0.75%
Downtown Business High	Los Angeles Unified	Los Angeles	15	0.75%
Abraham Lincoln High	San Jose Unified	San Jose	15	0.75%
Contreras Learning Center-Academic Leadership Community	Los Angeles Unified	Los Angeles	12	0.60%
City of Angels School	Los Angeles Unified	Los Angeles	12	0.60%
Contreras Learning Center-Los Angeles School of Global Studies	Los Angeles Unified	Los Angeles	11	0.55%
Benjamin Franklin Senior High	Los Angeles Unified	Los Angeles	11	0.55%
Madera High	Madera Unified	Madera	11	0.55%
Los Angeles High School of the Arts	Los Angeles Unified	Los Angeles	10	0.50%
UCLA Community School	Los Angeles Unified	Los Angeles	10	0.50%
Santee Education Complex	Los Angeles Unified	Los Angeles	9	0.45%

Source: LACCD SIS Database
Notes: Data is based on last high school attended reported on application. This information is self-reported and may be missing or incomplete.

LACC College Fact Book

Table 8

Top 25 Los Angeles Unified School District High Schools by Graduates Count, 2020-2021

School Name	2018-2019	2019-2020	2020-2021
Granada Hills Charter	1,077	1,121	1,088
El Camino Real Charter High	865	762	797
Palisades Charter High	713	698	723
Birmingham Community Charter High	709	608	677
Grover Cleveland Charter High	669	677	664
Alexander Hamilton Senior High	566	563	610
John H. Francis Polytechnic	612	571	579
Van Nuys Senior High	542	559	567
John Marshall Senior High*	527	498	540
James A. Garfield Senior High	573	603	536
North Hollywood Senior High	552	565	531
Phineas Banning Senior High	500	499	530
San Pedro Senior High	454	469	525
Taft Charter High	549	470	495
John F. Kennedy High	451	498	488
South Gate Senior High	549	506	469
Venice Senior High	395	393	440
Francisco Bravo Medical Magnet High*	406	442	439
Nathaniel Narbonne Senior High	472	426	415
San Fernando Senior High	423	402	415
Bell Senior High	577	516	413
South East High	365	410	404
Fairfax Senior High*	362	333	403
James Monroe High	437	384	378
Ulysses S. Grant Senior High	425	414	369
Total	**13,770**	**13,387**	**13,495**
Los Angeles Unified School District	**38,305**	**37,883**	**37,369**
Percent of District Total	**35.9%**	**35.3%**	**36.1%**

Source: California Department of Education
*High school listed among the top 25 high schools of fall 2021 LACC first-time college students (see Table 7)

Projected High School Graduates

As previously mentioned, the populations of the LACC service area, Los Angeles County, and California are all expected to age over the next ten years. Keeping in line with these trends, the number of high school graduates is also expected to steadily decline. As shown in Figure 12, this decline in high school graduates will occur at the state level, but the percentage decline in Los Angeles County is expected to be much larger.

Figure 12
Projected High School Graduates, 2018-19 to 2028-29

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
LA County	103,609	101,400	100,305	99,975	99,354	100,594	97,715	96,252	90,479	91,454	90,018
California	438,063	435,714	441,640	442,854	446,459	456,381	442,895	438,504	421,836	430,456	430,837
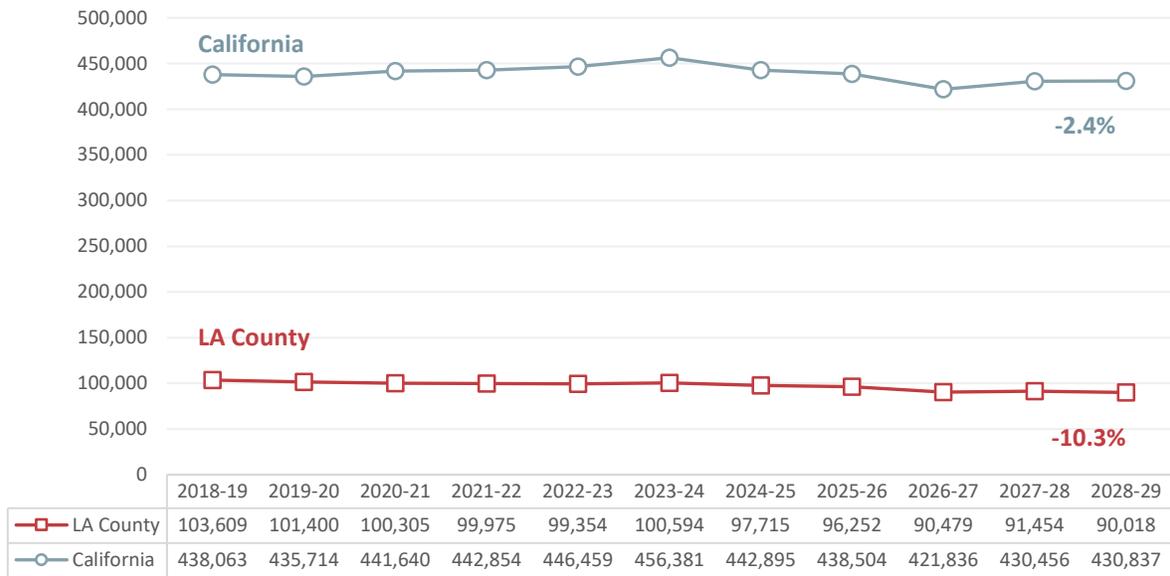
Source: California Department of Finance

Labor Market

The greater Los Angeles area has a myriad of industries, businesses, and occupations. Due to its geographical and metropolitan composition, employment opportunities for LACC students expand beyond the college's 20-zip-code service area. Consequently, occupational employment projections for Los Angeles-Long Beach-Anaheim Metropolitan Statistical Area (MSA) help to inform program viability and offerings at LACC.

Largest Occupations

The top 10 largest occupations requiring an Associate's Degree in Los Angeles-Long Beach-Anaheim MSA are shown in Table 9. Among these 10 occupations, there are significantly more jobs for Paralegals and Legal Assistants and Preschool Teachers, Except Special Education, 16,892 and 15,767, respectively. The median annual earnings for the 10 largest occupations vary widely, ranging from $31,096 (Preschool Teachers, Except Special Education) to $107,682 (Dental Hygienists).

Table 9
Top 10 Occupations Requiring an Associate's Degree in Los Angeles-Long Beach-Anaheim Metropolitan Statistical Area

Occupation	2020 Jobs	2030 Jobs	Change (2020-2030)	% Change (2020-2030)	2019 Median Hourly Earnings
Paralegals and Legal Assistants*	16,892	19,667	2,775	16%	$25.35
Preschool Teachers, Except Special Education*	15,767	16,852	1,085	7%	$14.95
Web Developers and Digital Interface Designers*	6,774	7,280	506	7%	$35.30
Respiratory Therapists	6,653	7,744	1,091	16%	$37.97
Dental Hygienists	6,234	6,533	299	5%	$51.77
Radiologic Technologists and Technicians*	5,818	6,552	734	13%	$39.48
Electrical and Electronic Engineering Technologists and Technicians*	5,811	5,540	-271	5%	$30.23
Computer Network Support Specialists*	5,691	6,008	317	6%	$32.29
Architectural and Civil Drafters	4,482	4,408	-74	2%	$30.17
Human Resources Assistants, Except Payroll and Timekeeping*	4,293	4,208	-85	2%	$19.59

Source: EMSI Q1 2021 Data Set
* LACC offers an associate degree program related this occupation

Fast Growing Occupations

The fastest growing occupations requiring an Associate's degree in Los Angeles-Long Beach-Anaheim MSA by the projected change in the number of jobs of available between 2020 and 2030 are: Paralegals and Legal Assistants (+2,775), Respiratory Therapists (+1,091), Preschool Teachers Except Special Education (+1,085), Physical Therapist Assistants (+1,072), Radiologic Technologists and Technicians (+734), Veterinary Technologists and Technicians (+601), Occupational Therapy Assistants (+572), Web Developers and Digital Interface Designers (+506), Diagnostic Medical Sonographers (+379), and Computer Network Support Specialists (+317) (Table 10).

Among these occupations, the median annual earnings range from $31,096 for Preschool Teachers, Except Special Education to $95,368 for Diagnostic Medical Sonographers.

Table 10
Fastest Growing Occupations Requiring an Associate's Degree in Los Angeles-Long Beach-Anaheim Metropolitan Statistical Area

Occupation	2020 Jobs	2030 Jobs	Change (2020-2030)	% Change (2020-2030)	2019 Median Hourly Earnings
Paralegals and Legal Assistants*	16,892	19,667	2,775	16%	$25.35
Respiratory Therapists	6,653	7,744	1,091	16%	$37.97
Preschool Teachers, Except Special Education*	15,767	16,852	1,085	7%	$14.95
Physical Therapist Assistants*	1,749	2,821	1,072	61%	$34.34
Radiologic Technologists and Technicians*	5,818	6,552	734	13%	$39.48
Veterinary Technologists and Technicians	2,637	3,238	601	23%	$21.84
Occupational Therapy Assistants*	966	1,537	572	59%	$34.03
Web Developers and Digital Interface Designers*	6,774	7,280	506	7%	$35.30
Diagnostic Medical Sonographers	2,364	2,743	379	16%	$45.85
Computer Network Support Specialists*	5,691	6,008	317	6%	$32.29

Source: EMSI Q1 2021 Data Set
* LACC offers an associate degree program related this occupation

Student Information

- LACCD Headcount

- LACC Headcount

LACCD Headcount

Figure 13 shows total fall credit headcount by year for the Los Angeles Community College District (LACCD); callout boxes are used to indicate the years when additional college(s) were established.

Between 1929 and 1981, the number of students enrolled (headcount) in fall credit courses throughout LACCD consistently increased. LACCD then experienced several consecutive years of declining fall credit headcount in the early 1980s. In the years during and immediately following the Great Recession, fall credit headcount increased back to the levels of 1981, peaking at 141,586 in 2010. However, by Fall 2011, credit headcount started to steadily decline again. Then in Fall 2020, amidst the COVID-19 pandemic, LACCD experienced an unusually large decline in credit headcount from the previous year (Figure 13, Table 11).

Figure 13
LACCD Fall Credit Census Headcount, 1929 to 2020
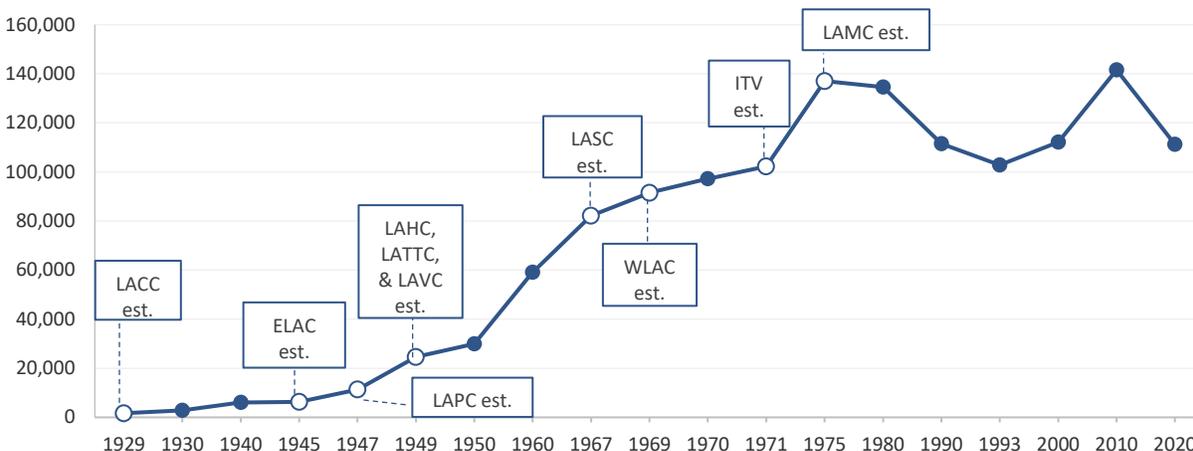
Source: LACCD Office of Institutional Effectiveness
Note: Years in which an additional college or colleges were established within the district are noted by callout boxes.

Table 11
LACCD Fall Credit Census Headcount, 1929 to 2020

Fall	Headcount	Fall	Headcount	Fall	Headcount	Fall	Headcount	Fall	Headcount
1929	1,677	1948	13,782	1967	82,156	1986	103,336	2005	114,701
1930	2,826	1949	24,603	1968	88,212	1987	102,912	2006	114,777
1931	3,712	1950	29,880	1969	91,469	1988	105,678	2007	122,060
1932	4,755	1951	35,072	1970	97,176	1989	108,880	2008	135,103
1933	4,497	1952	36,177	1971	102,256	1990	111,485	2009	139,990
1934	4,763	1953	39,727	1972	103,456	1991	117,994	2010	141,586
1935	4,645	1954	41,770	1973	108,922	1992	116,251	2011	138,652
1936	4,426	1955	44,430	1974	124,839	1993	102,800	2012	132,601
1937	5,008	1956	50,913	1975	137,031	1994	101,378	2013	135,960
1938	5,874	1957	53,799	1976	126,143	1995	98,104	2014	135,599
1939	6,603	1958	55,932	1977	129,296	1996	99,654	2015	135,319
1940	6,049	1959	61,277	1978	124,523	1997	103,251	2016	134,887
1941	5,627	1960	59,098	1979	130,896	1998	99,165	2017	136,082
1942	5,733	1961	60,530	1980	134,622	1999	102,075	2018	135,365
1943	4,794	1962	61,556	1981	139,168	2000	112,155	2019	130,796
1944	3,721	1963	67,456	1982	135,644	2001	119,433	2020	111,237
1945	6,298	1964	68,030	1983	119,569	2002	128,013		
1946	10,281	1965	74,165	1984	102,313	2003	122,441		
1947	11,311	1966	79,480	1985	93,026	2004	114,681		

Source: LACCD Office of Institutional Effectiveness

LACC Headcount

LACC's credit headcount trends are similar to the trends observed for the district as a whole. Between Fall 1929 and Fall 1975, credit headcount generally displayed an increasing trend, peaking at 23,904 in Fall 1975. After 1975, LACC's fall credit headcount exhibited periods of both decline and increase. More recently, fall credit headcount has declined every year since Fall 2014. In Fall 2021, credit headcount was 13,048 (Figure 14, Table 12).

LACC's non-credit headcount displayed an increasing trend until Fall 2020 when the it dropped to 1,248 (Figure 14, Table 13).

Figure 14
LACC Fall Credit Census Headcount, 1929 to 2021
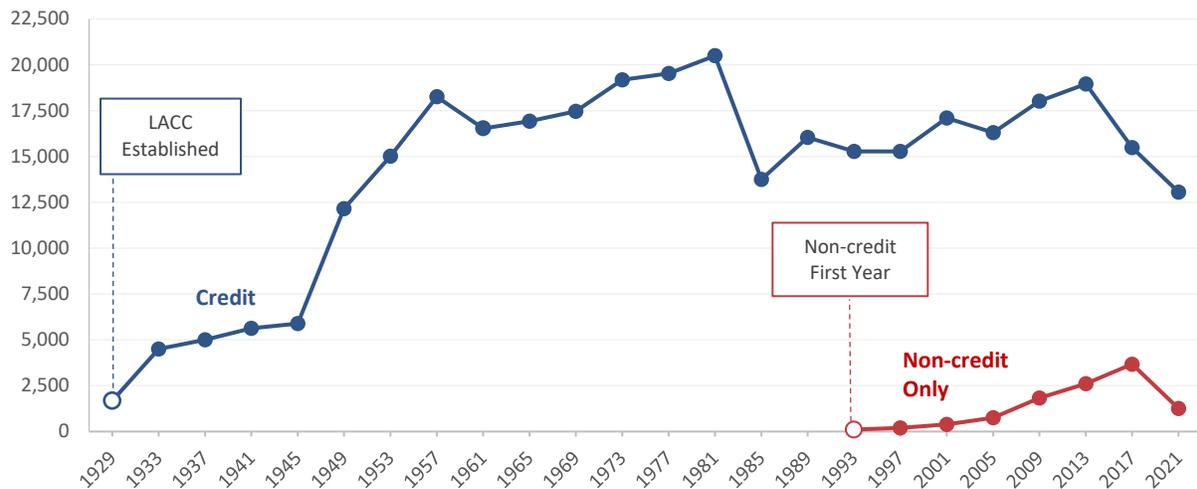
Source: LACCD Office of Institutional Effectiveness; LACCD SIS Database

Table 12
LACC Fall Credit Census Headcount, 1929 to 2021

Fall	Headcount	% Change	Fall	Headcount	% Change	Fall	Headcount	% Change	Fall	Headcount	% Change
1929	1,677		1953	15,016	6.9%	1977	19,535	-1.0%	2001	17,095	11.9%
1930	2,826	68.5%	1954	15,591	3.8%	1978	18,776	-3.9%	2002	18,372	7.5%
1931	3,712	31.4%	1955	16,246	4.2%	1979	18,701	-0.4%	2003	16,983	-7.6%
1932	4,755	28.1%	1956	17,980	10.7%	1980	20,174	7.9%	2004	16,268	-4.2%
1933	4,497	-5.4%	1957	18,256	1.5%	1981	20,492	1.6%	2005	16,306	0.2%
1934	4,763	5.9%	1958	16,929	-7.3%	1982	20,169	-1.6%	2006	16,119	-1.1%
1935	4,645	-2.5%	1959	17,231	1.8%	1983	17,568	-12.9%	2007	16,686	3.5%
1936	4,426	-4.7%	1960	17,278	0.3%	1984	15,558	-11.4%	2008	17,478	4.7%
1937	5,008	13.1%	1961	16,528	-4.3%	1985	13,743	-11.7%	2009	18,011	3.0%
1938	5,874	17.3%	1962	15,484	-6.3%	1986	14,858	8.1%	2010	17,807	-1.1%
1939	6,603	12.4%	1963	16,241	4.9%	1987	14,224	-4.3%	2011	18,664	4.8%
1940	6,049	-8.4%	1964	15,306	-5.8%	1988	14,973	5.3%	2012	18,580	-0.5%
1941	5,627	-7.0%	1965	16,922	10.6%	1989	16,036	7.1%	2013	18,961	2.1%
1942	5,733	1.9%	1966	18,023	6.5%	1990	16,236	1.2%	2014	17,959	-5.3%
1943	4,794	-16.4%	1967	18,137	0.6%	1991	16,810	3.5%	2015	17,838	-0.7%
1944	3,721	-22.4%	1968	18,745	3.4%	1992	16,877	0.4%	2016	16,367	-8.2%
1945	5,885	58.2%	1969	17,463	-6.8%	1993	15,270	-9.5%	2017	15,492	-5.3%
1946	9,133	55.2%	1970	18,069	3.5%	1994	15,217	-0.3%	2018	15,392	-0.6%
1947	9,900	8.4%	1971	17,802	-1.5%	1995	14,346	-5.7%	2019	15,277	-0.7%
1948	11,440	15.6%	1972	19,622	10.2%	1996	14,354	0.1%	2020	14,958	-2.3%
1949	12,150	6.2%	1973	19,185	-2.2%	1997	15,275	6.4%	2021	13,048	-12.8%
1950	11,943	-1.7%	1974	23,514	22.6%	1998	15,141	-0.9%			
1951	12,568	5.2%	1975	23,904	1.7%	1999	15,685	3.6%			
1952	14,048	11.8%	1976	19,727	-17.5%	2000	15,271	-2.6%			

Source: LACCD Office of Institutional Effectiveness; LACCD SIS Database

Table 13
LACC Fall Non-credit Headcount, 1993 to 2021

Fall	Headcount	% Change	Fall	Headcount	% Change	Fall	Headcount	% Change	Fall	Headcount	% Change
1993	107		2000	253	-19.4%	2009	1,826	-21.7%	2016	3,609	4.2%
1994	110	2.8%	2001	383	51.4%	2010	2,324	27.3%	2017	3,676	1.9%
1995	257	133.6%	2002	388	1.3%	2011	4,402	89.4%	2018	3,924	6.7%
1996			2003	280	-27.8%	2012	3,102	-29.5%	2019	4,248	8.3%
1997	193		2004	478	70.7%	2013	2,611	-15.8%	2020	1,248	-70.6%
1998	461	138.9%	2005	750	56.9%	2014	3,131	19.9%	2021	1,260	1.0%
1999	314	-31.9%	2006	1,406	87.5%	2015	3,462	10.6%			

Source: LACCD Office of Institutional Effectiveness; LACCD SIS Database

LACC Headcount by Age Group

The College's decline in credit headcount that began in Fall 2014 is largely due to the decline in enrollment by students 20 to 24, followed by students 25 to 34. Between Fall 2014 and Fall 2021, the number of students between 20 and 24 enrolled in at least one credit course fell from 6,063 to 2,965. In terms of representation, students between 20 and 24 went from accounting for 34 percent of the student body to 23 percent. During this same period, the number of students between 25 and 34 fell from 4,795 to 3,583 (Figure 15, Figure 16).

Figure 15
LACC Fall Credit Headcount by Age Group, 1979 to 2021
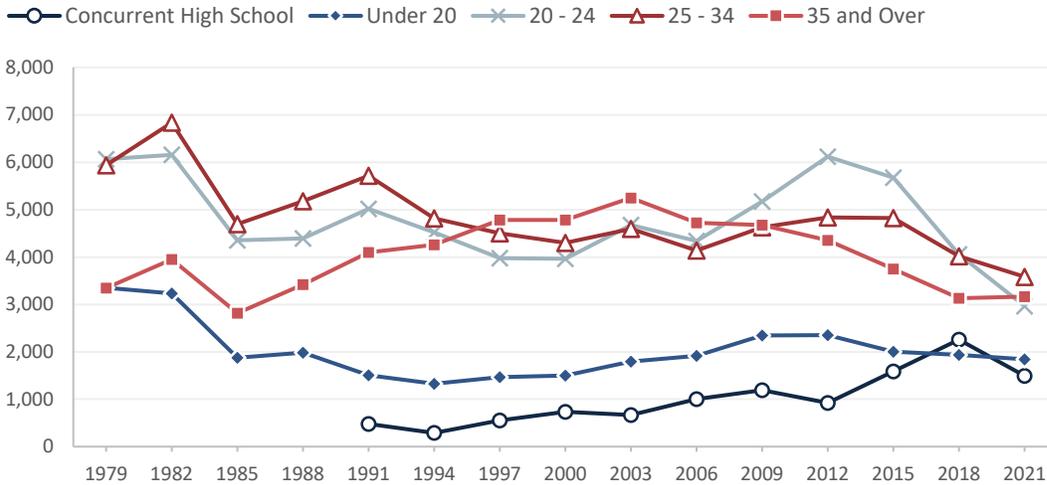
Source: LACCD Office of Institutional Effectiveness; LACCD SIS Database
Note: Before 1991, concurrent high school counts are included in Under 20 counts.

Figure 16
LACC Fall Credit Headcount by Age Group, 1979 to 2021
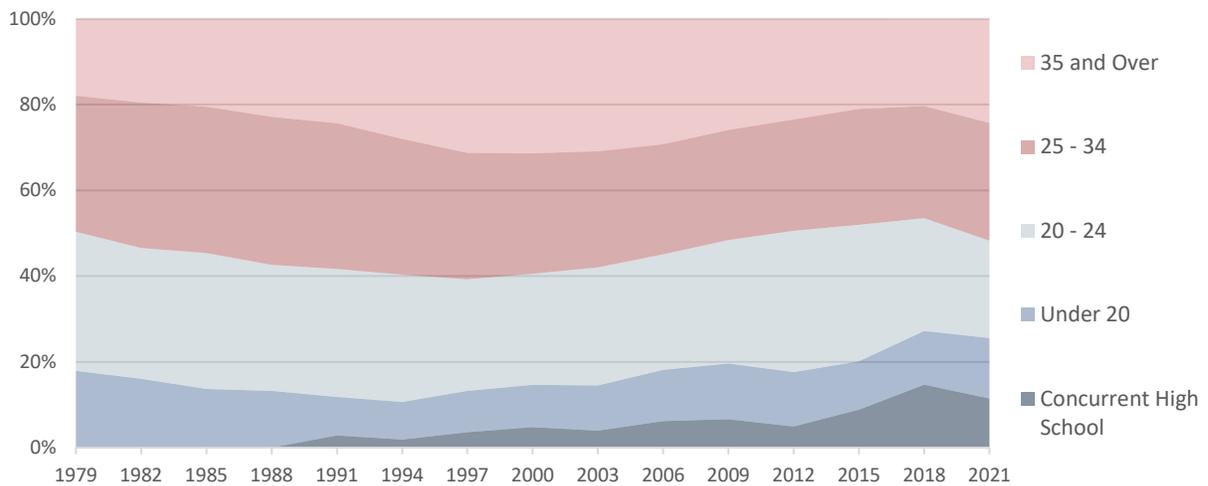
Source: LACCD Office of Institutional Effectiveness; LACCD SIS Database
Note: Before 1991, concurrent high school counts are included in Under 20 counts.

LACC Headcount by Gender

The majority of LACC's student population is, and has historically been, female. During the 1980s, the distribution of male and female students was more equal with female students representing 51 percent of the student body on average and male students representing 49 percent. Since 1990, however, the overall trend has been a slow increase in female representation. In Fall 2021, LACC's student population was 58 percent female, 41 percent male, and 1 percent non-binary (Figure 17, Figure 18).

Figure 17
LACC Fall Credit Headcount by Gender, 1979 to 2021
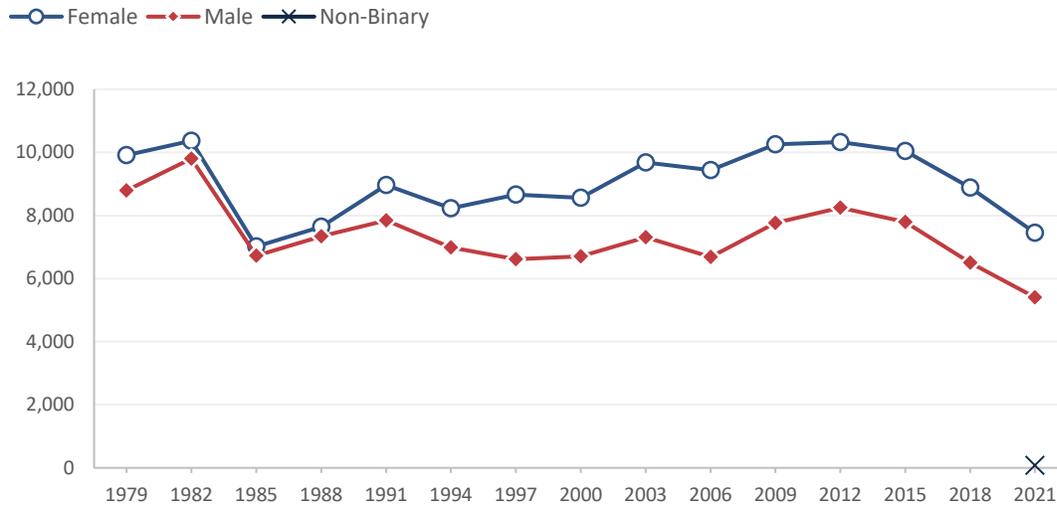
Source: LACCD Office of Institutional Effectiveness; LACCD SIS Database
Note: Non-binary was not a reporting option until Summer 2019

Figure 18
LACC Fall Headcount Distribution by Gender, 1979 to 2021
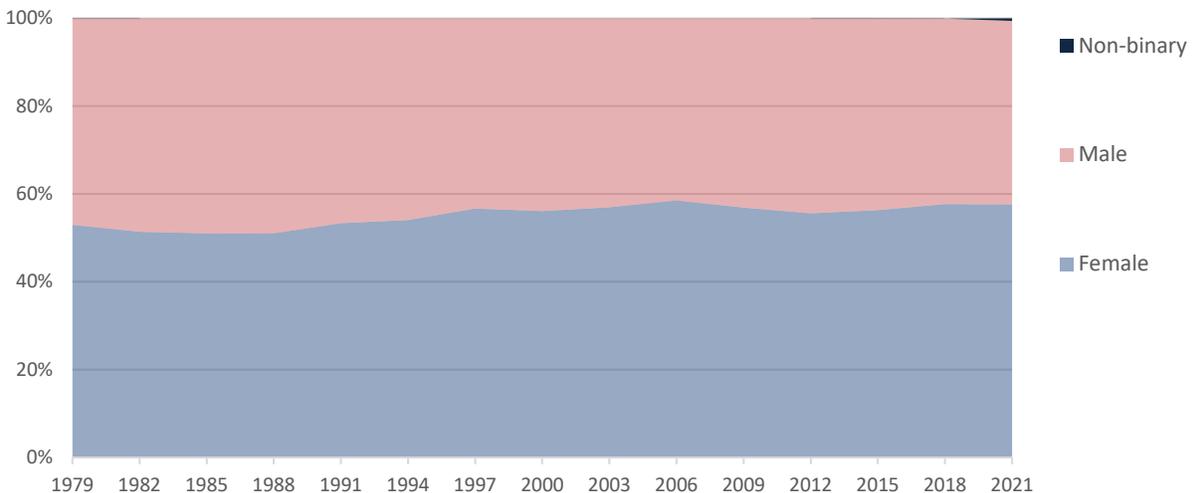
Source: LACCD Office of Institutional Effectiveness; LACCD SIS Database
Note: Non-binary was not a reporting option until Summer 2019

LACC Headcount by Ethnicity

Compared to 1980, the college's student population has become increasingly Hispanic and decreasingly Black. In Fall 1980, Hispanic students represented 20 percent of the student population and Black students represented 35 percent. By Fall 2021, Hispanic students represented more than half of the student population (54%), while Black students represented less than one-tenth (8%). The proportion of Asian students has also declined (Figure 19, Figure 20).

Figure 19
LACC Fall Credit Headcount by Ethnicity, 1979 to 2021
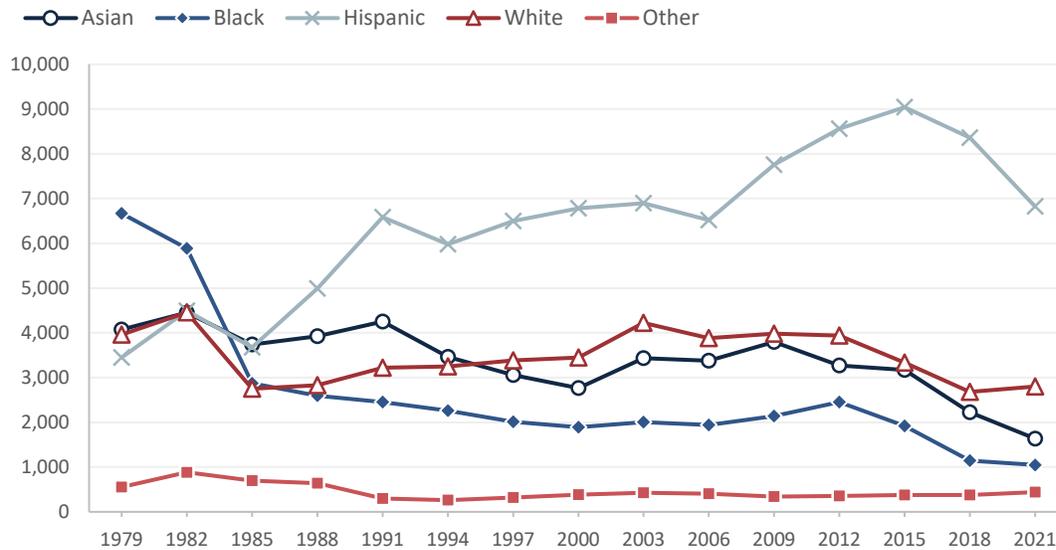
Source: LACCD Office of Institutional Effectiveness; LACCD SIS Database

Figure 20
LACC Fall Credit Headcount by Ethnicity, 1979 to 2021
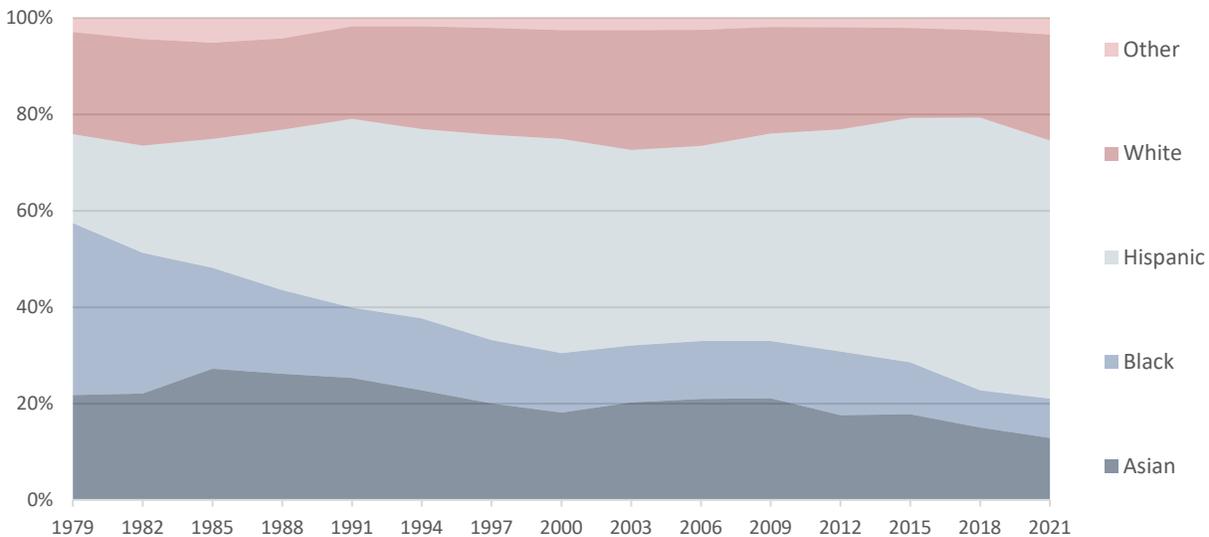
Source: LACCD Office of Institutional Effectiveness; LACCD SIS Database

LACC Headcount by Entering Status

Continuing students consistently represent the majority of LACC's student body. In Fall 2021, continuing students made up 57 percent of the student population (Figure 21, Figure 22).

