



2014 College Planning and Effectiveness Report
 Los Angeles Mission College
 March 25, 2015

I. Alignment of College and District Strategic Plans

Los Angeles Mission College's revised Strategic Master Plan (SMP) was approved by the Board of Trustees on January 28, 2015. The new 2013-2018 LAMC SMP contains revised strategic goals and objectives for the College, which are in complete alignment with the 2012-2017 District Strategic Plan (DSP) as well as with the other College plans and initiatives. The 2013-2018 LAMC SMP also specifies the committees responsible for each objective, the planned activities to achieve each objective, and the performance measures and targets/benchmarks used to regularly assess the College's progress in meeting its goals. The "Expected Improvements" noted in this report represent the targets/benchmarks established for each of the measures in the 2013-2018 LAMC SMP.

District Strategic Plan Goal	College Strategic Plan Goal
Goal 1: Access and Preparation for Success – <i>Improve equitable access; help students attain important early educational momentum points.</i>	Goal 1: Expand access to educational programs and services and prepare students for success.
Goal 2: Teaching and Learning for Success – <i>Strengthen effective teaching and learning by providing a learner-centered educational environment; help students attain their goals of certificate and degree completion, transfer, and job training and career placement; increase equity in the achievement of these outcomes.</i>	Goal 3: Improve quality of educational programs and services so as to increase students' success in attaining their educational goals.
	Goal 5: Sustain user-friendly and innovative technology to meet the needs of students, faculty, and staff.
Goal 3: Organizational Effectiveness – <i>Improve organizational effectiveness through data-informed planning and decision-making, process assessment, and professional development.</i>	Goal 2: Strengthen institutional effectiveness through a culture of evidence-based decision making, planning, and resource allocation, process assessment, and activities that promote professional development and collegiality.
	Goal 5: Sustain user-friendly and innovative technology to meet the needs of students, faculty, and staff.
Goal 4: Resources and Collaboration – <i>Increase and diversify sources of revenue in order to achieve and maintain fiscal stability and to support District initiatives. Enhance and maintain mutually beneficial external partnerships with business, labor, and industry and other community and civic organizations in the greater Los Angeles area.</i>	Goal 4: Maintain fiscal stability through effective planning and evaluation, and encourage a greater focus on revenue enhancement.
	Goal 6: Increase community engagement and expand business, community, and civic partnerships.



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II. Goal #1- Comparison of College to District

Goal #1- Access and Preparation for Success	2011	2012	2013	2013 District	3-year change College	3-year change District
<u>Objective 1. Ensure equitable access to education</u>						
<i>1.2 Percentage of eligible students receiving Pell Grant</i>	69%	69%	70%	71%	0%	0%
<u>Objective 2. Increase the percentage of new students who complete the matriculation process</u>						
<i>2.1 Percentage of new students completing English assessment in the first term or before</i>	76%	78%	75%	73%	-1%	1%
<i>2.1 Percentage of new students completing Math assessment in the first term or before</i>	77%	77%	75%	75%	-2%	1%
<u>Objective 3. Increase the percentage of new students successfully completing at least one English and Math class in their first year and persisting to subsequent terms.</u>						
<i>3.1 Percentage of new students successfully completing at least one English and Math class in their first year</i>	15%	14%	13%	19%	-2%	2%
<i>3.2 Persistence - Fall to Spring</i>	83%	84%	83%	87%	0%	1%
<i>3.2 Persistence - Fall to Fall</i>	70%	75%	73%	75%	2%	1%



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Goal #1- College Analysis and Response				
District Measure	Strength or Weakness	College Response	Plans for Improvement	Expected Improvement(s)
Measure 1.1.2: <i>Percentage of eligible students receiving Pell Grants</i>	Strength – College performance is high (similar to District) and 3-Year Change is similar to the District	<ul style="list-style-type: none"> An additional 3,514 students received only a BOG fee waiver in 2013-2014 (30% of the student body). Over 80% of Financial Aid eligible students received some form of aid when also considering BOG fee waivers. 	<ul style="list-style-type: none"> More Financial Aid workshops before the start of the semester (e.g., as part of the 3SP orientations and at Fall Kickoff). Increase awareness of the Pell Grant through all outreach and recruitment activities, including High School Senior Days. Inform students FAFSA form is easier to complete than in the past. Encourage students to complete their programs in a timely manner so their eligibility does not run out. 	5% increase over 5 years
Measure 1.2.1: <i>Percentage of new students completing English assessment and Math assessment in the first term or before</i>	On par with District – College rates are similar to District averages	<ul style="list-style-type: none"> English and Math prerequisites are enforced, so students must assess in order to enroll in English and Math. The College increased outreach efforts at high schools (an Outreach and Recruitment Coordinator was hired in July 2014), resulting in greater concurrent enrollment (over 600 concurrently enrolled students in fall 2014, up from 362 in fall 2013). The new Dean of Student Success (hired in December, 2014) will ensure that there are means for all new students to complete the AOC requirements for 3SP. 	<ul style="list-style-type: none"> Adding orientation and educational planning to high school outreach activities. Increasing schedule of off-campus assessment. Offering Saturday assessment. 3SP will provide early assessment to high school students. Four new counselors have been hired, and there are plans to hire one more. Number of High School Senior Days will increase to 5 per term, serving up to 1,200 students. 	Increase both measures to 100% in line with 3SP mandates (5% per year for 5 years to reach 100%)



