COLLEGE PROPOSAL FORM: NARRATIVE

College: LOS ANGELES MISSION COLLEGE

Proposal Submission Deadline for LA District Colleges: February 1, 2011.

To be completed by each college in the system wanting to join Achieving the Dream and submitted to info@achievingthedream.org with the subject line “[College Name] ATD Proposal.” Provide all the information requested on this College Proposal Form. Narrative text should be single-spaced in 12-point font with one-inch margins and should not exceed eight pages.

1. Committed leadership.
   - What is the college’s vision for student success?
     Los Angeles Mission College’s vision for student success is to provide high-quality learning opportunities in a supportive environment by 1) encouraging students to become critical thinkers and lifelong learners; 2) ensuring students successfully transfer to four-year institutions; 3) finding meaningful employment; 4) improving their basic skills; and 5) enriching their lives through continuing education. Changes have been made to streamline the process for our student’s funding experience as simple as possible. In addition to academic support, the college’s office of admissions and records, financial aid, and counseling departments offers a strong network of services to help students achieve academic success.

   - What is the college’s vision for equity?
     LAMC’s is committed to the promotion of equity and diversity with a specific focus to provide education opportunities and support success for ALL students, regardless of age, gender, ethnicity, personal barriers, or developmental level. The college’s mission and goals include increasing awareness through educational events for under-represented groups and those who are often seen as “invisible” in our society. Time and resources for those events will be evaluated through a proposal process to ensure proper representation of all groups.

   - How is the President mobilizing support for this vision in the college and community?
     Judith Valles began her presidency at LAMC in April of 2008. Under her leadership faculty and staff have engaged in implementing internal and external planning processes that reexamines and updates the college’s major planning documents, its mission, vision, and values to ensure that the college community embodies student success and equitable opportunities for all students to achieve their goals. The college is currently in the process of selecting a successor who undoubtedly will continue to support the current vision. The change in leadership may include some minor shifts in the focus of the vision however, student success and equitable opportunities for all students will continue as major component in the vision.
• How is the vision reflected in the college’s strategic plan (or equivalent document)?
The vision is reflected in the 2010 – 2015 Educational Master Plan (EMP), which is currently being revised, embeds the vision for student success and equity. The goals and objectives in the EMP are closely linked to the College’s Strategic Master Plan. Student success related goals from the EMP include:
• Ensuring student recruitment, retention and success.
• Efficiently allocating resources to provide quality programs and courses that meet student needs.
• Assessing and modifying educational programs, disciplines, and courses to promote student learning and maintaining appropriate academic standards.
• Improving students’ success in earning certificates and degrees, continuing their educations, seeking employment and attaining personal goals.

LAMC’s core commitments are:
• Providing an educational environment which meets the needs of students with varied learning skills
• Setting high standards for our students in and out of the classroom
• Maintaining appropriate standards for academic achievement
• Providing support services which contribute to instructional effectiveness and students success

• How does the college’s planning process currently use data in planning and decision making?
Continuous quality improvement is a part of LAMC’s institutional climate when it comes to planning and assessment. The college uses student enrollment, achievement, retention and program data to prioritize actions, develop the college’s strategic plan and establish resource allocation priorities. The goal is to develop a process that includes the use and analysis of the data gathered by faculty, staff, accreditation teams, students and community members. Data analysis trending reveals strengths and weaknesses; it is the foundation in the search for opportunities for future growth. They also identity threats and shifts as outcomes that become recommendations requiring the implementation of corrective action in the program review process.

2. Use of evidence to improve programs and services.
• How is the college currently using student unit data and program and policy evaluations to improve programs, services and create systemic institutional improvement?
The office of Institutional Research and Planning (IRP) regularly produces reports that include internal and external data. The college uses this data along with internal research for reviews and improvements, department program review and improvement, and institutional space and facilities improvements. The current program review process utilizes enrollment, demographic, and student success and retention to determine the vitality of the program and whether it is meeting the needs of LAMC students and community. This data guides the decision making processes regarding improvements plans and ensures that budget allocations are linked to planning that is supported by data gathering and analyses.
• What obstacles is the college experiencing in using evidence to improve programs, services and create systemic institutional improvement (if any)?