Although continuing students have consistently made up majority of LACC's student body, the rest of its makeup has changed. Concurrent students have become a larger percentage of the student population, increasing from 2 percent in Fall 1992 to 11 percent in Fall 2021. On the other hand, returning students have become a smaller proportion, decreasing from 12 percent in Fall 1992 to 7 percent in Fall 2021 (Figure 21, Figure 22).

Figure 21
LACC Fall Credit Headcount by Entering Status, 1994 to 2021
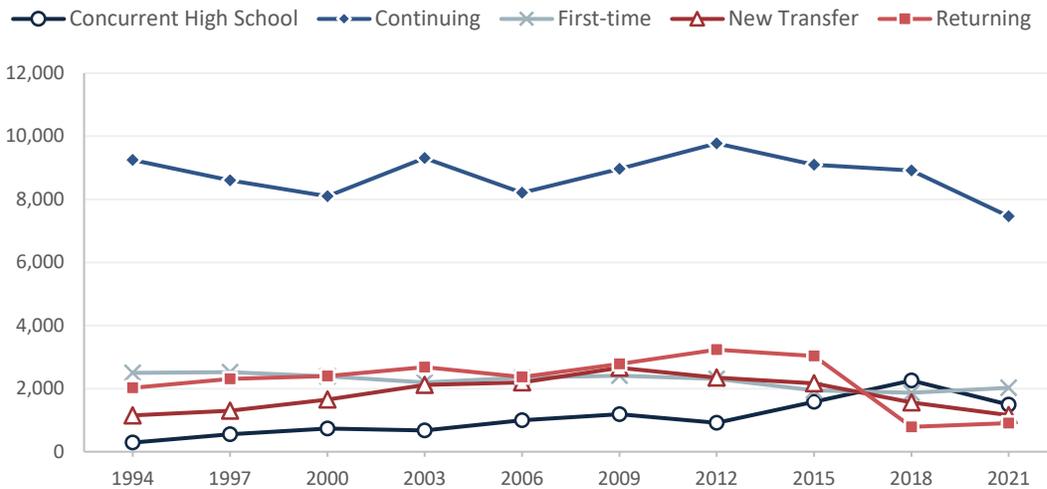
Source: LACCD Office of Institutional Effectiveness; LACCD SIS Database

Figure 22
LACC Fall Credit Headcount Distribution by Entering Status, 1994 to 2021
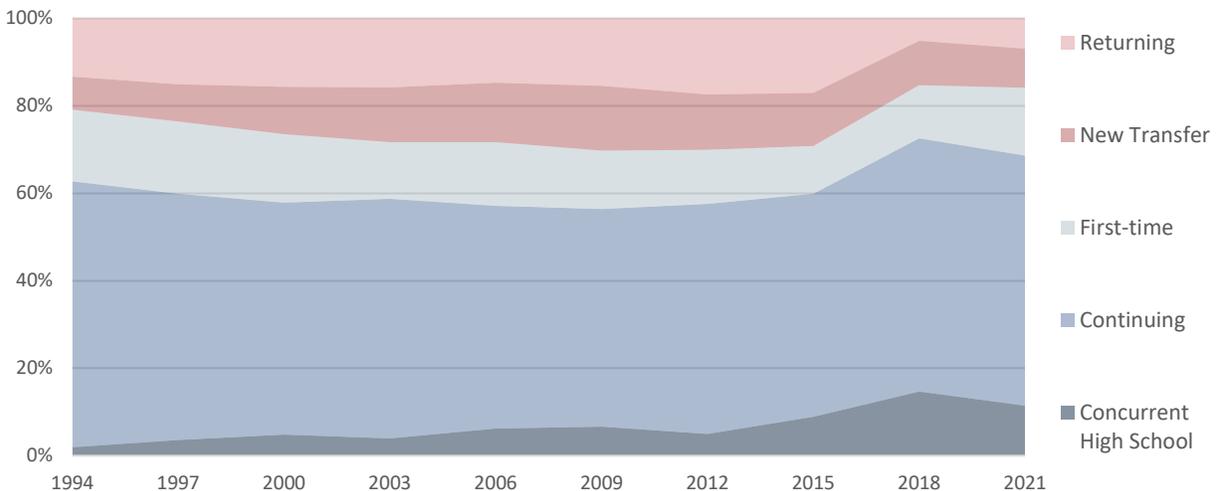
Source: LACCD Office of Institutional Effectiveness; LACCD SIS Database

LACC Headcount by Unit Load

Although the majority of LACC students have always been enrolled less than full-time (enrolled in fewer than 12 units), there have been some fluctuations in student unit loads throughout the years.

Throughout the 1990s and the early 2000s, both the number and percentage of students enrolled full-time increased. However, amidst the Great Recession in 2007, the number of students enrolling full-time dropped. Since then, both the number and overall percentage of students enrolled full-time has continued to decline while the number and overall percentage of students enrolled in less than 6 units has increased (Figure 23, Figure 24).

Figure 23
LACC Fall Credit Headcount by Unit Load, 1979 to 2021
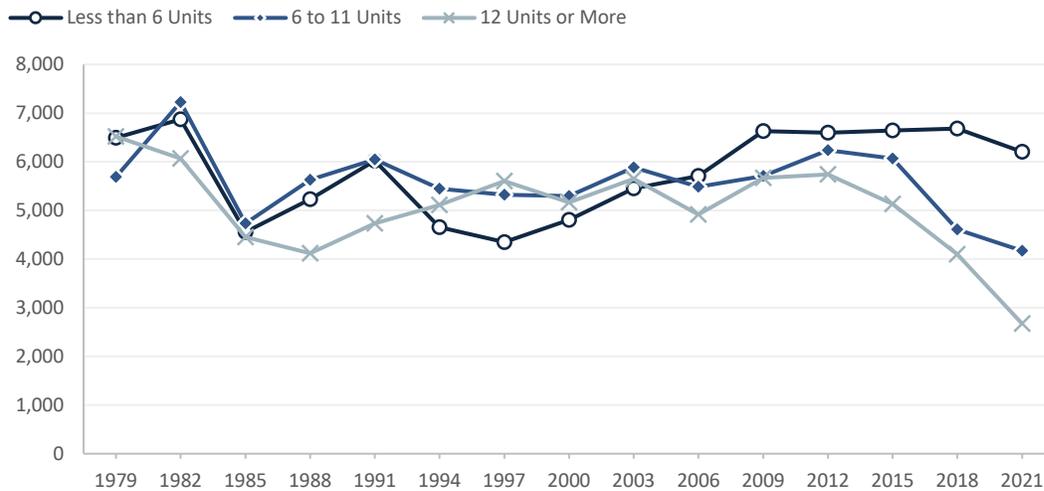
Source: LACCD Office of Institutional Effectiveness; LACCD SIS Database

Figure 24
LACC Fall Credit Headcount Distribution by Unit Load, 1979 to 2021
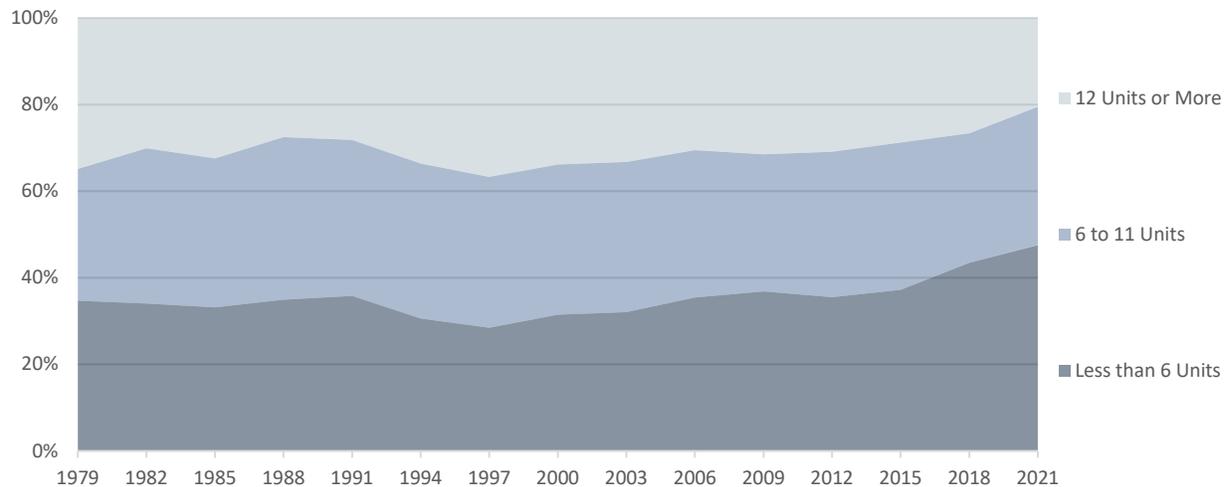
Source: LACCD Office of Institutional Effectiveness; LACCD SIS Database

Student Services
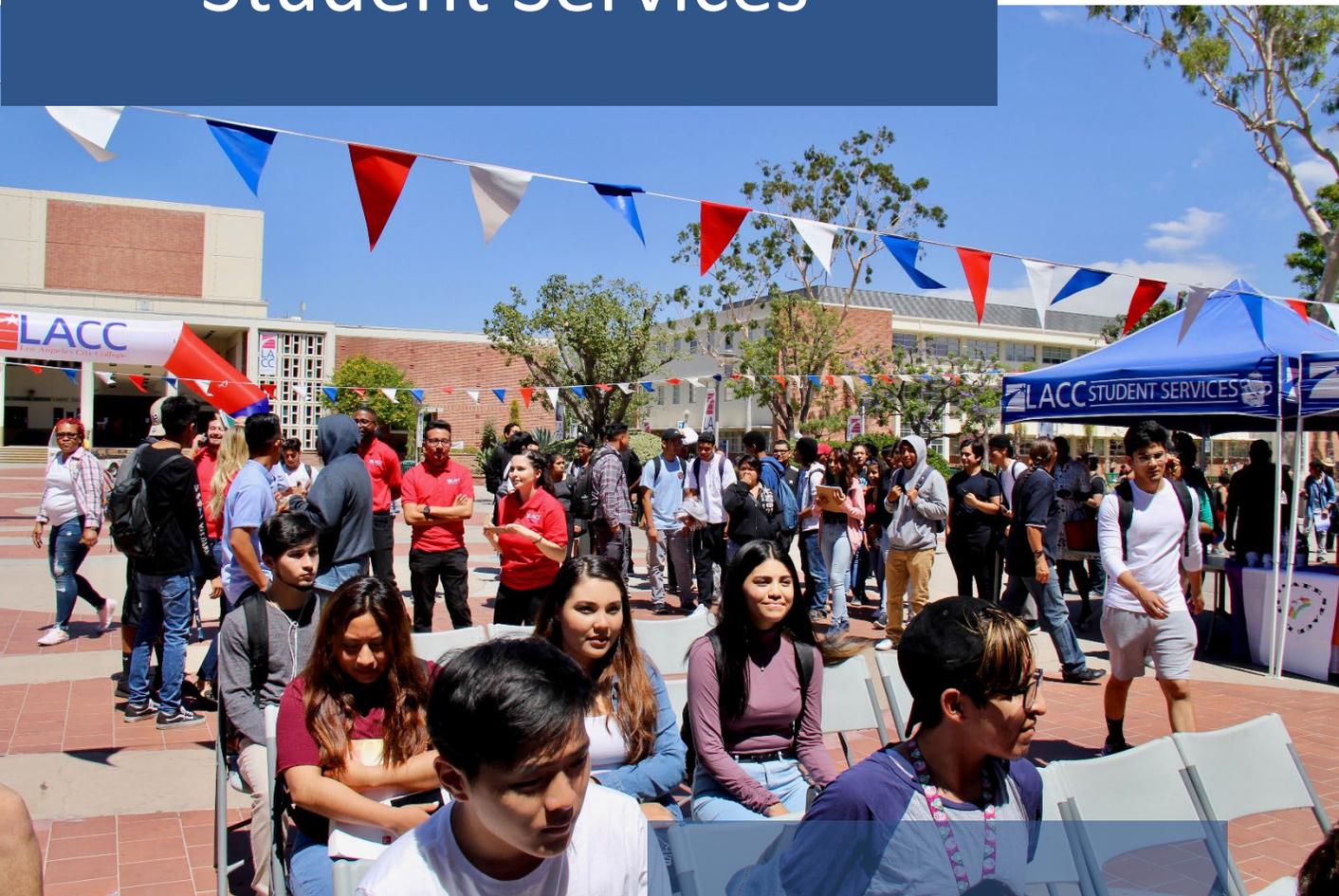
- Participant Demographics

- Participant Outcomes

LACC Student Services

The Student Services Division at Los Angeles City College supports the learning and development of all LACC students through educational, cultural, and social programs/services. The mission of this division is to provide LACC students exceptional service and support to reach their academic goals.

This section provides student demographics and student outcomes data for the following student services and programs:

- California Work Opportunities and Responsibility for Kids (CalWORKs)
- Cooperative Agencies Resources for Education (CARE)
- Extended Opportunity Program and Services (EOP&S)
- First-Year Experience (FYE)
- Foster Youth (Guardian Scholars Program and NextUp Program)
- Ralph Bunche Scholars Program (RBS) / Honors
- International Students Program (ISP)
- K-12 Enrollment (Dual and Concurrent Enrollment)
- Office of Special Services (OSS)
- Trio/SSS
- Umoja
- Veterans Resource Center

California Work Opportunities and Responsibility for Kids (CalWORKs)

The California Work Opportunities and Responsibility for Kids (CalWORKs) provides access to educational programs for student-parents receiving public assistance. CalWORKs helps empower students to embrace their dreams, achieve their academic and career goals, and succeed in long-term economic self-sufficiency. The CalWORKs program is an innovative program that provides free workforce training, education, and childcare services for students receiving public assistance. Students receive assistance with Greater Avenues for Independence (GAIN) documents to receive books and supplies free of cost, counseling/case management, work study placement, tutoring, and childcare.

Student Demographics

Figure 25
Demographics of CalWORKs Students, Fall 2021

113	50%	82%	47%	96%
CalWORKs Headcount	35 to 54 Years old	Female	White	Pell and/or Promise
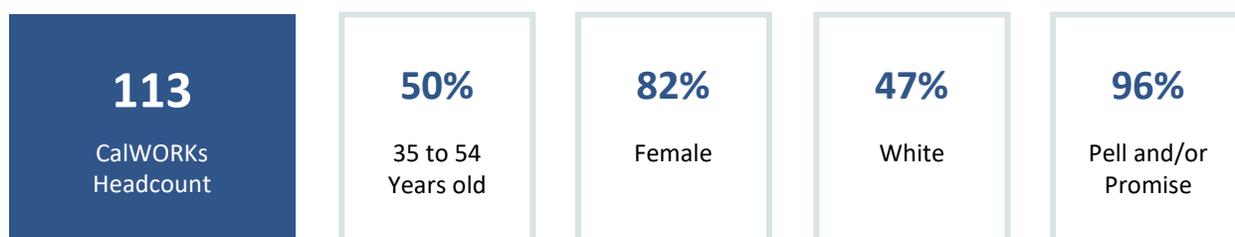
Table 14
Demographics of CalWORKs Students, Fall 2015 to Fall 2021

Demographic	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total	457	*100%*	381	*100%*	329	*100%*	241	*100%*	191	*100%*	126	*100%*	113	*100%*
Age														
Under 20	2	*0.4%*	4	*1%*	0	*0%*	1	*0.4%*	3	*2%*	0	*0%*	0	*0%*
20 to 24	73	*16%*	52	*14%*	41	*12%*	32	*13%*	30	*16%*	11	*9%*	7	*6%*
25 to 34	201	*44%*	170	*45%*	135	*41%*	89	*37%*	68	*36%*	50	*40%*	47	*42%*
35 to 54	175	*38%*	153	*40%*	150	*46%*	117	*49%*	87	*46%*	64	*51%*	57	*50%*
55 and over	6	*1%*	2	*1%*	3	*1%*	2	*1%*	3	*2%*	1	*1%*	2	*2%*
Gender														
Female	374	*82%*	313	*82%*	272	*83%*	196	*81%*	160	*84%*	106	*84%*	92	*82%*
Male	83	*18%*	68	*18%*	57	*17%*	45	*19%*	31	*16%*	20	*16%*	20	*18%*
Non-binary									0	*0%*	0	*0%*	0	*0%*
Unknown													1	*(1%)*
Ethnicity														
Asian*	60	*14%*	44	*12%*	33	*11%*	26	*11%*	22	*12%*	14	*12%*	4	*4%*
Black	70	*16%*	50	*14%*	34	*11%*	26	*11%*	17	*9%*	13	*11%*	13	*12%*
Hispanic	157	*36%*	127	*35%*	104	*35%*	86	*38%*	81	*44%*	49	*40%*	39	*36%*
White	141	*32%*	131	*36%*	124	*41%*	84	*37%*	63	*34%*	43	*36%*	51	*47%*
Other**	6	*1%*	7	*2%*	5	*2%*	6	*3%*	1	*1%*	2	*2%*	2	*2%*
Unknown	23	*(5%)*	22	*(6%)*	29	*(9%)*	13	*(5%)*	7	*(4%)*	5	*(4%)*	4	*(4%)*
Financial Aid														
Pell and/ or Promise	429	*94%*	361	*95%*	319	*97%*	234	*97%*	188	*98%*	117	*93%*	109	*96%*
No Pell, No Promise	28	*6%*	20	*5%*	10	*3%*	7	*3%*	3	*2%*	9	*7%*	4	*4%*

Source: LACCD SIS Database
Note: Percentages exclude Unknown.
*Asian includes Asian, Filipino, and Pacific Islander.
**Other includes Multi-Ethnic, American Indian, and Other Non-White

Student Outcomes

Outcomes of CalWORKs Students, Fall 2021

9.61	85%	2.30	74%
Average Unit Load	Retention Rate	Average GPA	Success Rate

Persistence of CalWORKs Students, Fall 2020

84%
Fall-to-Spring Persistence Rate

69%
Fall-to-Fall Persistence Rate

Outcomes of CalWORKs Participants, Fall 2015 to Fall 2021

Outcome	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Average Unit Load	10.09	10.51	10.56	10.45	10.45	10.40	9.61
Retention Rate	87%	87%	91%	86%	85%	89%	85%
Success Rate	70%	71%	77%	72%	71%	78%	74%
Average GPA	2.27	2.16	2.33	2.39	2.60	2.70	2.30
Persistence Rate: Fall-to-Spring	74%	78%	78%	78%	85%	84%	N/A
Persistence Rate: Fall-to-Fall	61%	65%	62%	65%	67%	69%	N/A

Source: LACCD SIS Database

Cooperative Agencies Resources for Education (CARE)

The Cooperative Agencies Resources for Education (CARE) program provides assistance for single parents pursuing their educational goals under the TANF/ CalWORKs program.

Student Demographics

Figure 28
Demographics of CARE Students, Fall 2021

17 CARE Headcount	**59%** 35 to 54 Years old	**100%** Female	**53%** Hispanic	**100%** Pell and/or Promise
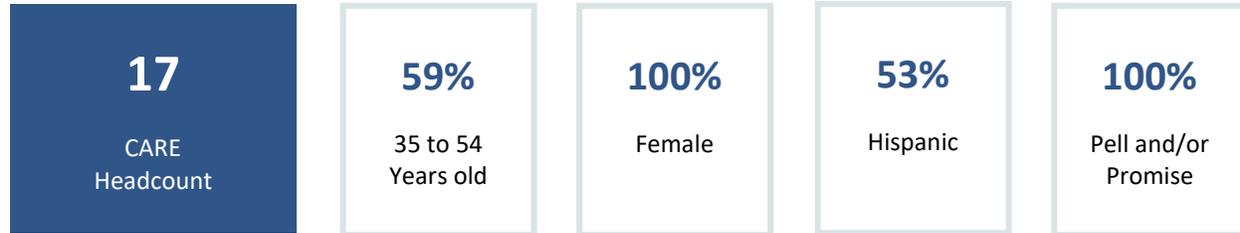
Table 16
Demographics of CARE Students, Fall 2015 to Fall 2021

Demographic	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total	58	100%	70	100%	67	100%	64	100%	52	100%	35	100%	17	100%
Age														
Under 20	0	0%	1	1%	0	0%	1	2%	0	0%	0	0%	0	0%
20 to 24	9	16%	13	19%	12	18%	8	13%	10	19%	6	17%	1	6%
25 to 34	28	48%	26	37%	27	40%	28	44%	18	35%	11	31%	6	35%
35 to 54	21	36%	30	43%	28	42%	27	42%	24	46%	18	51%	10	59%
55 and over	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Gender														
Female	56	97%	70	100%	64	96%	62	97%	50	96%	35	100%	17	100%
Male	2	3%	0	0%	3	4%	2	3%	2	4%	0	0%	0	0%
Non-Binary									0	0%	0	0%	0	0%
Ethnicity														
Asian*	7	13%	3	5%	3	5%	6	10%	4	8%	4	12%	1	6%
Black	10	19%	18	28%	14	22%	10	16%	7	14%	6	18%	3	18%
Hispanic	27	50%	28	43%	31	48%	36	57%	33	65%	20	59%	9	53%
White	10	19%	16	25%	14	22%	9	14%	6	12%	3	9%	2	12%
Other**	0	0%		0%	3	5%	2	3%	1	2%	1	3%	2	12%
Unknown	1	(2%)	2	(3%)	2	(3%)	1	(2%)	1	(2%)	1	(3%)		
Financial Aid														
Pell and/or Promise	58	100%	70	100%	67	100%	63	98%	51	98%	35	100%	17	100%
No Pell, No Promise	0	0%	0	0%	0	0%	1	2%	1	2%	0	0%	0	0%

Source: LACCD SIS Database
Note: Percentages exclude Unknown.
*Asian includes Asian, Filipino, and Pacific Islander.
**Other includes Multi-Ethnic, American Indian, and Other Non-White

Student Outcomes

Figure 29
Outcomes of CARE Students, Fall 2021

9.71	66%	1.93	45%
Average Unit Load	Retention Rate	Average GPA	Success Rate

Figure 30
Persistence of CARE Students, Fall 2020

97%

Fall-to-Spring Persistence Rate

74%

Fall-to-Fall Persistence Rate
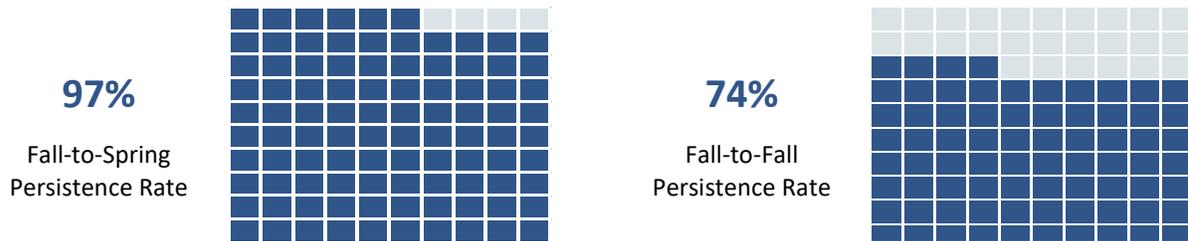
Table 17
Outcomes of CARE Students, Fall 2015 to Fall 2021

Outcome	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Average Unit Load	12.17	12.55	12.10	11.25	12.01	11.56	9.71
Retention Rate	87%	87%	88%	89%	85%	87%	66%
Success Rate	73%	73%	74%	75%	74%	73%	45%
Average GPA	2.61	2.42	2.58	2.75	2.90	2.72	1.93
Persistence Rate: Fall-to-Spring	91%	94%	84%	85%	90%	97%	N/A
Persistence Rate: Fall-to-Fall	73%	77%	64%	67%	77%	74%	N/A

Source: LACCD SIS Database

Extended Opportunity Program and Services (EOPS)

Extended Opportunity Program and Services (EOPS) is a state-funded comprehensive academic counseling program designed to provide additional support to eligible students. The mission of EOPS is to enhance student success by providing "over and above" services to students who experience economic and academic barriers to their education. Services include priority registration, orientation, academic counseling, books, individualized tutoring, transfer application fee waivers, meal vouchers, and more.

Student Demographics

Figure 31
Demographics of EOPS Students, Fall 2021

1,224	**52%**	**66%**	**53%**	**96%**
EOPS Headcount	Under 25 years old	Female	Hispanic	Pell and/or Promise
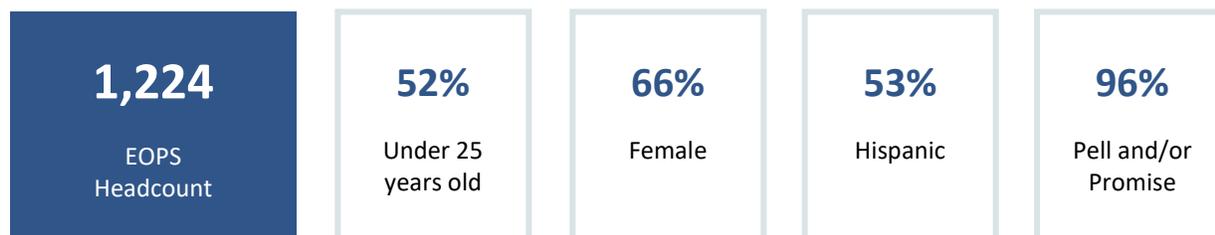
Table 18
Demographics of EOPS Students, Fall 2015 to Fall 2021

Demographic	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total	2,449	100%	2,282	100%	1,874	100%	2,008	100%	1,943	100%	1,695	100%	1,224	100%
Age														
Under 20	476	19%	456	20%	387	21%	494	25%	496	26%	395	23%	323	26%
20 to 24	767	31%	740	32%	570	30%	595	30%	488	25%	487	29%	315	26%
25 to 34	525	21%	452	20%	366	20%	365	18%	388	20%	339	20%	228	19%
35 to 54	460	19%	450	20%	361	19%	372	19%	371	19%	308	18%	244	20%
55 and over	221	9%	184	8%	190	10%	182	9%	200	10%	166	10%	114	9%
Gender														
Female	1,561	64%	1,475	65%	1,234	66%	1,300	65%	1,224	63%	1,097	65%	803	66%
Male	888	36%	807	35%	640	34%	708	35%	719	37%	597	35%	407	34%
Non-Binary									0	0%	0	0%	0	0%
Unknown											1	(0.1%)	9	(1%)
Ethnicity														
Asian*	408	17%	368	17%	273	15%	295	15%	302	16%	272	17%	177	15%
Black	234	10%	212	10%	127	7%	119	6%	119	6%	112	7%	77	6%
Hispanic	1,076	45%	1,037	47%	876	49%	999	52%	956	51%	853	52%	636	53%
White	608	26%	541	24%	490	27%	476	25%	458	24%	368	22%	278	23%
Other**	50	2%	54	2%	36	2%	38	2%	43	2%	34	2%	26	2%
Unknown	73	(3%)	70	(3%)	72	(4%)	81	(4%)	65	(3%)	56	(3%)	30	(2%)
Financial Aid														
Pell and/or Promise	2,413	99%	2,243	98%	1,850	99%	1,978	99%	1,901	98%	1,615	95%	1,173	96%
No Pell, No Promise	36	1%	39	2%	24	1%	30	1%	42	2%	80	5%	51	4%

Source: LACCD SIS Database
Note: Percentages exclude Unknown.
*Asian includes Asian, Filipino, and Pacific Islander.
**Other includes Multi-Ethnic, American Indian, and Other Non-White

Student Outcomes

Outcomes of EOPS Students, Fall 2021

11.44	85%	2.39	66%
Average Unit Load	Retention Rate	Average GPA	Success Rate

Persistence of EOPS Students, Fall 2020

84%

Fall-to-Spring
Persistence Rate

61%

Fall-to-Fall
Persistence Rate

Outcomes of EOPS Students, Fall 2015 to Fall 2021

Outcome	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Average Unit Load	12.06	12.13	12.33	12.31	12.11	11.73	11.44
Retention Rate	89%	89%	90%	88%	87%	88%	85%
Success Rate	73%	74%	75%	72%	71%	73%	66%
Average GPA	2.43	2.49	2.48	2.42	2.50	2.62	2.39
Persistence Rate: Fall-to Spring	86%	88%	86%	85%	84%	84%	N/A
Persistence Rate: Fall-to-Fall	70%	68%	68%	69%	66%	61%	N/A

Source: LACCD SIS Database

First-Year Experience (FYE)

The First-Year Experience (FYE) program is designed to help students be successful in their first year of college by providing a supportive, nurturing environment complete with educational and career guidance, so they may achieve all their educational and personal goals. FYE students who continue their education have the option to receive assistance through the Second Year Experience (SYE). FYE offers: priority registration; College Promise grants (to qualifying students); guaranteed enrollment in Math and English classes; faculty members committed to student success; Math and English supplemental instruction tutors; social and extracurricular activities; counselors to help create an educational plan for transfer to university and/or graduation; success coaches to help answer general questions, refer resources, and support students on their college journey; and book loans for English and Math courses.

