Academic Program Review

ACADEMIC AFFAIRS

Policy Owner: Provost and Vice President for Academic Affairs

Effective date: October 22, 2025
Approval date: October 22, 2025
Schedule for Review: 2030

1-Responsibilities

For oversight of the policy: Provost and Vice President for Academic Affairs
For procedures for implementing policy: Provost and Vice President for Academic Affairs
For enforcement of the policy: Provost and Vice President for Academic Affairs

2-Policy Summary

The aim of the Academic Program Review at Fort Lewis College is to improve the quality of its academic programs. All degree and certificate-granting academic programs/majors will engage in program review every 7 years or in accordance with external accreditation requirements.

3-Policy Statement

All degree and certificate-granting academic programs will engage in Academic Program Review (APR) every 7 years or in accordance with external accreditation requirements and will follow the program review procedures outlined below. APR is performed at the departmental level and includes a review of all Programs within the department. Non-degree or non-certificate-granting programs may go through program review at the request of the Associate Dean, Dean or Provost.

4-Reason for Policy

In accordance with Colorado Revised Statutes 23-1-107(3) and the Higher Learning Commission accreditation criteria 4.A.1., all institutions of higher education should engage in systematic review of their academic programs and act on their findings. The Higher Learning Commission accreditation criteria 4.A.4. states that the institution must maintain authority over the rigor of courses and expectations for student learning. At Fort Lewis College this oversight occurs within the Academic Program Review process.

The aim of the APR at Fort Lewis College is to improve the quality of its academic Programs informed by the assessment of program learning outcomes, as well as curriculum review, student data, and other program attributes. The program review provides faculty, the administrators and the Board of Trustees with meaningful information about the quality, size, strengths, weaknesses, students, resources, future goals and contributions of each academic program to the mission of the College. The Academic Program Review process facilitates discussion about academic programs and develops strategies for improvement.

5-Scope of Policy

All departments with degree and certificate granting programs will engage in APR.

6-Notification

The APR Schedule will be made available for viewing on the FLC Assessment Website. Additionally, the Assessment Coordinator will notify the Associate Dean or Dean of the upcoming program review one year in advance. The Associate Dean or Dean will be responsible for notifying Department Chairs of timing and procedures for Academic Program Review.

7-Steps of Program Review

There are four distinct parts of the program review process:

7.1-Planning for the Review

To begin the APR planning process, the Department Chair, Program Director or APR Lead will submit an APR Plan for completing the program review to the appropriate Associate Dean (or equivalent) no later than October 15th. Feedback will be provided by October 30th. This APR Plan, as revised after receiving feedback, will be uploaded to FLC Assessment SharePoint folder for the academic term before November 15th. The APR Plan will identify the faculty responsible for addressing each of the criteria, a schedule for completing activities, and a list of potential review team members.

The Department Chair, Program Director, or APR Lead and Associate Dean (or equivalent) will review the APR Plan and set the specific steps for completing the program review, including organizing the review team. The review team consists of two members:

- Internal reviewer is a Fort Lewis College faculty member from a different program
- External reviewer is a faculty member from the same discipline under review, from a different institution.

Externally accredited programs will submit the APR Plan and will follow the requirements set forth by their external accreditation body.

7.2 Self-Study

There are two parts to Self-Study: (1) An Executive Summary, and (2) the Self-Study Data. The Executive Summary will summarize the Program's achievements, improvements, goals, and areas of improvement. The information required for the Self-Study Data may be reported either: (a) as attachments to the Executive Summary, (b) in a report (separate from the Executive Summary), and/or (c) referenced in a table of contents clearly describing where the relevant information can be found in a larger report or document. Option (c) is intended to be used by Programs with external accreditation requirements, so they can refer to the information provided in an alternate reporting format without having to duplicate reporting work. The Executive Summary and Self-Study Data will be uploaded to FLC Assessment SharePoint no later than January 20th.

