THE MISSION LEARNING REPORT
FALL 2014

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I. Introduction

Los Angeles Mission College (LAMC) is committed to the success of our students. As our mission statement states, the College provides accessible, affordable, high quality learning opportunities in a culturally and intellectually supportive environment by:

- Ensuring that students successfully transfer to four-year institutions, prepare for successful careers in the workplace, and improve their basic skills;
- Encouraging students to become critical thinkers and lifelong learners;
- Providing services and programs that improve the lives of the diverse communities we serve.

The purpose of the Mission Learning Report is to report annually on the College’s overall progress in improving student achievement and student learning at all levels through the outcomes cycle.

The report covers three areas: 1) review of institution-set standards for student achievement; 2) summary of progress in assessing learning outcomes at the course, program and institutional levels; and 3) summary of Eagle’s Nest proceedings.
II. Institution-Set Standards for Student Achievement

A “standard” is the *minimum* level of performance the institution considers acceptable to meet its expectations for educational quality and institutional effectiveness. A standard differs from a performance “goal” for improvement, which an institution may also set and aspire to achieve.

LAMC has set standards for the following measures of student achievement:

1. **Successful Course Completion.** The successful course completion rate is the number of students who receive a successful grade (A, B, C, or P) divided by the number of students who were enrolled in the course as of the census date.

2. **Course Retention.** The course retention rate is the number of students who remain in the course after the no penalty drop date (i.e., did not drop the course) divided by the number of students who were enrolled in the course as of the census date.

3. **Fall-to-Fall Persistence.** The persistence rate equals the number of students who completed a course in the fall and enrolled in a course the following fall divided by the number of students who completed a course in the fall.

4. **Degree Completion.** Number of Associate's Degrees awarded from July 1 through June 30 of the following year (duplicated) and/or the number of students receiving Associate's Degrees during the same time period (unduplicated). As students may receive multiple degrees in the same year, the duplicated count generally exceeds the unduplicated count.

5. **Certificate Completion.** Number of Certificates of Achievement awarded from July 1 through June 30 of the following year (duplicated) and/or the number of students receiving Certificates of Achievement during the same time period (unduplicated). As students may receive multiple certificates in the same year, the duplicated count generally exceeds the unduplicated count.

6. **Transfer.** Number of students who transfer to a four-year college or university in the CSU and UC systems.

The Academic Senate, using disaggregated LAMC trend data and comparative State- and District-level data provided by the Office of Institutional Effectiveness (OIE), annually evaluates the College’s performance on the institution-set standards and sends its recommendations to the Educational Planning Committee (EPC) and Council of Instruction (CoI) for review and feedback prior to submission to College Council and the College President for approval.

The chart on the following page summarizes the conclusions reached from the Academic Senate review of the institution-set standards in fall 2014.
## Summary of Review of LAMC Institution-Set Standards

### Successful Course Completion Rate

- **Approved Standard:** 64.0%
- **Actual:** 66.6%
- **Status:** Exceeded by 2.6%
- **Recommendation:** Maintain current sufficiently high course completion rate.

### Course Retention Rate

- **Approved Standard:** 85.0%
- **Actual:** 85.2%
- **Status:** Met
- **Recommendation:** Maintain the current sufficiently high course retention rate.

### Persistence Rate

- **Approved Standard:** 48.0%
- **Actual:** 52.4%
- **Status:** Exceeded by 4.4%
- **Recommendation:** Encourage students to complete their programs and move on.

### Degree Completion

- **Approved Standard:** 450 degrees
- **Actual:** 840 degrees
- **Status:** Exceeded by 390 degrees
- **Recommendation:** Limit the number of students attaining multiple redundant degrees.
- **New Standard:** 385 students (unduplicated count)
- **New Target:** Decrease average number of degrees per student from 1.75 (current) to 1.5

### Certificate Completion

- **Revised Standard:** 350 certificates
- **Original Standard:** Exceeded by 236 certificates
- **New Standard:** 350 students (unduplicated count)
- **Committee did not set a target for this measure.