Student Demographics

Figure 34
Demographics of FYE Students, Fall 2021

504	93%	52%	80%	90%
FYE Headcount	Under 20 years old	Female	Hispanic	Pell and/or Promise
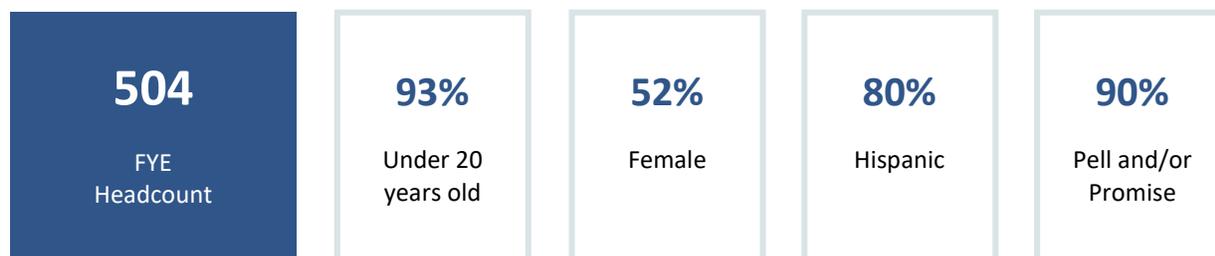
Table 20
Demographics of FYE Students, Fall 2017 to Fall 2021

Demographic	Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021	
	n	%	n	%	%	%	n	%	n	%
Total	637	*100%*	575	*100%*	493	*100%*	568	*100%*	504	*100%*
Age										
Under 20	611	*96%*	550	*96%*	475	*96%*	542	*95%*	471	*93%*
20 to 24	24	*4%*	23	*4%*	17	*3%*	19	*3%*	20	*4%*
25 to 34	2	*0%*	2	*0%*	1	*0%*	3	*1%*	7	*1%*
35 to 54	0	*0%*	0	*0%*	0	*0%*	4	*1%*	6	*1%*
55 and over	0	*0%*	0	*0%*	0	*0%*	0	*0%*	0	*0%*
Gender										
Female	321	*50%*	288	*50%*	233	*47%*	283	*50%*	261	*52%*
Male	316	*50%*	287	*50%*	260	*53%*	285	*50%*	236	*47%*
Non-Binary					0	*0%*	0	*0%*	3	*1%*
Ethnicity										
Asian	38	*6%*	43	*8%*	43	*9%*	53	*9%*	54	*11%*
Black	18	*3%*	23	*4%*	13	*3%*	11	*2%*	11	*2%*
Hispanic	532	*87%*	481	*86%*	398	*83%*	466	*83%*	400	*80%*
White	14	*2%*	9	*2%*	18	*4%*	18	*3%*	26	*5%*
Other	12	*2%*	6	*1%*	10	*2%*	11	*2%*	10	*2%*
Unknown	23	*(4%)*	13	*(2%)*	11	*(2%)*	9	*(2%)*	3	*(1%)*
Financial Aid										
Pell and/or Promise	494	*78%*	522	*91%*	427	*87%*	456	*80%*	456	*90%*
No Pell, No Promise	143	*22%*	53	*9%*	66	*13%*	112	*20%*	48	*10%*

Source: LACCD SIS Database
Note: Percentages exclude Unknown.
*Asian includes Asian, Filipino, and Pacific Islander.
**Other includes Multi-Ethnic, American Indian, and Other Non-White

Student Outcomes

Figure 35
Outcomes of FYE Students, Fall 2021

13.35	**84%**	**1.79**	**52%**
Average Unit Load	Retention Rate	Average GPA	Success Rate

Figure 36
Persistence of FYE Students, Fall 2020

71%
Fall-to-Spring Persistence Rate

58%
Fall-to-Fall Persistence Rate
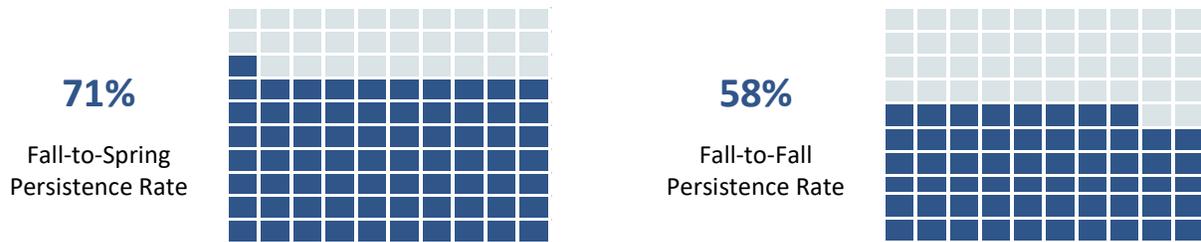
Table 21
Outcomes of FYE Students, Fall 2017 to Fall 2021

Outcome	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Average Unit Load	13.66	13.25	13.13	12.92	13.35
Retention Rate	88%	88%	80%	82%	84%
Success Rate	62%	59%	55%	49%	52%
Average GPA	2.14	1.96	2.00	1.76	1.79
Persistence Rate: Fall-to Spring	80%	80%	81%	71%	N/A
Persistence Rate: Fall-to-Fall	64%	64%	60%	58%	N/A

Source: LACCD SIS Database

Foster Youth

Services for foster youth students include the Guardian Scholars Program (GSP) and the NextUp Program. GSP serves current, former, and emancipated foster youth. GSP's mission is to provide academic and personal guidance to empower students on their educational journeys to earning a career technical certificate, associate degree, and/or transfer to a university. GSP students may be eligible for additional support services through the NextUp Program. NextUp supports the recruitment, enrollment, retention, graduation, and transfer of current and former foster youth students under 26. The NextUp program (formerly CAFYES) is an extension of services for educationally disadvantaged students provided by EOPS.

Student Demographics

Figure 37
Demographics of Foster Youth Students, Fall 2021

403 Foster Youth Headcount	**36%** 25 to 34 years old	**61%** Female	**49%** Hispanic	**81%** Pell and/or Promise
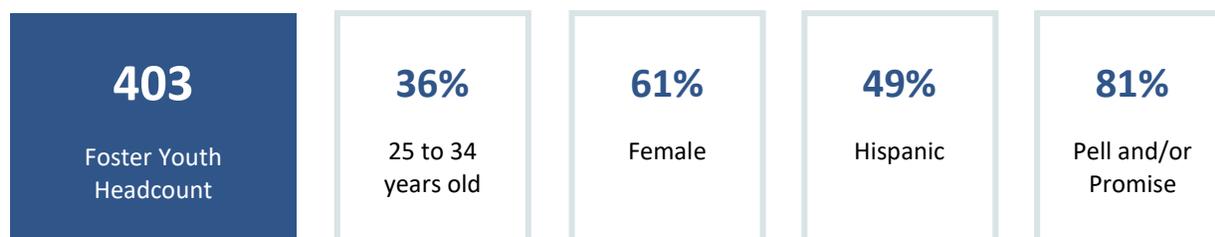
Table 22
Demographics of Foster Youth Students, Fall 2015 to Fall 2021

Demographic	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total	510	100%	507	100%	467	100%	494	100%	527	100%	480	100%	403	100%
Age														
Under 20	112	22%	114	22%	105	22%	99	20%	75	14%	63	13%	43	11%
20 to 24	166	33%	165	33%	130	28%	151	31%	167	32%	141	29%	110	27%
25 to 34	142	28%	121	24%	130	28%	130	26%	172	33%	177	37%	147	36%
35 to 54	73	14%	88	17%	74	16%	86	17%	81	15%	74	15%	82	20%
55 and over	15	3%	19	4%	28	6%	28	6%	32	6%	25	5%	21	5%
Unknown	1	(0.2%)												
Gender														
Female	317	62%	315	62%	312	67%	319	65%	343	65%	307	64%	244	61%
Male	192	38%	192	38%	155	33%	175	35%	184	35%	171	36%	152	38%
Non-Binary									0	0%	1	0.2%	4	1%
Unknown	1	(0.2%)									1	(0.2%)	3	(1%)
Ethnicity														
Asian*	39	8%	30	6%	29	7%	32	7%	39	8%	33	7%	21	5%
Black	165	33%	143	29%	104	24%	101	21%	98	19%	89	19%	97	24%
Hispanic	201	40%	227	46%	189	44%	226	48%	247	49%	232	50%	193	49%
White	72	14%	74	15%	69	16%	89	19%	79	16%	79	17%	70	18%
Other**	23	5%	20	4%	40	9%	25	5%	43	8	28	6%	15	4%
Unknown	10	(2%)	13	(3%)	36	(8%)	21	(4%)	21	(4%)	19	(4%)	7	(2%)
Financial Aid														
Pell and/or Promise	373	73%	347	68%	405	87%	429	87%	447	85%	404	84%	325	81%
No Pell, No Promise	137	27%	160	32%	62	13%	65	13%	80	15%	76	16%	78	19%

Source: LACCD SIS Database
Note: Percentages exclude Unknown.
*Asian includes Asian, Filipino, and Pacific Islander.
**Other includes Multi-Ethnic, American Indian, and Other Non-White

Student Outcomes

Figure 38
Outcomes of Foster Youth Students, Fall 2021

6.99	**74%**	**1.81**	**50%**
Average Unit Load	Retention Rate	Average GPA	Success Rate

Figure 39
Persistence of Foster Youth Students, Fall 2020

57%
Fall-to-Spring Persistence Rate

39%
Fall-to-Fall Persistence Rate
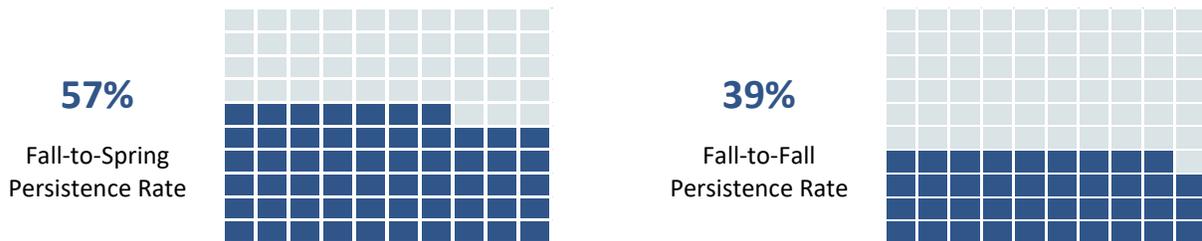
Table 23
Outcomes of Foster Youth Students, Fall 2015 to Fall 2021

Outcome	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Average Unit Load	7.88	7.97	8.49	8.66	8.37	7.68	6.99
Retention Rate	77%	79%	79%	82%	75%	78%	74%
Success Rate	53%	57%	58%	60%	54%	60%	50%
Average GPA	1.92	1.91	1.97	2.04	1.91	2.23	1.81
Persistence Rate: Fall-to Spring	57%	54%	64%	64%	53%	57%	N/A
Persistence Rate: Fall-to-Fall	44%	40%	44%	49%	38%	39%	N/A

Source: LACCD SIS Database

Ralph Bunche Scholars Program / Honors

The Ralph Bunche Scholars (RBS) program prepares students for transfer and the rigors of academic work at a four-year university.

Benefits of participating include: priority consideration for admission to top-tier four-year universities; Honors courses designed for RBS students; collaboration between faculty and scholars; opportunities for scholarships; participation in a learning community; academic advising from Honors counselors; opportunity to present research at annual Honors Research Conference at UC Irvine (Spring) and other conferences; library privileges at UCLA; and specialized meetings, get-togethers, trips, and seminars.

Student Demographics

Figure 40
Demographics of Honors Students, Fall 2021

99	71%	52%	50%	73%
Honors Headcount	Under 25 years old	Female	Hispanic	Pell and/or Promise
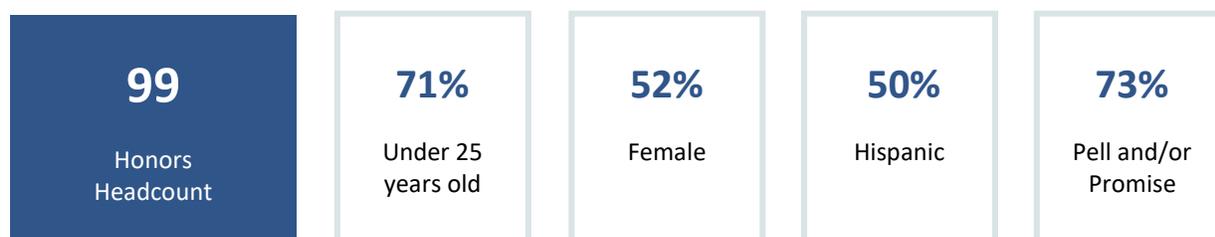
Table 24
Demographics of Honors Students, Fall 2015 to Fall 2021

Demographic	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total	82	100%	87	100%	53	100%	70	100%	88	100%	103	100%	99	100%
Age														
Under 20	20	24%	16	18%	13	25%	13	19%	20	23%	37	36%	45	45%
20 to 24	28	34%	25	29%	13	25%	23	33%	26	30%	32	31%	25	25%
25 to 34	27	33%	33	38%	20	38%	27	39%	36	41%	24	23%	22	22%
35 to 54	5	6%	12	14%	6	11%	6	9%	5	6%	10	10%	7	7%
55 and over	2	2%	1	1%	1	2%	1	1%	1	1%	0	0%	0	0%
Gender														
Female	44	54%	45	52%	31	58%	37	53%	50	57%	64	62%	48	48%
Male	38	46%	42	48%	22	42%	33	47%	38	43%	39	38%	51	52%
Non-Binary									0	0%	0	0%	0	0%
Ethnicity														
Asian*	22	27%	21	26%	13	25%	10	15%	12	15%	21	21%	19	19%
Black	6	7%	4	5%	5	10%	5	8%	7	9%	4	4%	7	7%
Hispanic	29	36%	35	43%	18	35%	24	37%	34	41%	49	49%	49	50%
White	23	28%	21	26%	13	25%	24	37%	26	32%	23	23%	19	19%
Other**	1	1%	1	1%	2	4%	2	3%	3	4%	4	4%	4	4%
Unknown	1	(1%)	5	(6%)	2	(4%)	5	(7%)	6	(7%)	2	(2%)	1	(1%)
Financial Aid														
Pell and/or Promise	64	78%	73	84%	46	87%	57	81%	72	82%	75	73%	72	73%
No Pell, No Promise	18	22%	14	16%	7	13%	13	19%	16	18%	28	27%	27	27%

Source: LACCD SIS Database
Note: Percentages exclude Unknown.
*Asian includes Asian, Filipino, and Pacific Islander.
**Other includes Multi-Ethnic, American Indian, and Other Non-White

Student Outcomes

Outcomes of Honors Students, Fall 2021

12.45	**93%**	**3.32**	**86%**
Average Unit Load	Retention Rate	Average GPA	Success Rate

Persistence of Honors Students, Fall 2020

87%

Fall-to-Spring Persistence Rate

64%

Fall-to-Fall Persistence Rate

Outcomes of Honors Students, Fall 2015 to Fall 2021

Outcome	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Average Unit Load	12.58	13.23	12.25	12.36	12.43	11.71	12.45
Retention Rate	93%	92%	90%	94%	91%	93%	93%
Success Rate	88%	89%	84%	88%	81%	89%	86%
Average GPA	3.43	3.53	3.29	3.50	3.17	3.57	3.32
Persistence Rate: Fall-to-Spring	91%	93%	91%	92%	87%	87%	N/A
Persistence Rate: Fall-to-Fall	58%	49%	55%	71%	53%	64%	N/A

Source: LACCD SIS Database

International Students Program (ISP)

The International Student Program (ISP) assists international students with completing the paperwork needed to apply for an F-1 Visa. Through the ISP, students receive: academic counseling, educational plans, and transfer assistance; international student orientation for incoming and transfer students; U.S. immigration advisement; travel authorization and advisement regarding application for new visas; authorization and advisement on applying for optional practical training and extension of programs; liaison with U.S. and foreign embassies/consulates; assistance with matters of cultural adjustment; informational workshops, programming, and cultural activities; and networks for international students to assist one another.

Student Demographics

Figure 43
Demographics of International Student Program, Fall 2021

179	78%	56%	52%	1%
ISP Headcount	20 to 34 years old	Female	Asian	Pell and/or Promise
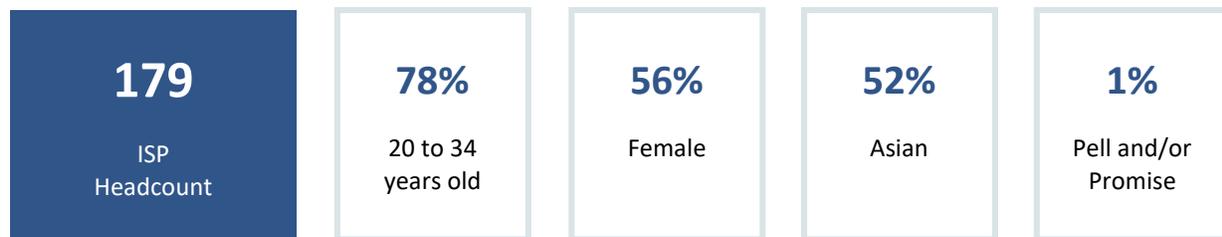
Table 26
Demographics of International Student Program, Fall 2015 to Fall 2021

Demographic	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total	424	100%	381	100%	309	100%	253	100%	247	100%	151	100%	179	100%
Age														
Under 20	42	10%	27	7%	23	7%	24	9%	28	11%	11	7%	23	13%
20 to 24	220	52%	210	55%	162	52%	120	47%	108	44%	76	50%	69	39%
25 to 34	136	32%	114	30%	100	32%	86	34%	88	36%	51	34%	70	39%
35 to 54	26	6%	29	8%	24	8%	22	9%	22	9%	13	9%	17	9%
55 and over	0	0%	1	0.3%	0	0%	1	0%	1	0%	0	0%	0	0%
Gender														
Female	179	42%	150	39%	137	44%	130	51%	131	53%	74	49%	101	56%
Male	245	58%	231	61%	172	56%	123	49%	116	47%	77	51%	78	44%
Non-Binary									0	0%	0	0%	0	0%
Ethnicity														
Asian*	254	69%	231	68%	201	72%	166	69%	156	66%	93	64%	91	52%
Black	10	3%	13	4%	4	1%	9	4%	7	3%	4	3%	10	6%
Hispanic	19	5%	24	7%	25	9%	18	7%	16	7%	16	11%	29	16%
White	87	24%	71	21%	46	16%	44	18%	54	23%	31	21%	44	25%
Other**	0	0%	0	0%	3	1%	4	2%	5	2%	1	1%	2	1%
Unknown	54	(13%)	42	(11%)	30	(10%)	12	(5%)	9	(4%)	6	(4%)	3	(2%)
Financial Aid														
Pell and/or Promise	5	1%	4	1%	1	0%	0	0%	1	0%	0	0%	2	1%
No Pell, No Promise	419	99%	377	99%	308	100%	253	100%	246	100%	151	100%	177	99%

Source: LACCD SIS Database
Note: Percentages exclude Unknown.
*Asian includes Asian, Filipino, and Pacific Islander.
**Other includes Multi-Ethnic, American Indian, and Other Non-White

Student Outcomes

Figure 44
Outcomes of ISP Students, Fall 2021

10.83	94%	2.95	81%
Average Unit Load	Retention Rate	Average GPA	Success Rate

Figure 45
Persistence of ISP Students, Fall 2020

76%
Fall-to-Spring Persistence Rate

53%
Fall-to-Fall Persistence Rate
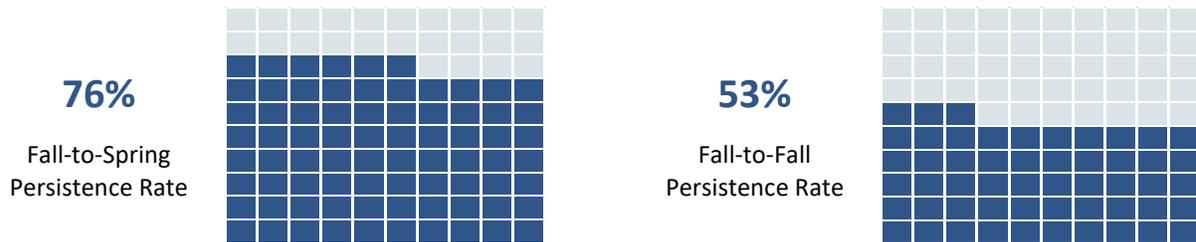
Table 27
Outcomes of International Student Program, Fall 2015 to Fall 2021

Outcome	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Average Unit Load	11.33	11.28	11.17	11.89	11.52	10.77	10.83
Retention Rate	94%	94%	97%	95%	93%	95%	94%
Success Rate	82%	80%	85%	82%	81%	78%	81%
Average GPA	2.86	2.82	2.98	3.02	2.93	2.83	2.95
Persistence Rate: Fall-to Spring	73%	69%	67%	75%	75%	76%	N/A
Persistence Rate: Fall-to-Fall	46%	46%	47%	52%	55%	53%	N/A

Source: LACCD SIS Database

K-12 Enrollment

Los Angeles City College offers K-12 enrollment opportunities, such as dual and concurrent enrollment. The Dual Enrollment Program is an accelerated program that allows qualified students to fulfill high school graduation requirements while simultaneously gaining college credits toward a certificate, diploma, or a college degree. LACC offers a variety of college courses that are conveniently offered at our local high schools. Students are considered a "concurrent enrollment" student if they take a regular college class on campus (not a class designated for only K-12 students).

Student Demographics

Figure 46
Demographics of K-12 Students, Fall 2021

1,342	**60%**	**74%**
K-12 Headcount	Female	Hispanic

Table 28
Demographics of K-12 Students, Fall 2015 to Fall 2021

Demographic	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total	1,578	100%	1,887	100%	2,346	100%	2,243	100%	2,225	100%	1,679	100%	1,342	100%
Gender														
Female	979	62%	1,130	60%	1,453	62%	1,411	63%	1,404	63%	1,118	67%	795	60%
Male	597	38%	756	40%	889	38%	828	37%	813	37%	548	33%	510	39%
Non-Binary									0	0%	4	0.2%	17	1%
Unknown	2	(0.1%)	1	(0.1%)	4	(0.2%)	4	(0.2%)	8	(0.4%)	9	(1%)	20	(1%)
Ethnicity														
Asian	210	14%	200	11%	249	11%	265	12%	232	11%	233	14%	158	12%
Black	69	5%	96	5%	65	3%	39	2%	58	3%	44	3%	44	3%
Hispanic	1,141	76%	1,411	79%	1,702	78%	1,678	78%	1,677	78%	1,150	70%	976	74%
White	54	4%	32	2%	133	6%	128	6%	127	6%	166	10%	96	7%
Other	31	2%	46	3%	46	2%	34	2%	44	2%	53	3%	50	4%
Unknown	73	(5%)	102	(5%)	151	(6%)	99	(4%)	87	(4%)	33	(2%)	18	(1%)

Source: LACCD SIS Database
Note: Percentages exclude Unknown.
*Asian includes Asian, Filipino, and Pacific Islander.
**Other includes Multi-Ethnic, American Indian, and Other Non-White

Student Outcomes

Outcomes of K-12 Students, Fall 2021

3.81	93%	2.40	71%
Average Unit Load	Retention Rate	Average GPA	Success Rate

Persistence of K-12 Students, Fall 2020
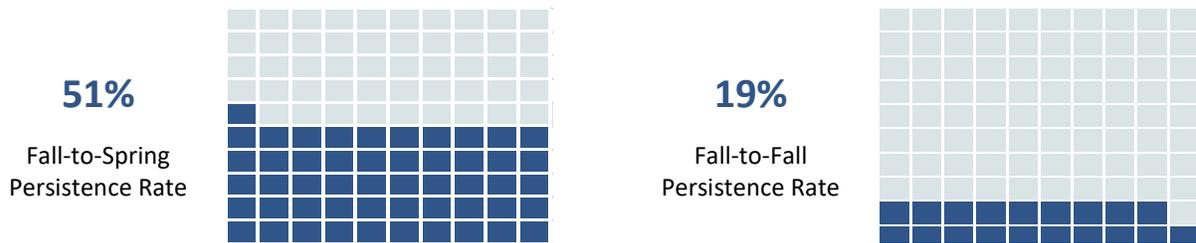
51%
Fall-to-Spring Persistence Rate

19%
Fall-to-Fall Persistence Rate

Outcomes of K-12 Students, Fall 2015 to Fall 2021

Outcome	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Average Unit Load	3.28	3.32	3.22	3.46	3.42	4.02	3.81
Retention Rate	87%	84%	89%	92%	88%	92%	93%
Success Rate	76%	69%	74%	74%	73%	78%	71%
Average GPA	2.64	2.36	2.40	2.58	2.47	2.73	2.40
Persistence Rate: Fall-to Spring	43%	38%	42%	42%	44%	51%	N/A
Persistence Rate: Fall-to-Fall	18%	21%	22%	19%	17%	19%	N/A

Source: LACCD SIS Database

Office of Special Services (OSS)

The Office of Special Services (OSS), formerly Disabled Student Programs and Services (DSPS), works with students who have physical, mental health, learning and other disabilities to ensure equal access to academic programs and success. Students meet with their counselor or specialist to discuss how their disability impacts their education and to provide professional documentation of their disability. They work together to identify and authorize the appropriate services and accommodations the student needs, which may include: sign language interpreters; assistive/adaptive technology and training; alternate; learning disabilities assessment and support; priority registration; referrals; specialized academic counseling; education and academic accommodation plans; learning foundations classes; alternative testing; specialized tutoring; and USC Occupational Therapy Residency support.

Student Demographics

Figure 49
Demographics of OSS/DSPS Students, Fall 2021

396	**27%**	**55%**	**56%**	**79%**
OSS/DSPS Headcount	25 to 34 years old	Female	Hispanic	Pell and/or Promise
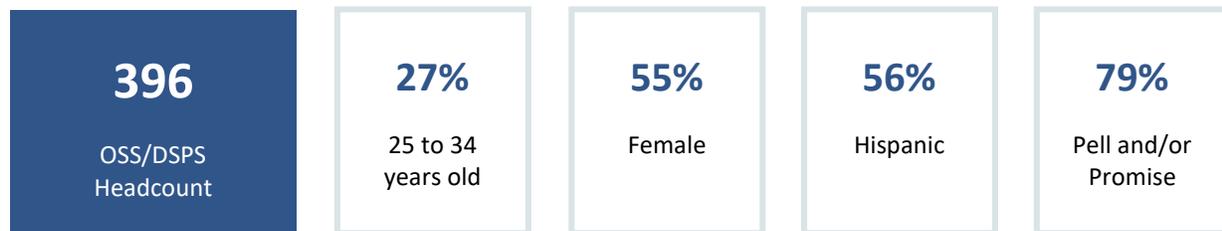
Table 30
Demographics of OSS/DSPS Students, Fall 2015 to Fall 2021

Demographic	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total	338	*100%*	309	*100%*	611	*100%*	610	*100%*	648	*100%*	452	*100%*	396	*100%*
Age														
Under 20	54	*16%*	44	*14%*	80	*13%*	72	*12%*	102	*16%*	66	*15%*	61	*15%*
20 to 24	52	*15%*	62	*20%*	132	*22%*	135	*22%*	151	*23%*	111	*25%*	94	*24%*
25 to 34	79	*23%*	53	*17%*	121	*20%*	131	*21%*	165	*25%*	137	*30%*	106	*27%*
35 to 54	97	*29%*	82	*27%*	185	*30%*	184	*30%*	142	*22%*	100	*22%*	97	*24%*
55 and over	56	*17%*	68	*22%*	93	*15%*	88	*14%*	88	*14%*	38	*8%*	38	*10%*
Gender														
Female	185	*55%*	176	*57%*	348	*57%*	352	*58%*	358	*55%*	261	*58%*	213	*55%*
Male	153	*45%*	133	*43%*	263	*43%*	258	*42%*	290	*45%*	190	*42%*	173	*44%*
Non-Binary									0	*0%*	1	*0.2%*	4	*1%*
Unknown													6	*(2%)*
Ethnicity														
Asian*	31	*10%*	31	*11%*	44	*8%*	50	*9%*	51	*8%*	42	*10%*	31	*8%*
Black	73	*23%*	63	*21%*	118	*21%*	124	*21%*	96	*16%*	57	*13%*	53	*14%*
Hispanic	138	*43%*	128	*43%*	300	*52%*	292	*50%*	352	*57%*	241	*55%*	216	*56%*
White	72	*22%*	71	*24%*	91	*16%*	98	*17%*	96	*16%*	84	*19%*	67	*17%*
Other**	8	*2%*	2	*1%*	22	*4%*	17	*3%*	21	*3%*	13	*3%*	19	*5%*
Unknown	16	*(5%)*	14	*(5%)*	36	*(6%)*	29	*(5%)*	32	*(5%)*	15	*(3%)*	10	*(3%)*
Financial Aid														
Pell and/or Promise	256	*76%*	225	*73%*	542	*89%*	532	*87%*	541	*83%*	370	*82%*	314	*79%*
No Pell, No Promise	82	*24%*	84	*27%*	69	*11%*	78	*13%*	107	*17%*	82	*18%*	82	*21%*

Source: LACCD SIS Database
Note: Percentages exclude Unknown.
*Asian includes Asian, Filipino, and Pacific Islander.
**Other includes Multi-Ethnic, American Indian, and Other Non-White

Student Outcomes

Figure 50
Outcomes of OSS/DSPS Students, Fall 2021

7.73 Average Unit Load	**82%** Retention Rate	**2.30** Average GPA	**63%** Success Rate

Figure 51
Persistence of OSS/DSPS Students, Fall 2020

76%
Fall-to-Spring
Persistence Rate

55%
Fall-to-Spring
Persistence Rate

Table 31
Outcomes of OSS/DSPS Students, Fall 2015 to Fall 2021

Outcome	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Average Unit Load	8.48	8.42	8.83	9.00	8.61	8.31	7.73
Retention Rate	84%	85%	87%	86%	81%	86%	82%
Success Rate	66%	70%	67%	67%	64%	70%	63%
Average GPA	2.34	2.31	2.27	2.38	2.28	2.64	2.30
Persistence Rate: Fall-to Spring	70%	71%	79%	79%	75%	76%	N/A
Persistence Rate: Fall-to-Fall	57%	52%	58%	62%	58%	55%	N/A

Source: LACCD SIS Database

TRIO/SSS Program

The Trio/SSS program provides services that assist low-income, first-generation, and/or disabled students in obtaining an associate degree and transferring to a four-year institution.

Trio/SSS services include: transfer and financial aid application, academic and personal counseling, tutoring, workshops, cultural activities, computer lab access, technology, university field trips, scholarship, and free printing.

