

Los Angeles Southwest College

Program Review

2010

Program: _____

Initiator: _____

Reviewer 1: _____

Reviewer 2: _____

Date first draft of review was completed by initiator: _____

Instructions:

- Please answer all relevant areas as thoroughly as possible. Click on hyperlinks (indicated with an underline) to access additional information and instructions.
- **IF A PARTICULAR MODULE OR QUESTION DOES NOT APPLY, PLEASE INDICATE BY WRITING IN LARGE CAPITAL LETTERS: "NA"**
- The initiator should collaborate with as many department/program members as possible while completing the review.
- Reviewers should give as much feedback as necessary.

WE THE UNDERSIGNED CERTIFY WE HAVE READ THIS PROGRAM REVIEW AND ACCEPT IT AS ADEQUATE AND COMPLETE.

Department Chair

Date

Dean

Date

Vice-President

Date

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Overview of Program Mission

Describe the program's mission as it relates to the [college's mission](#).

Module One: Enrollment Trends

Enrollment

	2007-2008	2008-2009	2009-2010
Day			
Evening			
Total			

Average Class Size

	2007-2008	2008-2009	2009-2010
Day			
Evening			
Total			

1.0 Describe the trends in **enrollment and average class size**.

1.1 Given the data, what are the implications of these trends for your program? What must be done differently or kept the same given these trends?

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Objective for Module One

Write an objective, if applicable, to address the identified trends. Objectives should be linked to the LASC [Strategic Planning Goals](#).

Objective	
Planned Activities	
Individual Responsible	
Start Date	
Method of Evaluation	

Module Two: Demographics and Student Success

Ethnicity

Ethnicity (%)	2007-2008	2008-2009	2009-2010
Asian			
Black/African American			
Hispanic			
Native American			
Pacific Islander			
Caucasian/White			
Other			
Unknown/Decline To State			

2.0 Given the data, describe the trend in **ethnicity**. What are the implications for your program?

Age

Age Group	2007-2008	2008-2009	2009-2010
19 and under			
20-24			
25-29			
30-34			
35-39			
40-49			
50+			

Gender

Gender	2007-2008	2008-2009	2009-2010
Female			
Male			

2.1 Given the data, describe the trends in **age and gender**. To what do you attribute the age and gender patterns?

Retention

To access retention data according to ethnicity, gender, or age group, click [here](#).

	2007-2008	2008-2009	2009-2010
% Day			
% Evening			
% Total			

2.2 Given the data, describe the trend in **retention** that can be identified. What are the implications for your program?

Success Rates

To access success rate data according to ethnicity, gender, or age group, click [here](#).

	2007-2008	2008-2009	2009-2010
% Day			
% Evening			
% Total			

2.3 Given the data, describe the trend in **successful course completion** rates.

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2.3.1 To what do you attribute this trend in successful course completion? Include any observations from the classroom, school, or community environments.

2.3.2 What are the implications of this trend in successful course completion for your program?

Degrees and Certificates Awarded

	2007-2008	2008-2009	2009-2010
Degrees			
Certificates			
Skills Certificates			

2.4 Given the data, describe the trend in **degrees and certificates** awarded.

2.4.1 To what do you attribute this trend in degrees and certificates awarded? Include any observations from the classroom, school, or community environments.

2.4.2 What are the implications of this trend in degrees and certificates awarded for your program?

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Objective for Module Two

Write an objective, if applicable, to address the identified trends. Objectives should be linked to the LASC [Strategic Planning Goals](#).

Objective	
Planned Activities	
Individual Responsible	
Start Date	
Method of Evaluation	

Module Three: Program Resources

3.0 Discuss any needs in facilities, equipment, and/or supplies to support program goals. If requesting additional support, develop an objective.

WSCH per FTEF

	2007	2008	2009
Day			
Evening			
Total			

3.1 Given the data, describe the trend in [WSCH per FTEF](#).

3.1.1 Describe how this trend will impact your program. Does the program make effective use of its personnel? Include any need for increasing or reducing your program faculty.

3.2 List each faculty member in your program. Mark all professional development activities engaged in by each faculty member in your program since Fall 2005. (To add additional rows: Hit “Tab” at the end of the last row to add an additional blank row. Select the text and check boxes from the row above and press “Edit-Copy.” Click on the blank row and press “Edit-Paste”.)

