



Los Angeles Mission College Institutional Effectiveness Report to the Board of Trustees



March 25, 2015

Executive Summary

Los Angeles Mission College (LAMC) serves over 10,000 students each semester, three-quarters of whom are studying part-time. Serving Northeast San Fernando Valley, LAMC has a diverse campus that is 77% Hispanic, 11% White, 5% Asian, 3% African-American, and 4% other/unknown. Established in 1975, it is the youngest of the nine LACCD colleges, offering transfer to four-year institutions, CTE programs (most notably Culinary Arts, Child Development, and Media Arts), as well as basic skills and ESL instruction. Our new 2013-2018 LAMC Strategic Master Plan (SMP) was approved by the Board of Trustees on January 28, 2015 and is in full alignment with the 2012-2017 District Strategic Plan (DSP), as well as with the other College plans and initiatives.

Access and Preparation for Success

For the most part, LAMC is on par with DSP Goal 1 performance measures. The College aims to increase its effectiveness in access and preparation by offering financial aid workshops during SSSP orientations, increasing the availability of assessment both on and off campus, expanding High School Senior Day events, emphasizing effective course scheduling practices, growing the annual Fall Kickoff day-long orientation event, and through other outreach and SSSP activities led by the College's new Dean of Student Success and new Outreach and Recruitment Coordinator. The College needs to improve the percentage of new students successfully completing both an English and a Math course in their first year. LAMC is exploring joint English-Math learning communities in which first-year students enroll in both subjects at the pre-college level simultaneously and course content is coordinated by faculty to be complementary.

Teaching and Learning for Success

LAMC is above the District average with regard to active/project learning, self-efficacy/self-directed learning, and use of technology. However, the College needs to increase student engagement and will do so by expanding athletics (fields/facilities and programs), visual and performing arts, and student activities and involvement in shared governance. A major challenge for student engagement and student completion is the large proportion (75%) of part-time students at LAMC. In order to accelerate students' progress in attainment of units and ultimately their educational goals, the College is currently integrating all of its student success initiatives and master planning documents to streamline efforts, develop pathways to accelerate student completion, and prioritize resource allocation.

Another challenge is the large number of students who are underprepared in English and Math - 82% of LAMC students place into courses below English 101 and 70% place below Math 125. The College's *Achieving the Dream* (AtD) initiatives (e.g., combined English 21 and 28 courses; strategically scheduled Math 115 and 125 sections with the same faculty, time slot, and textbook; and alternative pathways to transfer-level Math) have led to significantly higher student success and retention rates, which will ultimately improve degree and transfer rates.

Additional strategies being used to increase completion are: online preparation materials for English and Math placement exams; increased concurrent enrollment to start students in the pipeline sooner; offering orientation prior to assessment; promotion of Pell Grants; and greatly expanded counseling availability due to the hire of five new counselors. LAMC has already seen large increases in the number of students awarded degrees (up 23%) and certificates (up 27%) and transferring (up 56%) in 2013-14 compared to 2012-13. LAMC's nine new Associate Degrees for Transfer (ADTs) will also increase degree and transfer rates.

Institutional Efficiency

LAMC has the highest average class size in the District and is on par with the other smaller LACCD colleges in annual cost per FTES, although it is still above the District average on this measure. This is due to the lack of a central plant, resulting in very high maintenance and facilities costs. It is expected that costs will be significantly reduced with the building of the approved central plant, which is currently in the procurement stage.

2014 College Planning and Effectiveness Report



LA Mission College

"...We measure our success by the success of our students..."

March 25, 2015



District–College Goal Alignment

District Strategic Plan Goal	College Strategic Plan Goal
Goal 1: Access and Preparation for Success – Improve equitable access; help students attain important early educational momentum points.	Goal 1: Expand access to educational programs and services and prepare students for success.
Goal 2: Teaching and Learning for Success – 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.	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 – Improve organizational effectiveness through data-informed planning and decision-making, process assessment, and professional development.	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 – 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.	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.



