

PROGRAM REVIEW Fall 2018

Program: RAW Center

Division: Arts and Humanities

Date: 10/22/18

Writer(s): Meghan Swanson

SLO/SAO Point-Person: Karin Spirn

Audience: Deans, Vice Presidents of Student Services and Academic Services, All Planning and Allocation Committees. This document will be available to the public.

Uses: This Program Review will be used to inform the campus and community about your program. It will also be used in the processes of creating Division Summaries, determining College Planning Priorities and allocating resources. A final use is to document fulfillment of accreditation requirements.

Time Frame: This Program Review should reflect on program status during the 2017-18 academic year. It should describe plans starting now and continuing through 2018-19. This document also provides the opportunity to describe more long-term plans (optional).

Sections: The first section of this Program Review focuses on general program reflection and planning. The second section has specific questions to be filled out by all programs this year. The third section is an SLO/SAO update. The fourth section is a review of curriculum. Only programs with curriculum need to complete Section 4.

Topics: A list of topics of particular interest to Program Review readers can be found here:

<https://goo.gl/23jrxT>

Help: Contact Karin Spirn: kspirn@laspositascollege.edu

Instructions:

- 1) Please respond to each question as completely as possible.
- 2) If the requested information does not apply to your program, write "Not Applicable."
- 3) Optional: Meet with your dean to review this document before _____.
- 4) Send an electronic copy of this form to Karin Spirn and your Dean by _____.

Links:

Program Review Home Page: <https://goo.gl/XATgjJ>

Fall 2017 Program Review Updates : <https://goo.gl/pkv76m>

Frequently Asked Questions: <https://goo.gl/ilhRtt>

Section One: Program Snapshot

No Significant Changes Option

Contact person: _____

By marking an X in the box above, the writers of this Program Review indicate that there have been no significant changes to their program or their program's needs in the past year. In this case, programs may opt not to complete Program Review Section One: Program Snapshot.

Programs must still complete all other sections (as applicable).

Please note: Choosing this option means that your program's information may not be included in the yearly Division Summary.

The No Significant Changes Option may only be used for two years in a row; after two years, programs must complete a full Program Review including the Program Snapshot. Our program's most recent Program Review was submitted in the following semester: Fall 20_____.

A. Program Description: Briefly describe your program, including any information or special features of your program that will provide helpful context for readers of this Program Review.

RAW (Reading and Writing) Center is a drop in, one-on-one tutoring service for students across disciplines. Students who visit the RAW Center can have up to 20 minutes with a faculty member in the English or ESL discipline. Students can get help on any part of the writing or reading process. This includes brainstorming, drafting, polishing, editing, MLA or APA formatting, personal statements and much more. Students can also get help with reading; tutors will review reading strategies and help students get through difficult passages when needed.

This semester in the RAW Center has seen improvements over earlier semesters. With help from the Basic Skills Committee, we have been able to increase our hours from last year. We are now open 10-3:30 Monday through Thursday and 5:30-6:30 pm on Tuesdays and Thursdays as well as 3 hours, 11-2, in the Library on Fridays. We have been able to serve more students than in the last several years though all of this is because of one-time monies from the Basic Skills Committee.

Also, full-time and part-timers (using their Professional Responsibility Hours) collaborated to create some extremely useful, uniform handouts on the topics students most visit the RAW Center for. Each handout has an informational portion and a practice portion, and they are now on display in the RAW Center and will be accessible on the RAW website, also.

B. Changes to Program and Needs: Describe any significant changes to your program or your program’s needs since the previous Program Review Update (Fall 2017).

Our program has stayed the same since last year in some ways. We have the same operating budget from the general fund even though our ability to offer hours on that budget has been difficult since (until spring 19) pay has been based on load. As of Spring 19, we will be able to offer about the same amount of increased hours we did this semester, given the help we received from the Basic Skills committee with the different pay rates. This will also make staffing much easier since we will not have to worry about load. However, the money from Basic Skills is one-time money, so increased support from the campus would help us achieve the “equitable access to support services” from our accreditation recommendation and our College’s planning priority.

