

Los Angeles Southwest College

Program Review

2010

Program: Non-Credit ESL and ESL Civics

Initiator: Elizabeth Shea

Reviewer 1: Marian Ruane; Senate reviewer: Leonard Apenahier

Reviewer 2: Senate reviewer: Angela C. Jenks

Date first draft of review was completed by initiator: 10/11/10

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.

Program Coordinator

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](#).

The noncredit program is committed to serving the diverse English language learner population in the LASC service area by offering English as a Second Language (ESL) and ESL Civics (Citizenship Preparation) courses on campus and at various off-site **locations** with schedules that meet the needs of the community.

Module One: Enrollment Trends

Enrollment

	2007-2008	2008-2009	2009-2010
Day	1,659	1,197	1,850
Evening	1,449	1,603	1,737
Total	3,108	2,800	3,587

Average Class Size

	2007-2008	2008-2009	2009-2010
Day	N/A	N/A	N/A
Evening	N/A	N/A	N/A
Total	N/A	N/A	N/A

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

The trends show an overall increase in the enrollment in the noncredit program.

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?

This shows a need for more classes to meet the growing demand for ESL, Citizenship and Basic Skills classes in the service area. The jump in FTEs even though there was a drop in enrollment is more than likely due to the increase in offsite class offerings. When classes are offered at a convenient site, the transportation barrier is removed, resulting in more consistent attendance. At one offsite, the elementary school district provides free child care during ESL classes which a majority of the enrolled students take advantage of. Noncredit classes generate FTES by the actual number of hours that students attend class rather than the enrollment at the date of census. The noncredit ESL curriculum includes courses for the beginning-low to intermediate-low second language learner. Students completing the sequence have the choice of enrolling in credit classes to further enhance their skills. For the students opting to remain in the noncredit program, a higher-level course needs to be developed.

The data for average class size is not entered because of open-entry/open-exit enrollment.

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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	Increase class offerings to meet demand
Planned Activities	Meet with new Dean to determine feasibility of increasing class offerings in light of the reduction in credit ESL class offerings.
Individual Responsible	Marian Ruane and Dean
Start Date	Fall 2010
Method of Evaluation	10% increase in class offerings in Spring 2010 to Spring 2011 10% increase in class offerings in Fall 2010 to Fall 2011

Module Two: Demographics and Student Success

Ethnicity

Ethnicity (%)	2007-2008	2008-2009	2009-2010
Asian	0.5%	0.4%	0.4%
Black/African American	2.7%	2.4%	5.0%
Hispanic	95.2%	93.8%	89.7%
Native American	0.0%	0.0%	0.1%
Pacific Islander	0.0%	0.1%	0.1%
Caucasian/White	0.0%	0.1%	0.1%
Other	0.3%	0.5%	0.3%
Unknown/Decline To State	1.2%	2.7%	4.2%

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

The increase in the Black/African-American category is due to the students enrolled in the Citizenship Preparation program. Recent outreach in the nearby African immigrant community been successful.

There is no implication for the program in the increase in students declining to state their ethnicity.

Age

Age Group	2007-2008	2008-2009	2009-2010
19 and under	9.2%	6.5%	6.1%
20-24	8.7%	11.9%	11.6%
25-29	9.5%	11.7%	11.5%
30-34	11.2%	12.5%	12.7%
35-39	14.8%	12.5%	12.5%
40-49	24.8%	25.7%	23.8%
50+	21.8%	19.2%	21.8%

Gender

Gender	2007-2008	2008-2009	2009-2010
Female	65.6%	60.3%	65.3%
Male	34.4%	39.8%	34.7%

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

The age and gender of the students enrolled in the noncredit program have remained fairly consistent. A slightly higher percentage of males are enrolled in the noncredit program than the credit classes at the college.

