Los Angeles Mission College
Institutional Effectiveness
UNIT ASSESSMENT

ACADEMIC DISCIPLINES AND PROGRAMS

Unit: HISTORY

Name of person(s) completing this form: Ruth Sayama

Extension: 7731

Date submitted: 3/17/02

Instructions: Following you will find the college goals that the HISTORY 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 HISTORY 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. HISTORY 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, HISTORY 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. HISTORY 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 **HISTORY** courses.

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

**Success indicators for objective #2:**

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

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

3. Students who complete courses in the **HISTORY** 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 **HISTORY** 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 **HISTORY** 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 **HISTORY** courses will report satisfaction with the quality of instruction. [WASC]

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

8. All **HISTORY** 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 **HISTORY** 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 **HISTORY** instructors. [WASC]

2. **HISTORY** 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 HISTORY discipline/program. [WASC]

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

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

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

Unit objective #4 supporting goal #1:

The HISTORY 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 HISTORY courses upon completion of the prerequisite courses. (PFE)

2. 71.9% of students who enroll in HISTORY 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 HISTORY that transfer to four-year institutions. (PFE)

4. There will be a 3.4% increase in the number of students who enroll in HISTORY 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 HISTORY discipline/program.

Unit objective #5 supporting goal #1:

The HISTORY 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 HISTORY 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 HISTORY faculty provide students with clear expectations concerning the principles of academic honesty and sanctions for violation.

3. A majority of HISTORY faculty will affirm on surveys that academic freedom is protected at the college.
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:

Success rates have been highest in History 12 (U.S. History) over the past 4 years, 52% and in History 43 (Mexican in the Southwest) 63%. Though enrollment has been low and do not indicate any significant increase in History 43. History 11 (U.S. History) American Institutions meeting requirements for transfer has a success rate of 50%; Hist 1 (Western Civ) a rate of 40%... This due to the inherent rigor of course content.

Plan for improvement:

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

The department is currently assessing and reviewing all course outlines and advisories of English 28 will be requested. This in an effort to improve retention and achievement in students who choose to enroll in the course.

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

It is postulated that there will be a significant decrease in enrollment when advisories are in place. However, it is anticipated that the success and retention rates will improve significantly.
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>
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</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. 
2. 
3. 
4. 

5. 
6. 
7. 
8. 

Validation team report:

Recommendations:
## Los Angeles Mission College
### Unit Assessment Data

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

**Credit/Non-Credit:** Credit  
**Discipline:** HISTORY  
**Full or Short-term:** Full

| Day/Eve Course | Basic Skills | Deg Appli | CSU Trans | UC Trans | Sec Cnt | Enrl | Wait | Sec Cnt | Enrl | Wait | Sec Cnt | Enrl | Wait | Sec Cnt | Enrl | Wait | Sec Cnt | Enrl | Wait | Sec Cnt | Enrl | Wait | Sec Cnt | Enrl | Wait |
|----------------|--------------|-----------|-----------|----------|---------|------|------|---------|------|------|---------|------|------|---------|------|------|---------|------|------|---------|------|------|
| **Day** HISTORY 001 | No | Yes | Yes | Yes | 1 | 32 | 4 | 1 | 54 | 0 | 1 | 34 | 0 | 1 | 38 | 0 | 4 | 138 | 4 |
| HISTORY 011 | No | Yes | Yes | Yes | 3 | 86 | 0 | 3 | 63 | 0 | 3 | 62 | 0 | 4 | 59 | 0 | 4 | 70 | 0 | 20 | 411 | 0 |
| Total by Time of Day | 4 | 118 | 4 | 4 | 97 | 0 | 4 | 96 | 0 | 4 | 96 | 0 | 4 | 163 | 0 | 4 | 70 | 0 | 20 | 411 | 0 |
| **Eve** HISTORY 002 | No | Yes | Yes | Yes | 1 | 36 | 15 | 1 | 30 | 17 | 1 | 44 | 9 | 1 | 33 | 21 | 1 | 38 | 7 | 2 | 71 | 28 |
| HISTORY 011 | No | Yes | Yes | Yes | 1 | 36 | 15 | 1 | 30 | 17 | 1 | 44 | 9 | 1 | 33 | 21 | 1 | 38 | 7 | 2 | 71 | 28 |
| HISTORY 012 | No | Yes | Yes | Yes | 1 | 17 | 0 | 1 | 20 | 0 | 1 | 13 | 0 | 1 | 31 | 0 | 1 | 29 | 0 | 1 | 20 | 0 | 6 | 136 | 0 |
| HISTORY 043 | No | Yes | Yes | Yes | 1 | 17 | 0 | 1 | 22 | 0 | 1 | 16 | 0 | 1 | 21 | 0 | 1 | 14 | 0 | 5 | 90 | 0 |
| Total by Time of Day | 1 | 76 | 15 | 3 | 70 | 17 | 2 | 57 | 9 | 3 | 80 | 21 | 3 | 62 | 0 | 4 | 67 | 1 | 18 | 420 | 73 |
| Total by Discipline | 7 | 196 | 23 | 7 | 173 | 17 | 6 | 153 | 9 | 7 | 130 | 21 | 7 | 155 | 0 | 8 | 163 | 7 | 42 | 972 | 77 |
### Los Angeles Mission College
#### Unit Assessment Data