Ineffective data analyses by faculty and staff: The College continues working with faculty and staff to increase the level of understanding of the importance of effective use of data in decision-making, accountability and planning for improvements. Poor use of data may present challenges that lead to misinformed decisions that may adversely impact student success. Through professional growth and development activities faculty and staff will effectively analyze and interpret data that will identify the achievement gaps between segment groups, reveal weaknesses in teaching or services and identify opportunities to strengthen the institution. Faculty and staff need to better understand data gathering and analysis processes, in order to engage in effective decision-making about student achievement findings.

Failure to Disaggregate Data: - Though the Office of Institutional Research collects and analyzes adequate amounts of data it is usually presented in an aggregated form. This makes it difficult to identify the needs of the various segments of the student population. As special need populations grow the college will need to provide appropriate data to successfully support student success to a more diverse, at risk student population.

Increasing Demand for Data: - The Office of Institutional Research is having a difficult time keeping up with the demand for data. Many of our systems are developed by college personnel and difficult to access which resulted in full reliance on the Office of Institutional Research to provide and interpret the data. This process creates request backlogs and slows the ability of the Office of Institutional Research and Planning to get relevant data to decision makers in a reasonable time.

• How would involvement in Achieving the Dream help the college overcome these obstacles?

Participating in ATD will bring a greater awareness to the faculty and staff regarding the importance of collecting, analyzing and interpreting data. The ATD resources will facilitate a means to fund more effective collecting, disaggregating analyzing, and disseminating student achievement data in formats that are easily read and understood. LAMC will benefit from working with ATD in the identification of weaknesses and discovery of ways to improve evidence-based decision-making at all levels within the institution. LAMC will also be able to separate student characteristics and patterns in ways that will support student success. This level of data understanding will allow the college to identify the underlying implications that lead to gaps in achievement among the student groups. Participating as an ATD school will allow LAMC to benefit from best practices of other institutions and benchmark tied performance of its students to the performance of other students at ATD schools.

3. Broad engagement.

• How is the college currently engaging stakeholders in problem solving and/or leadership activities?

During the last two years LAMC focused on the development of a shared, “participatory”, governance process that is very thorough and inclusive of all college constituents. All shared governance committees are obligated to function according to a college approved charter and its organizational alignment. All committees report to College Council which is the advisory group to the President. LAMC is been able to carry out some very important internal assessments, plan for ongoing improvements and
complete the updates of major college initiatives such as the Technology and Educational Master Plans.

In addition to internal participation, as a member of a nine college district LAMC is frequently involved in conversations with the Board of Trustees regarding student success. President Valles’ participation in various community events creates a forum for community leaders to provide input about the community perceptions and expectations of the College. LAMC Career Technical Education programs hold advisory committee meetings that bring local and regional employers together to collaborate on program issues and student needs. LAMC’s yearly Faculty Academy facilitates an opportunity to help faculty develop teaching and leadership skills.

- **What obstacles to engaging stakeholders is the college currently experiencing (if any)?**
  
  **Limited Student Engagement:** The College does not regularly or intentionally seek student input beyond ASO. The college needs to be more diligent in routinely gathering and using student input to help identify causes of achievement gaps.
  
  **Limited Community Involvement:** The College has not encouraged or made possible participation from diverse community stakeholders. Data focused conversations pertaining to the achievement gap, between the institution and community stakeholders have not been encouraged. Now that the college is nearing its complete build out community stakeholders will be needed to provide important input on program development and improvements and student success.
  
  **Lack of Unified Involvement of Faculty and Staff in Student Success Efforts:** The College may need to assess the Student Success shared governance committee to determine its effectiveness in facilitating a means for faculty and staff from Academic Affairs and Student services to routinely work together to plan, initiate, and implement initiatives for students success and retention.

- **How would participating in Achieving the Dream help the college overcome these obstacles?**
  
  Participating in ATD will require the College to be more intentional about inviting the diverse internal and external community stakeholders for broad conversations as they honestly look at the student achievement data and take actions toward developing and prioritizing workable solutions. The ATD model will not only help the internal college community understand evidence based decision making for program improvements and addressing the achievement gap concerns but it will also guide the college in developing a more meaningful relationship with the external college stakeholders.

