

# ARCC 2011 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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
<b>Student Progress and Achievement Rate</b>	42.6%	41.7%	43.0%

**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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
<b>Percent of Students Who Earned at Least 30 Units</b>	68.3%	68.0%	69.9%

**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 2006 to Fall 2007	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009
<b>Persistence Rate</b>	58.1%	61.4%	57.2%



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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.

	2007-2008	2008-2009	2009-2010
<b>Annual Successful Course Completion Rate for Vocational Courses</b>	71.6%	68.8%	69.7%

#### 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.

	2007-2008	2008-2009	2009-2010
<b>Annual Successful Course Completion Rate for Basic Skills Courses</b>	54.5%	52.6%	51.1%

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

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
<b>ESL Improvement Rate</b>	78.0%	76.0%	77.1%
<b>Basic Skills Improvement Rate</b>	48.3%	54.0%	57.8%

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

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
<b>CDCP Progress and Achievement Rate</b>	1.0%	1.4%	1.9%



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### College Profile

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

	2007-2008	2008-2009	2009-2010
<b>Annual Unduplicated Headcount</b>	16,800	19,074	17,769
<b>Full-Time Equivalent Students (FTES)*</b>	6,774	7,134	7,599

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 2007-2008 and 2008-2009 are based on the FTES recalculation. FTES data for 2009-2010 are based on the FTES annual data.

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

	2007-2008	2008-2009	2009-2010
<b>19 or less</b>	39.4%	38.9%	33.7%
<b>20 - 24</b>	24.4%	25.5%	29.3%
<b>25 - 49</b>	31.3%	30.8%	32.1%
<b>Over 49</b>	4.9%	4.8%	4.9%
<b>Unknown</b>	.%	0.0%	.%

Source: Chancellor's Office, Management Information System

**Table 1.9:**  
Gender of Students

	2007-2008	2008-2009	2009-2010
<b>Female</b>	62.6%	61.8%	61.6%
<b>Male</b>	37.4%	38.2%	38.4%
<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

	2007-2008	2008-2009	2009-2010
<b>African American</b>	4.7%	4.7%	4.4%
<b>American Indian/Alaskan Native</b>	0.5%	0.5%	0.4%
<b>Asian</b>	3.5%	3.5%	3.8%
<b>Filipino</b>	2.2%	2.1%	2.4%
<b>Hispanic</b>	66.3%	62.4%	69.3%
<b>Pacific Islander</b>	0.3%	0.2%	0.3%
<b>Two or More Races</b>	.%	.%	0.5%
<b>Unknown/Non-Respondent</b>	13.1%	18.1%	9.4%
<b>White Non-Hispanic</b>	9.3%	8.5%	9.6%

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	43.0	49.4	43.0	58.0	A1
B	Percent of Students Who Earned at Least 30 Units	69.9	70.2	57.8	80.0	B1
C	Persistence Rate	57.2	69.2	57.2	80.7	C5
D	Annual Successful Course Completion Rate for Credit Vocational Courses	69.7	73.8	63.7	80.8	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	51.1	56.5	41.8	71.4	E4
F	Improvement Rate for Credit Basic Skills Courses	57.8	57.6	39.5	76.0	F2
G	Improvement Rate for Credit ESL Courses	77.1	52.6	20.0	77.1	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 11,000 students in fall 2010. The college serves a diverse student population which is predominately Hispanic (70%). Minority enrollment has held steady over time, reflecting the demographics of residents in our service area. Nearly 30% of students selected transfer as their educational goal while about the same proportion (30%) declared a career educational goal.

Mission College's focus is student success through both expanding access and attainment of students' educational goals. The college has encountered a number of challenges 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, and the service area population exhibits comparatively low levels of educational attainment.

The college has been consistent in the improvement of Credit ESL Courses in the last three years. This year, the category placed at the top level of the peer group and ranked number one among of the Los Angeles Community College District.

Over the period 2008-09 to 2009-2010, Los Angeles Mission College experienced an increase in the improvement rate for students enrolled in Credit Basic Skills courses. This rate also exceeded the peer group average. Student progress and achievement rate and the percentage of students who earned at least 30 units also increased in 2009-2010 compared to 2008-2009. The annual successful course completion rates for credit vocational courses and credit basic skill courses were below but not at the bottom of their respective peer group averages. It is of concern that the persistence rate declined from 2008-2009 to 2009-2010. The college has acknowledged the persistence issue facing many of our students and is formulating strategies to address them. The newly-formed Planning and District Student Success Committee has brought together key campus stakeholders to address this issue.

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 2009 to fall 2010, and the college has institutionalized a model which has resulted in higher completion rates in basic skills mathematics. Moreover, the college has expanded counseling and tutoring services so as to improve student persistence, graduation, and transfer. The college's Strategic Master Plan, recently completed Educational Master Plan 2011-2015, Basic Skills Initiative, and newly awarded Title V Hispanic Serving Institutions Grant have structured objectives for achieving improvements in student learning and success.

