

AURORA UNIVERSITY

ACADEMIC PROGRAM REVIEW  
REPORT TEMPLATE

Executive Summary

One page Executive Summary (written last)

Introduction

This section should restate what the purpose of the program review is

(Taken from the Guidelines Document).

Procedures Performed

The following procedures were implemented to perform this evaluation:

1. Research into the evolution of the CSC program over the past decade.
2. Informal appraisal of program resources and structure, course offerings, and instructional quality via conversations with key stakeholders, including students, faculty, library representatives, and the Dean of the Dunham School of Business and Public Policy.
3. Assessment of Smart Evals and other student feedback periodically gathered by faculty.
4. Review of three prior assessment reports, as well as feedback provided by the university assessment committee.
5. Evaluation of enrollment trends provided by University Analytics.
6. Consideration of career outcome data compiled by the Bureau of Labor Statistics.
7. Comparison with similar programs offered at Elon University, Lewis University, and North Central College.

# Areas of Focus/Findings

# *The Program Review Materials File will be compiled and referenced to complete this section of the Academic Program Review Report. Essential components are listed in the Appendix of the Guidelines.*

1. Program Description
2. Alignment with University Mission, Strategic Goals, and Objectives
3. Quality of instruction - What do the reports suggest about the quality of instruction and how the quality has changed over time? What do the reports suggest about actions that could be taken to improve instructional quality?
4. Quality of curriculum - What do the reports suggest about the quality of the curriculum and how the quality has changed over time? What do the reports suggest about actions that could be taken to improve quality of the curriculum?
5. Quality of co-curriculum - What do the reports suggest about the quality of the co-curriculum and how the quality has changed over time? What do the reports suggest about actions that could be taken to improve quality of co-curricular offerings?
6. Assess the evidence supporting extent to which Student Learning Outcomes have been achieved. Has achievement of Student Learning Outcomes changed over time? What do reports suggest about actions that could be taken to improve achievement of Student Learning Outcomes? Do the Student Learning Outcomes remain appropriate for preparation for the career or graduate education aspirations students might have?
7. Quality of program assessment - in what ways could the assessment of the program be improved?
8. How does the program compare on similar dimensions to peer institutions?
9. How does the program compare on similar dimensions to aspirant colleges and universities?
10. Review of what the evidence suggests with regard to development of the program currently in place. What is the demand for graduates and, similarly, are there patterns in student demand for additional or revised programming? Does the environment suggest opportunities for the program to develop additional majors/minors to prepare students to meet emerging needs? Additionally, does the environment suggest the need to modify or eliminate any of the current programmatic emphases?

*\*\*\*Additional questions pertaining to the program under review may be offered by the program chair, Jurisdictional Dean, Dean of Academic Administration, or Chief Academic Officer.*

Analysis

The analysis section can be structured as a SOAR (strengths, opportunities, actions, and results) analysis. Each section should refer to specific evidence from observations and reflections of the reviewers to support the conclusions drawn.

Recommendations and Strategy

The program will develop 2-4 strategic goals, supported by 3-5 tactical objectives each. The goals must include at least one addressing the short term (1-3 years) and one addressing the long term (3-5 years).

The goals should be based on evidence and analysis, for development of curriculum, pedagogy, assessment; student recruitment, development, and retention; recruitment and development of faculty and staff members; facilities; partnership with entities external to the university; potential development of new initiatives and programs; and enhancing alignment with programs at aspirant institutions.