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

**Credit/Non-Credit:** Credit  
**Discipline:** HISTORY  
**Full or Short-term:** Short

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<thead>
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<th>Course</th>
<th>Basic Skills</th>
<th>Deg Applic</th>
<th>CSU Transfer</th>
<th>UC Trans</th>
<th>Sec Cnt</th>
<th>Enrl</th>
<th>Wait</th>
<th>Sec Cnt</th>
<th>Enrl</th>
<th>Wait</th>
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<th>Enrl</th>
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<td>Total by Discipline</td>
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<td>66</td>
<td>3</td>
<td>234</td>
<td>16</td>
</tr>
</tbody>
</table>

*Note: The table above shows enrollment and waitlist data for different courses across semesters.*
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]

How convenient for you are the following times for classes?

### Classes Before 9AM

<table>
<thead>
<tr>
<th></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

### Classes from 9 to Noon

<table>
<thead>
<tr>
<th></th>
<th>Students</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Possible</td>
<td>749</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

### Classes from Noon to 4PM

<table>
<thead>
<tr>
<th></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>788</td>
<td>14</td>
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</table>

Missing Responses = 218

### Classes from 4PM to 7PM

<table>
<thead>
<tr>
<th></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>
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</table>

Missing Responses = 184

### Classes from 7PM to 10PM

<table>
<thead>
<tr>
<th></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>
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</table>

Missing Responses = 179
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]

<table>
<thead>
<tr>
<th>Classes on Saturday</th>
<th>Students</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Possible</td>
<td>507</td>
<td>36</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

<table>
<thead>
<tr>
<th>Classes on Sunday</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>
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</table>

Missing Responses = 231

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

<table>
<thead>
<tr>
<th>Classes one day a week</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>
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<tr>
<td>Preferred</td>
<td>662</td>
<td>48</td>
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</table>

Missing Responses = 209

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

Missing Responses = 153

<table>
<thead>
<tr>
<th>Classes three days a week</th>
<th>Students</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Possible</td>
<td>604</td>
<td>43</td>
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<tr>
<td>Possible</td>
<td>512</td>
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<tr>
<td>Preferred</td>
<td>279</td>
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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>
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Missing Responses = 44

Which of these terms do you prefer?

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<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>
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<tr>
<td>1-5 week module</td>
<td>41</td>
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</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]
# Los Angeles Mission College
## Unit Assessment Data
### Goal 1, Objective 2, Success Indicator 5

**Discipline:** HISTORY

<table>
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<th>Course</th>
<th>Semester</th>
<th>Year</th>
<th>Section</th>
<th>Instr Status</th>
<th>Off Camp</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>% Subtotal</th>
<th>D</th>
<th>F</th>
<th>I</th>
<th>W</th>
<th>% Subtotal</th>
<th>% All</th>
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<tbody>
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<td>HISTORY 001</td>
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<td>1998</td>
<td>0454</td>
<td>Reg</td>
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<td>19%</td>
<td>5%</td>
<td>5%</td>
<td>29%</td>
<td>14%</td>
<td>57%</td>
<td>71%</td>
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### Los Angeles Mission College
#### Unit Assessment Data

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

**Discipline:** HISTORY

| Course | Semester | Year | Section | Instr Status | Off Camp | Pct | Pct | Pct | Pct | Pct | Pct | Pct | Pct | Pct | % Subtotal | % All |
|--------|----------|------|---------|-------------|----------|-----|-----|-----|-----|-----|-----|-----|-----|----------|------|
|        |          |      | 3121    | Hrly        | No       | 3%  | 9%  | 25% | 38% | 34% | 28% | 63% | 100% |
| 2001   |          |      | 0113    | Reg         | Yes      | 26% | 17% | 6%  | 39% | 9%  | 3%  | 40% | 51% | 100% |
|        |          |      | 0541    | Reg         | No       | 10% | 13% | 30% | 53% | 33% | 3%  | 10% | 47% | 100% |
|        |          |      | 0542    | Reg         | No       | 15% | 11% | 11% | 37% | 4%  | 19% | 4%  | 37% | 63% | 100% |
| Spring | 1999     |      | 0478    | Reg         | No       | 6%  | 6%  | 39% | 50% | 11% | 39% | 50% | 100% |
|        |          |      | 0479    | Reg         | No       | 27% | 27% | 53% | 9%  | 9%  | 27% | 46% | 100% |
|        |          |      | 0480    | Reg         | No       | 8%  | 25% | 8%  | 42% | 8%  | 50% | 58% | 100% |
|        |          |      | 6481    | Hrly        | No       | 3%  | 15% | 30% | 48% | 5%  | 8%  | 40% | 53% | 100% |
| 2000   |          |      | 0491    | Reg         | No       | 18% | 18% | 27% | 64% | 18% | 9%  | 3%  | 38% | 100% |
|        |          |      | 0492    | Reg         | No       | 5%  | 14% | 62% | 81% | 10% | 10% | 18% | 100% |
|        |          |      | 0493    | Reg         | No       | 9%  | 36% | 18% | 64% | 9%  | 27% | 38% | 100% |
|        |          |      | 0494    | Reg         | No       | 21% | 14% | 36% | 57% | 7%  | 64% | 100% |
|        |          |      | 0495    | Reg         | No       | 8%  | 33% | 42% | 50% | 8%  | 58% | 100% |
|        |          |      | 0496    | Reg         | No       | 7%  | 7%  | 14% | 29% | 29% | 7%  | 36% | 71% | 100% |
|        |          |      | 0497    | Reg         | No       | 27% | 7%  | 13% | 47% | 13% | 7%  | 33% | 53% | 100% |
|        |          |      | 6837    | Hrly        | Yes      | 13% | 25% | 13% | 50% | 13% | 38% | 50% | 100% |

