INTRODUCTION

Los Angeles Mission College is currently located on 33 acres in the community of Sylmar, close to the city of San Fernando in the Northeast San Fernando Valley. The College was established in 1975 and for its first 16 years offered classes in scattered storefronts and leased facilities throughout the city of San Fernando and surrounding communities including Granada Hills, Lake View Terrace, Pacoima, Sepulveda, Sylmar, Sun Valley, Sunland, Tujunga, and Mission Hills. The College also served students from neighboring communities such as North Hollywood, Panorama City, Van Nuys, and Burbank. Northeast San Fernando communities have many hardships with low educational attainment, low income, high unemployment and under employment, and a majority of students who are first-generation college students.

In 1991 the new permanent campus was completed on a 22-acre site in Sylmar and the College experienced a surge in enrollments and a resulting higher visibility in the community. In 2007 the College acquired 11 additional acres, which expanded its footprint to its existing size. From humble storefront beginnings in 1975 to today’s modern campus, the College has opened the doors to higher education for generations of students. From the beginning, the College has sought to unleash the potential of the community through innovative programs encouraging academic and personal growth.

The College provides lower-division general education, associate degree programs, Career Technical Education, certificates, transfer education, basic skills and developmental education, noncredit instruction, counseling, and community services and education. Over the past 37 years, the College has offered numerous workforce development programs, empowered immigrants through language and citizenship programs, enabled thousands to transition through the continuum of education linking high school, college, and the workforce, and graduated many of today’s community leaders in business and civic affairs.

During its 37-year existence, over 234,000 students have chosen to pursue their education at the College. More and more students with ever-changing needs pursue knowledge and personal growth through the College’s many responsive educational programs. Los Angeles Mission College strives to stimulate the intellectual, social, and economic development of individual students and the community through new and challenging programs; utilizes the latest technology to enable student access to skills and knowledge they need for success; encourages young people to pursue their potential with classes taught in area high schools; supports growth programs with numerous community events and business seminars; promotes lifelong learning through classes offered in community locations; and advocates social and economic development in the community through dynamic partnerships with local businesses and civic organizations.

In 2001, 2003, and again in 2008, voters approved three separate bond measures—Proposition A, Proposition AA, and Measure J—designed to help the nine Los Angeles Community College District campuses expand and improve aging facilities. Los Angeles Mission College adheres to its Facilities Master Plan to address the needs of a growing student population. Since the last Accreditation Self Study in 2007, the College has completed the construction of the Center for Child Development Studies; the Health, Fitness, and Athletics Complex; the Culinary Arts Institute and Eagles’ Landing Student Store; and the Center for Math and Science. In addition, construction of the Media Arts Center is approximately 30 percent complete.
In fall 2012 the College served close to 10,000 students from Northeast San Fernando Valley communities and surrounding cities. The College also serves a growing number of online students; currently approximately seven percent of all classes are taught online.

College Service Area

The College is one of nine in the Los Angeles Community College District. The District encompasses 882 square miles and currently serves nearly 140,000 students from a population base of over five million district residents located in 36 cities and communities in the greater Los Angeles area.

A 2011 study of the College’s enrollments found that they were concentrated in a primary service area encompassing seven zip code areas which accounts for nearly 75% of the College enrollment (an approximate five-mile radius around the College). Nearly 95% of enrollment is drawn from an extended area that includes the primary service area and an additional twelve zip codes. In 2010, the primary service area encompassed a population base of over 400,000 residents, while the extended area included over 1.2 million residents. Figure 1 displays fall 2011 enrollment density in the College’s service area.

The socioeconomic characteristics of the College’s service area were derived using both 2010 population estimates and the 2000 Census since zip code level data for the 2010 census was not yet available for all demographic variables. Detailed information can be found on the LAMC Institutional Research and Planning Web page at: http://www.lamission.edu/irp/default.aspx.

Population data for 2010 shows that the College's primary service area is predominantly Hispanic (63.4%), but also displays significant diversity, being 3.5% African-American, 9.3% Asian, and 22.4% White. In comparison, the population in Los Angeles County is 44.6% Hispanic, 9.4% African-American, 11.8% Asian, and 30.9% White.

