



Institutional Effectiveness Report to the Board of Trustees

May 25, 2016

Executive Summary

Los Angeles Mission College (LAMC) serves over 10,000 students each semester, 76% of whom are studying part-time. Serving Northeast San Fernando Valley, LAMC has a diverse campus that is 78% Hispanic, 11% White, 5% Asian, 3% African-American, and 3% other/unknown. Established in 1975, it is the youngest of the nine LACCD colleges. The College's 2013-2018 LAMC Strategic Master Plan (SMP) is in full alignment with the 2012-2017 District Strategic Plan (DSP) and contains performance measures with targets/benchmarks for each goal, which constitute the 'Expected Improvements' noted in the College's report.

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 student access and preparation for success by hiring a Career Guidance Counselor Assistant to conduct financial aid inreach and by continuing to offer Saturday assessments and financial aid workshops during SSSP orientations and out in the community. In addition, four new counselors have been hired (EOP&S, STEM, Career, and Veterans/International Students), and there are plans to hire four more. The College has greatly expanded its concurrent enrollment in fall 2015 to 837 students, up from 362 students in fall 2013. As other pathways to access and success, the College is launching a new summer bridge/first year experience program (METAS – *Mission's Excellence Towards Advancement of Students*) beginning in summer 2016 and is also growing its Adult Education offerings and support services.

Teaching and Learning for Success

LAMC excels in the area of student self-efficacy/self-directed learning but needs to improve in other aspects of providing a learner-centered environment. To this end, professional development opportunities in the areas of student learning outcomes assessment and improvement, development of innovative curriculum, and use of technology and alternate modes of delivery/pedagogy for teaching and learning are offered through a variety of venues, such as at Flex Day and in the Eagle's Nest (the faculty resource center). To increase student engagement, students now have access to online tutoring (NetTutor), library research guides ('Libguides'), and student ambassadors/mentors. A women's cross country team has been added for fall 2016 and a women's soccer team for spring 2017.

A major challenge for student engagement and student completion is the large proportion of part-time students. In order to accelerate students' progress in attainment of units and ultimately their educational goals, the College's new Integrated Planning Committee will be overseeing the integration of all of the College's student success initiatives and master planning documents to streamline efforts and maximize College resources.

Another challenge is the large number of students who are underprepared in English and Math - 78% of LAMC students place into courses below English 101 and 74% place below Math 125. The College's *Achieving the Dream* (AtD) initiatives focused on facilitating English and Math completion will ultimately also improve degree and transfer rates. Additional strategies being used to increase completion are: online preparation materials for English and Math placement exams, online orientation, and a pre-assessment preparation video on the consequences of not preparing for the placement exam; increased concurrent enrollment to start students in the pipeline sooner; promotion of Pell Grants; and greatly expanded counseling availability due to the hiring of new counselors. LAMC has seen particularly large increases in the number of students transferring – the number of transfers to the UCs and CSUs increased to 407 in 2014-15, up from 332 in 2013-14 and 213 in 2012-13. LAMC's 13 Associate Degrees for Transfer (ADTs) will also further 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. The lack of a central plant results in very high maintenance and facilities costs. The College anticipates breaking ground on its approved central plant within 90 days, with completion expected within a year.

2015 College Planning and Effectiveness Report



LA Mission College

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

May 25, 2016



District-College Goal Alignment



District Strategic Plan Goal	College Strategic Plan Goal
<p>Goal 1: Access and Preparation for Success – Improve equitable access; help students attain important early educational momentum points.</p>	<p>Goal 1: Expand access to educational programs and services and prepare students for success.</p>
<p>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.</p>	<p>Goal 3: Improve quality of educational programs and services so as to increase students’ success in attaining their educational goals.</p>
	<p>Goal 5: Sustain user-friendly and innovative technology to meet the needs of students, faculty, and staff.</p>
<p>Goal 3: Organizational Effectiveness – Improve organizational effectiveness through data-informed planning and decision-making, process assessment, and professional development.</p>	<p>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.</p>
	<p>Goal 5: Sustain user-friendly and innovative technology to meet the needs of students, faculty, and staff.</p>
<p>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.</p>	<p>Goal 4: Maintain fiscal stability through effective planning and evaluation, and encourage a greater focus on revenue enhancement.</p>
	<p>Goal 6: Increase community engagement and expand business, community, and civic partnerships.</p>



