Date: 27 February, 2002
To: All Disciplines
From: Institutional Effectiveness Committee
Assessment and Planning Committee
Subject: Unit Effectiveness Assessment and Budget Process

Attached to this letter you will find a document entitled Institutional Effectiveness Unit Assessment, Academic Disciplines and Programs (formerly known as Program Review) and a data packet. In the document there are specific instructions that ask the discipline to examine and analyze the data as it reveals the degree to which standards are met. Standards, stemming from Accreditation requirements, PFE performance requirements and other measures, are stated in the form of objectives tied to our college goals. Each objective is followed by one or more success indicators that provide evidence the discipline does or does not meet the standard (achieve the objective). At the end of the document there is a section in which the discipline is asked to write a brief summary of its findings and, if necessary, a unit plan for improvement. Please note that not all success indicators have data provided. In the future, as disciplines in conjunction with the curriculum committee develop learning outcomes for general education, this data will become available. This self-assessment is designed to be accomplished in a three-year cycle. In the next cycle, much more data will be available.

The deadline to return the assessment is Friday March 22nd. Please turn in the completed assessment to John Cantley, Chair or Mike Reynolds, Vice Chair, Institutional Effectiveness Committee. In the next few weeks there will be a series of workshops held by the Institutional Effectiveness Committee to assist discipline representatives with analyzing the data provided. Most of the statistics are self-explanatory, but some may require interpretation. Please watch for these workshops if you need assistance.

Members of the Institutional Effectiveness Committee will be available for individual support as well.

You are also provided with a baseline budget and a Request for Funds Over Base Allocation Form. After assessing your data packet, you may find your baseline budget inadequate to support your plans for improvement. If this is the case, the process for requesting funds over base allocation remains the same as last year with only one exception. As the process was new and unfamiliar last year, we had three deadlines for acceptance of the requests. This year, there will be only one deadline. This will enable our process to be completed much earlier allowing departments and offices to more efficiently manage their funds.

Please note that the section in the request form entitled UNIT PLAN asks for the same information you will have already provided in the Unit Assessment Form.

The deadline for requests will be Friday, March 22nd. One copy should be given to Leslie Milke, Chair of Assessment and Planning Committee and one copy given to Angela Echeverri, Chair of Resource Analysis Committee.

There is a projection that we will have substantially less money than last year that will limit the number of funded requests. Please bear this in mind when you consider requesting funds over base allocation.
Los Angeles Mission College
Institutional Effectiveness
UNIT ASSESSMENT

ACADEMIC DISCIPLINES AND PROGRAMS

Unit: GEOGRAPHY

Name of person(s) completing this form: ________________________________

Extension: ______________

Date submitted: ______________

Instructions: Following you will find the college goals that the GEOGRAPHY discipline/program advance. Under each goal are listed objectives that support it and success indicators that measure the discipline/program's effectiveness in achieving the objectives. Data that indicates the relative effectiveness of the discipline/program is supplied by the LAMC Office of Institutional Research in a separate data packet attached to this form. (Note: Data have not yet been developed for some success indicators.) Carefully review all data to analyze the effectiveness of the discipline/program. At the end of this form is a section that asks the discipline/program to analyze its own effectiveness and to create a plan for improvement if indicated by the analysis.

COLLEGE GOAL:

1. Educational programs and services will be developed, evaluated, and improved to ensure student access, learning and success while maintaining appropriate academic standards.

Unit objective #1 supporting goal #1:

The GEOGRAPHY discipline/program will ensure student learning by providing access to basic skills, general education and transfer, and degree applicable courses that are scheduled appropriately and in sufficient numbers to meet the needs of Mission College students. [WASC]

Success indicators for objective #1:

1. GEOGRAPHY courses are scheduled appropriately and in sufficient numbers that students will have the opportunity to earn the degree in three years. [WASC]

2. If applicable, GEOGRAPHY basic skills courses are scheduled appropriately and in sufficient numbers that students will have the opportunity to progress through the basic skills sequence in a reasonable period of time.

3. GEOGRAPHY courses are scheduled appropriately and in sufficient numbers that students will have the opportunity to complete the GE and transfer requirements in a reasonable period of time.
4. Students will report satisfaction with the availability and scheduling of all GEOGRAPHY courses.

**Unit objective #2 supporting college goal 1:**
The GEOGRAPHY discipline/program will maintain academic standards in student learning outcomes.

**Success indicators for objective #2:**

1. The majority of students in GEOGRAPHY courses demonstrate successful accomplishment of stated learning outcomes. [WASC]

2. The majority of GEOGRAPHY majors demonstrate successful accomplishment of stated learning outcomes for the discipline/program.

3. Students who complete courses in the GEOGRAPHY discipline/program as part of the GE requirement will demonstrate appropriate competencies as designated in the college GE learning outcomes policy. [WASC]

4. No significant difference will be revealed between the competencies of GEOGRAPHY students whether they complete courses on campus, at outreach locations or online. [WASC]

5. No significant difference will be revealed in the grade distribution of all GEOGRAPHY faculty, full-time and part-time, at all locations, using any modality of instructional delivery on grade distribution reports.

6. On surveys, a majority of students enrolled in GEOGRAPHY courses will report satisfaction with the quality of instruction. [WASC]

7. All eligible GEOGRAPHY courses will be articulated with transfer institutions within an appropriate time frame.

8. All GEOGRAPHY course outlines will be reviewed, updated as necessary and approved by the Senate Curriculum Committee within two years of this unit assessment.

9. 90% the content of vocational courses will be certified as containing industry standard technical and professional competencies as assessed by the advisory committee. [WASC]

**Unit objective #3 supporting goal #1:**

The GEOGRAPHY discipline/program will provide enough appropriately diverse full-time and part-time faculty and support staff that are qualified by appropriate education, training, and experience along with adequate physical facilities and equipment to support its course offerings. [WASC]

**Success indicators for unit objective #3:**

1. Trained college affirmative action representatives will report minimal errors in the selection process for GEOGRAPHY instructors. [WASC]
2. GEOGRAPHY faculty will engage in a minimum of one discipline-related professional development activity as reported on staff development activity forms. [WASC]

3. Full-time faculty will account for 75% of the faculty contact hours in the GEOGRAPHY discipline/program. [WASC]

4. Sufficient support staff are provided to ensure the effective functioning of the GEOGRAPHY discipline/program.

5. Faculty and students will report satisfaction with the number and quality of support staff provided for the GEOGRAPHY discipline/program.

6. The majority of students enrolled in GEOGRAPHY classes indicate satisfaction with the physical facilities and available technology. WASC]

**Unit objective #4 supporting goal #1:**

The GEOGRAPHY discipline/program will validate student success by demonstrating that students progress through basic skills sequences into college degree programs, degree and course completion, transfers and transfer readiness.

**Success indicators for unit objective #4:**

1. If applicable, there will be a 3.9% increase in the number of students whose assessment scores indicate they lack basic skills that will progress to college-level GEOGRAPHY courses upon completion of the prerequisite courses. (PFE)

2. 71.9% of students who enroll in GEOGRAPHY courses will attain a grade of C or above. (PFE)

3. There will be a 8.5 % increase in the number of students who complete college-level GEOGRAPHY that transfer to four-year institutions. (PFE)

4. There will be a 3.4% increase in the number of students who enroll in GEOGRAPHY courses that will prepare to transfer to four-year institutions.

5. There will be a 4.7% increase in the number of degrees and and/or certificates awarded to students in the GEOGRAPHY discipline/program.

**Unit objective #5 supporting goal #1:**

The GEOGRAPHY faculty will comply with the Faculty Ethics Statement. (WASC)

**Success indicators for unit objective #5:**

1. A majority of students will affirm on surveys that GEOGRAPHY faculty distinguish between personal conviction and proven conclusions and present relevant data fairly and objectively.

2. A majority of students will affirm on surveys that GEOGRAPHY faculty provide students with clear expectations concerning the principles of academic honesty and sanctions for violation.
3. A majority of GEOGRAPHY faculty will affirm on surveys that academic freedom is protected at the college.

GOAL:

2. Human, physical, technological and financial resources will be managed effectively to enrich and expand educational programs and maintain fiscal stability.

Unit objective #1 supporting goal #2:

The GEOGRAPHY discipline/program will effectively manage the physical, human and technological resources to ensure the fiscal stability of the program.

Success indicators for unit objective #1:

1. GEOGRAPHY courses will maintain an average of ____ students per section. (AFT)

2. Support staff for the GEOGRAPHY discipline/program are provided at or near the ratio of community colleges statewide.

3. Space for the GEOGRAPHY discipline/program is utilized effectively according to college developed or other accepted standards.
UNIT ASSESSMENT SUMMARY

Instructions: Summarize and analyze the data provided for the success indicators in this assessment. If the data indicate a need for improvement, write a plan as described below.

Assessment:

Plan for improvement:

State specifically what action will be taken to make any needed improvements indicated in your analysis.

State specifically how improvement will be shown. Describe the measurement(s) you will use.
BASE ALLOCATION

Instructions: Use the attached baseline operational budget to analyze the current allocation of resources for your discipline/program. If either a temporary or permanent augmentation is needed, complete a Request for Resources Over Base Allocation and submit it to the Assessment and Planning Committee.

See attached form: REQUEST FOR RESOURCES OVER BASE ALLOCATION

Instructions: To complete the attached form, Request for Resources Over Base Allocation, follow the directions in each section. Use the improvement plan in your assessment above to help complete the section in the form entitled Unit Plan.

THREE YEAR STRATEGIC PLAN

Instructions: Based on the summary analysis, provide a three year projection for the baseline budget allocation in your unit. Indicate major projected increases in objects and include new objects if you predict a need.

<table>
<thead>
<tr>
<th>Object</th>
<th>Current year</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Provide assessment data and an analysis of trends that support the above indicated increases in baseline funding.
INSTITUTIONAL EFFECTIVENESS COMMITTEE REPORT

Validation team members:

1. 5.
2. 6.
3. 7.
4. 8.

Validation team report:

Recommendations:
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Goal 1: Objective 1. Success Indicators 1, 2, 3.

Unit Assessment Data
Los Angeles Mission College
Los Angeles Mission College  
Unit Assessment Data  

Goal 1, Objective1, Success Indicator 4  
[Responses taken from the Fall 2000 District Student Survey for Mission College students. Sample Size = 1,581]  

*How convenient for you are the following times for classes?*

<table>
<thead>
<tr>
<th>Classes Before 9AM</th>
<th>Students</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Possible</td>
<td>899</td>
<td>65</td>
</tr>
<tr>
<td>Possible</td>
<td>300</td>
<td>22</td>
</tr>
<tr>
<td>Preferred</td>
<td>184</td>
<td>13</td>
</tr>
</tbody>
</table>

Missing Responses = 198

<table>
<thead>
<tr>
<th>Classes from 9 to Noon</th>
<th>Students</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Possible</td>
<td>748</td>
<td>53</td>
</tr>
<tr>
<td>Possible</td>
<td>240</td>
<td>17</td>
</tr>
<tr>
<td>Preferred</td>
<td>437</td>
<td>31</td>
</tr>
</tbody>
</table>

Missing Responses = 155

<table>
<thead>
<tr>
<th>Classes from Noon to 4PM</th>
<th>Students</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Possible</td>
<td>796</td>
<td>58</td>
</tr>
<tr>
<td>Possible</td>
<td>379</td>
<td>28</td>
</tr>
<tr>
<td>Preferred</td>
<td>188</td>
<td>14</td>
</tr>
</tbody>
</table>

Missing Responses = 218

<table>
<thead>
<tr>
<th>Classes from 4PM to 7PM</th>
<th>Students</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Possible</td>
<td>473</td>
<td>34</td>
</tr>
<tr>
<td>Possible</td>
<td>501</td>
<td>36</td>
</tr>
<tr>
<td>Preferred</td>
<td>423</td>
<td>30</td>
</tr>
</tbody>
</table>

Missing Responses = 184

<table>
<thead>
<tr>
<th>Classes from 7PM to 10PM</th>
<th>Students</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Possible</td>
<td>292</td>
<td>21</td>
</tr>
<tr>
<td>Possible</td>
<td>412</td>
<td>29</td>
</tr>
<tr>
<td>Preferred</td>
<td>698</td>
<td>50</td>
</tr>
</tbody>
</table>