Performance Measures: Goal 1



Goal 1: Access and Preparation for Success	2013 LAMC	2013 District	5-Year Target	Plans for Improvement
Objective 1: Ensure equitable access to education				
1.2. Percentage of eligible students receiving Pell Grant	70%	71%	75%	<ul style="list-style-type: none"> • More financial aid workshops before the term starts (3SP orientations, Fall Kickoff). • Increase awareness of Pell Grants and new, easier FAFSA form through outreach (High School Senior Days). • Encourage students to complete their programs before eligibility runs out.
Objective 2: Increase the percentage of new students who complete the matriculation process				
2.1. Percentage of new students completing English assessment in the first term or before	75%	73%	100%	<ul style="list-style-type: none"> • Add orientation and educational planning to high school outreach and increase number of High School Senior Days. • Increase off-campus placement assessments and Saturday assessments. • 4 new counselors have been hired and one more is planned.
2.1. Percentage of new students completing Math assessment in the first term or before	75%	75%	100%	
Objective 3: Increase the percentage of new students successfully completing at least one English and Math class in their first year and persisting to subsequent terms.				
3.1. Percentage of new students successfully completing at least one English and Math class in their first year	13%	19%	18%	<ul style="list-style-type: none"> • Reinstate cut Math and English sections. • Expand AtD and BSI interventions (Fall Kickoff, accelerated/alternative course sequences in English and Math, etc.). • New combined first-year Math and English learning communities. • Looking closely at sequencing as a part of enrollment management. • Exploring alternative methods of delivering credit ESL courses.
3.2. Persistence - Fall to Spring	83%	87%	88%	
3.2. Persistence - Fall to Fall	73%	75%	78%	



Performance Measures: Goal 2



Goal 2: Teaching and Learning for Success	2013 LAMC	2013 District	5-Year Target	Plans for Improvement
Objective 1: Provide a learner-centered learning environment				
1.1. Measure of active learning/project learning	64%	63%	69%	<ul style="list-style-type: none"> • Encourage students to participate in shared governance.
1.1. Measure of student engagement in and out of class	16%	20%	21%	<ul style="list-style-type: none"> • Add more sports teams and collaborate with local baseball league to secure athletics fields.
1.1. Measure of self-efficacy/self-directed learning	69%	67%	74%	<ul style="list-style-type: none"> • Increase technology and other prof. dev. opportunities related to innovative curriculum and pedagogy via Eagle's Nest.
1.3. Measure of how technology is being used to improve student learning and engagement	76%	71%	75% (standard)	<ul style="list-style-type: none"> • Additional smart classrooms and acquisition of Viridis and Cisco software to manage AOC. • Student focus groups in spring 2015.
Objective 2: Improve student outcomes				
2.1. Percentage of new student cohort completing 30 units in 3 years	57%	62%	62%	<ul style="list-style-type: none"> • Encourage students to apply for Pell Grants.
2.1. Percentage of new student cohort completing 60 units in 3 years	25%	29%	30%	<ul style="list-style-type: none"> • Integration of student success initiatives and College master planning documents to determine best use of resources.
2.2. Percentage of new student cohort successfully completing English 101 and Math 125 (or above) in 3 years	23%	26%	28%	<ul style="list-style-type: none"> • AtD/BSI interventions and creation of English/Math joint learning communities.
2.2. Percentage of new student cohort successfully completing English 101 and Math 125 (or above) in 6 years	29%	33%	34%	<ul style="list-style-type: none"> • Orientation prior to assessment to stress the importance of assessment.
2.3. Completion rate (certificate, degree or transfer) in 3 years	8%	13%	13%	<ul style="list-style-type: none"> • Continue to identify and encourage students close to attaining a degree/certificate to complete and apply for their award.
2.3. Completion rate (certificate, degree or transfer) in 6 years	26%	33%	31%	<ul style="list-style-type: none"> • 9 new ADTs should increase transfers. • Implementation of 3 pathways grants to increase CTE completion and shorten time. • Increased staffing in Student Services (Outreach & Recruitment Coordinator, Dean of Student Success, 5 new counselors, etc.) to put students on path to completion.