Name	Activities (Mark all that apply)	Comments (Optional)
	<input type="checkbox"/> Conferences <input type="checkbox"/> Off-Campus Presentations <input type="checkbox"/> Publications <input type="checkbox"/> Grants <input type="checkbox"/> On-Campus Presentations <input type="checkbox"/> Other	
	<input type="checkbox"/> Conferences <input type="checkbox"/> Off-Campus Presentations <input type="checkbox"/> Publications <input type="checkbox"/> Grants <input type="checkbox"/> On-Campus Presentations <input type="checkbox"/> Other	
	<input type="checkbox"/> Conferences <input type="checkbox"/> Off-Campus Presentations <input type="checkbox"/> Publications <input type="checkbox"/> Grants <input type="checkbox"/> On-Campus Presentations <input type="checkbox"/> Other	
	<input type="checkbox"/> Conferences <input type="checkbox"/> Off-Campus Presentations <input type="checkbox"/> Publications <input type="checkbox"/> Grants <input type="checkbox"/> On-Campus Presentations <input type="checkbox"/> Other	
	<input type="checkbox"/> Conferences <input type="checkbox"/> Off-Campus Presentations <input type="checkbox"/> Publications <input type="checkbox"/> Grants <input type="checkbox"/> On-Campus Presentations <input type="checkbox"/> Other	
	<input type="checkbox"/> Conferences <input type="checkbox"/> Off-Campus Presentations <input type="checkbox"/> Publications <input type="checkbox"/> Grants <input type="checkbox"/> On-Campus Presentations <input type="checkbox"/> Other	
	<input type="checkbox"/> Conferences <input type="checkbox"/> Off-Campus Presentations <input type="checkbox"/> Publications <input type="checkbox"/> Grants <input type="checkbox"/> On-Campus Presentations <input type="checkbox"/> Other	
	<input type="checkbox"/> Conferences <input type="checkbox"/> Off-Campus Presentations <input type="checkbox"/> Publications <input type="checkbox"/> Grants <input type="checkbox"/> On-Campus Presentations <input type="checkbox"/> Other	

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Objective for Module Three

Write an objective, if applicable, to address the identified trends. Objectives should be linked to the LASC [Strategic Planning Goals](#).

Objective	
Planned Activities	
Individual Responsible	
Start Date	
Method of Evaluation	

Module Four: Educational Programs

4.0 Identify all program courses listed in the [catalog](#) that are due to be updated (i.e., course outlines were last updated in 2006 or earlier). Describe plans for updating these outlines. Click [here](#) to access the most recent course outline summary that lists LASC courses and their update status. (To add additional rows: Hit “Tab” at the end of the last row to add an additional blank row. Select the boxes from the row above and press “Edit-Copy.” Click on the blank row and press “Edit-Paste”.)

Outdated Course	Last Updated	Plan for Updating	Update completion deadline

4.1 For courses that have not been offered in over three years, identify your plans for the upcoming year. Provide justification or extenuating circumstances to keep these inactive courses listed. (**Note:** All course changes, additions, and removals must be approved by the Curriculum Committee.) Click [here](#) for a list of courses that have not been offered since Fall 2007. (To add additional rows: Hit “Tab” at the end of the last row to add an additional blank row. Select the text and check boxes from the row above and press “Edit-Copy.” Click on the blank row and press “Edit-Paste”.)

Inactive Course	Action	Comments
	<input type="checkbox"/> Recommend Archive <input type="checkbox"/> Remain listed <input type="checkbox"/> Other (please detail):	
	<input type="checkbox"/> Recommend Archive <input type="checkbox"/> Remain listed <input type="checkbox"/> Other (please detail):	
	<input type="checkbox"/> Recommend Archive <input type="checkbox"/> Remain listed <input type="checkbox"/> Other (Please detail):	

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	<input type="checkbox"/> Recommend Archive <input type="checkbox"/> Remain listed <input type="checkbox"/> Other (Please detail):	
	<input type="checkbox"/> Recommend Archive <input type="checkbox"/> Remain listed <input type="checkbox"/> Other (Please detail):	

4.2 Enter new courses that are planned. (**Note:** All course changes, additions, and removals must be approved by the Curriculum Committee.) (To add additional rows: Hit “Tab” at the end of the last row to add an additional blank row. Select the text and check boxes from the row above and press “Edit-Copy.” Click on the blank row and press “Edit-Paste”.)

New Course	Justification (check all that apply)
	<input type="checkbox"/> Advisory committee <input type="checkbox"/> Prerequisites <input type="checkbox"/> Integration of technology <input type="checkbox"/> Similar CSU/UC lower division requirements <input type="checkbox"/> Course needed for sequence <input type="checkbox"/> Integrating current trends and new information <input type="checkbox"/> Other (please detail):
	<input type="checkbox"/> Advisory committee <input type="checkbox"/> Prerequisites <input type="checkbox"/> Integration of technology <input type="checkbox"/> Similar CSU/UC lower division requirements <input type="checkbox"/> Course needed for sequence <input type="checkbox"/> Integrating current trends and new information <input type="checkbox"/> Other (please detail):

4.3 Vocational Programs (if applicable; if not, skip to Objective for Module Four)

4.3.1 How does your program meet **labor market demand**? Cite specific examples and sources.

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4.3.2 Do your program have an **advisory board**? How often does your advisory board meet? When was the last meeting? List outcome(s) of your advisory board meetings.

