



# Institutional Effectiveness Report to the Board of Trustees

## March 25, 2015



### Executive Summary

Los Angeles Mission College (LAMC) serves over 10,000 students each semester, three-quarters of whom are studying part-time. Serving Northeast San Fernando Valley, LAMC has a diverse campus that is 77% Hispanic, 11% White, 5% Asian, 3% African-American, and 4% other/unknown. Established in 1975, it is the youngest of the nine LACCD colleges, offering transfer to four-year institutions, CTE programs (most notably Culinary Arts, Child Development, and Media Arts), as well as basic skills and ESL instruction. The new 2013-2018 LAMC Strategic Master Plan (SMP) was approved by the Board of Trustees on January 28, 2015 and is in full alignment with the 2012-2017 District Strategic Plan (DSP) as well as with the other College plans and initiatives.

#### Access and Preparation for Success

LAMC is, for the most part, on par with DSP Goal 1 performance measures. The College aims to increase its effectiveness in access and preparation by offering Financial Aid workshops as part of SSSP orientations, making placement assessment more available both on and off campus, increasing the scope and number of High School Senior Days, continuing effective course scheduling practices, expanding the annual Fall Kickoff day-long orientation event, and through other outreach and SSSP activities led by the College's new Outreach and Recruitment Coordinator and Dean of Student Success. An area where the College needs to improve is in the percentage of new students successfully completing at least one English and Math course in their first year. LAMC is exploring implementation of learning communities, by spring 2016, in which students will take both a pre-college English and Math course together in their first year and where Math and English faculty will work together on complementary curriculum.

#### Teaching and Learning for Success

LAMC is above the District average on the performance measures related to active/project learning, self-efficacy/self-directed learning, and use of technology. However, LAMC needs to increase student engagement and will do so by expanding athletics fields and programs, visual and performing arts, and student activities and involvement in shared governance. A major challenge for student engagement and student completion in general at LAMC is that 75% of students attend the college on a part-time basis. In order to accelerate students' progress in attainment of units and ultimately their educational goals, the College is currently working on integrating all of its various student success initiatives and its master planning documents to streamline and prioritize its efforts. Based on this analysis, training of student success and planning leaders will take place on how best to use fiscal resources to develop pathways to accelerate student completion.

Another challenge is the large number of students who come to LAMC underprepared in English and Math - 82% of LAMC students place into courses below English 101 and 70% place below Math 125. The College's Achieving the Dream (AtD) initiatives in which students complete a combined English 21 and English 28 course or in which Math 115 and 125 are scheduled during the same time slot in consecutive semesters with the same faculty member have led to significantly higher student success and retention rates, which ultimately will improve degree and transfer rates. Alternative pathways to transfer-level Math are also being offered through AtD.

Furthermore, online preparation materials for the placement assessments, increased concurrent enrollment, orientation prior to assessment, and expanded counseling (due to five new counselors) are strategies that are being employed to increase completion. It is promising that LAMC has seen large increases in the number of students awarded degrees (23% increase) and certificates (27% increase) and transferring (56% increase) in 2013-14 compared to 2012-13. LAMC's nine new Associate Degrees for Transfer will also increase degree/transfer rates.

#### Institutional Efficiency

LAMC has the highest average class size in the district but a higher annual cost per FTES than the District average, although it is on par with the other smaller colleges in the District. LAMC lacks a central plant, resulting in high maintenance and facilities costs which cause the baseline of cost per FTES to be higher than the District average. It is expected that costs will be significantly reduced with the establishment of a central plant, which has already been approved and is in the procurement stage.