As noted in the last several program reviews, “Like the prior coordinator, I have been allotted a \$25,000/year budget, and try to retroactively supplement the costs of running the Center with grants. The main changes that have affected our program since the last Program Review are: 1. The Fall 2015 Accreditation visit and report. The latest Accreditation visit noted that our offerings for tutorial services, including RAW, are too limited, and impede student success. In particular, our extremely limited online and evening services (we had no evening hours the semester of the visit; we have since added a total of four (2 as of Fall 18) evening hours weekly) and the fact that we, like the Tutorial Center, are closed completely during the summer, were mentioned.” The RAW center could be of great service to summer or online students, but we just don’t have the budget for that at this time.” With the limited budget, it is difficult to allocate already limited funds to the summer when the population of students is much smaller and one could argue it might even be more difficult to find a reasonable time to be open given the course offering times. However, the RAW Center is considering having a tutor available for some summer hours in the library.

Mark an X before each area that is addressed in your response.				Definitions of terms: https://goo.gl/23jrxt		
<input type="checkbox"/>	Community Partnerships/Outreach	<input type="checkbox"/>	Facilities, Supplies and Equipment, Software	<input checked="" type="checkbox"/>	LPC Planning Priorities	<input checked="" type="checkbox"/> Services to Students
<input type="checkbox"/>	Curriculum committee items	<input type="checkbox"/>	Financial/Budgetary	<input type="checkbox"/>	LPC Collaborations	<input type="checkbox"/> SLO/SAO Process
<input type="checkbox"/>	Enrollment Management	<input type="checkbox"/>	Human Resources	<input type="checkbox"/>	Pedagogy	<input type="checkbox"/> Technology Use
<input type="checkbox"/>	External Factors	<input type="checkbox"/>	Learning Support	<input type="checkbox"/>	Professional Development	<input type="checkbox"/>

C. Reflection: What plans from the [2017 Program Review](#) or any [previous Program Reviews/Updates](#) have been achieved and how? You may also describe achievements that were not planned in earlier Program Reviews.

Plans:

2016 Plan 1: “The first order of business is to try to stay open enough hours to make it worth running the Center.”

2017 Update: Unfortunately, we have even fewer hours available this semester due to budget including no evening, Friday, or online offerings.

2018 Update: We have been able to temporarily expand offerings to include an extra 1.5 hours M-R, limited evening (TW 5:30-6:30) and Fridays 11-2 in the library thanks to help from the Basic Skills Committee.

2016 Plan 2: “We do have plans to work with the new Transformations (BSSOT) Grant, to create some innovative tutoring scenarios that hopefully will be helpful to students while meeting the conditions of the grant.

2017 Update: Smartshop workshops targeting topics most often covered in the RAW center have been developed and implemented this year, funded by the BSSOT grant.

2018 Update: Faculty created handouts on the most popular topics students visited the RAW Center for. Also, though not grant funded, we are offering hours in the library to increase visibility and access.

2016 Plan 3: Over the next year or two, our goal would be to shift the management of the RAW Center to be under Student Services, where it should be (and technically IS) housed.

2017 Update: Management by English department as of 2017

2018 Update: Management by English department as of 2018

2016 Plan 4: Implementation of NetTutor

2017 Update: Students now have access to NetTutor though we have no data at this time how frequently students have been using it. One teacher reported more than 5 days return time on papers. Others report limitations on help with global errors though they seem to be quite helpful with grammar/local errors. It could easily be argued that the RAW tutors are more effective in both of these areas.

2018 Update: While we have minimal student satisfaction data (about 16 student responses for fall 17 and 3 for Spring 18), the responses show mixed reviews for NetTutor. Most of the students report that the resource was helpful though cited long wait times as a barrier.

2017 Plan 1: Expand hours to nights and weekends.

2018 Update: Given help from the Basic Skills Committee, we were able to example our daily hours, offer two night hours, and offer Friday hours in the library.

2017 Plan 2: Be available to provide online tutoring

2018 Update: We are unavailable for online tutoring.

2017 Plan 3: Expand the RAW website and create materials for the college to use in reading and writing instruction across disciplines.

2018 Update: We have worked this last year to expand the RAW website and create uniform handouts on topics students most often come to the RAW Center for.

2017 Plan 4: Offer small group work sessions and workshops

2018 Update: Given the breadth of Smartshops, we have not done this yet, but it may be something we do in the future.

2017 Plan 5: receive/provide more tutor training as well as norming/orientation sessions to continue our tutor’s professional development in tutoring best practices

2018 Update: With help from BSOTT, we were able to hold a joint training session for RAW and Smartshop teachers/tutors this year where were reviewed best practices in tutoring in reading and writing as well as reviewed general operating policies. This has made the semester run smoother and was essential for the four new tutors.