4. Systemic institutional improvement.

- **How has the college improved student success within the last seven years? What changes in programs, services, policies, or practices produced the improved success rate?**

  Several cohort and pilot projects and initiatives have been implemented that have increased student success in some groups. Funding from various grants has significantly changed the level of work towards student success. LAMC uses the following metrics for assessing performance and planning for improvements: District/College Effectiveness Report, Core Indicators of LACCD Institutional Effectiveness, AARC and Student Learning Outcome (SLO)/Service Area Outcome (SAO). Like other colleges, LAMC
continues to tackle a number of challenges improving student achievement outcome, improving student learning, and transfer.

Below illustrates initiatives that Mission has implemented in the past seven years.

<table>
<thead>
<tr>
<th>Transition to College/Support Services/Career Tech Ed</th>
<th>Basic Skills/Essential Skills</th>
<th>Transfer/CTE</th>
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<tbody>
<tr>
<td>Title V Math Center</td>
<td>Tutoring, textbook lending; computer-assisted instruction</td>
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<tr>
<td>Tutoring</td>
<td>Internships, Personal Development 40</td>
<td>Teacher Prep Program/ Urban Teacher Fellowship</td>
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<tr>
<td>Title V Academic Success Center/ Writing and Reading labs</td>
<td>Workouts, Critical Thinking Workshops; interactive games, (English, Dev. Comm, ESL)</td>
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<tr>
<td>Title V Science Success Center</td>
<td>Video tutorials, workshops, technology training;</td>
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<tr>
<td>BSI-Summer Bridge Cohort/ 1st Year Experience</td>
<td>Curriculum Development, E-Portfoliio, Personal Development 40</td>
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<td>ESL classes</td>
<td>Non-credit and credit courses</td>
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<tr>
<td>GED and Citizenship preparation courses</td>
<td>Non-credit courses</td>
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<td></td>
<td>Continuing Education/Community Education</td>
<td>Industry-led and approved certificates</td>
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<tr>
<td>Tech Prep</td>
<td>Career pathways (Multimedia, hospitality)</td>
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- **How were these changes evaluated?**

Internal, pragmatic and mandated evaluations have been conducted by program/project directors and administrators. Evaluation of the pilot/initiative programs are based on the continuous improvement model data collected, analyzed and interpreted to make decision and implement changes that lead to program improvements and increased levels of student retention and success. State and federal programs are required to submit annual reviews to the funding agencies. In these reviews, data is presented that indicates the number and percentage of students that achieved their goals of graduation and transfer rates reported by the institutional research office. This provides the ability for these programs to track and monitor the success of program students. These reviews also serve as a means to evaluate program services, allowing for improvement or adjustments to allowed services.
• How has the college scaled-up or improved upon these programs, services, policies or practices?

The college has scaled up and improved services, policies and practices by better identifying student need and assessing the effectiveness of policies and practices. The new initiatives and programs have strengthened the overall services and programs by increasing outreach, expanding support services to include diversified tutoring and counseling, and enhancing the use of technology across curriculum. Faculty and staff involved in these programs have formed task forces to continuously search for new resources to expand these initiatives and develop new ones. In the last few years, LAMC has focused on staff development through the launching of the Faculty Academy that provides an orientation for new faculty. There has also been a concerted effort to provide faculty and staff development through workshops, conferences, speakers, and online training.

• How has the college scaled-up or improved upon these programs, services, policies or practices?

The college has scaled up and improved services, policies and practices by better identifying student need and assessing the effectiveness of policies and practices. The college has developed a faculty academy to that provides professional development for faculty. LAMC has focused its summer session on basic and developmental course offerings to meet the needs of students.

The college provides the required support to these programs that include space, furniture, phone and computer access, and accounting services. One example of how the college has improved upon these programs can be demonstrated by the Title V, “Teachers’ Preparation Program”. One of the main objectives of this Title V program was to increase the college’s transfer rate. Since spring 2010, the college has hired a full time Transfer Center Coordinator/Counselor to supervise the Transfer Center started by the Title V Program. Since the Title V Program will end in September 2011, the college has and will continue the work started by the program. This can also be said of the Title V program whose emphasis was math. The Math Center, initially started by the Title V Math program, has been operated with the college’s general fund.

