



# Program-Department Review Policy

## Purpose and Definitions

The purposes of academic program/department review at Fond du Lac Tribal and Community College are to:

- 1) Engage in the assessment of program learning outcomes for degree program and the changes that result from the assessment work you do
- 2) Demonstrate high quality learning; and
- 3) Stimulate planning and improvement.

## Definitions:

- The term “program” is used to refer to an academic discipline that offers an AA, AS, AAS, Diploma or Certificate
- The term “department” refers to a distinct academic discipline that does not offer a specific academic credential.
- However, at times for simplicity these terms as well as the term “discipline” may be used somewhat interchangeably in regard to the review process.

## Policy Language:

### Overview of the Program-Department Review Process

General expectations for the process (how you should approach this reflective self-study process):

- **Faculty should meet early with their Dean/VP and among themselves to identify priorities for the review.** A collaborative process will help to ensure the review is inclusive and as broad-based as possible.
- **All program/department faculty (full and part-time) should be involved in some way.** Content expectations have been clarified, so faculty can spend most of their time reflecting on data, changes within the discipline, and future directions for the program.
- **Program/department faculty should develop a work plan early in the process.** Identify what needs to be done, who will do it, and when it is due.
- **Program review and department work plans, including work on the assessment of student learning, should be connected.** Department work plans are opportunities to implement longer-term program review recommendations and to do the assessment work and other research that will feed your program review.
- **Program review is a great opportunity to complete general housekeeping as well.** Review and update master course outlines, articulation agreements, consortia arrangements, etc., but the key focus should remain on your

assessment of Program Learning Outcomes (for degree program) and course-level assessment for departments.

- **The report should focus on a few key issues or opportunities and develop a long-term vision for the program/department, in addition to the required components.** Because this is an annual review you don't have to try to do too much in one year, and you should expect there to be overlap from one year to the next.
- **The report should emphasize reflection and action.** Please include performance data, research, and other collected content, but for that content to be meaningful, it needs to be analyzed. What does it mean for the quality and future direction of the program/department? What actions will you take over the next year or two based on this understanding? There is no set amount of research, data and content required but use the amount of information needed to increase

### **Review Process**

- The review process consists of an annual reflective self-study conducted by each department. However, because some departments are small and may not even have full-time faculty, departments may choose to work together if they wish and there is some sort of academic alignment.
- Departments will be given the materials and a department fact sheet at the duty day before the start of the semester and be given time during the duty day to meet and discuss the questions. Departments will then be given a month to complete the form and give it to their Academic Dean/VP of Academic Affairs. This will allow for a more thorough reflective response than simply trying to complete it entirely on the duty day.
- Academic Deans/VP of Academic Affairs will review the forms and provide feedback.
- This is a continuous improvement process so faculty and departments should continue to work on data, analysis and improvements throughout the cycle and then use what they learn and discover as they move into the next cycle. Although this is an annual review process, one year is intended to flow into the next. The process and the form are designed to track changes and improvements.

### **Timeline**

The following timeline will be used for the annual comprehensive academic program/department review process:

- Fall Duty Days—Data shared with programs/departments
  - Department Fact Sheets
  - Program Learning Outcome Reports
  - Course Level Assessment Data
- September 30
  - Draft Program Reviews due to supervising administrator
- November 1
  - Administrative review completed and Program Review Finalized
- End of Each Semester

- Each faculty member is responsible for having assessed the learning outcomes for at least one class
- End of the Academic Year
  - Each Program Coordinator (Degree Programs Only—Not Academic Departments) is responsible for assessing the learning outcomes for the program and providing the results to the assessment coordinator who will compile them into reports

### Does This Policy Have a Procedure?

Yes - Imbedded within the policy.

### List Related Policies, Procedures or Forms:

**Board Policy 3.36 – Academic Programs**

<https://www.minnstate.edu/board/policy/336.html>

**System Procedure 3.36.1 – Academic Programs**

<https://www.minnstate.edu/board/procedure/336p1.html>

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