Missing Responses = 179
## Los Angeles Mission College
### Unit Assessment Data

**Goal 1, Objective1, Success Indicator 4**

[Responses taken from the Fall 2000 District Student Survey for Mission College students. Sample Size = 1,581]

### Classes on Saturday

<table>
<thead>
<tr>
<th></th>
<th>Students</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Possible</td>
<td>507</td>
<td>38</td>
</tr>
<tr>
<td>Possible</td>
<td>570</td>
<td>41</td>
</tr>
<tr>
<td>Preferred</td>
<td>319</td>
<td>23</td>
</tr>
</tbody>
</table>

Missing Responses = 185

### Classes on Sunday

<table>
<thead>
<tr>
<th></th>
<th>Students</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Possible</td>
<td>893</td>
<td>66</td>
</tr>
<tr>
<td>Possible</td>
<td>335</td>
<td>25</td>
</tr>
<tr>
<td>Preferred</td>
<td>122</td>
<td>9</td>
</tr>
</tbody>
</table>

Missing Responses = 231

### How convenient for you are these block of time?

#### Classes one day a week

<table>
<thead>
<tr>
<th></th>
<th>Students</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Possible</td>
<td>152</td>
<td>11</td>
</tr>
<tr>
<td>Possible</td>
<td>558</td>
<td>41</td>
</tr>
<tr>
<td>Preferred</td>
<td>662</td>
<td>48</td>
</tr>
</tbody>
</table>

Missing Responses = 209

#### Classes two days a week

<table>
<thead>
<tr>
<th></th>
<th>Students</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Possible</td>
<td>89</td>
<td>6</td>
</tr>
<tr>
<td>Possible</td>
<td>748</td>
<td>52</td>
</tr>
<tr>
<td>Preferred</td>
<td>591</td>
<td>41</td>
</tr>
</tbody>
</table>

Missing Responses = 153

#### Classes three days a week

<table>
<thead>
<tr>
<th></th>
<th>Students</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Possible</td>
<td>604</td>
<td>43</td>
</tr>
<tr>
<td>Possible</td>
<td>512</td>
<td>37</td>
</tr>
<tr>
<td>Preferred</td>
<td>279</td>
<td>20</td>
</tr>
</tbody>
</table>

Missing Responses = 186
Los Angeles Mission College  
Unit Assessment Data  

Goal 1, Objective 1, Success Indicator 4  
[Responses taken from the Fall 2000 District Student Survey for Mission College students. Sample Size = 1,581]  

In which type of class session do you learn best?  

<table>
<thead>
<tr>
<th>Preferred Class Session</th>
<th>Students</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>One hour class</td>
<td>201</td>
<td>13</td>
</tr>
<tr>
<td>One-and-a-half hour class</td>
<td>790</td>
<td>51</td>
</tr>
<tr>
<td>Three-hour class</td>
<td>546</td>
<td>36</td>
</tr>
</tbody>
</table>

Missing Responses = 44  

Which of these terms do you prefer?  

<table>
<thead>
<tr>
<th>Preferred Course Term</th>
<th>Students</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>18 week semester</td>
<td>640</td>
<td>42</td>
</tr>
<tr>
<td>15 week semester</td>
<td>587</td>
<td>39</td>
</tr>
<tr>
<td>6-10 week module</td>
<td>256</td>
<td>17</td>
</tr>
<tr>
<td>1-5 week module</td>
<td>41</td>
<td>3</td>
</tr>
</tbody>
</table>

Missing Responses = 57
Los Angeles Mission College
Unit Assessment Data

Goal 1, Objective 2, Success Indicators 1, 2, 3, 4

DATA NOT AVAILABLE

[Los Angeles Mission College Curriculum Committee is in the process of establishing learning outcomes for general education and disciplines]
| Semester | Year | Course | % | B | C | D | F | I | W | M | % | T | % | T | % | T | % | T | % | T | % | T |
| Fall 1999 | 1999 | GEOG 002 | 3% | 6% | 9% | 8% | 9% | 6% | 10% | 10% | 6% | 8% | 6% | 8% | 6% | 10% | 3% | 6% | 10% | 8% | 9% | 6% | 8% | 6% |
| Spring 2000 | 2000 | GEOG 002 | 3% | 6% | 9% | 8% | 9% | 6% | 10% | 10% | 6% | 8% | 6% | 8% | 6% | 10% | 3% | 6% | 10% | 8% | 9% | 6% | 8% | 6% |
| Fall 2001 | 2001 | GEOG 002 | 3% | 6% | 9% | 8% | 9% | 6% | 10% | 10% | 6% | 8% | 6% | 8% | 6% | 10% | 3% | 6% | 10% | 8% | 9% | 6% | 8% | 6% |
| Spring 2002 | 2002 | GEOG 002 | 3% | 6% | 9% | 8% | 9% | 6% | 10% | 10% | 6% | 8% | 6% | 8% | 6% | 10% | 3% | 6% | 10% | 8% | 9% | 6% | 8% | 6% |

Goal 1, Objective 2: Success Indicator 5
Unit Assessment Data
Los Angeles Mission College
### GEOG

**Goal 1: Objective 2: Success Indicator 5**

**Unit Assessment Data**

Los Angeles Mission College
Los Angeles Mission College
Unit Assessment Data

Goal 1, Objective 2, Success Indicator 6
[Results taken from Spring 2000 Student Accreditation Survey]

Student Survey: I am pleased with the quality of teaching at Los Angeles Mission College

<table>
<thead>
<tr>
<th>Responses</th>
<th>Percent Responding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequently</td>
<td>84%</td>
</tr>
<tr>
<td>Infrequently</td>
<td>16%</td>
</tr>
</tbody>
</table>

No Response = 37
Sample Size = 1,157
Los Angeles Mission College
Unit Assessment Data

Goal 1, Objective 2, Success Indicators 7, 8, 9

To provide data for success indicators 7 and 8 please attach current course outlines for each of the courses offered in the discipline.

To provide data for success indicator 9, please attach the minutes of the most recent meeting of the vocational discipline advisory committee.
Los Angeles Mission College
Unit Assessment Data

Goal 1, Objective 3, Success indicators 1, 2

DATA NOT AVAILABLE
<table>
<thead>
<tr>
<th>Discipline</th>
<th>Year</th>
<th>Regular Fte</th>
<th>Hourly Fte</th>
<th>Total Fte</th>
<th>% Reg Fte</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOGRAPHY</td>
<td>Fall 2000</td>
<td>1.0</td>
<td>1.0</td>
<td>2.0</td>
<td>50%</td>
</tr>
<tr>
<td></td>
<td>Fall 1999</td>
<td>1.0</td>
<td>0.8</td>
<td>1.8</td>
<td>56%</td>
</tr>
<tr>
<td></td>
<td>Fall 1998</td>
<td>0.0</td>
<td>1.0</td>
<td>1.0</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>Fall 1997</td>
<td>0.0</td>
<td>1.0</td>
<td>1.0</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>Fall 1996</td>
<td>0.0</td>
<td>1.0</td>
<td>1.0</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>Fall 1995</td>
<td>0.0</td>
<td>0.6</td>
<td>0.6</td>
<td>0%</td>
</tr>
<tr>
<td>All Semesters</td>
<td></td>
<td>2.0</td>
<td>5.4</td>
<td>7.4</td>
<td>27%</td>
</tr>
</tbody>
</table>
Los Angeles Mission College
Unit Assessment Data

Goal 1, Objective 3, Success Indicators 4, 5

DATA NOT AVAILABLE
### I feel safe and secure on campus

<table>
<thead>
<tr>
<th></th>
<th>Students</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>STRONG DISAGREE</td>
<td>17</td>
<td>1</td>
</tr>
<tr>
<td>DISAGREE</td>
<td>58</td>
<td>4</td>
</tr>
<tr>
<td>NOT SURE</td>
<td>819</td>
<td>56</td>
</tr>
<tr>
<td>AGREE</td>
<td>568</td>
<td>39</td>
</tr>
</tbody>
</table>

Students Missing = 119

### The classrooms, lecture halls, and labs clean and well-maintained

<table>
<thead>
<tr>
<th></th>
<th>Students</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>STRONG DISAGREE</td>
<td>38</td>
<td>3</td>
</tr>
<tr>
<td>DISAGREE</td>
<td>112</td>
<td>8</td>
</tr>
<tr>
<td>NOT SURE</td>
<td>828</td>
<td>57</td>
</tr>
<tr>
<td>AGREE</td>
<td>463</td>
<td>32</td>
</tr>
</tbody>
</table>

Students Missing = 140

### Food service on this campus is sufficient

<table>
<thead>
<tr>
<th></th>
<th>Students</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>STRONG DISAGREE</td>
<td>63</td>
<td>4</td>
</tr>
<tr>
<td>DISAGREE</td>
<td>162</td>
<td>11</td>
</tr>
<tr>
<td>NOT SURE</td>
<td>846</td>
<td>60</td>
</tr>
<tr>
<td>AGREE</td>
<td>347</td>
<td>24</td>
</tr>
</tbody>
</table>

Students Missing = 163

### The restrooms on this campus are clean and well-maintained

<table>
<thead>
<tr>
<th></th>
<th>Students</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>STRONG DISAGREE</td>
<td>72</td>
<td>5</td>
</tr>
<tr>
<td>DISAGREE</td>
<td>172</td>
<td>12</td>
</tr>
<tr>
<td>NOT SURE</td>
<td>819</td>
<td>57</td>
</tr>
<tr>
<td>AGREE</td>
<td>370</td>
<td>26</td>
</tr>
</tbody>
</table>

Students Missing = 148

### The grounds and public areas are cleaned and well-maintained

<table>
<thead>
<tr>
<th></th>
<th>Students</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>STRONG DISAGREE</td>
<td>12</td>
<td>1</td>
</tr>
<tr>
<td>DISAGREE</td>
<td>69</td>
<td>5</td>
</tr>
<tr>
<td>NOT SURE</td>
<td>863</td>
<td>60</td>
</tr>
<tr>
<td>AGREE</td>
<td>498</td>
<td>35</td>
</tr>
</tbody>
</table>

Students Missing = 139
Los Angeles Mission College  
Unit Assessment Data  
Goal 1, Objective 3, Success Indicator 6  
[Questions from Fall 2000 Student Survey]

<table>
<thead>
<tr>
<th>The campus has adequate outside lighting after dark</th>
<th>Students</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>STRONG DISAGREE</td>
<td>68</td>
<td>5</td>
</tr>
<tr>
<td>DISAGREE</td>
<td>171</td>
<td>12</td>
</tr>
<tr>
<td>NOT SURE</td>
<td>797</td>
<td>57</td>
</tr>
<tr>
<td>AGREE</td>
<td>373</td>
<td>28</td>
</tr>
</tbody>
</table>

Students Missing = 172

<table>
<thead>
<tr>
<th>Sufficient parking is available on campus</th>
<th>Students</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>STRONG DISAGREE</td>
<td>284</td>
<td>20</td>
</tr>
<tr>
<td>DISAGREE</td>
<td>326</td>
<td>23</td>
</tr>
<tr>
<td>NOT SURE</td>
<td>582</td>
<td>41</td>
</tr>
<tr>
<td>AGREE</td>
<td>233</td>
<td>16</td>
</tr>
</tbody>
</table>

Students Missing = 156

<table>
<thead>
<tr>
<th>The parking lots are safe, well-lighted, and well-maintained</th>
<th>Students</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>STRONG DISAGREE</td>
<td>73</td>
<td>5</td>
</tr>
<tr>
<td>DISAGREE</td>
<td>219</td>
<td>15</td>
</tr>
<tr>
<td>NOT SURE</td>
<td>836</td>
<td>58</td>
</tr>
<tr>
<td>AGREE</td>
<td>310</td>
<td>22</td>
</tr>
</tbody>
</table>

