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Program Review Components Available on the Program Review Website:

Directions & Introductions ................................................................................................................. Web Page
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Self-Study Form ............................................................................................................................... Web Page
Needs Summary Form .................................................................................................................... Web Page
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INTRODUCTION

The Skyline College faculty, staff and administration support the evaluation of programs and services through the Program Review process as the College continually strives to demonstrate and improve institutional effectiveness and student outcomes. The Skyline College Community embraces the concept that only through authentic, deep and ongoing evaluation and assessment can institutions improve their programs and services to meet the evolving needs of students. The development of program review and its processes has included participation from faculty, staff and administrators. The evaluation, assessment and updating of the Program Review process has been ongoing since its full implementation in 1998.

The Skyline College Comprehensive Program Review is an integral piece of the planning and budget processes. The Skyline College model is an integrated one, used by instructional programs, student services and administrative services. The integrated model is one that allows each Division and Service Area to maintain its identity and uniqueness, while creating a standardized approach to program review. Comprehensive Program Review is a process which examines all academic, student, and administrative services programs at the College to help determine the overall effectiveness of the institution. The Comprehensive Program Review is also integrated with other ongoing program and service area evaluations including: annual program planning and student learning outcomes and assessment.

Comprehensive Program Review and Annual Program Planning are intended to provide every program and service area with the opportunity to review and assess itself in relation to its mission, its goals and objectives, and its relationship to the mission of the College and the District, as well as fulfillment of needs presented by students and the local community. Program Review is at the heart of all college planning because it originates where all planning originates: in each program and service area. Program reviews and annual plans will serve as the basis for planning and budget allocations in instructional, student service and administrative areas each year. In addition, they form the basis for college and district long range educational and facilities planning, including Program Improvement and Viability, and will be linked to our accreditation self-study.

Program review is a positive process identifying areas of strength as well as needs. The Comprehensive Program Review self-study should provide a snapshot of each program or service area's current status and future needs. The goal of the process is to facilitate each program or service area as it improves its level of performance and its contribution to overall institutional effectiveness. The setting of hiring priorities, budgeting for necessary equipment, adjusting FTE to meet student and program needs, and developing a seamless delivery of student and administrative support services are essential components of the action plans developed by programs and services areas as they address their goals.

Because of the key role of the Comprehensive Program Review document, it should be collaboratively prepared by members of a program/service area. Careful attention should be paid to documentation that supports identified needs, goals and plans, as the College uses program review to help allocate resources. Training is provided for all lead writers and program/service area members. Institutional Planning and Curriculum Committee members serve as liaisons throughout the process and are always available to answer questions and provide further training.
**Purposes**

- To develop, maintain, improve and promote quality instruction and support services in order to optimize student learning outcomes and access
- To promote dialogue and collaboration among faculty, administrative and classified staff, and students
- To enhance interaction among programs, instruction, and student support services
- To ensure the effective and efficient utilization of the College's human, financial physical, and technology resources
- To ensure a process in accordance with Accreditation Standards consistent with the District and College vision, mission and goals

**Cycle**

A Comprehensive Program Review is conducted by each department every six years. In addition to comprehensive program review all programs will submit an annual program planning document evaluating data from course and program student learning outcomes and assessment, projected needs and resource requests. The Annual Program Planning document can serve as the basis for completing the six year Comprehensive Program Review. The comprehensive program review calendar is maintained by the Offices of the Vice President of Instruction and Vice President of Student Services. The comprehensive program review self-study process is 8-months involving planning, data acquisition, analysis, and writing of the final report. Program Review results are showcased via formal presentation. All members of the college community are invited and encouraged to attend.
SUGGESTED TIMELINES FOR COMPREHENSIVE PROGRAM REVIEW

PLANNING, REVIEW OF DATA NEEDS AND ACTION PLAN:
AUGUST - SEPTEMBER (Phase I)

- Departments or programs are informed of scheduled Program Review in the spring prior to the program review year. A notice from the Office of Instruction/Office of Student Services is sent to faculty/staff via the Division Dean reminding departments to begin Program Review. (August)