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Goal #1- College Analysis and Response (cont.)				
District Measure	Strength or Weakness	College Response	Plans for Improvement	Expected Improvement(s)
Measure 1.3.1: <i>Percentage of new students successfully completing at least one English and Math class in their first year</i>	Weakness – College has declined 2% and is currently below the District average	<ul style="list-style-type: none"> Many of LAMC’s students place into pre-English levels on the English assessment (Dev. Com. or ESL) and take these courses in their first year, but these subjects were not included in the calculation of this metric. Many new students do not have priority registration and are unable to enroll in the English and Math classes they need. Many students are part-time (75%) and take only one or two courses per term. 	<ul style="list-style-type: none"> Reinstating cut sections of English and Math. Interventions (AtD and Basic Skills Initiative) to increase student success in English and Math classes. Completing AOC requirements for 3SP will improve registration priority for new students and will also make students more aware of the importance of completing English and Math early in their college careers. Exploring the implementation, by spring 2016, of learning communities where Math and English faculty work together on complementary curriculum – students will take both a pre-college English and Math course together in their first year. 	5% increase over 5 years
Measure 1.3.2: <i>Persistence – Fall-to-Spring & Fall-to-Fall</i>	On par with District – College rates are similar to District averages, and College has increased in Fall-to-Fall Persistence	<ul style="list-style-type: none"> Due to the offering of summer and winter intersessions, students can complete their programs in the summer or winter terms without needing to re-enroll the following spring/fall. 	<ul style="list-style-type: none"> There will be continued efforts to add more classes back to spring semesters. The College is looking more closely at sequencing to ensure that there are enough sections being offered to accommodate all of the students that are prepared to take the next course in the sequence. The College’s annual Fall Kickoff, which has proven to increase student successful course completion, course retention, and term-to-term persistence, will be expanded to include more students. Exploring alternative methods of delivering credit ESL courses to help increase persistence. Offering accelerated course sequences to encourage students to keep enrolling. 	5% increase over 5 years for each measure



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III. Goal #2- Comparison of College to District

Goal #2- Teaching and Learning for Success	2011	2012	2013	2013 District	3-year change College	3-year change District
<u>Objective 1. Provide a learner-centered learning environment</u>						
<i>1.1 Measure of active learning/project learning</i>			64%	63%	N/A	N/A
<i>1.1 Measure of student engagement in and out of class</i>			16%	20%	N/A	N/A
<i>1.1 Measure of self-efficacy/self-directed learning</i>			69%	67%	N/A	N/A
<i>1.3 Measure of how technology is being used to improve student learning and engagement</i>			76%	71%	N/A	N/A
<u>Objective 2. Improve student outcomes*</u>						
<i>2.1 Percentage of new student cohort completing 30 units in 3 years</i>	55%	55%	57%	62%	2%	4%
<i>2.1 Percentage of new student cohort completing 60 units in 3 years</i>	24%	23%	25%	29%	1%	2%
<i>2.2 Percentage of new student cohort successfully completing English 101 and Math 125 (or above) in 3 years</i>	23%	21%	23%	26%	0%	3%
<i>2.2 Percentage of new student cohort successfully completing English 101 and Math 125 (or above) in 6 years</i>	33%	31%	29%	33%	-3%	2%
<i>2.3 Completion rate (i.e., certificate, degree or transfer) in 3 years</i>	12%	11%	8%	13%	-4%	-2%
<i>2.3 Completion rate (i.e., certificate, degree or transfer) in 6 years</i>	30%	27%	26%	33%	-4%	-3%

*Year for Objective 2 metrics denotes the final year of the measurement period for each cohort. For example, 2013 is final year for the three year measurement period beginning in 2010.