The 2000 Census data indicate that about 30.1% of the primary service area population reported that English was the only language spoken at home whereas 47.0% reported Spanish as the language spoken at home. Moreover, nearly 23.1% of the population indicated that they spoke English “not well” or “not at all.” By comparison, 45.0% of the Los Angeles County population reported that English was the only language spoken at home, 37.8% spoke Spanish at home, and 14.7% of this group indicated that they spoke English “not well” or “not at all.” Median household income in the primary service area was $45,791. However, within this area there is much variation by zip code, ranging from $32,496 (in zip code 91402) to $64,947 (in zip code 91344). By contrast, median household income in Los Angeles County was $42,189.

Also, on the basis of 2000 Census data, the primary service area is characterized by relatively lower levels of educational attainment in comparison to Los Angeles County. For the population 25 years old and over, 42.8% had less than a high school education compared to 30.1% for Los Angeles County. More significantly, only 19.9% of the primary service area population had attained an associate degree or higher, whereas for Los Angeles County this figure was nearly 31.1%.
Enrollment and FTES

In fall 2012 the College served a total of 9,613 credit students (Figure 2), a 14% decline from its peak enrollment of 11,164 in fall 2010. In fall 2006 credit headcount was 7,322 and increased every year thereafter until fall 2010. In spring 2011 enrollment began to decline due to workload and budget reductions. This decrease has primarily impacted new students admitted to the College due to the District’s registration priority policy, which benefits students with more earned units.

The Full Time Equivalent Students (FTES) enrollment generated by the College includes credit FTES, noncredit FTES, and non-resident credit FTES. The total FTES generated by the College peaked in 2009-10 at 7,191 (Table 1). Again due primarily to state budget cuts, the College’s total FTES declined to 6,496 in 2011-12. Figure 2 illustrates that the credit headcount also followed a similar pattern, peaking in fall 2010 and declining thereafter.

The College has increased its average classroom size (ACS) significantly in the last few years, from 26.5 in 2005-06 to 43.4 in 2011-12 (Table 1). Weekly Student Contact Hours per Full-Time Equivalent Faculty (WSCH/FTEF) has also increased from 405 in 2005-06 to 653 in 2011-12. The number of FTEF peaked in 2007-08 and has declined steadily since then.
**FIGURE 2: LAMC CREDIT HEADCOUNT FALL 2006 - FALL 2012**

![Bar chart showing credit headcount from Fall 2006 to Fall 2012.](Image)

**TABLE 1**

**LAMC INSTRUCTIONAL MEASURES REPORT**

(2005-06 to 2011-12)

<table>
<thead>
<tr>
<th></th>
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<tr>
<td>Credit FTES</td>
<td>4,922</td>
<td>4,836</td>
<td>5,902</td>
<td>6,769</td>
<td>6,681</td>
<td>6,661</td>
<td>6,018</td>
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<tr>
<td>Noncredit FTES</td>
<td>237</td>
<td>223</td>
<td>370</td>
<td>331</td>
<td>327</td>
<td>339</td>
<td>336</td>
</tr>
<tr>
<td>Nonresident Credit FTES</td>
<td>89</td>
<td>133</td>
<td>126</td>
<td>145</td>
<td>188</td>
<td>178</td>
<td>142</td>
</tr>
<tr>
<td>Total FTES</td>
<td>5,248</td>
<td>5,192</td>
<td>6,398</td>
<td>7,245</td>
<td>7,195</td>
<td>7,178</td>
<td>6,496</td>
</tr>
<tr>
<td>FTEF</td>
<td>387.98</td>
<td>387.12</td>
<td>424.59</td>
<td>389.92</td>
<td>330.71</td>
<td>322.05</td>
<td>295.76</td>
</tr>
<tr>
<td>WSCH/FTEF</td>
<td>405</td>
<td>437.6</td>
<td>471.4</td>
<td>544.9</td>
<td>614.2</td>
<td>638</td>
<td>653</td>
</tr>
<tr>
<td>Average Class Size (ACS)</td>
<td>26.5</td>
<td>28.6</td>
<td>30.8</td>
<td>35.6</td>
<td>40.9</td>
<td>42.5</td>
<td>43.4</td>
</tr>
</tbody>
</table>

**Student Characteristics**

Changes in the student population between fall 2007 and fall 2011 are evident from an examination of current and historical data on student characteristics. Student characteristics data can be found on the LAMC Institutional Research Web site.
Introduction

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The College provides lower-division general education, associate degree programs, Career Technical Education, certificates, transfer education, basic skills and developmental education, noncredit instruction, counseling, and community services and education. Over the past 37 years, the College has offered numerous workforce development programs, empowered immigrants through language and citizenship programs, enabled thousands to transition through the continuum of education linking high school, college, and the workforce, and graduated many young people to pursue their potential with classes taught in area high schools; supports growth and development of student and the community through new and challenging programs; utilizes the latest technology to enable student access to skills and knowledge they need for success; encourages lifelong learning, provides work and personal development programs with numerous community events and business seminars; promotes lifelong learning through classes offered in community locations; and advocates social and economic development in the community through dynamic partnerships with local businesses and civic organizations.