Retention

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

	2007-2008	2008-2009	2009-2010
% Day	N/A	N/A	N/A
% Evening	N/A	N/A	N/A
% Total	N/A	N/A	N/A

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

The noncredit classes are not graded, open-entry/open-exit, so no data is given for retention, success rates or degrees and certificates.

Success Rates

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

	2007-2008	2008-2009	2009-2010
% Day	N/A	N/A	N/A
% Evening	N/A	N/A	N/A
% Total	N/A	N/A	N/A

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

The noncredit classes are not graded, open-entry/open-exit, so no data is given for retention, success rates or degrees and certificates.

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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.

N/A

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

N/A

Degrees and Certificates Awarded

	2007-2008	2008-2009	2009-2010
Degrees	N/A	N/A	N/A
Certificates	N/A	N/A	N/A
Skills Certificates	N/A	N/A	N/A

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

N/A
N/A

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.

N/A

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

N/A

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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	N/A
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.

The addition of dedicated classroom space for noncredit classes and the BTS computer lab would enhance the delivery of instruction. Having dedicated classrooms would enable instructors to keep supplemental materials in the classroom to be shared by morning, evening and Saturday students. Funding guidelines allow classroom sets of textbooks to be purchased for student use. At this time, students borrow the textbooks and are asked to return them at the end of the session. Having a dedicated space for textbooks in the classroom would greatly reduce loss and the need to replace them. Citizenship Preparation classes also use many aids (maps, copies of documents, audio material, forms) in preparing students for their written and oral tests. Students would benefit from being in a classroom where these materials can be stored and readily accessible. The ESL Computer lab, originally funded by Title V, has been moved from Tec 210 to 340 and in the latest move to LL 208. LL 208 is much smaller and shared by CAOT classes. The EL Civics funding is to infuse technology into the ESL curriculum. At this time classes need to use the lab in shifts to access the software companion to their textbooks. Often classes are closed due to limited seating space, so ideally more classrooms that seat 50+ need to be available.

WSCH per FTEF

Discipline	2007	2008	2009
Basic Skills	661	423	519
Non-Credit	745	495	1,404

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

At this time, there is no full-time noncredit faculty. Other colleges in the district (ELAC, LATTC) have hired fulltime noncredit ESL and Basic Skills instructors. The addition of full-time instructors would be a valuable asset for the college. All noncredit instructors are part-time.

- 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.

As dedicated as the part-time instructors are, they have teaching assignments at other colleges and cannot spend the time before and after class on program development and student assistance. Noncredit instructors are not paid for office hours and are not required to hold them. With noncredit being much more involved in the state projects such as the CB 21 coding, the Basic Skills Initiative and Enhanced Funding, the need for full-time tenured instructors is increasingly pressing. The program does make effective use of its personnel, but the increase in FTEs demands the establishment of a full-time noncredit instructor.

