

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.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Student Progress and Achievement Rate	41.0%	41.4%	41.5%

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.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Percent of Students Who Earned at Least 30 Units	67.9%	68.5%	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 2004 to Fall 2005	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007
Persistence Rate	58.6%	62.5%	57.1%

NA: This performance indicator is not applicable for schools of continuing education



ARCC 2009 Report: College Level Indicators

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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.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Vocational Courses	73.0%	70.8%	71.6%

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.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Basic Skills Courses	57.7%	55.1%	54.5%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
ESL Improvement Rate	54.7%	57.6%	69.9%
Basic Skills Improvement Rate	46.0%	43.3%	49.1%

Table 1.6:
Career Development and
College Preparation (CDCP)
Progress and Achievement Rate

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
CDCP Progress and Achievement Rate	2.2%	2.4%	0.5%

Blank cell (% only) = No CDCP data for cohort (college may not have CDCP courses)
0% in cell = CDCP cohort data, but no outcome data as of report date

NA: This performance indicator is not applicable for schools of continuing education



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College Profile

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

	2005-2006	2006-2007	2007-2008
Annual Unduplicated Headcount	12,304	12,952	16,800
Full-Time Equivalent Students (FTES)*	5,125	6,018	6,774

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 2005-2006, 2006-2007, and 2007-2008 are based on the FTES recalculation.

Table 1.8:
Age of Students at Enrollment

	2005-2006	2006-2007	2007-2008
19 or less	28.7%	34.6%	39.4%
20 - 24	29.5%	26.3%	24.4%
25 - 49	36.3%	33.5%	31.3%
Over 49	5.5%	5.6%	4.9%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2005-2006	2006-2007	2007-2008
Female	64.0%	63.8%	62.6%
Male	36.0%	36.2%	37.4%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System



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Table 1.10:
Ethnicity of Students

	2005-2006	2006-2007	2007-2008
African American	5.5%	4.9%	4.7%
American Indian/Alaskan Native	0.5%	0.5%	0.5%
Asian	4.8%	4.1%	3.5%
Filipino	2.4%	2.4%	2.2%
Hispanic	65.4%	67.0%	66.3%
Other Non-White	1.6%	1.3%	1.3%
Pacific Islander	0.3%	0.2%	0.3%
Unknown/Non-Respondent	7.0%	9.0%	11.8%
White Non-Hispanic	12.7%	10.6%	9.3%

Source: Chancellor's Office, Management Information System



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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	41.5	47.7	41.4	55.6	A1
B	Percent of Students Who Earned at Least 30 Units	68.3	67.0	56.2	74.0	B1
C	Persistence Rate	57.1	67.6	57.1	78.0	C5
D	Annual Successful Course Completion Rate for Credit Vocational Courses	71.6	74.5	67.0	85.4	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	54.5	56.0	42.8	65.9	E4
F	Improvement Rate for Credit Basic Skills Courses	49.1	52.6	36.5	62.0	F2
G	Improvement Rate for Credit ESL Courses	69.9	53.6	15.7	75.0	G3

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.



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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 over 10,000 students in fall 2008. 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%) 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 striving to minimize disruptions to students and academic programs due to several major construction projects.

Over the period 2005-06 to 2007-08 Los Angeles Mission College experienced increases in the improvement rate for students enrolled in ESL and in Basic Skills courses. The 2007-08 ESL improvement rate exceeded the peer group average while the Basic Skills Improvement rate was below the peer group average. The proportion of students who obtained a degree, certificate or transfer within six years and the percentage of students who earned at least 30 units remained relatively unchanged from 2006-07 to 2007-08, but were below their respective peer group averages. Fall-to-fall persistence uncharacteristically dropped by 5.4 percentage points between 2006-07 and 2007-08, a decline which is at variance with college calculations showing a steady but modest increase in persistence over the last three years (59.0%, 60.9%, and 61.1% for years in the reference period). Other indicators displayed very little annual change. Annual successful course completion for credit vocational courses increased slightly in 2007-08 compared to 2006-07, but was below the peer group average whereas annual successful course completion for credit basic skills courses declined slightly and was below the peer group average.

Mission College has been proactive in its effort to improve student success while also expanding access in an environment of diminishing resources. Enrollment increased by 20% from fall 2007 to fall 2008 and the college has been able to develop, through its Title V Hispanic Serving Institutions grant, a model which has resulted in higher completion rates in basic skills mathematics. Moreover, the college has also implemented programs to supplement and expand counseling and tutoring services so as to improve student persistence, graduation, and transfer. The college's Strategic Master Plan and recently completed Accreditation Self-Study and Basic Skills Initiative have developed structured objectives for achieving improvements in student learning and success.