Institutional Efficiency

Institutional Efficiency	2013 LAMC	2013 District	Target	Plans for Improvement
Average class size in credit classes	39.1	37.7	41.4 in 5 years (without loss of quality of instruction)	<ul style="list-style-type: none"> • Courses taught by first-time DE faculty are no longer limited to 25 students. • Continue to offer DE courses strategically to efficiently meet FTES targets. • Offer professional development in online instruction via the Eagle's Nest.
Cost/FTES (annual)	\$4,656	\$4,314	Reduction of M&O costs by approx. \$63/FTES annually	<ul style="list-style-type: none"> • Building of a central energy plant was approved and is currently in the procurement stage, with a targeted completion date of fourth quarter 2016. • New central plant will reduce maintenance and operations costs by ~\$400,000 per year.



With our emphasis on SSSP and the integration of all of our student success initiatives and College plans...

Student outcomes at Mission are on the rise!

THANK YOU!



*Our Mission is
Your Success!*





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I. Alignment of College and District Strategic Plans

Los Angeles Mission College's revised Strategic Master Plan (SMP) was approved by the Board of Trustees on January 28, 2015. The new 2013-2018 LAMC SMP contains revised strategic goals and objectives for the College, which are in complete alignment with the 2012-2017 District Strategic Plan (DSP) as well as with the other College plans and initiatives. The 2013-2018 LAMC SMP also specifies the committees responsible for each objective, the planned activities to achieve each objective, and the performance measures and targets/benchmarks used to regularly assess the College's progress in meeting its goals. The "Expected Improvements" noted in this report represent the targets/benchmarks established for each of the measures in the 2013-2018 LAMC SMP.

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.



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II. Goal #1- Comparison of College to District

Goal #1- Access and Preparation for Success	2011	2012	2013	2013 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>	69%	69%	70%	71%	0%	0%
<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>	76%	78%	75%	73%	-1%	1%
<i>2.1 Percentage of new students completing Math assessment in the first term or before</i>	77%	77%	75%	75%	-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>	15%	14%	13%	19%	-2%	2%
<i>3.2 Persistence - Fall to Spring</i>	83%	84%	83%	87%	0%	1%
<i>3.2 Persistence - Fall to Fall</i>	70%	75%	73%	75%	2%	1%



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Goal #1- College 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>	Strength – College performance is high (similar to District) and 3-Year Change is similar to the District	<ul style="list-style-type: none"> Over 80% of Financial Aid eligible students received some form of aid when also considering BOG fee waivers. An additional 3,514 students received a BOG fee waiver without a Pell Grant in 2013-2014 (30% of the student body). 	<ul style="list-style-type: none"> More Financial Aid workshops before the start of the semester (e.g., as part of 3SP orientations and at Fall Kickoff). Increase awareness of the Pell Grant through outreach and recruitment activities, including High School Senior Days. Inform students FAFSA form is easier to complete than in the past. Encourage students to complete their programs in a timely manner so their eligibility does not run out. 	5% increase over 5 years
Measure 1.2.1: <i>Percentage of new students completing English assessment and Math assessment in the first term or before</i>	On par with District – College rates are similar to District averages	<ul style="list-style-type: none"> English and Math prerequisites are enforced, so students must assess in order to enroll in English and Math. The College increased outreach efforts at high schools (an Outreach and Recruitment Coordinator was hired in July 2014), resulting in greater concurrent enrollment (over 600 concurrently enrolled students in fall 2014, up from 362 in fall 2013). The new Dean of Student Success (hired in December, 2014) will ensure that there are means for all new students to complete the AOC requirements for 3SP. 	<ul style="list-style-type: none"> Adding orientation and educational planning to high school outreach activities. Increasing schedule of off-campus assessments. Offering Saturday assessments. 3SP will provide early assessment to high school students. Four new counselors have been hired, and there are plans to hire one more. Number of High School Senior Days will increase to 5 per term, serving up to 1,200 students. 	Increase both measures to 100% in line with 3SP mandates (5% per year for 5 years to reach 100%)