- 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

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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)
M. Ruane	<input checked="" type="checkbox"/> Conferences <input type="checkbox"/> Off-Campus Presentations <input type="checkbox"/> Publications <input type="checkbox"/> Grants <input type="checkbox"/> On-Campus Presentations <input checked="" type="checkbox"/> Other	Curriculum development, EL Civics consortium meetings, Noncredit Task Force, LA Literacy Network, Achieve the Dream and yearly attendance of the CATESOL conferences.
M. Howells	<input checked="" type="checkbox"/> Conferences <input checked="" type="checkbox"/> Off-Campus Presentations <input type="checkbox"/> Publications <input type="checkbox"/> Grants <input type="checkbox"/> On-Campus Presentations <input type="checkbox"/> Other	As the English Language Learner lead teacher at an elementary school, Ms. Howells keeps current in the area of language acquisition.
R. Rodriguez	<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 checked="" type="checkbox"/> Other	Completed TESOL certificate requirements
E. Jaglin	<input type="checkbox"/> Conferences <input checked="" type="checkbox"/> Off-Campus Presentations <input type="checkbox"/> Publications <input type="checkbox"/> Grants <input type="checkbox"/> On-Campus Presentations <input type="checkbox"/> Other	Attended workshops on Adult Literacy and Multi Level ESL curriculum.
E. Shea	<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 checked="" type="checkbox"/> Other	Developed instructional materials to reinforce course objective for students needing additional support.
G. Simons, P. Hood, R. Resendiz, P. Hood	<input type="checkbox"/> Conferences <input checked="" type="checkbox"/> Off-Campus Presentations <input type="checkbox"/> Publications <input type="checkbox"/> Grants <input type="checkbox"/> On-Campus Presentations <input type="checkbox"/> Other	All Citizenship instructors completed USCIS sponsored focus groups and training for the new Naturalization test and interview
B. Bennitt	<input checked="" 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	Completed requirements for clear adult education ESL credential and will receive MA in TESOL in 2010.
S. Santos	<input type="checkbox"/> Conferences <input checked="" type="checkbox"/> Off-Campus Presentations <input type="checkbox"/> Publications <input type="checkbox"/> Grants <input type="checkbox"/> On-Campus Presentations <input type="checkbox"/> Other	Presenter at the National Association of Educational Research, Chicago in Sp 2010. Ms. Santos is a doctoral student in Educational Research at Claremont University.

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G. Lopez	<input checked="" type="checkbox"/> Conferences <input type="checkbox"/> Off-Campus Presentations <input type="checkbox"/> Publications <input type="checkbox"/> Grants <input type="checkbox"/> On-Campus Presentations <input checked="" type="checkbox"/> Other	Awarded M.A. in Adult Education September 2010
C. Briones	<input checked="" 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	
R. Gonzalez	<input checked="" type="checkbox"/> Conferences <input type="checkbox"/> Off-Campus Presentations <input type="checkbox"/> Publications <input type="checkbox"/> Grants <input checked="" type="checkbox"/> On-Campus Presentations <input type="checkbox"/> Other	

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 #1	Hire 2 full-time Noncredit Instructors.(1 Basic Skills and 1Noncredit ESL)
Planned Activities	Complete necessary procedure to place positions on faculty hiring list.
Individual Responsible	Dean and Marian Ruane
Start Date	Fall 2010
Method of Evaluation	Hiring of 2 full-time instructors

Objective #2	Secure dedicated classrooms and computer lab space
Planned Activities	Meet with new dean to discuss planning
Individual Responsible	Dean and Marian Ruane
Start Date	Fall 2010
Method of Evaluation	Move to new lab and Noncredit classes to meet in a block of classrooms.

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
BSICSKL 02CE	3/21/06	To be updated by M. Ruane	Spring 2011
BSICSKL 23CE	10/17/06	To be updated by M. Ruane	Spring 2011
BSICSKL 35CE	11/21/06	To be updated by M. Ruane	Spring 2011
BSICSKL 60CE	5/16/06	To be updated by M. Ruane	Spring 2011
ESL NC 11 CE	05-06	To be updated by M. Ruane	Spring 2011

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
CE ESL 042CE	<input type="checkbox"/> Recommend Archive <input type="checkbox"/> Remain listed <input checked="" type="checkbox"/> Other (please detail):	Subject code changed to ESL NC by district. ESL NC 042CE is offered in the spring and Fall semesters.
CITIZN 010CE	<input type="checkbox"/> Recommend Archive <input type="checkbox"/> Remain listed <input checked="" type="checkbox"/> Other (please detail):	Class archived 4/15/08

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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)
ESL Learning Lab	<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 checked="" type="checkbox"/> Other (please detail): Because of open-entry/open-exit enrollment and the high demand for over-enrolled classes, there is a need for a lab class where students can enroll in to review material and/or attend on a flexible schedule. This will also meet the technology requirement of the ESL Civics grant that provides funding for staff and equipment in the BTS lab.
Vocational Vocabulary Support	<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 checked="" type="checkbox"/> Other (please detail): Students need English skills support in order to be prepared for the language needed in their chosen area of study or to advance in their current field of employment. This will be a noncredit Basic Skills/Vocational Education class.
Beginning ESL – Literacy	<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 checked="" type="checkbox"/> Other (please detail): There is a need for a lower level ESL class. The data collected on the CASAS testing program (used for placement) indicates a need for a Literacy based ESL course.