Student Demographics

Figure 52
Demographics of TRIO/SSS Students, Fall 2021

54	52%	74%	70%	85%
TRIO/SSS Headcount	20 to 24 years old	Female	Hispanic	Pell and/or Promise
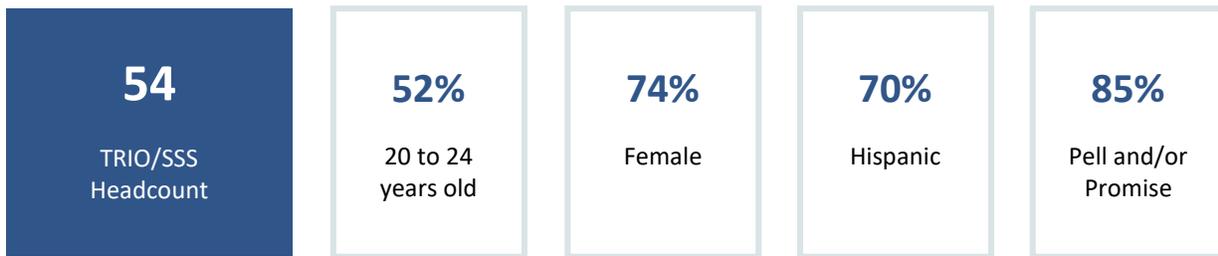
Table 32
Demographics of TRIO/SSS Students, Fall 2015 to Fall 2021

Demographic	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total	173	*100%*	143	*100%*	123	*100%*	156	*100%*	147	*100%*	100	*100%*	54	*100%*
Age														
Under 20	20	*12%*	23	*16%*	21	*17%*	29	*19%*	39	*27%*	17	*17%*	0	*0%*
20 to 24	82	*47%*	64	*45%*	52	*42%*	54	*35%*	38	*26%*	38	*38%*	28	*52%*
25 to 34	36	*21%*	24	*17%*	18	*15%*	35	*22%*	44	*30%*	24	*24%*	18	*33%*
35 to 54	27	*16%*	27	*19%*	28	*23%*	33	*21%*	22	*15%*	16	*16%*	4	*7%*
55 and over	8	*5%*	5	*3%*	4	*3%*	5	*3%*	4	*3%*	5	*5%*	4	*7%*
Gender														
Female	125	*72%*	101	*71%*	89	*72%*	112	*72%*	107	*73%*	74	*74%*	40	*74%*
Male	48	*28%*	42	*29%*	34	*28%*	44	*28%*	40	*27%*	26	*26%*	14	*26%*
Non-Binary									0	*0%*	0	*0%*	0	*0%*
Ethnicity														
Asian	17	*10%*	15	*11%*	8	*7%*	9	*6%*	7	*5%*	4	*4%*	2	*4%*
Black	32	*19%*	19	*14%*	13	*11%*	19	*13%*	17	*12%*	14	*14%*	10	*19%*
Hispanic	99	*58%*	89	*64%*	89	*76%*	115	*76%*	107	*75%*	74	*76%*	37	*70%*
White	10	*6%*	7	*5%*	3	*3%*	5	*3%*	7	*5%*	3	*3%*	3	*6%*
Other	12	*7%*	10	*7%*	4	*3%*	4	*3%*	4	*3%*	3	*3%*	1	*2%*
Unknown	3	*(2%)*	3	*(2%)*	6	*(5%)*	4	*(3%)*	5	*(3%)*	2	*(2%)*	1	*(2%)*
Financial Aid														
Pell and/or Promise	170	*98%*	135	*94%*	120	*98%*	150	*96%*	142	*97%*	94	*94%*	46	*85%*
No Pell, No Promise	3	*2%*	8	*6%*	3	*2%*	6	*4%*	5	*3%*	6	*6%*	8	*15%*

Source: LACCD SIS Database
Note: Percentages exclude Unknown.
*Asian includes Asian, Filipino, and Pacific Islander.
**Other includes Multi-Ethnic, American Indian, and Other Non-White

Student Outcomes

Figure 53
Outcomes of TRIO/SSS Students, Fall 2021

8.56	**77%**	**2.47**	**63%**
Average Unit Load	Retention Rate	Average GPA	Success Rate

Figure 54
Persistence of TRIO/SSS Students, Fall 2020

75%
Fall-to-Spring Persistence Rate
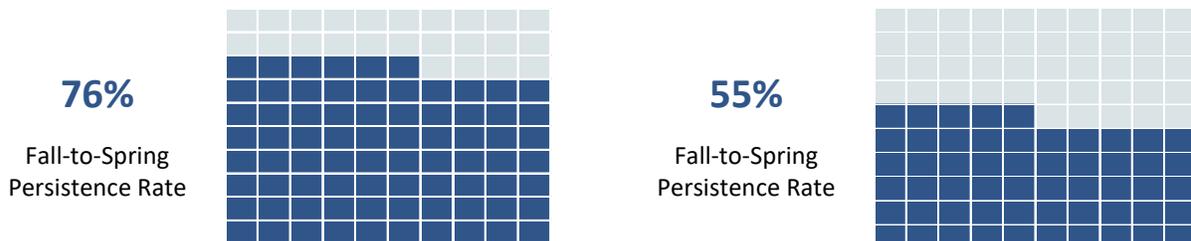
63%
Fall-to-Fall Persistence Rate
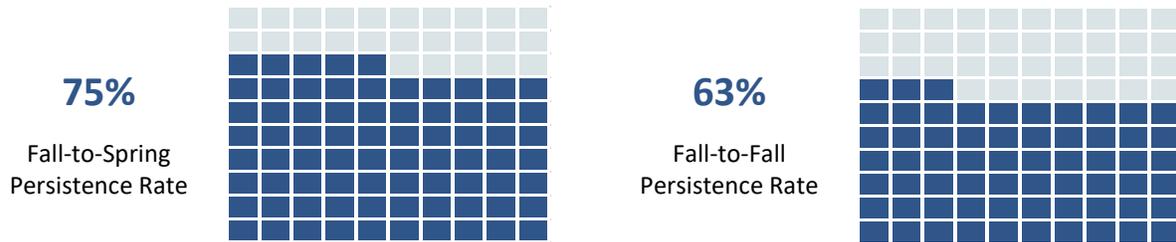
Table 33
Outcomes of TRIO/SSS Students, Fall 2015 to Fall 2021

Outcome	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Average Unit Load	10.67	10.25	10.92	10.90	10.93	9.99	8.56
Retention Rate	84%	83%	89%	86%	86%	87%	77%
Success Rate	70%	68%	75%	73%	70%	72%	63%
Average GPA	2.58	2.40	2.68	2.70	2.48	2.69	2.47
Persistence Rate: Fall-to Spring	81%	81%	95%	89%	85%	75%	N/A
Persistence Rate: Fall-to-Fall	62%	63%	74%	72%	72%	63%	N/A

Source: LACCD SIS Database

Umoja

Umoja (a Kiswahili word meaning unity) is a community and critical resource dedicated to enhancing the cultural and educational experiences of African American and other students. Umoja believes that when the voices of histories of students are deliberately and intentionally recognized, the opportunity for self-efficacy emerges and a foundation is formed for academic success. Umoja actively serves and promotes student success for all students through a curriculum and pedagogy responsive to the legacy of the African and African American Diasporas.

Umoja services include: supportive environment, counseling, tutoring, cultural workshops and events, leadership development, academic workshops, faculty and staff mentoring, Historically Black Colleges and Universities (HBCU) tours, transfer agreements with UCs and HBCUs.

Student Demographics

Figure 55
Demographics of Umoja Students, Fall 2021

135	36%	64%	74%	83%
Umoja Headcount	25 to 34 years old	Female	Black	Pell and/or Promise
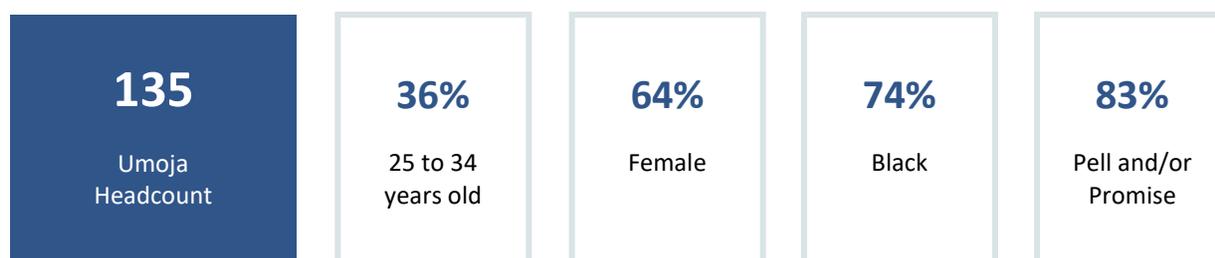
Table 34
Demographics of Umoja Students, Fall 2018 *to* Fall 2021

Demographic	Fall 2018		Fall 2019		Fall 2020		Fall 2021	
	n	%	n	%	n	%	n	%
Total	25	*100%*	76	*100%*	119	*100%*	135	*100%*
Age								
Under 20	12	*48%*	10	*13%*	13	*11%*	12	*9%*
20 to 24	5	*20%*	20	*26%*	24	*20%*	32	*24%*
25 to 34	5	*20%*	21	*28%*	46	*39%*	48	*36%*
35 to 54	3	*12%*	19	*25%*	27	*23%*	35	*26%*
55 and over	0	*0%*	6	*8%*	9	*8%*	8	*6%*
Gender								
Female	17	*68%*	47	*62%*	80	*67%*	87	*64%*
Male	8	*32%*	29	*38%*	39	*33%*	45	*33%*
Non-Binary			0	*0%*	0	*0%*	3	*2%*
Ethnicity								
Asian	0	*0%*	0	*0%*	0	*0%*	1	*1%*
Black	20	*80%*	58	*82%*	88	*77%*	97	*74%*
Hispanic	4	*16%*	6	*8%*	9	*8%*	17	*13%*
White	0	*0%*	0	*0%*	3	*3%*	1	*1%*
Other	1	*4%*	7	*10%*	14	*12%*	15	*11%*
Unknown			5	*(7%)*	5	*(4%)*	4	*(3%)*
Financial Aid								
Pell and/or Promise	24	*96%*	70	*92%*	97	*82%*	112	*83%*
No Pell, No Promise	1	*4%*	6	*8%*	22	*18%*	23	*17%*

Source: LACCD SIS Database
Note: Percentages exclude Unknown.
*Asian includes Asian, Filipino, and Pacific Islander.
**Other includes Multi-Ethnic, American Indian, and Other Non-White

Student Outcomes

Figure 56
Outcomes of Umoja Students, Fall 2021

9.59	**83%**	**2.17**	**59%**
Average Unit Load	Retention Rate	Average GPA	Success Rate

Figure 57
Persistence of Umoja Students, Fall 2020

80%
Fall-to-Spring Persistence Rate

64%
Fall-to-Fall Persistence Rate
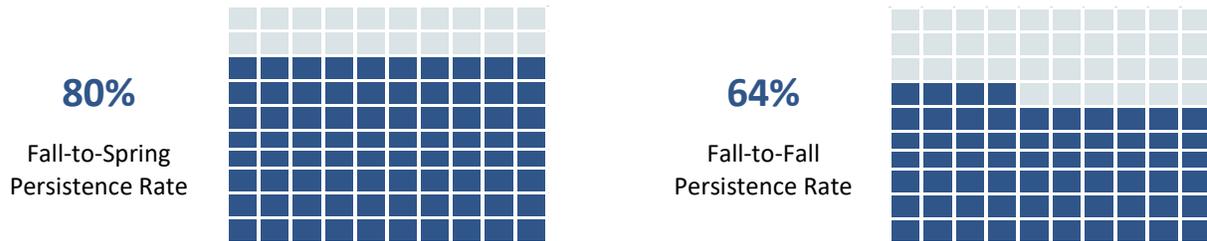
Table 35
Outcomes of Umoja Students, Fall 2018 *to* Fall 2020

Outcome	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Average Unit Load	12.50	10.66	10.42	9.59
Retention Rate	79%	84%	82%	83%
Success Rate	62%	64%	70%	59%
Average GPA	2.27	2.31	2.45	2.17
Persistence Rate: Fall-to Spring	68%	82%	80%	N/A
Persistence Rate: Fall-to-Fall	57%	53%	64%	N/A

Source: LACCD SIS Database

Veterans Resource Center (VRC)

The goal of the Veterans Resource Center (VRC) program is to create a supportive environment by acknowledging, honoring, and addressing veterans' unique needs, while helping them attain their educational goals. Contact the VRC for more information about approved degrees, certificates, and transfer programs for VA benefits.

VRC services include: book rental; campus service referrals including disability services through OSS, Financial Aid, and Transfer Center; computer lab and printing services; mental health services through U.S. Vets; VA educational benefits certification; VA educational benefits counseling through Vet Success on Campus; and Veterans Club.

Student Demographics

Figure 58
Demographics of Veteran Students, Fall 2021

243	**49%**	**78%**	**39%**	**58%**
Veteran Headcount	25 to 34 years old	Male	Hispanic	Pell and/or Promise
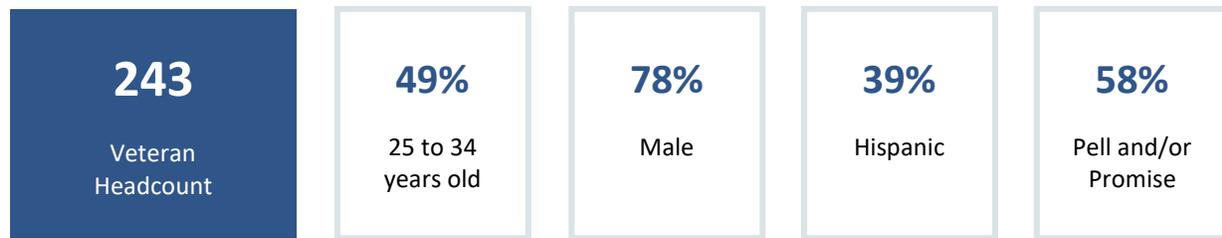
Table 36
Demographics of Veteran Students, Fall 2015 to Fall 2021

Demographic	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total	**565**	*100%*	**521**	*100%*	**381**	*100%*	**363**	*100%*	**323**	*100%*	**305**	*100%*	**243**	*100%*
Age														
Under 20	28	*5%*	26	*5%*	14	*4%*	10	*3%*	5	*2%*	0	*0%*	0	*0%*
20 to 24	104	*18%*	77	*15%*	56	*15%*	59	*16%*	56	*17%*	46	*15%*	25	*10%*
25 to 34	204	*36%*	218	*42%*	171	*45%*	153	*42%*	129	*40%*	149	*49%*	119	*49%*
35 to 54	158	*28%*	137	*26%*	89	*23%*	99	*27%*	88	*27%*	79	*26%*	67	*28%*
55 and over	71	*13%*	63	*12%*	51	*13%*	42	*12%*	45	*14%*	31	*10%*	32	*13%*
Gender														
Female	138	*24%*	119	*23%*	80	*21%*	85	*23%*	83	*26%*	71	*23%*	53	*22%*
Male	427	*76%*	402	*77%*	301	*79%*	278	*77%*	240	*74%*	233	*77%*	188	*78%*
Non-binary														
Unknown											1	*(0.3%)*	2	*(1%)*
Ethnicity														
Asian*	110	*20%*	103	*22%*	57	*16%*	55	*16%*	43	*14%*	54	*18%*	44	*18%*
Black	148	*27%*	108	*23%*	79	*22%*	69	*20%*	71	*23%*	61	*20%*	51	*21%*
Hispanic	181	*33%*	179	*38%*	132	*36%*	126	*36%*	120	*39%*	118	*39%*	93	*39%*
White	100	*18%*	73	*15%*	73	*20%*	77	*22%*	54	*18%*	47	*16%*	39	*16%*
Other**	14	*3%*	13	*3%*	24	*7%*	23	*7%*	20	*6%*	19	*6%*	12	*5%*
Unknown	12	*(2%)*	13	*(2%)*	16	*(4%)*	13	*(4%)*	15	*(5%)*	6	*(2%)*	4	*(2%)*
Financial Aid														
Pell and/or Promise	356	*63%*	317	*61%*	249	*65%*	221	*61%*	192	*59%*	162	*53%*	101	*42%*
No Pell, No Promise	209	*37%*	204	*39%*	132	*35%*	142	*39%*	131	*41%*	143	*47%*	142	*58%*

Source: LACCD SIS Database
Note: Percentages exclude Unknown.
*Asian includes Asian, Filipino, and Pacific Islander.
**Other includes Multi-Ethnic, American Indian, and Other Non-White

Student Outcomes

Figure 59
Outcomes of Veteran Students, Fall 2021

7.25	81%	2.16	59%
Average Unit Load	Retention Rate	Average GPA	Success Rate

Figure 60
Persistence of Veteran Students, Fall 2020

55%
Fall-to-Spring
Persistence Rate

36%
Fall-to-Fall
Persistence Rate

Table 37
Outcomes of Veteran Students, Fall 2015 to Fall 2021

Outcome	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Average Unit Load	9.12	9.06	8.93	8.74	8.34	8.00	7.25
Retention Rate	81%	81%	81%	84%	83%	82%	81%
Success Rate	63%	64%	66%	65%	65%	67%	59%
Average GPA	2.27	2.35	2.38	2.37	2.45	2.45	2.16
Persistence Rate: Fall-to-Spring	64%	56%	64%	59%	57%	55%	N/A
Persistence Rate: Fall-to-Fall	45%	34%	38%	34%	36%	36%	N/A

Source: LACCD SIS Database

Student Outcomes

- Enrollment
- Course Success
- Persistence
- Awards
- Transfer

Credit Enrollments

The total number of fall credit enrollments declined at an average rate of 7 percent per year between 2015 and 2021 (Figure 61).

Figure 61
LACC Fall Credit Enrollment, 2015 to 2021
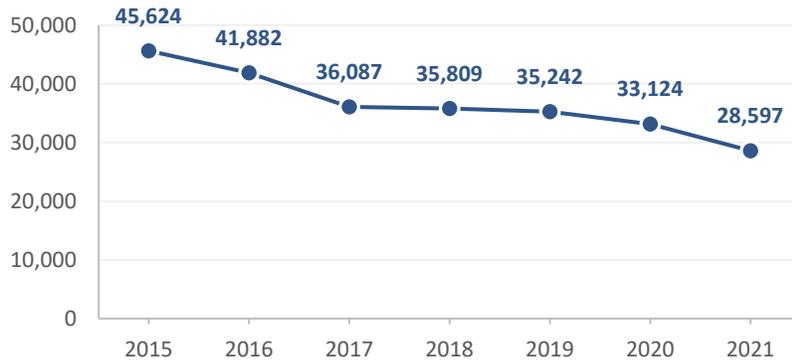
Source: LACCD SIS Database

Credit Enrollment by Age Group

Between Fall 2015 and Fall 2021, credit enrollments declined across age groups; however, most of the decline in credit enrollments is due to fewer enrollments from students between the ages of 20 and 24. In Fall 2021, for the first time in seven years, students 20 to 24 did not account for more enrollments than any other age group. In Fall 2021, students under 20 accounted for more enrollments than any other age group (28%), followed by students 25 to 34 (26%) and students 20 to 24 (24%) (Figure 62, Table 38).

Figure 62
Fall Enrollment Count by Age, 2015 to 2021
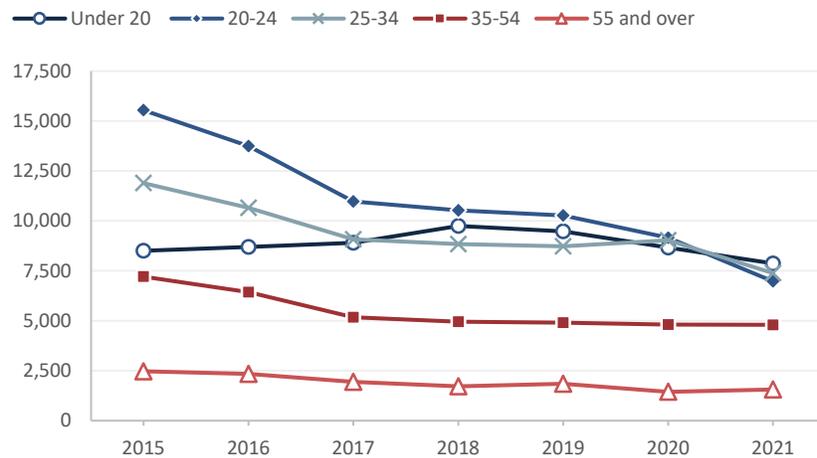
52%

Proportion of Fall 2021 enrollments represented by students **under 25 years**

Source: LACCD SIS Database

Credit Enrollment by Gender

Female students consistently represent the majority of credit enrollments. In Fall 2021, female students made up 56 percent of credit enrollments, male students made up 43 percent, and non-binary students made up 1 percent. Between Fall 2015 and Fall 2021, credit enrollments declined at a rate of 7 percent per year on average for female students and 8 percent per year on average for male students (Figure 63, Table 38).

Figure 63
Fall Enrollment Count by Gender, 2015 to 2021

56%

Proportion of Fall 2021 enrollments represented by **female** students
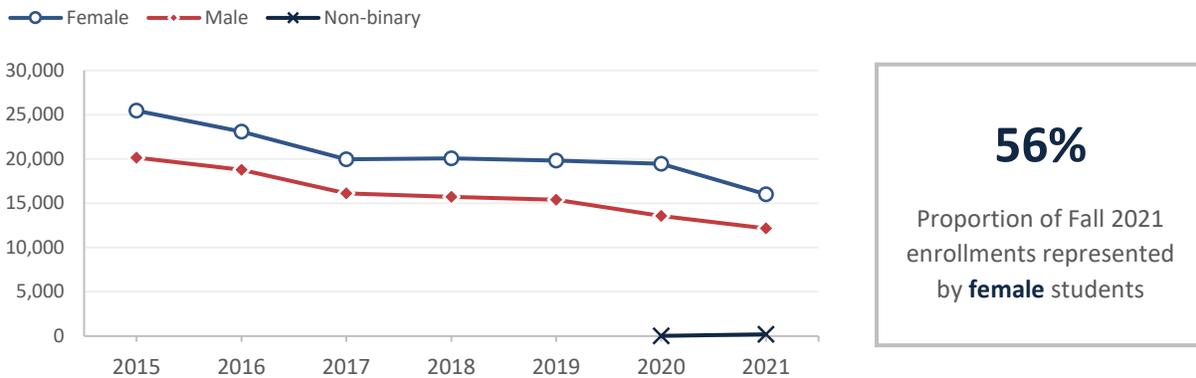
Source: LACCD SIS Database

Credit Enrollment by Ethnicity

Credit enrollments are largely made up by Hispanic students, followed by White, Asian, and Black students.

Credit enrollments declined across racial/ethnic groups between Fall 2015 and Fall 2021. The average annual rate of decline in enrollments was higher for Asian (-12%) and Black students (-10%) than it was for White (-6%) and Hispanic students (-5%) (Figure 64, Table 38).

Figure 64
Fall Enrollment Count by Ethnicity, 2015 to 2021
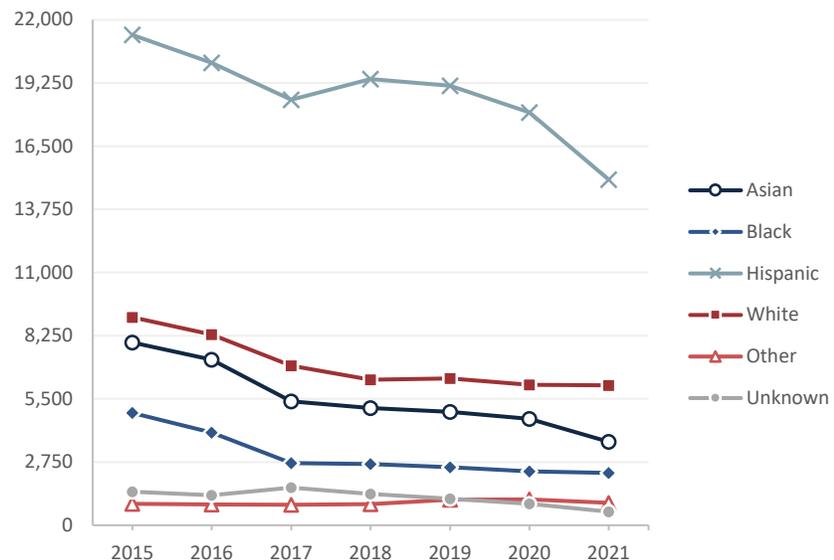
Source: LACCD SIS Database
Note: Asian includes Asian, Filipino, and Pacific Islander; Other includes Multi-Ethnic, American Indian, and Other Non-White.

All Student Characteristics

Fall Credit Enrollments by Student Characteristics, 2015 to 2021

Group	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	**45,624**	*100%*	**41,882**	*100%*	**36,087**	*100%*	**35,809**	*100%*	**35,242**	*100%*	**33,124**	*100%*	**28,597**	*100%*
Gender														
Female	25,461	*56%*	23,100	*55%*	19,964	*55%*	20,072	*56%*	19,826	*56%*	19,466	*59%*	16,009	*56%*
Male	20,161	*44%*	18,781	*45%*	16,117	*45%*	15,731	*44%*	15,404	*44%*	13,571	*41%*	12,165	*43%*
Non-binary											23	*<1%*	200	*1%*
Unknown	2	*(<1%)*	1	*(<1%)*	6	*(<1%)*	6	*(<1%)*	12	*(<1%)*	64	*(<1%)*	223	*(1%)*
Ethnicity														
Asian*	7,954	*18%*	7,211	*18%*	5,393	*16%*	5,108	*15%*	4,939	*14%*	4,635	*14%*	3,631	*13%*
Black	4,888	*11%*	4,031	*10%*	2,708	*8%*	2,667	*8%*	2,522	*7%*	2,352	*7%*	2,277	*8%*
Hispanic	21,340	*48%*	20,129	*50%*	18,515	*54%*	19,418	*56%*	19,123	*56%*	17,968	*56%*	15,040	*54%*
White	9,051	*20%*	8,294	*20%*	6,941	*20%*	6,328	*18%*	6,389	*19%*	6,115	*19%*	6,090	*22%*
Other**	938	*2%*	904	*2%*	892	*3%*	921	*3%*	1,117	*3%*	1,125	*3%*	968	*3%*
Unknown	1,453	*(3%)*	1,313	*(3%)*	1,638	*(5%)*	1,367	*(4%)*	1,152	*(3%)*	929	*(3%)*	591	*(2%)*
Age														
Under 20	8,500	*19%*	8,705	*21%*	8,901	*25%*	9,749	*27%*	9,480	*27%*	8,674	*26%*	7,872	*28%*
20 to 24	15,544	*34%*	13,754	*33%*	10,974	*30%*	10,528	*29%*	10,270	*29%*	9,159	*28%*	6,973	*24%*
25 to 34	11,894	*26%*	10,650	*25%*	9,083	*25%*	8,847	*25%*	8,732	*25%*	9,040	*27%*	7,386	*26%*
35 to 54	7,210	*16%*	6,428	*15%*	5,179	*14%*	4,962	*14%*	4,913	*14%*	4,808	*15%*	4,800	*17%*
55 and over	2,474	*5%*	2,344	*6%*	1,950	*5%*	1,723	*5%*	1,847	*5%*	1,443	*4%*	1,566	*5%*
Unknown	2	*(<1%)*	1	*(<1%)*										

Source: LACCD SIS Database
Note: Percentages exclude Unknown.
*Asian includes Asian, Filipino, and Pacific Islander.
**Other includes Multi-Ethnic, American Indian, and Other Non-White

Course Success Rates

After remaining relatively stable between Fall 2015 and Fall 2020, the overall course success rate for credit courses, also known as the course completion rate, decreased to 62 percent in Fall 2021 (Figure 65).

Figure 65
Fall Credit Course Success Rates, 2015 to 2021
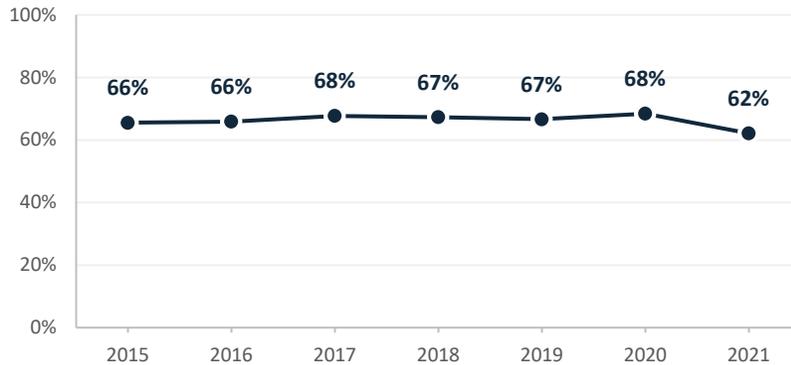
Source: LACCD SIS Database

Success Rates by Age Group

In general, older students have higher course success rates than younger students. Between Fall 2015 and Fall 2020, course success rates increased for all age groups, except for students under 20 years old. For these students, course success rates started decreasing in Fall 2018.

In Fall 2021, course success rates declined for all age groups. Still, students 55 years of age and older had the highest success rate (68%) and students under 20 had the lowest success rate (56%) (Figure 66, Figure 67, Table 39).

Figure 66
Fall Course Success Rates by Age, 2015 to 2021

Figure 67
Fall Course Success Rates by Age, 2021
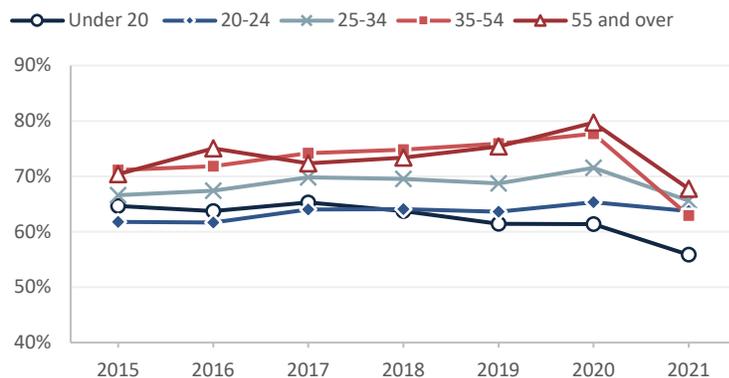
Source: LACCD SIS
Note: Y-axis range is set 40% and 90% to see differences between groups
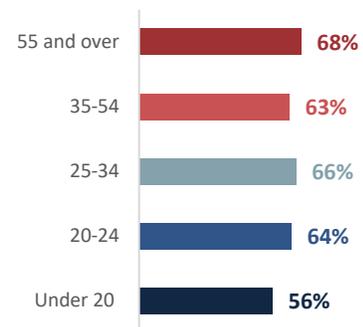
Success Rates by Gender

Female students consistently have higher success rates than male students. The gap between the course success rates of female students and male students has remained relatively stable over the last seven fall semesters, around 4 percent (Figure 68, Figure 69, Table 39).

Fall Credit Course Success Rates by Gender, 2015 to 2021
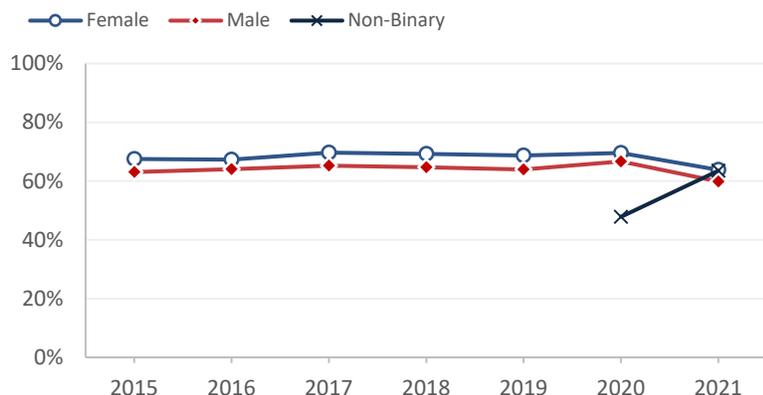
Fall Credit Course Success Rates by Gender, 2021

Source: LACCD SIS Database

Success Rates by Ethnicity

Fall Credit Course Success Rates by Ethnicity, 2015 to 2021

On average, Asian and White students have higher course success rates than their peers, while Hispanic and Black students have lower success rates.

Course success increased for Asian, White and Black students between Fall 2015 and Fall 2020 and remained stable for Hispanic students. However, in Fall 2021, course success rates declined for all groups (Figure 70, Figure 71, Table 39).
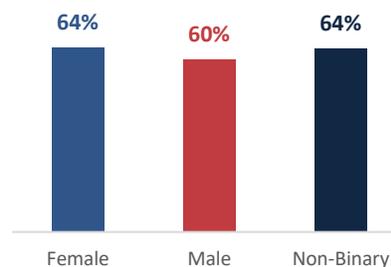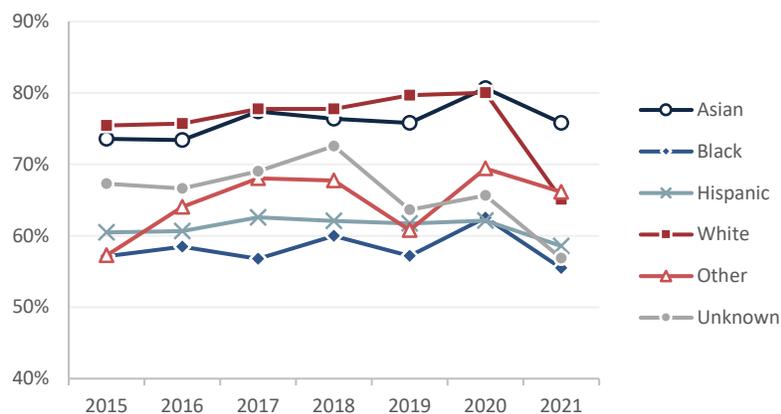
Source: LACCD SIS Database
*Note: Y-axis range is set between 40% and 90% to see differences between groups; Asian includes Asian, Filipino, and Pacific Islander; Other includes Multi-Ethnic, American Indian, and Other Non-White.*

Figure 71

Fall Credit Course Success Rates by Ethnicity, 2021
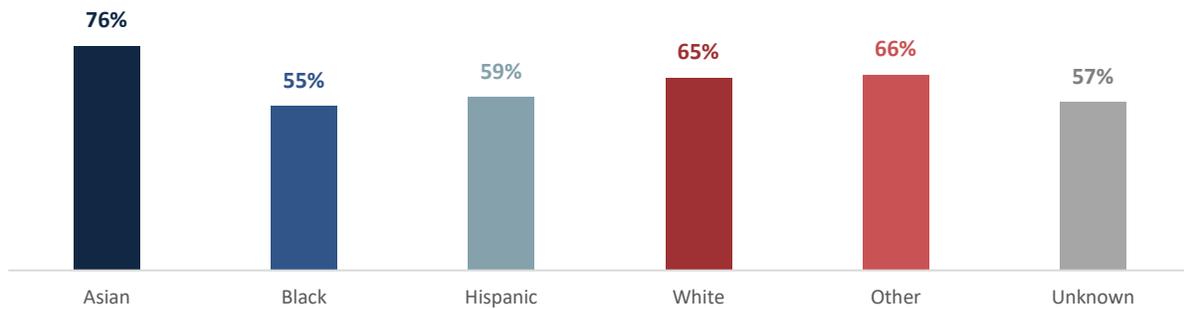
Source: LACCD SIS Database
Note: Asian includes Asian, Filipino, and Pacific Islander; Other includes Multi-Ethnic, American Indian, and Other Non-White

All Student Characteristics

Table 39

Fall Credit Course Success Rates by Student Characteristics, 2015 to 2021

Demographic	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Overall	**66%**	**66%**	**68%**	**67%**	**67%**	**68%**	**62%**
Gender							
Female	67%	67%	70%	69%	69%	70%	64%
Male	63%	64%	65%	65%	64%	67%	60%
Non-Binary						48%	64%
Unknown	*	*	*	*	67%	67%	63%
Ethnicity							
Asian**	74%	73%	77%	76%	76%	81%	76%
Black	57%	58%	57%	60%	57%	63%	55%
Hispanic	60%	61%	63%	62%	62%	62%	59%
White	75%	76%	78%	78%	80%	80%	65%
Other***	57%	64%	68%	68%	61%	69%	66%
Unknown	67%	67%	69%	73%	64%	66%	57%
Age							
Under 20	65%	64%	65%	64%	61%	61%	56%
20 to 24	62%	62%	64%	64%	64%	65%	64%
25 to 34	67%	67%	70%	70%	69%	72%	66%
35 to 54	71%	72%	74%	75%	76%	78%	63%
55 and Over	70%	75%	72%	73%	75%	80%	68%

Source: LACCD SIS Database
*Success rates are not calculated for groups with fewer than 10 enrollments.
**Asian includes Asian, Filipino, and Pacific Islander.
***Other includes Multi-Ethnic, American Indian, and Other Non-White.