Students Missing = 143
Los Angeles Mission College
Unit Assessment Data

Goal 1, Objective 4, Success Indicators 1, 3, 4

DATA NOT AVAILABLE
<table>
<thead>
<tr>
<th>Semester</th>
<th>Year</th>
<th>Success</th>
<th>Unsuccess</th>
<th>% All</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Percent</td>
<td>Percent</td>
<td>Percent</td>
</tr>
<tr>
<td>Fall</td>
<td>1998</td>
<td>81%</td>
<td>19%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>1999</td>
<td>82%</td>
<td>18%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>2000</td>
<td>74%</td>
<td>26%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>2001</td>
<td>81%</td>
<td>19%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>% by Semester</td>
<td>79%</td>
<td>21%</td>
<td>100%</td>
</tr>
<tr>
<td>Spring</td>
<td>1999</td>
<td>74%</td>
<td>26%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>2000</td>
<td>81%</td>
<td>19%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>2001</td>
<td>81%</td>
<td>19%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>% by Semester</td>
<td>79%</td>
<td>21%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>% by Discipline</td>
<td>79%</td>
<td>21%</td>
<td>100%</td>
</tr>
</tbody>
</table>
Success Indicator 1:
Student Survey: My instructors distinguish between personal opinion and fact in teaching their classes

<table>
<thead>
<tr>
<th>Responses</th>
<th>Percent Responding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disagree</td>
<td>3%</td>
</tr>
<tr>
<td>Agree</td>
<td>85%</td>
</tr>
<tr>
<td>Neutral</td>
<td>12%</td>
</tr>
</tbody>
</table>

No Response = 22
Sample Size = 1,157

Success Indicator 2:
Student Survey: I have a good understanding of current college policies on cheating

<table>
<thead>
<tr>
<th>Responses</th>
<th>Percent Responding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disagree</td>
<td>7%</td>
</tr>
<tr>
<td>Agree</td>
<td>81%</td>
</tr>
<tr>
<td>Neutral</td>
<td>12%</td>
</tr>
</tbody>
</table>

No Response = 25
Sample Size = 1,157

Success Indicator 2:
Student Survey: I have a good understanding of the student code of conduct

<table>
<thead>
<tr>
<th>Responses</th>
<th>Percent Responding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disagree</td>
<td>7%</td>
</tr>
<tr>
<td>Agree</td>
<td>76%</td>
</tr>
<tr>
<td>Neutral</td>
<td>17%</td>
</tr>
</tbody>
</table>

No Response = 27
Sample Size = 1,157
Los Angeles Mission College  
Unit Assessment Data

Goal 1, Objective 5, Success Indicators 1, 2, 3  
[Results taken from Spring 2000 Student and Faculty/Staff Accreditation Surveys]

**Success Indicator 3:**
*Faculty/Staff Survey: I have a good understanding of current college policies on academic freedom.*

<table>
<thead>
<tr>
<th>Responses</th>
<th>Percent Responding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disagree</td>
<td>11%</td>
</tr>
<tr>
<td>Agree</td>
<td>65%</td>
</tr>
<tr>
<td>Neutral</td>
<td>24%</td>
</tr>
</tbody>
</table>

No Response = 84  
Sample Size = 210

**Success Indicator 3:**
*Faculty/Staff Survey: College administrators protect and support faculty in their exercise of academic freedom.*

<table>
<thead>
<tr>
<th>Responses</th>
<th>Percent Responding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Usually</td>
<td>47%</td>
</tr>
<tr>
<td>Usually</td>
<td>53%</td>
</tr>
</tbody>
</table>

No Response = 95  
Sample Size = 210
**Los Angeles Mission College**  
**Unit Assessment Data**  
**Institutional Effectiveness**  
**Goal 2, Objective 1, Success Indicator 1**

**Credit/Noncredit:** Credit  
**Department:** Math & Science  
**Discipline:** GEOGRAPHY

<table>
<thead>
<tr>
<th>Semester</th>
<th>Census WSCH</th>
<th>Regular FTE</th>
<th>Hourly FTE</th>
<th>Total FTE</th>
<th>% Reg FTEF</th>
<th>Wsch FTEF</th>
<th>Avg Class Size</th>
<th>Faculty Teaching Load</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 1995</td>
<td>282.0</td>
<td>0.0</td>
<td>0.6</td>
<td>0.6</td>
<td>0.0%</td>
<td>470.0</td>
<td>31.3</td>
<td>15</td>
</tr>
<tr>
<td>Fall 1996</td>
<td>429.0</td>
<td>0.0</td>
<td>1.0</td>
<td>1.0</td>
<td>0.0%</td>
<td>429.0</td>
<td>28.6</td>
<td>15</td>
</tr>
<tr>
<td>Fall 1997</td>
<td>552.0</td>
<td>0.0</td>
<td>1.0</td>
<td>1.0</td>
<td>0.0%</td>
<td>552.0</td>
<td>36.8</td>
<td>15</td>
</tr>
<tr>
<td>Fall 1998</td>
<td>573.0</td>
<td>0.0</td>
<td>1.0</td>
<td>1.0</td>
<td>0.0%</td>
<td>573.0</td>
<td>38.2</td>
<td>15</td>
</tr>
<tr>
<td>Fall 1999</td>
<td>845.0</td>
<td>1.0</td>
<td>0.8</td>
<td>1.8</td>
<td>55.6%</td>
<td>470.0</td>
<td>31.3</td>
<td>15</td>
</tr>
<tr>
<td>Fall 2000</td>
<td>873.0</td>
<td>1.0</td>
<td>1.0</td>
<td>2.0</td>
<td>50.0%</td>
<td>436.5</td>
<td>29.1</td>
<td>15</td>
</tr>
</tbody>
</table>

**Census WSCH**  
Fall 1995 to Fall 2000

**WSCH / FTEF**  
Fall 1995 - Fall 2000
Los Angeles Mission College
Unit Assessment Data

Goal 2, Objective 1, Success Indicators 2, 3

DATA NOT AVAILABLE
**Los Angeles Mission College**  
**Unit Assessment Data**  
**2002-2003 Baseline Budget**

**Division:** Academic Affairs  
**Activity Code:** 2206  
**Activity Title:** GEOGRAPHY  
**Budget Program:** 100 BASIC

<table>
<thead>
<tr>
<th>Object</th>
<th>Object Title</th>
<th>Class Code</th>
<th>Class Title</th>
<th>Basis</th>
<th>Shift</th>
<th>Budget</th>
<th>Expense</th>
<th>Encumb</th>
<th>Balance</th>
<th>Bud Fte</th>
<th>Bud Hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>1111</td>
<td>INSTR, RG</td>
<td>0741</td>
<td>INSTR</td>
<td>C6</td>
<td>A</td>
<td>$64,574</td>
<td>$39,186</td>
<td>$19,234</td>
<td>6,154.01</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td><strong>Total by Object</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$64,574</td>
<td>$39,186</td>
<td>$19,234</td>
<td>6,154.01</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>1315</td>
<td>INSTR, HRLY</td>
<td>0811</td>
<td>INSTRUCTOR, HOURLY</td>
<td>C0</td>
<td>A</td>
<td>$19,000</td>
<td>$20,944</td>
<td>$0</td>
<td>-1,943.78</td>
<td>0</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td><strong>Total by Object</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$19,000</td>
<td>$20,944</td>
<td>$0</td>
<td>-1,943.78</td>
<td>0</td>
<td>60</td>
</tr>
<tr>
<td>1317</td>
<td>INST, XASGN</td>
<td>0811</td>
<td>INSTRUCTOR, HOURLY</td>
<td>Z0</td>
<td>A</td>
<td>$1,890</td>
<td>$0</td>
<td>$0</td>
<td>1,890</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td><strong>Total by Object</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$1,890</td>
<td>$0</td>
<td>$0</td>
<td>1,890</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>1325</td>
<td>SPG INS HR</td>
<td>0811</td>
<td>INSTRUCTOR, HOURLY</td>
<td>C0</td>
<td>A</td>
<td>$1</td>
<td>$0</td>
<td>$0</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td><strong>Total by Object</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$1</td>
<td>$0</td>
<td>$0</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>1435</td>
<td>DPT CHR, HR</td>
<td>0950</td>
<td>DEPT CHR, HRLY, SMSTR PMT</td>
<td>C0</td>
<td>A</td>
<td>$360</td>
<td>$0</td>
<td>$0</td>
<td>360</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td><strong>Total by Object</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$360</td>
<td>$0</td>
<td>$0</td>
<td>360</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4521</td>
<td>SUPPLIES</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$200</td>
<td>$0</td>
<td>$0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td><strong>Total by Object</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$200</td>
<td>$0</td>
<td>$0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td><strong>Total by Budget Program</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$86,025</td>
<td>$60,130</td>
<td>$19,234</td>
<td>6,461.23</td>
<td>1</td>
<td>62</td>
</tr>
<tr>
<td>Object</td>
<td>Object Title</td>
<td>Class Code</td>
<td>Class Title</td>
<td>Basis</td>
<td>Shift</td>
<td>Budget</td>
<td>Expense</td>
<td>Encumb</td>
<td>Balance</td>
<td>Bud Flt</td>
<td>Bud Hrs</td>
</tr>
<tr>
<td>--------</td>
<td>--------------</td>
<td>------------</td>
<td>-------------</td>
<td>-------</td>
<td>-------</td>
<td>--------</td>
<td>---------</td>
<td>--------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td>1111</td>
<td>INSTR, RG</td>
<td>0741</td>
<td>INSTR</td>
<td>C6</td>
<td>A</td>
<td>$58,420</td>
<td>$0</td>
<td>$0</td>
<td>58,420</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Total by Object</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$58,420</td>
<td>$0</td>
<td>$0</td>
<td>58,420</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Total by Budget Program</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$58,420</td>
<td>$0</td>
<td>$0</td>
<td>58,420</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>
Request for Resources Over Base Allocation

UNIT INFORMATION

Name of person completing this form: ________________________________

Extension: __________________________

Office/Department: ________________________________________________

Unit that will use the resource: ________________________________

Date: __________________________

REQUEST FOR RESOURCES

1. In the chart below state your request for funds needed for personnel, equipment, supplies, etc. for 2001-02 that is not in this year's budget allocation.

(Refer to Chart of Accounts)

<table>
<thead>
<tr>
<th>object code</th>
<th>activity</th>
<th>object title</th>
<th>class code</th>
<th>position title</th>
<th>Basis</th>
<th>FTE/ hours</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>E</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total

2. From the chart above, briefly put into words what you are requesting:
RESOURCES MANAGEMENT

1. What viable alternatives have you considered to the above request? (Is this request the most cost-effective alternative? If not, why?)

2. For personnel requests:
   a. What additional space, if any, is needed to accommodate this new position?
   b. If additional space and/or equipment is needed, where is the proposed location?
   c. This position will be: □ permanent □ sub and relief

3. For equipment requests:
   a. Will additional space be needed to accommodate requested equipment?
   b. If additional space is needed, where is the proposed location?
   c. Will requested equipment require maintenance agreements and/or support personnel? If so, what are the projected costs?
   d. This equipment is: □ new □ replacement
Los Angeles Mission College
Institutional Effectiveness
UNIT ASSESSMENT

ACADEMIC DISCIPLINES AND PROGRAMS

Unit: Geography

Name of person(s) completing this form: Maria Fenyes

Extension: 7723

Date submitted: March 21, 2002
UNIT ASSESSMENT SUMMARY

Instructions: Summarize and analyze the data provided for the success indicators in this assessment. If the data indicate a need for improvement, write a plan as described below.

Assessment:
Geography is a healthy and growing program. There is a steady increase in WSCH (from 250 in Fall 1995 to 873 in Fall 200) without a significant drop in WSCH/FTE (average value is 450). A second full-time faculty will provide even more stability to this program and would further expand the variety of courses offered.

Plan for improvement:
Introduce and expand the class offering in Geography 15, a laboratory class that taken concurrently with Geography 1 satisfies the Physical Science requirements (including the lab component). These two classes taken concurrently with Anthropology 101 (Life Sciences) are the perfect science class offerings for the non-science major who is intimidated by the hard core science courses. The three classes taken concurrently during the same semester fully satisfy the science requirements for transfer to four-year institutions.

State specifically what action will be taken to make any needed improvements indicated in your analysis.
Hire a second full-time instructor in Geography whose major responsibility will be the update of the curriculum of Geography 15 class (laboratory class) as to include computerized instructional technology.

