

## Selected Questions for Academic Program Review

**The following questions are intended to spark discussion among colleagues in your department/program as you think about the focus or topic of your program review. They are suggestions, not requirements. As more topics are advanced through the academic program review process, they will be added here.**

### TEACHING AND LEARNING

- How do the student learning outcomes for the department/program relate to the educational goals for HMC?
- Is there appropriate sequencing from introductory to advanced coursework?
- Are introductory courses appropriate to the general profile of HMC students?
- How does the department/program determine its learning outcomes are being met with its current curriculum? What kinds of evidence is used?
- How does the department/program use this evidence to evaluate and improve its curriculum?
- How appropriate is the senior thesis/clinic given departmental learning outcomes? To what extent does it help students integrate the information, concepts, and skills that they have learned?
- Are there striking disparities (e.g., gender, racial/ethnic, first generation) among majors and non-majors taking courses in the department? What can be done to address them?
- How coherent are the major requirements?
- How well-prepared are majors for graduate study? How successful are majors in getting into graduate school? What other post-graduate alternatives do majors pursue?
- How do department/program offerings help all students lead satisfying, productive lives? Does the curriculum offer courses that provide useful skills and knowledge for students who will take only one or two courses?
- What courses outside of the department/program do faculty advisors encourage students to take?
- How does the department take advantage of offerings at the other Claremont Colleges?

### FACULTY DEVELOPMENT

- How does the department/program support faculty members as they continue to improve their pedagogy or develop new areas of teaching expertise?
- Given the curricular goals and enrollment, is there a sufficient number, mix and quality of faculty to communicate the departmental curriculum?
- How are department/program goals enabled or hampered by physical facilities?
- In what ways does the department/program promote research productivity among faculty?
- In what ways does the department/program promote service among faculty?

### GOVERNANCE

- How well is the department/program functioning? Is there shared governance, or do a minority of faculty or even just the chair make most decisions? Are there written guidelines for department/program governance?
- How are junior faculty members mentored with respect to their teaching, scholarship, and service? Are information and expectations communicated effectively?
- Are there sufficient opportunities for the department/program faculty to interact with one another and share experiences (i.e., through both formal meetings and informal interactions)? Is there potential for better interdepartmental and intercollegiate cooperation and complementarity?
- What are the administrative or technical staff needs within the department and how well are they being met?