

# ARCC 2010 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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
<b>Student Progress and Achievement Rate</b>	41.6%	42.3%	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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
<b>Percent of Students Who Earned at Least 30 Units</b>	68.5%	68.2%	67.3%

**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 2005 to Fall 2006	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008
<b>Persistence Rate</b>	62.4%	57.1%	61.2%



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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.

	2006-2007	2007-2008	2008-2009
<b>Annual Successful Course Completion Rate for Vocational Courses</b>	70.8%	71.6%	72.5%

#### 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.

	2006-2007	2007-2008	2008-2009
<b>Annual Successful Course Completion Rate for Basic Skills Courses</b>	55.1%	54.5%	55.7%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
<b>ESL Improvement Rate</b>	57.6%	69.9%	64.0%
<b>Basic Skills Improvement Rate</b>	43.5%	49.3%	55.6%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
<b>CDCP Progress and Achievement Rate</b>	2.9%	1.0%	1.4%



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### College Profile

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

	2006-2007	2007-2008	2008-2009
<b>Annual Unduplicated Headcount</b>	12,952	16,800	19,074
<b>Full-Time Equivalent Students (FTES)*</b>	6,018	6,774	7,134

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 2006-2007 and 2007-2008 are based on the FTES recalculation. FTES data for 2008-2009 are based on the FTES annual data. The 2008-2009 recalculation data were not available at the time of this report.

**Table 1.8:**  
Age of Students at Enrollment

	2006-2007	2007-2008	2008-2009
<b>19 or less</b>	34.6%	39.4%	38.9%
<b>20 - 24</b>	26.3%	24.4%	25.5%
<b>25 - 49</b>	33.5%	31.3%	30.8%
<b>Over 49</b>	5.6%	4.9%	4.8%
<b>Unknown</b>	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

**Table 1.9:**  
Gender of Students

	2006-2007	2007-2008	2008-2009
<b>Female</b>	63.8%	62.6%	61.8%
<b>Male</b>	36.2%	37.4%	38.2%
<b>Unknown</b>	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System



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**Table 1.10:**  
Ethnicity of Students

	2006-2007	2007-2008	2008-2009
<b>African American</b>	4.9%	4.7%	4.7%
<b>American Indian/Alaskan Native</b>	0.5%	0.5%	0.5%
<b>Asian</b>	4.1%	3.5%	3.5%
<b>Filipino</b>	2.4%	2.2%	2.1%
<b>Hispanic</b>	67.0%	66.3%	62.4%
<b>Pacific Islander</b>	0.2%	0.3%	0.2%
<b>Unknown/Non-Respondent</b>	10.3%	13.1%	18.1%
<b>White Non-Hispanic</b>	10.6%	9.3%	8.5%

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	41.1	47.9	39.0	55.8	A1
B	Percent of Students Who Earned at Least 30 Units	67.3	68.3	52.2	77.3	B1
C	Persistence Rate	61.2	66.5	59.0	74.6	C5
D	Annual Successful Course Completion Rate for Credit Vocational Courses	72.5	74.7	64.5	81.9	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	55.7	56.3	39.1	70.6	E4
F	Improvement Rate for Credit Basic Skills Courses	55.6	54.2	34.9	69.5	F2
G	Improvement Rate for Credit ESL Courses	64.0	54.8	8.6	78.4	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 2009. 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 bond construction projects.

Over the period 2006-07 to 2008-09 Los Angeles Mission College experienced an increase in the improvement rate for students enrolled in Basic Skills courses. This rate also exceeded the peer group average. Annual successful course completion for credit vocational courses, annual successful course completion for credit basic skills courses, and fall-to-fall persistence also increased in 2008-09 compared to 2007-08, but were 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, declined slightly from 2006-07 to 2008-09 and were below their respective peer group averages. The ESL improvement rate also declined slightly from 2006-07 to 2008-09, but remained nearly ten percentage points above the peer group average.

Mission College is attuned to its performance on accountability measures and has been proactive in its efforts to improve student success while also expanding access in an environment of diminishing resources. Enrollment increased by 18% from fall 2007 to fall 2009 and the college has institutionalized 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, recently completed Accreditation Self-Study, Basic Skills Initiative, and newly awarded Title V Hispanic Serving Institutions Grant have structured objectives for achieving improvements in student learning and success.