More and more students with ever-changing needs pursue knowledge and personal growth. During its 37-year existence, over 234,000 students have chosen to pursue their education at the College. The College strives to stimulate the intellectual, social, and economic development of individual and the community as a whole by serving as a center for lifelong learning. Under Proposition AA, and Measure J— designed to help the nine Los Angeles Community College District campuses expand and improve aging facilities. Los Angeles Mission College adheres to its Facilities Master Plan to address the needs of a growing student population. Since the last self-evaluation, the College has undertaken major projects such as the Construction of the Center for Math and Science. In addition, construction of the Media Arts Center is approximately 30 percent complete.

Age

The age distribution of the College population became more concentrated in younger age groups between fall 2007 to fall 2012. The percentage of students in the under 20 age group increased from 18.6% in fall 2007 to 23.7% in fall 2011, and the proportion of students in the 20- to 24-age group also increased significantly from 29.1% to 36.9% over this period. Primarily as a result of budget driven reductions in course offerings, there was also a steep decline in concurrently enrolled high school students from 15.6% in fall 2007 to 3.4% in fall 2011. The percentage of students in the 25 to 34, and 35 and over age groups also declined slightly; but, overall, the median student age was unchanged (age 22) over the period fall 2007 to fall 2011.

Gender

The College’s gender distribution changed from fall 2007 with the percentage of male enrollment increasing from 35.9% to 39.2% in fall 2011. This increase in male enrollment, which was also evident over the entire Los Angeles Community College District, may have been due to poor labor market conditions resulting from the 2008 recession.
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Ethnicity

The ethnic composition of the student population has shifted slightly since fall 2007. The proportion of African-American students has declined slightly from 5.3% in fall 2007 to 4.4% in fall 2011, while the percentage of Asian students has increased from 6.7% to 9.0% over this same period. The proportion of Hispanic students, the largest ethnic group, also declined slightly from 75.0% in fall 2005 to 73.5% in fall 2011.
Unit Load

Over the period fall 2007 to fall 2011, the proportion of students enrolled in six or fewer units declined from 42.2% to 34.8%, while over the same time period, the proportion of full-time students (enrolled in 12 or more units) increased from 22.6% to 26.9%. Since average unit load remained relatively stable over this period, these changes were likely the result of the increasing proportions of younger students (who typically take higher average unit loads) and the decline in concurrently enrolled students (who typically take lower average unit loads).

Educational Goal

The proportion of LAMC students who have declared a Career Technical Educational goal (such as pursuit of a Career Technical Education degree or certificate or preparing for a new career goal) declined from 31.5% in fall 2007 to 21.1% in fall 2011. By contrast, the proportion of students declaring a transfer-related goal has increased significantly from 31.0% in fall 2007 to 44.5% in fall 2011. There has been a slight decline in the proportion of students declaring a transitional educational goal (for example, general education or improving basic skills), with these percentages decreasing from 7.5% to 5.2% over this period. Similarly, there has been a slight decline in the proportion of students who have not declared an educational goal, decreasing from 22.0% in fall 2007 to 16.6% in fall 2011. The percentage of students who have declared a general education goal (such as obtaining an associate degree without transfer or personal enrichment) also increased slightly from 10.3% to 13.9% over this same period.
**Time of Day**

Student enrollment by time of day has shifted to a higher proportion of students attending in the day and early afternoon period. In fall 2007 the proportion of students attending before 12:00 p.m. up to 3:29 p.m. was 43.6%; this increased to 48.6% by fall 2011. Similarly, late afternoon (3:30 p.m. to 6:29 p.m.) and evening (after 6:30 p.m.) enrollments decreased slightly from 45.1% in fall 2007 to 44.4% in fall 2011. The proportion of online enrollments (not including hybrid courses) also declined from 6.7% in fall 2007 to 4.4% in fall 2011.
Home Language

The distribution of language spoken at home has changed significantly since fall 2007. The proportion of students reporting Spanish as the language spoken at home declined from 26.7% in fall 2007 to 18.7% in fall 2011. Similarly, the proportion of students reporting English as the language spoken at home increased from 67.0% in fall 2007 to 73.0% in fall 2011. The proportion of students speaking Armenian also increased significantly from 1.7% to 4.0% and, though numerically small, is currently the third most common language spoken.