• Did the changes reinforce and leverage each other to bring about systemic institutional improvement or were they largely independent of each other?

Yes. Part of institutionalizing any project, program, or activity is to ensure reinforcement of the program and to maintain a dependency or integration of the program into the comprehensive operation of services offered to students. 75% of LAMC’s student body is Hispanic, many of whom are first generation college students, and have multiple challenges attending classes. Projects like Title V provide seed monies allowing for opportunities beyond what would be available. These funds allow for pilot activities that the college couldn’t otherwise support. Title V grants have tested and piloted a number of activities eliminating those that didn’t successfully support student learning outcomes and student success.

BSI Funds have allowed us to develop learning community pathway courses in which students are in cohort groups. In these cohort groups students enroll in a regular college
level course which is paired with a basic skills course. The program tracks and assesses these students to record levels of improvements and success.

- What obstacles, if any, are hindering full implementation of proven programs and services?
- Capacity to assess and track – LAMC is challenged by limited staff in the IRP office to assist in assessing and tracking student progress and success across all segments of the student population. This obstacle has significantly impacted the college’s ability to implement plans of intervention and improvement.
- The demand for developmental and basic skills levels of instruction is growing faster than the college can meet. The college is faced with making decisions regarding how to address this need and the needs of other student segment groups.
- Limited Resources: - The College lacks the budget to implement many of the planned strategies that would lead to student success.
- Space is an additional obstacle for these programs. In order to serve a larger student population the college would have to create/find/develop additional working areas for some of these on-going programs.

- How would participating in Achieving the Dream help the college overcome these obstacles?
  Participating in Achieving the Dream will significantly help LAMC develop more reliable methods and analysis of student success data. It will aid in the development of the institutional protocol for evidenced-based and data driven decision making. It will also support the efforts of moving all college personnel towards a greater understanding and application of data based information as we develop and implement programs that will increase student success.

5. What relationships does the college have with potential funding sources that could support ATD beyond the three years of the grant period?
Parts of college’s programs require leveraging of resources and collaboration in activities. LAMC has two Title V projects funded by the U.S. Department of Education. These projects although federally funded, aim to assist and support the college by means of institutionalizing services that increase the transfer rate of students to four-year universities.

Aspects of Perkins IV programs are funded by the Federal government and the goal is to improve skills attainment and certificate completion in Career Technical Program. Tech Prep is also funded by the Federal government. The programs that are being funded are intended to provide opportunities and services that will increase student retention and success.

CTE Community Collaborative Project is funded by the State Chancellor’s Office. The program is in collaboration with LA Valley College and Pierce College and is creates a pathway for middle school students in grades 7th and 8th in business & industry sectors. There are Faculty interns who go out to business & industry sectors to get updates on the latest skills so they can incorporate to their curriculum.
The Basic Skills Initiative is funded by the state to address student success in reaching college goals. The intention of BSI is to help students pass their basic developmental college courses and take college level courses to graduate with an AA or transfer to a four-year university. Though these funds are limited the services provided are critical to improving student success.

The aim of these and other funded projects that support community college student success initiatives is basically the same: student attrition, retention, progression, success, completion, and transfer.

- What is your plan for securing or reprioritizing funding to scale and sustain successful innovations that resulted from participating in ATD?

Understanding the need for ongoing external funding the college is in the process of developing a "Resources Development Office". The purpose of this office is to develop and implement a long term strategy and to assist the various efforts to obtain external funds that will finance the work of improving student success initiatives and activities. The college has currently assembled a team to apply for a Title III STEM grant that will provide a means of strengthening the institutions if the proposal is funded. The LAMC Foundation is committed to provide support to program strategies that are developed from the college’s participation in ATD.

6. Data Analyses Capacity.

- Describe the college’s current or planned institutional research capacity to facilitate the mission of ATD to create a culture of evidence to inform decision-making. How will this capacity be sustained beyond grant funding for ATD?