Performance Measures: Goal 1



Goal 1: Access and Preparation for Success	2014 LAMC	2014 District	2017-18 Target	Plans for Improvement
Objective 1: Ensure equitable access to education				
1.2. Percentage of eligible students receiving Pell Grant	67%	70%	75%	<ul style="list-style-type: none"> • A CGCA is being hired with Student Equity funds to conduct financial aid inreach. • More financial aid workshops before the term starts (3SP orientations, Fall Kickoff, and out in the community).
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	77%	78%	100%	<ul style="list-style-type: none"> • Increased off-campus placement assessments and Saturday assessments.
2.1. Percentage of new students completing Math assessment in the first term or before	77%	82%	100%	<ul style="list-style-type: none"> • Early assessment for high school students. • Fall 2015 concurrently enrolled students = 837, up 131% over fall 2013 (362 students). • Four new counselors have been hired (EOP&S, STEM, Career, and Veterans/International Students) and four more are planned – this will help with AOC.
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	17%	24%	18%	<ul style="list-style-type: none"> • Launching new summer bridge/first year experience program (METAS) beginning in summer 2016 in which students will complete Math and English courses in their first year.
3.2. Persistence - Fall to Spring	88%	88%	88%	
3.2. Persistence - Fall to Fall	75%	75%	78%	<ul style="list-style-type: none"> • Counselors visit classes to encourage current students to enroll in the next semester. • Looking closely at sequencing as a part of enrollment management. • Growing Adult Education offerings and support services.



Performance Measures: Goal 2



Goal 2: Teaching and Learning for Success	2014 LAMC	2014 District	2017-18 Target	Plans for Improvement
Objective 1: Provide a learner-centered learning environment				
1.1. Measure of active learning/project learning	68%	69%	69%	<ul style="list-style-type: none"> • Increase prof. development opportunities related to technology and innovative curriculum and pedagogy via Eagle's Nest. • Add women's cross country team (fall 2016) and women's soccer team (spring 2017). • Offering online tutoring (NetTutor), "Libguides," and student mentors. • Offering more courses on information literacy at local high schools. • Updating Tech Master & Replacement Plans
1.1. Measure of student engagement in and out of class	15%	19%	21%	
1.1. Measure of self-efficacy/self-directed learning	79%	78%	74%	
1.3. Measure of how technology is being used to improve student learning and engagement	66%	66%	75%	
Objective 2: Improve student outcomes				
2.1. Percentage of new student cohort completing 30 units in 3 years	57%	63%	62%	<ul style="list-style-type: none"> • Integration of student success initiatives and College master planning documents to determine best use of resources by the College's new Integrated Planning Committee. • Online student orientation and student-produced video stress the importance of proper placement and preparing for assessment. • Additional online courses in English and Math have been developed and are being offered. • Four new ADTs (for a total of 13) should increase graduation and transfers. • The number of transfers to the UCs and CSUs increased to 407 in 2014-15, up from 332 in 2013-14 and 213 in 2012-13.
2.1. Percentage of new student cohort completing 60 units in 3 years	24%	29%	30%	
2.2. Percentage of new student cohort successfully completing English 101 and Math 125 (or above) in 3 years	24%	26%	28%	
2.2. Percentage of new student cohort successfully completing English 101 and Math 125 (or above) in 6 years	32%	31%	34%	
2.3. Completion rate (certificate, degree or transfer) in 3 years	8%	12%	13%	
2.3. Completion rate (certificate, degree or transfer) in 6 years	28%	30%	31%	



Institutional Efficiency



Institutional Efficiency	2014 LAMC	2014 District	2017-18 Target	Plans for Improvement
Average class size in credit classes	39.3	36.5	41.1	<ul style="list-style-type: none"> Continue to develop and offer DE courses strategically to efficiently meet FTES targets. Offer professional development in online instruction via the Eagle's Nest.
Cost/FTES (annual)	\$4,537	\$4,358	Reduce M&O costs by \$63/FTES annually	<ul style="list-style-type: none"> Building of a central energy plant was approved, with completion expected within a year. New central plant will reduce maintenance and operations costs by ~\$400,000 per year.

- Despite low *instructional* costs (LAMC has one of the lowest instructional costs per FTES in the District for the last 5 years), LAMC has very high maintenance and facilities costs.
- The construction of a central plant will substantially lower utility costs.



Long-Term Improvement Plans

LAMC's Quality Focus Essay (QFE) outlined two main projects:

1. Establishment of an Integrated Planning Committee to oversee the integration of college planning efforts to maximize College resources, improve efficiency, and better enable the College to fulfill its Mission
2. Transformation of Student Services to achieve enhanced student success by increasing the quality and effectiveness of services provided (via leadership, training, outcomes assessment, etc.)