- Teams are identified and organized. Program appoints a review team and selects a review team leader. Small or one-person departments may need to consult with their peers at CSM or Canada, or meet with Division Dean to acquire assistance. Departments or programs are urged to include part-time faculty and appropriate classified staff in the review process. (August - September)

- Program Review training workshop is provided to initiate the process. Implementation packets are distributed at the workshop. (September)

- Review team reviews the instrument and data needs and creates an action plan. (September)

DATA ACQUISITION AND DRAFT REPORT
SEPTEMBER - FEBRUARY (Phase II)

- Basic enrollment, retention data, and other pertinent data will be provided by the Office of Planning, Research and Institutional Effectiveness. (PRIE) (September)

- Initial findings are discussed with the entire department and Division Dean/Administrator.

- Review team collects data including course and program student learning outcomes, reviews all courses for currency and meeting of student learning outcomes and assures course outlines are correctly formatted to the most current course outline of record template. All courses must be accurately input into CurricUNET. Courses that require substantial modifications should be submitted to the Curriculum Committee for approval well in advance of Program Review submission date. (September – December)

- Review team analyzes data and information in conjunction with the data collection workshop offered by Office of Planning, Research and Institutional Effectiveness. (September)

- Update and consultation of Program Review progress. Consult with department or program, Curriculum Committee member, appropriate VP, or the Office of Planning, Research and Institutional Effectiveness. All data analysis completed. (December - January)

- Review team completes program review drafts and revisions. (February)

- Programs continue to update and finalize report. (October-March)

FINALIZATION OF REPORT PRESENTATION:
MARCH - APRIL (Phase III)

- Department or program faculty/staff finalize the Comprehensive Program Review report and submit one signed original, three copies of signed original, and a digital copy to the Office of Planning, Research and Institutional Effectiveness for distribution to the Institutional Planning Committee (IPC). The IPC will route non-administrative program reviews to the College Curriculum Committee for review, analysis and feedback.
The Institutional Planning Committee and Curriculum Committee host a Program Review presentation attended by the College President, Vice Presidents and campus community. Presentations are 10 minutes highlighting the reports findings; followed by 5 minutes of questions and answers.

The Committees will review the document to:

- Determine if the Program Review has been completed and is comprehensive.
- Review the alignment of the program within the SLOAC framework
- Determine the progress on prior goals (if applicable)
- Review the program's responses to academic and student services outcomes
- Develop responses to the recommendations or other components of Program Review

CONCLUDING FINAL REPORT:
MAY (Phase IV)

- The Committees will submit a written response to the department.
- The Program Review Resource Needs Summary is submitted to the College Budget Committee and College Council.
- Program Review recommendations are incorporated into department or program annual program planning documents and budget requests for the subsequent academic year.
Responsibilities of Committees Involved in Program Review

Skyline College Annual Program Planning and Comprehensive Program Review Flow Chart

Annual Plans include needs for: facilities, staffing, equipment, budget, research based on planning analysis.

Annual Planning documents flow through Divisions and the appropriate ILT/SS Committee.

IPC receives all planning and review documents, gives feedback, and distributes information to appropriate committees and administrative groups.

Comprehensive Program Review (6 year cycle)
Annual Program Planning

Institutional Planning Council

College Council

President

Curriculum Committee/Senate
Program Review is a joint responsibility of the Skyline College Curriculum Committee, a standing committee of the Academic Senate, and the College Council and Institutional Planning Committee, both College shared governance committees, the primary shared governance body of the College.

**College Council Responsibilities:**

- Through the offices of its administrative representatives (VPI or VPSS), keep the Program Review calendar, inform programs of scheduled review and keep on file completed Program Reviews.
- Through its administrative representatives (President, VPI and VPSS), read and respond in writing to each Program Review and attend the Program Review presentations with primary focus to:
  - ensure consistency with District/College mission and goals
  - review student outcomes
  - assess impacts on educational and support services
  - ensure projections are reasonable
- Through the offices of its administrative representatives (VPI and VPSS), ensure that appropriate College Committees have the executive summary of each Program Review and/or the Resource Needs Summary.
- With College Council concurrence, forward Executive Summaries to the Board of Trustees.

