

ARCC 2012 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.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Student Progress and Achievement Rate	41.9%	43.0%	43.4%

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.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Percent of Students Who Earned at Least 30 Units	68.1%	70.1%	71.1%

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 2007 to Fall 2008	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010
Persistence Rate	61.6%	57.2%	65.2%



ARCC 2012 Report: College Level Indicators

Los Angeles Mission College

Los Angeles Community College District

College Performance Indicators

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.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Vocational Courses	68.8%	69.7%	70.0%

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.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Basic Skills Courses	52.6%	51.1%	52.6%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
ESL Improvement Rate	76.0%	77.1%	68.3%
Basic Skills Improvement Rate	54.0%	57.8%	52.0%

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

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
CDCP Progress and Achievement Rate	1.4%	1.9%	1.2%



ARCC 2012 Report: College Level Indicators

Los Angeles Mission College

Los Angeles Community College District

College Profile

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

	2008-2009	2009-2010	2010-2011
Annual Unduplicated Headcount	19,074	17,769	17,183
Full-Time Equivalent Students (FTES)	7,134	7,599	7,642

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

Table 1.8:
Age of Students at Enrollment

	2008-2009	2009-2010	2010-2011
19 or less	38.9%	33.7%	29.0 %
20 - 24	25.5%	29.3%	31.7 %
25 - 49	30.8%	32.1%	33.5 %
Over 49	4.8%	4.9%	5.8 %
Unknown	0.0%	.%	. %

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2008-2009	2009-2010	2010-2011
Female	61.8%	61.6%	61.3%
Male	38.2%	38.4%	38.7%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System



ARCC 2012 Report: College Level Indicators

Los Angeles Mission College

Los Angeles Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2008-2009	2009-2010	2010-2011
African American	4.7%	4.4%	4.1%
American Indian/Alaskan Native	0.5%	0.4%	0.3%
Asian	3.5%	3.8%	4.6%
Filipino	2.1%	2.4%	2.5%
Hispanic	62.4%	69.3%	71.5%
Pacific Islander	0.2%	0.3%	0.2%
Two or More Races	.%	0.5%	0.7%
Unknown/Non-Respondent	18.1%	9.4%	5.6%
White Non-Hispanic	8.5%	9.6%	10.4%

Source: Chancellor's Office, Management Information System



ARCC 2012 Report: College Level Indicators

Los Angeles Mission College

Los Angeles Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	43.4	49.9	38.0	60.5	A1
B	Percent of Students Who Earned at Least 30 Units	71.1	69.7	57.8	80.0	B1
C	Persistence Rate	65.2	69.1	60.4	79.7	C5
D	Annual Successful Course Completion Rate for Credit Vocational Courses	70.0	73.3	62.6	81.3	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	52.6	58.5	40.8	70.2	E4
F	Improvement Rate for Credit Basic Skills Courses	52.0	58.4	38.8	76.9	F2
G	Improvement Rate for Credit ESL Courses	68.3	51.4	24.1	70.2	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.



ARCC 2012 Report: College Level Indicators

Los Angeles Mission College

Los Angeles Community College District

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 2011. The college serves a diverse student population which is predominately Hispanic (71%). 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 shows a slight increase across 5 years but steady improvement in the area of "Student Progress & Achievement," moving from 41.1% in 2006-2007 to 43.4% in 2010-2011. The ongoing, campus-wide, classroom-assessment of student learning outcomes (SLOs), and updating of curriculum have reflected the positive effects of student achievement, course completion, and persistence. The incremental improvement is also evident in the "Percent of Students Who Earned at Least 30 Units," increasing from 69.9% to 71.1%, and in the "Fall-to-Fall Persistence Rate," increasing from 57.2% to 65.2%. This year, the College provided additional resources to the Counseling office to help sustain this improvement.

The nearly 6% decline in "Improvement Rate for Credit Basic Skills Courses" is of concern (57.8% to 52%). There is a similar downward drift of "Improvement Rates for Credit ESL Courses" from 77.1% to 68.3%. Both of these indicators relate to highest risk for educational failure. The college has acknowledged the declining of these two improvement indicators facing many of our students and is formulating strategies to address them. The college is using the evidence from ESL student focus groups to elicit suggestions for improvement, to enhance delivery and coordination of ESL and basic skills, align entry/exit skills among levels and track student learning outcomes, and encourage innovation in developing new approaches to ESL and basic skills through providing professional development opportunities to faculty and staff.

The Tile V Hispanic-Serving Institution grant and newly awarded STEM grant focus on developing and enhancing academic and student services to help students be successful at the college and then transfer to the university. The focus is on basic skills and on science, technology, engineering, and mathematics (STEM) areas. Cooperative efforts are also underway with the high schools. The college is implementing a college-wide planning process in which program review is linked with strategic goals, program learning outcomes, and resource allocation. The college anticipates that every measure in the ARCC report will increase as a result of these efforts.