**With the implementation of these projects...
Student success at Mission is on the rise!**



THANK YOU!



*Our Mission is
Your Success!*



2015 College Planning and Effectiveness Report
 Los Angeles Mission College
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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 2013-2018 LAMC SMP contains strategic goals and objectives for the College that are in complete alignment with the 2012-2017 District Strategic Plan (DSP) as well as with the College's other 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.

II. Goal #1- Comparison of College to District

Goal #1- Access and Preparation for Success	2012	2013	2014	2014 District	3-year change College	3-year change District
Objective 1. Ensure equitable access to education <i>1.1.2 Percentage of eligible students receiving Pell Grant</i>	69%	70%	67%	70%	-2%	-1%
Objective 2. Increase the percentage of new students who complete the matriculation process <i>1.2.1 Percentage of new students completing English assessment in first term or before</i> <i>1.2.1 Percentage of new students completing Math assessment in first term or before</i>	78%	75%	77%	78%	0%	4%
	77%	75%	77%	82%	0%	8%
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. <i>1.3.1 Percentage of new students successfully completing at least one English and Math class in their first year</i> <i>1.3.2 Persistence – Fall to Spring</i> <i>1.3.2 Persistence – Fall to Fall</i>	14%	13%	17%	24%	3%	7%
	84%	83%	88%	88%	4%	1%
	75%	73%	75%	75%	0%	0%

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>	On par with District – College rates are similar to District average although the rate dropped in the most recent year	<ul style="list-style-type: none"> • An additional 4,152 students received a BOG fee waiver without a Pell Grant in 2014-15 (an additional 28.5% 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, at Fall Kickoff, and out in the community). • A CGCA is being hired with Student Equity funds to conduct Financial Aid inreach. • 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. 	Increase from 67% to 75% by 2017-18
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, although District math assessment rates increased dramatically over the past 3 years	<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 has greatly increased outreach efforts at high schools, resulting in greater concurrent enrollment. <ul style="list-style-type: none"> ○ There were 837 concurrently enrolled students in fall 2015, up 12% from fall 2014 and up 131% from fall 2013. • Assessment is the first topic covered in the College’s online orientation. 	<ul style="list-style-type: none"> • Orientation and educational planning have been added to high school outreach activities. • Increasing schedule of off-campus assessments. • Offering Saturday assessments. • 3SP is providing early assessment to high school students. • Four new counselors have been hired (EOP&S, STEM, Career, and Veterans/International Students), and there are plans to hire four more. 	Increase from 77% on both measures to 100% in line with 3SP mandates

Goal #1- College Analysis and Response

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 not increased as much as the District average and is currently below the District average; however, the College is progressing towards its expected improvements	<ul style="list-style-type: none"> • Many of LAMC’s students place into Dev. Com. or ESL on the English assessment (about one-third of assessed students) 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 (76%) are part-time and take only one or two courses per term. 	<ul style="list-style-type: none"> • The College is launching a new first year experience program (METAS) beginning in summer 2016 in which students will complete English and Math courses in their first year. • Additional online courses in English and Math have been developed. • 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 of learning communities where English and Math faculty work together on complementary curriculum and students take both English and Math together in their first year. 	Increase from 17% to 18% by 2017-18
Measure 1.3.2: <i>Persistence – Fall-to-Spring & Fall-to-Fall</i>	On par with District – Fall-to-Spring Persistence rates have increased - this brings the College rates in line with District averages	<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. • Counselors visit classes to encourage current students to enroll in the next semester. 	<ul style="list-style-type: none"> • Council of Instruction 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. • Developing pathways to transition students from non-credit to credit coursework. • Growing Adult Education offerings and support services. • Offering accelerated course sequences to move students more quickly through pre-college coursework. 	Maintain Fall-to-Spring persistence at 88% (2017-18 target) Increase Fall-to-Fall persistence from 75% to 78% (by 2017-18)

