**Engaged Learning Audit** *(developed by Sarah Fortner & Jon Duraj at Wittenberg University)*

**Engaged Learning** is an orientation to learning, teaching, scholarship, and application that allow students, faculty, and staff to work creatively and collaboratively within and across disciplines to apply Wittenberg’s liberal arts mission and prepare students for lives of purpose and success. The following categories exemplify engaged learning practices (categories are modified from Utah Valley):

* **Collaborative Learning**Develops social learning environments for students within and beyond the classroom
* **Curriculum Integration**
Connects co-curricular and extra-curricular events with appropriate course activities.
* **Engaged Teaching**
Promotes active learning practices between faculty and students
* **Leadership Education**Prepares students for professional practice, team-building, and lifelong decision-making
* **Engaged Scholarship**Focuses on research and creative activities
* **Problem-Solving**Facilitates practical applications for student learning that serves our communities
* **Engaged Learning Across the Curriculum**Cultivates engaged learning across a diversity of disciplines
* **Global Awareness**

Builds connections and knowledge needed in an interconnected world

**This departmental audit is designed to: 1) identify and describe strengths in engaged learning, 2) quantify current practices across majors, and 3) reflect on potential linkages or areas of growth through shared resources, alumni engagement, & faculty development.**

**Please base this audit on your most recent practices & current staffing.**

**Engaged Learning Audit**

1) Which of the above listed engaged learning strategies best fits the experiences of your majors? Rank the top three.

2) Provide specific examples of how you promote these top three strategies within your curriculum and opportunities.

3) What is the percentage of majors that complete individual (faculty-mentored) projects?

(Choose closest)

A)100% B)75% C)50% D)25% E)0%

4) What percentage of your majors have presented at professional meetings/exhibits by the time they graduate?

A)100% B)75% C)50% D)25% E)0%

5) What percentage of your majors have presented at undergraduate or campus research forums or workshops?

A)100% B)75% C)50% D)25% E)0%

6) What percentage of your majors have completed internships or summer opportunities related to their major?

A)100% B)75% C)50% D)25% E)0%

7) What percentage of your majors have interacted with professionals in your discipline or likely careers?

A)100% B)75% C)50% D)25% E)0%

8) What percentage of your majors have completed projects in collaboration with other students?

A)100% B)75% C)50% D)25% E)0%

9) How does your major curriculum facilitate liberal arts and cross-disciplinary thinking? Describe key examples.

10) Do faculty in your department work with students on interdisciplinary projects, or projects outside of disciplinary expertise? (List & provide a short description).

In class:

Outside of class:

11) Do students in your department work on projects with community, professional, or other stakeholders? (List & provide a short description).

In class:

Outside of Class:

12) What leadership roles are available to your students?

 In class:

 Outside of Class:

13) Do your majors typically travel/seek summer or semester opportunities beyond campus?

14) What opportunities outside of the curriculum appeal to them most?

15) Do you have ideas on how your department might build opportunities through connecting with other departments or co-curricular activities, or have you seen models at other institutions that we could draw from to integrate between disciplines, or maximize what we can do with limited resources?

16) Who are your most important alumni and why? How do you engage with them, or how might you engage with them more?(Work to identify at least 5 alumni, 10 if possible).

17) What faculty development or resources for engaged learning is your department be most interested in?

18) Are there other questions we should ask to assess engaged learning at the departmental level?