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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.*

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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

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Los Angeles Mission College
Unit Assessment Data

Goal 1, Objective 3, Success Indicators 4, 5

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

### I feel safe and secure on campus

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</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>
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<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
<table>
<thead>
<tr>
<th>The campus has adequate outside lighting after dark</th>
<th>Sufficient parking is available on campus</th>
<th>The parking lots are safe, well-lighted, and well-maintained</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students Missing = 172</strong></td>
<td><strong>Students Missing = 156</strong></td>
<td><strong>Students Missing = 143</strong></td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>Disagree</td>
<td>Not Sure</td>
</tr>
<tr>
<td>----------</td>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td>5</td>
<td>12</td>
<td>57</td>
</tr>
</tbody>
</table>
DATA NOT AVAILABLE

Goal 1 Objective 4 Success Indicators 1, 3, 4
Unit Assessment Data
Los Angeles Mission College
<table>
<thead>
<tr>
<th>Year</th>
<th>% by Discipline</th>
<th>% by Semester</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>1998</td>
<td>51%</td>
<td>57%</td>
<td>Fall</td>
</tr>
<tr>
<td>1999</td>
<td>46%</td>
<td>44%</td>
<td>Fall</td>
</tr>
<tr>
<td>2000</td>
<td>64%</td>
<td>66%</td>
<td>Spring</td>
</tr>
<tr>
<td>2001</td>
<td>46%</td>
<td>50%</td>
<td>Spring</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Success %</th>
<th>Unsuccess %</th>
<th>All %</th>
</tr>
</thead>
<tbody>
<tr>
<td>55%</td>
<td>45%</td>
<td>50%</td>
</tr>
<tr>
<td>Success Indicator 1:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Survey: My instructors distinguish between personal opinion and fact in teaching their classes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Responses</td>
<td>Percent Responding</td>
<td></td>
</tr>
<tr>
<td>-----------</td>
<td>--------------------</td>
<td></td>
</tr>
<tr>
<td>Disagree</td>
<td>3%</td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td>65%</td>
<td></td>
</tr>
<tr>
<td>Neutral</td>
<td>12%</td>
<td></td>
</tr>
<tr>
<td>No Response</td>
<td>22%</td>
<td></td>
</tr>
<tr>
<td>Sample Size</td>
<td>1157</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Success Indicator 2:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Survey: I have a good understanding of current college policies on cheating</td>
</tr>
<tr>
<td>Responses</td>
</tr>
<tr>
<td>-----------</td>
</tr>
<tr>
<td>Disagree</td>
</tr>
<tr>
<td>Agree</td>
</tr>
<tr>
<td>Neutral</td>
</tr>
<tr>
<td>No Response</td>
</tr>
<tr>
<td>Sample Size</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Success Indicator 2:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Survey: I have a good understanding of the student code of conduct</td>
</tr>
<tr>
<td>Responses</td>
</tr>
<tr>
<td>-----------</td>
</tr>
<tr>
<td>Disagree</td>
</tr>
<tr>
<td>Agree</td>
</tr>
<tr>
<td>Neutral</td>
</tr>
<tr>
<td>No Response</td>
</tr>
<tr>
<td>Sample Size</td>
</tr>
<tr>
<td>Response</td>
</tr>
<tr>
<td>----------</td>
</tr>
<tr>
<td>%</td>
</tr>
</tbody>
</table>

Percent Responding: Academic Freedom

Faculty/Staff Survey: College administrators provided and support faculty in their exercise of

Success Indicator 3:

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

Percent Responding: Freedom

Results taken from Spring 2000 Student and Faculty/Staff Accreditation Surveys

Goal 1, Objective 5, Success Indicators 1, 2, 3

Unit Assessment Data

Los Angeles Mission College
DATA NOT AVAILABLE

Goal 2, Objective 1, Success Indicators 2, 3
Unit Assessment Data
Los Angeles Mission College
<table>
<thead>
<tr>
<th>Object</th>
<th>Spg INSHR</th>
<th>Total by Object</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>300</td>
<td>900 (800 Insr)</td>
</tr>
<tr>
<td>13</td>
<td>600</td>
<td>1,000 (400 Inst)</td>
</tr>
<tr>
<td>14</td>
<td>1,017</td>
<td>1,017 (1,017 Inst)</td>
</tr>
<tr>
<td>15</td>
<td>1,017</td>
<td>1,017 (1,017 Inst)</td>
</tr>
<tr>
<td>16</td>
<td>0</td>
<td>0 (0)</td>
</tr>
<tr>
<td>Total</td>
<td>2,934</td>
<td>2,934 (2,934 Inst)</td>
</tr>
</tbody>
</table>

