Engaging in the program review process allows faculty to take an honest and objective look at the state of the program in which they teach; to identify ways of enhancing program-level strengths; and to map out a plan of action for addressing program areas in need of improvement. Successful program reviews help the College to make wise fiscal decisions, assist the College in making full-time faculty appointments, and aid the College in its quest to ensure maximum student success.

To these ends, the program review process is meant to deliver useful information that will be employed in follow-up actions. To help ensure that as much relevant information as possible is obtained and analyzed during the program review process, the College has established the following 10 guidelines for program review:

1. Keep the process as smooth as possible and the review tools as simple as possible.

2. Ask for information that can be obtainable more or less easily and that will be used in a meaningful way.

3. Include various interest groups who ought to have input into the process and who will be affected by the process.

4. Ensure that all participants play an active role in the process.

5. Work all phases of the process (including the post-review action phase) with an eye towards strategic input, implementation, and further review.

6. Develop a plan for completing the review within one semester and for engaging in a meaningful, year-long follow-up.

7. Be sure that both the overall and the discrete processes allow for, encourage, and enable the tracking of informal, ongoing review work and that they position the program well for the next official review.

8. The official review cycle should not be longer than five years except for those programs who are nationally accredited. For nationally accredited programs their program review schedule will coincide with their accreditation study cycles.

9. At various stages, collect feedback from the review participants (including members of interest groups who participated in the process and/or who were affected by the process) and make changes to the process as needed, but avoid making changes based on discreet or otherwise idiosyncratic or personal observations and suggestions.

10. Keep the process as smooth as possible and the review tools as simple as possible.