**Program Periodic Review Template**

**Recommended length: 20-30 pages including data**

**PURPOSE:** The periodic review process offers the chance 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. The report is intended for both internal and external stakeholders, including an external consultant.

When planning the writing process, consider the following:

* An assessment plan and a curriculum map should be included if curricular changes occur (a template for assessment plan and curriculum map with ELO connections is located at https://stockton.edu/ctld/academic-assessment-and-scholarship-resources.html).
* If the program desires/requires an alumni survey, the report author should contact Institutional Research to customize that instrument to meet their needs.
* Programs can also append additional artifacts and sections as desired.
* An asterisk below (\*) indicates sections of the periodic review report that are not included in the annual review report.

**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 close-the-loop meeting. If an accredited program does not submit a periodic report to their accreditor, the Chair should complete the report outlined below.

**REPORT OUTLINE:**

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 occurred since the last periodic review.
2. PROGRAM GOALS: List all program goals and report on progress since the last periodic review (see Annual Reports). Be sure to take into consideration goals set during the close-the loop-meeting of the last periodic review.
3. ENROLLMENT AND TEACHING: Incorporating data provided by the Office of Institutional Research, report on trends in student enrollment, course enrollment, and faculty teaching patterns since the last periodic review (see Annual Reports). Consider how this data relates to or reflects program goals in your analysis. Chairs are also asked to consider how this data addresses priorities articulated in the [University’s Strategic Plan](https://stockton.edu/strategic-plan/).
4. PROGRAM STUDENT LEARNING OUTCOMES: Provide a list of program learning student outcomes (PLSOs).
   1. Briefly summarize the program’s overall Assessment Plan (include an assessment matrix or curriculum map only if curricular changes have occurred).
   2. Identify which PLSO or PLSOs were assessed this year.
   3. 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)

* 1. Reflect on the results of this assessment and how they demonstrate successful completion of PLSOs (please provide example/s of successful application or challenges). Please include any relevant data, as well as a reflective summary.
  2. Outline what action(s) the program plans to take based on results. Examples might include professional development, curricular re-sequencing, curricular additions or deletions, revision of student learning outcomes, selection of different assessment tool, etc.

1. CURRICULUM: Discuss any changes and ongoing contributions to curriculum, such as the following, if applicable:

1. Program Courses, Areas of Interest and/or Concentrations, Interdisciplinary connections

2. General Studies contributions (e.g., Quad/Writing/Race & Racism Education course designations, A/H/I/V subscripts, teaching responsibilities, other faculty contributions, etc.)

3. Essential Learning Outcomes (ELOs)

4. Service-Learning and/or Community Engagement

1. DIVERSITY, INCLUSION AND ANTI-RACISM: Stockton has identified diversity, inclusion, and anti-racism as institutional priorities. This section should detail the following:
2. How program goals address diversity, inclusiveness, and antiracism.
3. How the program will address diversity, inclusiveness, and antiracism in future initiatives (see <https://stockton.edu/about-stockton/values.html> for additional information).
4. Any changes, additions, or deletions to the curriculum, beyond the Race and Racism Education Across the Curriculum (R1/R2) requirement in section E above.
5. Strategies, both new and/or ongoing, to diversify faculty and students.
6. PROGRAM GOALS: List any new or updated program goal(s) or program learning student outcome(s). \*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.
7. PROGRAM RESOURCES: Describe proposed resources needed to meet program goals and program learning outcomes. 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.
8. \*CONCLUSIONS