A. Executive Summary
- Program Strengths and Gaps – Include an analysis of your Program's strengths and gaps/areas for improvement, making specific references to assessment data as available. How does your Program plan to address areas for improvement?
- Future Goals and Vision for Program – Describe future goals for your Program. Programs are encouraged to engage in evidence-based, long-term planning to ensure their curriculum meets student and professional needs. Include a description of the vision for the future of the Program and/or Department.

Goals Timeline and Measures – Propose a timeline for accomplishing your Program's goals and measures

to demonstrate that the goals will be met.

B. Self-Study Data

    a. Program Information

        i. PLOs – Identify the Program Learning Outcomes for your Programs. Certificates may have skills-based learning outcomes.

- Curriculum – Identify the curriculum for your Programs using the format of the Catalog description of the Program.
- Course Scheduling, Alignment and Maps – Explain the alignment between course and curricular goals, courses, and prerequisites. How do students navigate through your major(s)? Please attach the most recent copy of your curriculum map and attach maps to graduation.
- Student Data - Include 7 years of data on your students including information on numbers of majors, minors, certificates and graduates. What factors can be attributed to any trends or changes in student major, minor, certificate or graduate data over the past 7 years?
- GtPathways Student Enrollment Data – Include 7 years of student enrollment data in any gtPathways/LAC courses and service course enrollments that exist within your Program. What factors can be attributed to any trends or changes in student gtPathways or service course data over the past 7 years?
- Advising – Describe how your Program has worked to maintain and mentor relationships with students and the way the Department assesses advisement effectiveness.
- Infrastructure Analysis – Discuss the adequacy of the infrastructure supporting your Program: physical facilities, technology resources, and/or general infrastructure.

    II. Student Learning Data

- Program Assessment and Use of Assessment Results – Provide specific examples of your Program's student learning outcomes assessment and any results that provide evidence of student learning. Analyze the effectiveness of the Program in achieving its goals and learning outcomes in the discipline and in general education based on annual assessment report data. Describe the procedures, criteria, and methods used to analyze student learning outcome assessment data.
- DFW Rates – Provide DFW rates and include the DFW rates for courses that are gtPathways or gateway courses to your Program over the past 7 years. What trends are evident in this data?
- Student Success and Retention – Describe activities including course evaluations and faculty development your Program has designed to enhance the success and the retention of first-year students through graduation.

    III. Graduate Placement – Provide data on graduate placement for the last 7 years.

- Alumni Survey Use – Summarize alumni survey results and provide evidence that the information is being utilized by your Program to make needed adjustments. How did (or will) your Program use these results to improve student learning and make program improvements?

IV.   Curriculum
- o   Multiple Course Sections – Describe the methods used to ensure comparable learning outcomes among multiple sections of a course within your Program including distance education.
- o   Course Evaluation Procedures – Describe and evaluate departmental procedures for the development, review and evaluation of courses including distance education.
- o   Curricular Changes – Describe a few specific examples of how your Program used annual assessments and student learning data to create and implement curricular and pedagogical changes (e.g., addition or deletion of courses, change in prerequisites, revision of outcomes, etc.)

V.   Faculty Composition
- o   Teaching Load Analysis – Analyze the teaching loads and how these are distributed among faculty by rank, full-, part-time, and lecturers (number of courses/number of students).
- o   Faculty Contributions - Describe the recent scholarly and creative contributions of your faculty that are important to the program learning outcomes.
- o   Faculty Service – Describe your faculty members' service activities to the College, such as committee work, administrative work, public service, and other activities that contribute to the fulfillment of your Program's goals in relation to the College and community.
- o   Faculty Training & Interests – Explain how the training and interests of the faculty contribute to appropriate breadth of your Program. Indicate areas, if any, in which greater strength would be beneficial. Identify the steps taken to assure that faculty members maintain currency in their disciplines and the activities that result in the continuing growth of the faculty.
- o   Faculty Innovations in Teaching – Highlight your faculty's innovations in teaching.