Success Rates by Department

In Fall 2021, the five departments with the highest course success rates were Nursing, Library, Radiologic Technology, Theatre Arts, and Dental Technology (Table 40).

Table 40
Credit Course Retention and Course Success by Department, Fall 2021

Department	Enrollment Count	Retention Rate	Success Rate
Business Administration	2,082	83%	67%
Chemistry	289	64%	46%
Child & Family Studies/Dietetics	1,343	81%	66%
Cinema/TV	1,046	83%	71%
Communication Studies	928	82%	59%
Cooperative Education	131	93%	29%
Counseling	998	92%	63%
CSISA	1,040	81%	64%
Dental Technology	149	94%	78%
Earth Sciences	264	91%	73%
English/ESL	3,301	77%	49%
Kinesiology	1,618	84%	65%
Law/Administration of Justice	670	82%	68%
Library	50	88%	88%
Life Sciences	1,235	81%	65%
Mathematics	3,111	71%	45%
Modern Languages and Civilization	1,549	84%	72%
Music	1,391	81%	64%
Nursing	398	99%	98%
Office of Special Services\Learning Skills	25	96%	72%
Philosophy	328	88%	66%
Physics/Engineering/Astronomy	646	87%	67%
Psychology	1,552	87%	68%
Radiologic Technology	353	93%	86%
Social Sciences	2,251	81%	59%
Theatre Arts	605	93%	79%
Visual and Media Arts	1,244	85%	64%

Source: LACCD SIS Database

Persistence Rates

The rate of return of Fall students to the following Spring semester has slightly declined over recent years. The fall-to-spring persistence rate declined from 60% for Fall 2015 to Spring 2016 to 55% for Fall 2020 to Spring 2021 (Figure 72).

Figure 72
Fall-to-Spring Persistence Rates, Fall 2015 to Fall 2020
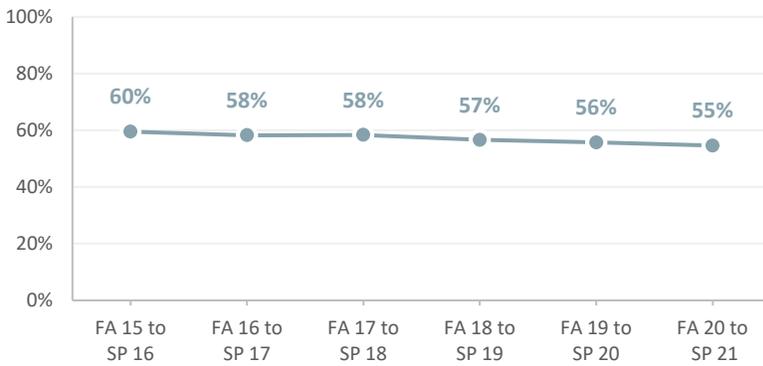
Source: LACCD SIS Database

Persistence Rates by Age Group

On average, older students have higher fall-to-spring persistence rates than younger students, with students age 55 and over having the highest rates (Figure 73, Figure 74).

Figure 73
Fall-to-Spring Persistence Rates by Age

Figure 74
**Fall 2020 to Spring 2021
Persistence Rate by Age**
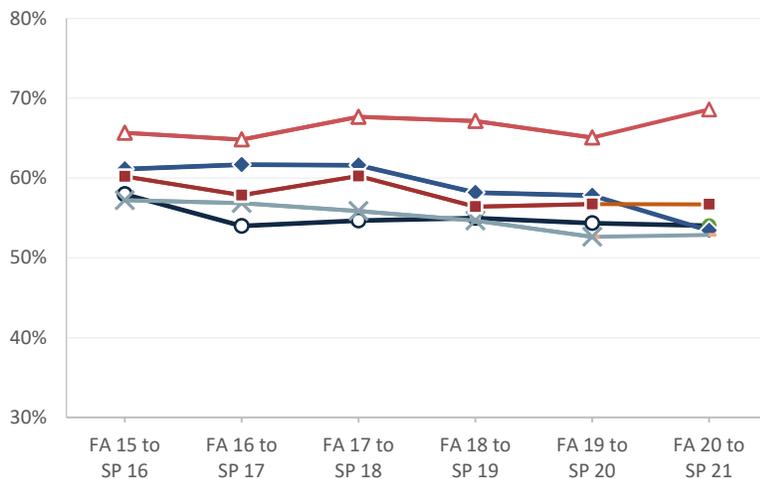
Source: LACCD SIS Database
Note: Y-axis range is set between 30% and 80% to see differences between groups.
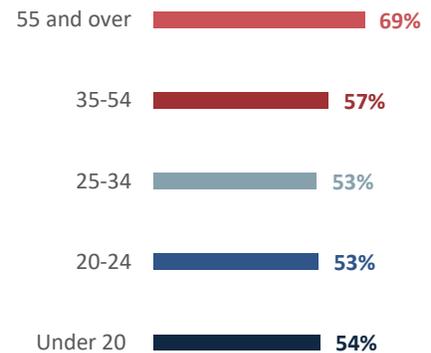
Persistence Rates by Gender

Fall-to-spring persistence rates are similar for both female and male students (Figure 75, Figure 76).
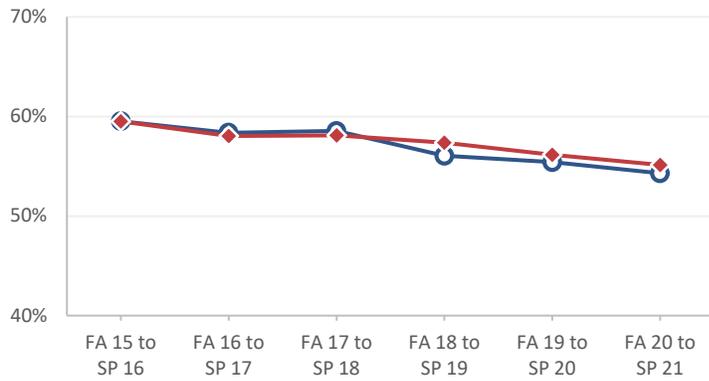
Fall-to-Spring Persistence Rates by Gender
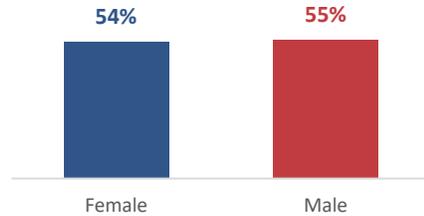
Source: LACCD SIS Database
Note: Y-axis range is set between 40% and 70% to see differences between groups.

Fall 2020 to Spring 2021 Persistence Rates by Gender

Persistence Rates by Ethnicity

White and Asian students, on average, have the highest fall-to-spring persistence rates while Black students consistently have lower rates than other groups (Figure 77, Figure 78).

Fall-to-Spring Persistence Rates, by Ethnicity
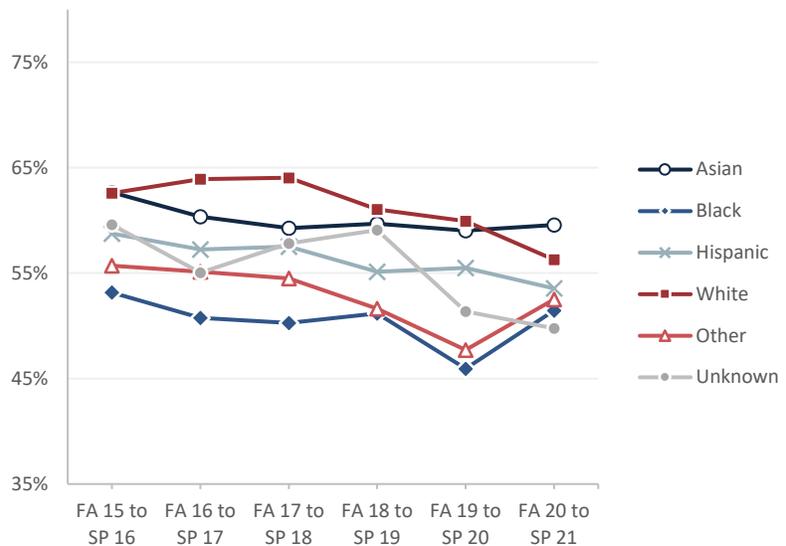
Source: LACCD SIS Database
Note: Asian includes Asian, Filipino, and Pacific Islander; Other includes Multi-Ethnic, American Indian, and Other Non-White.

Figure 78
Fall 2020 to Spring 2021 Persistence Rates by Ethnicity
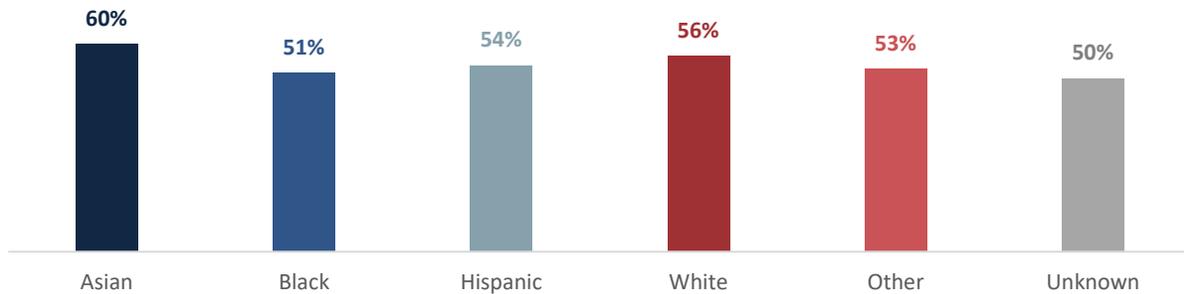
60%	51%	54%	56%	53%	50%
Asian	Black	Hispanic	White	Other	Unknown

Source: LACCD SIS Database
Note: Asian includes Asian, Filipino, and Pacific Islander; Other includes Multi-Ethnic, American Indian, and Other Non-White.

All Student Characteristics

Table 41
Fall-to-Spring Persistence Rates by Student Characteristics, Fall 2015 to Fall 2020

Group	Fall 2015 to Spring 2016	Fall 2016 to Spring 2017	Fall 2017 to Spring 2018	Fall 2018 to Spring 2019	Fall 2019 to Spring 2020	Fall 2020 to Spring 2021
Overall	**60%**	**58%**	**58%**	**57%**	**56%**	**55%**
Gender						
Female	60%	58%	59%	56%	55%	54%
Male	60%	58%	58%	57%	56%	55%
Ethnicity						
Asian*	63%	60%	59%	60%	59%	60%
Black	53%	51%	50%	51%	46%	51%
Hispanic	59%	57%	58%	55%	56%	54%
White	63%	56%	64%	61%	60%	56%
Other**	56%	55%	54%	52%	48%	53%
Unknown	60%	55%	58%	59%	51%	50%
Age						
Under 20	58%	54%	55%	55%	54%	54%
20 to 24	61%	62%	62%	58%	58%	53%
25 to 34	57%	57%	56%	55%	53%	53%
35 to 54	60%	58%	60%	56%	57%	57%
55 and Over	66%	65%	68%	67%	65%	69%

Source: LACCD SIS Database
*Asian includes Asian, Filipino, and Pacific Islander.
**Other includes Multi-Ethnic, American Indian, and Other Non-White.

Awards

Between 2015-16 and 2020-21, the number of total awards conferred increased by 72%; AA/AS degrees increased by 79 percent, ADT degrees increased by 417%, certificates of achievement increased by 176%, and non-credit certificates increased 20 percent (Figure 79, Table 42).

Figure 79
LACC Awards Conferred by Type, 1980-1981 to 2020-2021
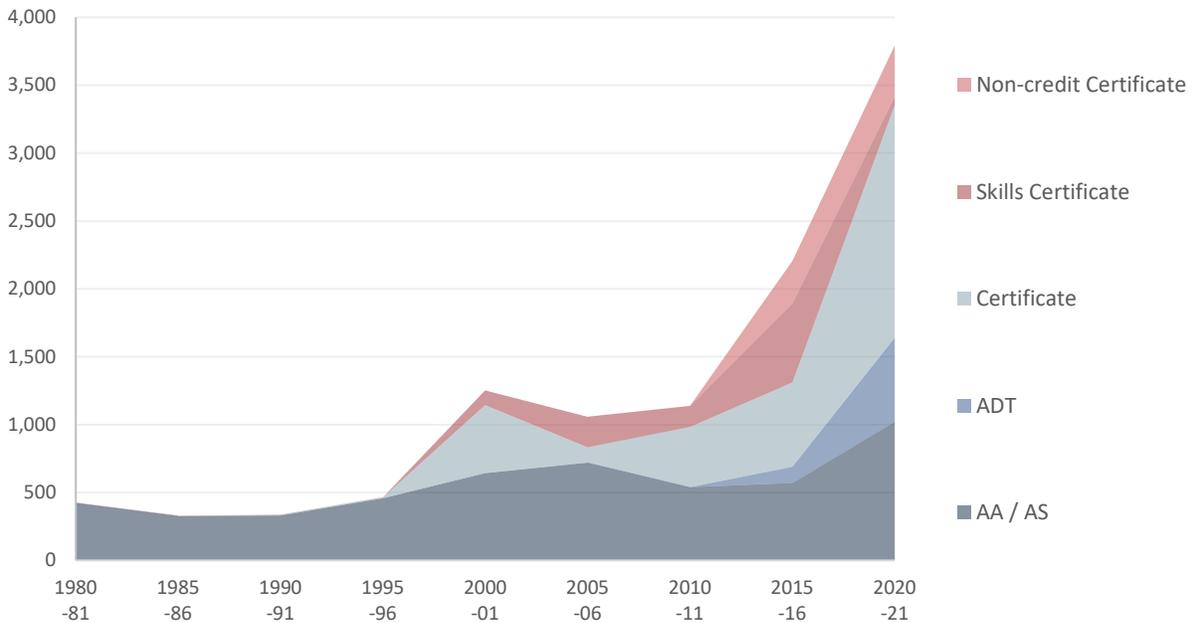
Source: LACCD SIS Database

Table 42
LACC Awards Conferred by Type, 1980-1981 to 2020-2021

Academic Year	AA	AS	ADT	Certificate	Skills Certificate	Non-credit Certificate	Total
1980-81	421	1					422
1981-82	221	1					222
1982-83	243						243
1983-84	272	1					273
1984-85	266			1			267
1985-86	328						328
1986-87	388						388
1987-88	338						338
1988-89	254			19			273
1989-90	298			4			302
1990-91	321	11		5			337
1991-92	361	3		12			376
1992-93	373	18		10			401
1993-94	320	21		11			352
1994-95	368	22		20			410
1995-96	439	18		7			464
1996-97	462	30		11			503
1997-98	426	30		53	1		510
1998-99	483	24		456	3		966
1999-00	508	29		462	17		1,016
2000-01	599	44		502	108		1,253
2001-02	655	30		364	100		1,149
2002-03	634	35		456	193		1,318
2003-04	654	51		178	276		1,159
2004-05	715	70		145	240		1,170
2005-06	649	72		112	225		1,058
2006-07	599	67		78	190		934
2007-08	546	67		135	124		872
2008-09	578	81		151	287		1,097
2009-10	499	92		119	198		908
2010-11	458	81		445	153		1,137
2011-12	391	91	2	346	114		944
2012-13	425	87	14	409	149		1,084
2013-14	395	115	31	522	393	27	1,483
2014-15	402	130	52	614	396	437	2,031
2015-16	462	109	120	620	581	315	2,207
2016-17	497	123	218	795	745	363	2,741
2017-18	680	103	319	1,041	525	298	2,966
2018-19	716	140	402	1,119	635	272	3,284
2019-20	683	121	449	1,425	222	558	3,458
2020-21	869	152	620	1,714	62	377	3,794

Source: LACCD SIS Database

Awards by Age Group

On average, students between 25 and 34 years old earn more awards compared to their peers, followed by students between 20 and 24, and then students between 35 and 54 (Table 43).

Compared to other age groups, a higher proportion of AA/AS degrees, certificates of achievement, and skills certificates conferred were earned by students between the ages of 25 and 34. In 2020-21, 37 percent of AA/AS degrees, 39 percent of certificates of achievement, and 47 percent of skills certificates were awarded to students between 25 and 34. On the other hand, the highest proportion of ADT degrees conferred between in 2020-21 were awarded to students between 20 and 24, and more than half of non-credit certificates conferred (60%) were awarded to students between the ages of 35 and 54 (Figure 80).

Figure 80
Award Distribution by Age, 2020-2021
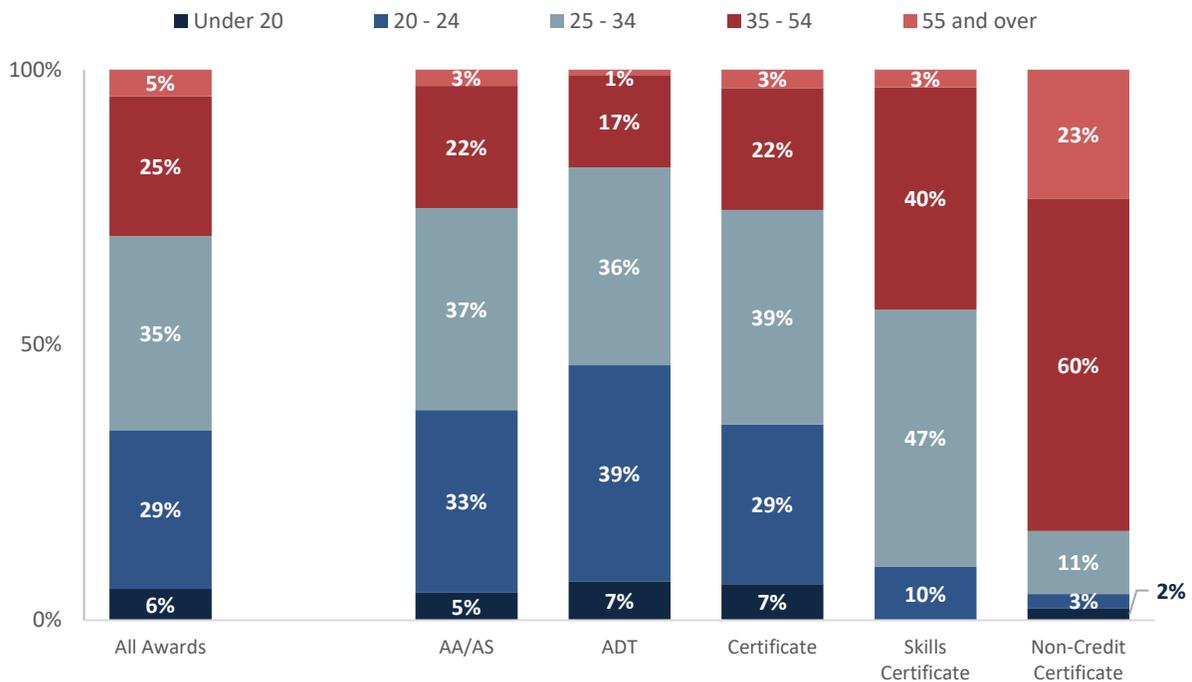
Table 43
LACC Awards Conferred by Age, 2015-2016 to 2020-2021

Age Group	2015-2016		2016-2017		2017-2018		2018-2019		2019-2020		2020-2021	
	n	%	n	%	n	%	n	%	n	%	n	%
Under 20	76	*4%*	109	*4%*	115	*4%*	214	*7%*	170	*5%*	215	*6%*
20 to 24	620	*29%*	756	*28%*	972	*33%*	1,138	*35%*	1,008	*29%*	1,092	*29%*
25 to 34	694	*33%*	970	*36%*	1,057	*36%*	1,091	*33%*	1,170	*34%*	1,337	*35%*
35 to 54	507	*24%*	681	*25%*	648	*22%*	636	*19%*	830	*24%*	961	*25%*
55 and over	206	*10%*	198	*7%*	164	*6%*	193	*6%*	277	*8%*	183	*5%*
Unknown	104	*(3%)*	27	*(4%)*	10	*(4%)*	12	*(7%)*	3	*(5%)*	6	*(6%)*

Source: LACCD SIS Database
Note: Percentages exclude Unknown.

Awards by Gender

Between 2015-16 and 2020-21, the majority of all certificates and degrees were awarded to female students, earning 64 percent of all awards on average (Table 44).

While female students earn more awards on average, disaggregating the data by award type reveals important differences. For example, in 2020-21, female students earned 65 percent of AA/AS degrees, 62 percent of ADTs, 68 percent of certificates of achievement, 52 percent of skills certificates, and 92 percent of non-credit certificates (Figure 81).
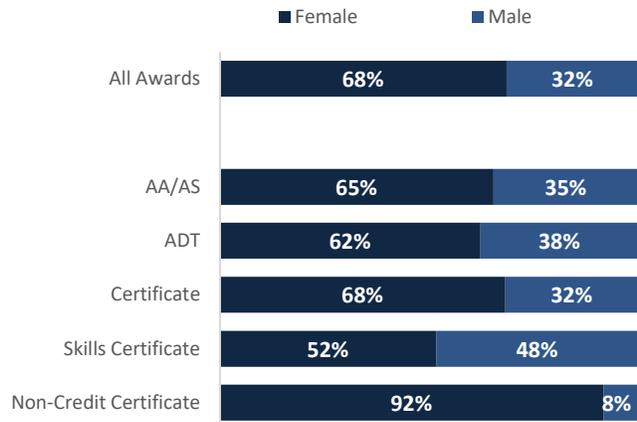
LACC Awards Conferred by Gender, 2015-2016 to 2020-2021

Gender	2015-2016		2016-2017		2017-2018		2018-2019		2019-2020		2020-2021	
	n	%	n	%	n	%	n	%	n	%	n	%
Female	1,351	*64%*	1,768	*65%*	1,841	*62%*	1,910	*58%*	2,255	*65%*	2,585	*68%*
Male	752	*36%*	946	*35%*	1,117	*38%*	1,360	*42%*	1,200	*35%*	1,190	*32%*
Non-Binary											1	*0.03%*
Unknown	104	*(5%)*	27	*(1%)*	8	*(0.3%)*	14	*(0.4%)*	3	*(0.1%)*	18	*(0.5%)*

Source: LACCD SIS Database
Note: Percentages exclude Unknown.

Awards by Ethnicity

The number of awards conferred between 2015-16 and 2020-21 increased across all racial/ethnic groups. However, Hispanic students are the only group of students who observed an increase in awards every year during this time period. On average, the greatest number of degrees and certificates are awarded to Hispanic students followed by Asian, White, and Black student (Table 45).

In 2020-21, Hispanic students were awarded 55 percent of all degrees and certificates, while Asian students were awarded 19 percent, White students were awarded 17 percent, and Black students were awarded 6 percent. Still , the distribution of awards differs by award type. For example, in 2020-21, Asian students received 29 percent of all non-credit certificates awarded and White students received 29 percent of all skills certificates (Figure 82).

Figure 82

Awards Distribution by Ethnicity, 2020-2021
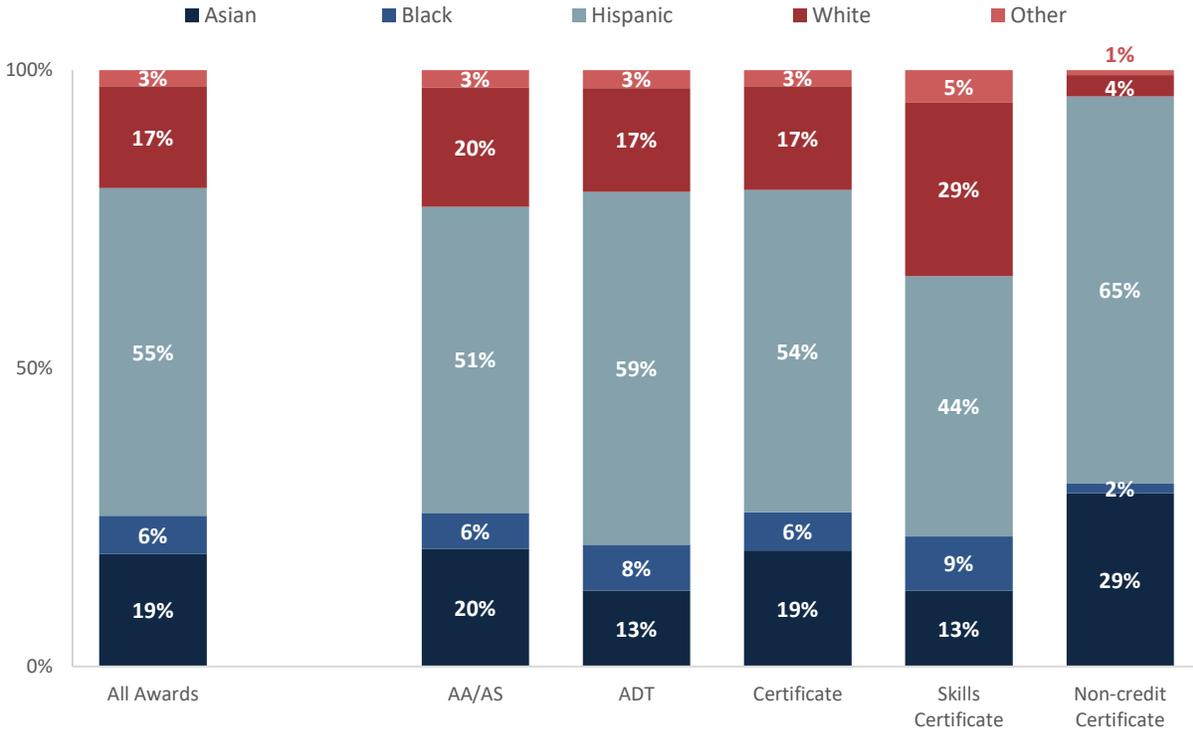
Table 45

LACC Awards Conferred by Ethnicity, 2015-2016 to 2020-2021

Ethnicity	2015-2016		2016-2017		2017-2018		2018-2019		2019-2020		2020-2021	
	n	%	n	%	n	%	n	%	n	%	n	%
Asian*	434	*22%*	516	*20%*	475	*17%*	540	*17%*	512	*16%*	714	*19%*
Black	249	*12%*	276	*10%*	220	*8%*	295	*9%*	169	*5%*	225	*6%*
Hispanic	900	*45%*	1,342	*51%*	1,625	*57%*	1,678	*53%*	2,014	*61%*	2,032	*55%*
White	390	*20%*	448	*17%*	466	*16%*	543	*17%*	511	*15%*	621	*17%*
Other**	27	*1%*	47	*2%*	74	*3%*	115	*4%*	97	*3%*	98	*3%*
Unknown	207	*(10%)*	112	*(4%)*	106	*(4%)*	113	*(4%)*	155	*(5%)*	104	*(3%)*

Source: LACCD SIS Database
Note: Percentages exclude Unknown.
*Asian includes Asian, Filipino, and Pacific Islander.
**Other includes Multi-Ethnic, American Indian, and Other Non-White.

Awards by Department and Discipline

Table 46

LACC Awards Conferred by Department and Discipline, 2020-21: Credit

Department / Discipline*	AA / AS	ADT	Certificate	Skills Certificate	Total
Business Administration	**31**	**151**	**92**	**11**	**285**
ACCTG	11	0	3	3	17
BUS	11	151	50	0	212
MARKET	3	0	12	0	15
MGMT	4	0	17	0	21
REAL ES	2	0	10	8	20
Chemistry	**9**	**0**	**0**	**0**	**9**
Child & Family Studies/Dietetics	**12**	**67**	**178**	**1**	**258**
CH DEV	12	67	170	1	250
FAM &CS	0	0	8	0	8
Cinema/TV	**22**	**20**	**15**	**30**	**87**
CINEMA	12	20	11	20	63
T V	10	0	4	10	24
Communication Studies	**0**	**16**	**0**	**0**	**16**
CSISA	**19**	**0**	**11**	**9**	**39**
CAOT	2	0	1	0	3
CO SCI	16	0	6	5	27
CO TECH	1	0	4	4	9
Dental Technology	**5**	**0**	**8**	**0**	**13**
English/ESL	**1**	**17**	**0**	**0**	**18**
General	**680**	**0**	**888**	**0**	**1,568**
Kinesiology	**0**	**26**	**2**	**0**	**28**
HEALTH	0	6	0	0	6
KIN	0	20	2	0	22
Law/Administration of Justice	**40**	**42**	**23**	**2**	**107**
ADM JUS	4	42	1	2	49
LAW	36	0	22	0	58
Life Sciences	**20**	**10**	**362**	**0**	**392**
ANATOMY	20	0	362	0	382
BIOLOGY	0	10	0	0	10
Mathematics	**10**	**25**	**0**	**0**	**35**
Modern Languages and Civilization	**17**	**12**	**101**	**0**	**130**
A S L	0	0	1	0	1
FRENCH	1	0	0	0	1
JAPAN	5	0	25	0	30
KOREAN	6	0	28	0	34
RUSSIAN	0	0	25	0	25
SPANISH	5	12	22	0	39
Music	**7**	**7**	**11**	**1**	**26**
Nursing	**82**	**0**	**0**	**0**	**82**
Philosophy	**0**	**3**	**0**	**0**	**3**
Physics/Engineering/Astronomy	**4**	**22**	**0**	**0**	**26**
PHYSICS	4	22	0	0	26
Psychology	**18**	**161**	**17**	**0**	**196**
Radiologic Technology	**21**	**0**	**0**	**6**	**27**
Social Sciences	**3**	**15**	**0**	**1**	**19**
AFRO AM	0	0	0	1	1
HUMAN	1	0	0	0	1
POL SCI	2	9	0	0	11
SOC	0	6	0	0	6
Theatre Arts	**7**	**3**	**1**	**1**	**12**
Visual and Media Arts	**13**	**23**	**5**	**0**	**41**
ART	11	14	2	0	27
ARTHIST	0	4	0	0	4
JOURNAL	0	5	0	0	5
PHOTO	2	0	3	0	5

Source: LACCD SIS Database

*For single discipline departments, data is only shown at the department level.

Table 83
LACC Awards Conferred by Department, 2020-21: Non-credit

Department	Non-credit Certificate
English Literacy - Citizenship	**272**

Source: LACCD SIS Database

Transfers to Four-Year Institutions

In 2019-2020, LACC observed its highest number of students transferring to four-year institutions in the last 27 years. The majority of students who transfer to a four-year institution transfer to the California State University system and this percentage is increasing. Between 2015-16 and 2020-21, the proportion of all known LACC transfers represented by CSU transfers increased from 59 percent to 71 percent (Figure 84, Table 48).