State specifically how improvement will be shown. Describe the measurement(s) you will use.
Monitor and interpret enrollment in Geography 15 (laboratory), in conjunction with enrollment in Geography 1 (lecture) and Anthropology 101 (lecture)
<table>
<thead>
<tr>
<th>9-12.4-7 and 7-10 (eve)</th>
<th>Students show the highest preference. Classes are scheduled at times where students will report satisfaction with the availability of all Geography courses.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relevant few students on waiting lists</td>
<td>Transfer requirements in a reasonable period of time number. Students will have the opportunity to complete the GE and Geography courses are scheduled appropriately and in sufficient numbers.</td>
</tr>
<tr>
<td>Not applicable</td>
<td>Geography basic skills courses are scheduled. If applicable, Geography class is offered. Opportunity to progress through the basic skills sequence in a reasonable period of time. Students will have the opportunity to earn the degree.</td>
</tr>
</tbody>
</table>

**College Students**

Transfer, and degree applicable courses that are scheduled appropriately and in sufficient numbers to meet the needs of Mission.

**Objective #1**

The Geography discipline/program will ensure student learning by providing access to basic skills, General education and maintaining applicable academic standards.

**Unit Objective #1**

Educational Programs and Services will be developed, evaluated, and improved to ensure student access, learning, and success.

**Unit Goal #1**

Assessment for Geography
| College of Teaching at Los Angeles Mission | Will report satisfaction with the quality of instruction on surveys, a majority of students enrolled in **Geography** courses will report satisfaction with the quality of instruction. | 5 # indicator indicator
| VR versus regular instructor | No significant difference will be revealed in the grade distribution of all **Geography**, full-time and part-time, at all locations, using any modality of instructional delivery on grade distribution delivery, there is no significant difference between the grade distribution of on-campus, all online | 4 # indicator indicator
| **Data not available** | All **Geography** classes are scheduled on campus, all online | 3 # indicator indicator
| Students who complete courses in the **Geography** discipline/program | As part of the GE requirement, students are required to demonstrate proficiency in the discipline **Geography** major, demonstrate successful | 2 # indicator indicator
| **Data not available** | The majority of students in **Geography** courses demonstrate successful achievement of stated learning outcomes. | 1 # indicator indicator
| **Data not available** | The majority of students in **Geography** courses demonstrate success in meeting academic standards in student learning outcomes | 2 # indicator indicator

**Unit Objective #2**

The **Geography** discipline will maintain academic standards in student learning outcomes. While maintaining appropriate academic standards, programs and services will be developed, evaluated, and improved to ensure student access, learning, and success.

**College Goal #1**

**Unit Assessment for Geography**
<table>
<thead>
<tr>
<th>Indicator</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Industry standard technical and professional competencies will be certified as containing 90% of the content of vocational courses will be certified as containing competencies.</td>
</tr>
<tr>
<td>8</td>
<td>Curriculum course outlines will be revised, updated as necessary.</td>
</tr>
<tr>
<td>7</td>
<td>Curriculum course outlines will be reviewed as necessary.</td>
</tr>
</tbody>
</table>

The Geography discipline will maintain academic standards in student learning outcomes.

Unit Objective 2

Educational programs and services will be developed, evaluated, and improved to ensure student access, learning and success.

College Goal 1

Unit Assessment for Geography
<table>
<thead>
<tr>
<th>Indicator</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Trained college administrative section</td>
</tr>
<tr>
<td>2</td>
<td>Forms activity as reported on self-development audit</td>
</tr>
<tr>
<td>3</td>
<td>Geology faculty will engage in a minimum of one discipline-related professional development activity per year</td>
</tr>
<tr>
<td>4</td>
<td>Full-time faculty will account for 75% of the tenured college administrative section</td>
</tr>
<tr>
<td>5</td>
<td>Support for Geology instructors will meet minimal goals in the selection process for Geology instructors</td>
</tr>
<tr>
<td>6</td>
<td>The majority of students enrolled in Geography class indicate satisfaction with the physical facilities and available technology</td>
</tr>
<tr>
<td>7</td>
<td>Faculty and students will report satisfaction with the number and quality of support staff provided</td>
</tr>
<tr>
<td>8</td>
<td>Effective functioning of the Geology discipline/program</td>
</tr>
<tr>
<td>9</td>
<td>Suite of instructional support staff is provided to ensure full-time faculty account for 50% of the full-time instructional staff in the Geology discipline/program</td>
</tr>
<tr>
<td>10</td>
<td>Fall 2000, currently (Spring 2002) the percent is 38.5% of the full-time faculty accounted for 50% of the full-time instructional staff in the Geology discipline/program</td>
</tr>
</tbody>
</table>

**DATA NOT AVAILABLE**

Support the course offerings that are taught by appropriate education training and experience among with adequate physical facilities and equipment to:

**COLLEGE GOAL 1**

**UNIT ASSESSMENT FOR GEOGRAPHY**
| Data Not Available | Geography discipline/program will validate student success by demonstrating that students progress through basic skills while maintaining appropriate academic standards. | # Indicators
| Success 4 |
| --- | --- | --- |
| Data Not Available | Geography courses that will prepare to transfer to four-year institutions. There will be a 4.4% increase in the number of students who enroll in college-level Geography courses that transfer to four-year institutions. | # Indicators
| Success 3 |
| Data Not Available | 79% of students who enroll in Geography courses will achieve a grade of C or above (PFE). | # Indicators
| Success 2 |
| Data Not Available | If applicable, there will be a 3.9% increase in the number of students whose assessment scores indicate they lack basic skills that will progress to college-level Geography upon completion of prerequisite courses. | # Indicators
| Success 1 |
| Faculty in their exercises of academic freedom, College administrators protect and support college policies on academic freedom. 53% of faculty affirm on surveys that they have a good understanding of current faculty policies. | Freedom is protected at the college. 65% of faculty affirm on surveys that academic freedom is protected. | 3 # indicator Success |
| 76% of students affirm on surveys that they understand the student code of conduct. | Principles of academic honesty and sanctions for violation of rules are provided in all courses. Faculty provides students with clear expectations concerning the principles of academic honesty and sanctions for violation of rules. A majority of students will affirm on surveys that Geography classes are worth the effort. | 2 # indicator Success |
| A majority of students affirm on surveys that the faculty is engaged in the teaching mission. 82% of the students affirm on surveys that the teachers are engaged in the teaching mission. | Educational Programs and Services will be developed, evaluated, and improved to ensure student access, learning, and success. | 1 # indicator Success |

The Geography faculty will comply with the Faculty Ethics Statement (WASC) while maintaining applicable academic standards. Educational Programs and Services will be developed, evaluated, and improved to ensure student access, learning, and success.
<table>
<thead>
<tr>
<th>DATA NOT AVAILABLE</th>
<th>Support staff for the Geography discipline/program are provided at or near the ratio of community college students enrolled.</th>
<th>2 # Indicator Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>DATA NOT AVAILABLE</td>
<td>Geography courses will maintain an average of 3-4 students per section.</td>
<td>1 # Indicator Success</td>
</tr>
</tbody>
</table>

**Human, Physical, Technological and Financial Resources will be managed effectively to enrich and expand educational programs.**

**Unit Objective 1**

**Unit Objective 2**

**College Goal 2**

**Unit Assessment for Geography**
Geography

BASE ALLOCATION

Instructions: Use the attached baseline operational budget to analyze the current allocation of resources for your discipline/program. If either a temporary or permanent augmentation is needed, complete a Request for Resources Over Base Allocation and submit it to the Assessment and Planning Committee.

See attached form: REQUEST FOR RESOURCES OVER BASE ALLOCATION

Instructions: To complete the attached form, Request for Resources Over Base Allocation, follow the directions in each section. Use the improvement plan in your assessment above to help complete the section in the form entitled Unit Plan.

THREE YEAR STRATEGIC PLAN

Instructions: Based on the summary analysis, provide a three year projection for the baseline budget allocation in your unit. Indicate major projected increases in objects and include new objects if you predict a need.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>INSTR, RG</td>
<td>1111</td>
<td>0741</td>
<td>64,574</td>
<td>114,574</td>
<td>114,574</td>
</tr>
<tr>
<td>INSTR, HRLY</td>
<td>1315</td>
<td>0811</td>
<td>19,000</td>
<td>16,080</td>
<td>16,080</td>
</tr>
<tr>
<td>INSTR, HRLY</td>
<td>1325</td>
<td>0811</td>
<td>1</td>
<td>16,080</td>
<td>16,080</td>
</tr>
<tr>
<td>INSTR, XASGN</td>
<td>1317</td>
<td>0811</td>
<td>1,890</td>
<td>1,890</td>
<td>1,890</td>
</tr>
<tr>
<td>DPT CHR HR</td>
<td>1435</td>
<td>0950</td>
<td>360</td>
<td>360</td>
<td>360</td>
</tr>
<tr>
<td>SUPPLIES</td>
<td>4521</td>
<td>-----------</td>
<td>200</td>
<td>1,000</td>
<td>1,000</td>
</tr>
</tbody>
</table>

Provide assessment data and an analysis of trends that support the above indicated increases in baseline funding.

The increasing WSCH and the steady, high WSCH/FTE are indicative of a healthy, growing program that would greatly benefit from a second full-time faculty that would work on further expanding the course offerings.
ASSOCIATE DEGREE CREDIT COURSE

LOS ANGELES COMMUNITY COLLEGE DISTRICT
Division of Educational Services
Office of Instructional Services
(X) Existing course
Omit #’s 11-14

PROPOSED NEW COURSE REQUEST (PNCR)

( ) Proposed NEW Course  (X) Proposed ADDITION of a District Course

1. COLLEGE:  Los Angeles Mission College

2. COURSE INFORMATION:  (Attach Course Outline)
   SUBJECT CODE:  456  EFFECTIVE SEMESTER:  3/95

   Geography

   SUBJECT TITLE (not to exceed 40 spaces)  007  COURSE NUMBER

   World Regional Geography

   COURSE TITLE (not to exceed 60 spaces)  3  Units

3. PREREQUISITE:  None  REPEATABILITY:  0

4. HOURS PER WEEK:  Lecture 3, Laboratory __, Other (specify) __.  Total Hours Per Week 3

5. DESCRIPTION:  (As it is to appear in the college catalog and Board of Trustees Action. Limit to 40 words)

   This course offers a geographical survey of the world's major regions with emphasis on those features important to an understanding of current global concerns and problems.

6. ARTICULATION:  It is recommended that this course be articulated as:

   (X) Acceptable for credit, University of California
   (X) Acceptable for credit, California State University & Colleges (Baccalaureate)
   ( ) Occupational  ( ) Prerequisite/Developmental

   Request for General Education Transfer Certification Designation (Areas):
   A. Communication/Critical Thinking  ( ) B. Science and Math  ( ) C. Humanities  ( )
   D. Social Sciences (X)  E. Lifelong Understanding/Self Development  ( )

7. RATIONALE FOR OFFERING THIS COURSE:  For new course, this statement will be used for Board of Trustees action.  (Not to exceed 25 words.)

   This course is required for the liberal studies major at L.A.M.C.

8. MULTIPLE COURSE INDEX STATUS:  (cross reference) Should this course be listed as equivalent in content to existing District courses?  Yes ( ) No (X) If yes, list courses.

   (Signatures and dates)

Department/Cluster Chair  Date  Curriculum Committee Chair  Date

Vice President, Academic Affairs  Date  College President  Date
9. **EDUCATIONAL PROGRAM STATUS:** (List the educational programs in which course will appear.)

<table>
<thead>
<tr>
<th>TOP CODE PROGRAM TITLE</th>
<th>*PROGRAM DESIGNATION</th>
<th>+DEGREE OBJECTIVE</th>
<th>APPROVED</th>
<th>PROPOSED</th>
</tr>
</thead>
<tbody>
<tr>
<td>2206.00 Geography</td>
<td>2</td>
<td>1</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

10. **COURSE RELATIONSHIP TO PROGRAM:**

A. **OCCUPATIONAL PROGRAM REQUIREMENT:** ( ) If the course is designated as a requirement of a proposed or existing occupational program, attach a copy of the program showing the placement of the course in the sequence of learning as it will appear in the catalog.

B. **OCCUPATIONAL PROGRAM ELECTIVE:** ( ) If the course is designed as an elective within a proposed or existing occupational program, attach a list of the other electives within the program.

C. **GENERAL EDUCATION REQUIREMENTS FOR ASSOCIATE DEGREE:** Will this course be designated by the college as a meeting of the general education requirements for graduation?

Yes (X) No ( ). If yes, please indicate which requirement (Areas):

A. Natural Science ( ), B. Social and Behavioral Sciences (X), C. Humanities ( ),
D. Language and Rationality: 1. English Composition ( ) 2. Communication and Analytical Thinking ( ), E. Health and Physical Education ( ).