Budget Program: 100  
Activity Title: HISTORY  
Total Budget for this Activity: $867,739  
Division: Academic Affairs  
Institutional Effectiveness  
Los Angeles Mission College  
2002-2003 Baseline Budget
☐ Area A Communication in the English Language and Critical Thinking
☐ Area B Physical Universe and Its Life Forms
☐ Area C Arts, Literature, Philosophy, and Foreign Language
☒ Area D Social, Political, and Economic Institutions and Behavior; Historical Background
☐ Area E Lifelong Understanding and Self-Development

☒ Requesting IGETC (Intersegmental General Education Transfer Curriculum) designation:
Date requested

☐ 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

☒ Area 4 Social and Behavioral Sciences

☐ Area 5 Physical Science:
  ☐ Group A—Physical Science
  ☐ Group B—Biological Science

14. EDUCATIONAL PROGRAM STATUS:

Is this course part of an approved program?  ☒ yes  ☐ no

If yes, identify the appropriate program(s).
Program Title: Liberal Arts

Program Designation:  ☐ Occupational  ☒ Non-occupational
Degree Objective:  ☒ Associate  ☐ Certificate  ☐ Apprentice

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

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

1. Ruth Suyama  Vice Chair, History  LA Mission

2. Eugene S. Larson  Dept. Chair, History  LA Pierce

Name  Title  College
LOS ANGELES MISSION COLLEGE
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>
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<td></td>
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<td></td>
</tr>
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<td></td>
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<td></td>
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<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>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. From the chart above, briefly put into words what you are requesting:
RESOURCE 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
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 9 8 EFFECTIVE SEMESTER 3/90

History

SUBJECT TITLE (not to exceed 40 spaces) 1 1 /

COURSE NUMBER

Political and Social History of the United States I

COURSE TITLE (not to exceed 60 spaces) 3 Units

3. PREREQUISITE: None REPEATABILITY: No

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

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

Designed for students in the social sciences who want a survey of the political and social development of the United States as a background for their major work, and for students who desire to increase their understanding of the rise of the American civilization. Covers the period from the Colonial era to 1865.

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). 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.

Ingrid R. Ross 1-15-91
Department/Cluster Chair Date

Tina A. McClain 1-17-91
Curriculum Committee Chair Date

Mary Ann Maginn 1-18-91
Vice President, Academic Affairs Date

College President Date
LOS ANGELES COMMUNITY COLLEGE DISTRICT

Division of Educational Services
Office of Instructional Services

PROPOSED NEW COURSE REQUEST (PNCR)

1. COLLEGE: Los Angeles Mission College

2. COURSE STATUS:
   A. ☑ New Course ☐ Addition of District Course ☐ Update
      ☐ Reinstatement
   B. Effective Semester/Year Fall / 02

3. DESIGNATION: ☑ Associate Degree Applicable ☐ Non-Associate Degree Applicable

4. COURSE INFORMATION:
   A. Subject Code: 498 TOP Code: 2205 CAN Number
   B. Subject Title and Number History 86 (not to exceed 40 spaces)
   C. Course Title Introduction to World Civilization I (not to exceed 60 spaces)
   D. Units 3 Hours/wk Lecture 3.375 Laboratory (w/ homework) Total Laboratory
      Standard Semester
      Laboratory (w/o homework)

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.

E. Repetition(s): 0

How does the repetition of this course meet Title 5 sections 55761-55765 and 58161 requirements?

F. Special Class Status: Course is a "special class" for students with disabilities. (MIS-CB13)
* 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

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 □ no

If yes, indicate which requirement.

□ a. Natural Science
□ b. Social and Behavioral Sciences:
□ 1. American Institutions
□ 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

D. Elective Credit for Associate Degree: Is this course an elective for the A.A./A.S.? □ yes □ no

E. Other Baccalaureate Level Courses: Meets transfer requirements? □ yes □ no

If yes, check all that apply: (Item #11. must also be completed.)

□ General Education □ Major(s) Requirement □ Transfer Elective

13. ARTICULATION

□ Requesting to be acceptable to University of California for credit
  Date requested ___________________ Date approved ___________________

□ Requesting to be acceptable to California State University for credit
  Date requested ___________________

□ Requesting CSU General Education Certification
  Check designated area below if request is made for General Education.
  Date requested ___________________ Date approved ___________________
LOS ANGELES COMMUNITY COLLEGE DISTRICT
Division of Educational Services
Office of Instructional Services
PROPOSED NEW COURSE REQUEST (PNCR)

COLLEGE: Los Angeles Mission College

COURSE STATUS:
A. □ New Course □ Addition of District Course □ Update
   □ Reinstatement
B. Effective Semester/Year 01/02

DESIGNATION: □ Associate Degree Applicable □ Non-Associate Degree Applicable

COURSE INFORMATION:
A. Subject Code: 498 TOP Code: 2205. CAN Number
B. Subject Title and Number History 001
   (not to exceed 40 spaces)
C. Course Title Introduction to Western Civilization
   (not to exceed 60 spaces)

D. Units 3 Hours/wk Lecture 3 Laboratory Total Total
   Standard Lecture Laboratory hours/wk
   Semester (w/ homework) (w/o homework)

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.