C. On-Site Review of the Program

The on-site review consists of 1-3 days of meetings with faculty, students, Department or Program staff, the Associate Dean (or equivalent) and the Provost. The program review leader is responsible for working with the review team members, the Associate Dean and the Provost to set the dates for the on- site review and the review team agenda. The review team will evaluate the quality of the Program; the team looks to see that a critical inquiry was completed and that alignment exists between the evidence and the report findings. By May 1, the review team will submit its report, written by the external reviewer and edited by the internal reviewer, to the appropriate Associate Dean (or equivalent). The Associate Dean (or equivalent) will upload the report to SharePoint.

Stand-alone Minors are exempted from the requirements set forth above. However, following the completion of the Self-Study, the Associate Dean overseeing a stand-alone Minor will prepare a summary report (approximately 1 page) highlighting and providing feedback on the Program's strengths, areas of improvement, goals and recommendations.

For all Programs, the Associate Dean and the Provost will meet with the Program faculty during the

following summer or fall term to discuss the report and to set the Program agenda, including any resource adjustments, for the next several years (goals, problems to address, improvements and advancements desired, assessment measures, and timelines for each).

D. Report to the Trustees

The Associate Dean (or equivalent) and the Provost will work together to summarize the review activities and prepare a report to the Board of Trustees based on the goal of continuous improvement of our academic programs. Presentation to the Trustees will occur at the May/June meeting. At the request of the Trustees, this summary will include the following elements extracted from the program review:

- Evidence of student learning and student achievement towards meeting Program Learning Outcomes and institutional Liberal Education Learning Outcomes.
- An executive summary of yearly assessment results including improvements made by the Program.
- A list of the Chair or Director and Program faculty and staff, including rank/title and how long each has been at Fort Lewis College.
- A table showing numbers of Program majors and graduates for the last reporting period.
- Evidence of placement of graduates into graduate and professional programs or employment.
- A statement of Program accomplishments during the review period and problems that need to be addressed.
- A description of Program plans for the future, including assignment of responsibilities and a timeline.
- An attachment of course listings for the Program.
- Degree requirements for all majors and minors in the Program.

E. External Reviewer Costs and Reimbursement.

When the external reviewer submits their report, they will also submit an invoice to the Provost's Office to receive the stipend for their review. The template invoice can be found in SharePoint – FLC Assessment - Templates & Forms folder. The Department Chair, Program Director or APR Lead may be reimbursed for the external reviewer's reasonable costs during the site visit including a faculty meal with the external reviewer (max. 3 faculty in attendance), the external reviewer's reasonable meal costs, and the cost for students within the Program to attend lunch with the external reviewer, in accordance with College policies and the FLC Procurement Rules.

Deadlines

1. **October 15 :** Department chair, program director, or APR lead submits program review plan to the Dean (or equivalent) for review and approval.

2. **October 30:** The Associate Dean (or equivalent) will review program timeline and meet with department chair, program director, or APR lead to finalize the review plan. The final review plan will be uploaded to SharePoint

3. **January 20:** The department chair, program director, or APR lead will submit the self-study document to SharePoint.

4. **May 1:** The review team will submit its report, written by the external reviewer and edited by the internal reviewer, to the appropriate Associate Dean (or equivalent). The Associate Dean (or equivalent) will upload the report to SharePoint

5. **May/June:** The Provost or designee presents summary of the findings to Board of Trustees.

Fall term, following academic year
The Associate Dean (or equivalent) and the Provost will meet with the department to discuss the report and to set the departmental agenda for the next several years.

Cross-Referenced Policies:

- Assessment Policy

- Policy on Rigor and Guidelines on Course Levels

Consequences of Non-Compliance

Failure to comply with this policy will result in notification to the Provost's Office and Board of Trustees that the Program is out of statutory compliance. Sanctions may be applied for noncompliance.

Review and Revision History
The policy and procedures were revised October 2025