Criteria for Program Review

1. History, development, and expectations of the program
2. External demand for the program
3. Internal demand for the program
4. Quality of program inputs and processes
5. Quality of program outcomes
6. Size, scope, and productivity of the program
7. Revenue and other resources generated
8. Costs and other expenses associate with the program
9. Impact, justification, and overall essentiality of the program
10. Opportunity analysis of the program

Criterion 1—History, Development, and Expectations of the Program

Why was the program established? What are its academic antecedents? How has the program evolved over the years? What were the institution's original expectations? How have those expectations changed over time? What were the origins of initial support? What is the degree to which the program has adapted to meet change? (See Chapter Five in *Prioritizing Academic Programs and Services* for more.)

Write answers to these questions below. Note questions that cannot yet be answered and note information you would like to have in order to answer them.

Criterion 2—External Demand for the Program

What external indicators are there to show the need for and attractiveness of the program? Often this is data driven, such as national and local statistics on incoming student characteristics. This must be used with caution, however, since students often change their major after a term or two. Consider trends over time, not just the current trends that may turn out to be short-lived fads. (See Chapter Five in *Prioritizing Academic Programs and Services* for more.)

Write answers to these questions below. Note questions that cannot yet be answered and note information you would like to have in order to answer them.

Criterion 3—Internal Demand for the Program

In what ways is the program interdependent on, or does it serve, other programs? What are enrollments in courses required for other programs? What proportion of enrollments are for major, minor, general studies, or service purposes? What would the impact be on other programs if this was altered or discontinued? In other words, what other programs make an indirect claim on this program's resources? What are current internal trends and how might they affect these interrelationships? (See Chapter Five in *Prioritizing Academic Programs and Services* for more.)

Write answers to these questions below. Note questions that cannot yet be answered and note information you would like to have in order to answer them.

Criterion 4—Quality of Program Inputs and Processes

Higher education's tradition of meritocracy typically measures quality by inputs used by the program: faculty and staff; percentage of instruction offered by full-time faculty; students; curriculum (appropriate to the breadth, depth, and level of the discipline; coherence; degree to which it matches the learning styles and needs of students; etc.); adaptability to technology; and equipment, facilities, and other resources are all considerations for this criterion. (See Chapter Five in *Prioritizing Academic Programs and Services* for more.)

Write answers to these questions below. Note questions that cannot yet be answered and note information you would like to have in order to answer them.

Criterion 5—Quality of Program Outcomes

What examples of exemplary performance has the program produced, such as research awards or other faculty productivity measures, student scores on national tests, evidence of congruence between intended and actual learning outcomes, etc. (See Chapter Five in *Prioritizing Academic Programs and Services* for more.)

Write answers to these questions below. Note questions that cannot yet be answered and note information you would like to have in order to answer them.

Criterion 6—Size, Scope, and Productivity of the Program

This criterion looks at hard numbers: numbers of students and clients being served, faculty and staff assignments, other resources committed to the program, credit hours generated, degrees or certificates awarded, research developed, etc. (See Chapter Five in *Prioritizing Academic Programs and Services* for more.)

Write answers to these questions below. Note questions that cannot yet be answered and note information you would like to have in order to answer them.

Criterion 7—Revenue and Other Resources Generated

These include such sources as enrollments, cross-subsidies between programs, research grants, fundraising, equipment grants, other current sources, and potential revenues yet untapped. Also consider external relationships that provide benefits: community colleges or technical schools, university-corporate liaisons, economic development relationships, and joint ventures. (See Chapter Five in *Prioritizing Academic Programs and Services* for more.)

Write answers to these questions below. Note questions that cannot yet be answered and note information you would like to have in order to answer them.

Criterion 8—Costs and Other Expenses Associate with the Program

Seek to measure all relevant costs, both direct and indirect, that are associated with the program. This may require assigning costs in a different way than the institution's accounting method current does. Two of the more indirect cost-related questions concern efficiencies and investments. Are there demonstrable efficiencies associated with the program, relative to other programs? What investments are needed to bring this program up to a high level of quality? (See Chapter Five in *Prioritizing Academic Programs and Services* for more.)

Write answers to these questions below. Note questions that cannot yet be answered and note information you would like to have in order to answer them.

Criterion 9—Impact, Justification, and Overall Essentiality of the Program

This is most like a summative measure of why the program should be continued or strengthened. What impact has the program had, or promises to have? What are the benefits to the institution of offering this program? What is the connecting relationship between the program and achievement of the institution's mission? How essential is this program to the institution? How is this program related to the success of other programs? (See Chapter Five in *Prioritizing Academic Programs and Services* for more.)

Write answers to these questions below. Note questions that cannot yet be answered and note information you would like to have in order to answer them.

Criterion 10—Opportunity Analysis of the Program

While criterion 1 looked to the past, this one looks to the future by asking the members of the program and others for their ideas on how to seize opportunities for improvement and strengthening not yet considered by the institution. Often members of the program's community emerge at this point with truly innovative ideas. Some typical questions follow. What external environmental factors affect the program and what opportunities are created? How might these be capitalized upon? Would a change in program format be beneficial, such as new uses of technology? (See Chapter Five in *Prioritizing Academic Programs and Services* for more.)

Write answers to these questions below. Note questions that cannot yet be answered and note information you would like to have in order to answer them.