Mark an X before each area that is addressed in your response.			Definitions of terms: https://goo.gl/23jrxr			
	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software	x	LPC Planning Priorities	Services to Students
	Curriculum committee items	x	Financial/Budgetary		LPC Collaborations	SLO/SAO Process
	Enrollment Management		Human Resources		Pedagogy	Technology Use
	External Factors		Learning Support		Professional Development	

D. IR Data Review: Describe any significant trends in your program’s data from the office of Institutional Research and Planning. (Note: Not all Programs have IR data packets available; if your program does not have a data packet, you may note that in the response box). You may also discuss any other data generated for your program by the Office of Institutional Research and Planning.

IR Data packets are available here: <http://www.laspositascollege.edu/research/progrev.php>

No IR Data packet available. I did receive data from the IR office about success with tutoring services, and I’ve mentioned it in the next section.

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<input type="checkbox"/>	External Factors	<input type="checkbox"/>	Learning Support	<input type="checkbox"/>	Professional Development	<input type="checkbox"/>	

E. Other Data Review (Optional): Describe any significant findings based on other data regarding your program. Possible sources of relevant information might include, but are not limited to, the following:

- **Data generated by your program**
- **CEMC Data**
- **Labor Market Data**

While the RAW Center does not have a specific IR packet, we do have data available from SARS. Since we have more hours this semester, Fall 18, we have been able to serve more students. For example, we’ve held 218 visits so far, serving 127 unduplicated students versus last year’s 105 unduplicated visits. We also continue to serve students from across the campus, including large numbers of students from not just English and ESL but from Early Childhood development.

Also, as one can see from the attached data from our IR office, students who receive tutoring are more successful. While it is a very small samples size, includes students who mostly attended RAW though also tutorial services, and may point to students’ own perseverance/persistence, it does show that students across grade brackets are more successful with help from the RAW Center. This success data is worth considering as we work to support our students in given the AB705 changes. (See attached data)

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<input type="checkbox"/>	External Factors	<input checked="" type="checkbox"/>	Learning Support	<input type="checkbox"/>	Professional Development	<input type="checkbox"/>	

F. Impacts to Students (Optional): Discuss at least one example of how students have been impacted by the work of your program since the last Program Review Update (only if you did not already answer this in Questions B-E).

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<input type="checkbox"/>	External Factors	<input type="checkbox"/>	Learning Support	<input type="checkbox"/>	Professional Development	<input type="checkbox"/>	

G. Obstacles: What obstacles has your program faced in achieving plans and goals?

This program faces two major obstacles: funding and space.

Funding has always been an issue for the RAW Center. While it does have a budget from the general fund, this budget has been difficult to run on because it was tied to faculty load, so it not only was difficult to staff because most adjunct work close to their max load, so they can't work many RAW hours, it was also difficult to budget because each person is paid differently and because it is the load rate, it is a much higher than F hour rate. As of spring 19 though, we will be able to fund tutors at the F hour rate, which will make our budget go farther. However, while our budget will go further, as a planning priority and in order to have equitable access to our students across disciplines, more funding would be needed to better serve more students. Support services for our on campus/ face-to-face students are vast. They can receive daily tutoring in RAW if they choose as well as weekly tutoring in the Tutorial Center. This is not the case for our online students. These students, growing in number each semester, have access to NetTutor. While it has its positives, it is only one source of help for our online community. Therefore, if we had a larger budget, we could expand to serve this population more with what was a very successful "Email a RAW tutor" program.

Space is also a major issue. The RAW Center could possibly serve more students right now, but we do not have a reasonable space to do this. For example, in Fall of 18, we have more hours than we have had in quite a while thanks to help from the Basic Skills Committee. We now have hours in the evenings

and Fridays in the Library, but we are still very impacted during the day. Students often have to wait to be seen or come back another time because we do not have the space to see more students in the small office that we are currently in. Ideally, we'd like to have two or more tutors tutoring during peak hours so that we can meet the current need. For example, in Fall 17 and Spring 18, we had 86 people check in at 10 and 85 check in at 12pm during the semester. Since there is about 14 weeks in the semester, that's at least six people per hour that checked in where if they were adhering to the 20 minute visits, we could only see about 5. There is not space to expand and see more students because we just don't have any place to see them. In Fall of 18, we are holding RAW tutoring hours in the Library and have been very busy with those three hours on Fridays. This could be something we do more of in the future, but the library has limited space during the week to accommodate that request.