The IRP office plans to implement a comprehensive reporting system that delivers data, research results, and management information that can be used to identify underachievement and gaps in student assessment and achievement. This will raise awareness of administrators, faculty, and staff to develop intervention strategies for improving student success rates and to improve equity in education outcomes across racial/ethnic and income groups.

To maintain the culture that supports the use of data is ensuring that data are continually reviewed by posing key questions to the office Institutional Research (IRP). This would encourage expanding the types of data collected, and providing the guidance and supporting the need to deepen forms of data analyses. For example, to ensure that data are used for decision making over the long term, the leadership team should periodically review the technological capacity of the system for data storage and analyses. In addition, the leadership team needs to ensure that the IRP personnel receive ongoing professional development to increase their capacity to analyze complex data.

- What types of data analyses are routinely produced for use by faculty, staff, or administrators?

Currently, IRP provides reports and data analyses that include student enrollment and headcount reports, student characteristic reports, student success and grade distribution reports, degree and certificate reports, and faculty measure report based on FTES, FTEF for use by faculty, staff and administrators. These online reports show comparative data between the semesters and some automatically update on daily basis. In addition, disaggregated snapshots of student enrollment based on community demographics are
also displayed on the IRP web site. The IRP office also reports on the following surveys, administrative evaluation, Department Chair, PACE, New Student Orientations, Student Satisfaction, and ADA Awareness.

- How does the college incorporate these data into decision-making processes (if at all)? Administrators use data to identify full-time equivalent student patterns and outcomes as key performance indicators and productivity measures of the prior year to plan for academic programs, and budget allocations of the next year. Data are used to measure the success of programs by measuring student retention and student success and to help the program focusing its efforts more effectively. Data are also used to inform the college's strategic planning process.

- What difficulties do you anticipate (if any) in meeting Achieving the Dream's expectations of colleges regarding the submission of annual student cohort data, the evaluation of student success interventions, and the collection, analyses, and presentation of student outcome data? Though the IRP office is limited in personnel and resources the college does not anticipate difficulties in meeting ATD's expectations regarding the submission of annual student cohort data, the evaluation of student success interventions, and the collection, analyses, and presentation of student outcome data. As part of continuous improvement the IRP office is implementing ongoing improvements in its approaches for collecting and analyzing data. These changes will ensure that ATD deadlines are met.

We agree to abide by the commitments described in this proposal.

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<tr>
<th>CEO name/title</th>
<th>Signature</th>
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<th>Financial contact name/title</th>
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*End narrative section.*
# Achieving the Dream Initiative

**November 5-6, 2012 Visit**

**Tentative Agenda**

<table>
<thead>
<tr>
<th>Monday, November 5, 2012</th>
<th>Location</th>
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<tbody>
<tr>
<td>9:00 – 10:00 Meeting w/ President Monte Perez</td>
<td>President’s Conference Room</td>
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<tr>
<td>10:00 – 11:00 Meeting w/ President, and VPs</td>
<td>President’s Conference Room</td>
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<tr>
<td>12:00 – 1:00 Lunch Break</td>
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<td>1:30 – 2:30 Meeting with Data Team</td>
<td>Campus Center 1</td>
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<td>2:30 – 3:30 Meeting with Leadership Team</td>
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<th>Tuesday, November 6, 2012</th>
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<tr>
<td>Meeting with English Faculty/Adm</td>
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<td>Meeting with Math Faculty/Adm</td>
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<tr>
<td>Lunch Break</td>
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<tr>
<td>Meeting with Student Services</td>
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<td>Exit Meeting with President and VPs</td>
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Los Angeles Mission College
Achieving the Dream Meeting

Tuesday, April 17, 2012 – 12:00 p.m.
Campus Center Room 5
Los Angeles Mission College
13356 Eldridge Avenue, Sylmar, California

AGENDA

1. Review of the Agenda                Joe
2. Power Point Presentations on Interventions President Perez
3. Discussion on Future Interventions   Team
4. Discussion on AtD Progress           Team
5. Other Items from the Floor           Team
6. Next Meeting
7. Closure
### Monday, March 19th:
- 8:00 am – 8:45 am: Meeting with Executive Staff (Coaches, President and VP’s)
- 9:00 am – 10:30 am: English Focus Group
- 11:00 am – noon: Meeting with Administrators (Deans & VP’s of AA & SS?)
- Noon – 1:15 pm: Lunch
- 1:15 pm – 2:15 pm: Meeting with Core Team
- 2:30 pm – 3:30 pm: Meeting with Data Team
- 3:45 pm – 4:45 pm: General Team Meeting
- Dinner 5 pm
- ?