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Goal #2- College Analysis and Response				
District Measure	Strength or Weakness	College Response	Plans for Improvement	Expected Improvement(s)
Measure 2.1.1: <i>Active /project learning; Self-efficacy/self-directed learning</i>	Strength – College rates are above District averages on these measures	<ul style="list-style-type: none"> Faculty embrace student-centered teaching methods. Established “The Eagle’s Nest” (a faculty professional development center), which opened in spring 2014. 	<ul style="list-style-type: none"> The Eagle’s Nest serves as 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, and it will continually provide workshops, trainings, and other resources on these topics. Avenues that allow for broad-based discussion of student learning (e.g., SLO Summits and Flex Day workshops) will be expanded. 	5% increase over 5 years for each measure
Measure 2.1.1: <i>Student engagement in and out of class</i>	Weakness – College rate is below District average	<ul style="list-style-type: none"> 75% of LAMC students are part-time and therefore less likely to be engaged in campus activities (e.g., due to work and other responsibilities). Lack of athletics programs, athletics facilities, and fields. Lack of theater arts program/facilities. 	<ul style="list-style-type: none"> Students, especially ASO representatives, are being more strongly encouraged to attend shared governance meetings. Plans are underway to collaborate with the local baseball league (SIBL) for use of their athletics fields. Increasing use of the new Health Fitness Athletics Complex (e.g., with women’s volleyball team), and the College is considering adding men’s and women’s basketball teams. New faculty are serving as mentors for student clubs (theater and LGBTs). Expect to see more student engagement with the campus with the opening of the Media Arts Center. Expect to see increases in student engagement due to events like the annual Fall Kickoff and the creation of learning communities (see 1.3.1). The College will conduct student focus groups in spring 2015 to delve deeper into the issue of student engagement and to find out what services and opportunities for involvement students would like to have available to them. 	5% increase over 5 years



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Goal #2- College Analysis and Response (cont.)				
District Measure	Strength or Weakness	College Response	Plans for Improvement	Expected Improvement(s)
Measure 2.1.3: <i>Technology is being used to improve student learning and engagement</i>	Strength – College rate is 5% higher than the District average (and had the highest ratings in the District for this metric)	<ul style="list-style-type: none"> • Providing user-friendly and innovative technology has always been a focus of LAMC and is its own goal in the LAMC Strategic Plan. 	<ul style="list-style-type: none"> • The College’s IT Department is establishing a process for identifying the need for new technology and evaluating emerging technologies that may benefit the college. • Additional smart classrooms, a new software platform for program review, and the acquisition of Viridis and Cisco software to manage assessment, orientation, and educational plans have been initiated. • Increasing professional development opportunities in the use of technology for teaching and learning (e.g. Eagle’s Nest and Flex Day workshops). • The five-year Technology Replacement Plan developed in fall 2013 will continue to be fully implemented. 	Benchmark = 75%
Measure 2.2.1 <i>Percentage of new student cohort completing 30 units and completing 60 units in 3 years</i>	Weakness – Even though the College has increased in these rates over the 3 years, it is still behind the District averages.	<ul style="list-style-type: none"> • Students receiving Pell Grants are far more likely to attain these unit thresholds within 3 years than students receiving no Financial Aid or only a BOG waiver. • Although we are still below District average, we are seeing improvement, likely due to efforts to increase Pell recipients and events like the Fall Kickoff – activities that will be continued to continue the progress. 	<ul style="list-style-type: none"> • Encourage students to apply for Pell Grants. • Continued restoration of course offerings of courses that had been cut (due to budget cuts) should help students get the courses/units they need. • The efforts described for measure 1.3.2 above to increase student persistence should contribute to increases in these metrics as well. • Integration of student success initiatives, including 3SP, Student Equity, AtD, and Basic Skills, and the College’s master planning documents will be completed in spring 2015. Training of student success leaders among these initiatives will then occur on where to best use fiscal resources to develop pathways to accelerate student completion. 	5% increase over 5 years