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4.3.3 What **employment data** do you have that demonstrates the effectiveness of your program?

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Objective for Module Four

Write an objective, if applicable, to address the identified trends. Objectives should be linked to the LASC [Strategic Planning Goals](#).

Objective	
Planned Activities	
Individual Responsible	
Start Date	
Method of Evaluation	

Module Five: Student Learning Outcomes (SLOs)

- 5.0 Identify 2-5 [student learning outcomes](#) for each of the **degree programs** you offer and provide an [assessment strategy](#) for each outcome. In the following chart,
- Indicate the assessment strategy and when assessment will occur (Fall 2010/Spring 2011)
 - If any of your program SLOs were already assessed, include analysis of assessment results and plans for improvement of teaching and learning. Include overall results from program faculty dialogue (attach minutes from meetings as evidence of this dialog).

LASC Institutional SLOs

1. Communication (Oral and Written Skills)
 - use language (oral and written) and non-verbal modes of communication appropriate to the audience and purpose.
2. Cognition (Reading Comprehension, Computational Skills, and Critical Thinking)
 - use critical thinking and computational skills to analyze, synthesize, and evaluate ideas and information.
3. Information Competency (Information Competency and Technological Literacy)
 - utilize research skills necessary to achieve educational, professional, and personal objectives.
4. Social Responsibility (Responsible Citizenship and Valuing Diversity)
 - demonstrate sensitivity to and respect for others and participate actively in group and civic decision making.
5. Personal and Professional Development (Employability and Confidence Building)
 - demonstrate self-management, maturity, and growth through practices that promote physical, mental, and emotional well-being.

- If applicable, indicate which Institutional SLO (#1-5) the program SLO is linked to. Click [here](#) for a link to all of the degree/certificate programs that should have at least 2 SLOs. Click [here](#) to see a sample entry for this form.

If your program offers more than one degree, you will need to expand this chart to identify SLOs for each one. To do so, select the entire chart and press “Edit-Copy.” Click in the blank space below the original chart and press “Edit-Paste.”

Program Title:				
Program SLO	Target Courses to be Assessed	Assessment Strategy & Timing	Results and Plans for Improvement (if applicable)	Related Institutional SLO (mark all that apply)
1.		<input type="checkbox"/> Fall 2010 <input type="checkbox"/> Spring 2011		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
2.		<input type="checkbox"/> Fall 2010 <input type="checkbox"/> Spring 2011		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4

				<input type="checkbox"/> 5
3.		<input type="checkbox"/> Fall 2010 <input type="checkbox"/> Spring 2011		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
4.		<input type="checkbox"/> Fall 2010 <input type="checkbox"/> Spring 2011		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
5.		<input type="checkbox"/> Fall 2010 <input type="checkbox"/> Spring 2011		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

- 5.1 List each course in your program as well as each course's SLOs according to the most recent course outline of record. (Click [here](#) to access a master list of all courses and recorded SLOs.) Indicate whether the course SLO ties directly to a program SLO. Indicate whether the course SLO ties directly to an institutional SLO.

If the course ties in to multiple degree programs with separate SLOs, use the text box to describe the relationship between the course SLO, program SLOs, and Institutional SLOs.

To add additional rows for more courses: Hit "Tab" at the end of the last row to add an additional blank row. Select the text and check boxes from the rows above (for the course, three SLOs and check boxes) and press "Edit-Copy." Click on the blank row and press "Edit-Paste".

Course Name, Number, and SLOs		Related Program SLO (mark all that apply)	Related Institutional SLO (mark all that apply)
Example:	SLO 1: demonstrate proficiency in performing conversions within the metric or English systems, or between the English and metric systems. (70% meets expectation)	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
Course name: Chemistry 51	SLO 2: demonstrate proficiency in naming a compound given its chemical formula or vice versa (70% meets expectation)	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
Course name:	SLO 1:	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3

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	SLO 2:	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
	SLO 3:	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
Course name:	SLO 1:	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
	SLO 2:	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
	SLO 3:	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
Course name:	SLO 1:	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
	SLO 2:	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
	SLO 3:	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
Course name:	SLO 1:	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
	SLO 2:	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3

	SLO 3:	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
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- 5.2 Identify 2-5 Student learning Outcomes for any [certificate programs](#) within your area. In the following chart,
- List the certificate program, SLOs, and target courses.
 - Indicate the assessment strategy and when the assessment will occur (**Fall 2010 or Spring 2011**).
 - If any of your program SLOs were already assessed, include analysis of assessment results and plans for improvement of teaching and learning. Include overall results from program faculty dialogue (attach minutes from meeting as evidence).
 - If applicable, indicate which Institutional SLO (#1-5) the program SLO is linked to.