E. Repetition(s): 0

How does the repetition of this course meet Title 5 sections 55761-55765 and 58161
requirements?

F. Special Class Status: Course is a "special class" for students with disabilities. (MIS-CB13)
   yes □ no □
* 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

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 □ no
If yes, indicate which requirement.

   □ a. Natural Science
   □ b. Social and Behavioral Sciences:  
      □ 1. American Institutions
      □ 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

D. Elective Credit for Associate Degree: Is this course an elective for the A.A./A.S.?  
   □ yes □ no

E. Other Baccalaureate Level Courses: Meets transfer requirements?  
   □ yes □ no

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

13. ARTICULATION

□ Requesting to be acceptable to University of California for credit
   Date requested   / /   Date approved   / /

□ Requesting to be acceptable to California State University for credit
   Date requested   / /   

□ Requesting CSU General Education Certification
   Check designated area below if request is made for General Education.
   Date requested   / /   Date approved   / /

4
- **Area A**: Communication in the English Language and Critical Thinking
- **Area B**: Physical Universe and Its Life Forms
- **Area C**: Arts, Literature, Philosophy, and Foreign Language
- **Area D**: Social, Political, and Economic Institutions and Behavior; Historical Background
- **Area E**: Lifelong Understanding and Self-Development

- **Requesting IGETC (Intersegmental General Education Transfer Curriculum) designation:**
  - Date requested: \( / / \)  
  - Date approved: \( / / \)

- **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

- **Area 4**: Social and Behavioral Sciences

- **Area 5**: Physical Science:
  - **Group A**: Physical Science
  - **Group B**: Biological Science

**14. EDUCATIONAL PROGRAM STATUS:**

Is this course part of an approved program?  
- **Yes**  
- **No**

If yes, identify the appropriate program(s).

**Program Title:**

**Program Designation:**
- [ ] Occupational
- [ ] Non-occupational

**Degree Objective:**
- [ ] Associate
- [ ] Certificate
- [ ] Apprentice

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

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

1. 
   - **Name**
   - **Title**
   - **College**

2. 
   - **Name**
   - **Title**
   - **College**

**16. If the course is an existing District course, attach the complete course outline(s) that was used as a model for this course.**
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 9 8 EFFECTIVE SEMESTER: 3/90

History

SUBJECT TITLE (not to exceed 40 spaces) COURSE NUMBER

Political and Social History of the United States II 3

COURSE TITLE (not to exceed 60 spaces) Units

3. PREREQUISITE: None REPEATABILITY: No

4. HOURS PER WEEK: Lecture: 3, Laboratory: , 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)

Cover the period from 1865 to the present and surveys the political social and economic changes in the United States,

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).
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.

Theresa Ross 1-15-91 Doris A. McClain 1/17/91
Department/Cluster Chair Date Curriculum Committee Chair Date

Gino Nguyen 1/18/91
Vice President, Academic Affairs Date College President Date
LOS ANGELES COMMUNITY COLLEGE DISTRICT

Division of Educational Services
Office of Instructional Services
PROPOSED NEW COURSE REQUEST (PNCR)

1. COLLEGE  Los Angeles Mission College

2. COURSE STATUS:  New Course [X]  Addition of District Course [ ]  Update [ ]

Effective Semester/Year  1/98

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

4. COURSE INFORMATION:
A. Subject Code: 498  TOP Code: 2205.00

B. History
   Subject Title:  (Not to exceed 40 spaces.)

C. Course Number:  495

Internet Research
   Course Title:  (Not to exceed 60 spaces.)

D. Units   E. Hours per week:  using the standard semester, give:
   ___ 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):  [2]  How does the repetition of this course meet Title 5 sections
55761-55765 and 58161 requirements?
The content will differ each time and proficiencies will be enhanced with repetition.

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.

LACCD - PNCR - Adopted March, 1995
13. ARTICULATION:

- [ ] Requesting to be acceptable for University of California credit
- [X] Requesting to be acceptable for California State University credit
- [ ] 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
  [ ] 4. Social, Political, Economic Institutions, Behavior, and Historical Background
  [ ] 5. Lifelong Understanding and Self-development

- Requesting IGETC (Intersegmental 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
  [ ] Area 4 Social and Behavioral Sciences
  [ ] Area 5 Physical Science; [ ] Group A--Physical Science;
  [ ] Group B--Biological Science

14. 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: [ ] 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. ________________________________
   Name              Librarian
   ________________________________
   Title
   ________________________________
   Widener Univ.
   College

2. ________________________________
   Name              Title
   ________________________________
   College

3. ________________________________
   Name              Title
   ________________________________
   College

LACCD - PNCR - Adopted March, 1995
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 9 8 EFFECTIVE SEMESTER 3/90

History 3 8 5 /

SUBJECT TITLE (not to exceed 40 spaces) COURSE NUMBER

Directed Study-History

COURSE TITLE (not to exceed 60 spaces) Units

3. PREREQUISITE: Any College History Course REPEATABILITY: No
With a grade of “C” or better

4. HOURS PER WEEK: Lecture____, Laboratory____, Other (specify) 3, Total Hrs.Per Wk., Individualized Conference

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

Allows students to pursue Directed Study on a contract basis under the direction of a Supervising instructor.