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Goal #1- College Analysis and Response (cont.)				
District Measure	Strength or Weakness	College Response	Plans for Improvement	Expected Improvement(s)
Measure 1.3.1: <i>Percentage of new students successfully completing at least one English and Math class in their first year</i>	Weakness – College rate has declined 2% and is currently below the District average	<ul style="list-style-type: none"> • Many of LAMC’s students place into Dev. Com. or ESL on the English assessment and take these courses in their first year, but these subjects were not included in the calculation of this metric. • Many new students do not have priority registration and are unable to enroll in the English and Math classes they need. • Many students are part-time (75%) and take only one or two courses per term. 	<ul style="list-style-type: none"> • Reinstating cut sections of English and Math. • Interventions (AtD and Basic Skills Initiative) to increase student success in English and Math classes. • Completing AOC requirements for 3SP will improve registration priority for new students and will also make students more aware of the importance of completing English and Math early in their college careers. • Exploring the implementation, by spring 2016, of learning communities where English and Math faculty work together on complementary curriculum – students will take both a pre-college English and Math course together in their first year. 	5% increase over 5 years
Measure 1.3.2: <i>Persistence – Fall-to-Spring & Fall-to-Fall</i>	On par with District – College rates are similar to District averages, and College has increased Fall-to-Fall Persistence	<ul style="list-style-type: none"> • Due to the offering of summer and winter intersessions, students can complete their programs in the summer or winter terms without needing to re-enroll the following spring/fall. 	<ul style="list-style-type: none"> • There will be continued efforts to add more classes back to spring semesters. • The College is looking more closely at sequencing to ensure that there are enough sections offered to accommodate all students prepared to take the next course in the sequence. • The College’s annual Fall Kickoff, which has proven to increase successful course completion, course retention, and term-to-term persistence, will be expanded to include more students. • Exploring alternative methods of delivering credit ESL courses to help increase persistence. • Offering accelerated course sequences to encourage students to keep enrolling. 	5% increase over 5 years for each measure



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III. Goal #2- Comparison of College to District

Goal #2- Teaching and Learning for Success	2011	2012	2013	2013 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%	N/A	N/A
<i>1.1 Measure of student engagement in and out of class</i>			16%	20%	N/A	N/A
<i>1.1 Measure of self-efficacy/self-directed learning</i>			69%	67%	N/A	N/A
<i>1.3 Measure of how technology is being used to improve student learning and engagement</i>			76%	71%	N/A	N/A
<u>Objective 2. Improve student outcomes**</u>						
<i>2.1 Percentage of new student cohort completing 30 units in 3 years</i>	55%	55%	57%	62%	2%	4%
<i>2.1 Percentage of new student cohort completing 60 units in 3 years</i>	24%	23%	25%	29%	1%	2%
<i>2.2 Percentage of new student cohort successfully completing English 101 and Math 125 (or above) in 3 years</i>	23%	21%	23%	26%	0%	3%
<i>2.2 Percentage of new student cohort successfully completing English 101 and Math 125 (or above) in 6 years</i>	33%	31%	29%	33%	-3%	2%
<i>2.3 Completion rate (i.e., certificate, degree or transfer) in 3 years</i>	12%	11%	8%	13%	-4%	-2%
<i>2.3 Completion rate (i.e., certificate, degree or transfer) in 6 years</i>	30%	27%	26%	33%	-4%	-3%

*Objective 1 metrics are from the student survey which is administered every two years. For example, results from the 2012 student survey will appear in 2013 because they are the most recent data.

**Year for Objective 2 metrics denotes the final year of the measurement period for each cohort. For example, 2013 is final year for the three year measurement period beginning in 2010.



