



Institutional Effectiveness Report to the Board of Trustees

November 20, 2013

Executive Summary

LAMC serves approximately 10,000 students each semester with 74% part time and 26% full time. Serving Northeast San Fernando Valley, LAMC has a diverse campus with 74% Hispanic/Latino, 12% White, 3% Black, 6% Asian, and 5% other. It is the youngest of the nine campuses established in 1975 as satellites in various locations and uniting in Sylmar in 1991 on 22 acres which later became 33 acres in 2007. It offers transfer to four-year institutions, CTE programs, most notably Culinary Arts, Child Development and Media Arts, as well as basic skills and ESL instruction. At its recent 2013 College Council retreat, LAMC revised its Strategic Master Plan Goals such that they are in alignment with the 2012-2017 District Strategic Plan (DSP), and as such, we expect to see improvement in the DSP metrics across the board in the coming years.

Access and Preparation for Success

LAMC is on par with DSP Goal 1 performance measures and is significantly higher on percent of new students completing English and math assessments in their first term or before. LAMC aims to increase its effectiveness in access and preparation by expanding outreach, early assessment, K-12 counseling, collaborative remediation instruction and services, summer bridge programs, and by offering more courses for the spring of 2014. A “Fall Kick-Off” event was held for the first time as part of our Achieving the Dream (AtD) efforts, where nearly 400 new and continuing students participated in a day-long orientation that included campus tours, a visit to the Learning Resource Center, information stations for academic programs and student clubs, and financial aid, student success, and transfer workshops.

Teaching and Learning for Success

LAMC is above the district average on the performance measures related to active learning, self-efficacy/self-directed learning, and use of technology; however, LAMC needs to step up its efforts in other measures for Goal 2. The Fall Kick-Off was a good first step to increase student engagement, but as the youngest college in the district, LAMC needs to expand athletics, visual and performing arts, and student activities to increase engagement. We found that students age 35 and older and those receiving Pell grants were far more likely to complete 30 and 60 units in three years. LAMC plans to encourage more students, particularly under 35 years of age, to apply for Pell grants. Also, course offerings in English and math will be increased so students will be able to complete the English and math milestones and their degree and transfer requirements more expeditiously. Another challenge is that students come to LAMC underprepared in English and math - 83% of LAMC students place into courses below college-level English and 90% place below college level math. The AtD English pilot program in which students enroll concurrently in English 21 and English 28 or English 28 and English 101 as well as the Math ATD intervention in which Math 115 and 125 are scheduled in two-semester sequences are proving to lead to significantly higher student success and retention rates, which ultimately will help increase degree and transfer completion rates as well. Furthermore, online preparation materials for the placement assessments, concurrent enrollment, expanded tutoring offerings, high school outreach for juniors to remediate, mandatory orientation prior to assessment, and increased counseling of students close to completion are strategies that have proven to be effective. It is promising that, due in large part to increased counseling of students with high unit accumulation, LAMC has seen large increases in the number of degrees and certificates awarded in 2012-2013 compared to 2011-2012 (39% increase in degree and 49% increase in certificates), increases that should be reflected in the Goal 2 DSP outcomes (which are based on cohorts) in the future.

Institutional Efficiency

LAMC has the highest average class size in the district but higher annual cost/FTES than the district average, although it is on par with the other smaller colleges in the district. LAMC has the second lowest instructional cost/FTES (\$2,590 in 2012-2013) in the district in the past three years but lacks the economies of scale (e.g., no central plant) of larger colleges, resulting in the baseline of cost/FTES to be higher than the district average. It is expected that costs will be significantly reduced with the establishment of a central plant and other facility efficiencies in the coming years.



Los Angeles Mission College
 2013 College Planning and Effectiveness Report
 November 20th, 2013

I. Alignment of College and District Strategic Plans

Los Angeles Mission College (LAMC) recently revised its Strategic Master Plan during a two-part College Council Retreat (on August 20th and September 6th, 2013). At the retreat, the LACCD 2012-2017 District Strategic Plan (DSP) was presented as were the data concerning LAMC’s performance on the DSP metrics. College Council members then considered the alignment of LAMC’s Strategic Master Plan to the 2012-2017 DSP and to the College’s other planning documents. What resulted from the retreat were a revised set of Strategic Goals for the College, such that they are now in complete alignment with the 2012-2017 DSP (as shown below) and with the other College plans. Given LAMC’s renewed focus on, and commitment to, these strategic priorities and outcomes, we expect to see improvement in the DSP metrics across the board in the coming years.