D. **OTHER BACCALAUREATE LEVEL COURSE:** ( ) This course does not meet a general education graduation or occupational program requirement but will be accepted towards the completion of the transfer program(s) listed in item no. 9.

E. **CONTINUING EDUCATION:** ( ) If the course is designed to meet a continuing education need attach a description of the need.

11. **ESTIMATED AVERAGE ENROLLMENT PER SECTION:**

<table>
<thead>
<tr>
<th>1st yr.</th>
<th>2nd yr.</th>
<th>3rd yr.</th>
<th>4th yr.</th>
<th>5th yr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
<td>30</td>
<td>40</td>
<td>50</td>
<td>60</td>
</tr>
</tbody>
</table>

12. **COORDINATION:** (List names and titles of persons contacted at other colleges in regard to this course).

<table>
<thead>
<tr>
<th>NAME</th>
<th>TITLE</th>
<th>COLLEGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Domenick Miretti</td>
<td>Earth Sciences, Chair</td>
<td>ELAC</td>
</tr>
<tr>
<td>Mark Powell</td>
<td>Earth Sciences, Chair</td>
<td>LAPC</td>
</tr>
</tbody>
</table>

13. **INDICATE HOW THE COLLEGE PLANS TO SUPPORT THE PROPOSED COURSE:**

a. By Additional Funds ( ) Describe. $______________

b. By deleting sections of existing courses ( )

<table>
<thead>
<tr>
<th>SUBJECT TITLE</th>
<th>COURSE NUMBER</th>
<th>NUMBER OF SECTIONS TO BE DELETED 1ST YEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

c. By Special Funds ( ) (detail on supplemental sheet and indicate Federal, State, or Other).

d. Other (X) This course will be offered as part of the PACE Liberal Studies Program.

It is funded by the PACE hourly budget.

$______________

$______________

TOTAL FUNDS AVAILABLE

$______________

14. If the course is an existing District course attach a copy of the existing catalog course description(s) that were used as a model for this course.


+1. Associate, 2. Certificate, 3. Apprentice

** A sequence of learning showing the course/program relationship should accompany each new course and add submittal form.
15. **TEXTBOOK(S):** List all publications, no-print media, software, recommended readings including those materials to be put in the Library/LRC.

<table>
<thead>
<tr>
<th>Author</th>
<th>Title</th>
<th>Publisher</th>
</tr>
</thead>
<tbody>
<tr>
<td>de Blij &amp; Muller</td>
<td>Geography: Regions and Concepts</td>
<td>John Wiley and Sons</td>
</tr>
<tr>
<td>R. Minshull</td>
<td>Regional Geography: Theory and Practice</td>
<td>Hutchinson</td>
</tr>
<tr>
<td>Rand McNally</td>
<td>Goode's World Atlas</td>
<td></td>
</tr>
</tbody>
</table>

(Use additional pages if required) * Refer to syllabus for current textbook.

Non-print media, software and recommended readings:

- Selected U.S.G.S. maps

16. **SUPPLIES:** List materials and supplies that students are required to purchase or use for this course:

- Notebook, pen, pencil
17. **COURSE OBJECTIVES:** Be sure to include how critical thinking skills will be developed.

As a result of completing this course, students will be able to:

- describe the geography discipline as a body of concepts and a method of study;
- list the fundamental concepts inherent in geography as a discipline;
- describe the method of study associated with geography;
- compare and contrast the cultural, political, and economic geographic backgrounds of selected countries of the major regions of the world;
- compare and contrast the physical geography of selected countries of the major regions of the world; and
- demonstrate critical thinking skills by analyzing selected geographical regions using criteria given in class and methods particular to the discipline to deduce the interaction between people and their environment.
18. ASSIGNMENTS THAT DEVELOP CRITICAL THINKING:

A. Written Assignments

X Essay(s) Summaries/Abstracts
X Journals/Logs Term paper(s)
X Research Project/Paper Report(s)
X Other (specify) Contour map analysis

B. Symbol Systems

X Logic Music Projects
X Computation Other (specify)
X Drafting/Graphics

C. Skills

X Verbal/Communication Written Laboratory
X Analytical Other (specify)
X Physical

D. Other Assignments

X Field Trips. Lectures
X Meetings Readings
X Special Films and Library/LRC
X TV Programs
X Other (specify)

19. INSTRUCTIONAL MODES:

X Lecture Lecture/Discussion
X Lecture/Laboratory Laboratory
X Demonstration Seminar
X One-on-One Conference Oral Drills
X Work Experience Computer Interactive Assignment
X Audio Visual Guest Speakers
X Field Experience Independent/Directed Studies
X Small Group Discussions
X Other (specify):

20. EVALUATION METHODS:

Multiple methods must be used to determine the student's final grade which are consistent with the course objectives, content and scope of the course.

X Standardized Tests Criterion Reference Tests
X Observation Record of Homework
X Essays/Essay Tests Written Compositions
X Quizzes, Unit Tests, Oral Presentations
X Midterms Class Participation
X Laboratory Reports Skills Demonstrations
X Term Papers, Projects, Final Exams
X Reports
X Problem-Solving
X Exercises
X Other (specify):
21. **COURSE CONTENT:**

Please outline by topic or activity and include time schedule (hours/weeks).

**Total Time 18 weeks (or ___ days)**

<table>
<thead>
<tr>
<th>Time Allocated</th>
<th>Topic or Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 – 2</td>
<td>Introduction to the field of geography, physical geography, and cultural geography</td>
</tr>
<tr>
<td>Week 3 – 4</td>
<td>Northwest Europe, physical and cultural environment</td>
</tr>
<tr>
<td>Week 5 – 6</td>
<td>Russia, physical and cultural environment</td>
</tr>
<tr>
<td>Week 7 – 8</td>
<td>China, physical and cultural environment</td>
</tr>
<tr>
<td>Week 9 – 10</td>
<td>Anglo-America physical and cultural environment</td>
</tr>
<tr>
<td>Week 11 – 12</td>
<td>Australia, New Zealand, and Oceania</td>
</tr>
<tr>
<td>Week 13 – 14</td>
<td>Latin America physical environment</td>
</tr>
<tr>
<td>Week 15 – 16</td>
<td>Latin America cultural environment</td>
</tr>
<tr>
<td>Week 17</td>
<td>Africa, Southern Sahara physical and cultural environment</td>
</tr>
<tr>
<td>Week 18</td>
<td>North Africa physical and cultural environment</td>
</tr>
<tr>
<td></td>
<td>Final Exam</td>
</tr>
</tbody>
</table>
# World Regional Geography

**3 units, 3 hours per week, 18 week semester**

**Pre-requisite:** None

**Instructor:** E. Managan

**Math-Science Cluster**

**Textbook:** Geography: Realms, Regions and Concepts by Harm deBlij, 8/E

1997

Student Study Guide by Peter Muller

Desk Outline Project Maps: Russia, North Africa/Southwest Asia and South America

1 Package Scantrons

<table>
<thead>
<tr>
<th>Week</th>
<th>Text</th>
<th>Test</th>
<th>Realms Regions Concepts</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 to 3</td>
<td>Introduction</td>
<td>Test 1: 3rd wk.</td>
<td>Introduction Geographic Realms Regional Concepts Natural Environment Climate Regions Human Landscapes Demography Realms, Regions, States Development</td>
<td>Definition Scale Plate Tectonics Paleoclimates Earth Hydrology Classifications Cultural Ethnicity Population Urbanization Indices Patterns</td>
</tr>
<tr>
<td>4 to 7</td>
<td>Chapter 6</td>
<td>Test 2: 7th Wk.</td>
<td>Realms: Arab World Dry World Islam Other Religions Energy Resources Regions of the Realm Concept Desertification Middle East Inner Asia</td>
<td>Defining the Realm Historical Approach Culture Hearths Landscape: Physical and Cultural Rise and Diffusion Fundamentalism Judaism Christianity Impact of Oil OPEC Egypt: The Nile and North Sudan African Transition Zones: The Sahel Israelis/Palestinians Cyprus Turkestan</td>
</tr>
<tr>
<td>3 to 10</td>
<td>Chapter 7</td>
<td>Test 3</td>
<td>Subsaharan Africa Realm Historical Geography</td>
<td>Defining the Realm Unique Location Natural Environment Tribalism, Colonialism Slave Trade</td>
</tr>
<tr>
<td>10th wk is Vacation</td>
<td>11th wk.</td>
<td>11th Wk.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week</td>
<td>Text</td>
<td>Test</td>
<td>Realms, Regions Concepts</td>
<td>Topics</td>
</tr>
<tr>
<td>-----------</td>
<td>---------</td>
<td>--------</td>
<td>--------------------------</td>
<td>---------------------------------------------</td>
</tr>
<tr>
<td>8 to 11</td>
<td>Chapter 7</td>
<td>Test 3</td>
<td>Subsaharan Africa Realm</td>
<td>Health Problems Plantations:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Tropical Disease</td>
<td>Green Revolution</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Economy: Agricultural</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Regions of the Realm</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>West Africa</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Equatorial Africa</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>East Africa</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Anthropological View</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Southern Africa</td>
<td></td>
</tr>
<tr>
<td>12 to 14</td>
<td>Chapter 9</td>
<td>Test 4</td>
<td>East Asia Realm</td>
<td>Defining the Realm Geographical Qualities</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Historical Approach</td>
<td>Chinese Culture Heart!</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Population Control</td>
<td>The One Child/ Family</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Core Areas</td>
<td>Urbanization</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Tools for Economic</td>
<td>Island Transfers</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Development</td>
<td>Special Economic Zones (SEZs)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Exclusive Economic Zones (EEZs)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Structure</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Asian Cities</td>
<td>Extent and Environment</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Regions of the Realm</td>
<td>Core Areas</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>China Proper</td>
<td>Agricultural Zones</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>China's Northeast</td>
<td>Pacific Rim countries of Japan, South Korea, and Taiwan</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Insdutrially Developed</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>JAKOTA Triangle</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Development</td>
<td></td>
</tr>
<tr>
<td>15 to 18</td>
<td>Chapter 2</td>
<td></td>
<td>Russian Federation Realm (GOS)</td>
<td>Defining the Realm Geographical Qualities</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Communism</td>
<td>Soviet Economic Framework</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Federation</td>
<td>Federal Economic Framework</td>
</tr>
<tr>
<td>Week</td>
<td>Text</td>
<td>Test</td>
<td>Realms, Regions Concepts</td>
<td>Topics</td>
</tr>
<tr>
<td>------</td>
<td>------------</td>
<td>------</td>
<td>--------------------------</td>
<td>---------------------------------------------</td>
</tr>
<tr>
<td>15 to 18</td>
<td>Chapter 2</td>
<td></td>
<td>Russian Federation Realm</td>
<td>European Russia Borderlands Where Europe meets Asia</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Regions of the Realm</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Russian Core</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Eastern Frontier</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Transcaucasus</td>
<td></td>
</tr>
<tr>
<td>Chapter 5</td>
<td></td>
<td></td>
<td>South America Realm</td>
<td>Defining the Realm Geographic Qualities Indigeneous Population</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Historical Approach</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Sequent Occupance Concept</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Trading Blocs: Economic Integration</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Latin American Cities</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Regions of the Realm</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Brazil, most populous and largest state Concept: Deforestation</td>
<td>Amazon Basin Coastal Megacities Brasilia, F. D. Venezuela, Orinoco/Llanos, Guiana Highlands Northern Andes, Peru</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Caribbean South America</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Andean South America</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The South: Mid-Latitude South America</td>
<td></td>
</tr>
</tbody>
</table>

18th Week: FINAL EXAMINATION: CHAPTERS 2 and 5

Grading Policy:
4 Tests @ 10% each 40%
1 Article Reviews 10%
1 Web Site Report 10%
Final Examination 20%
Map Location Work 20%

Semester Grade Evaluation based on percent correct of test scores.
100% to 90% A
89% to 80% B
79% to 65% C
64% to 50% D
Below 50% F

OBJECTIVES: This course offers geographical survey of the world's realms, regions and subregions. Emphasis is on defining geographic realms and regions and including geographical concepts that bring an understanding of current global concerns and problems. Spatial arrangement and organization of geographic phenomena is also emphasized in this World Regional Geography course.
1. COLLEGE  Los Angeles Mission College

2. COURSE STATUS:  New Course [ ]  Addition of District Course [ ]  Update [X]  
   Effective Semester/Year  1/98  
   Reinstatement [ ]

3. DESIGNATION:  Associate Degree Applicable [X]  
   Non-Associate Degree Applicable [ ]

4. COURSE INFORMATION:
   A. Subject Code:  456  TOP Code: 2206.00
   
   B. Geography  
   Subject Title:  (Not to exceed 40 spaces.)
   
   C. Course Number:  014
   
   Geography of California  
   Course Title:  (Not to exceed 60 spaces.)