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Goal #2- College Analysis and Response				
District Measure	Strength or Weakness	College Response	Plans for Improvement	Expected Improvement(s)
Measure 2.1.1: <i>Active /project learning;</i> <i>Self-efficacy/self-directed learning</i>	Strength – College rates are above District averages on these measures	<ul style="list-style-type: none"> Faculty embrace student-centered teaching methods. “The Eagle’s Nest” (a faculty professional development center) opened in spring 2014. 	<ul style="list-style-type: none"> Avenues that allow for broad-based discussion of student learning (e.g., SLO Summits, Flex Day workshops, Eagle’s Nest events, etc.) will be expanded. The Eagle’s Nest serves as a forum for interdisciplinary research/discussions centered on student learning outcomes assessment and improvement, development of innovative curriculum, and alternate modes of delivery (pedagogy) to improve both teaching and learning, and it will continually provide workshops, trainings, and other resources on these topics. 	5% increase over 5 years for each measure
Measure 2.1.1: <i>Student engagement in and out of class</i>	Weakness – College rate is below District average	<ul style="list-style-type: none"> 75% of LAMC students are part-time and therefore less likely to be engaged in campus activities due to work and other responsibilities. We currently lack of athletics programs, athletics facilities, and fields. We currently lack a theater arts program/facilities. 	<ul style="list-style-type: none"> Students, especially ASO representatives, are being more strongly encouraged to attend shared governance meetings. Plans are underway to collaborate with the local baseball league (SIBL) for use of their athletics fields. Increasing use of the new Health Fitness Athletics Complex (e.g., with women’s volleyball team). College is considering adding men’s and women’s basketball teams. New faculty are serving as mentors for student clubs (theater and LGBTS). Student engagement should increase with the opening of the Media Arts Center. Student engagement should increase due to events like the annual Fall Kickoff and the creation of learning communities (see 1.3.1). The College will conduct student focus groups in spring 2015 to delve deeper into the issue of student engagement and to find out what services and opportunities for involvement students would like to have available to them. 	5% increase over 5 years



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Goal #2- College Analysis and Response (cont.)				
District Measure	Strength or Weakness	College Response	Plans for Improvement	Expected Improvement(s)
Measure 2.1.3: <i>Technology is being used to improve student learning and engagement</i>	Strength – College rate is 5% higher than the District average (and had the highest ratings in the District for this metric)	<ul style="list-style-type: none"> • Providing user-friendly and innovative technology has always been a focus of LAMC and is its own goal in the LAMC Strategic Plan. 	<ul style="list-style-type: none"> • The College’s IT Department is establishing a process for identifying the need for new technology and evaluating emerging technologies that may benefit the college. • Additional smart classrooms, a new software platform for program review, and the acquisition of Viridis and Cisco software to manage assessment, orientation, and educational plans have been initiated. • Increasing professional development opportunities in the use of technology for teaching and learning (e.g. Eagle’s Nest and Flex Day workshops). • The five-year Technology Replacement Plan developed in fall 2013 will continue to be fully implemented. 	Benchmark = 75%
Measure 2.2.1 <i>Percentage of new student cohort completing 30 units and completing 60 units in 3 years</i>	Weakness – The College has increased in these rates over the past 3 years, however it is still behind the District averages	<ul style="list-style-type: none"> • Students receiving Pell Grants are far more likely to attain these unit thresholds within 3 years than students receiving no Financial Aid or only a BOG waiver. • Although we are still below District average, we are seeing improvement, likely due to efforts to increase Pell recipients and events like the Fall Kickoff – activities that will be continued to sustain the progress. 	<ul style="list-style-type: none"> • Encourage students to apply for Pell Grants. • Continued restoration of courses cut due to budget should help students get the courses/units they need to complete their programs. • The efforts described for measure 1.3.2 above to increase student persistence should contribute to increases in these metrics as well. • Integration of student success initiatives (including 3SP, Student Equity, AtD, and Basic Skills) and the College’s master planning documents will be completed in spring 2015. Training of student success leaders among these initiatives will then take place on how to best use fiscal resources to develop pathways to accelerate student completion. 	5% increase over 5 years



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Goal #2- College Analysis and Response (cont.)				
District Measure	Strength or Weakness	College Response	Plans for Improvement	Expected Improvement(s)
<p>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></p>	<p>Weakness – College is 3% & 4% below the District average on these measures, respectively</p>	<ul style="list-style-type: none"> • 82% of LAMC students place into courses that are below English 101 and 70% place into courses that are below Math 125, resulting in long course sequences prior to achieving this goal. • New Math courses (137 and the 123A/B/C and 129A/B sequences) are alternative pathways the College provides to transfer-level Math that are growing in enrollment and were not included in the calculation of this measure. 	<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ○ English Pilot Program: Students concurrently enroll in English 21 & 28 or English 28 & 101 in the same semester (there is coordinated content and a single instructor). ○ 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. ○ 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. • The 2013-2018 LAMC SMP has a specific objective to “Increase the number of course offerings that accelerate students’ transition from pre-college-level English/ESL/Dev. Comm. and Math to college-level English and Math coursework.” • Expect to see increases in this measure due to the creation of English/Math learning communities (see 1.3.1). • Looking into having orientation prior to assessment to stress the importance of assessment placement. 	<p>5% increase over 5 years</p>