District Strategic Plan Goal	College Strategic Plan Goal
Goal 1: Access and Preparation for Success – <i>Improve equitable access; help students attain important early educational momentum points.</i>	Goal 1: Expand access to educational programs and services and prepare students for success.
Goal 2: Teaching and Learning for Success – <i>Strengthen effective teaching and learning by providing a learner-centered educational environment; help students attain their goals of certificate and degree completion, transfer, and job training and career placement; increase equity in the achievement of these outcomes.</i>	Goal 3: Improve quality of educational programs and services so as to increase students’ success in attaining their educational goals.
	Goal 5: Sustain user-friendly and innovative technology to meet the needs of students, faculty, and staff.
Goal 3: Organizational Effectiveness – <i>Improve organizational effectiveness through data-informed planning and decision-making, process assessment, and professional development.</i>	Goal 2: Strengthen institutional effectiveness through a culture of evidence-based decision making, planning, and resource allocation, process assessment, and activities that promote professional development and collegiality.
	Goal 5: Sustain user-friendly and innovative technology to meet the needs of students, faculty, and staff.
Goal 4: Resources and Collaboration – <i>Increase and diversify sources of revenue in order to achieve and maintain fiscal stability and to support District initiatives. Enhance and maintain mutually beneficial external partnerships with business, labor, and industry and other community and civic organizations in the greater Los Angeles area.</i>	Goal 4: Maintain fiscal stability through effective planning and evaluation, and encourage a greater focus on revenue enhancement.
	Goal 6: Increase community engagement and expand business, community, and civic partnerships.



Los Angeles Mission College
 2013 College Planning and Effectiveness Report
 November 20th, 2013

II. Goal #1- Comparison of College to District

Goal # 1- Access and Preparation for Success	2009	2010	2011	2011 District	3 year change College	3 year change District
<u>Objective 1.</u> Ensure equitable access to education						
<i>1.2 Percentage of eligible students receiving Pell Grant</i>	53%	72%	69%	71%	30%	29%
<u>Objective 2.</u> Increase the percentage of new students who complete the matriculation process						
<i>2.1 Percentage of new students completing English assessment in the first term or before</i>	74%	73%	76%	64%	3%	-2%
<i>2.1 Percentage of new students completing Math assessment in the first term or before</i>	75%	74%	77%	70%	2%	1%
<u>Objective 3.</u> Increase the percentage of new students successfully completing at least one English and Math class in their first year and persisting to subsequent terms.						
<i>3.1 Percentage of new students successfully completing at least one English and Math class in their first year</i>	18%	19%	15%	16%	-16%	-11%
<i>3.2 Persistence - Fall to Spring</i>	84%	83%	84%	87%	0%	2%
<i>3.2 Persistence - Fall to Fall</i>	73%	70%	75%	75%	2%	4%



Los Angeles Mission College
2013 College Planning and Effectiveness Report
November 20th, 2013

Goal # 1- Analysis and Response				
District Measure	Strength or Weakness	College Response	Plans for Improvement	Expected Improvement(s)
Measure 1.1.2: <i>Percentage of eligible students receiving Pell Grants</i>	On par with District – <i>College Baseline/3-Year Change similar to the District</i>	<ul style="list-style-type: none"> 84% of Financial Aid eligible students received some form of aid when also considering BOG fee waivers. 	<ul style="list-style-type: none"> More Financial Aid workshops before the start of the semester (e.g., at the Fall Kickoff). Other Financial Aid outreach efforts. 	2% increase over 2 years
Measure 1.2.1: <i>Percentage of new students completing English assessment and percentage of new students completing Math assessment in the first term or before</i>	Strength – <i>LAMC is 12% higher than the District average on English assessments and 7% higher than the District average on Math assessments</i>	<ul style="list-style-type: none"> English and Math prerequisites are enforced at LAMC, so students must assess in order to enroll in the English and Math sequences. 	<ul style="list-style-type: none"> Increasing outreach efforts to assess high school juniors and seniors at their high schools. Other Matriculation-related improvement plans: <ul style="list-style-type: none"> Will be looking into adding orientation and educational planning to high school outreach activities. Will be offering orientation completely online. Will be devoting additional counselor positions to creating educational plans. AtD initiatives in Counseling include an online counseling option and block schedule drop-in counseling. 	Increase both measures to 80% (i.e., a 4% increase in English assessments and a 3% increase in Math assessments) over 2 years
Measure 1.3.1: <i>Percentage of new students successfully completing at least one English and Math class in their first year</i>	On par with District – <i>College Baseline similar to that of the District and 3-Year Change is in same direction as that of the District</i>	<ul style="list-style-type: none"> Many of LAMC's students place into pre-English levels on the English assessment (i.e., into Dev. Comm. or ESL courses) and take these courses in their first year, but these subjects were not included in the calculation of this metric. 11% cut in English and Math sections between the 2010 and 2011 academic years due to budget cuts (helps explain 	<ul style="list-style-type: none"> Increasing high school outreach efforts to juniors so they can work on remedial coursework prior to coming to college and will be ready for higher levels of English and Math when they start at LAMC. Adding back sections of English and Math. Interventions (AtD and Basic Skills Initiative) to increase student success in English and Math classes. Exploring working with high schools to offer 	2% increase over 2 years