III. Goal #2- Comparison of College to District

Goal #2- Teaching and Learning for Success	2012	2013	2014	2014 District	3-year change College	3-year change District
<u>Objective 1. Provide a learner-centered learning environment</u>						
<i>2.1.1 Measure of active learning/project learning</i>	66%	64%	68%	69%	3%	4%
<i>2.1.1 Measure of student engagement in and out of class</i>	16%	16%	15%	19%	-1%	-1%
<i>2.1.1 Measure of self-efficacy/self-directed learning</i>	75%	69%	79%	78%	4%	6%
<i>2.1.3 Measure of how technology is being used to improve student learning and engagement</i>	N/A	76%	66%	66%	N/A	N/A
<u>Objective 2. Improve student outcomes*</u>						
<i>2.2.1 Percentage of new student cohort completing 30 units in 3 years</i>	55%	57%	57%	63%	2%	2%
<i>2.2.1 Percentage of new student cohort completing 60 units in 3 years</i>	23%	25%	24%	29%	1%	1%
<i>2.2.2 Percentage of new student cohort successfully completing English 101 and Math 125 (or above) in 3 years</i>	21%	23%	24%	26%	3%	1%
<i>2.2.2 Percentage of new student cohort successfully completing English 101 and Math 125 (or above) in 6 years</i>	31%	29%	32%	31%	1%	-2%
<i>2.2.3 Completion rate (i.e., certificate, degree or transfer) in 3 years</i>	11%	8%	8%	12%	-2%	-2%
<i>2.2.3 Completion rate (i.e., certificate, degree or transfer) in 6 years</i>	27%	26%	28%	30%	1%	-5%

*Year for Objective 2 metrics denotes the final year of the measurement period for each cohort. For example, 2014 is final year for the three year measurement period beginning in 2011.

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>	On par with District – College rate is similar to District average	<ul style="list-style-type: none"> Faculty embrace student-centered teaching methods. “The Eagle’s Nest” is a center where faculty can engage in professional development activities. The College’s hiring committees look for this approach in the teaching demonstrations when interviewing new full-time faculty candidates. 	<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 continue to 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. 	Increase from 68% to 69% by 2017-18
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"> 76% of LAMC students are part-time and therefore less likely to be engaged in campus activities due to work and other responsibilities. We currently have a lack of athletics programs, athletics facilities, and fields. The Associate Dean of Student Services has been assigned to work closely with the ASO. Senior administration’s involvement and support of ASO has been increased. Students, especially ASO representatives, have become increasingly involved in shared governance meetings. 	<ul style="list-style-type: none"> Plans are underway to collaborate with the local baseball league (SIBL) for use of their athletics fields. The College has added a women’s cross country team for fall 2016 and plans to add a women’s soccer team in spring 2017. New faculty are serving as mentors for student clubs. Offering online tutoring (NetTutor) and student mentoring. Offering a “student ambassador” program. Outreach and Recruitment is attending parents’ nights at local high schools to encourage parents to get involved in/support their children’s college education. Student engagement should increase due to events like the annual Fall Kickoff and the creation of learning communities (see 1.3.1). 	Increase from 15% to 21% by 2017-18

Goal #2- College Analysis and Response

District Measure	Strength or Weakness	College Response	Plans for Improvement	Expected Improvement(s)
Measure 2.1.1: <i>Self-efficacy/self-directed learning</i>	Strength – College rate is similar to District average and exceeds the goal set by the College	<ul style="list-style-type: none"> The College has increased the number of course sections that promote information competency. NetTutor and “Libguides” (library research guides) provide resources for students outside of class. 	<ul style="list-style-type: none"> The College plans to offer more courses on information literacy at local high schools. The College plans to institutionalize the Science Success Center and Math Center, which were previously paid for with DOE grant funds. 	Maintain rate of at least 74% (74% is the 2017-18 College target – currently the College is at 79%)
Measure 2.1.3: <i>Technology is being used to improve student learning and engagement</i>	On par with District – College rate is similar to District average; however, it has fallen below the College’s established benchmark	<ul style="list-style-type: none"> Providing user-friendly and innovative technology is a focus at LAMC and is its own goal in the LAMC Strategic Plan. 	<ul style="list-style-type: none"> Increasing professional development opportunities in the use of technology for teaching and learning (e.g. Eagle’s Nest and Flex Day workshops). The College is updating its Technology Master Plan and Technology Replacement Plan. 	Benchmark = 75% (Currently the College is at 66%)