In addition to space and funding, planning and serving students has also been difficult for budget and communication issues. First, the short notice of funding for Fall made planning difficult. For example, the RAW Center did not know we did not have an approved operating budget for the fall until just before the semester started. It was difficult to schedule or communicate a schedule with tutors, plan training or orientations (that would be funded by BSOTT) without knowing if the budget would be approved at all. In addition, since load sheets for part timers did not come out until the very end of summer, it was difficult to schedule how many hours tutors could work since the hours are considered load. All of this made scheduling and organizing difficult.

Also, I was hoping with help from BSOTT to pay tutors to visit classes to represent the RAW Center, but this became so difficult that it couldn't be scheduled. Tutors were not allowed to do paid work for BSOTT that could fall under Professional Responsibility hours until they had communicated with their deans what they would be doing to cover those hours this year. Because the timeline was so short to have tutors communicate these hours and have the visits be at a time that was still worthwhile to students, we ended up not doing them, and thus not sharing the resources the RAW Center has with as many students as in past semesters.

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H. Short Term Planning: What are your most important plans (either new or continuing) for next year? Describe plans starting now and continuing through AY 2018-19.

Over the short term, we are looking to serve more students. Since the funding will change (F hour instead of load) in spring of 19 for paying faculty to tutor in the RAW Center, we will have increased funds to serve students. In addition to being able to increase our hours, we are also looking at moving to new software, TutorTrac. This program will allow students to, in addition to dropping in for service as usual, schedule time with a tutor, so they are guaranteed to be seen, limiting their wait time. Also, students will be able to log on to see if there is any space that day and sign up. We are hoping that this will help us organize and maximize the students we see. In addition to TutorTrac, we are considering offering some limited RAW tutoring in the summer in the library to help offer equitable support services to our students.

Mark an X before each area that is addressed in your response.				Definitions of terms: https://goo.gl/23jrxr			
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<input type="checkbox"/>	External Factors	<input type="checkbox"/>	Learning Support	<input checked="" type="checkbox"/>	Professional Development	<input type="checkbox"/>	

I. Long Term Planning (Optional): Please detail any long-term plans for the next 3-5 years. (Only if you have significant plans, such as implementation of a grant project, creation of long-term initiatives including those using restricted funds such as Equity or SSSP, construction and outfitting of a new building).

Over the next 3-5 years, the RAW Center is hoping to attain more space as the 2100 building is remodeled. As mentioned in the “obstacles” section,” we are very limited in our ability to grow right now to serve students because we don’t have the physical space to see more students. At our most impacted times, midday, we can only see one student at a time in the small office. If we wanted to serve more students, expanding hours would not necessarily achieve that. We need to be able to see more than one student at a time. We are also looking at alternative funding models available through non-credit.

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Section Two: Current Topics (Required for All Programs)

- A. Educational Master Plan: A list of goals and strategies appears on page ii of the Educational Master Plan, which can be accessed here: (<https://goo.gl/1AefkX>). If applicable, describe how your program's upcoming plans reflect the goals described in the college's Educational Master Plan (your plans are described in Section 1, Questions H-I, or on a previous program review if you did not complete this year's Program Snapshot).**

A. Educational Excellence

The RAW Center's upcoming plans reflect the goals of the Educational Master plan. In order to address the educational needs of a diverse student population and global workforce, address the needs of basic skills students, assist underprepared students, we are working to expand tutoring services. In order to expand our services, we are planning to implement TutorTrac to hopefully help us open up access by having students to both be able to drop in for tutoring or sign up for help in advance. We are also looking to have some limited summer tutoring depending on our budget. We are also advocating for more space on campus in the future to further expand our services.

- B. Program-Set Standard (Instructional Programs Only): Did your program meet its program-set standard for successful course completion? ___yes ___no**

Program-set standard data can be found on this page:

<http://www.laspositascollege.edu/research/outcomes.php>

If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests.