### Transfer

- **Approved Standard:** 205 students
- **Actual:** 213 transfers
- **Status:** Met
- **Recommendation:** Prioritize transfer resources and encourage students to transfer.
- **Committee did not set a target for this measure.**
III. Student Learning Outcomes (SLO) Assessment Summary

Student learning outcomes (SLOs) are explicit statements describing the knowledge, skills and attitudes that a student will be able to demonstrate after completing a course, program or collegiate experience. They are not discrete skills but “complexes of knowledge, ability, and attitudes.” There are three types of learning outcomes: course level SLOs, program learning outcomes (PLOs) and institutional learning outcomes (ILOs).

Assessment is a systematic collection of information about student learning and the use of that information to improve the learning and teaching process in the classroom, department, or institution. Outcomes assessment is designed to improve teaching and learning, and differs from grading, which is designed to evaluate individual student work.

All active SLOs, PLOs and ILOs have been assessed. In fall 2014, 516 assessments were conducted for 310 SLOs in 275 courses. The chart below summarizes the assessments that were conducted as of fall 2014.

* Assessed or reassessed in fall 2014
V. Eagle's Nest Proceedings

In April 2014, the Eagle's Nest, a faculty resource center, was officially opened. The Eagle's Nest provides a forum for interdisciplinary research/discussions centered on student learning outcomes assessment and improvement, development of innovative curriculum and alternate modes of delivery (pedagogy) to improve both teaching and learning. The Eagle's Nest aims to promote a culture of informed, committed, engaged faculty through training, workshops, conferences, community building and other resources.

In September 2014, two full-time faculty members were selected to co-coordinate Eagle's Nest activities. The co-coordinators have developed a robust and comprehensive webpage containing active links to videos, websites and print resources related to student learning styles and pedagogy (http://libguides.lamission.edu/EaglesNestFacultyResources).

During the fall 2014 semester, the Eagle's Nest sponsored the following eight faculty professional development opportunities designed to promote this new faculty resource and to train faculty members on how they can more effectively align instructional delivery and pedagogical approaches with identified student learning styles and needs.

1. An Introduction to Threshold Concepts and Troublesome Knowledge
2. How to Create, Revise and Maximize Your Mission Faculty Webpage
4. Using Media in the Classroom
5. Using Clickers in the Classroom
7. Addressing Learning Styles in Etudes
8. Brown Bag Lunch: Discussion with the Vice President of Academic Affairs on Connecting Student Learning Styles and Needs to Pedagogical Approaches

As of the end of fall 2014, nearly 100 faculty members have participated in Eagle's Nest activities.
VI. Conclusions

Los Angeles Mission College has come a long way since its founding in 1975. We are now a comprehensive college located on 33 acres of dedicated land that offers preparation for transfer to four-year institutions and workforce entry, as well as development of basic skills and adult education for our community. As the College continues to grow (e.g., with the construction of new buildings such as the Media Arts Center and acquisition of sports fields, etc.), we are well-positioned to provide the highest quality educational programs and services to our students for decades to come.

LAMC faculty and staff are deeply committed to the continuous cycle of assessment and re-assessment of its student learning outcomes. The College has conducted its assessments at a substantially accelerated pace over the past several semesters. The College also continually implements its systematic process for improvement using the results of its assessments of student achievement outcomes. Based on thorough review of student achievement data and introspective evaluation of the its own performance with respect to the institution-set standards, the College has made recommendations regarding the standards themselves, goals for improvement and actions to be taken in order to bring about improvements in student achievement.

Furthermore, as of fall 2014, 100 percent of active course Student Learning Outcomes, Program Learning Outcomes and Institutional Learning Outcomes have been assessed. Each semester, more and more learning outcome assessments and follow-up assessments are being completed, and as a result, meaningful improvements in support of student learning and the College’s mission are taking place.

American community colleges are educating a large share of tomorrow’s workforce and LAMC takes great pride in providing accessible, affordable, high quality learning opportunities for our community. We also hope to achieve our goals without losing sight of our core values of:

1) The pursuit of excellence in all our endeavors.
2) Intellectual curiosity and the desire to learn.
3) A global vision that understands and appreciates the common goals and purposes of all people.
4) An appreciation of diversity that nourishes mutual respect and solidarity.
5) Integrity and collegiality in all our interactions.
6) Service to the campus and the local community.

At Los Angeles Mission College, Our Mission is Your Success.