STANDARD I: INSTITUTIONAL MISSION AND EFFECTIVENESS

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

I.A. MISSION

The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.

I.A.1. The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.

I.A.2. The mission statement is approved by the governing board and published.

I.A.3. Using the institution’s governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.

I.A.4. The institution’s mission is central to institutional planning and decision-making.

DESCRIPTIVE SUMMARY

The Los Angeles Mission College Mission Statement as listed in the 2012-2013 College Catalog states: (I.A-1)

Los Angeles Mission College is committed to the success of our students. The College provides accessible, affordable, high-quality learning opportunities in a culturally and intellectually supportive environment by

- Ensuring that students successfully transfer to four-year institutions, prepare for successful careers in the workplace, and improve their basic skills
- Encouraging students to become critical thinkers and lifelong learners
- Providing services and programs that improve the lives of the diverse communities we serve.

The current Mission Statement was approved by the Board of Trustees October 17, 2012 (I.A-2). The College's mission is central to institutional planning and is integral to the Strategic Master Plan, Educational Master Plan, Strategic Enrollment Management Plan, Technology Master Plan, Human Resources Plan, and Facilities Plan as well as to the Program Review process. Los Angeles Mission College (LAMC) reviews its Mission Statement on a regular basis at its annual College Council Retreat.
The former Mission Statement was approved by the College and Board of Trustees in 2006. Changes to the previous Mission Statement were proposed in 2010; however, the majority of respondents to a campus wide survey indicated they preferred the original statement and no changes were made (I.A-3). In 2012 the Mission Statement was revised and updated to reflect the current and projected environment in which LAMC operates.

The recent revisions to the Mission Statement emerged from a series of discussions by representatives from all sectors of the College during 2012. Changes were proposed to define more clearly the intended population and the educational mission of the College. Discussions about the proposed changes took place in a wide range of venues including College Council, the Academic Senate, Town Hall meetings, and the Educational Planning Committee. Based on these discussions, alternate versions of the Mission Statement were developed. In March and July 2012, two surveys with alternate versions of the Mission Statement were sent to all faculty, staff, and students. As a result of the survey responses, the Mission Statement was updated to its current form.

The present-day Mission Statement underscores the College’s commitment to student learning and success by offering high-quality programs and services that support students in achieving their educational and personal goals. The aim of sustaining a “culturally and intellectually supportive environment” reflects LAMC’s sensitivity to the unique challenges of its student population, which is comprised of a high percentage of low-income, first-generation college students from historically underrepresented groups. The Mission Statement identifies transfer to four-year institutions, preparation for successful careers in the workplace, and improvement of basic skills as the three core components of the College’s mission. The statement also reflects LAMC’s commitment to fostering critical thinking skills and lifelong learning. The College’s intended population is defined as the “diverse communities we serve” to recognize the changing nature of LAMC’s student body.

The College Mission Statement is aligned with the Mission Statement of the Los Angeles Community College District (LACCD). The primary goal of the District Mission Statement is to expand educational opportunities to the many diverse communities it serves through its nine colleges. It also identifies transfer, workforce development, essential skills, and lifelong learning as central to its mission. The District Mission Statement states:

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\text{In an era of civic renewal, economic change, and cultural revitalization that is unprecedented in the history of Los Angeles, we—faculty, staff and administrators of the nine Los Angeles community colleges—dedicate ourselves to the goal of expanding access to educational opportunity across the many diverse communities that contribute to greater Los Angeles. We serve all Angelinos by providing an unparalleled array of educational offerings, including programs that prepare students for successful careers, for transfer to four-year colleges and universities, for the improvement of essential life and workplace skills, and for civic engagement and lifelong learning. To achieve this mission, we strive to create supportive instructional environments that challenge students to meet rigorous academic standards, to become active, self-directed learners, to develop critical and creative habits of mind and to develop an abiding appreciation for other peoples and cultures (I.A-5).}
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Los Angeles Mission College provides educational programs and a wide range of support services to ensure student success. The educational programs that are offered by Los Angeles Mission College include:

A. Transfer Education  
B. Career Technical Education  
C. General Education  
D. Transitional Education (basic skills, remedial education, English as a Second Language)  
E. Community Education (Suspended Spring 2012)  
F. Joint Programs (collaborations with business, labor, education, government, etc.)

Student Support Services and other programs available to serve LAMC students include:

- Assessment and Orientation Program  
- Associated Students Organization  
- California Work Opportunity and Responsibility to Kids (CalWORKs)  
- Child Development Center  
- Counseling  
- Disabled Students Programs and Services (DSP&S)  
- Extended Opportunity Programs and Services (EOP&S)  
- Financial Aid and Scholarships  
- Foster/Kinship Care Programs  
- Health and Fitness Center  
- Health Center  
- Honors/Transfer Alliance Program  
- International Student Services  
- Intercollegiate Athletics  
- Learning Resource Center Tutorial Services  
- Math Center  
- Title III STEM (Science, Technology, Engineering, Math) Program  
- Title V ISSA-HSI (Improving Student Success and Access-Hispanic Serving Institution) Program  
- Specially Funded Programs  
- Student Store  
- Transfer and Career Center  
- Veterans Affairs Center

Los Angeles Mission College’s Mission Statement is the foundation for institutional planning and serves as a guide for the College Strategic Master Plan (SMP) and master plans. LAMC’s commitment to student learning has been reaffirmed by the development and approval of the revised Educational Master Plan (EMP) 2010-2015 (I.A-6). This process was faculty driven and the result of college wide dialogue with broad participation.