Los Angeles Mission College
 2013 College Planning and Effectiveness Report
 November 20th, 2013

Goal # 1- Analysis and Response				
District Measure	Strength or Weakness	College Response	Plans for Improvement	Expected Improvement(s)
		<p><i>decline between those cohorts).</i></p> <ul style="list-style-type: none"> <i>District's registration priority changed to be based on District-wide units starting in fall 2011, displacing some new students from courses because continuing students from around the District were taking up spots. Thus more students were competing for fewer classes, and new students had the lowest priority.</i> 	<p><i>summer bridge programs.</i></p>	
<p>Measure 1.3.2: <i>Persistence – Fall-to-Spring & Fall-to-Fall</i></p>	<p>On par with District – <i>College Baselines similar to those of the District and 3-Year Changes are in same direction as those of the District</i></p>	<p><i>In terms of Fall-to-Spring Persistence:</i></p> <ul style="list-style-type: none"> <i>LAMC has traditionally offered a smaller schedule in the Spring semester compared to the Fall semester.</i> <i>Spring course offerings have declined over the past 3 years (due to budget).</i> 	<ul style="list-style-type: none"> <i>Increased Spring 2014 course offerings.</i> <i>There will be continued efforts to add more courses back to Spring semesters.</i> <i>First annual Fall Kickoff this year for new and returning students to increase students':</i> <ul style="list-style-type: none"> <i>Preparedness</i> <i>Sense of connection to LAMC community</i> <i>Awareness of available resources at LAMC</i> <i>Planning to increase Personal Development course offerings for at-risk students.</i> <i>Exploring alternative methods of delivering credit ESL courses to help increase persistence.</i> <i>Offering accelerated course sequences to encourage students to keep enrolling.</i> 	<p>Fall-to-Spring: <i>3% increase over 2 years</i></p> <p>Fall-to-Fall: <i>2% increase over 2 years</i></p>



Los Angeles Mission College
2013 College Planning and Effectiveness Report
November 20th, 2013

III. Goal #2- Comparison of College to District

Goal #2- Teaching and Learning for Success	2010	2011	2012	2012 District	3 year change College	3 year change District
<u>Objective 1. Provide a learner-centered learning environment</u>						
<i>1.1 Measure of active learning/project learning</i>			64%	63%	NA	NA
<i>1.1 Measure of student engagement in and out of class</i>			16%	20%	NA	NA
<i>1.1 Measure of self-efficacy/self-directed learning</i>			69%	67%	NA	NA
<i>1.3 Measure of how technology is being used to improve student learning and engagement</i>			76%	71%	NA	NA
<u>Objective 2. Improve student outcomes*</u>						
<i>2.1 Percentage of new student cohort completing 30 units in 3 years</i>	56%	55%	55%	61%	-1%	3%
<i>2.1 Percentage of new student cohort completing 60 units in 3 years</i>	25%	24%	23%	28%	-6%	-3%
<i>2.2 Percentage of new student cohort successfully completing English 101 and Math 125 (or above) in 3 years</i>	22%	23%	21%	23%	-6%	-2%
<i>2.2 Percentage of new student cohort successfully completing English 101 and Math 125 (or above) in 6 years</i>	30%	33%	31%	33%	6%	8%
<i>2.3 Completion rate (i.e., certificate, degree or transfer) in 3 years</i>	15%	12%	11%	14%	-31%	-17%
<i>2.3 Completion rate (i.e., certificate, degree or transfer) in 6 years</i>	30%	30%	27%	35%	-12%	-2%

*Year for Objective 2 metrics denotes the final year of the measurement period for each cohort. For example, 2012 is final year for the three year measurement period beginning in 2009.

