The Academic Audit

A Process of Continuous Quality Improvement

A presentation to the Self Study Team of the AAS in Professional Studies – IT Program

August 22, 2013

TBR Academic Affairs

The Guiding Principle

Quality is not an act, it is a habit.

Aristotle

Greek Philosopher; Scientist and Physician (384 BC - 322 BC)

What is the Academic Audit?

A faculty-driven model of ongoing self-reflection, peer feedback, collaboration, and teamwork based on structured conversation to improve quality processes in teaching and learning … and hence student success.

William Massy
The Academic Audit and the Professional Studies AAS

An Academic Audit of the AAS – PS was conducted in 2008-2009.

Resources available include:
- Self Study Report by AAS-PS program 2009
- Supplemental self-study materials
- Academic Auditors Team report 2009

Academic Audit Underlying Quality Principles

1. Define quality in terms of OUTCOMES
2. Focus on PROCESS
3. Work COLLABORATIVELY
4. Base decisions on EVIDENCE
5. Strive for COHERENCE
6. Learn from BEST PRACTICE
7. Make CONTINUOUS IMPROVEMENT a priority

Academic Audit Schedule

1. The Self Study Process – fall semester
3. The Auditor Site Visit – March 17 – April 18, 2014
4. Implementation of Initiatives – ongoing

See Timeline: p. 7 in Handbook
Conducting the Self Study

- Form Self Study Team & identify Team Leader
- Assign key roles
- Set schedule with due dates
- Select sources of evidence
- Nominate peers for Academic Auditor Team (by November 1st)

Conducting the Self Study

- Identify Stakeholders – whose input do you want?
  - Past Stakeholders
  - CAO’s
  - Course Developers
  - Instructors
  - Curriculum Committee & Sub-committee
  - Librarians
  - Students

Conducting the Self Study

Collect input from stakeholders for each focal area

- Conference calls
- Surveys
- D2L Class
- Google Docs – Blog
- Other?
The Self Study Process 
Organization by **Focal Area**

1. Learning Objectives [SLO]  
2. Curriculum and Co-Curriculum  
3. Teaching and Learning  
4. Student Learning Assessment  
5. Quality Assurance

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Guiding Questions for Focal Area 1: 
**Learning Objectives**

1. What do we want our students to know AND why?  
2. How do we determine our student learning outcomes for courses and our **program of study** as a whole?  
3. What processes are in place by which we regularly evaluate our Learning Objectives?

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Guiding Questions for Focal Area 2: 
**Curriculum and Co-curriculum**

1. What processes do we follow to assure that our curriculum is **coherent** (sensibly sequenced) and aligned with external expectations?  
2. What co-curricular experiences do we promote to reinforce our curriculum?
Guiding Questions for Focal Area 3: Teaching & Learning

1. What do we do collaboratively to improve our teaching?
2. How do we connect with our students to know that learning is taking place?
3. How do we share best practices in the teaching of our subject?

Guiding Questions for Focal Area 4: Student Learning Assessment

1. Do our assessments of student learning measure student proficiency in our learning objectives (student learning outcomes)?
   - Course AND program?
2. How do we use assessment data to improve teaching and learning?

Guiding Questions for Focal Area 5: Quality Assurance

What services, resources and activities beyond the program level support the faculty and students in the AAS – PS program?
The Self Study Report
Table of Contents
1. Introduction [1]
2. Overall Performance [6]
3. Performance by Focal Area [3]
5. Matrix of Improvement Initiatives [5]
6. Follow-up report [2] (for 2nd time programs)
7. Appendix [7]

Self Study Report: Introduction
1. Brief history of the program
2. Role & scope – purpose/mission/leadership
3. Student & Faculty characteristics
4. How self-study was performed

Self Study Report: Overall Performance
Executive Summary/Conclusion
  Strengths
  Areas for Improvement

TBR Office of Academic Affairs
Self Study Report: Performance by Focal Area

- One to three pages on each Focal Area
- Keep impersonal ["anonymous"]
- Cite strengths in that area especially the **processes** in place that help assure quality
- Include one or two examples or anecdotes
- Identify potential areas for improvement

Self Study Report: Potential Initiatives

Summarize all opportunities for improvement identified in report

Self Study Report: Matrix of Improvement Initiatives

Prioritize potential improvements into **Matrix of Improvement Initiatives**

(Suggestion: Keep to no more than 5)

- Focus on those that are feasible and that would positively enhance student learning
Self Study Report: Matrix of Improvement Initiatives

1. Describe the Initiative
2. Objective - what is the desired outcome?
3. Who will lead? Who will be involved?
4. What are the Performance Indicators?
5. What is the timetable for implementation and follow-through?

Self Study Report: Follow-up of Previous Academic Audit

1. Address each Initiative for Improvement
   a) Provide evidence of implementation and progress
   b) How has the initiative contributed to quality improvement
2. Address each Auditor Team Recommendation
   a) Was it implemented? If so, results? If not, why?

Handbook p. 11

Self Study Report: Appendix

1. Select the most relevant and helpful additional information
2. Limit text Appendices to ten (10) pages [more for graduate programs]
3. A list of relevant web page links may be provided as one of the Appendices
The Auditor Team Review Process

1. Three member team of peers from TBR institutions or other institutions
2. The team reviews the Self Study Report & Appendices then forms guiding questions
3. One day on-site visit including conversations with Faculty, Stakeholders and Students
4. Immediate Feedback – oral and written report by the team on day of site visit (exit session)
5. Written report submitted by team

The Academic Audit and Performance Funding

- The Performance Funding Summary Sheet is completed by the Academic Auditor Team at the end of the site visit
- It provides the program’s score, which is computed into the Performance Funding formula for all 13 community colleges
- Follow-up to previous Academic Audit – This applies to the AAS - PS this year. See section 7 of the Performance Funding Summary Sheet in the Handbook (page 24)

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* A Process of Continuous Quality Improvement *

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www.tbr.edu – click on Academic Initiatives then Academic Audit