**Institutional Planning Committee Responsibilities:**

- Maintain and update the Program Review process as necessary
- Schedule the oral presentation and invite the campus community
- Maintain a master notebook with executive and resource needs summaries
- Ensure that Program Reviews be given to each successive chair with clear statements as to which recommendations have been acted on and which have been carried over.

**Curriculum Committee Responsibilities:**

- Maintain and update the Program Review process as necessary
- Schedule and attend the oral presentations in conjunction with IPC
- Read and respond to program reviews with the primary focus for:
  - academic/curriculum standards
  - review student outcomes
  - impact on educational and support services
  - ensuring projections are reasonable
SKYLINE COLLEGE PROGRAM REVIEW

INSTRUCTION FOR COMPLETION OF SELF STUDY

The forms to complete the self-study can be obtained on the Curriculum website at http://www.smccd.edu/accounts/skycurr/. The site provides links to the self-study documents. You may copy this file to create your own or work directly on the form and use “Save as” to give the document a new name. This file is “read only” and you must use a new file name when you save your work. Please try to maintain the original format as you compose the self-study form.

Self-Study Submission Requirements:
This is the order in which the self-study documents should be organized.
- Executive Summary (Cover page)
- Self-study (No longer than 10 pages including the enrollment and/or performance trends worksheet)
- Data reporting Sheets
- Course Outline and Prerequisite Checklist
- Mapping Instructional Course or Program Level SLOs with Institutional SLOs Check-off List
- Needs Summary Form
- Evaluation of the Program Review Process
- Response Sheet

Executive Summary
This is a short summary of findings which includes the three most significant strengths of the program, three most significant suggestions for enhancement, need and/or project improvements for the program.

Self-Study
Submit the report including both questions and responses.

Data Reporting Sheets
The data for the reports can be obtained from the website at http://www.skylinecollege.edu/facstaff/plans/ProgramData.html

Course Outline and Prerequisite Checklist
List all course outlines for your program and validate the prerequisites.

Mapping Instructional Course or Program Level SLOs with Institutional SLOs Check-off List
Complete the matrix which maps course-level SLOs with institutional SLOs.

Needs Summary Form
Briefly list your resource needs.

Evaluation of the Program Review Process
The self-study is not considered complete until you complete the evaluation of the Program Review Process. Please take a few moments to complete and this evaluation and include in with your self-study submission.

Response Sheet
Please attach the sheet to the back of your self-study. The Curriculum Committee will fill it out.

Printing Requirements
Print and make three (3) copies of the signed report on white, 8½" by 11" paper, using black ink, one side only, using the format provided. These three copies, along with the signed original, and a digital copy (email: norris@smccd.edu) will be submitted to the Instruction Office for Curriculum Committee review and response. Include all forms listed in the Self-Study Submission Requirements above.

Prepare and submit three (3) additional copies of the Executive Summary with the completed self-study. One copy for the Planning & Budget Committee, one for the Board of Trustees, and one to remain with the self-study. The Executive Summary will also serve as the cover sheet for your program review and should include:

- Name of the discipline
- Date of submission
- Signatures of all full-time department faculty/staff and identification of those responsible for the self-study preparation and participation in the self-study process.
- A short summary of findings that have emerged from the self study.
- A list of the three most significant strengths of the program.
- A list of the three of the most significant suggestions for enhancement, need and/or projected improvements for the program.
- Submit one (1) printed copy of each updated Course Outline with the original of the Program Review and email all Course Outlines electronically to norris@smccd.edu.
Program Mission and Goals
Highlight this paragraph and type the program vision and mission.

Three Strengths of the Program
- Highlight this text and type in the first item.
- Highlight this text and type in the second item.
- Highlight this text and type in the third item.

Three Suggestions for Improvement
- Highlight this text and type in the first item.
- Highlight this text and type in the second item.
- Highlight this text and type in the third item.

Short Summary of Findings
Highlight this paragraph and type in your summary.

Add the signatures to page.
Note: To complete this form, **SAVE** it on your computer, then send to your Division Dean/VPI as an **ATTACHMENT** on an e-mail message.