   D. Units  3  
   E. Hours per week:  using the standard semester, give:  
      3 lecture;  laboratory (with homework);  laboratory (without homework);  
      total laboratory;  total hours/wk. of lecture and lab.

   Note:  The Carnegie Rule and Title 5, section 55002 set forth the minimum weekly standards  
   which require:  One hour lecture, two hours homework  = one unit  
   Two hours of lab with homework  = one unit  
   Three hours of lab without homework  = one unit

   Lecture also includes discussion and/or demonstration hours.  
   Laboratory includes activity and/or studio hours.

   F. Repetition(s):  [0]  How does the repetition of this course meet Title 5 sections  
      55761-55765 and 58161 requirements?

   G. Special Class Status:  Course is a "special class" for students with disabilities.  
      Yes [ ] No [X] (MIS-CB13)*

5. BASIC SKILLS STATUS:
   [ ] Precollegiate Basic Skills Credit Course Non-degree Applicable (MIS-P)*

   * Note:  
   MIS + Code = Special Management Information System Codes required for reporting purposes  
   by the State Chancellor's Office.

   CD - PNCR - Adopted March, 1995
PREREQUISITE(S): None

Has this prerequisite been validated in accordance with Title 5, section 58106? Yes [ ] No [ ] If yes, attach validation form and data.

COREQUISITE(S): None

Has this corequisite been validated in accordance with Title 5, section 58106? Yes [ ] No [ ] If yes, attach validation form and data.

ADVISORY(IES): None

Has this recommendation been validated in accordance with Title 5, section 58106? Yes [ ] No [ ] If yes, attach validation form and data.

7. CULTURAL DIVERSITY:
How does this course include cultural diversity in its approach and/or content?
The theme of cultural diversity within the population of California is maintained in historic and contemporary demographic statistical records. Immigration to California is a culture trait of California.

8. DESCRIPTION: As it will appear in the college catalog and on course outline. (Not to exceed 40 words.)
This course is a regional study of California's physical, historical, economic and cultural geography. Emphasis is placed on natural regions, historical background and contributions of diverse culture people groups. Rural and urban environmental issues are also presented.

9. RATIONALE FOR THIS COURSE: Check the appropriate reason(s) below. The explanation will be presented to the Board of Trustees for approval:

[X] Student Demand/Need
[ ] Advisory Council Committee Recommendation
[ ] Articulation Need
[ ] Program Change Need
[ ] Industry/Business Need
[ ] Other

Please provide a brief explanation:
Course is needed for California elementary teachers and social science requirements.

10. MULTIPLE COURSE INDEX STATUS: (Cross reference) Is this course listed as equivalent in content to existing college District courses in another discipline? Yes [ ] No [X] If yes, list courses: (Documentation of cross-discipline agreement must be provided.)

11. COURSE CLASSIFICATION: Check only one.

[X] Liberal Arts and Sciences (MIS-A)*
[ ] Courses for the Substantially Handicapped (MIS-E)*
[ ] Developmental Preparatory (MIS-B)*
[ ] Occupational Education (MIS-I)*
[ ] Basic Skills (MIS-P)*

Note: MIS + Code = Special Management Information System Codes required for reporting purposes by the State Chancellor's Office.

CD - PWCR - Adopted March, 1995
COURSE RELATIONSHIP TO PROGRAM:

A. Occupational: Yes [ ] No [X] (If no, go to B.)

SAM Code (Student Accountability Model) Check only one.

[ ] Apprenticeship (Approved for offering to apprentices only.) (MIS-A)*
[ ] Advanced Occupational (but not limited to apprentices) (MIS-B)*
[ ] Clearly Occupational (but not advanced) (MIS-C)*
[ ] Possibly Occupational (MIS-D)*

* Occupational Program Requirement: Yes [ ] No [ ] (If yes, check a. and/or b.)

a. [ ] Required for A.S. Degree
b. [ ] Required for Occupational Certificate

ATTACH A COPY of the program showing the placement of the course in the sequence of learning as it will appear in the catalog.

* Occupational Program Elective:

a. Is this course designated as an elective within a proposed or existing occupational program? Yes [ ] No [ ]

b. Will this elective be counted as part of the total units? Yes [ ] No [X]

ATTACH A COPY of the program and identify all the electives within the program showing the placement of this course in the program.

B. General Education:

* Meets general education requirements for graduation? Yes [X] No [ ]

If yes, indicate which requirement.

[ ] a. Natural Science
[X] b. Social and Behavioral Sciences:
[ ] 1. American Institutions
[X] 2. Social Sciences
[ ] c. Humanities
[ ] d. Language and Rationality:
[ ] 1. English Composition
[ ] 2. Communication and Analytical Thinking
[ ] e. Health and Physical Education

C. Major requirement for Associate Degree: Meets the major requirements for an A.A./A.S.? Yes [ ] No [X]

D. Elective Credit for Associate Degree: Is this course an elective for the A.A./A.S.? Yes [X] No [ ]

E. Other Baccalaureate Level Courses: Meets transfer requirements? Yes [X] No [ ]

If yes, check all that apply: (Item #11. must also be completed.)
General Education [X]; Major(s) Requirement [X]; Transfer Elective [X]

Note: MIS + Code = Special Management Information System Codes required for reporting purposes by the State Chancellor's Office.
ARTICULATION:

- [X] Requesting to be acceptable for University of California credit
- [X] Requesting to be acceptable for California State University credit
- [X] Requesting CSU General Education Certificate
  (Check designation area below if request is made for General Education.)

  [ ] 1. Communication in the English Language and Critical Thinking
  [ ] 2. Physical Universe and Life Forms
  [ ] 3. Arts, Literature, Philosophy, and Foreign Language
  [X] 4. Social, Political, Economic Institutions, Behavior, and Historical Background
  [ ] 5. Lifelong Understanding and Self-development

- Requesting IGETC (Interssegmental General Education Transfer Curriculum) designation:

  [ ] Area 1 English Communication; [ ] Group A--English Composition;
  [ ] Group B--Critical Thinking and Composition; [ ] Group C--Oral Communication

  [ ] Area 2 Mathematical Concepts/Quantitative Reasoning

  [ ] Area 3 Arts and Humanities; [ ] Group A--Arts; [ ] Group B--Humanities

  [X] Area 4 Social and Behavioral Sciences

  [ ] Area 5 Physical Science; [ ] Group A--Physical Science;
  [ ] Group B--Biological Science

EDUCATIONAL PROGRAM STATUS: Is this course part of an approved program? Yes [ ] No [X]
If yes, identify the appropriate program(s).

Program Title: ___________________________

Program Designation: [ ] Occupational [ ] Non-occupational

Degree Objective: [X] Associate [ ] Certificate [ ] Apprentice

If this course is intended to be part of a new or existing certificate or Associate Degree Program, ATTACH COPY of the required program including the placement of this course.

15. COORDINATION: List persons contacted in the District Discipline Committee and/or other colleges:

1. Dr. Domenick Miretti
   Name
   Dr. Domenick Miretti
   Chair, Earth Sciences
   Title
   ELAC
   College

* 2. David J. Larson
   Name
   David J. Larson
   Prof. & Chair, Earth Sciences
   Title
   CSUH
   College

3. __________________________
   Name
   __________________________
   Title
   __________________________
   College

* principal source

JCD - FNCR - Adopted March, 1995
1. **METHOD OF INSTRUCTION:** [X] Traditional  [ ] Non-traditional
   If non-traditional, check one below:
   [ ] Interdisciplinary  [ ] Applied Academics  [ ] Special Topics
   [ ] Individualized  [ ] Modularized  [ ] Linked/Block
   [ ] Distance Learning  [ ] Work Site  [ ] Study Abroad
   [ ] Other (Explain)

18. **INDICATE HOW THE COLLEGE PLANS TO MEET THE EXPENSE OF THIS COURSE:**
   [ ] By additional funds. Describe.

   [ ] By canceling class sections. Describe.

   [X] By deleting/rotating sections of existing courses: Number of sections to be deleted:
   First year 1  Second year 1  Third year 1
   Will this directly impact other programs on campus? Yes [ ] No [X]
   If yes, briefly explain how.

19. **METHOD OF SUPPORT:** (Indicate how the college plans to support the proposed course.)
   A. Number of faculty needed: [ ] Full-time  [1] Part-time
   B. Number of other staff: [ ] Classified  [ ] Student Worker
   C. Classroom type needed: standard capacity classroom, #1013 in instructional bldg.
   D. Equipment [X] Available  [ ] Plan to obtain (Attach list and funding sources.)
   E. Supplies needed: (Indicate dollar value.)

   F. Library/Learning Resources: [ ] Adequate  [X] Plan to obtain (Describe how.)
   Tutorial software with site license from instructional equipment/library material/
technology block grant.
TEXTBOOK(S): List all publications, non-print media, software, recommended readings including those materials to be put in the Library/LRC.

Author  Peters, Lantis, Karinen, Title California
Steiner
Publisher Kendall/Hunt Publishing Edition 2nd
Company (1997)

Author  Title California Patterns: A Geographical and
David Hornbeck Historical Atlas
Publisher Mayfield Publishing Co. Edition 1983

Author Title Project Outline Maps of California
Publisher Rand McNally Nystrom Edition (8 1/2" x 11"

(Use additional pages if required) * Refer to syllabus for current textbook. Non-print media, software and recommended readings:

Recommended readings: copies to be on reserve in library

The Seven States of California by Philip Fradkin, 1995

Road map of California, raised relief maps of California used as
classroom reference maps

21. SUPPLIES: List materials and supplies that students are required to purchase or use for this course:

notebook, pen, pencil, scantrons, blue book, CD-ROM on California

statistics that comes with textbook copy of California by Peters

22. COURSE OBJECTIVES/EXIT COMPETENCIES: Upon completion of this course students will have the following exit competencies (competencies are typically demonstrated by the ability to evaluate, synthesize, analyze and apply course information).
The student will be able to:

1. increase understanding of the natural and human processes that have shaped the contemporary landscape of California;

2. gain an understanding of California’s physical environment and recognize how its diverse natural regions are organized;

3. become familiar with the state’s significant economic activities and their distribution; and

4. become aware of the changing demographic profile within California’s cultural and ethnic communities.
ASSIGNMENTS THAT DEVELOP CRITICAL THINKING:

A. Written Assignments

- Essay(s)
- Journals/Logs
- Research Project/Paper
- Other (specify) atlas assignments

B. Symbol Systems

- Logic
- Computation
- Drafting/ Graphics
- Music
- Projects
- Other (specify) maps, wall, atlas, and project

C. Skills

- Verbal/ Communication
- Analytical
- Physical
- Written
- Laboratory
- Other (specify)

D. Other Assignments

- Field Trips
- Meetings
- Special Films and TV Programs
- Other (specify)

24. INSTRUCTIONAL MODES:

- Lecture
- Lecture/Laboratory
- Demonstration
- One-on-One Conference
- Work Experience
- Audio Visual
- Field Experience
- Small Group Discussions
- Other (specify)

- Lecture/Discussion
- Laboratory
- Seminar
- Oral Drills
- Computer Interactive Assignment
- Guest Speakers
- Independent/Directed Studies

25. EVALUATION METHODS:

Multiple methods must be used to determine the student's final grade which are consistent with the course objectives, content and scope of the course.

- Standardized Tests
- Observation Record of Student Performance
- Essays/Essay Tests
- Quizzes, Unit Tests, Midterm
- Laboratory Reports
- Term Papers, Projects, Reports
- Problem-solving Exercises
- Other (specify)

- Criterion Reference Tests
- Homework
- Written Compositions
- Oral Presentations
- Class Participation
- Skills Demonstrations
- Final Exam
### Course Content:

Please outline by topic or activity and include time schedule (hours/weeks).