If your program offers more than one certificate, you will need to expand this chart to identify SLOs for each one. To do so, select the entire chart and press “Edit-Copy.” Click in the blank space below the original chart and press “Edit-Paste.”

Certificate Program and SLO	Target Courses	Assessment Strategy & Timing	Results and Plans for Improvement (if applicable)	Related Institutional SLO (mark all that apply)
Name of Certificate Program:				
SLO 1:		<input type="checkbox"/> Fall 2010 <input type="checkbox"/> Spring 2011		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
SLO 2:		<input type="checkbox"/> Fall 2010 <input type="checkbox"/> Spring 2011		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
SLO 3:		<input type="checkbox"/> Fall 2010 <input type="checkbox"/> Spring 2011		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
SLO 4:		<input type="checkbox"/> Fall 2010 <input type="checkbox"/> Spring 2011		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
SLO 5:				<input type="checkbox"/> 1

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		<input type="checkbox"/> Fall 2010 <input type="checkbox"/> Spring 2011		<input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
--	--	--	--	--

5.3 How are course and/or program student learning outcomes communicated to students?

5.3.1 How do you measure whether students understand what the outcomes mean?

5.3.2 If applicable, how can students self-assess using rubrics, etc. in relation to the SLOs.

5.4 How will the results of assessment be used for planning and decision-making? How were the results discussed both internal and external to your program? Did students participate in the reviews of outcomes, criteria, curriculum design, or related activities? If so, describe.

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Objective for Module Five

Write an objective, if applicable, to address future plans to develop, assess, and/or improve Student Learning Outcomes. List any objectives resulting from SLO assessment analysis. Objectives should be linked to the LASC [Strategic Planning Goals](#).

Objective	
Planned Activities	
Individual Responsible	
Start Date	
Method of Evaluation	

Module Six: Student Feedback

6.0 Data collection

6.0.1 How many surveys were collected from students?

6.0.2 How many students participated in focus groups?

6.0.3 How many students participated in interviews?

6.0.4 How many students participated in other activities in which students provided feedback to your program? Describe these activities.

6.1 Describe the results of the data accumulated in the above methods.

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Objective for Module Six

Write an objective, if applicable, to address student feedback and concerns. Objectives should be linked to the LASC [Strategic Planning Goals](#).

Objective	
Planned Activities	
Individual Responsible	
Start Date	
Method of Evaluation	

Module Seven: SWOC

Based on your program review, summarize:

Program Strengths

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Program Weaknesses

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Program Opportunities

--

Program Challenges

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Module Eight: Objectives from 2008-2009 Mini-Review

8.0 List each of the objectives from your program’s 2008-2009 mini-review. (Click [here](#) to access the objectives from the mini-reviews.) Indicate the current status and outcome of each objective. (To add additional rows: Hit “Tab” at the end of the last row to add an additional blank row. Select the text and check boxes from the row above and press “Edit-Copy.” Click on the blank row and press “Edit-Paste”.)

Objective	Status Completed = C In Progress = IP Not Implemented = NI	Outcome If “C” evaluate the result If “IP” evaluate the status and plans for continuation of the objective If “NI” state whether the objective will be pushed to the next year or dropped entirely and the rationale behind the decision
	<input type="checkbox"/> Completed <input type="checkbox"/> In Progress <input type="checkbox"/> Not Implemented	
	<input type="checkbox"/> Completed <input type="checkbox"/> In Progress <input type="checkbox"/> Not Implemented	
	<input type="checkbox"/> Completed <input type="checkbox"/> In Progress <input type="checkbox"/> Not Implemented	

Module Nine: 2010 Program Review Objectives

9.0 Rank and list all objectives that have been developed in this program review.

Rank	Objective	Planned Activities	Individual Responsible	Start Date	End Date

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Module Ten: Resource Priority Requests

Note: All resources requests must be linked to a program objective and to a [strategic plan goal/objective](#).

Rank	Resources Requested	Quantity /Units	Program Objective Number Related to this Request	Strategic Goal/Objective Number Related to this Request	Rationale for the Request	Anticipated Total Cost

Concluding Comments and Recommendations

- 1. Discuss any special program accomplishments or achievements that have not already been addressed.**

- 2. Discuss anything else you would like to share about your program that has not already been addressed.**

- 3. List a minimum of (3) recommendations for the program.**