

## Academic Audit Questions for Faculty Discussion

The following questions are designed to help faculty examine the processes by which you are pursuing your goals for student learning in a program of study. Although most of these questions seem to call for “Yes” or “No” answers, they are meant to prompt wider discussions.

If you answer “Yes” to a question, your self-study should briefly describe the “Who, What, When, Where, and How” of that answer. If you answer “No,” the self-study should discuss whether you wish to improve in this regard and how you plan to do so.

### Learning Objectives

- ▶ Have we explicitly defined what we want students who complete our program to know and be able to do? (e.g., as employees, as graduate students, as citizens)
- ▶ Do we work collaboratively to define program learning objectives, or is the task delegated to one or a few individuals?
- ▶ Do we consult sources beyond our own faculty when defining program learning objectives? (e.g., employers, students or graduates, comparable programs in other institutions, professional associations)
- ▶ Do we communicate program learning objectives to students, employers or other stakeholders?
- ▶ Do we periodically review program learning objectives to see how they might be improved?
- ▶ (See also questions in the remaining focal areas on how we use program learning objectives.)

### Curriculum and Co-curriculum

- ▶ Do we consciously design the curriculum and co-curriculum to achieve program learning objectives?
- ▶ Do we work collaboratively to design the curriculum and co-curriculum, or do they reflect our individual preferences or decisions?
- ▶ Do we consider out-of-classroom activities that could complement or be integrated into the curriculum?
- ▶ Do we consult sources beyond our own faculty when designing the curriculum and co-curriculum? (e.g., employers, students or graduates, comparable programs in other institutions, professional associations)
- ▶ Do we clearly communicate curricular and co-curricular requirements and the reasoning behind these requirements to students?
- ▶ Do we periodically review the curriculum and co-curriculum to see how they might be improved?

### Teaching and Learning Methods

- ▶ Do we consciously consider program and course learning objectives when deciding which teaching methods we will use in our courses?
- ▶ Do we discuss our teaching practices with each other and work collaboratively to improve teaching and learning, or is teaching primarily an individual responsibility?
- ▶ Do we consult sources beyond our own faculty when selecting our teaching practices? (e.g., employers, students or graduates, comparable programs in other institutions, professional associations)
- ▶ Do we identify best practices in teaching and use this information to improve our teaching?
- ▶ Do we periodically review our teaching methods to see how they might be improved?

## **Student Learning Assessment**

- ▶ Are we measuring the degree to which our students are achieving program learning objectives?
- ▶ Do we work collaboratively to develop and implement assessments of program learning objectives, or are these tasks delegated to one or a few individuals?
- ▶ Do we consult sources beyond our own faculty when designing assessments of program learning objectives? (e.g., employers, students or graduates, comparable programs in other institutions, professional associations)
- ▶ Do we discuss assessment data and use our findings to improve our curriculum, co-curriculum and teaching practices?
- ▶ Do we identify best practices in assessment of program learning objectives and use this information to improve our assessments?
- ▶ Do we periodically review our assessment methods to see how they might be improved?

## **Quality Assurance**

- ▶ How do we assure ourselves that each course in the curriculum addresses agreed upon content, that sound teaching practices are carried out appropriately and consistently, that assessments are conducted as planned, and that agreed upon plans to improve courses or the program as a whole are implemented by those responsible?
- ▶ How do we assure ourselves that other faculty activities affecting students, such as academic advisement, are being performed appropriately and consistently?
- ▶ Do we provide meaningful, timely feedback and recognition to faculty regarding how they are performing work related to the curriculum, teaching and learning, assessment, and other practices affecting students?
- ▶ Do we identify best practices in quality assurance and use this information to improve how we assure that the work of the program is performed appropriately and consistently?
- ▶ Do we periodically review our quality assurance practices to see how they might be improved?