- C. Facilities: Do you have any facilities needs that are currently unmet? If yes, please describe.**

As mentioned above, the RAW Center is at its maximum capacity for serving students as of now. We could possibly serve more students if we could have a larger space to tutor in. We can only see one student at a time in our small office. We are experimenting with tutoring in the library this semester on Fridays, but their space is also limited and very full during the peak times we would like to have additional tutors on. We are hoping to receive more space in the 2100 building redesign.

D. Professional Development

Section 87153 of California Education Code specifies the type of Professional Development activities that may be funded by the Community College Professional Development Program. You can review these activities here: <https://goo.gl/w8sqBM>

D1. Summarize the aspects of professional development that have been working well for your program. This might include the process of obtaining funds, the types of training your program members have been attending, etc.

This semester, thanks to the BSOTT Grant, we were able to hold a training and pay tutors for it, unlike most semesters in the past. We do not have access to funds generally for professional development and using any of our funding (which we can't do usually due to budget and load constraints) would take away from the already limited operational budget we have. We would like more access to funds to help train new tutors and ongoing tutoring for seasoned tutors, especially as our students' needs will change given the AB705 changes coming.

D2. Summarize any needs, desires and visions your program has regarding professional development, as well as any challenges.

It is essential that professional development be obtained by tutors continuously. Not only do we need to train new tutors in best practices for tutoring in reading and writing, but we also need to continue to train seasoned faculty. Our students' needs are changing for things like multiple measures and AB705, and being able to discuss best practices and what we have been seeing as tutors is essential each semester or at a bare minimum each year. With limited budgets, we have had to ask for one time grants to fund trainings or have volunteer trainings/orientations, which are not usually well attended. Given that most of our tutors are part time, it is essential that we offer compensation for their time, and thus more support for continuing education for tutors would be helpful.

E. Program Suggestions (optional): What questions or suggestions do you have regarding the Program Review forms or process?

NA

Section Three: SLOs/SAOs (Required for All Programs)

A. In the box below, copy and paste your “Plans for Analysis of SLO/SAO Data” from last year’s Program Review. This plan can be found in the [2017 Program Review](#) Section 1 Question L.

(If discussing multiple PSLO/SAOs copy the box below as needed.)

Circle One: CSLO PSLO SAO
Course, Program Name, or Student Service Area:
Text of CSLO/PSLO/SAO:
If you plan to analyze a PSLO, identify the courses that are mapped to the PSLO.

B. Below, report on your program’s progress on the plan described in Question (A) above.

Text of CSLO/PSLO/SAO:
SLOs: Assessment data collected from _____ sections over _____ semesters. SAOs: Assessment data collected from _____ students over _____ semesters.
Describe the quantitative or qualitative results:
Discuss and reflect upon student achievement for this CSLO/PSLO/SAO. Discuss any actions taken so far (and results, if known) and your action plan for the future:
What changes in student achievement are evident across the semesters you analyzed? What are some possible explanations for these changes?
DO you plan to continue tracking this SLO in the next year? Explain.

C. Planning: What are your future plans (either new or continuing) for SLO/SAO analysis for next year? Identify the PSLOs, CSLOs, or SAOs that your program plans to focus on the upcoming year with subsequent analysis (next year's program review). (Copy the box below as needed.)

Circle One: CSLO PSLO SAO
Course, Program Name, or Student Service Area:
Text of CSLO/PSLO/SAO:
If you plan to analyze a PSLO, identify the courses that are mapped to the PSLO.

D. SLO/SAO Suggestions (optional): What questions or suggestions do you have regarding SLO/SAO planning, assessment and reporting?

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**Section Four: Curriculum Review
(Programs with Courses Only)**

The following questions ask you to review your program's curriculum. To see the last outline revision date and revision due date:

1. Log in to CurricUNET
2. Select "Course Outline Report" under "Reports/Interfaces"
3. Select the report as an Excel file or as HTML

Curriculum Updates

A. Title V Updates: Are any of your courses requiring an update to stay within the 5 year cycle? List courses needing updates below.

B. Degree/Certificate Updates: Are any degrees/certificates requiring an update to do changes to courses (title, units) or addition/deactivation of courses? List needed changes below.

C. DE Courses/Degrees/Certificates: Detail your department's plans, if any, for adding DE courses, degrees, and/or certificates. For new DE degrees and/or certificates (those offered completely online), please include a brief rationale as to why the degree/certificate will be offered online.

- include lower success for distance ed as argument for more RAW hours
- include AB 705 transitions
- include Nettutor use also