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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.

N/A

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.

N/A

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

N/A

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	Create new classes and submit to Curriculum
Planned Activities	Develop and present three new classes to the LASC Curriculum Committee
Individual Responsible	Marian Ruane
Start Date	Spring 2011
Method of Evaluation	At least 2 of the 3 new classes will be offered in the Fall 2011 semester and have strong enrollments.

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).
 - If applicable, indicate which Institutional SLO (#1-5) the program SLO is linked to.

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.

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: Non-Credit (Basic Skills, ESL, etc.)				
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. ESL Students will be able to accurately complete forms in English with personal information and be able to effectively communicate in	ESL and Civics 010CE ESL and Civics 012CE ESL and Civics	<input checked="" type="checkbox"/> Fall 2010 <input type="checkbox"/> Spring 2011		<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

oral and written form for life skills.	015CE			
2. Basic Skills Students will be able to express and respond to information in English in oral and written form for workplace and interpersonal communication.	Basic Skills 002CE Basic Skills 043CE Basic Skills 054CE Basic Skills 055CE	<input checked="" type="checkbox"/> Fall 2010 <input type="checkbox"/> Spring 2011		<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" 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: Course name: Chemistry 51	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
	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: Academic Prep 05CE	SLO 1: 1. Distinguish between main ideas and subtopics and construct a topical outline of various nonfiction textbook samples	<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 checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" 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: Academic Prep 040 CE	SLO 1: 1. Apply problem solving skills to sample real life situations and evaluate solutions	<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 checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input checked="" 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: Basic Skills 002CE	SLO 1: 1. Produce writing that is relatively free of mistakes in grammar, mechanics, and syntax.	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
	SLO 2: 2. Demonstrate confidence in Standard	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5

	English structure as shown by improved self-editing skills.	<input type="checkbox"/> 3	<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: Basic Skills 035CE	SLO 1: 1. Perform basic computations and solve relevant mathematical problems with 70% accuracy.	<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 checked="" 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
Course name: Basic Skills 041CE	SLO 1: 1. Create a Work Opportunity Plan	<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 checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input checked="" 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
Course name: Basic Skills 042CE	SLO 1: 1. Prepare a resume and cover letter	<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 checked="" type="checkbox"/> 5 <input checked="" 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
Course name: Basic Skills 043CE	SLO 1: 1. Evaluate a scenario demonstrating effective and ineffective communication techniques.	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input checked="" 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

Course name: Basic Skills 054CE	SLO 1: 1. Demonstrate steps and techniques for handling customer complaints in oral or written form.	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input checked="" 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
Course name: Basic Skills 055CE	SLO 1: 1. Describe a solution to a workplace conflict in oral or written form.	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input checked="" 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
Course name: Basic Skills 060CE	SLO 1: 1. Describe purpose and features of basic word processing.	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 3
	SLO 2: 2. Define common Internet and computer communication application terms.	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 3
Course name: ESL and Civics 010CE	SLO 1: 1. Complete a simple form requiring personal information with 90% accuracy.	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input checked="" 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

Course name: ESL and Civics 011CE	SLO 1: 1. Speak intelligibly by using English pronunciation patterns for sounds, syllables, rhythm and intonation and pass the CASAS CIT test with a score of 206 or higher.	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input checked="" 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
Course name: ESL and Civics 012CE	SLO 1: 1. Complete the N-400 form and respond orally to questions regarding the form with 90% accuracy.	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input checked="" 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
Course name: ESL and Civics 013CE	SLO 1: 1. Identify the types of financial aid available for post-secondary education in written form.	<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 checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" 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
Course name: ESL and Civics 015CE	SLO 1: 1. Respond to questions about the history of the United States and personal information in oral and written forms with 90% accuracy.	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input checked="" 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
Course name:	SLO 1:	<input type="checkbox"/> 1 <input type="checkbox"/> 4	<input type="checkbox"/> 1 <input type="checkbox"/> 4