Goal #2- College Analysis and Response

District Measure	Strength or Weakness	College Response	Plans for Improvement	Expected Improvement(s)
<p>Measure 2.2.1 <i>Percentage of new student cohort completing 30 units and completing 60 units in 3 years</i></p>	<p>Weakness – The College has increased in these rates over the past 3 years; however, it is still behind the District averages</p>	<ul style="list-style-type: none"> • 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. • 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. • 76% of students attend part time, which makes timely unit accumulation a challenge. 	<ul style="list-style-type: none"> • Encourage students to apply for Pell Grants (a CGCA is being hired with Student Equity funds to conduct Financial Aid inreach). • The efforts described for Measure 1.3.2 to increase student persistence should also contribute to increases in these metrics. • Integration of student success initiatives (including 3SP, Student Equity, AtD, and Basic Skills) and the College’s master planning documents will be addressed by the College’s new Integrated Planning Committee. • Beginning in summer 2016, the College is launching a new first year experience program (METAS) that will utilize a cohort model and that will provide students with guaranteed spots in classes in the summer and (full-time) for their first year. 	<p>Increase “completion of 30 units within 3 years” from 57% to 62% (by 2017-18)</p> <p>Increase “completion of 60 units within 3 years” from 24% to 30% (by 2017-18)</p>

Goal #2- College Analysis and Response

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>On par with District – College rates are similar to District averages. The College is making progress towards its established goals.</p>	<ul style="list-style-type: none"> • Many LAMC students place into pre-college level English and Math courses, resulting in long course sequences prior to achieving this goal. • New math courses (137 and the 123A/B/C sequence) are alternative pathways to transfer-level math at LAMC that are not included in the calculation of this measure for LAMC. • Math 125, Math 227, Math 265, Math 266, and Math 267 are now offered online. 	<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 also help increase degree and transfer rates: <ul style="list-style-type: none"> ○ Students can 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 College’s online student orientation stresses the importance of proper placement and preparing for the assessment. There is also a separate student-directed online YouTube presentation on the importance of assessment and the consequences of not being properly placed. • The College also has a new orientation video produced by the ASO. 	<p>Increase “successful completion of English 101 and Math 125 (or above) in 3 years” from 24% to 28% (by 2017-18)</p> <p>Increase “successful completion of English 101 and Math 125 (or above) in 6 years” from 32% to 34% (by 2017-18)</p>

Goal #2- College Analysis and Response

District Measure	Strength or Weakness	College Response	Plans for Improvement	Expected Improvement(s)
<p>Measure 2.2.3 <i>Completion rate (i.e., certificate, degree, or transfer) in 3 years and in 6 years</i></p>	<p>Weakness – The 3-year completion rate fell for both the College and the District. While the College has improved the 6-year completion rate, it is still below the District average.</p>	<ul style="list-style-type: none"> • LAMC has seen large increases in the number of students awarded degrees and certificates in recent years. Also the number of transfers to the UCs and CSUs increased to 407 in 2014-15, up from 332 in 2013-14 and 213 in 2012-13. These increases should be reflected in the coming years as these cohorts make their way through the pipeline. • 76% of students attend part time, which makes timely certificate/degree completion and/or transfer a challenge. • The College has developed new programs in Health Occupations disciplines (CNA and Pharmacy Tech). 	<ul style="list-style-type: none"> • Offering more sections with an increased focus on sequencing, so students can complete their requirements more quickly. • Hiring of additional counselors (four were hired this year and there are plans to hire four more) and other full-time faculty members. • The continuation of three pathway grants (IT, CNA, and Biotech) and others to come will increase CTE completion in shorter periods of time. • Four new Associate Degrees for Transfer (for a total of 13) should increase degree and transfer rates. • 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. 	<p>Increase the “completion rate within 3 years” from 8% to 13% (by 2017-18)</p> <p>Increase the “completion rate within 6 years” from 28% to 31% (by 2017-18)</p>

IV. Institutional Efficiency- Comparison of College to District

Institutional Efficiency	2012	2013	2014	2014 District	3-year change College	3-year change District
Average Class Size in Credit Classes	42.6	39.1	39.3	36.5	-8%	-9%
Cost/FTES (annual)	\$4,501	\$4,656	\$4,537	\$4,358	1%	5%

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 – The College’s ACS 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"> The College will continue to offer and develop DE courses strategically to efficiently meet FTES targets. Faculty professional development for online instruction is offered through such venues as the Eagle's Nest. 	Increase from 39.3 to 41.1 by 2017-18
<i>Cost/FTES (annual)</i>	Weakness – Even though cost per FTES fell in 2014, LAMC still has a higher annual cost/ FTES than the District average. However, it is on par with the other smaller colleges.	<ul style="list-style-type: none"> LAMC has one of the lowest <i>instructional</i> costs per FTES in the District for the past 5 years. The construction of a central plant will substantially lower utility costs. 	<ul style="list-style-type: none"> The College is anticipating breaking ground on the central plant within three months, with completion expected within a year. 	M&O costs will be reduced by approximately \$400,000/year (or ~\$63/FTES) due to the construction of the new central plant