**Program Title** [Click here and type]  **Date Submitted** [Click here and type]

1. **Planning Group Participants** (include PT & FT faculty, staff, students, stakeholders)
   List of names and positions: [Click here and type]

2. **Contact Person** (include e-mail and telephone): [Click here and type]

3. **Program Information**

   **A. Program Personnel**
   Identify the number of personnel (administrators, faculty, classified, volunteers, and student workers) in the program:
   [Click here and type]

   - **FT Faculty** [Click here and type]
   - **PT/OL Faculty FTE** [Click here and type]
   - **FT Classified** [Click here and type]

   - **PT Classified (FTE)** [Click here and type]
   - **Volunteers** [Click here and type]
   - **Student Workers** [Click here and type]

   **B. Program mission and goals**
   State the goals/focus of the program and how the program contributes to the mission and priorities of the College and District. Discuss how this program coordinates, impacts and interacts with other programs in the College. Explain how this program meets the needs of our diverse community. (200 word limit)
   [Click here and type]

4. **Summary of Student Learning Outcomes and Program Data**
   **A. Summarize recent course and/or program SLO assessment, identify trends and discuss areas in need of improvement.**
   Tool: [https://sanmateo.tracdat.com/tracdat/](https://sanmateo.tracdat.com/tracdat/)

   Respond to the following:

   - Review 5-year data and identify changes that have occurred in your program as a result of annual SLO assessment cycle.
   - Explain how the assessment plan for Program Student Learning Outcomes measures quality and success of each Program.
   - Summarize assessment results of Course and/or Program Student Learning Outcomes.
   - Discuss how course and/or programs/services outcomes effectively meet the needs of the students.
   - Explain any modifications to the programs SLO assessment process or schedule.

   [Click here and type]
B. Summarize courses/services in the program that meet institutional student learning outcomes and discuss the results of the assessment and analysis.

[Click here and type]

C. Summarize results of student data packets from the Office of Planning, Research & Institutional Effectiveness and where appropriate any other relevant data.
   Tool: xxxxx

Respond to the following:

- Review 5-year data to describe trends in student success, retention, demographics.
- Were any student populations disproportionately impacted or underperforming
- Analyze trends and discuss plans to address significant findings.
- Analyze trends in student success with respect to mode of delivery and/or technology. For instructional programs address any differences between on-campus and distance education courses.

[Click here and type]

D. Program Enrollment and Efficiency

For programs with curricular offerings, state the last three years of fall semester FTES, FTE and LOAD. Spring semester data may also be submitted as needed. For programs without curriculum offerings and those with curriculum offerings and services, please provide information on the efficiency of services. Assess the efficiency of the program. (Program efficiency information can be obtained from PRIE).

[Click here and type]

E. Career Technical Education Program Required Information and Data (CTE Programs only)
   Tools: San Mateo County’s Largest Employers
   Staffing Patterns in Local Industries & Occupations
   http://www.labormarketinfo.edd.ca.gov/iomatrix/staffing-patterns1.asp

Respond to the following:

- Review the Program’s Gainful Employment Disclosure Data. Identify any areas of concern.
- Discuss the role of the Advisory Committee and provide minutes of the most recent advisory committee meeting.
- Describe how changes in business, community and employment needs, new technology, and new transfer requirements could affect the program.
- If external accreditation or certification is required, please state the certifying agency and status of the program.
5. Curricular Offerings

Tools: CurricUNET http://www.curricunet.com/smcccd

A. Program Curriculum and Courses. If your program does not offer curriculum please state “N/A”.

Respond to the following:

- All courses, including prerequisites, must be reviewed and updated at a minimum of every six years. Attach course list with review date from CurricUNET.
- List courses that have been banked/deleted

B. Identify Patterns of Curriculum Offerings. If your program does not offer curriculum please state “N/A”.

Reflections:

- Review the 2-year curriculum cycle of course offerings to ensure timely completion of certificates, degrees, and transfer.
- Identify strengths of the curriculum.
- Identify issues and possible solutions.
- Discuss plans for future curricular development and/or program modification.

6. Action Plan

Provide your action plan based on the analysis and reflections provided in the previous sections.

