

ARCC 2007 Report: College Level Indicators

Los Angeles Mission College

Los Angeles Community College District

College Performance Indicators

Student Progress and Achievement: Degree/Certificate/Transfer

Table 1.1:
Student Progress and
Achievement Rate

Percentage of first-time students who showed intent to complete and who achieved any of the following outcomes within six years: Transferred to a four-year college; or earned an AA/AS; or earned a Certificate (18 units or more); or achieved "Transfer Directed" status; or achieved "Transfer Prepared" status. (See explanation in Appendix B.)

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
Student Progress and Achievement Rate	46.4%	39.9%	41.7%

Table 1.1a:
Percent of Students Who
Earned at Least 30 Units

Percentage of first-time students who showed intent to complete and who earned at least 30 units while in the California Community College System. (See explanation in Appendix B.)

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
Percent of Students Who Earned at Least 30 Units	72.2%	69.1%	69.0%

Table 1.2:
Persistence Rate

Percentage of first-time students with a minimum of six units earned in a Fall term and who returned and enrolled in the subsequent Fall term anywhere in the system. (See explanation in Appendix B.)

	Fall 2002 to Fall 2003	Fall 2003 to Fall 2004	Fall 2004 to Fall 2005
Persistence Rate	62.8%	55.6%	58.7%



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Student Progress and Achievement: Vocational/Occupational/Workforce Development

Table 1.3:
Annual Successful Course
Completion Rate for
Credit Vocational Courses

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
Annual Successful Course Completion Rate for Vocational Courses	82.3%	72.6%	73.2%

Pre-Collegiate Improvement: Basic Skills and ESL

Table 1.4:
Annual Successful Course
Completion Rate for
Credit Basic Skills Courses

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
Annual Successful Course Completion Rate for Basic Skills Courses	63.0%	63.9%	60.2%

Table 1.5:
Improvement Rates for ESL
and Credit Basic Skills Courses

See explanation in Appendix B.

	2001-2002 to 2003-2004	2002-2003 to 2004-2005	2003-2004 to 2005-2006
ESL Improvement Rate *	50.5%	41.6%	32.1%
Basic Skills Improvement Rate	48.9%	48.9%	55.8%

* Based on inter-institutional differences in the coding of data from ESL programs and other anomalies in the existing ESL data, the ESL Improvement Rates presented in this table lack reliability, and, therefore, rates are shown only for illustrative purposes. Planned changes to data coding, among other strategies, should improve the quality of this indicator in future ARCC reports.



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Table 1.6:
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2003-2004	2004-2005	2005-2006
Annual Unduplicated Headcount	12,512	12,054	12,516
FTES*	6,353	6,251	5,125

Source: Chancellor's Office, Management Information Systems and 320 Report

*FTES data for 2003-2004 and 2004-2005 are based on the FTES recalculation. FTES data for 2005-2006 are based on the FTES annual data. The 2005-2006 recalculation data were not available at the time of this report.

Table 1.7:
Age of Students at Enrollment

	2003-2004	2004-2005	2005-2006
Under 18	8.0%	8.2%	10.0%
18 - 24	44.9%	47.3%	47.5%
25 - 49	41.1%	38.6%	36.9%
Over 49	6.0%	5.9%	5.6%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information Systems

Table 1.8:
Gender of Students

	2003-2004	2004-2005	2005-2006
Female	63.6%	63.8%	63.9%
Male	36.4%	36.2%	36.1%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information Systems



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Table 1.9:
Ethnicity of Students

	2003-2004	2004-2005	2005-2006
Asian	5.1%	5.1%	4.7%
Black/African American	5.6%	5.6%	5.5%
Filipino	2.1%	2.3%	2.4%
Hispanic	64.6%	65.4%	65.5%
Native American	0.6%	0.5%	0.5%
Other Non-White	1.6%	1.5%	1.5%
Pacific Islander	0.2%	0.2%	0.3%
White	13.3%	12.7%	12.6%
Unknown/Decline to State	7.0%	6.8%	6.9%

Source: Chancellor's Office, Management Information Systems



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College Peer Grouping

Table 1.10: Peer Grouping

	Indicator	College's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	41.7	45.9	30.3	53.3	A1
B	Percent of Students Who Earned at Least 30 Units	69.0	69.3	55.6	78.6	B2
C	Persistence Rate	58.7	66.6	52.1	78.9	C2
D	Annual Successful Course Completion Rate for Credit Vocational Courses	73.2	73.8	66.2	85.6	D1
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	60.2	61.4	52.4	69.0	E1
F	Improvement Rate for Credit Basic Skills Courses	55.8	51.4	36.8	76.5	F1

Note: Please refer to Appendix B for the specifications of these rates. The technical details of the peer grouping process are available in Appendix D.



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College Self-Assessment

Los Angeles Mission College is located in the Northeast San Fernando Valley and is one of nine in the Los Angeles Community College District. It was established in 1975 and for its first sixteen years offered classes in scattered storefronts and leased facilities. The permanent campus was completed in 1991 and since then enrollment has grown steadily, reaching 7,500 students in fall 2006. The college serves an economically and socially diverse student population which is predominately Hispanic (70%). Nearly 25% of students selected transfer as their educational goal while 35% have declared a vocational educational goal.

Mission College's focus is student success, through both expanding access and attainment of students' educational goals. There are a number of challenges that the college has encountered in pursuit of its educational mission: nearly three-quarters of students place below college level English or Math and are drawn from high schools characterized by low academic performance; the service area population exhibits comparatively low levels of educational attainment; and, the college is working hard to minimize disruptions to students and academic programs due to several major construction projects.

For Mission College, student progress and achievement measures (the proportion of students who obtained a degree, certificate or transfer and the proportion of students who earned at least 30 units within six years) declined between 1998-99 and 1999-00 and then increased in 2000-01. For these indicators, the college's peer group either declined or slightly increased. Mission is close to the peer group average, exceeding it in some years and being slightly below it in others. Mission College experienced declines between 2002-03 and 2003-04 in three indicators: the proportion of students persisting, the annual successful completion rate for vocational courses; and the annual successful course completion rate for basic skills. However, all three measures increased in 2004-05. Again, Mission College was slightly below the peer group average for these measures in some years and above it in others. The improvement rate for basic skills courses increased between 2003-04 and 2005-06 and the college exceeded the peer group average.

Mission College has been proactive in its effort to improve student success while expanding access. In October 2004 the college was awarded a five-year federal grant (Title 5, Hispanic Serving Institutions) which focused on improvement of course completion in basic skills mathematics and transition to college level mathematics. Moreover, in September 2005, the college also received a five-year federal TRIO grant focused on student support services. It has used this grant to design programs and activities which have supplemented and expanded existing student services (primarily in the areas of counseling and tutoring) to address the issues of improving student persistence, graduation, and transfer. In 2006, the college expanded its Transfer Center services, hiring a full-time transfer and articulation counselor, and received a major federal grant aimed at improving services to transfer students. The college's Educational Master Plan and recently completed Accreditation Self-Study have developed structured objectives for achieving improvements in student success measures.