**Total Time: 18 weeks (or __ _ days)**

<table>
<thead>
<tr>
<th>I. Allocated</th>
<th>Topic or Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td><strong>I. Introduction</strong></td>
</tr>
<tr>
<td></td>
<td>A. California's size</td>
</tr>
<tr>
<td></td>
<td>B. California's location</td>
</tr>
<tr>
<td></td>
<td>C. California's internal divisions and regions</td>
</tr>
<tr>
<td></td>
<td>1. Man-made boundaries</td>
</tr>
<tr>
<td></td>
<td>2. Natural borders</td>
</tr>
<tr>
<td><strong>Weeks 2-3</strong></td>
<td><strong>II. Geomorphic survey of California</strong></td>
</tr>
<tr>
<td></td>
<td>A. Solid tectonic processes</td>
</tr>
<tr>
<td></td>
<td>B. Volcanic regions</td>
</tr>
<tr>
<td></td>
<td>C. Ranges and mountains</td>
</tr>
<tr>
<td></td>
<td>D. Physiographic regions</td>
</tr>
<tr>
<td></td>
<td>E. Gradational landform features</td>
</tr>
<tr>
<td><strong>Week 4</strong></td>
<td><strong>III. California's weather</strong></td>
</tr>
<tr>
<td></td>
<td>A. Meteorological mechanism and controls</td>
</tr>
<tr>
<td></td>
<td>B. Distribution of rainfall</td>
</tr>
<tr>
<td></td>
<td>C. Climate types, distribution, and plant communities</td>
</tr>
<tr>
<td><strong>Weeks 5-7</strong></td>
<td><strong>IV. Historical geography of California: Successive periods of human occupancy</strong></td>
</tr>
<tr>
<td></td>
<td>A. Indian</td>
</tr>
<tr>
<td></td>
<td>B. Spanish</td>
</tr>
<tr>
<td></td>
<td>C. Mexican</td>
</tr>
<tr>
<td></td>
<td>D. American</td>
</tr>
<tr>
<td><strong>Weeks 8-9</strong></td>
<td><strong>V. Eastern borderlands: Historical and contemporary view</strong></td>
</tr>
<tr>
<td></td>
<td>A. Oregon to Arizona</td>
</tr>
<tr>
<td></td>
<td>B. Modoc volcanic plateau</td>
</tr>
<tr>
<td></td>
<td>C. Basin and ranges east of the Sierra Nevada Mountains</td>
</tr>
<tr>
<td><strong>Week 10</strong></td>
<td><strong>VI. California's irrigated heartland</strong></td>
</tr>
<tr>
<td></td>
<td>A. The Central Valley and the Colorado Desert</td>
</tr>
<tr>
<td></td>
<td>B. Natural water systems and engineered water storage and transfer systems, ground water</td>
</tr>
<tr>
<td></td>
<td>C. Crop specialization: Historical change through time</td>
</tr>
<tr>
<td></td>
<td>D. Cities of the Central Valley</td>
</tr>
<tr>
<td></td>
<td>1. Redding to Sacramento</td>
</tr>
<tr>
<td></td>
<td>2. Stockton to Bakersfield</td>
</tr>
<tr>
<td><strong>Week 10</strong></td>
<td><strong>VII. Central Coast Region</strong></td>
</tr>
<tr>
<td></td>
<td>A. Santa Cruz to Lompoc</td>
</tr>
<tr>
<td></td>
<td>B. Coastal embayments: Monterey Bay, scenic coastal zone: Highway 1</td>
</tr>
<tr>
<td></td>
<td>C. Plate Tectonic boundary: San Andreas Fault</td>
</tr>
<tr>
<td></td>
<td>D. Rugged ridges: inland agricultural valleys</td>
</tr>
</tbody>
</table>
VIII. California's block-faulted Sierra Nevada Region

A. National forests, rangelands, and winter snow catchment areas
B. Federal lands, national parks and private inholdings
C. Foothill towns with historical ties to California's Gold Rush
D. Ranching

IX. Urbanized California: Southern California Region

A. San Diego to Santa Barbara
B. San Bernardino to Long Beach
C. The Greater Los Angeles Area
   1. Historical beginnings
   2. Sequential expansion and population growth
   3. Twentieth century economic development
   4. Transverse ranges bordering the Los Angeles Basin as greenbelts
   5. Natural amenities of climate and proximity to the Pacific coast
   6. Urban realms, suburban landscape and transportation systems
D. Demographics
   1. Diverse culture groups
   2. Distribution
   3. Contributions

X. Urbanized California: The San Francisco--Oakland Bay Region

A. Spatial arrangement and organization:
   Natural subregions
   1. The Bay
   2. The Delta
   3. The Napa/Sonoma Valleys north of the Bay
   4. Silicon Valley south of the Bay
   5. Peninsular San Francisco and communities to the south
B. Identification of culture groups in the Bay Area
   1. Historical development and origins
   2. Bay Area ideological and cultural orientation

Week 18
Final Exam
CERTIFICATION AND RECOMMENDATION

X This course meets Title 5 requirements for Associate Degree applicable college credit towards an Associate of Arts Degree.

This course meets Title 5 requirements but does not satisfy the requirements for an Associate Degree applicable course.

We certify that the information and answers above properly represent this course.

Joanne Kalter-Flink  
Articulation Officer  1/8/98  Date

Librarian  1/12/98  Date

Department/Cluster Chairperson  1/12/98  Date

Curriculum Committee Chairperson  1/8/98  Date

Academic Senate President  1/12/98  Date

Vice President, Academic Affairs  1/12/98  Date

College President  1/13/98  Date
ASSOCIATE DEGREE CREDIT COURSE

LOS ANGELES COMMUNITY COLLEGE DISTRICT
Division of Educational Services
Office of Instructional Services

(X) Existing course
Omit #’s 11-14

PROPOSED NEW COURSE REQUEST (PNCR)

( ) Proposed NEW Course
( ) Proposed ADDITION of a District Course

1. COLLEGE: Los Angeles Mission College

2. COURSE INFORMATION: Attach Course Outline

SUBJECT CODE 4 5 6
EFFECTIVE SEMESTER Fall 1990

Geography
SUBJECT TITLE (not to exceed 40 spaces)
0 2 /
COURSE NUMBER

Cultural Elements of Geography
COURSE TITLE (not to exceed 60 spaces)
3 Units

3. PREREQUISITE: None
REPEATABILITY: No

HOURS PER WEEK: Lecture 3 , Laboratory , Other (specify) , Total Hrs. Per Wk. 3

4. DESCRIPTION: (as it is to appear in the college catalog and Board of Trustees Action. (Limit to 40 words)
This course offers a study of the tremendous variety of humans who occupy this planet Earth and their development of cultures, languages, economics, social and political systems, and their religions. Emphasis will be on the role of humans as they alter the face of the earth.

5. ARTICULATION: It is recommended that this course be articulated as:
(X) Acceptable for credit, University of California
(X) Acceptable for credit, California State University & Colleges (Baccalaureate)
( ) Occupational ( ) Prerequisite/Developmental

Request for General Education Transfer Certification Designation (Areas):
A. Communication/Critical Thinking ( ) B. Science and Math ( ) C. Humanities ( )
D. Social Sciences ( ) E. Lifelong Understanding/Self Development ( )

6. Rationale for offering this course: (For new course, this statement will be used for Board of Trustees action. (Not to exceed 25 words).
Requirement for fulfilling a major and for transfer purposes

8. MULTIPLE COURSE INDEX STATUS: (cross reference) Should this course be listed as equivalent in content to existing District courses? Yes ( ) No (X) If yes, list courses.

\[\text{Signature} \quad 6-4-91 \quad \text{Department/Cluster Chair} \quad \text{Date} \quad \text{Curriculum Committee Chair} \quad \text{Date} \]

\[\text{Signature} \quad 6/10/91 \quad \text{Vice President, Academic Affairs} \quad \text{Date} \quad \text{College President} \quad \text{Date} \]
9. EDUCATIONAL PROGRAM STATUS: (List the educational programs in which course will appear).

<table>
<thead>
<tr>
<th>TOP CODE</th>
<th>PROGRAM TITLE</th>
<th>*PROGRAM DESIGNATION</th>
<th>+DEGREE OBJECTIVE</th>
<th>APPROVED</th>
<th>PROPOSED</th>
</tr>
</thead>
<tbody>
<tr>
<td>2206.00</td>
<td>Geography</td>
<td></td>
<td>2</td>
<td>1</td>
<td>X</td>
</tr>
</tbody>
</table>

10. ** COURSE RELATIONSHIP TO PROGRAM

A. OCCUPATIONAL PROGRAM REQUIREMENT: ( ) If the course is designated as a requirement of a proposed or existing occupational program, attach a copy of the program showing the placement of the course in the sequence of learning as it will appear in the catalog.

B. OCCUPATIONAL PROGRAM ELECTIVE: ( ) If the course is designed as an elective within a proposed or existing occupational program, attach a list of the other electives within the program.

C. GENERAL EDUCATION REQUIREMENTS FOR ASSOCIATE DEGREE: Will this course be designated by the college as a meeting of the general education requirements for graduation? Yes (X) No ( ). If yes, please indicate which requirement (Areas): A. Natural Science ( ), B. Social and Behavioral Sciences (X), C. Humanities ( ), D. Language and Rationality: 1. English Composition ( ) 2. Communication and Analytical Thinking ( ), E. Health and Physical Education ( ).

D. OTHER BACCALAUREATE LEVEL COURSE: ( ) This course does not meet a general education graduation or occupational program requirement but will be accepted towards the completion of the transfer program(s) listed in item no. 9.

E. CONTINUING EDUCATION: ( ) If the course is designed to meet a continuing education need attach a description of the need.

11. ESTIMATED AVERAGE ENROLLMENT PER SECTION

<table>
<thead>
<tr>
<th>1st yr.</th>
<th>2nd yr.</th>
<th>3rd yr.</th>
<th>4th yr.</th>
<th>5th yr.</th>
</tr>
</thead>
</table>

12. COORDINATION: (List names and titles of persons contacted at other colleges in regard to this course).

<table>
<thead>
<tr>
<th>NAME</th>
<th>TITLE</th>
<th>COLLEGE</th>
</tr>
</thead>
</table>

13. INDICATE HOW THE COLLEGE PLANS TO SUPPORT THE PROPOSED COURSE.

a. By Additional Funds ( ) Describe. $ ______________

b. By deleting sections of existing courses ( ) NUMBER OF SECTIONS TO SUBJECT TITLE COURSE NUMBER BE DELETED 1ST YEAR /

c. By Special Funds ( ) (detail on supplemental sheet and indicate Federal, State, or Other). $ ______________

d. Other ( ) $ ______________

TOTAL FUNDS AVAILABLE $ ______________

14. If the course is an existing District course attach a copy of the existing catalog course description(s) that were used as a model for this course.


** A sequence of learning showing the course/program relationship should accompany each new course and add submittal form.
15. **TEXTBOOK(S):** List all publications, no-print media, software, recommended readings including those materials to be put in the Library/LRC.

**Author** Harm J. DeBlij  
**Title** Human Geography  
**Publisher** Wiley  
**Edition** 3rd

**Author**  
**Title**

**Publisher**  
**Edition**

**Author**  
**Title**

**Publisher**  
**Edition**

**Author**  
**Title**

**Publisher**  
**Edition**

(Use additional pages if required) * Refer to syllabus for current textbook.

Non-print media, software and recommended readings:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

16. **SUPPLIES.** List materials and supplies that students are required to purchase or use for this course:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
17. **COURSE OBJECTIVES.** Be sure to include how critical thinking skills will be developed.
As a result of completing this course, students will be able to:

1. Learn about humans and their problems (and happiness) of living on the planet Earth.

2. Learn about the tremendously increasing population growth on Earth that has been going on for the past thousand years.