Vocational Education 003CE	Send an email to the instructor with the following completed: 1. Correct email address 2. Subject line 3. Message body	<input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input checked="" 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

- 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: None	N/A	N/A	N/A	N/A
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"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3

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		<input type="checkbox"/> Spring 2011		<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"/> 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

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

SLOs are listed on the course syllabus. Students are told that in order to assess the effectiveness of curriculum delivery, there is a need to document their learning outcomes.

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

Since noncredit classes do not give grades, the assessment is not tied to success as in a traditional classroom. The SLOs in the noncredit classes are life skill based so students achieve success in a practical manner and can apply it to their daily lives.

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

N/A

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.

The results of the SLOs assessments will drive the content and focus of new curriculum. Instructors are aware of assessment outcomes and adjust lessons accordingly.

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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	Complete SLO assessment for ESL Civics classes
Planned Activities	Assess ESL Civics 010CE, 012CE and 015CE SLOs
Individual Responsible	M.Ruane
Start Date	Fall 2010
Method of Evaluation	Successful completion of SLO assessment for three ESL Civics classes

Module Six: Student Feedback

6.0 Data collection

6.0.1 How many surveys were collected from students?

111

6.0.2 How many students participated in focus groups?

111

6.0.3 How many students participated in interviews?

None

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

N/A

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

Student feedback portrays that the noncredit program at LASC supports the students' desire to learn, that the faculty is well-qualified and the students feel that they, as well as their learning needs are honored and respected by faculty. It shows that their strongest perceived needs are in reading, writing, understanding and speaking in English and that they would like more tutoring and/or help outside of class. There was a need expressed for more basic computer literacy and conversation courses.

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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	Survey students on a regular basis
Planned Activities	Develop mid- semester surveys
Individual Responsible	Marian Ruane
Start Date	Spring 2011
Method of Evaluation	100% increase in collected student surveys over 2009-2010.

Module Seven: SWOC

Based on your program review, summarize:

Program Strengths

The noncredit program is housed in the Bridges to Success (BTS) Center. This relationship between student services and an academic program is very advantageous for the students. The BTS Center is accessible as it is open 8:00 am – 7:00 pm Monday – Thursday and 8:00 – 1:00 pm Friday and Saturday. The BTS staff is informed, bilingual/bicultural and cross-trained and all have been enrolled in ESL and/or ESL Civics classes at one time. The staff is able to keep a good line of communication with students as far as needs and concerns as well as receiving positive feedback. Right now, there is an excellent mix of experienced and new instructors. The program is responsive to student needs and interests. For example, the Basic Computer Literacy course was developed due to student interest and is one of the highest enrolled classes offered by the noncredit program. The ESL Civics program is comprehensive and all Naturalization services are offered at no cost. The program has partnered with several CBOs for Citizenship Fairs in the greater Los Angeles area. All instructors are up-to-date in the changing field of the naturalization process.

Program Weaknesses

The open-entry/open-exit nature of the courses is beneficial in that a student can enroll almost anytime during the semester. On the other hand, students are entering a class that has been going on for several weeks and although he has tested into the level, the class has been moving on. A managed enrollment program may help this situation although many students may get discouraged by not being able to start classes right away. This is a common problem that noncredit programs face and is being discussed with other noncredit program managers in the district.

Program Opportunities

Budget constraints have limited the offering in the Noncredit program. At present, several onsite classes are closed with waiting lists. Calls are received weekly from community agencies (FBOs, CBOs, parks, etc.) inquiring about the possibility of offering classes at their sites. Current offsite partners have requested additional classes.

