**Periodic Program Review Template**

**Recommended length: 20 pages**

**PURPOSE:** The periodic review process offers the chance to evaluate the quality and effectiveness of academic programs, to reflect on past program activity and student learning outcomes assessment, particularly since the last periodic review, and offers the opportunity to outline forthcoming activities, all in alignment with Stockton University’s mission, vision, values, and strategic plan. Program reviews guide continuous improvement efforts and demonstrate accountability. The report is intended for both internal and external stakeholders, including an external consultant.

**NOTE FOR ACCREDITED PROGRAMS:** Those programs that submit a periodic report to an external accreditor can use that report in lieu of Stockton’s template, including an addendum addressing any items outlined below that are not included in their external report. In this case, the Chair will meet with representatives from the Office of the Provost, following completion of the accreditation process, for a university-based goal-setting meeting. If an accredited program does not submit a periodic report to their accreditor, the Chair should complete the report outlined below.

**REPORT OUTLINE:**

**PROGRAM PURPOSE AND GOALS**

1. PROGRAMMATIC MISSION AND GOALS:

* Include the academic program mission and its alignment with School mission, University mission, and strategic priorities.
* List the program goals that were set during the goal-setting meeting following the last periodic program review. Report on progress toward these goals (see Annual Reports).

1. BRIEF PROGRAM HISTORY: This information provides important context about the evolution of a program/center/institute, which is especially valuable for external consultants. Chairs should focus on changes that have occurred since the last periodic review and share plans for the continual development of the program.

**PROGRAM QUALITY AND EFFECTIVENESS**

1. STUDENT LEARNING OUTCOMES ASSESSMENT: Summarize the program’s assessment plan, including:
   * List Program Learning Outcomes (PLOs).
   * Provide a curriculum assessment map.
   * Provide plan to assess all PLOs within a 6-year period (between PPRs).
   * Identify which PLOs were assessed each year.
   * Specify the measures or instruments used to conduct this assessment:
     + **Direct** (e.g., portfolio, common items on an exam, performances)
     + **Indirect** (e.g., surveys, focus groups, perceptions)
   * Reflect on the results of this assessment, using qualitative and quantitative assessment data, including example(s) of successes and challenges. Please include any relevant data.
   * Outline what action(s) the program plans to take based on the results. Examples might include professional development, curricular re-sequencing, curricular additions or deletions, revision of student learning outcomes, selection of different assessment tool, etc.
   * Report on the results of any interventions.
2. ENROLLMENT AND STUDENT SUCCESS DATA: The Office of Institutional Research offers the most recent enrollment data using Power BI. Instructions on how to use this application can be found in the [SharePoint folder](https://stockton0.sharepoint.com/:v:/r/sites/AnnualReportsandPeriodicReviews/Shared%20Documents/%23Data%20Resources/IR%20Training%20Recording.mp4?csf=1&web=1&e=IUusty). In addition, Chairs are expected to integrate Gray DI data into their processes to assess student success and the program’s economic performance.

* Analyze enrollment, retention, DWFI, and completion trends at the course and program levels.
* Explore the use of student success data to inform program goal development.
* Assess how student success data aligns with school and university strategic priorities.
* Detail the program’s strategies for addressing institutional equity gaps and fostering success for all students.
* Evaluate the program's financial impact on the university.

1. TEACHING: This section should provide a comprehensive review of faculty teaching patterns and articulate the program's faculty resource requirements. The inclusion of a concise overview of faculty service and research is optional.

* How have faculty used data (assessment of student learning and student success) to improve student learning?
* Reflect on or showcase the changes that have or will contribute to improving student learning and success.

1. CURRICULUM: Provide an overview of the curriculum and discuss any changes and ongoing contributions to curriculum, such as the following, if applicable:
   * + - Program Courses, Areas of Interest and/or Concentrations, Interdisciplinary connections
       - General Studies contributions (e.g., Quad/Writing/Race & Racism Education course designations, A/H/I/V subscripts, etc.)
       - Service-learning, Community Engagement, or other high-impact practices
       - Dual enrollment, articulation agreements, etc…
       - Curricular innovations

**FUTURE DIRECTIONS**

1. NEW PROGRAM GOALS: List proposed program goal(s) for consultant review. Include a SWOT (strengths, weaknesses, opportunities, threats) analysis and steps for addressing weakness and threats, as well as plans to maintain strengths and realize opportunities for the program’s future.
2. PROGRAM RESOURCE RECOMMENDATIONS: Describe proposed resources needed to meet program goals and program learning outcomes, all in alignment with programmatic data. Be sure to address anticipated initiatives, resource needs, campus locations, unique budget items for the years ahead, and, if applicable, longer-term plans beyond the upcoming year.
3. CONCLUSIONS: Summarize periodic review findings