Successful Course Completion and Retention

Between fall 2007 and fall 2011, successful course completion (grade C and above or pass) increased from 64.2% to 68.9%. There was an increase in the proportion of A grades (24.8% to 28.5%) and a decrease in F grades (13.4% to 9.9%), with the proportion of other grades remaining relatively unchanged. There was also a decline in the proportion of withdrawals (W notation) over this period, falling from 13.5% to 12.1%. This was likely related to increasing course scarcity and enrollment fees and to college-based retention initiatives during the fall 2007 to fall 2011 period.
Transfers

Full-year (fall and spring) transfers to California State University institutions decreased slightly from 246 in 2007-08 to 226 in 2011-12. In 2011-12 the College transferred 27 students to University of California institutions, about the average number of students transferring during the period 2005-06 to 2009-10.
Degrees and Certificates

There was an increase in the number of both associate degrees and certificates over the period 2007-08 to 2011-12. Associate degrees increased from 429 to 470 while certificates increased from 123 to 238. The increase in certificates was partly the result of a District wide effort to reclassify skill awards (requiring more than 12 but less than 18 credit units) to certificates of completion.

![Figure 12: Degrees and Certificates, 2006 - 2012](image)

Economic Resources and Financial Aid

Despite the economic downturn that began in 2008, LAMC students still devote a significant amount of time to employment while they are attending the College. Approximately 18% of students work 40 or more hours per week while another 25% work between 20 and 39 hours per week. The income distribution of students is also skewed, with 42% reporting annual household income of $24,000 or less. LAMC students rely heavily on financial aid with approximately 54% of all enrolled students receiving some form of financial aid (fee waiver, state, or federal grants) in the 2011-12 academic year; this figure was nearly 78% for full-time students.

Faculty and Staff Composition

The number of regular full-time instructional faculty increased from 76 in fall 2006 to 84 in fall 2012 as a result of hiring additional full-time faculty to address the LACCD's Faculty Obligation Number. Over this period, the total number of adjunct instructional faculty increased slightly from 238 to 248.

The total number of college employees (which includes temporary employees and student employees) was 693 in December 2012. On a headcount basis, the total number of employees at
LAMC in December 2012 consisted of 84 regular contract faculty, 248 adjunct faculty (including non-teaching faculty), 149 (classified) non-instructional staff, 8 academic administrators, and 203 unclassified employees.

In spring 2010 about 62% of college employees were female and the ethnic composition of this group was 45% White, 8% African-American, 37% Hispanic, 11% Asian, and less than 1% American Indian. The gender and ethnic distributions for principal employee groups are displayed in Table 2.

<table>
<thead>
<tr>
<th>Employee Group</th>
<th>White</th>
<th>African-American</th>
<th>Latino</th>
<th>Asian</th>
<th>American Indian</th>
<th>Male</th>
<th>Female</th>
<th>Headcount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular Faculty</td>
<td>63.8%</td>
<td>7.5%</td>
<td>21.3%</td>
<td>7.5%</td>
<td>0.0%</td>
<td>41.3%</td>
<td>58.8%</td>
<td>75</td>
</tr>
<tr>
<td>Other Full-Time</td>
<td>35.9%</td>
<td>9.2%</td>
<td>38.9%</td>
<td>16.0%</td>
<td>0.0%</td>
<td>34.4%</td>
<td>65.6%</td>
<td>141</td>
</tr>
<tr>
<td>Adjunct Faculty</td>
<td>60.4%</td>
<td>7.6%</td>
<td>21.9%</td>
<td>9.0%</td>
<td>1.1%</td>
<td>47.3%</td>
<td>52.7%</td>
<td>303</td>
</tr>
<tr>
<td>Other Part-Time</td>
<td>23.7%</td>
<td>7.7%</td>
<td>59.0%</td>
<td>8.3%</td>
<td>1.3%</td>
<td>28.0%</td>
<td>72.0%</td>
<td>235</td>
</tr>
<tr>
<td>Total (Excluding Other Part-Time)</td>
<td>54.2%</td>
<td>8.0%</td>
<td>26.4%</td>
<td>10.7%</td>
<td>0.6%</td>
<td>42.9%</td>
<td>57.1%</td>
<td>519</td>
</tr>
<tr>
<td>Total</td>
<td>44.7%</td>
<td>7.9%</td>
<td>36.6%</td>
<td>9.9%</td>
<td>0.8%</td>
<td>38.3%</td>
<td>61.7%</td>
<td>754</td>
</tr>
</tbody>
</table>
INTRODUCTION