Actions:

- Identify next steps to be taken and timelines.
- Identify questions that will serve as a focus of inquiry for the next annual program plan and/or program review.
  - Determine the assessments; set the timeline for tabulating the data and analyzing results.
  - Describe what you expect to learn from the assessment efforts.
7. Resource Identification

A. Professional Development needs

<table>
<thead>
<tr>
<th>Actions:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• List the professional development activities the faculty and staff participated in this year.</td>
</tr>
<tr>
<td>• Explain how professional development activities in the past six years have improved student learning outcomes.</td>
</tr>
<tr>
<td>• Describe professional development plans for next year.</td>
</tr>
</tbody>
</table>

[Click here and type]

B. Office of Planning, Research & Institutional Effectiveness requests

<table>
<thead>
<tr>
<th>Actions:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• List data requests for the Office of Planning, Research &amp; Institutional Effectiveness.</td>
</tr>
<tr>
<td>• Explain how the requests will serve the Student/Program/Division/College needs.</td>
</tr>
</tbody>
</table>

[Click here and type]

C. Faculty and Staff hiring, Instructional Equipment and Facilities Requests

Complete the following table:
## Comprehensive Program Review Resource Needs

Program _______________  Date__________

<table>
<thead>
<tr>
<th>Needs</th>
<th>How does this request align with your assessment of student outcomes</th>
<th>How does this request align with your action plan</th>
<th>Estimated cost for facilities and equipment</th>
</tr>
</thead>
</table>
| **Personnel**  
  1.  
  2.  
  3. | | | |
| **Equipment**  
  1.  
  2.  
  3.  
  4. | | | |
| **Facilities**  
  1.  
  2.  
  3.  
  4. | | | |
APPENDIX A

VISION, MISSION, VALUES AND GOALS OF SKYLINE COLLEGE

Please check current catalog for most recent goal statements.

Vision Statement
Skyline College inspires a global and diverse community of learners to achieve intellectual, cultural, social, economic and personal fulfillment.

Mission Statement
To empower and transform a global community of learners.

Values Statement
Education is the foundation of our civilized democratic society.
Thus:
Campus Climate: We value a campus-wide climate that reflects a ‘students first philosophy’ with mutual respect between all constituencies and appreciation for diversity. Both instruction and student services are dedicated to providing every student with an avenue to success.
Open Access: We are committed to the availability of quality educational programs and services for every member of our community regardless of level of preparation, socio-economic status, cultural, religious or ethnic background, or disability. We are committed to providing students with open access to programs and responsive student services that enable them to advance steadily toward their goals.
Student Success: We value students’ success in achieving their goals, and strengthening their voices as they transform their lives through their educational experience.
Academic Excellence: We value excellence in all aspects of our mission as a comprehensive community college offering preparation for transfer to a baccalaureate institution, workforce and economic development through career technical education programs and certificates, Associate of Arts and Associate of Science degrees, basic skills development, and lifelong learning. We are committed to academic rigor and quality with relevant, recent, and evolving curriculum and well-equipped programs that include new and emerging areas of study. We are dedicated to an educational climate that values creativity, innovation and freedom of intellectual exploration, discovery, thought, and exchange of ideas.
Community Connection: We value a deep engagement with the community we serve and our role as an academic and cultural center for community including business, industry, labor, non-profits, government and the arts. We are dedicated to maintaining a college culture and institutional climate that is warm and welcoming to all.
Shared Governance: We value just, fair, inclusive, and well understood, transparent governance processes based upon open and honest communication.
Sustainability: We value an institutional culture that represents a strong commitment to environmental sustainability and justice. We are committed to the tenets of sustainability “To meet present needs without compromising the ability of future generations to meet their needs.”
APPENDIX B

Definition of Terms

WSCH: Weekly Student Contact Hours are based on the first census week of a Fall term. They do not include second census week data, but they do include all positive attendance data for the term (converted to WSCH) including classes which start after the first census.

FTE: The full-time equivalent faculty count is determined by the set of rules provided to each college at the time the data is requested. Generally, the figures are the decimal fraction of the teaching hours or units ascribed to the faculty member for teaching work done. Non-teaching time is specifically excluded so that it does not affect the value of the data. Work done by non-certified-personnel is not included.

LOAD: Teaching Load is taken as the ratio of WSCH to FTE.