Figure 84
Full-Year Transfers to Four-Year Institutions, 1993-94 to 2020-21
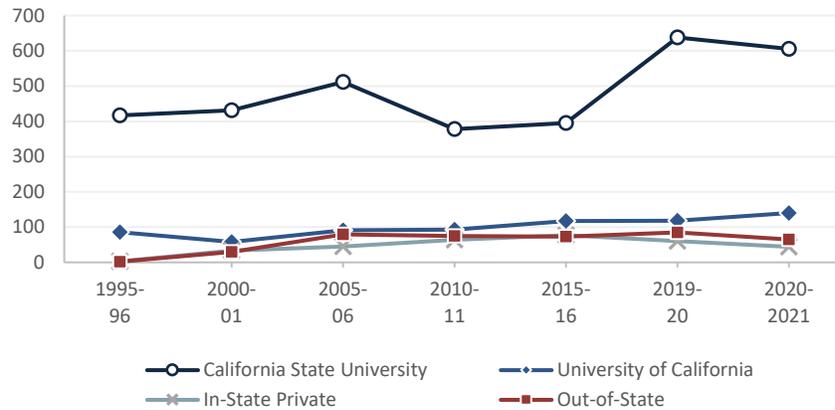
71%

Proportion of 2020-2021 **transfers** represented by **California State University**

Table 48
Transfers to Four-Year Institutions, 1993-94 to 2020-21

Academic Year	California State University	University of California	In-State Private	Out-of-State	Total Known Transfers
1993-1994	394	92	*	*	486
1994-1995	399	78	*	*	477
1995-1996	417	86	3	2	508
1996-1997	422	81	8	5	516
1997-1998	481	73	13	7	574
1998-1999	369	58	19	9	455
1999-2000	383	69	33	18	503
2000-2001	431	58	33	30	552
2001-2002	499	85	30	36	650
2002-2003	502	79	39	50	670
2003-2004	455	78	50	61	644
2004-2005	498	63	58	78	697
2005-2006	512	91	45	79	727
2006-2007	453	85	49	80	667
2007-2008	**	89	75	84	248
2008-2009	434	100	60	80	674
2009-2010	300	105	70	89	564
2010-2011	378	93	64	75	610
2011-2012	409	79	54	83	625
2012-2013	308	112	87	101	608
2013-2014	350	130	72	73	625
2014-2015	508	***	102	75	685
2015-2016	395	117	77	73	662
2016-2017	559	162	53	71	845
2017-2018	530	136	59	77	802
2018-2019	508	139	56	59	762
2019-2020	638	118	60	85	901
2020-2021	606	140	44	65	855

Sources: CSU Analytic Studies, UC Information Center, CCCCO MIS Data Mart
*No data available transfers to in-state private and out-of-state transfers for 1993-1995.
**No data available on 2007-2008 transfers to California State University.
***No data available on 2014-2015 transfers to University of California.

Transfers to CSU Campuses

In 2020-2021, 58 percent of LACC transfers to California State University (CSU) were female, 58 percent were Hispanic, 13 percent were White, and 10 percent were Asian. On average, most LACC transfers to CSUs transfer to the Los Angeles campus, followed by the Northridge campus. The most popular CSU concentrations among LACC transfers are Business-Management, Psychology, and Education (Table 49).

Table 49
LACC Transfers to CSU Campuses, 2013-14 to 2020-21

Disaggregation	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Gender								
Female	197	299	244	322	307	297	381	354
Male	153	209	151	237	223	211	257	252
Ethnicity								
Asian*	60	83	49	70	69	53	72	59
Black	23	22	25	29	28	30	37	31
Hispanic	140	220	168	258	238	264	333	352
White	79	79	72	94	93	73	105	79
International Student	34	57	47	69	65	56	60	45
Other**	3	10	8	8	11	6	6	13
Unknown	11	37	26	31	26	26	25	27
CSU Campus								
Los Angeles	132	225	143	238	243	189	228	252
Northridge	99	131	128	155	136	140	180	171
Dominguez Hills	45	40	43	46	42	56	85	57
Long Beach	32	49	32	44	49	47	64	46
Pomona	17	19	10	22	11	28	24	22
Fullerton	4	8	9	9	7	11	16	20
San Francisco	2	6	10	7	12	7	11	9
Humboldt	5	8	2	2	1	3	2	8
San Jose	2	1	1	3	8	3	6	2
Channel Islands	2	2		4	2	5	5	1
Bakersfield		2	1	6	3	4	1	4
Other	10	17	16	23	16	15	16	14
CSU Concentration								
Biological Sciences	14	11	9	19	7	11	14	13
Business-Management	79	99	70	96	74	99	92	104
Communications	17	20	17	22	27	13	33	19
Education	25	38	39	56	48	49	66	69
Engineering	12	22	20	30	24	23	25	22
Fine and Applied Arts	19	29	19	38	33	20	25	40
Foreign Languages	5	2	4	5	10	3	11	8
Health Professions	27	45	36	50	52	37	54	46
Home Economics	10	11	13	16	13	12	12	7
Information Sciences	6	11	10	22	21	22	31	40
Interdisciplinary	16	18	12	14	21	19	28	13
Letters	15	27	22	29	20	30	38	26
Mathematics	5	6	2	8	7		6	4
Physical Science	3	10	4	4	8	3	5	9
Psychology	31	54	47	43	50	77	90	80
Public Affairs	15	27	25	43	38	37	38	60
Social Sciences	48	73	44	57	72	47	63	40
Other	3	5	2	7	5	6	7	6

Source: CSU Analytic Studies
*Asian includes Asian and Pacific Islander
**Other includes American Indian and Two or More Races

Transfers to UC Campuses

In 2020-2021, 50 percent of LACC transfers to the University of California (UC) were male, 39 percent were Hispanic, 23 percent were White, and 21 percent were Asian. Generally, lost LACC transfers to UCs transfer to the Los Angeles campus, followed by the Irvine campus. The most popular UC majors among LACC transfers are Social Sciences and Psychology (Table 50).

Table 50
LACC Transfers to UC Campuses, 2013-14 to 2020-21

Disaggregation	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Gender								
Female	55	76	52	85	75	69	57	69
Male	57	54	65	77	61	69	61	70
Unknown						1		1
Ethnicity								
American Indian	3							
Asian	33	35	31	51	37	31	32	29
Black	6	5	11	11	9	7	9	18
Hispanic	32	33	39	50	48	59	45	55
White	25	42	25	34	29	35	27	32
International Student	7	8	6	10	7	3	4	3
Unknown	6	7	5	6	6	4	1	3
UC Campus								
Los Angeles	38	42	46	62	50	50	38	55
Irvine	14	15	20	27	24	27	25	22
Berkeley	31	16	18	18	19	14	12	17
San Diego	8	15	5	20	14	16	9	7
Riverside	8	16	12	11	9	10	12	13
Santa Barbara	5	7	5	11	6	12	13	9
Davis	3	14	5	9	7	8	5	8
Santa Cruz	5	5	6	4	7	0	4	9
UC Major								
Area, Ethnic, Cultural, Gender, and Group Studies	5	6	4	7	6	6	3	8
Biological and Biomedical Sciences	7	6	7	8	7	6	1	4
Business, Management, Marketing, and Related Support Services	3	4	3	4	4	6	3	5
Communication, Journalism, and Related Programs	1	2	1		1	3	4	5
Computer and Information Sciences and Support Services	1	5	3	2	2	3	6	5
Engineering	10	8	7	8	14	18	7	3
English Language and Literature/Letters	7	9	8	7	4	11	9	10
Foreign Languages, Literatures, and Linguistics	6	7	10	22	12	11	10	12
History	3	5	2	8	2	1	3	7
Mathematics and Statistics	5	6	4	4	5	3	6	5
Multi/Interdisciplinary Studies	8	2	4	9	3	3	2	5
Philosophy and Religious Studies		3	3	6	4	4	4	2
Physical Sciences	6	8	5	6	7	9	6	11
Psychology	8	23	14	22	20	14	14	15
Social Sciences	27	19	30	27	24	21	21	26
Visual and Performing Arts	9	11	4	13	11	9	12	10
Other	2	2	4	7	6	6	2	7

Source: UC Information Center

Transfers to In-State Private and Out-of-State Institutions

Between 2013-14 and 2020-21, fifteen institutions have represented roughly half of all LACC transfers to four-year in-state private (ISP) and out-of-state (OOS) institutions (Table 51).

Table 51
Top 15 In-State Private and Out-of-State Institutions for Transfer, 2013-14 to 2020-21

Rank	Institution	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	Grand Total
1	West Coast University-Los Angeles		31	7	12	13	15	11	12	101
2	University of Phoenix-Arizona	15	8	8	10	10	6	6	6	69
3	National University	12	6	3	9	8	3	5	5	51
4	Arizona State University	4	3	6	2	4	4	10	6	39
5	University of Southern California	5	9	3	5	1	3	3	8	37
6	Mount Saint Mary's University	4	4	6	4	7	1	7	3	36
7	Western Governors University	1	2	6	9	5	5	3		31
8	Grand Canyon University	3	3		6	5	1	7	2	27
9	Azusa Pacific University	3	7	8		2	5		1	26
10	American Public University System	6	4		1	4	2	2	2	21
10	Southern New Hampshire University		4	2	1	2	1	8	3	21
12	Ashford University	3		5	1	4	1	4	2	20
12	Pacific Oaks College	4	1	4	4	4	1	1	1	20
14	Woodbury University	6	3	1	2	3	2	1	1	19
15	University Of La Verne	7	4	1	1		4		1	18
Top 15 Total		**73**	**89**	**60**	**67**	**72**	**54**	**68**	**53**	**536**
All ISP and OOS Total		**145**	**177**	**150**	**123**	**136**	**116**	**145**	**109**	**1,101**
Top 15 Percentage of Total		**50%**	**50%**	**40%**	**54%**	**53%**	**47%**	**47%**	**49%**	**49%**

Source: CCCCO MIS Data Mart

Institution-Set Standards

- Institution Set-Standards Overview
- Performance Data

Institution-Set Standards Overview

Institution-set standards are college-wide minimum levels (floors) of performance. Los Angeles City College has established institution-set standards of performance regarding student achievement and student learning and assesses effectiveness against those standards.

These standards are directly linked to the college's Educational and Strategic Master Plan (ESMP) and are aligned to its mission, which is to "empower students from the diverse communities it serves to achieve their educational and career goals by providing pathways to support their completion of associate degrees, certificates, transfer requirements, career and technical education, and foundational skills programs."

Standards have been established in the following six areas:

1. Course completion
2. Associate degrees
3. Chancellor-approved certificates
4. Transfers to four-year institutions
5. Job placement
6. Licensure certification

The College has also established ESMP targets and aspirational goals in these six areas.

Institution Set-Standard, ESMP Target, and Aspirational Goal Methodology

- **Institution-Set Standards**:
    - Course Completion: Five-year average
    - Associate Degrees: Five-year average
    - Chancellor Approved Certificates: Five-year average
    - Transfer to 4-Year Institution: Five-year average
    - Job Placement: Five-year average
    - Licensure Certification: Program Accreditation

    *current five-year averages are based on 2014-15 to 2018-2019 data

- **ESMP Targets**:
    - Course Completion: State Five-Year Average
    - Associate Degrees: 20% increase of 2016-2017 data (Vision for Success)
    - Chancellor Approved Certificates: 20% increase of 2016-2017 data (Vision for Success)
    - Transfer to 4-Year Institution: 35% of 2015-2016 data (Vision for Success)
    - Job Placement: Five-Year Maximum, at least 76% (Vision for Success)
    - Licensure Certification: Program Accreditation

- **Aspirational Goals**:
    - Course Completion: Five-Year Maximum or ESMP target
    - Associate Degrees: Five-Year Maximum or ESMP target
    - Chancellor Approved Certificates: Five-Year Maximum or ESMP target
    - Transfer to 4-Year Institution: Five-Year Maximum or ESMP target
    - Job Placement: Five-Year Maximum or ESMP target
    - Licensure Certification: Program Accreditation

Performance Data

Summary

- LACC is currently exceeding the institution-set standards and ESMP targets in the following areas: course completion, associate degrees, Chancellor approved certificates, and transfers to four-year institutions (Table 52).
- LACC is exceeding the institution-set standards for licensure exam pass rates in all applicable areas: Dental Technology, Radiologic Technology, and Registered Nursing (Table 57).
- LACC is exceeding the institution-set standards for job placement in 13 of 21 employment areas (Table 58).

Table 52
Institution-Set Standards, Actuals, and Goals

Measures	Institution-Set Standards		Actuals					Target and Goals	
	Old	New	2015-16	2016-17	2017-18	2018-19	2019-20	ESMP Target	Aspirational Goal
Course Completion	63%	68%	67%	68%	70%	69%	**74%**	72%	74%
Associate Degree (including ADTs)	524	893	693	878	1,073	1,240	**1,218**	1,054	1,240
Chancellor Approved Certificate, Credit	333	970	651	812	1,019	1,114	**1,405**	974	1,405
Transfer to 4-Year Institution	448	775	633	795	773	723	**871**	855	871
Licensure Certification	Prg. Acc.	Prg. Acc.	*	*	*	*	*	Prg. Acc.	Prg. Acc.
Job Placement	5-Yr. Avg	5-Yr. Avg	**	**	**	**	**	5-Yr. Max	5-Yr. Max

Sources: Course Completion: Student Success Metrics Dashboard; Associate Degrees: CCCCO MIS Data Mart; Chancellor Approved Certificates: CCCCO MIS Data Mart; Transfer to 4-Year Institution: CCCCO MIS Data Mart (In-State Private & Out-of-State), CSU Analytics Studies (CSU Transfers), and University of California Information Center (UC Transfers)
* See Licensure Certification data section
** See Job Placement data section
Prg. Acc. Stands for Program Accreditation

Course Completion

Table 53
Course Completion Breakdowns by Status and Delivery Method

	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Course Status					
Basic Skills	71%	63%	63%	62%	56%
Degree Applicable	66%	68%	68%	67%	68%
Transferable	68%	70%	69%	67%	69%
Vocational	73%	74%	74%	75%	75%
Course Method					
Delayed Interaction (Internet Based)	60%	63%	63%	66%	70%
Non-Distance Education Methods	67%	68%	68%	67%	67%
All Credit	**67%**	**68%**	**67%**	**67%**	**68%**

Source: CCCCO MIS Data Mart

Associate Degrees

Number of Associate Degrees Awarded Compared to Standards and Goals, 2015-16 to 2019-20
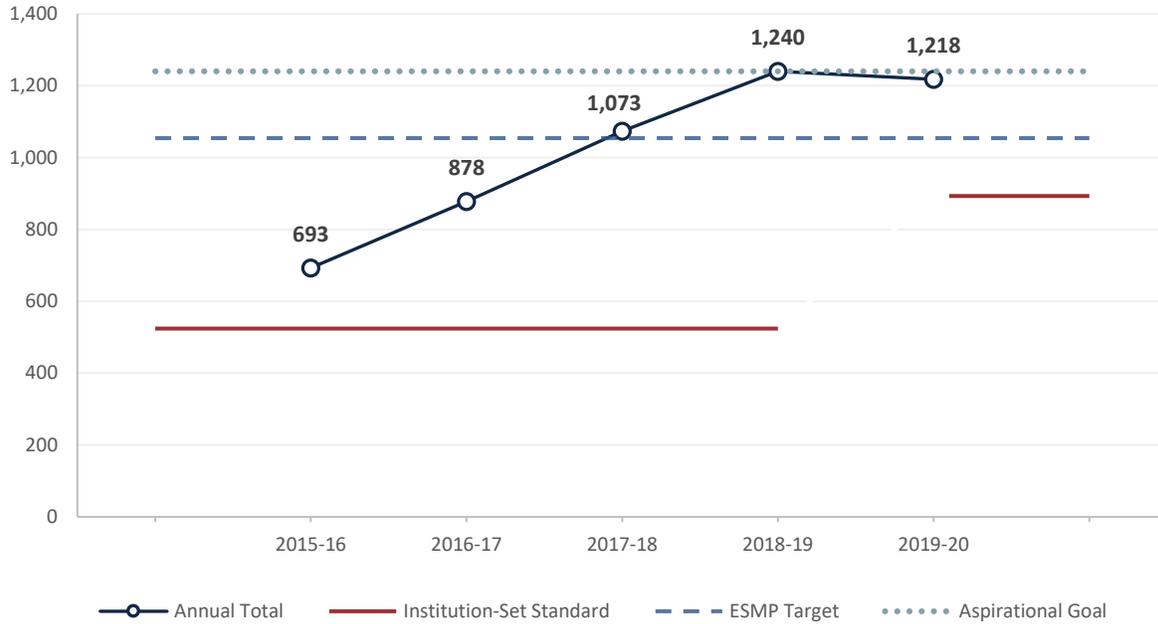
Source: CCCCO MIS Data Mart

Number of Associate Degrees Awarded by Type, 2015-16 to 2019-20

	2015-16	2016-17	2017-18	2018-19	2019-20
Associate Degrees for Transfer	**118**	**224**	**319**	**398**	**434**
Associate in Science for Transfer (A.S.-T) Degree	59	123	178	205	243
Associate in Arts for Transfer (A.A.-T) Degree	59	101	141	193	191
Associate Degrees Not for Transfer	**575**	**654**	**754**	**842**	**784**
Associate of Science (A.S.) degree	106	116	108	144	116
Associate of Arts (A.A.) degree	469	538	646	698	668
Total	**693**	**878**	**1,073**	**1,240**	**1,218**

Source: CCCCO MIS Data Mart

Chancellor Approved Certificates, Credit

Figure 86

Number of Chancellor Approved Credit Certificates Awarded, 2015-16* to 2019-20
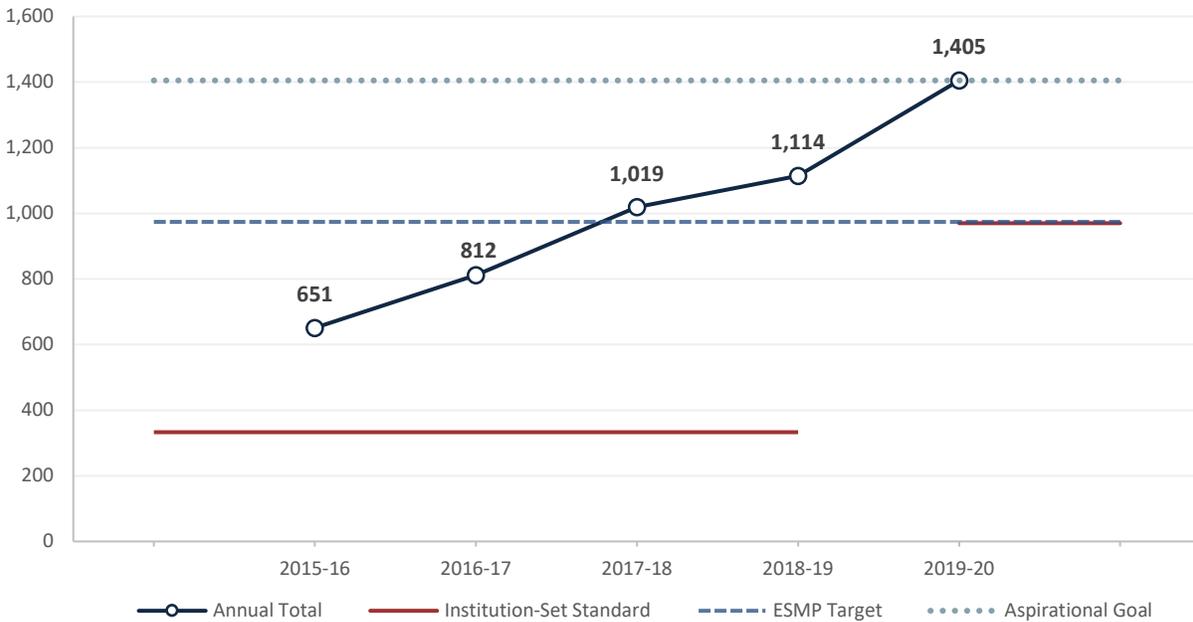
Source: CCCCO MIS Data Mart
* For 2015-2016, the number of Chancellor Approved Certificates from CCCCO MIS Data Mart includes non-credit certificates. For this report, the total number of certifications has been corrected to only include credit certificates.

Table 55

Number of Certificates Awarded by Type, 2015-16 to 2019-20

|	2015-16	2016-17	2017-18	2018-19	2019-20
Certificate, 60+ semester units		3	9	11	10
Certificate, 30 to < 60 semester units	483*	533	620	628	957
Certificate, 16 to fewer than 30 semester units				294	438
Certificate, 8 to fewer than 16 sem. units				181	
Certificate, 18 to < 30 semester units	70	118	153		
Certificate, 12 to < 18 units	98	158	237		
Total Chancellor Approved Certificates, Credit	**651***	**812**	**1,019**	**1,114**	**1,405**
Skills Certificate	540	713	425	623	218
Non-credit Certificate	306	398	322	218	517
Total Certificates	**1,497**	**1,923**	**1,766**	**1,955**	**2,140**

Source: CCCCO MIS Data Mart
*For 2015-2016, the number of Chancellor Approved Certificates from CCCCO MIS Data Mart includes non-credit certificates. For this report, the total number of certifications has been corrected to only include credit certificates.

Transfers to Four-Year Institutions

Number of Transfers to 4-Year Institutions, 2015-16 to 2019-20
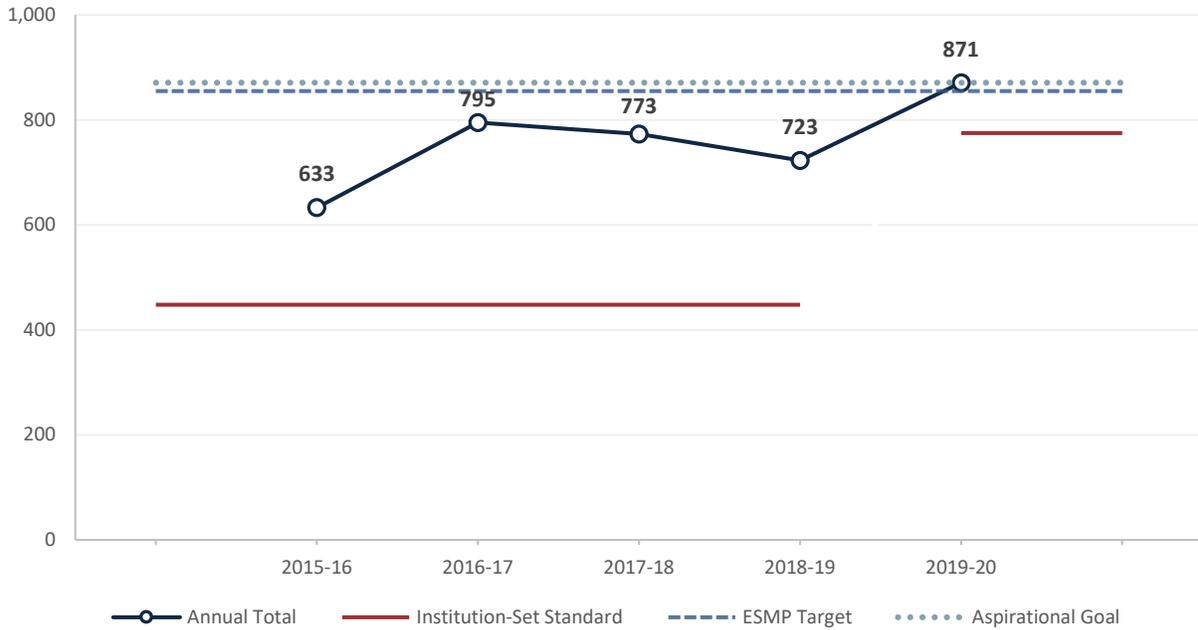
Sources: CCCCO MIS Data Mart (In-State Private & Out-of-State); CSU Analytics Studies (CSU Transfers); University of California Information Center (UC Transfers)

Number of Transfers to 4-Year Institutions by Institution Type, 2015-16 to 2019-20

	2015-16	2016-17	2017-18	2018-19	2019-20
Transfer to CSU/UC	**483**	**671**	**637**	**608**	**726**
Transfer to CSU	366	509	501	469	608
Transfer to UC	117	162	136	139	118
Transfer to ISP or OOS	**150**	**124**	**136**	**115**	**145**
Transfer to In-State Private (ISP) Institution	77	53	59	56	60
Transfer to Out-of-State (OOS) Institution	73	71	77	59	85
Total	**633**	**795**	**773**	**723**	**871**

Sources: CCCCO MIS Data Mart (In-State Private & Out-of-State); CSU Analytics Studies (CSU Transfers); University of California Information Center (UC Transfers)

Licensure Certification

Licensure Certification, 2015-16 to 2019-20

Program	Exam (National, State, Other)	Institution-Set Standard (Floor) (%)	2015-16 Pass Rate (%)	2016-17 Pass Rate (%)	2017-18 Pass Rate (%)	2018-19 Pass Rate (%)	2019-20 Pass Rate (%)
Dental Technology (51.06)	National	85%	85%	100%	88%	100%	**92%**
Radiologic Technology (51.09)	National	75%	91%	83%	82%	82%	**100%**
Registered Nurse (51.38)	National	75%	83%	94%	86%	96%	**92%**

Source: Individual Program Accreditation

Job Placement

Job Placement, Fiscal Planning Year 2016-17 to 2020-21

Employment (4 Digit Top Code)		Institution-Set Standard		Target	Actuals					
		Old ISS	New ISS		Cohort Year	2013-14	2014-15	2015-16	2016-17	2017-18
					Fiscal Year	2016-17	2017-18	2018-19	2019-20	2020-21
0501	BUSINESS AND COMMERCE, GENERAL	65%	68%	83%		60%	*67%*	*50%*	83%	79%
0502	ACCOUNTING	69%	62%	76%		62%	61%	71%	56%	61%
0504	BANKING AND FINANCE	54%	40%	76%		28%	50%	43%	31%	50%
0505	BUSINESS ADMINISTRATION	48%	55%	91%		*13%*	*50%*	91%	63%	59%
0506	BUSINESS MANAGEMENT	42%	59%	76%		58%	52%	50%	71%	67%
0511	REAL ESTATE	52%	55%	76%		45%	64%	57%	59%	53%
0514	OFFICE TECHNOLOGY/OFFICE COMPUTER APPLICATIONS	50%	62%	76%		54%	74%	52%	73%	57%
0604	RADIO AND TELEVISION	57%	64%	77%		68%	56%	77%	59%	60%
0612	FILM STUDIES	58%	57%	76%		51%	61%	55%	52%	65%
0701	INFORMATION TECHNOLOGY, GENERAL	65%	70%	76%		74%	73%	74%	62%	66%
0708	COMPUTER INFRASTRUCTURE AND SUPPORT	61%	62%	78%		60%	78%	46%	77%	50%
1005	COMMERCIAL MUSIC	58%	53%	76%		55%	56%	55%	44%	54%
1006	TECHNICAL THEATER	70%	68%	79%		60%	71%	79%	64%	63%
1012	APPLIED PHOTOGRAPHY	67%	65%	76%		46%	68%	70%	68%	72%
1225	RADIOLOGIC TECHNOLOGY	64%	75%	82%		65%	82%	77%	75%	78%
1230	NURSING	83%	90%	94%		87%	89%	86%	94%	92%
1305	CHILD DEVELOPMENT/EARLY CARE AND EDUCATION	60%	72%	81%		63%	77%	72%	69%	81%
1306	NUTRITION, FOODS, AND CULINARY ARTS	68%	70%	95%		42%	95%	80%	69%	67%
1402	PARALEGAL	52%	69%	78%		67%	68%	65%	68%	78%
2104	HUMAN SERVICES	57%	55%	76%		53%	63%	44%	55%	60%
2105	ADMINISTRATION OF JUSTICE	67%	77%	87%		70%	87%	69%	76%	82%

Total Count is Less Than 10
Source: CCCCO Perkins Core Indicator Reports

Instructional Programs

- Full-Time Equivalent Students (FTES)
- Full-Time Equivalent Faculty (FTEF)
- Efficiency

Full-time Equivalent Students (FTES)

Full-Time Equivalent Student (FTES) is a measure of student workload used as the basis for state funding.

FTES increased at LACC throughout the 1990s and early 2000s. More recently, however, FTES has declined. Between 2015-16 and 2020-21, annual FTES fell from 13,151 to 10,531, a decline of 20 percent (Figure 88).

Figure 88

Apportionment Generating FTES, 1991-92 to 2020-21
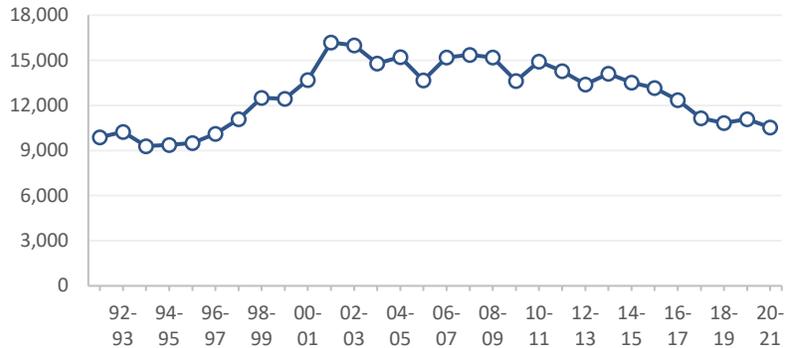
Source: LACCD Office of Institutional Effectiveness

Apportionment Generating FTES by Term

Unsurprisingly, fall and spring terms generate the most FTES, with the fall generating slightly more on average. On the other hand, Summer II, which consists of July and August enrollment, is the lowest FTES generating term on average (Figure 89, Figure 90).

Figure 89

Apportionment Generating FTES by Term, 1991-92 to 2020-21
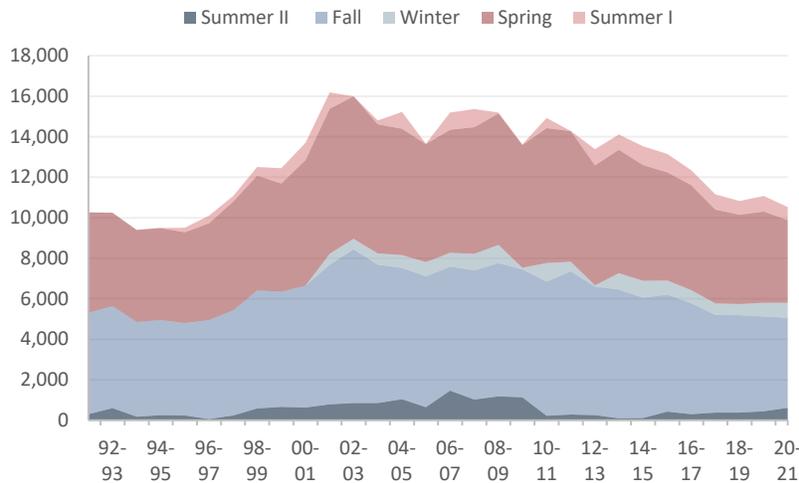
Figure 90

Apportionment Generating FTES by Term, 2020-21

Source: LACCD Office of Institutional Effectiveness
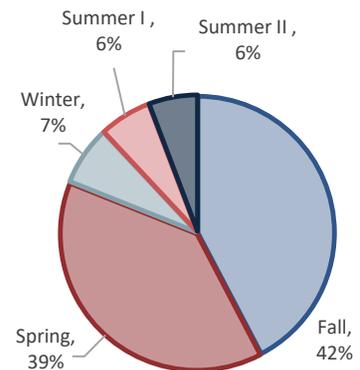
Apportionment Generating FTES by Term, 1991-92 to 2020-21

Fiscal Year	Summer II	Fall	Winter	Spring	Summer I	Total	Fiscal Year	Summer II	Fall	Winter	Spring	Summer I	Total
91-92	300	5,008		4,950		9,880	06-07	1463	6,132	663	6,093	842	15,192
92-93	595	5,046		4,607		10,248	07-08	1018	6,376	823	6,253	898	15,367
93-94	177	4,676		4,540		9,295	08-09	1183	6,576	892	6,495	39	15,185
94-95	257	4,697		4,528		9,365	09-10	1135	6,307	78	6,069	32	13,621
95-96	245	4,554		4,491	218	9,509	10-11	220	6,637	911	6,657	501	14,925
96-97	72	4,875		4,779	384	10,107	11-12	283	7,067	468	6,458	0	14,276
97-98	244	5,199		5,351	289	11,083	12-13	251	6,355	58	5,916	805	13,384
98-99	589	5,823		5,673	414	12,499	13-14	99	6,359	795	6,103	751	14,106
99-00	670	5,672		5,352	742	12,436	14-15	116	5,934	832	5,713	934	13,530
00-01	634	6,005		6,212	842	13,693	15-16	429	5,782	682	5,346	912	13,151
01-02	783	6,893	547	7,158	805	16,185	16-17	300	5,489	645	5,171	745	12,350
02-03	849	7,599	505	7,040	0	15,993	17-18	381	4,825	568	4,627	747	11,148
03-04	849	6,837	546	6,380	186	14,798	18-19	380	4,805	556	4,403	687	10,831
04-05	1,040	6,492	619	6,246	824	15,220	19-20	435	4,685	676	4,502	782	11,081
05-06	653	6,449	714	5,825	16	13,657	20-21	608	4,457	739	4,077	651	10,531

Source: LACCD Office of Institutional Effectiveness

Apportionment Generating FTES by SCFF Category

The large majority of LACC's FTES comes from credit courses. In general, around 90 percent of LACC FTES comes from credit courses and 10 percent comes from non-credit (Figure 91, Figure 92).