Los Angeles Mission College began the work on its Self Evaluation Report in July of 2011 by appointing two faculty Self Evaluation Report co-chairs and by establishing an Accreditation Steering Committee (ASC) composed of faculty, staff, administrators, and the President of the Associated Students Organization. The Accreditation Steering Committee is co-chaired by a faculty member and the Accreditation Liaison Officer (ALO). Between the period of July 2011 through June 2012, the Vice President of Academic Affairs served as the Accreditation Liaison Officer. Starting in July of 2012, the Vice President of Administrative Services took over the responsibilities of serving as the ALO, after the Vice President of Academic Affairs accepted a position at another campus.

Beginning in summer 2011 and throughout 2012, the Accreditation Steering Committee identified co-chairs and members for each standard and convened weekly meetings. Some standard teams began meeting during the summer of 2011. Additional members joined the standard teams on Flex Day of 2011. Standard teams and Accreditation Co-Chairs continued to meet, conduct research, collect evidence, and complete their assignments throughout 2011-2012. Drafts of each standard were reviewed by the Accreditation Steering Committee as they were submitted and posted on the Accreditation SharePoint Web site. In addition, evidence supporting each standard was gathered and posted on the Web site.

During the fall 2012 Flex Day, standard team co-chairs gave presentations that highlighted information from each of the standards. Faculty and staff provided written feedback and volunteered to contribute to and/or review the Self Evaluation Report. This proved to be very helpful as the ASC analyzed each standard to ensure that it had been fully addressed. The final drafts of the Self Evaluation Report were distributed in the fall of 2012 and reviewed by faculty, staff, and administrators.

The Los Angeles Community College District Vice Chancellor of Institutional Effectiveness coordinated several meeting of the three “Valleyside” colleges—Pierce College, Los Angeles Valley College, and Los Angeles Mission College—to assist with the self-evaluation process. The District also assisted with providing responses to most of Standard IV.B.

The College held an all-day Mock Accreditation Visit on October 30, 2012. The standard team leads were interviewed by knowledgeable representatives from other campuses. Oral and written feedback was provided to the standard co-chairs. The Accreditation Steering Committee met to discuss the outcomes of the Mock Accreditation Visit and to identify areas in need of improvement.

To keep the campus community informed about the status of the Self-Evaluation process, the Accreditation Steering Committee made monthly reports to the Council of Instruction, Educational Planning Committee, Academic Senate, and College Council. On December 6, 2012 the Academic Senate and the College Council approved the Self Evaluation Report. The College presented its Report to the Board of Trustees’ Institutional Effectiveness Committee, and the Board approved the Self-Evaluation Report on December 19, 2012.
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In 1991 the new permanent campus was completed on a 22-acre site in Sylmar and the College experienced a surge in enrollments and a resulting higher visibility in the community. In 2007 the College acquired 11 additional acres, which expanded its footprint to its existing size. From humble storefront beginnings in 1975 to today's modern campus, the College has opened the doors to higher education for generations of students. From the beginning, the College has sought to unleash the potential of the community through innovative programs encouraging academic and personal growth.

The College provides lower-division general education, associate degree programs, Career Technical Education, certificates, transfer education, basic skills and developmental education, noncredit instruction, counseling, and community services and education. Over the past 37 years, the College has offered numerous workforce development programs, empowered immigrants through language and citizenship programs, enabled thousands to transition through the continuum of education linking high school, college, and the workforce, and graduated many of today's community leaders in business and civic affairs.

During its 37-year existence, over 234,000 students have chosen to pursue their education at the College. More and more students with ever-changing needs pursue knowledge and personal growth through the College's many responsive educational programs. Los Angeles Mission College strives to stimulate the intellectual, social, and economic development of individual students and the community through new and challenging programs; utilizes the latest technology to enable student access to skills and knowledge they need for success; encourages young people to pursue their potential with classes taught in area high schools; supports growth programs with numerous community events and business seminars; promotes lifelong learning through classes offered in community locations; and advocates social and economic development in the community through dynamic partnerships with local businesses and civic organizations.

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