Goal #2- Analysis and Response

District Measure	Strength or Weakness	College Response	Plans for Improvement	Expected Improvement(s)
Measure 2.1.1: <i>Measure of active learning/project</i>	Strength – <i>Slightly above District average on active</i>	<ul style="list-style-type: none"> <i>Faculty embrace student-centered teaching methods.</i> 	<ul style="list-style-type: none"> <i>Establishing “The Eagle’s Nest” (a faculty professional development center).</i> 	<i>2% increase over 2 years for both measures</i>



Los Angeles Mission College
2013 College Planning and Effectiveness Report
November 20th, 2013

Goal #2- Analysis and Response

District Measure	Strength or Weakness	College Response	Plans for Improvement	Expected Improvement(s)
<i>learning; Measure of self- efficacy/self- directed learning</i>	<i>learning/project learning and self- efficacy/self- directed learning</i>			
Measure 2.1.1: <i>Measure of student engagement in and out of class</i>	Weakness – <i>Below District average on student engagement in and out of class</i>	<ul style="list-style-type: none"> • <i>Lack of athletics programs, athletics facilities, and fields.</i> • <i>Lack of theater arts program/facilities.</i> • <i>LAMC was not built out previously (it's the youngest college in the District); however, it now has (or will soon have) the buildings to house these programs.</i> • <i>74% of LAMC students are part-time students (slightly higher than the District average), and therefore less likely to be engaged in campus activities (e.g., due to work and other responsibilities).</i> 	<ul style="list-style-type: none"> • <i>Expect to see more student engagement with the campus with the opening of the Media Arts Center.</i> • <i>In addition to LAMC's new buildings, LAMC is planning to expand athletics by securing fields.</i> • <i>Expect to see increases in student engagement due to events like the Fall Kickoff.</i> • <i>Increasing opportunities for student involvement in the community.</i> • <i>Exploring implementation of service learning opportunities.</i> • <i>Expanding tutoring offerings.</i> 	<i>2% increase over 2 years</i>
Measure 2.1.3: <i>Measure of how technology is being used to improve student learning and engagement</i>	Strength – <i>LAMC is 5% higher than the District average (and had the highest ratings in the District for this metric)</i>	<ul style="list-style-type: none"> • <i>Providing user-friendly and innovative technology has always been a focus of LAMC and is its own goal in the LAMC Strategic Plan.</i> 	<ul style="list-style-type: none"> • <i>LAMC IT Department is establishing a process for identifying the need for new technology and evaluating emerging technologies that may be of benefit to the college.</i> • <i>Increasing professional development opportunities in the use of technology for teaching and learning.</i> 	<i>4% increase over 2 years</i>
Measure 2.2.1 <i>Percentage of new student cohort completing 30 units in 3 years and completing 60 units in 3 years</i>	Weakness – <i>LAMC is below the District average on these outcomes by 6% and 5%, respectively</i>	<ul style="list-style-type: none"> • <i>Disaggregated 30 and 60 units completion data show that students age 35 and older and/or students receiving Pell Grants were far more likely to attain these unit thresholds within 3 years than younger students or students receiving no Financial Aid/just receiving a BOG</i> 	<ul style="list-style-type: none"> • <i>Encourage students to apply for Pell Grants.</i> • <i>Restoration of course offerings of courses that had been cut (due to budget cuts) should help students get the courses/units they need.</i> • <i>The efforts described for measure 1.3.2 above to increase student persistence should contribute to increases in these metrics as well.</i> 	<i>5% increase over 5 years for both measures</i>



Los Angeles Mission College
2013 College Planning and Effectiveness Report
November 20th, 2013