Figure 91

Apportionment Generating FTES by SCFF category, 2010-11 to 2020-21
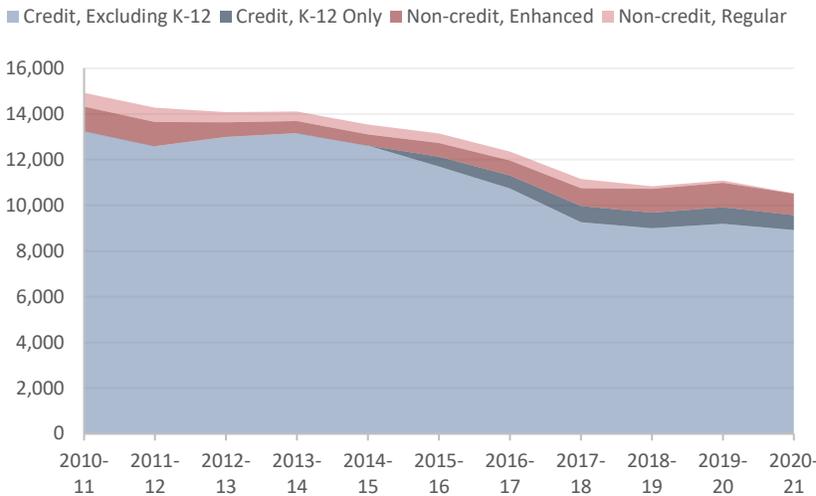
Figure 92

Apportionment Generating FTES by SCFF category, 2020-21

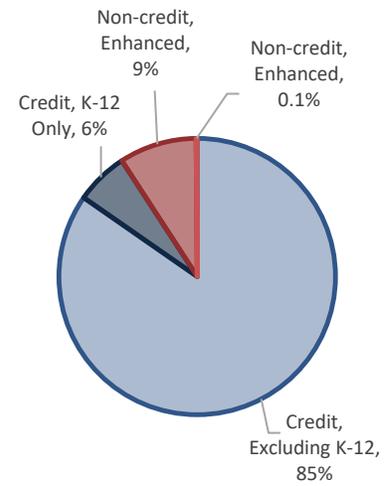*Source: LACCD Office of Institutional Effectiveness*

Table 60
Apportionment Generating FTES by Student-Centered Funding Formula (SCFF) Category, 2010-11 to 2020-21

Fiscal Year	Apportionment Generating FTES							Credit Non-Resident FTES	Total FTES (Apportionment Generating + Credit Non-Resident)
	Credit Resident FTES			Non-credit FTES					
	Excluding K-12	K-12 Only*	Credit Total	Enhanced	Regular	Non-credit Total	Total		
2010-11	13,238		13,238	1,083	604	1,687	14,925	787	15,712
2011-12	12,586		12,586	1,056	634	1,690	14,276	748	15,024
2012-13	13,000		13,000	632	452	1,084	13,384	745	14,129
2013-14	13,165		13,165	520	421	941	14,106	767	14,873
2014-15	12,619		12,619	485	426	911	13,530	731	14,260
2015-16	11,694	429	12,123	601	426	1,027	13,151	765	13,916
2016-17	10,734	578	11,312	655	384	1,039	12,350	654	13,004
2017-18	9,260	710	9,970	784	394	1,178	11,148	506	11,654
2018-19	9,000	680	9,680	1,046	105	1,152	10,831	480	11,311
2019-20	9,193	719	9,912	1,076	93	1,169	11,081	264	11,345
2020-21	8,916	648	9,564	952	14	966	10,531	399	10,929

Source: LACCD Office of Institutional Effectiveness
*Prior to 2015-2016, K-12 Only FTES was not reported separately.

Full-time Equivalent Faculty (FTEF)

Full-time Equivalent Faculty (FTEF) is a measure of instructional workload. Historically, the largest contribution to the College's FTEF comes from regular faculty, followed by adjunct and then regular hourly. However, in Fall 2021, adjunct faculty was the largest contributor to FTEF.

Between Fall 2014 and Fall 2020, total FTEF declined by 23 percent, from 349.1 to 269.2. During this same period, regular FTEF decreased from 154.1 to 127.9, regular hourly FTEF decreased from 36.2 to 28.3, and adjunct FTEF decreased from 158.9 to 113.0. In Fall 2021, total FTEF, driven by an increase in adjunct faculty FTEF, increased to 281.1 (Figure 93, Table 61).

Figure 93
Full-Time Equivalent Faculty (FTEF), Fall 1996 to Fall 2021
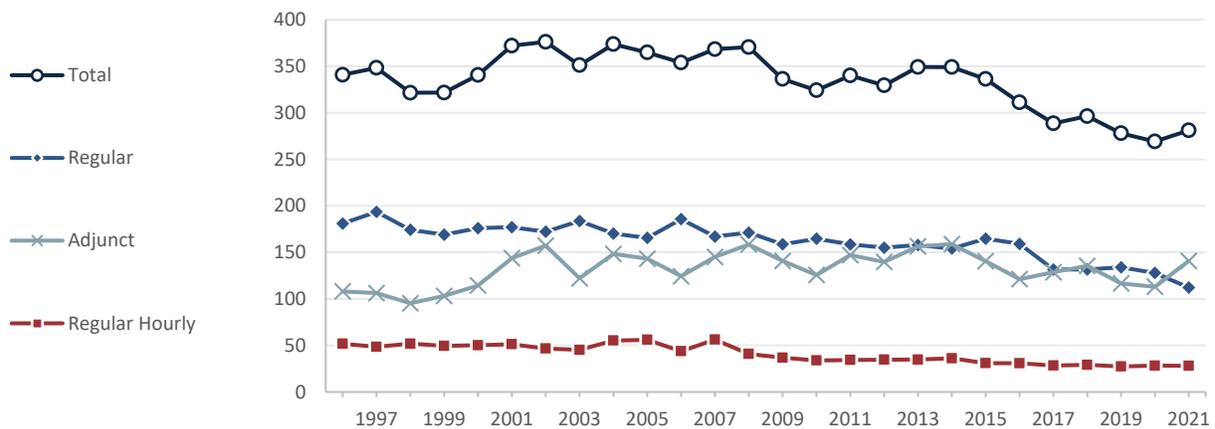
Source: LACCD Office of Institutional Effectiveness

Table 61
Full-Time Equivalent Faculty (FTEF), Fall 1996 to Fall 2021

Fall Term	Regular	Regular Hourly	Adjunct	Total	Fall Term	Regular	Regular Hourly	Adjunct	Total
1996	181.0	51.8	108.0	340.8	2009	158.6	36.8	140.8	336.3
1997	193.6	48.5	106.2	348.2	2010	164.7	33.9	125.7	324.2
1998	174.3	51.9	95.3	321.5	2011	158.6	34.4	147.1	340.1
1999	169.0	49.5	103.2	321.7	2012	155.0	34.8	139.7	329.5
2000	176.0	50.2	114.4	340.6	2013	157.9	34.8	156.5	349.2
2001	177.0	51.3	143.8	372.1	2014	154.1	36.2	158.9	349.1
2002	172.2	46.7	157.3	376.2	2015	164.8	31.0	140.5	336.3
2003	183.8	45.3	122.1	351.2	2016	159.1	30.9	121.2	311.2
2004	170.2	55.2	148.3	373.7	2017	131.6	28.4	128.7	288.6
2005	165.5	56.1	143.2	364.9	2018	131.7	29.2	135.5	296.4
2006	185.7	43.8	124.4	354.0	2019	134.0	27.4	116.6	278.0
2007	166.9	56.3	145.1	368.3	2020	127.9	28.3	113.0	269.2
2008	171.2	40.9	158.5	370.6	2021	112.2	28.1	140.8	281.1

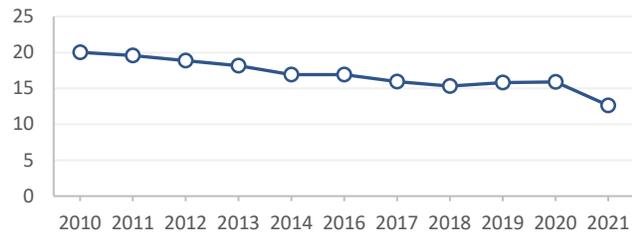*Source: LACCD Office of Institutional Effectiveness*

Efficiency

LACC's instructional efficiency has steadily decreased over the last 10 years.

Between Fall 2010 and Fall 2020, FTES/FTEF, WSCH/FTEF, and average class size decreased by roughly 37 percent to 12.6, 379, and 25.6 respectively (Figure 94, Table 62).

Figure 94
FTES/FTEF Ratio, Fall 2010 to 2021

Source: LACCD Office of Institutional Effectiveness

Table 62
Measures of Efficiency, Fall 2010 to Fall 2021

Fall Term	FTEF	WSCH Equivalent	FTES / FTEF	WSCH per FTEF	Average Class Size
2010	324	194,815	20.0	601	40.5
2011	340	199,560	19.6	587	39.6
2012	329	186,527	18.9	566	38.2
2013	349	190,378	18.2	545	36.8
2014	349	177,189	16.9	507	34.2
2015	336	170,805	16.9	508	34.2
2016	311	158,001	16.9	508	34.3
2017	289	138,045	15.9	478	32.2
2018	296	136,220	15.3	460	30.9
2019	278	131,795	15.8	474	31.9
2020	269	128,493	15.9	477	32.4
2021	281	106,511	12.6	379	25.6

Source: LACCD Office of Institutional Effectiveness

Employees

- Employee Headcount Trends

Employee Trends

Between Fall 2015 and Fall 2021, the number of employees at LACC declined from 863 to 730, a reduction of 15 percent. This decline is the result of fewer individuals employed as tenured/tenure-track and temporary faculty, a reduction of 38 percent and 14 percent, respectively. As a consequence of the decrease in tenured/tenure-track faculty, the proportion of the College's workforce represented by classified staff has increased. In Fall 2021, classified staff represented 34 percent of the workforce (Figure 95, Table 63).

Figure 95
Fall Employee Headcount Distribution by Classification, 2015 to 2021
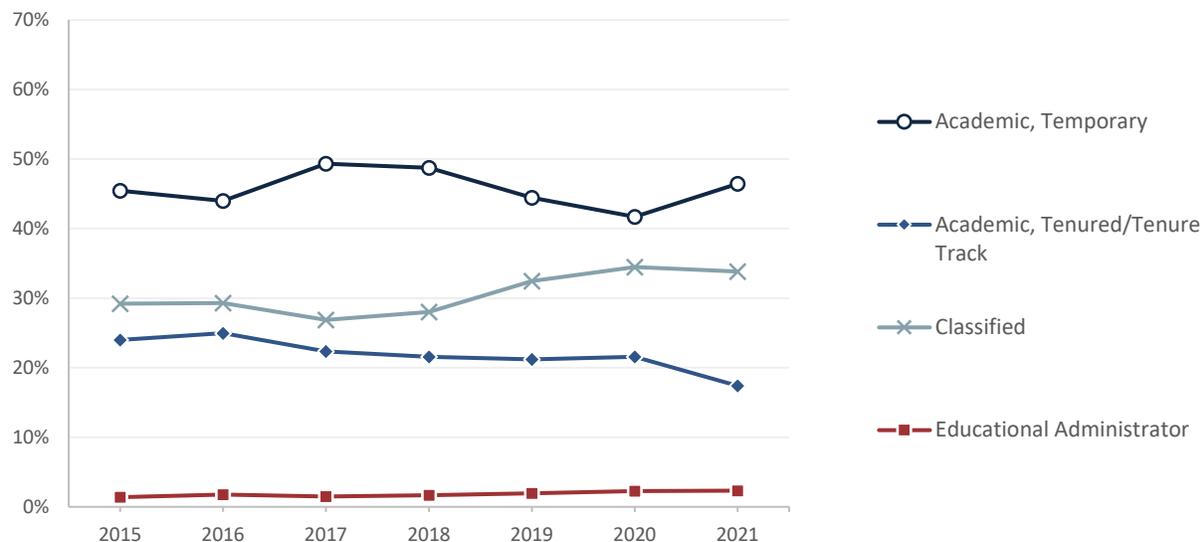
Table 63
Fall Employee Headcount by Classification, 2015 to 2021

Classification	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Academic, Tenured/ Tenure Track	207	24%	213	25%	182	22%	181	22%	175	21%	170	22%	127	17%
Academic, Temporary	392	45%	375	44%	402	49%	409	49%	367	44%	329	42%	339	46%
Classified	252	29%	250	29%	219	27%	235	28%	268	32%	272	34%	247	34%
Educational Administrator	12	1%	15	2%	12	1%	14	2%	16	2%	18	2%	17	2%
Total	**863**	**100%**	**853**	**100%**	**815**	**100%**	**839**	**100%**	**826**	**100%**	**789**	**100%**	**730**	**100%**

Source: CCCCO MIS Data Mart

Employee Headcount by Gender

Since Fall 2018, LACC has employed slightly more female individuals than male. In Fall 2021, there were 381 female employees (52%) and 347 male employees (48%), and 2 non-binary employees (0.3%). Faculty, both tenured/tenure-track and temporary, tend to have slightly more female representation than male, while classified staff has slightly more male representation.

Since 2015, gender representation across employee classifications has remained same for temporary faculty and classified staff. However, it has become slightly more female for tenured/tenure-track faculty. Prior to Fall 2018, the majority of tenured/tenure-track faculty staff were male. Since Fall 2018, the majority of tenured/tenure-track faculty have been female (Figure 96, Table 64).

Figure 96

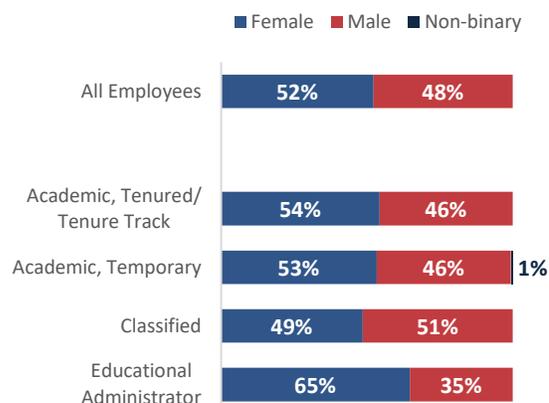**Employee Distribution by Classification and Gender, Fall 2021**

Table 64

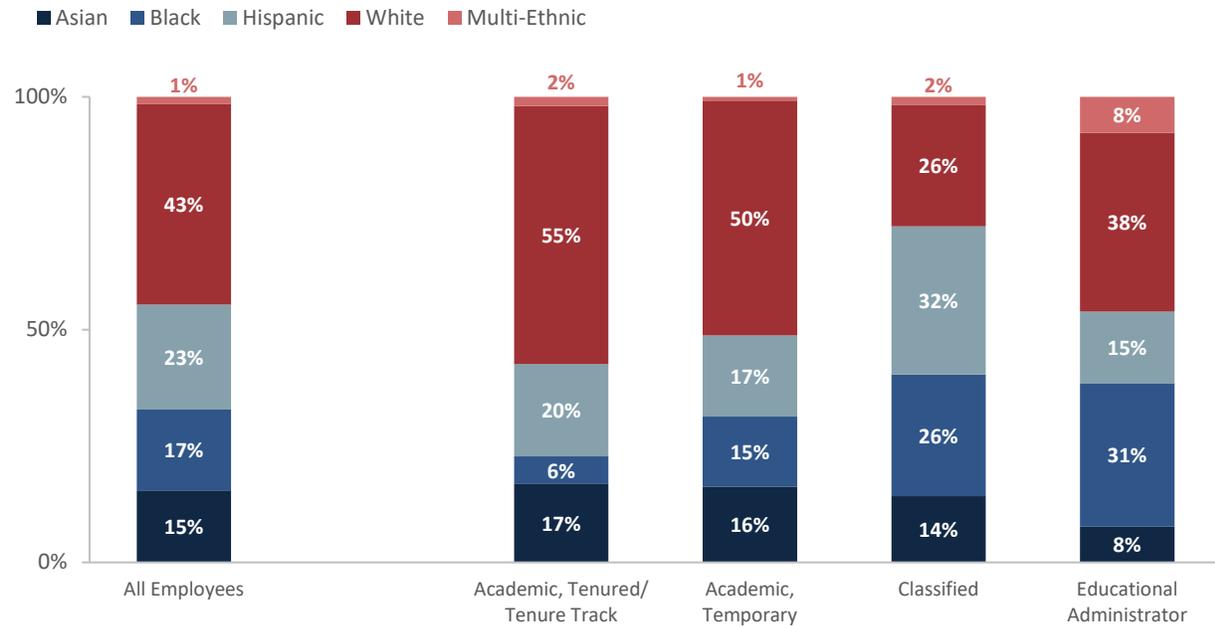**Fall Employee Headcount by Classification and Gender, 2015 to 2021**

Classification	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
All														
Female	426	*49%*	422	*49%*	409	*50%*	425	*51%*	422	*51%*	398	*50%*	381	*52%*
Male	437	*51%*	431	*51%*	406	*50%*	414	*49%*	404	*49%*	390	*49%*	347	*48%*
Non-Binary											1	*0.1%*	2	*0.3%*
Academic, Tenured/Tenure Track														
Female	100	*48%*	103	*48%*	90	*49%*	93	*51%*	93	*53%*	87	*51%*	69	*54%*
Male	107	*52%*	110	*52%*	92	*51%*	88	*49%*	82	*47%*	83	*49%*	58	*46%*
Academic, Temporary														
Female	201	*51%*	190	*51%*	204	*51%*	213	*52%*	193	*53%*	172	*52%*	181	*53%*
Male	191	*49%*	185	*49%*	198	*49%*	196	*48%*	174	*47%*	157	*48%*	156	*46%*
Non-Binary													2	*1%*
Classified														
Female	118	*47%*	118	*47%*	107	*49%*	110	*47%*	127	*47%*	130	*48%*	120	*49%*
Male	134	*53%*	132	*53%*	112	*51%*	125	*53%*	141	*53%*	141	*52%*	127	*51%*
Non-Binary											1	*0.4%*		
Educational Administrator														
Female	7	*58%*	11	*73%*	8	*67%*	9	*64%*	9	*56%*	9	*50%*	11	*65%*
Male	5	*42%*	4	*27%*	4	*33%*	5	*36%*	7	*44%*	9	*50%*	6	*35%*

Source: CCCCO MIS Data Mart

Employee Headcount by Ethnicity

LACC employees are primarily White (43%), followed Hispanic (23%), Black (17%), and Asian (15%). Temporary and tenured/tenure-track faculty tend to have higher White representation that other employee groups. Tenured/tenure-track faculty also have the lowest Black representation (6%) compared to other employee groups. On the other hand, classified staff have the highest Hispanic (32%) representation compared to other employee groups (Figure 97, Table 65).

Figure 97
Employee Headcount Distribution by Classification and Ethnicity, Fall 2021

Source: CCCCO MIS Data Mart

Table 65
Fall Employee Headcount by Classification and Ethnicity, 2015 to 2021

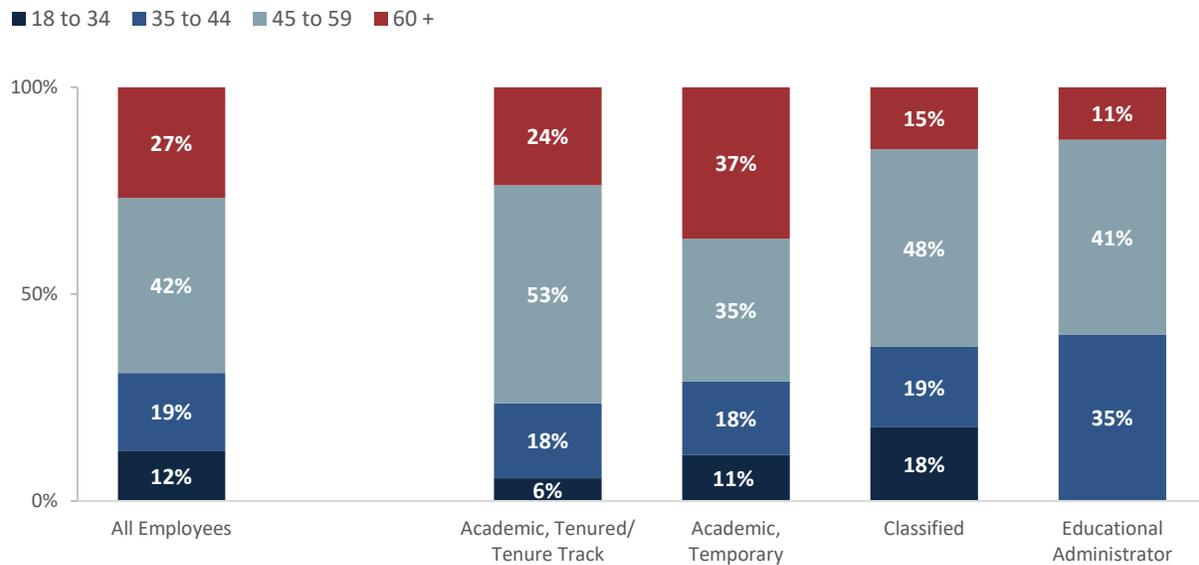| Classification	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
All														
Asian	80	*13%*	81	*14%*	75	*14%*	101	*16%*	102	*16%*	90	*15%*	83	*15%*
Black	108	*17%*	106	*18%*	88	*16%*	107	*17%*	99	*16%*	95	*16%*	93	*17%*
Hispanic	133	*21%*	126	*21%*	121	*22%*	137	*21%*	140	*22%*	136	*23%*	121	*23%*
Multi-Ethnic	3	*0.5%*	3	*1%*	2	*0.4%*	3	*0.5%*	4	*1%*	6	*1%*	8	*1%*
White	309	*49%*	283	*47%*	259	*48%*	299	*46%*	285	*45%*	276	*46%*	231	*43%*
Unknown	230	*(27%)*	254	*(30%)*	270	*(33%)*	192	*(23%)*	196	*(24%)*	186	*(24%)*	194	*(27%)*
Academic, Tenured/Tenure Track														
Asian	18	*10%*	18	*11%*	17	*12%*	24	*15%*	24	*16%*	21	*15%*	17	*17%*
Black	18	*10%*	20	*12%*	15	*11%*	13	*8%*	12	*8%*	11	*8%*	6	*6%*
Hispanic	28	*16%*	28	*16%*	25	*18%*	29	*18%*	28	*18%*	30	*21%*	20	*20%*
Multi-Ethnic	2	*1%*	2	*1%*	1	*1%*	1	*1%*	1	*1%*	2	*1%*	2	*2%*
White	108	*62%*	103	*60%*	84	*59%*	92	*58%*	87	*57%*	80	*56%*	56	*55%*
Unknown	33	*(16%)*	42	*(20%)*	40	*(22%)*	22	*(12%)*	23	*(13%)*	26	*(15%)*	26	*(20%)*
Academic, Temporary														
Asian	27	*11%*	25	*11%*	27	*12%*	44	*15%*	43	*16%*	37	*15%*	40	*16%*
Black	38	*15%*	34	*15%*	35	*15%*	39	*13%*	35	*13%*	32	*13%*	37	*15%*
Hispanic	43	*17%*	40	*18%*	44	*19%*	54	*19%*	50	*19%*	41	*17%*	43	*17%*
Multi-Ethnic							1	*0.3%*	1	*0.4%*	1	*0.4%*	2	*1%*
White	144	*57%*	125	*56%*	128	*55%*	153	*53%*	140	*52%*	136	*55%*	124	*50%*
Unknown	140	*(7%)*	151	*(7%)*	168	*(7%)*	118	*11%*	98	*(12%)*	82	*(11%)*	93	*(12%)*
Classified														
Asian	34	*17%*	36	*19%*	29	*18%*	31	*17%*	33	*17%*	30	*15%*	25	*14%*
Black	50	*25%*	50	*26%*	36	*22%*	52	*28%*	49	*25%*	48	*24%*	46	*26%*
Hispanic	59	*30%*	55	*28%*	50	*31%*	52	*28%*	60	*30%*	63	*32%*	56	*32%*
Multi-Ethnic	1	*1%*	1	*1%*	1	*1%*	1	*1%*	2	*1%*	3	*2%*	3	*2%*
White	55	*28%*	52	*27%*	45	*28%*	50	*27%*	53	*27%*	55	*28%*	46	*26%*
Unknown	53	*(21%)*	56	*(22%)*	58	*(26%)*	49	*(21%)*	71	*(26%)*	73	*(27%)*	71	*(29%)*
Educational Administrator														
Asian	1	*13%*	2	*20%*	2	*25%*	2	*18%*	2	*17%*	2	*15%*	1	*8%*
Black	2	*25%*	2	*20%*	2	*25%*	3	*27%*	3	*25%*	4	*31%*	4	*31%*
Hispanic	3	*38%*	3	*30%*	2	*25%*	2	*18%*	2	*17%*	2	*15%*	2	*15%*
Multi-Ethnic													1	*8%*
White	2	*25%*	3	*30%*	2	*25%*	4	*36%*	5	*42%*	5	*38%*	5	*38%*
Unknown	4	*(33%)*	5	*(33%)*	4	*(33%)*	3	*(21%)*	4	*(25%)*	5	*(28%)*	4	*(24%)*

Source: CCCCO MIS Data Mart

Employee Headcount by Age

The majority of LACC employees are over the age of 45. In Fall 2021, 12 percent of all LACC employees were between 18 and 34 years of age, 19 percent were between 35 and 44, 42 percent were between 45 to 59, and 27 percent were 60 years of age of older. This overall age distribution has been has remained stable among LACC employees since Fall 2015.

Temporary and tenured/tenure-track faculty tend to be older than other employees. In Fall 2021, 72 percent of temporary faculty and 77 percent of tenured/tenure-track were above the age of 45. In contrast, classified staff tend to be younger than other employees, with 37 percent below the age of 45. Since Fall 2015, classified staff as a group have become younger as the representation of individuals between the ages of 18 to 34, has increased from 13 percent to 18 percent (Figure 98, Table 66).

Figure 98
Employee Headcount Distribution by Classification and Age Group, Fall 2021

Source: CCCCO MIS Data Mart

Table 66
Fall Employee Headcount by Classification and Age, 2015 to 2021

Classification	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
All														
18 to 34	90	*10%*	100	*12%*	84	*10%*	89	*11%*	102	*12%*	90	*11%*	89	*12%*
35 to 39	77	*9%*	78	*9%*	67	*8%*	81	*10%*	68	*8%*	71	*9%*	63	*9%*
40 to 44	98	*11%*	96	*11%*	111	*14%*	105	*13%*	90	*11%*	75	*10%*	74	*10%*
45 to 49	111	*13%*	105	*12%*	109	*13%*	119	*14%*	108	*13%*	98	*12%*	100	*14%*
50 to 54	119	*14%*	100	*12%*	105	*13%*	101	*12%*	120	*15%*	121	*15%*	121	*17%*
55 to 59	128	*15%*	113	*13%*	106	*13%*	105	*13%*	101	*12%*	101	*13%*	88	*12%*
60 to 64	84	*10%*	110	*13%*	94	*12%*	95	*11%*	92	*11%*	100	*13%*	71	*10%*
65 to 69	86	*10%*	77	*9%*	69	*8%*	63	*8%*	67	*8%*	59	*7%*	58	*8%*
70+	70	*8%*	74	*9%*	70	*9%*	81	*10%*	78	*9%*	74	*9%*	66	*9%*
Academic, Tenured/Tenure Track														
18 to 34	13	*6%*	14	*7%*	10	*5%*	6	*3%*	4	*2%*	5	*3%*	7	*6%*
35 to 39	19	*9%*	19	*9%*	14	*8%*	15	*8%*	15	*9%*	15	*9%*	9	*7%*
40 to 44	27	*13%*	29	*14%*	35	*19%*	30	*17%*	24	*14%*	22	*13%*	14	*11%*
45 to 49	26	*13%*	34	*16%*	26	*14%*	34	*19%*	30	*17%*	31	*18%*	29	*23%*
50 to 54	17	*8%*	17	*8%*	21	*12%*	18	*10%*	26	*15%*	23	*14%*	28	*22%*
55 to 59	33	*16%*	24	*11%*	22	*12%*	22	*12%*	18	*10%*	15	*9%*	10	*8%*
60 to 64	27	*13%*	32	*15%*	22	*12%*	23	*13%*	28	*16%*	29	*17%*	9	*7%*
65 to 69	27	*13%*	26	*12%*	20	*11%*	17	*9%*	14	*8%*	13	*8%*	10	*8%*
70+	18	*9%*	18	*8%*	12	*7%*	16	*9%*	16	*9%*	17	*10%*	11	*9%*
Academic, Temporary														
18 to 34	44	*11%*	51	*14%*	44	*11%*	57	*14%*	53	*14%*	36	*11%*	38	*11%*
35 to 39	32	*8%*	32	*9%*	29	*7%*	37	*9%*	25	*7%*	26	*8%*	31	*9%*
40 to 44	46	*12%*	41	*11%*	45	*11%*	49	*12%*	37	*10%*	24	*7%*	29	*9%*
45 to 49	48	*12%*	40	*11%*	54	*13%*	49	*12%*	41	*11%*	34	*10%*	33	*10%*
50 to 54	45	*11%*	32	*9%*	38	*9%*	36	*9%*	39	*11%*	43	*13%*	49	*14%*
55 to 59	51	*13%*	39	*10%*	41	*10%*	35	*9%*	37	*10%*	40	*12%*	35	*10%*
60 to 64	32	*8%*	52	*14%*	50	*12%*	46	*11%*	34	*9%*	37	*11%*	32	*9%*
65 to 69	45	*11%*	35	*9%*	44	*11%*	38	*9%*	42	*11%*	35	*11%*	39	*12%*
70+	49	*13%*	53	*14%*	57	*14%*	62	*15%*	59	*16%*	54	*16%*	53	*16%*
Classified														
18 to 34	32	*13%*	35	*14%*	30	*14%*	25	*11%*	45	*17%*	49	*18%*	44	*18%*
35 to 39	25	*10%*	24	*10%*	22	*10%*	27	*11%*	27	*10%*	28	*10%*	23	*9%*
40 to 44	24	*10%*	25	*10%*	29	*13%*	24	*10%*	25	*9%*	24	*9%*	25	*10%*
45 to 49	36	*14%*	30	*12%*	28	*13%*	35	*15%*	34	*13%*	30	*11%*	37	*15%*
50 to 54	55	*22%*	50	*20%*	44	*20%*	43	*18%*	51	*19%*	51	*19%*	40	*16%*
50 to 59	42	*17%*	45	*18%*	40	*18%*	47	*20%*	44	*16%*	44	*16%*	41	*17%*
60 to 64	23	*9%*	25	*10%*	20	*9%*	24	*10%*	28	*10%*	32	*12%*	26	*11%*
65 to 69	12	*5%*	13	*5%*	5	*2%*	7	*3%*	11	*4%*	11	*4%*	9	*4%*
70+	3	*1%*	3	*1%*	1	*0.5%*	3	*1%*	3	*1%*	3	*1%*	2	*1%*
Educational Administrator														
18 to 34	1	*8%*					1	*7%*						
35 to 39	1	*8%*	3	*20%*	2	*17%*	2	*14%*	1	*6%*	2	*11%*		
40 to 44	1	*8%*	1	*7%*	2	*17%*	2	*14%*	4	*25%*	5	*28%*	6	*35%*
45 to 49	1	*8%*	1	*7%*	1	*8%*	1	*7%*	3	*19%*	3	*17%*	1	*6%*
50 to 54	2	*17%*	1	*7%*	2	*17%*	4	*29%*	4	*25%*	4	*22%*	4	*24%*
55 to 59	2	*17%*	5	*33%*	3	*25%*	1	*7%*	2	*13%*	2	*11%*	2	*12%*
60 to 64	2	*17%*	1	*7%*	2	*17%*	2	*14%*	2	*13%*	2	*11%*	4	*24%*
65 to 69	2	*17%*	3	*20%*			1	*7%*						
70+														

*Source: CCCCO MIS Data Mart*

Allocations & Expenditures

- Allocations

- Expenditures

Allocations

In the past five years the unrestricted general budget has comprised between 70 to 75% of the total final budget. In 2021-22, although the total general final budget was higher, the unrestricted general budget was only 60% of the total final budget (Figure 99).