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Goal #2- College Analysis and Response (cont.)				
District Measure	Strength or Weakness	College Response	Plans for Improvement	Expected Improvement(s)
Measure 2.2.3 <i>Completion rate (i.e., certificate, degree, or transfer) in 3 years and in 6 years</i>	Weakness – College has seen a 4% decrease in completion rates over the past 3 years and is below the District average	<ul style="list-style-type: none"> • Previous cuts in course offerings due to budget cuts made it more difficult for students to complete requirements. These students are still in the pipeline waiting to complete. In addition, there has been an increasing percentage of part-time students at LAMC. • In fall 2009, LAMC stopped recording/reporting Skills Certificates (even though they are still being awarded). • LAMC had a 23% increase in the number of students awarded degrees in 2013-2014 compared to 2012-2013, a 27% increase in the number of students receiving certificates, and a 56% increase in the number of transfers. These increases in degrees, certificates, and transfers should be reflected in the 2.2.3 District Strategic Plan outcomes (which are based on cohorts) in the coming years. 	<ul style="list-style-type: none"> • Offering more sections now, with an increased focus on sequencing, so students can complete their requirements more quickly. • Student success initiatives are supporting categorical program efforts (e.g., EOP&S, DSP&S, CalWORKs, TRiO, and STEM) that will increase course completion, and ultimately degree, certificate, and transfer completion, within 3 to 6 years. • The implementation of three pathway grants (IT, CAN, and Biotech) and others to come will increase CTE completion in shorter periods of time. • The Counseling department will continue to identify, seek out, and counsel students who have accumulated 50+ units to complete their degrees/transfer. • Students who qualify will be encouraged to apply for the credentials that they have earned, particularly older students and students planning to transfer. • Nine new Associate Degrees for Transfer should increase degree and transfer rates. • The new Dean of Student Success, new Outreach and Recruitment Coordinator, and five new counselors, in addition to the 3SP mandates, will all help to put students on the path to completion. • Integration of all student success initiatives and master planning documents (as discussed in 2.2.1) will help to streamline services and improve student outcomes. 	5% increase over 5 years



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IV. Institutional Efficiency- Comparison of College to District

Institutional Efficiency	2011	2012	2013	2013 District	3-year change College	3-year change District
Average Class Size in Credit Classes	43.5	42.6	39.1	37.7	-10%	-8%
Cost/FTES (annual)	\$4,127	\$4,501	\$4,656	\$4,314	13%	7%

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 – Although the College’s performance has declined on this measure, it is the highest in the District (currently and historically)	<ul style="list-style-type: none"> As shown by our high average class size, LAMC carries out effective scheduling practices. 	<ul style="list-style-type: none"> Courses taught by first-time DE faculty are no longer limited to 25 students. The College will continue to offer DE courses strategically to efficiently meet FTES targets. Faculty professional development for online instruction is offered through such venues as the Eagle's Nest. 	5% increase in current average class size over 5 years to 41.1, without compromising quality of instruction
<i>Cost/FTES (annual)</i>	Weakness – LAMC has a higher annual cost per FTES than the District average, but is on par with the other smaller colleges	<ul style="list-style-type: none"> LAMC has had the second lowest instructional cost per FTES in the District for the past 4 years. The costs of utilities and of maintaining all inventory, facilities, and technology are quite substantial for the College because it currently lacks a central plant. 	<ul style="list-style-type: none"> Building of a central energy plant was approved and is currently in the procurement stage, with a targeted completion date of 4th quarter 2016. 	M&O costs will be reduced by approximately \$400,000/year (or ~\$63/FTES) due to the central plant