N GRADES: The total number of grades awarded (A+B+C+D+F+CR+NCR+I+W).

RETENTION: The sum of all non-W grades divided by N grades times 100, expressed as %

SUCCESS: A+B+C+CR grades divided by N grades times 100, expressed as %
APPENDIX C

FREQUENTLY ASKED QUESTIONS

1. **Why are faculty asked to perform Program Review?**

   Faculty are the members of the campus community who best understand the intricacies of the courses and the body of work within programs. Faculty work each day with students and staff within these programs and are best suited to understand the strengths and needs of specific programs. Because Program Review is also used for budget and planning, it is imperative that faculty perspective is included in that process.

2. **How do I know that all the work I put into this document will have any impact?**

   A well thought through and completed program review will have its greatest impact on the program and it’s faculty/staff. Evaluation of practices, procedures and student outcomes is the hallmark of successful educational programs and institutions. A thoughtful analysis of the results and findings of the program review should be used to improve student outcomes. The Curriculum Committee and College Council have developed a process which requires the Program Review to impact the College planning, budget, SLOA and resource allocation processes.

3. **Why the oral presentation to curriculum committee?**

   The oral presentation of your Program Review serves two purposes. Primarily, it will allow the program exposure to a cross-section of the campus community. Many members of this community are not aware of the accomplishments of programs or their needs. It allows each program to shine! Secondly, it allows the Program Review process to become more personal. Committee members and programs personnel will have the opportunity to interact, question each other, and respond to the Program Review. Finally, it will help the College do systematic planning and coordinate our efforts.

4. **I am a one-person department – I don’t have the capability or time to perform this review.**

   The Program Review document is completed using a pdf. Format. This should reduce preparation time. Each Division Dean is also available to assist you in gathering information and preparation of the self-study. Please utilize him or her. Also, keep track of the amount of time spent on the self-study. When submitting your evaluation of the Program Review process, please include the total hours involved in the process. This will help with future planning and modifications to the review process.

5. **How will the self-study questions be kept current and useful?**

   The Curriculum Committee, through the Academic Senate, will have that responsibility.
APPENDIX D
SKYLINE COLLEGE

INSTRUCTIONAL AND STUDENT SERVICES PROGRAM REVIEW

RESPONSE SHEET

Program:

Thank you for your time and effort in preparing this Program Review. Your Resource Needs Summary has been shared with the College Budget Committee and the Resource Needs Summary and Executive Summary, with recommendations, has been shared with the College Council.

College President

Comments: 

__________________________

Signature

Separate boxes for each

College Vice President(s)

Comments: 

__________________________

Signature

Curriculum Committee

Comments: 

__________________________

Signature

Original to remain with self-study
Copies to Program Review preparer
Appendix E
Skyline College

Evaluation of the Program Review Process

To improve the Program Review process your help and suggestions are instrumental. We ask that all parties responsible for preparation of this review have input into the evaluation. After completion of the Program Review process, please take a few moments to complete and return this evaluation to the chair of the Curriculum Committee.

Estimate the total number of hours to complete your Program Review: ____________________________

1. Was the time frame for completion of Program Review adequate? If not, explain.

2. Was the instrument clear and understandable? Was it easy to use? If not, explain and offer suggestions for improvement.

3. Were the questions relevant? If not, please explain and offer suggestions.

4. Did you find the Program Review process to have value? If not, please explain and offer suggestions.

5. Was the data you received from the Office of Planning, Research and Institutional Effectiveness complete and presented in a clear format? Would you like additional data?

6. Please offer any comments that could improve and/or streamline Program Review.
Appendix F  
Skyline College  

Program Review Completion Check off Sheet  

Before submitting your self-study report, please make sure that all forms are submitted by using the checklist below:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Checked if Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Executive Summary</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Program Review Self-Study</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Data Report Sheets: Worksheet for Enrollment, Performance, and WSCH/FTE</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Course Outline, Prerequisite and Student Learning Outcomes Checklist</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Mapping Instructional or Course Level SLOs with Institutional SLOs</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Needs Summary Form</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Evaluation of the Program Review Process (Appendix D)</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Response Sheet (Appendix C)</td>
<td></td>
</tr>
</tbody>
</table>