Student learning has been and continues to be the focus of the College as further evidenced by the development of Institutional Learning Outcomes in 2004 and the development and
assessment of Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), Institutional Learning Outcomes (ILOs), Administrative Unit Outcomes (AUO) and Service Area Outcomes (SAO) from 2007 to the present. This commitment to student learning is consistent with LAMC's Mission Statement and goals.

The Strategic Master Plan (IA-7) supports and develops the direction given by the Mission Statement. LAMC's shared governance committees are charged with enacting the vision and goals embodied in the Strategic Plan and the Mission Statement. In addition, of specific importance to instruction are the Council of Instruction, Curriculum Committee, and all subcommittees of the Academic Senate that develop policy, approve courses and programs, and evaluate the instructional side of the College. The Student Support Services Committee plays a similarly important role overseeing the support services the College provides.

Program Viability is an additional tool for ensuring that LAMC’s programs and services are well suited to serve the student population. The LAMC Program Viability Policy (IA-8) provides a process for establishing new programs, discontinuing programs that are no longer viable, and modifying programs to improve performance to meet student needs.

**SELF EVALUATION**

The current Mission Statement addresses the main educational purposes of the College and emphasizes the importance of student learning and student success. It stresses providing services and programs that improve the lives of the diverse communities served by the College. The Mission Statement review process has prompted broad-based and spirited discussions during a period of declining resources about institutional priorities and the definition of the College's intended population.

In spring 2012 two separate revised versions of the Mission Statement were proposed after extensive campus wide dialogue. The College administered three separate surveys to gather data and feedback from its constituents about the proposed revisions to the Mission Statement. Respondents were asked to select the version of the revised Mission Statement they preferred. As can be seen in Figure 1, the students, faculty, and staff preferred by substantial and very similar margins Version 1 of the Mission Statement, which was subsequently adopted.
The current Mission Statement (Version 1) was presented to the Academic Senate and formally approved by the College Council and the Board of Trustees in fall 2012. Since its adoption, the newly revised Mission Statement has been disseminated widely by posting it in most classrooms, on the College Web site, and publishing it in the College Catalog.

The most intensely debated part of the revision to the Mission Statement was the definition of the College’s intended population. The revised Mission Statement defines the College’s intended population more broadly from its “immediate community” in the previous statement to “diverse communities.” One reason for this modification was to reflect more accurately the changing population served by the College. With the increased mobility of students and growth in online offerings, LAMC’s population base is broader than it used to be. During the period from 2000 to 2011, there have been significant changes in the characteristics of the College’s student population. Some of these changes are listed below: (http://research.laccd.edu/student-characteristics/index.htm).

- Online student participation, including hybrid classes, increased from 1.2% to 6.9%
  - The ethnic/racial demographics of current online students are 50.5% Hispanic, 21.5% White, 8.5% Black, 8.9% Asian, and 9.5% other
- Students are younger:
  - Students under 20 increased from 13% to 23%
  - Students between the ages 20-24 increased from 18% to 36%
  - Students over 35 decreased from 39% to 17%
• Permanent residents decreased from 14% to 9%
• Male enrollment increased from 35.2% to 39.2%
• English increased as the home language from 63% to 73%, and home language Armenian speakers increased from 1.2% to 4%
• With regard to prior education:
  ○ High school graduates increased from 64% to 72%
  ○ Non high school graduates decreased from 10% to 3%
  ○ Associate degree recipients decreased from 4% to 2%
  ○ Bachelor degree recipients decreased from 8% to 4%
• The percentage of students seeking a vocational (or CTE) goal decreased from 31% to 21%
• The percentage of transfer-bound students increased from 21% to 45%
• Students who want classes before noon increased from 21% to 36% and those who want classes after 6:30 p.m. decreased from 38% to 24%
• Continuing students attending LAMC increased from 47% to 54%.

These student characteristics illustrate many of the changes in the LAMC student population from 2000 to 2011. The number of students enrolling in online classes has increased substantially since 2000 from 1.2% to 6.9% (including hybrid classes). The student body in general is younger (the under 20 and 20-24 age groups increased, while the over 35 age group decreased). More males attended in 2011 (39.2%) compared to 2000 (35.2%). More high school graduates enrolled in 2011 (72%) than in 2000 (64%), while the number of students with prior associate and bachelor’s degrees declined. The percentage of students who indicate they desire to transfer to a four-year institution has more than doubled since 2000, from 21% to 45% in 2011. Concomitantly, the percentage of students seeking a vocational (CTE) goal decreased from 31% to 21%. The percentage of students preferring morning classes (36%) is now higher than those preferring evening classes (24%). This last trend is a reversal from 2000 and may be related to higher unemployment rates in recent years. Finally, Armenian has become the third most common primary language of LAMC students.

LAMC is responsive to the changing needs of the communities it serves. The recently revised Mission Statement reflects these changes in the diversity of the College student population. The College has established student learning programs and services that are aligned with the institution’s purpose and character and meet the needs of its student population. The Educational Master Plan supports the core educational goals of the Mission Statement. Ongoing evaluation and assessment through Program Review and the implementation and assessment of Institutional Learning Outcomes, Program Learning Outcomes, and course Student Learning Outcomes assures the College that the purpose and character of the institution are maintained and that the needs of the student population are served effectively.

ACTIONABLE IMPROVEMENT PLAN

No recommendations at this time.