*When you prepare for a periodic program review (PPR) of a Stockton graduate or undergraduate academic offering, you will want to make sure you have considered or completed the following.*

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| Guidelines and Timeline for Periodic Program Review |
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| **Action Step:**  | **Date:**  |
| 1 | The Director of Academic Assessment meets with Deans to discuss self-studies being written in the fall for spring consultation. Deans work with Program Chairs to verify the faculty who will lead the PRR and ensure compensation is set for the following academic year. Please refer faculty to the [Office of Academic Assessment](https://stockton.edu/academic-assessment/academic-reporting.html) website for PPR guidelines, timeline, and templates. | February-March |
| 2 | The Director of Academic Assessment schedules a “Begin the Process” meeting with those responsible for writing the PPR (Deans are welcome to attend).PPR writers are encouraged to share this information with faculty in their program before the end of the semester. | April |
| 3 | Director of Academic Assessment provides Institutional Research (IR) with the schedule of the upcoming academic program PPR. | By July 15 |
| 4 | Institutional Research collects the available data, creates Tableau workbooks, and uploads the workbooks to the Annual Reports and Periodic Reviews SharePoint folder.For Graduate Program Chairs: Graduate Admissions can prepare a recruitment summary if you contact the office by this date. | By September 15 |
| 5 | PPR writers consult with program faculty to identify a possible consultant. Please refer to the [Consultant Selection Criteria](https://stockton.edu/academic-assessment/academic-reporting.html) when considering an external consultant.Faculty forwards the CV(s) of the recommended consultants to the Dean. | By September 30 |
| 6 | Dean reviews the potential consultant and either recommends consultant to the Associate Provost, Dr. Jessica OShaughnessy, for review and final approval or discusses alternate consultants with the program. | By October 15 |
| 7 | Associate Provost communicates approval/no approval of the recommended consultant to the Dean and PPR writer. Dean contacts consultant. Please refer to the [Sample Letter to Consultant.](https://stockton.edu/academic-assessment/academic-reporting.html) | By November 1 |
| 8 | Deadline for requests to Institutional Research for additional data. | By November 15 |
| 9 | PPR writer completes the draft and submits it to the Dean and the Director of Academic Assessment for review and feedback. | By December 1 |
| 10 | Dean and the Director of Academic Assessment return draft to the PPR writer with feedback and revision suggestions.  | By January 2 |
| 11 | School Office works with PPR writer to make travel arrangements (if needed), draft an agenda, and create Zoom links and/or book conference rooms. Please refer to the [Sample Consultant’s Visit Agenda](https://stockton.edu/academic-assessment/academic-reporting.html). | January-February |
| 12 | PPR writer completes revisions and forwards the final version of the review to the Dean and the Director of Academic Assessment.Dean/School Office sends the final version of the review to the approved consultant. | By February 1 |
| 13 | Consultant meets (virtually or in-person) with the PPR writer, faculty, students, Dean, Dean of the School of General Studies (if applicable), Associate Provost, and Director of Academic Assessment. | March |
| 14 | The consultant sends the report to the Dean, who forwards it to the PPR writer, the Director of Academic Assessment, and the Associate Provost. Only after the consultant’s report is received is payment to the consultant issued. | By April 15 |
| 15 | The PPR writer consults with program faculty and writes a response to the consultant's report and sends it to the Dean. | By May 1 |
| 16 | Dean writes their response (taking into consideration the program’s response) and sends it along with the program’s response to the Director of Academic Assessment and the Associate Provost. | By June 1 |
| 17 | The Director of Academic Assessment schedules a goal-setting meeting with the Dean, PPR writer, and Associate Provost to discuss the PPR process and to set goals for the next six years. Each program is given an opportunity to invite other program faculty. | September-October |
| 18 | The Director of Academic Assessment creates a draft of the goal-setting memo and sends the memo to those who attended for their review/approval. The Director of Academic Assessment revises the memo in response to suggestions, and once finalized, posts the memo. | A week/two weeks after the Goal Setting meeting |

**Tips for a Productive Periodic Program Review**

## PLEASE NOTE:

* All degree granting programs, interdisciplinary minors, other academic offerings (such as Honors or First-Year Seminars), and units/Centers/Institutes within Academic Affairs undergo periodic review.
* Accredited programs may submit their accreditation self-study in lieu of a separate PPR report. The accreditation visit summary then replaces the need for an additional external consultant. However, accredited programs are still required to attend a goal-setting meeting and report on those goals in their annual reports.

Generally, the Program Chair/Director writes the PPR report. However, the Chair may choose another program faculty member, or group of program faculty members, to write the report. The writer, or writers, receives compensation for this work. Please see the Memorandum of Agreement for the compensation.

