

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.)

	1999-2000 to 2004-2005	2000-2001 to 2005-2006	2001-2002 to 2006-2007
Student Progress and Achievement Rate	37.4%	40.8%	41.1%

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.)

	1999-2000 to 2004-2005	2000-2001 to 2005-2006	2001-2002 to 2006-2007
Percent of Students Who Earned at Least 30 Units	65.6%	67.7%	68.3%

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 2003 to Fall 2004	Fall 2004 to Fall 2005	Fall 2005 to Fall 2006
Persistence Rate	55.4%	58.7%	62.5%



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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.

	2004-2005	2005-2006	2006-2007
Annual Successful Course Completion Rate for Vocational Courses	72.6%	73.0%	70.8%

Pre-Collegiate Improvement: Basic Skills, ESL, and Enhanced Noncredit

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

See explanation in Appendix B.

	2004-2005	2005-2006	2006-2007
Annual Successful Course Completion Rate for Basic Skills Courses	61.1%	57.7%	58.7%

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

See explanation in Appendix B.

	2002-2003 to 2004-2005	2003-2004 to 2005-2006	2004-2005 to 2006-2007
ESL Improvement Rate	53.8%	54.7%	57.6%
Basic Skills Improvement Rate	44.6%	46.3%	44.1%

Table 1.6:
Enhanced Noncredit
Progress and Achievement Rate

See explanation in Appendix B.

	2002-2003 to 2004-2005	2003-2004 to 2005-2006	2004-2005 to 2006-2007
Enhanced Noncredit Progress and Achievement Rate	1.4%	2.1%	2.2%



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College Profile

Table 1.7:
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2004-2005	2005-2006	2006-2007
Annual Unduplicated Headcount	12,054	12,516	13,306
Full-Time Equivalent Students (FTES)*	6,251	5,125	6,018

Source: The annual unduplicated headcount data are produced by the Chancellor's Office, Management Information System. The FTES data are produced from the Chancellor's Office, Fiscal Services 320 Report.

*FTES data for 2004-2005, 2005-2006, and 2006-2007 are based on the FTES recalculation.

Table 1.8:
Age of Students at Enrollment

	2004-2005	2005-2006	2006-2007
Under 18	8.2%	10.0%	16.6%
18 - 24	47.3%	47.5%	43.6%
25 - 49	38.6%	36.9%	34.0%
Over 49	5.9%	5.6%	5.8%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2004-2005	2005-2006	2006-2007
Female	63.8%	63.9%	63.9%
Male	36.2%	36.1%	36.1%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

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Los Angeles Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2004-2005	2005-2006	2006-2007
Asian	5.1%	4.7%	4.1%
Black/African American	5.6%	5.5%	4.9%
Filipino	2.3%	2.4%	2.4%
Hispanic	65.4%	65.5%	66.7%
Native American	0.5%	0.5%	0.5%
Other Non-White	1.5%	1.5%	1.3%
Pacific Islander	0.2%	0.3%	0.2%
White	12.7%	12.6%	10.7%
Unknown/Decline to State	6.8%	6.9%	9.2%

Source: Chancellor's Office, Management Information System



ARCC 2008 Report: College Level Indicators

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College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	41.1	46.1	39.4	58.0	<i>A6</i>
B	Percent of Students Who Earned at Least 30 Units	68.3	67.1	53.5	76.5	<i>B3</i>
C	Persistence Rate	62.5	68.9	61.6	76.1	<i>C2</i>
D	Annual Successful Course Completion Rate for Credit Vocational Courses	70.8	74.9	66.4	85.5	<i>D2</i>
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	58.7	58.3	43.2	76.4	<i>E2</i>
F	Improvement Rate for Credit Basic Skills Courses	44.1	46.1	29.3	59.9	<i>F3</i>
G	Improvement Rate for Credit ESL Courses	57.6	46.1	9.4	80.8	<i>G1</i>

Note: Please refer to Appendices A and B for more information on these rates. The technical details of the peer grouping process are available in Appendix D.



ARCC 2008 Report: College Level Indicators

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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 nearly 8,500 students in fall 2007. The college serves an economically and socially diverse student population which is predominately Hispanic (70%). Nearly 30% of students selected transfer as their educational goal while about the same proportion (30%) have declared a career educational goal. Over one-third (34%) of students work full-time.

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.

Over the period 2004-05 to 2006-07 Mission College experienced steady improvement in several accountability measures. The proportion of students who earned at least 30 units within six years and the improvement rate for students enrolled in ESL steadily increased at Mission, exceeding the peer group average in each year, and the statewide average in 2006-07. The proportion of students who obtained a degree, certificate or transfer within six years and fall-to-fall persistence also increased dramatically over the past three years, although remaining below their respective peer group averages in all years. The annual successful course completion rate and improvement rate for basic skills both displayed an uneven pattern of change between 2004-05 and 2006-07. However, despite these fluctuations, Mission's measures exceeded the averages of its peer group in all years. Finally, the annual successful completion rate for vocational courses declined, a pattern that was also evident in the peer group.

Mission College has been proactive in its effort to improve student success while expanding access. The college is in the final year of a major five-year federal grant (Title V, Hispanic Serving Institutions) which has focused on improvement of course completion in basic skills mathematics and transition to college level mathematics. Moreover, the college has also implemented programs (supported by other grants) to supplement and expand counseling and tutoring services so as to improve student persistence, graduation, and transfer. The college's Educational Master Plan and recently completed Accreditation Self-Study and Basic Skills Initiative have developed structured objectives for achieving improvements in student learning and success.