3. Learn about the spread of religions, languages, technology (both agricultural and industrialization), and the political landscape over the world.
18. APPROPRIATE WRITING ASSIGNMENTS, SYMBOLIC MANIPULATION OR SKILLS DEMONSTRATIONS:

A. Written Assignments:

- Essay(s)
- Journals/Logs
- Research Project/Paper
- Other (specify)
- Summaries/Abstracts
- Term paper(s)
- Report(s)

B. Symbol Systems

- Logic
- Computation
- Drafting/Graphics
- Music
- Projects
- Other (specify)

C. Skills

- Verbal/Communication
- Analytical
- Physical
- Written
- Laboratory
- Other (specify)

D. Other Assignments

- Field Trips
- Meetings
- Special Films and TV Programs
- Other (specify)
- Lectures
- Readings
- Library/LRC

19. INSTRUCTIONAL MODES

- Lecture
- Lecture/Laboratory
- Demonstration
- One-on-One Conference
- Work Experience
- Audio Visual
- Field Experience
- Small Group Discussions
- Other (specify)
- Lecture/Discussion
- Laboratory
- Seminar
- Oral Drills
- Computer Interactive Assignment
- Guest Speakers
- Independent/Directed Studies

20. EVALUATION METHODS

Multiple methods must be used to determine the student's final grade which are consistent with the course objectives, content and scope of the course.

- Standardized Tests
- Observation Record of Student Performance
- Essays/Essay Tests
- Quizzes, Unit Tests, Midterms
- Laboratory Reports
- Term Papers, Projects, Reports
- Problem Solving Exercises
- Other (specify)
- Criterion Reference Tests
- Homework
- Written Compositions
- Oral Presentations
- Class Participation
- Skills Demonstrations
- Final Exams
21. COURSE CONTENT

Please outline by topic or activity and include time schedule (hours/weeks).

Total Time 18 weeks or ____ days).

<table>
<thead>
<tr>
<th>Time Allocated</th>
<th>Topic or Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1 4 Weeks</td>
<td>The World's Population problems</td>
</tr>
<tr>
<td>Unit 2 5 Weeks</td>
<td>The world's variety of cultural societies. An intense view of the &quot;races&quot; and &quot;ethnics&quot; of the world. Their languages and religions.</td>
</tr>
<tr>
<td>Unit 3 5 Weeks</td>
<td>The origin and spread of settlement patterns around the world and the rise of the concept of cities, from small towns to huge, heavily populated cities.</td>
</tr>
<tr>
<td>Unit 4 4 Weeks</td>
<td>The international political differences in the concept of nationalism through the research pattern of Geopolitics.</td>
</tr>
</tbody>
</table>
ASSOCIATE DEGREE CREDIT COURSE

LOS ANGELES COMMUNITY COLLEGE DISTRICT
Division of Educational Services
Office of Instructional Services

(X) Existing course
Omit #’s 11-14

PROPOSED NEW COURSE REQUEST (PNCR)

( ) Proposed NEW Course  ( ) Proposed ADDITION of a District Course

1. COLLEGE: Los Angeles Mission College

2. COURSE INFORMATION: (Attach Course Outline)

SUBJECT CODE 4 5 6 EFFECTIVE SEMESTER Fall 1990

Geography

SUBJECT TITLE (not to exceed 40 spaces)

Physical Geography

COURSE NUMBER

0 0 1 /

3

COURSE TITLE (not to exceed 60 spaces)

Units

3.

PREREQUISITE: None

REPEATABILITY : No

HOURS PER WEEK: Lecture 3 , Laboratory 0 , Other (specify) , Total Hrs. Per Wk. 3 .

5. DESCRIPTION: (as it is to appear in the college catalog and Board of Trustees Action. (Limit to 40 words)

This course offers a study of the physical elements of the earth, with emphasis on the nature, distribution, and relationships of land forms, climate, soils, vegetation, and their integrated patterns of world distribution.

6. ARTICULATION: It is recommended that this course be articulated as:

(X) Acceptable for credit, University of California
(X) Acceptable for credit, California State University & Colleges (Baccalaureate)

( ) Occupational ( ) Prerequisite/Developmental

Request for General Education Transfer Certification Designation (Areas):
A. Communication/Critical Thinking ( ) B. Science and Math (X) C. Humanities ( )
D. Social Sciences ( ) E. Lifelong Understanding/Self Development ( )

7. Rationale for offering this course: (For new course, this statement will be used for Board of Trustees action. (Not to exceed 25 words).

Requirement for fulfilling a major and for transfer purposes

8. MULTIPLE COURSE INDEX STATUS: (cross reference) Should this course be listed as equivalent in content to existing District courses? Yes ( ) No (X) If yes, list courses.

Department/Cluster Chair Date  Curriculum Committee Chair Date

Vice President, Academic Affairs Date  College President Date
9. EDUCATIONAL PROGRAM STATUS: (List the educational programs in which course will appear)

<table>
<thead>
<tr>
<th>TOP CODE</th>
<th>PROGRAM TITLE</th>
<th>*PROGRAM DESIGNATION</th>
<th>+DEGREE OBJECTIVE</th>
<th>DISTRICT APPROVAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2206.00</td>
<td>Geography</td>
<td>2</td>
<td>1</td>
<td>X</td>
</tr>
</tbody>
</table>

10. ** COURSE RELATIONSHIP TO PROGRAM
A. OCCUPATIONAL PROGRAM REQUIREMENT: ( ) If the course is designated as a requirement of a proposed or existing occupational program, attach a copy of the program showing the placement of the course in the sequence of learning as it will appear in the catalog.

B. OCCUPATIONAL PROGRAM ELECTIVE: ( ) If the course is designed as an elective within a proposed or existing occupational program, attach a list of the other electives within the program.

C. GENERAL EDUCATION REQUIREMENTS FOR ASSOCIATE DEGREE: Will this course be designated by the college as a meeting of the general education requirements for graduation? Yes (X) No ( ). If yes, please indicate which requirement (Areas): A. Natural Science (X), B. Social and Behavioral Sciences ( ), C. Humanities ( ), D. Language and Rationality: 1. English Composition ( ) 2. Communication and Analytical Thinking ( ), E. Health and Physical Education ( ).

D. OTHER BACCALAUREATE LEVEL COURSE: ( ) This course does not meet a general education graduation or occupational program requirement but will be accepted towards the completion of the transfer program(s) listed in item no. 9.

E. CONTINUING EDUCATION: ( ) If the course is designed to meet a continuing education need attach a description of the need.

11. ESTIMATED AVERAGE ENROLLMENT PER SECTION
1st yr. ____ 2nd yr. ____ 3rd yr. ____ 4th yr. ____ 5th yr. ____

12. COORDINATION: (List names and titles of persons contacted at other colleges in regard to this course).

<table>
<thead>
<tr>
<th>NAME</th>
<th>TITLE</th>
<th>COLLEGE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

13. INDICATE HOW THE COLLEGE PLANS TO SUPPORT THE PROPOSED COURSE.

a. By Additional Funds ( ) Describe. $ __________

b. By deleting sections of existing courses ( ) Subject Title Course Title Number of Sections to Be Deleted 1st Year

<table>
<thead>
<tr>
<th>SUBJECT TITLE</th>
<th>COURSE NUMBER</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

c. By Special Funds ( ) (detail on supplemental sheet and indicate Federal, State, or Other). $ __________
d. Other ( ) $ __________

TOTAL FUNDS AVAILABLE $ __________

14. If the course is an existing District course attach a copy of the existing catalog course description(s) that were used as a model for this course.


** A sequence of learning showing the course/program relationship should accompany each new course and add submittal form.
15. TEXTBOOK(S): List all publications, no-print media, software, recommended readings including those materials to be put in the Library/LRC.

Author Donald K. Fellows  Title Our Environment, An Intro. to Physical Geography
Publisher John Wiley & Sons  Edition Third

Author  Title
Publisher  Edition

Author  Title
Publisher  Edition

Author  Title
Publisher  Edition

(Use additional pages if required) * Refer to syllabus for current textbook.

Non-print media, software and recommended readings:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

16. SUPPLIES. List materials and supplies that students are required to purchase or use for this course:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
17. **COURSE OBJECTIVES.** Be sure to include how critical thinking skills will be developed.
As a result of completing this course, students will be able to:

1. Learn and have a clearer understanding of their home, the earth, from a more scientific point of view.

2. Acquire a greater understanding of the reasons why our climate changes, why we have earthquakes, and how the earth became so wonderfully sculptured.

3. To have a better understanding of their role in the changing forces of our earth.
18. APPROPRIATE WRITING ASSIGNMENTS, SYMBOLIC MANIPULATION OR SKILLS DEMONSTRATIONS:

A. Written Assignments:

___ Essay(s) ___________________________ Summaries/Abstracts
___ Journals/Logs ______________________ Term paper(s)
___ Research Project/Paper ____________ Report(s)
___ Other (specify)_______________________

B. Symbol Systems

___ Logic ______________________________ Music
___ Computation ________________________ Projects
___ Drafting/Graphics ____________________ Other (specify)

C. Skills

___ Verbal/Communication ____________ Written
___ Analytical ________________________ Laboratory
___ Physical __________________________ Other (specify)

D. Other Assignments

___ Field Trips ________________________ Lecture
___ Meetings ___________________________ Readings
___ Special Films and TV Programs _______ Library/LRC
___ Other (specify)_____________________

19. INSTRUCTIONAL MODES

___ Lecture __________________________ Lecture/Discussion
___ Lecture/Laboratory ________________ Laboratory
___ Demonstration ____________________ Seminar
___ One-on-One Conference ____________ Oral Drills
___ Work Experience __________________ Computer Interactive Assignment
___ Audio Visual ______________________ Guest Speakers
___ Field Experience __________________ Independent/Directed Studies
___ Small Group Discussions __________ Other (specify):

20. EVALUATION METHODS

Multiple methods must be used to determine the student’s final grade which are consistent with the course objectives, content and scope of the course.

___ Standardized Tests __________________ Criterion Reference Tests
___ Observation Record of ____________ Homework
      Student Performance
___ Essays/Essay Tests ________________ Written Compositions
___ Quizzes, Unit Tests, Midterms _______ Oral Presentations
___ Laboratory Reports _____________ X Class Participation
___ Term Papers, Projects, Reports ______ Skills Demonstrations
___ Problem Solving Exercises __________ Final Exams
___ Other (specify):____________________
21. COURSE CONTENT

Please outline by topic or activity and include time schedule (hours/weeks).

**Total Time 18 weeks or ____ days.**

<table>
<thead>
<tr>
<th>Time Allocated</th>
<th>Topic or Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1 4 Weeks</td>
<td>Understanding of the beginning and the formation of the earth and its relationship to the sun.</td>
</tr>
<tr>
<td>Unit 2 5 Weeks</td>
<td>Understanding of earth's variety of climates and vegetation, and the role of earth's waters.</td>
</tr>
<tr>
<td>Unit 3 4 Weeks</td>
<td>An understanding of geologic time and an in-depth study of the earth's structure, and the theory of plate tectonics as the prime reason for earthquakes and volcanoes.</td>
</tr>
<tr>
<td>Unit 4 5 Weeks</td>
<td>An understanding of the earth's sculptured face, the forces of weathering and erosion, and a view of the future.</td>
</tr>
</tbody>
</table>
CURRICULUM COMMITTEE PREREQUISITE CHANGE
(One subject to a page)

Effective Semester  F 97  

Subject  GEOGRAPHY  Course Number  015

PRESENT PREREQUISITE:  CONSEQUENCE

NONE

NEW PREREQUISITE:  Content review of these courses indicates that the two courses (GEOS 610 and GEOS 615) may be taken concurrently.

REASON:

Signature  [Signature]  Approved  [Signature]
(Dept. Chairperson)  (Vice President, Academic Affairs)

PRESENT PREREQUISITE:

NEW PREREQUISITE:

REASON:

Signature 
(Dept. Chairperson)

Approved  [Signature]
(Vice President, Academic Affairs)

PRESENT PREREQUISITE:

NEW PREREQUISITE:

REASON:

Signature  [Signature]  Approved  [Signature]
(Dept. Chairperson)  (Vice President, Academic Affairs)

17/90  2/11-90
CURRICULUM COMMITTEE PREREQUISITE CHANGE
(One subject to a page)

Effective Semester E97 Course Number 0/5

DATE 05.01.97

Subject GEOGRAPHY

PRESENT PREREQUISITE:
GEOGRAPHY 1

NEW PREREQUISITE:
GEOGRAPHY 1

REASON: This is the validation of an existing prerequisite.

Signature (Dept. Chairperson) Approved (Vice President, Academic Affairs)

PRESENT PREREQUISITE:

NEW PREREQUISITE:

REASON:

Signature (Dept. Chairperson) Approved (Vice President, Academic Affairs)

PRESENT PREREQUISITE:

NEW PREREQUISITE:

REASON:

Signature (Dept. Chairperson) Approved (Vice President, Academic Affairs)

17/90 2/11-90