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 ( 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).

Opportunity for directed studies for advanced students.

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.

F. Armijo / Ross 1/15/91 C. J. McClain 1/17/91
Department/Cluster Chair Date Curriculum Committee Chair Date

H. Rose 1/22/91
Vice President, Academic Affairs Date College President Date
ASSOCIATE DEGREE CREDIT COURSE

LOS ANGELES COMMUNITY COLLEGE DISTRICT
Division of Educational Services (X) Existing course
Office of Instructional Services 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 9 8
EFFECTIVE SEMESTER: 3/90

History
SUBJECT TITLE (not to exceed 40 spaces)
Directed Study-History
COURSE NUMBER

COURSE TITLE (not to exceed 60 spaces)
2
Units

3. PREREQUISITE: Any College History Course
REPEATABILITY: No
With a grade of "C" or better

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

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

Allows students to pursue Directed Study on a contract basis under the
direction of a Supervising instructor.

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 ( ) 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).

Opportunity for directed studies for advanced students.

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
ASSOCIATE DEGREE CREDIT COURSE

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

(X) Existing course
Omit #5'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 9 8

EFFECTIVE SEMESTER 3/90

History

SUBJECT TITLE (not to exceed 40 spaces)

Directed Study-History

COURSE NUMBER

2 8 5 /

2

COURSE TITLE (not to exceed 60 spaces)

Units

3. PREREQUISITE: Any College History Course

With a grade of "C" or better

REPEATABILITY: No

4. HOURS PER WEEK: Lecture___, Laboratory___, Other (specify) 3, Total Hrs.Per Wk.____

Individualized Conference

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

Allows students to pursue Directed Study on a contract basis under the direction of a Supervising instructor.

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 ( ) 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).

Opportunity for directed studies for advanced students.

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
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 9 8  EFFECTIVE SEMESTER 3/90

History
SUBJECT TITLE (not to exceed 40 spaces) 1 8 5 /
COURSE NUMBER

Directed Study-History
COURSE TITLE (not to exceed 60 spaces) Units

3. PREREQUISITE: Any College History Course REPEATABILITY: No
With a grade of "C" or better

4. HOURS PER WEEK: Lecture___ Laboratory___ Other (specify) 3, Total Hrs. Per Wk. ___
Individualized Conference

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

Allows students to pursue Directed Study on a contract basis under the
direction of a Supervising instructor.

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 ( ) 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).

Opportunity for directed studies for advanced students.

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
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 9 8  EFFECTIVE SEMESTER 3/90

History 4 4 /
SUBJECT TITLE (not to exceed 40 spaces) COURSE NUMBER
The Mexican-American in the History of the United States II 3
COURSE TITLE (not to exceed 60 spaces) Units

3. PREREQUISITE: None  REPEATABILITY:

4. HOURS PER WEEK: Lecture ___ Laboratory ___ 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)

A survey of U.S. History form the post Civil War to the present with special emphasis on the contributions of the Spanish-speaking people.

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).

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 (X) No ( ) If yes, list courses. Chicano Studies 8.

Federico R. Ross 1-15-91  Doris H. McLean 1-17-91
Department/Cluster Chair Date Curriculum Committee Chair Date

W. Moore 1-17-91  M. G. Thompson 1-18-91
Vice President, Academic Affairs Date College President 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_9_8 EFFECTIVE SEMESTER_3/90_

Subject Title (not to exceed 40 spaces) 0 4 3 /
SUBJECT TITLE__COURSE NUMBER__

The Mexican American in the Poli. & Soci. Hist. of the U.S. I__3__
COURSE TITLE (not to exceed 60 spaces)
3 Units

3. PREREQUISITE: None REPEATABILITY: No

4. HOURS PER WEEK: Lecture__3__, Laboratory__3__, 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)

Traces the historical evolution of the Mexican and his institutions to 1850 and surveys contributions of the Mexican-American to the United States with particular emphasis on the Southwest.

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).
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 (X) No ( ) If yes, list courses. Chicano Studies T.

Signature__DATE__
Department/Cluster Chair Date Curriculum Committee Chair Date

Signature__DATE__
Vice President, Academic Affairs Date College President 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 9 8
EFFECTIVE SEMESTER 3/90

SUBJECT TITLE (not to exceed 40 spaces) History II
COURSE NUMBER

Introduction to Western Civilization 0 0 2 /

COURSE TITLE (not to exceed 60 spaces) Units 3

3. PREREQUISITE: None

REPEATABILITY : No

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

5. DESCRIPTION: (as it is to appear in the college catalog and Board of Trustees Action. (Limit to 40 words)
A continuation of History I covering the development of western civilization from the beginning of the seventeenth century to the present time. Provides knowledge of the nations of the modern world and their relationship with one another.

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).
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
ASSOCIATE DEGREE CREDIT COURSE

LOS ANGELES COMMUNITY COLLEGE DISTRICT
Division of Educational Services (X) Existing course
Office of Instructional Services 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: 498       EFFECTIVE SEMESTER: 3/90

   History
   SUBJECT TITLE: (not to exceed 40 spaces)   COURSE NUMBER
   Political and Social History of the United States I
   COURSE TITLE: (not to exceed 60 spaces) Units
   3

   PREREQUISITE: None
   REPEATABILITY: No

3. 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)
   Designed for students in the social sciences who want a survey of the political and social development of the United States as a background for their major work, and for students who desire to increase their understanding of the rise of the American civilization. Covers the period from the Colonial era to 1865.