### Tuesday, March 20th
- 8:00 am – 9:30 am: ESL Focus Group
- 9:45 am – 10:30 am: Meeting with the President
- 10:40 am – 12:10 pm: Math Focus Group
- 12:10 pm – 1:10 pm: Lunch
- 1:30 pm – 3:00 pm: ESL Focus Group
- 4:10 pm – 5:40 pm: Math Focus Group
- 5:40 pm – 6:00 pm: Closure (?)
Los Angeles Mission College  
Achieving the Dream Meeting

Tuesday, March 13, 2012 – 12:00 p.m.  
Campus Center Room 5  
Los Angeles Mission College  
13356 Eldridge Avenue, Sylmar, California

AGENDA

1. Review of the Agenda  Joe
2. AtD Progress  Team Members
3. Debriefing of AtD Conference in Dallas, Texas  Joe
4. Discussion of Initial Interventions for F ’12  Team Members
5. Coaches Visit on Monday/Tuesday (March 19th & 20th)  Joe
   A. Math & English class focus groups
   B. Core and Data Team Meetings
   C. General Group Meeting
   D. Meeting with Deans
   E. Meeting with General Faculty
   F. Meeting with President Perez
6. Other Items from the Floor
7. Closure
Los Angeles Mission College
Achieving the Dream Meeting

Tuesday, February 21, 2012 – 12:00 p.m.
Campus Center Room 5
Los Angeles Mission College
13356 Eldridge Avenue, Sylmar, California

AGENDA

1. Review of the Agenda
   Joe

2. AtD Progress
   Team Members

3. Discussion on Intervention Possibilities
   Team Members

4. AtD Conference in Dallas, Texas
   Joe

5. Addition of Two New Members
   Joe

6. Other Items from the Floor

7. Set Regular Meeting Schedule for Spring 2012

8. Closure
Los Angeles Mission College
Achieving the Dream Meeting

Tuesday, November 01, 2011 – 1:00 p.m.
Campus Center Room 5
Los Angeles Mission College
13356 Eldridge Avenue, Sylmar, California

AGENDA

1. Review of the Agenda
   Joe

2. Focus Group, Training, November 7th & 8th
   Joe

3. AtD Strategic Meeting in March
   Joe

4. Data Analysis Part II
   Hanh/Angela

5. Questions/Concerns
   Joe / Angela / Hanh

6. Next Meeting

7. Closure
Los Angeles Mission College  
Achieving the Dream Meeting  

Tuesday, October 18, 2011 – 12:00 p.m.  
Campus Center Room 1  
Los Angeles Mission College  
13356 Eldridge Avenue, Sylmar, California  

AGENDA

1. Introduction.

2. Purpose of Achieving the Dream Meeting. – Joe

3. Focus Group, Training, November 7th, 8th, (9th). – Joe
   
   • Professional Training in March

4. First Year Plan - Hanh

5. Data Analysis. - Angela

6. Next Steps Meeting - Joe

7. Questions.- Joe / Angela / Hanh

8. Closure.
Los Angeles Mission College
Achieving the Dream Meeting

Tuesday, November 29, 2011 – 12:00 p.m.
Campus Center Room 4
Los Angeles Mission College
13356 Eldridge Avenue, Sylmar, California

AGENDA

1. Review of the Agenda
   Joe

2. Focus Group Review and Discussion
   Team Members/Participants

3. AtD Strategic Conference in Feb/March ‘12
   Joe

4. Next Meeting with AtD Coaches
   Joe

5. Questions/Concerns
   Joe / Angela / Hanh

6. Next Meeting

7. Closure