Goal #2- Analysis and Response

District Measure	Strength or Weakness	College Response	Plans for Improvement	Expected Improvement(s)
		<i>waiver.</i>		
Measure 2.2.2 <i>Percentage of new student cohort successfully completing English 101 and Math 125 (or above) in 3 years and in 6 years</i>	Weakness – LAMC <i>is below the District average on both of these outcomes by 2%</i>	<ul style="list-style-type: none"> • <i>83% of LAMC students place into courses that are below college-level English and 90% place into courses that are below college-level Math, resulting in long course sequences to take before getting to English 101 and Math 125.</i> 	<ul style="list-style-type: none"> • <i>English and Math AtD/Basic Skills Initiative interventions are helping students progress through the English and Math sequences, which will ultimately help increase degree and transfer completion rates as well:</i> <ul style="list-style-type: none"> ○ <i>English Pilot Program: Students concurrently enroll in English 21 & 28 or English 28 & 101 in one semester (there is coordinated content/a single instructor for the courses).</i> ○ <i>Math 115 and 125 are scheduled in two-semester sequences: instructors teach at the same time/days and use the same book for both semesters.</i> ○ <i>The English and Math Departments have developed online preparation materials for their assessment exams that should help place students more accurately so they will not have to take unnecessary courses.</i> • <i>Increasing high school outreach efforts to juniors so they can work on remedial coursework prior to coming to LAMC.</i> • <i>Looking into having mandatory orientation prior to assessment that stresses the importance of assessment placement.</i> 	<i>2% increase over 3 years for both measures</i>
Measure 2.2.3 <i>Completion rate (i.e., certificate, degree, or transfer) in 3</i>	Weakness – LAMC <i>is below the District average on these outcomes by 3% and 8%,</i>	<ul style="list-style-type: none"> • <i>Cuts in course offerings due to budget cuts (a District-wide occurrence) from about 2008 to 2011-2012 made it more difficult for students to complete their certificate, degree, and/or transfer</i> 	<ul style="list-style-type: none"> • <i>Offering more sections now so students can complete their degrees/certificates/transfer requirements more quickly.</i> • <i>Due in large part to Counseling's push to identify and counsel students who had</i> 	<i>3% increase over 3 years for both measures</i>



Los Angeles Mission College
 2013 College Planning and Effectiveness Report
 November 20th, 2013

Goal #2- Analysis and Response

District Measure	Strength or Weakness	College Response	Plans for Improvement	Expected Improvement(s)
years and in 6 years	respectively	<p>requirements.</p> <ul style="list-style-type: none"> • The completion rate as calculated in the District Strategic Plan metric includes Skills Certificates (locally-approved, but not state-approved, certificates), but in fall 2009, LAMC stopped recording/reporting Skills Certificates (even though they were/are still being awarded). • When looking at the disaggregated data for completion rate, students under age 25 were more likely to complete within 3 years than students over age 25. • Students transferring contributed the most to LAMC's completion rates, followed by the number of students getting degrees (certificates made only a very small contribution to completion rates). 	<p>accumulated 50+ units, LAMC had a 39% increase in the number of degrees awarded in 2012-2013 compared to 2011-2012, a 49% increase in the number of certificates, and a 12% increase in the number of transfers. These increases in degrees/certificates/transfers should be reflected in the 2.2.3 District Strategic Plan outcomes (which are based on cohorts) in the coming years.</p> <ul style="list-style-type: none"> • Start recording/reporting Skills Certificates. • While older students (age 35+) are earning units at higher rates than younger students, they are less likely to complete (degrees/certificates/transfer) – this could be because they have different educational goals than younger students, but older students who qualify should be encouraged to apply for the credentials that they have earned. • Identify and encourage students who are transferring (or who have already transferred) to also apply for their Associate Degrees. • Advise students on the benefits of an Associate degree (e.g., better earnings). • Will continue to identify and encourage students close to attaining a degree/certificate to complete. 	



Los Angeles Mission College
 2013 College Planning and Effectiveness Report
 November 20th, 2013

IV. Institutional Efficiency- Comparison of College to District

Institutional Efficiency	2010	2011	2012	2012 District	3 year change College	3 year change District
<i>Average Class Size in Credit Classes</i>	43.1	43.5	42.6	39.9	-1%	-3%
<i>Cost/FTES (annual)</i>	\$3,812	\$4,127	\$4,501	\$4,148	18%	8%

Institutional Efficiency- College Analysis and Response				
District Measure	Strength or Weakness	College Response	Plans for Improvement	Expected Improvement(s)
<i>Average class size in credit classes</i>	Strength – LAMC is the highest in the District (currently and historically)	<ul style="list-style-type: none"> LAMC carries out effective scheduling practices. 	<ul style="list-style-type: none"> Electronic forum by which members of the campus community can share their ideas for increasing student enrollment and retention. 	Maintain efficiency without compromising quality of instruction
<i>Cost/FTES (annual)</i>	Slight Weakness – LAMC has a higher annual cost/FTES than the District average, but is on par with the other smaller colleges	<ul style="list-style-type: none"> LAMC actually had the second lowest instructional cost/FTES in the District for the past 3 years, but lacks the economies of scale of the larger colleges. 	<ul style="list-style-type: none"> An area where LAMC can reduce costs is in maintenance and operations, and costs will be significantly reduced with the central plant and other facility efficiencies. 	M&O costs will be reduced by \$300,000/yr (or approximately \$51/FTES) due to the central plant