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 (X) 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.

7. 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.

   Dr. A. McLain 1/17/91
   Department/Cluster Chair Date Curriculum Committee Chair Date

   Dr. A. McLain
   1/17/91
   Vice President, Academic Affairs Date College President Date
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: INTERIOR DESIGN
Name of person(s) completing this form: [Signature]
Extension: __________
Date submitted: 03-22-02

Instructions: Following you will find the college goals that the INTERIOR DESIGN 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 INTERIOR DESIGN 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. INTERIOR DESIGN 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, INTERIOR DESIGN 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. INTERIOR DESIGN 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 INTERIOR DESIGN courses.

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

Success indicators for objective #2:

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

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

3. Students who complete courses in the INTERIOR DESIGN 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 INTERIOR DESIGN 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 INTERIOR DESIGN 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 INTERIOR DESIGN courses will report satisfaction with the quality of instruction. [WASC]

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

8. All INTERIOR DESIGN 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 INTERIOR DESIGN 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 INTERIOR DESIGN instructors. [WASC]
2. INTERIOR DESIGN 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 INTERIOR DESIGN discipline/program. [WASC]

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

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

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

Unit objective #4 supporting goal #1:

The INTERIOR DESIGN 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 INTERIOR DESIGN courses upon completion of the prerequisite courses. (PFE)

2. 71.9% of students who enroll in INTERIOR DESIGN 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 INTERIOR DESIGN that transfer to four-year institutions. (PFE)

4. There will be a 3.4% increase in the number of students who enroll in INTERIOR DESIGN 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 INTERIOR DESIGN discipline/program.

Unit objective #5 supporting goal #1:

The INTERIOR DESIGN 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 INTERIOR DESIGN 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 INTERIOR DESIGN faculty provide students with clear expectations concerning the principles of academic honesty and sanctions for violation.

3. A majority of INTERIOR DESIGN 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 INTERIOR DESIGN 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. INTERIOR DESIGN courses will maintain an average of [X] students per section. (AFT)

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

3. Space for the INTERIOR DESIGN discipline/program is utilized effectively according to college developed or other accepted standards.
LAMC Unit assessment Summary Report
Fall 2002

Discipline/Program: Interior Design

Department Head:

Discipline/Program Personnel Participating in Unit Assessment

General Comments:

Unit Objectives and Success Indicators:

Recommendations:

IE Validation Team:
Signature: ____________________________ Date: __________

IE Rep.:
Signature: ____________________________ Date: __________
UNIT ASSESSMENT SUMMARY

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

Assessment:

There is no full-time faculty representing this discipline. Therefore, curriculum is limited due to demand constraints of 9 hours per part-time instructors. (3 on staff part-time equals 27 hours of staff per session.

Classes need more even student enrollment numbers. A counseling session scheduling needs implementation with some extra funding so staff (instructors) can work with the student population of the Interior Design Department to build up a full department enrollment.

Plan for improvement:

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

Introduce an English class as an Advisory Course that students are advised to take before enrolling in the Interior Design Department program.

Need to create a better tracking and arrangement of classes students can take in a sequential manner to establish prerequisites.

Have a communication with the counseling department with some information about both our department and our goals. This would encourage the counseling department to get students to our department.

We need to develop a "yardstick" program to assess our faculty accomplishments as well as one for the students.
Space and facility needs must be addressed with regard to future accommodations for the department in a permanent housing.

Gradually increase the number of sections offered and careful counseling with the students for course curriculum sequence.

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

1. Request semester by semester data from the Office of Institutional Research to monitor enrollment figures for maximum efficiency (increase in WSCH without drop in WSCH/FTE). Adjust the number of sections offered to fulfill the above-described goals.

2. Introduce an English class as an Advisory Course that students are advised to take before enrolling in the Interior Design department classes. Interpret the improvement (if any) in the rate of success of students who have taken the Advisory English class prior to enrolling in the Interiors class over the students who did not take the advisory course. This comparative analysis can only be made if the Matriculation Office or the Office of Institutional Research can provide the relevant data.

3. The Interior Design Department will have to create a comprehensive class arrangement for the students so that they may complete the programs in the prescribed periods of time with prerequisite considerations made to accommodate their career needs.

4. An assessment instrument must be garnered or created by the Interior Design Department to measure faculty and student accomplishments.
**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>Instructor (3)</td>
<td>$23,324.00</td>
<td>$38,880</td>
<td>$42,728</td>
</tr>
<tr>
<td>Instructor (1) Extra</td>
<td>$5,832.00</td>
<td>$5,832</td>
<td>$4,862</td>
</tr>
<tr>
<td>Instructor (4)</td>
<td>$23,382.00</td>
<td>$38,980</td>
<td>$42,768</td>
</tr>
<tr>
<td>Instructor (Summer)</td>
<td>$5,832.00</td>
<td>$1,165</td>
<td>$1,513</td>
</tr>
<tr>
<td>Materials (Fabric, Supplies)</td>
<td>$2,500.00 (1 year)</td>
<td>$2,500 - (1 year)</td>
<td>$2,500 - (1 year)</td>
</tr>
<tr>
<td>Periodicals</td>
<td>$500.00 - (1 year)</td>
<td>$500.00 - (1 year)</td>
<td>$500.00 - (1 year)</td>
</tr>
<tr>
<td>Conference Expense</td>
<td>$7,000.00 - (1 year)</td>
<td>$7,000.00 - (1 year)</td>
<td>$7,000.00 - (1 year)</td>
</tr>
</tbody>
</table>

