**Tennessee Board of Regents**
**Office of Academic Affairs**

**THE ACADEMIC AUDIT**
*A Process of Continuous Quality Improvement in Teaching & Learning*
*Leading to Student Success*

**The Academic Audit is a** *faculty-driven model of ongoing self-reflection, peer feedback, collaboration, and teamwork based on structured conversation to improve educational quality processes in teaching and learning ... and hence* <u>*student success*</u>*. In 2004, the TBR system piloted the Academic Audit as a quality improvement initiative. Since then,* <u>*432*</u> *Technical Certificate, Associate, Baccalaureate, Masters and Ph.D. degree programs have employed the Academic Audit model. In 2008, TBR's Academic Audit program received a Leveraging Award from the National Consortium for Continuous Improvement in Higher Education for its effective use of system-wide resources for academic improvement.*

| **Quality Principles** | **Focal Areas** |
|---|---|
| • Define quality in terms of outcomes | • Learning Outcomes |
| • Focus on process | • Curriculum and Co-curriculum |
| • Work collaboratively | • Teaching and Learning |
| • Base decisions on evidence | • Student Learning Assessment |
| • Strive for coherence | |
| • Learn from best practice | |
| • Make continuous improvement a top priority | |

**The Academic Audit process** *follows the academic year calendar. Programs conduct a self-study during the fall semester culminating in a Self-study Report. During the following spring semester, an Academic Auditor Team comprised of peers conducts a site visit and then issues a written report. Both the Self-study and the Academic Auditor Team Report identify opportunities for program improvement. These are implemented by the program during the ensuing five years after which time the process is repeated.*
*At that time, initiative implementation progress, results and use of results for continuous improvement are presented and evaluated.*

**Academic Audit Outcomes:**
1. *A faculty-centered methodology that supports institutional effectiveness expectations*
2. *A thoroughly documented process that meets the requirements for Quality Assurance Funding*
3. *A process that sustains continuous quality improvement of teaching and learning*