Figure 99
General Fund Summary: Final Budgets, 2017-18 to 2021-22
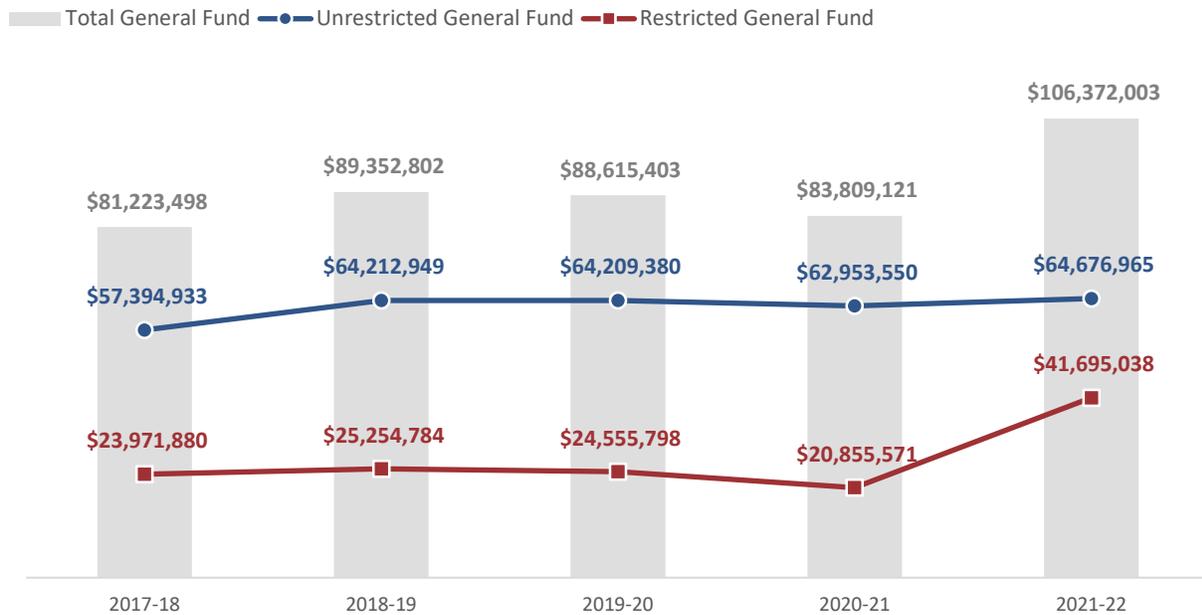
Source: LACCD Final Budgets, Office of the Chancellor

Table 67
General Fund Summary: Final Budgets, 2017-18 to 2021-22

Description	2017-18			2018-19			2019-20			2020-2021			2021-22		
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
CERTIFICATED SALARIES	**$29,575,710**	**$4,189,502**	**$33,765,212**	**$32,630,277**	**$4,300,715**	**$36,930,992**	**$30,825,531**	**$5,234,653**	**$36,060,184**	**$29,522,518**	**$4,101,942**	**$33,624,460**	**$34,337,808**	**$4,977,077**	**$39,314,885**
Teaching, Regular	$16,507,569	$521,053	$17,028,622	$16,147,627	$195,936	$16,343,563	$14,614,088	$62,787	$14,676,875	$15,135,591	$122,436	$15,258,027	$12,344,400	$370,169	$12,714,569
Non-Teaching, Regular	$4,688,005	$2,757,150	$7,445,155	$5,425,694	$2,844,007	$8,269,701	$5,593,743	$3,086,615	$8,680,358	$5,719,667	$2,540,317	$8,259,984	$6,067,516	$2,685,621	$8,753,137
Teaching, Hourly	$8,124,788	$27,872	$8,152,660	$10,694,480	$519,185	$11,213,665	$10,218,974	$272,799	$10,491,773	$8,282,510	$203,268	$8,485,778	$15,664,842	$199,555	$15,864,397
Non-Teaching, Hourly	$255,348	$883,427	$1,138,775	$362,476	$741,587	$1,104,063	$398,726	$1,812,452	$2,211,178	$384,750	$1,235,921	$1,620,671	$261,050	$1,721,732	$1,982,782
NON-CERTIF SALARIES	**$12,124,704**	**$5,963,881**	**$18,088,585**	**$12,483,794**	**$5,890,033**	**$18,373,827**	**$12,315,390**	**$5,530,405**	**$17,845,795**	**$12,344,310**	**$5,743,790**	**$18,088,100**	**$10,680,147**	**$6,372,680**	**$17,052,827**
Classified, Regular	$9,893,021	$2,802,828	$12,695,849	$10,202,089	$2,522,516	$12,724,605	$9,985,903	$2,334,638	$12,320,541	$10,118,579	$2,737,874	$12,856,453	$8,582,101	$3,364,789	$11,946,890
Instructional Aides, Regular	$2,050,611	$426,805	$2,477,416	$1,979,617	$390,206	$2,369,823	$1,902,399	$248,874	$2,151,273	$1,809,725	$272,394	$2,082,119	$1,681,540	$476,763	$2,158,303
Sub/Relief, Unclassified	$107,572	$2,564,512	$2,672,084	$228,588	$2,267,293	$2,495,881	$341,588	$2,287,164	$2,628,752	$390,006	$2,194,214	$2,584,220	$395,506	$1,898,951	$2,294,457
Instructional Aides, Non-Perm	$73,500	$169,736	$243,236	$73,500	$710,018	$783,518	$85,500	$659,729	$745,229	$26,000	$539,308	$565,308	$21,000	$632,177	$653,177
BENEFITS	**$10,486,209**	**$2,270,416**	**$12,756,625**	**$13,664,110**	**$2,113,084**	**$15,777,194**	**$13,894,693**	**$3,151,562**	**$17,046,255**	**$14,869,666**	**$2,829,800**	**$17,699,466**	**$12,031,217**	**$3,141,014**	**$15,172,231**
Misc Employee Benefits	$10,486,209	$2,270,416	$12,756,625	$13,664,110	$2,113,084	$15,777,194	$13,894,693	$3,151,562	$17,046,255	$14,869,666	$2,829,800	$17,699,466	$12,031,217	$3,141,014	$15,172,231
PRINTING & SUPPLIES	**$311,150**	**$1,558,148**	**$1,869,298**	**$287,920**	**$1,705,714**	**$1,993,634**	**$379,365**	**$1,403,138**	**$1,782,503**	**$312,001**	**$1,307,762**	**$1,619,763**	**$1,084,684**	**$2,201,320**	**$3,286,004**
Books	$0	$384,453	$384,453	$0	$312,406	$312,406	$0	$85,650	$85,650	$0	$85,765	$85,765	$10,000	$68,733	$78,733
Instructional Media Materials	$1	$783,182	$783,183	$1	$798,421	$798,422	$0	$748,640	$748,640	$1,200	$598,931	$600,131	$639,022	$1,401,181	$2,040,203
Supplies	$311,149	$390,513	$701,662	$287,919	$594,887	$882,806	$379,365	$568,848	$948,213	$310,801	$623,066	$933,867	$435,662	$731,406	$1,167,068
OPERATING EXPENSES	**$3,820,910**	**$4,992,883**	**$8,813,793**	**$4,168,730**	**$4,570,096**	**$8,738,826**	**$4,871,610**	**$3,455,592**	**$8,327,202**	**$4,232,323**	**$3,983,884**	**$8,216,207**	**$5,002,475**	**$9,287,630**	**$14,290,105**
Utilities & Housekeeping Expense	$2,448,550	$64,813	$2,513,363	$2,514,946	$67,039	$2,581,985	$2,632,303	$73,554	$2,705,857	$2,741,450	$66,535	$2,807,985	$2,756,726	$108,120	$2,864,846
Contracts & Rentals	$494,169	$3,264,439	$3,758,608	$798,678	$2,080,311	$2,878,989	$1,186,701	$1,767,073	$2,953,774	$636,274	$1,836,751	$2,473,025	$595,173	$3,566,635	$4,161,808
Other Expense	$878,191	$1,321,631	$2,199,822	$855,106	$2,219,600	$3,074,706	$1,052,606	$1,614,965	$2,667,571	$854,599	$2,080,598	$2,935,197	$1,650,576	$5,612,875	$7,263,451
Misc Other Expense	$0	$342,000	$342,000	$0	$203,146	$203,146	$0	$0	$0	$0	$0	$0	$0	$0	$0
CAPITAL OUTLAY	**$311,508**	**$692,958**	**$1,004,466**	**$242,911**	**$543,717**	**$786,628**	**$440,789**	**$621,149**	**$1,061,938**	**$185,984**	**$625,071**	**$811,055**	**$607,543**	**$1,575,767**	**$2,183,310**
Books & Materials for Libraries	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$18,010	$18,010	$120,000	$99,883	$219,883
Equipment	$251,208	$689,958	$941,166	$139,098	$543,567	$682,665	$328,913	$621,149	$950,062	$132,484	$607,061	$739,545	$457,758	$1,475,884	$1,933,642
Lease/Purchase	$60,300	$3,000	$63,300	$103,813	$150	$103,963	$111,876	$0	$111,876	$53,500	$0	$53,500	$29,785	$0	$29,785
OTHER	**$764,742**	**$4,304,092**	**$5,068,834**	**$735,207**	**$6,131,425**	**$6,866,632**	**$1,482,002**	**$5,159,299**	**$6,641,301**	**$1,486,748**	**$2,332,466**	**$3,819,214**	**$933,091**	**$14,215,650**	**$2,183,310**
Interfund Transfers	$0	$0	$0	$0	$0	$0	$267,042	$0	$267,042	$292,159	$0	$292,159	$241,617	$0	$241,617
Intrafund Transfer - Restr/Unrestr	$143,315	$0	$143,315	$114,931	$0	$114,931	$149,775	$0	$149,775	$69,144	$0	$69,144	$76,100	$0	$76,100
Loans/Grants	$0	$132,678	$132,678	$0	$344,231	$344,231	$0	$248,356	$248,356	$0	$219,304	$219,304	$0	$172,625	$172,625
Unallocated/Reserves	$621,427	$4,171,414	$4,792,841	$620,276	$5,787,194	$6,407,470	$1,065,185	$4,910,943	$5,976,128	$1,125,445	$2,113,162	$3,238,607	$615,374	$14,043,025	$14,658,399
LESS INTRAFUND w/in Unrestricted	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
LESS TOTAL INTRAFUND TRANSFERS	$0	$0	$143,315	$0	$0	$114,931	$0	$0	$149,775	$0	$69,144	$69,144	$0	$76,100	$76,100
TOTAL GENERAL FUND	**$57,394,933**	**$23,971,880**	**$81,223,498**	**$64,212,949**	**$25,254,784**	**$89,352,802**	**$64,209,380**	**$24,555,798**	**$88,615,403**	**$62,953,550**	**$20,855,571**	**$83,809,121**	**$64,676,965**	**$41,695,038**	**$106,372,003**

Source: LACCD Final Budgets, Office of the Chancellor

Expenditures

Year-end expenditures from unrestricted general funds peaked at 66.3 million for AY 2019-20. The largest proportion of expenditures goes to certificated salaries, followed by benefits and non-certificated salaries.

In the five years between 2016-17 and 2020-21, certificated salaries have accounted for more than 50% of annual expenditures every year (Figure 100, Table 68).

Figure 100
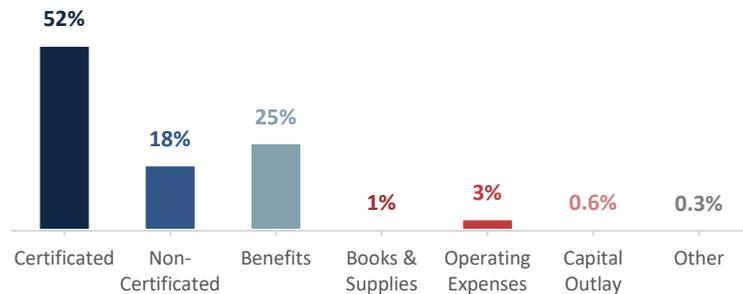
Unrestricted General Fund Expenditures Distribution, 2020-21

Table 68

Unrestricted General Fund Expenditures by Academic Year

Expenditures	2016-17	2017-18	2018-19	2019-20	2020-21
Certificated	$33,762,668	$31,087,534	$33,098,850	$32,601,054	$34,043,557
Non-Certificated	$11,940,648	$11,557,636	$12,148,512	$13,223,461	$12,136,353
Benefits	$13,389,545	$13,326,304	$14,603,243	$15,824,052	$16,183,180
Books and Supplies	$316,057	$53,601	$220,914	$383,105	$516,885
Operating Expenses	$3,130,510	$2,737,015	$3,184,318	$3,621,676	$2,282,865
Capital Outlay	$229,840	$129,528	$210,150	$161,872	$400,869
Other	$202,623	$190,272	$245,698	$454,305	$214,525
Total	**$62,971,891**	**$59,081,890**	**$63,711,685**	**$66,269,525**	**$65,778,234**

Source: LACCD Final Budgets, Office of the Chancellor

Expenditure per FTES

Expenditure per enrollment and FTES steadily increased between 2016-17 and 2020-21. During this period, expenditure per FTES increased from $5,099 to $6,300, and expenditure per enrollment increased from $1,972 to $2,280 (Figure 101).

Figure 101

Expenditures per FTES and enrollment by Academic Year
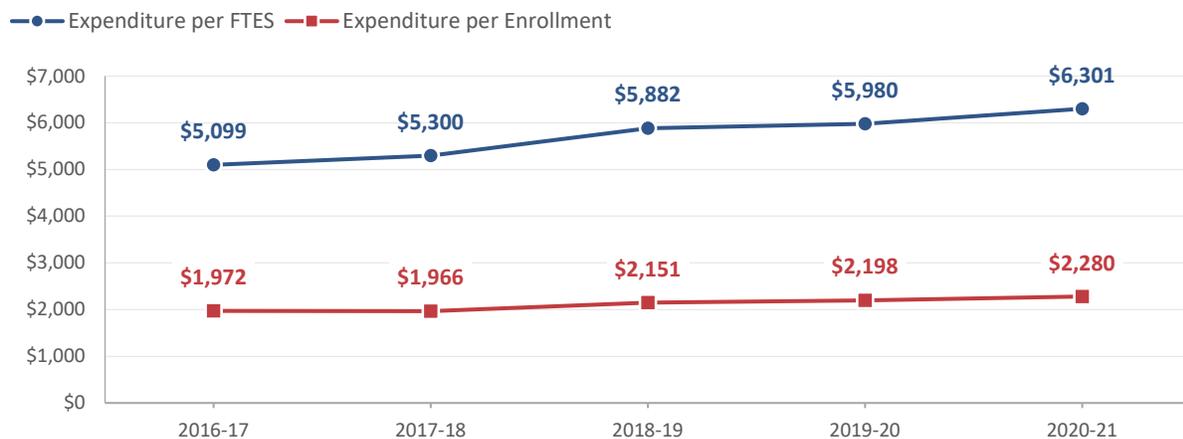
Source: LACCD Final Budgets, Office of the Chancellor

Glossary
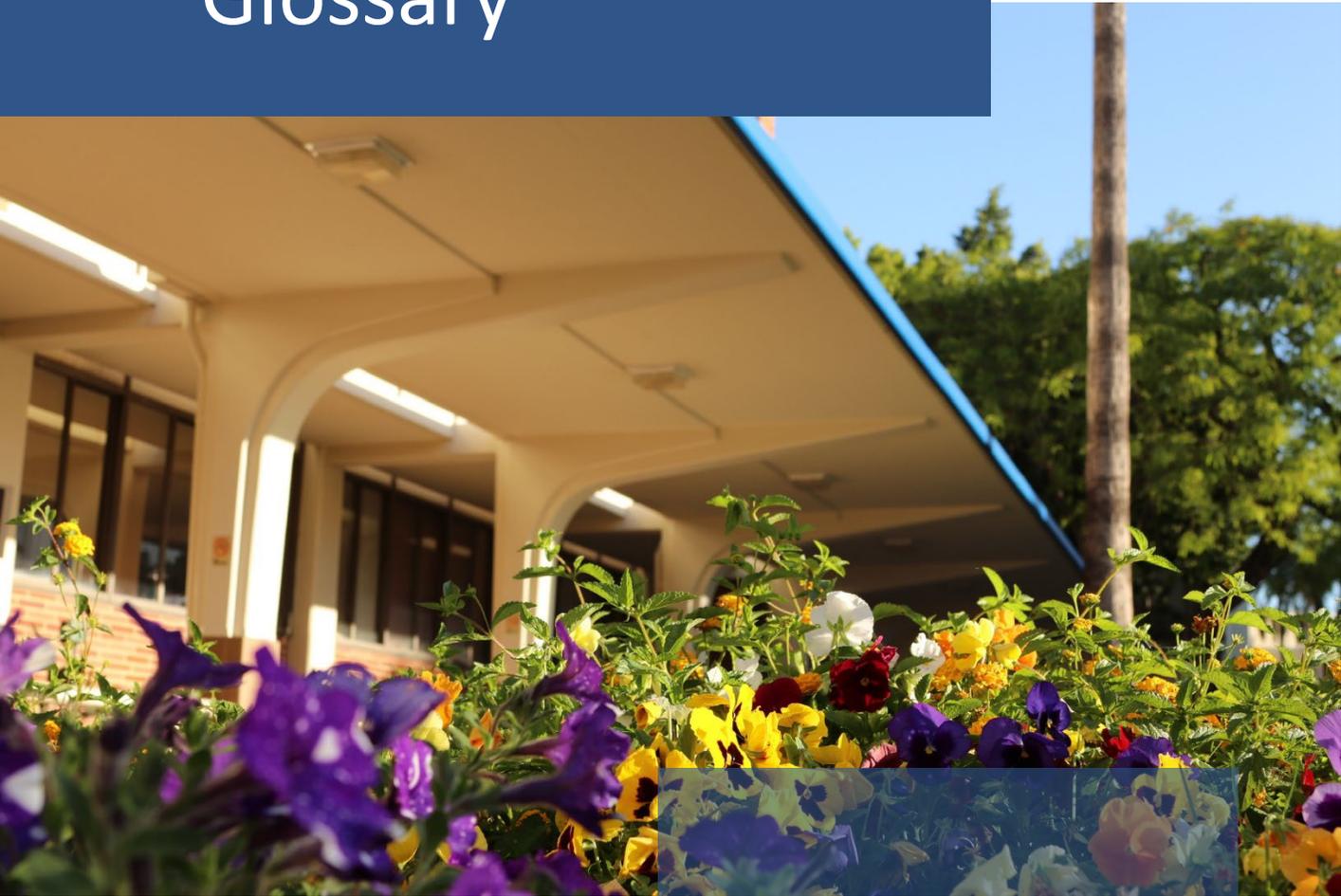
- Terms and Definitions

Glossary

Term	Definition
Age	Student age-at-term for the fall semester is age as of October 15, as defined by the State Chancellor's Office Management Information System.
Associate Degree	An Associate of Arts (AA) or Associate of Science (AS) degree provides knowledge and skills for employment or further study in a chosen field. Associate degrees require a minimum of 60 units, including at least 18 units in the major.
Associate Degree for Transfer (ADT)	An Associate in Arts for Transfer (AA-T) or Associate in Science for Transfer (AS-T) degree is for students interested in transferring to schools within the California State University (CSU) system to earn a bachelor's degree. These degrees require a minimum of 60 CSU transferable units.
Average Class Size	Average Class Size is a measure of the enrollment per faculty contact hour. The formula to calculate ACS is expressed as follows: ACS = WSCH / WFCH or ACS = (WSCH/FTEF) / Teaching load
Award	A degree or certificate designating completion of an academic program, i.e. Associate (AA/AS), Associate Degree for Transfer (ADT; AAT/AST), Certificate of Achievement (CA), Skills Certificate (CS), Non-credit Certificate (NC).
California Promise Grant/ BOG Waiver	The California College Promise Grant (CCPG), formerly known as the Board of Governors Fee Waiver (BOGW), waives enrollment fees for qualified students for the entire school year. Students may receive a waiver for any number of units, with no minimum. You may qualify if you have some financial need, receive Temporary Assistance to Needy Families (AFDC/TANF), Supplemental Security Income/SSP or General Assistance and those who meet certain income standard.
CalWORKs	The California Work Opportunities and Responsibility for Kids (CalWORKs) provides access to educational programs for student-parents receiving public assistance. CalWORKs helps empower students to embrace their dreams, achieve their academic and career goals, and succeed in long-term economic self-sufficiency. The CalWORKs program is an innovative program that provides free workforce training, education, and childcare services for students receiving public assistance. Students receive assistance with Greater Avenues for Independence (GAIN) documents to receive books and supplies free of cost , counseling/case management, work study placement, tutoring, and childcare.
CARE	The Cooperative Agencies Resources for Education (CARE) program provides assistance for single parents pursuing their educational goals under the TANF/ CalWORKs program.
Census	For credit courses scheduled coterminously with the primary term, the census date is Monday of census week, the third week of the semester.

Term	Definition
Census Enrollment	Attendance calculation is based on enrollments on this day. Monday of the third week is the census date for a 16-week primary term. Census for short-term courses, or those that fall outside the primary term, will vary.
Census Headcount	A count of students actively enrolled in credit classes during the reporting period prescribed by state regulations, which is Monday of the third week of each semester.
Certificate of Achievement	Certificates of Achievement are approved by the state and prepare students to enter the workforce.
Credit	Defines courses for which units are earned.
Department	An organizational unit usually comprised of multiple subject areas (disciplines).
Discipline	Also known as subject. Disciplines are the smallest grouping of an instructional area. For example, History and Political Science are disciplines in the Social Science department.
Employee Classification	• Academic Temporary - Faculty who are temporary, non-tenured, or not on tenure track. • Academic, Tenured / Tenure Track - Faculty who are regular, tenured or contract on a tenure track. • Classified - Classified employees include individuals in non-faculty professional, clerical/secretarial, technical/paraprofessional, skilled crafts, service/maintenance, and instruction/research assistant positions. • Educational Administrator - Educational administrators include, but are not limited to, chancellors, presidents, instructional or student services administrators and other supervisory or management employees designated by the governing board as educational administrators.
Enrollment	The count of all the courses taken by a student. The official enrollment is designated after census. An individual student is counted for each section in which they are enrolled, and so may be counted more than once. This is a count of seats filled, not a count of persons filling them. The official enrollment is designated after census. A student is considered to have been enrolled in a course if s/he received an end-of term grade notation that is displayed on their official transcript (A, B, C, D, F, P, NP, I or W).
Enrollment Status (aka Student Status)	• Concurrent High School Student – A student who takes course at a community college while still enrolled in high school. • Continuing Student - A student enrolled in the current session and was enrolled in the previous regular session. • First-Time Student - A student enrolled in college for the first time after High School • New Transfer Student - A student enrolled at the reporting college for the first time and who transferred from another institution of higher education. • Returning Student - A student enrolled at the reporting college after an absence of one or more primary terms

Term	Definition
EOP&S	Extended Opportunity Program and Services (EOPS) is a state-funded comprehensive academic counseling program designed to provide additional support to eligible students. The mission of EOPS is to enhance student success by providing "over and above" services to students who experience economic and academic barriers to their education. Services include priority registration, orientation, academic counseling, books, individualized tutoring, transfer application fee waivers, meal vouchers, and more.
Federal Financial Aid (PELL)	Made available by the federal government to make it possible for students to continue their education beyond high school, even if they and/or their family cannot meet the full cost of attending college. Federal Financial Aid programs come in the form of grants, work-study, and loans.
First-Year Experience	The First-Year Experience (FYE) program is designed to help students be successful in their first year of college by providing a supportive, nurturing environment complete with educational and career guidance, so they may achieve all their educational and personal goals. FYE students who continue their education have the option to receive assistance through the Second Year Experience (SYE). FYE offers: priority registration; College Promise grants (to qualifying students); guaranteed enrollment in Math and English classes; faculty members committed to student success; Math and English supplemental instruction tutors; social and extracurricular activities; counselors to help create an educational plan for transfer to university and/or graduation; success coaches to help answer general questions, refer resources, and support students on their college journey; and book loans for English and Math courses.
Foster Youth	Services for foster youth students include the Guardian Scholars Program (GSP) and the NextUp Program. GSP serves current, former, or emancipated foster youth. GSP's mission is to provide academic and personal guidance to empower students on their educational journeys to earning a career technical certificate, associate degree, and/or transfer to a university. The program's primary function is to support and assure that each foster youth is adequately guided and mentored throughout their entire educational process. GSP students may be eligible for additional support services through the NextUp Program. NextUp supports the recruitment, enrollment, retention, graduation, and transfer of current and former foster youth students under 26. The NextUp program (formerly CAFYES), is an extension of services for educationally disadvantaged students provided by EOPS.
Full-time Equivalent Faculty (FTEF)	FTEF is used to determine how much the college pays in faculty salaries/benefits. It is based on instructor load, which is the number of class hours taught by full-time instructors as part of his/her regular assignment. The load varies by discipline, and is established by the negotiated bargaining unit contract.
Full-time Equivalent Student (FTES)	The measure of full-time attendance used to calculate state reimbursement since June 1991. It is based on a figure of 525 class contact hours per full-time student over the academic year, in credit and non-credit courses. The formula to compute FTES for regularly-scheduled, semester-length classes is as follows: Number of students x number of hours per week x 16.5/525

Term	Definition
Full-time Student	Students enrolled for 12 or more units during a single semester.
FTES/FTEF Ratio (Efficiency)	The FTES/FTEF ratio is a measure of efficiency of instruction. A high FTES/FTEF ratio means more money is being received by the state than is being paid in faculty salaries. A low FTES/FTEF ratio means less state money is being received from the state than is being paid in faculty salaries.
General Fund	The main bucket of money the college uses for spending on such items as salaries, electricity, health benefits, supplies, and the like.
Headcount	The count of individual students enrolled (unduplicated). A student enrolled in multiple courses increases the count by one. This is a count of students, not a count of course seats filled.
Honors Program	The Ralph Bunche Scholars (RBS) program prepares students for transfer and the rigors of academic work at a four-year university. Benefits of participating include: priority consideration for admission to top-tier four-year universities; Honors courses designed for RBS students; collaboration between faculty and scholars; opportunities for scholarships; participation in a learning community; academic advising from Honors counselors; opportunity to present research at annual Honors Research Conference at UC Irvine (Spring) and other conferences; library privileges at UCLA; and specialized meetings, get-togethers, trips, seminars.
International Students Program	The International Student Program (ISP) assists international students with completing the paperwork needed to apply for an F-1 Visa. Through the ISP, students receive: academic counseling, educational plans, and transfer assistance; international student orientation for incoming and transfer students; U.S. immigration advisement; travel authorization and advisement regarding application for new visas; authorization and advisement on applying for optional practical training and extension of programs; liaison with U.S. and foreign embassies/consulates; assistance with matters of cultural adjustment; informational workshops, programming, and cultural activities; and networks for international students to assist one another.
K-12 Enrollment	Los Angeles City College offers K-12 enrollment opportunities, such as dual and concurrent enrollment. The Dual Enrollment Program is an accelerated program that allows qualified students to fulfill high school graduation requirements while simultaneously gaining college credits toward a certificate, diploma, or a college degree. LACC offers a variety of college courses that are conveniently offered at our local high schools. Students are considered a "concurrent enrollment" student if they take a regular college class on campus (not a class designated for only K-12 students).
Non-credit	Defines courses for which units are not earned.
Non-credit Certificate	Noncredit certificates (certificates of completion and certificates of competency) are for students who want to acquire employment, transition to college, and/or explore pathways leading to a career.
Part-time Student	A student enrolled in fewer than 12 units in one semester

Term	Definition
Office of Special Services (OSS)	The Office of Special Services (OSS), formerly Disabled Student Programs and Services (DSPS), works with students who have physical, mental health, learning and other disabilities to ensure equal access to academic programs and success at LACC. Students meet with their counselor or specialist to discuss how their disability impacts their education and to provide professional documentation of their disability. They work together to identify and authorize the appropriate services and accommodations the student needs, which may include: sign language interpreters; assistive/adaptive technology and training; alternate text (audio books, Braille, large print, etc.); learning disabilities assessment and support; priority registration; referrals (on/off campus resources); specialized academic counseling; education and academic accommodation plans; learning foundations classes; alternative testing; specialized tutoring; and USC Occupational Therapy Residency support.
Persistence	A measure of students who enroll in consecutive terms at the college, typically measured fall-to-spring (aka term-to-term retention) or fall-to-fall (annual retention).
Persistence Rate	The percentage of students enrolled in the subsequent term (receiving a grade of A, B, C, D, F, P, NP, I, or W) out of students enrolled in first term (received a grade of A, B, C, D, F, P, NP, I, or W), excluding students who receive a degree, certificate or transfer during the time period between the first term and the subsequent term.
Restricted General Fund	Defines funds in designated programs which are limited as to use or disposition by their funding source. Examples: Health Services, Community Services, Financial Aid Programs, State One-Time Block Grants, etc.
Retention Count	The number of students who receive A, B, C, D, F, pass (P), or not pass (NP).
Retention Rate	The percentage of students who receive A, B, C, D, F, pass (P), or not pass (NP) as compared to those who also receive a withdraw (W).
Skills Certificate	Skills Certificates are issued by the department and issued by the department and prepare students to enter the workforce.
Success Count	The number of students who receive A, B, C, or pass (P).
Success Rate	The percentage of students who receive A, B, C, or pass (P) as compared with those who also receive W, D, F or not pass (NP).
Transfers to Four Year Institutions	Students who transfer to a four-year institution.

Term	Definition
Trio/SSS	The Trio/SSS program provides services that assist low-income, first-generation, and/or disabled students in obtaining an associate degree and transferring to a four-year institution. Trio/SSS services include: transfer and financial aid application, academic and personal counseling, tutoring, workshops, cultural activities, computer lab access, technology, university field trips, scholarship, and free printing.
Umoja	Umoja (a Kiswahili word meaning unity) is a community and critical resource dedicated to enhancing the cultural and educational experiences of African American and other students. Umoja believes that when the voices of histories of students are deliberately and intentionally recognized, the opportunity for self-efficacy emerges and a foundation is formed for academic success. Umoja actively serves and promotes student success for all students through a curriculum and pedagogy responsive to the legacy of the African and African American Diasporas. Umoja services include: supportive environment, counseling, tutoring, cultural workshops and events, leadership development, academic workshops, faculty and staff mentoring, Historically Black Colleges and Universities (HBCU) tours, transfer agreements with UCs and HBCUs.
Unit Load	The number of units in which a student is enrolled.
Unrestricted General Fund	Refers to each location's Basic program 10100 allocation of general state apportionment for operations. Also, other programs in range 10031-10299, including summer sessions, considered Basic "related", which are not restricted as to use.
Veterans Resource Center	The goal of the Veterans Resource Center (VRC) program is to create a supportive environment by acknowledging, honoring, and addressing veterans' unique needs, while helping them attain their educational goals. Contact the VRC for more information about approved degrees, certificates, and transfer programs for VA benefits. VRC services include: book rental; campus service referrals including disability services through OSS, Financial Aid, and Transfer Center; computer lab and printing services; mental health services through U.S. Vets; VA educational benefits certification; VA educational benefits counseling through Vet Success on Campus; and Veterans Club.
Weekly Student Contact Hours (WSCH)	The number of class hours each credit course is regularly scheduled to meet during a week multiplied by the number of students actively enrolled in the course as of the census day.
WSCH per FTEF	The ratio of WSCH to FTEF, or the number of student contact hours generate per faculty member per week.

LOS ANGELES CITY COLLEGE

LACC

The City's College.