By the first program meeting of the academic year, the PPR writer, in consultation with program faculty members, should discuss possible consultants. Please refer to the [Consultant Selection Criteria](https://stockton.edu/academic-assessment/academic-reporting.html) document before selecting a consultant.

The average consultant honorarium is $1,500; this amount is covered by the Office of the Provost.

**Unless required by accreditation standards, all visits should be virtual.** If a virtual visit is not possible and a consultant requires an overnight stay, the additional charges for travel, meals, etc. are covered by the Chair’s School. Check with your supervisor before arranging travel.

Once the program and the Dean agree on the consultant, and the consultant has been approved by the Associate Provost, Dr. Jessica OShaughnessy, the School Office in consultation with the PPR writer should begin making travel arrangements (if necessary), drafting the agenda, and creating Zoom links and/or booking conference rooms for the consultant’s visit.

The agenda should include meetings with:

* the Chair
* the Director of Academic Assessment and the Associate Provost
	+ the Dean
	+ the Dean of the School of General Studies (if appropriate)
	+ the Director of the Library (as appropriate)
	+ program faculty (including adjuncts/School faculty or associated program faculty (as appropriate)
	+ Students, if possible

Many agendas also include a class visit or time to review relevant documents (syllabi, student work, assessment instruments, capstone portfolios, metrics, data collection processes, etc.). In addition, the consultant might benefit from a [virtual campus tour](https://stockton.edu/admissions/visit-us.html) to see program facilities, the library, computer labs, tutoring centers, and other relevant campus locations.

## All agendas should include a break or two.

A gathering at the end of the day with the consultant, PPR writer, and the Dean is a good idea, as the Consultant may have questions or confusions that need answers/clarification.

Because there are a few months between scheduling the consultant’s visit and its occurrence, the PPR writer will want to periodically check in with the consultant to answer questions, to clarify the process, and to communicate appropriate information about the program/Stockton. This will go a long way toward educating the consultant and, as a result, guiding the consultant to make the most of their visit and to produce the most meaningful report possible. The PPR writer should also instruct the consultant in the format for and the purpose of the periodic review. The PPR writer should make the current periodic review, the previous periodic review/previous goal-setting memo, Tableau workbook, and relevant templates available to the consultant.

The consultant should structure the report according to the [template](https://stockton.edu/academic-assessment/academic-reporting.html) for the consultant’s report.

Focus is crucial, as is brevity and clarity. The PPR writer should emphasize this to the consultant. These reports can get long, rambling, and distracted. The PPR writer can’t prevent a consultant from producing an unwieldy report; however, one can try to steer the consultant toward a focused one.

The PPR process should be meaningful and should lead to program improvement. The consultant contributes to the review process by offering a view from outside; if the consultant works for a national organization, they may also offer a view from the field. In either case, the consultant’s observations, when astute and informed, can be just the impetus a program needs to initiate necessary changes.

Some further suggestions:

* + Consider approaching the review as an opportunity for reflection.
	+ The PPR writer will want to consult annual reports and, if available, the previous periodic

review. Looking at the goals and action items and writing about the ways in which previous years’ goals and the action items from the previous periodic review have been addressed is a good idea.

* + Less is more, and less should be clear, focused, and intentional.
		- The PPR writer may want to consider meeting with the Director of Academic Assessment

 prior to writing up the report for additional guidance.

* + - Choose data to illustrate points made in the report; all data should be accompanied by

 explanatory text and/or analysis/reflection. Data that does not contribute to program

 reflection does not need to be included in the report.

* + - The review process should be a meaningful one that contributes to program strengthening

and that offers the program the vehicle for collaborative reflection, planning, and creative thinking, as well as broad-based conversation about programmatic issues with the Dean, the Associate Provost, the Director of Academic Assessment, and the external consultant. The PPR writer should embark on the process in this spirit.

* + - The sections of the report that have received the most attention by the PPR writer, Deans,

 external consultants, and attendees at goal-setting meetings over the past two years are:

* + - * + assessment/student learning outcomes
				+ how do program goals align with the University [Strategic Plan](https://stockton.edu/strategic-plan/index.html)
				+ curriculum development/curriculum mapping
				+ experiences such as capstone courses, internships, experiential learning/community engagement opportunities
				+ precepting/mentorship of students, especially as relates to work/education after graduation
				+ face-to-face, hybrid, online course delivery methods
				+ program growth/viability/creative retooling
				+ time to degree completion/dual-credit courses/prerequisites and multiple entry points to the major/cross-listing and cross-program/School collaborations
				+ faculty teaching and expertise