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Goal #2- College Analysis and Response (cont.)				
District Measure	Strength or Weakness	College Response	Plans for Improvement	Expected Improvement(s)
<p>Measure 2.2.2 <i>Percentage of new student cohort successfully completing English 101 and Math 125 (or above) in 3 years and in 6 years</i></p>	<p>Weakness – College is 3% & 4% below the District average on these measures, respectively</p>	<ul style="list-style-type: none"> • 82% of LAMC students place into courses that are below English 101 and 70% place into courses that are below Math 125, resulting in long course sequences to take before getting to English 101 and Math 125. • New Math courses (137 and the 123A/B/C and 129A/B sequences) are alternative pathways the College provides to transfer-level Math that are growing in enrollment and were not included in the calculation of this measure. 	<ul style="list-style-type: none"> • English and Math AtD/Basic Skills Initiative interventions are helping students progress through the English and Math sequences, which will ultimately help increase degree and transfer completion rates as well: <ul style="list-style-type: none"> ○ English Pilot Program: Students concurrently enroll in English 21 & 28 or English 28 & 101 in one semester (there is coordinated content/a single instructor for the courses). ○ Math 115 and 125 are scheduled in two-semester sequences: instructors teach at the same time/days and use the same book for both semesters. ○ The English and Math Departments have developed online preparation materials for their assessment exams that should help place students more accurately so they will not have to take unnecessary courses. • The 2013-2018 LAMC SMP has a specific objective to “Increase the number of course offerings that accelerate students’ transition from pre-college-level English/ESL/Dev. Comm. and Math to college-level English and Math coursework.” • Expect to see increases in this measure due to the creation of English/Math learning communities (see 1.3.1). • Looking into having orientation prior to assessment to stresses the importance of assessment placement. 	<p>5% increase over 5 years</p>



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Goal #2- College Analysis and Response (cont.)				
District Measure	Strength or Weakness	College Response	Plans for Improvement	Expected Improvement(s)
Measure 2.2.3 <i>Completion rate (i.e., certificate, degree, or transfer) in 3 years and in 6 years</i>	Weakness – College has seen a 4% decrease in completion rates over the 3 years and is below the District average	<ul style="list-style-type: none"> • Previous cuts in course offerings due to budget cuts made it more difficult for students to complete requirements. These students are still in the pipeline waiting to complete. In addition, there has been an increasing percentage of part-time students at LAMC. • In fall 2009, LAMC stopped recording/reporting Skills Certificates (even though they are still being awarded). • LAMC had a 23% increase in the number of students awarded degrees in 2013-2014 compared to 2012-2013, a 27% increase in the number of students receiving certificates, and a 56% increase in the number of transfers. These increases in degrees, certificates, and transfers should be reflected in the 2.2.3 District Strategic Plan outcomes (which are based on cohorts) in the coming years. 	<ul style="list-style-type: none"> • Offering more sections now, with an increased focus on sequencing, so students can complete their requirements more quickly. • Student success initiatives are supporting categorical program efforts (e.g., EOP&S, DSP&S, CalWORKs, TRiO, and STEM) that will increase course completion, and ultimately degree, certificate, and transfer completion, within 3 to 6 years. • The implementation of three pathway grants (IT, CAN, and Biotech) and others to come will increase CTE completion in shorter periods of time. • The Counseling department will continue to identify, seek out, and counsel students accumulating 50+ units to complete their degrees/transfer. • Students who qualify will be encouraged to apply for the credentials that they have earned, particularly older students and students planning to transfer. • Nine new ADTs should increase degree and transfer rates. • Hiring of a new Dean of Student Success, a new Outreach and Recruitment Coordinator, and five new counselors, in addition to the 3SP mandates, will all help to put students on the path to completion. • Integration of all student success initiatives and master planning documents (as discussed in 2.2.1) will help to streamline services and improve student outcomes. 	5% increase over 5 years



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IV. Institutional Efficiency- Comparison of College to District

Institutional Efficiency	2011	2012	2013	2013 District	3-year change College	3-year change District
Average Class Size in Credit Classes	43.5	42.6	39.1	37.7	-10%	-8%
Cost/FTES (annual)	\$4,127	\$4,501	\$4,656	\$4,314	13%	7%

Institutional Efficiency-College Analysis and Response				
District Measure	Strength or Weakness	College Response	Plans for Improvement	Expected Improvement(s)
<i>Average class size in credit classes</i>	Strength – Although the College has declined on this measure, it is the highest in the District (currently and historically)	<ul style="list-style-type: none"> As shown by our high average class size, LAMC carries out effective scheduling practices. 	<ul style="list-style-type: none"> Courses taught by first-time DE faculty are no longer limited to 25 students. The College will continue to offer DE courses strategically to efficiently meet FTES targets. Faculty professional development for online instruction is offered through such venues as the Eagle's Nest. 	5% increase over 5 years to 41.1
<i>Cost/FTES (annual)</i>	Weakness – LAMC has a higher annual cost/FTES than the District average, but is on par with the other smaller colleges	<ul style="list-style-type: none"> LAMC has had the second lowest instructional cost/FTES in the District for the past 4 years. The costs of utilities and of maintaining all inventory, facilities, and technology are quite substantial for the College because it currently lacks a central plant. 	<ul style="list-style-type: none"> Building of a central energy plant was approved and is currently in the procurement stage, with a targeted completion date of 4th quarter 2016. 	M&O costs will be reduced by approximately \$400,000/year (or ~\$63/FTES) due to the central plant