Program Challenges

As mentioned previously, there are several program challenges. The opportunity for growth is available but not the budget. The lack of full-time instructors makes it difficult to get instructor in-put on program updates and challenges. The lack of dedicated classrooms to store materials results in loss and money spent from a grant that could do more to increase the programs in the BTS computer lab. Students complete profiles upon enrollment and many are looking for short-term job training. These students eventually enroll at LATTC, localROPs or private career schools.

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
Develop CTE based noncredit courses in addition to higher level ESL and/or Basic Skills	<input type="checkbox"/> Completed <input type="checkbox"/> In Progress <input checked="" type="checkbox"/> Not Implemented	This objective will be moved to the 2011-2012 school year. With the new CTE programs at LASC, the noncredit courses (Voc Ed, Basic Skills and ESL) can be developed in coordination with new offerings. This request is included in 2010 program review.
Increase course offerings including off sites especially Basic Computer Literacy	<input type="checkbox"/> Completed <input type="checkbox"/> In Progress <input checked="" type="checkbox"/> Not Implemented	This will not be implemented until budget allows program growth or a funding source is established.
Dedicated classrooms and computer lab	<input type="checkbox"/> Completed <input type="checkbox"/> In Progress <input checked="" type="checkbox"/> Not Implemented	Due to changes in administration the planning of the new computer lab space has been put on hold. This request is included in 2010 program review.

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Hire full-time noncredit instructor	<input type="checkbox"/> Completed <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Not Implemented	This request is included in 2010 program review.
Transition at least 10% of noncredit students into at least one credit class.	<input type="checkbox"/> Completed <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Not Implemented	In the Fall 2010 semester credit ESL class offerings were very limited. Students are made aware of the opportunities to take credit ESL at registration and orientation.

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
1	Hire 2 full-time Noncredit Instructors.(1 Basic Skills and 1 Noncredit ESL)	Complete necessary procedure to place positions on faculty hiring list.	Dean and M. Ruane	Fall 2010	Fall 2011
2	Secure dedicated classrooms and computer lab space	Meet with new Dean to plan process	M. Ruane	Fall 2010	Fall 2011
3	Create new classes and submit to Curriculum	Create new classes and submit to Curriculum	M. Ruane	Fall 2010	Fall 2011
4	Complete SLO assessment for ESL Civics classes	Assess ESL Civics 010CE, 012CE and 015CE SLOs	M. Ruane	Fall 2010	Fall 2011

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5	Increase class offerings to meet demand	Meet with new Dean to determine feasibility of increasing class offerings in light of the reduction in credit ESL class offerings.	M. Ruane	Fall 2010	Fall 2011
6	Survey students on a regular basis	Develop mid-semester surveys	M. Ruane	Spring 2010	Spring 2010

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Module Ten: Resource Priority Requests

Note: All resources requests must be linked to a program objective and to a [strategic plangoal/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
1	Fulltime noncredit instructor	2	3	3	Noncredit program is generating the FTEs needed to Support new faculty positions	TBD

Concluding Comments and Recommendations

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

In noncredit classes, apportionment is based on actual hours of student attendance. The increase in FTEs shows that students are not only enrolling but attending as the census data is not considered. This is, in part, credited to dedicated faculty driven to assist the newly arrived immigrant student population reach their professional and personal goals. Data does not show the doors that are unlocked when a student is able to speak, read and read English or obtains United States citizenship..

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

The recent state report on the status of noncredit in the state was titled *Noncredit: Portal to the Future*. The report reiterates the points above with data and anecdotal evidence. Noncredit can have a huge role at the college especially in the area of Basic Skills and contextualized vocational curriculum.

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

1. Dedicate classrooms and computer lab space
2. Hire 2 full-time noncredit instructors
3. Develop more curriculum
4. Expand class offerings both on and offsite.