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

---

Please put in objective codes
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

Instruction: 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 Title</th>
<th>Object</th>
<th>Class Code</th>
<th>Curr. yr. (2002-03)</th>
<th>Yr. 2 (2003-04)</th>
<th>Yr. 3 (2004-05)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor (hourly)</td>
<td>Fall</td>
<td>$23,328.</td>
<td>$38,880.</td>
<td>$42,768</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>8 courses/sem.</td>
<td>9 course/sem.</td>
<td>9 courses/sem.</td>
<td></td>
</tr>
<tr>
<td>Instructor (extra assign,)</td>
<td>Winter</td>
<td>$5,832.</td>
<td>$5,832</td>
<td>$4,862.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3 courses</td>
<td>3 courses</td>
<td>3 courses</td>
<td></td>
</tr>
<tr>
<td>Instructor (hourly)</td>
<td>Spring</td>
<td>$23,328</td>
<td>$38,880.</td>
<td>$42,768.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>9 courses/sem.</td>
<td>9 courses/sem.</td>
<td>9 courses sem.</td>
<td></td>
</tr>
<tr>
<td>Instructor</td>
<td>Extra assign</td>
<td>Sum.</td>
<td>$5,832</td>
<td></td>
<td>$11,665</td>
</tr>
<tr>
<td>---------------------</td>
<td>--------------</td>
<td>------</td>
<td>--------</td>
<td>-------</td>
<td>---------</td>
</tr>
<tr>
<td></td>
<td>Summer</td>
<td></td>
<td>3 B/02</td>
<td></td>
<td>3 B/03</td>
</tr>
</tbody>
</table>

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

A WSCH/FTE that has been higher than 790 for the last three years, suggests that as the college grows, another section of Interior Design should be offered in addition to the current offerings.
REQUEST FOR RESOURCES OVER BASE ALLOCATION

UNIT INFORMATION

NAME OF PERSON COMPLETING THIS FORM: [Signature]

EXTENSION: 4263

OFFICE/DEPARTMENT: Department of Interior Design

Unit that will use the resource: Department of Interior Design

Date: March 22, 2002

REQUEST FOR RESOURCES

1. In the chart below state your request for funds needed for personnel, equipment, supplies, etc. for 2001-2 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>post. title</th>
<th>base</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td></td>
<td>Inst. Fall 02</td>
<td></td>
<td>Inst.</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td></td>
<td>Inst. Win. 03</td>
<td></td>
<td>Inst.</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td></td>
<td>Inst. Spr. 03</td>
<td></td>
<td>Inst.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Repro/copies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<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>
</tr>
<tr>
<td>D</td>
<td></td>
<td>Periodicals (6)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F</td>
<td></td>
<td>Design conference attendance fees for inst.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. From the chart above, briefly put in words what you are requesting:

A part-time instructor for Fall 2002 to increase the number of classes that students can take to complete the program in the prescribed time.

We need current design periodicals for student reference to class lecturing and research.

Monies assistance for instructors to attend local and state and national teaching and design conferences offered by the design industry to keep us informed of the state of the design art.

UNIT PLAN

1. State the college goal that will be supported by your request:

GOAL: 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.

2. Provide any data, trends analysis, evidence or other information that supports this request. Is this request a permanent increase in your budget or a one time request?

It is a permanent request. Design programs should be completed in a 2 year time slot and 4 part-time instructors is not enough to meet this need.
3. Describe the purpose of your request. Be specific: How will the requested personnel/equipment/supplies, etc. be used?

An additional hourly instructor in Interior Design will be hired to teach a section, both in the Fall and Spring semesters starting Fall of 2002.

Design periodicals will be an augmentation to class lectures as well as student research.

Attendance at various professional conferences on Interior Design for both instructors and students will facilitate further learning about the state of our art.

4. What improvement will occur as a result of this request being funded?

Better service to the students and enrollment growth for the college.

5. How will you show that there has been improvement? What measurement(s) will you use?

Enrollment data will be monitored

RESOURCE MANAGEMENT

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

There is no more cost-effective alternative. Hourly instructors are cheaper than full-time instructors.
2. For personnel requests:

a. What additional space, if any, is needed to accommodate this new position?

   Classroom space for 7 hours a week.

b. If additional space and/or equipment is needed, where is the proposed location?

   Collaborative Studies Building or Cultural Arts Center

c. This position will be: Permanent

3. For equipment requests:

a. Will additional space be needed to accommodate requested equipment?

   CAC rooms 4 & 5 with storage for ID samples and resources

b. If additional space is needed, where is the proposed location?

   CAC rooms 4 & 5
c. Will requested equipment require maintenance agreements and/or support personnel? If so, what are the projected costs?

Not applicable

d. This equipment is: New or used.