THE ACADEMIC AUDIT

A Process of Continuous Quality Improvement of Teaching & Learning Leading to Student Success

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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.

Why: Institutional Effectiveness

- 3.3 Institutional Effectiveness – SACS/COC

  - 3.3.1 The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas:

    - 3.3.1.1 educational programs, **to include student learning outcomes**

Why:
Quality Assurance Funding (QAF)

- Accepted by THEC since 2005 as a means of *program evaluation for non-accreditable degree and certificate programs* **for Quality Assurance Funding**

- QAF Academic Audit Rubric is completed by the Academic Auditor Team and results in a score that is computed into the QAF formula

- This Rubric is revised for the 2015-2020 cycle (Academic Audit Undergraduate Handbook page 24)

Quality Assurance Funding Rubric Revisions

➥ The former Quality Assurance focal area has been eliminated as quality assurance/improvement has been integrated into the other focal area criteria.

➥ The distribution of criteria has changed for the 2015-2020 cycle but total criteria for first time programs remains at 23 while the number of criteria for follow-up audits is now is 25 instead of 26.

➥ Criteria for the QAF Academic Audit Rubric are now evaluated by a four-point scale instead of "Met" or "Unmet"

Why:
Continuous Quality Improvement

Quality is not an act,

it is a habit.

Aristotle

Quality is never an accident.

It is always the result of intelligent effort.

John Ruskin

Underlying Quality Principles

1. Define quality in terms of <u>OUTCOMES</u>

2. Focus on <u>PROCESS</u>

3. Work <u>COLLABORATIVELY</u>

4. Base decisions on <u>EVIDENCE</u>

5. Strive for <u>COHERENCE</u>

6. Learn from <u>BEST PRACTICE</u>

7. Make <u>CONTINUOUS IMPROVEMENT</u> a priority

Academic Audit Timeline

1. The [Self Study](#) – fall semester

2. The [Self Study Report](#) – due January 31, 2018

3. The [Auditor Site Visit](#) – March 12 – April 20, 2018

4. [Implementation of Initiatives](#) – ongoing

See Timeline: p. 3 in Handbook for more details

Process:
Conducting the Self Study – FALL

- Form Self Study Team & identify Team Leader

- Assign key roles - focal area leaders, editor

- Identify Stakeholders – whose input do you want?

- Set schedule with due dates

- **Select sources of evidence**

- Nominate peers for Academic Auditor Team

Conducting the Self Study

Who is involved? Collect input from ALL FACULTY & stakeholders **INCLUDING STUDENTS** for each focal area via...

- ✓ Structured Conversations – set up get-togethers

- ✓ Conference calls

- ✓ Surveys – include input boxes as well as short answer

- ✓ D2L Class – enroll your FACULTY!

- ✓ Other (social media, email, Google Docs, SKYPE... use your imagination!)

The Self Study Process
Organize conversations by *Focal Area*

1. Learning Outcomes

2. Curriculum and Co-Curriculum

3. Teaching and Learning

4. Student Learning Assessment

The Academic Auditor Team Evaluation for QAF Rubric

➡ **Not Applicable**

➡ **Not Evident**

➡ **Emerging**

➡ **Established**

➡ **Highly Developed**

Criteria for Focal Area 1 Learning Outcomes

1.1	The FACULTY has identified **program learning outcomes** that are current, measurable and based upon appropriate processes and evidence regarding the requirements of the discipline.

Criteria for Focal Area 1 Learning Outcomes

1.2	The FACULTY has identified **student learning outcomes** in its core coursework that are clear, measurable and based on an appropriate process to identify what students need to master in each course.

Criteria for Focal Area 1 Learning Outcomes

1.3	The FACULTY has an appropriate process for **evaluating program and course-level learning outcomes** on a regular basis taking into account best practices, stakeholder feedback and appropriate benchmarks in the field.

Guiding Questions
Focal Area 1
Learning Outcomes

- Have we **explicitly** defined what we want students who complete our courses and our program to know and be able to do?

  - How have we done so?

    - Who participates?

    - Who contributes?

    - How are these outcomes integrated into our curriculum and displayed?

    - What prompts review of our program's and our courses' learning outcomes?

  - Do our General Education-approved courses **integrate the systemwide General Education learning outcomes** for our General Education area?

Criteria for Focal Area 2 Curriculum and Co-curriculum

2.1	The **<u>FACULTY</u>** <u>collaborates</u> regularly and effectively on the design of curriculum and planned improvements.

Criteria for Focal Area 2 Curriculum and Co-curriculum

2.2	The FACULTY regularly analyzes the **content and sequencing of courses** as applicable in terms of achieving program learning outcomes.

Criteria for Focal Area 2 Curriculum and Co-curriculum

2.3	The **FACULTY regularly reviews the curriculum** based on appropriate evidence including comparison with best practices where appropriate.

Criteria for Focal Area 2 Curriculum and Co-curriculum

2.4	The program regularly incorporates appropriate **complementary co-curricular activities and programs** to supplement and support student learning.

Guiding Questions
Focal Area 2
Curriculum and Co-curriculum

Strive for ***COHERENCE***

- ➤ 1) Are there coherent planning and review processes **in the program**?

- ➤ 2) Is there a sequential and integrated **design** across the program?

- ➤ 3) Is curriculum **consistently followed** independent of instructor or delivery method?

- ➤ 4) Are students engaged in meaningful co-curricular activities including **High Impact Practices** that reinforce learning outcomes?

Criteria for Focal Area 3 Teaching and Learning

| 3.1 | The FACULTY regularly and effectively **collaborates** in designing, developing and delivering **teaching methods** that improve student learning throughout the program. |

Criteria for Focal Area 3 Teaching and Learning

3.2	The FACULTY promotes the effective use of **instructional materials and teaching tools**, **including technology** as appropriate, for achieving student mastery of learning objectives.

Criteria for Focal Area 3 Teaching and Learning

3.3	The program regularly **evaluates** **the effectiveness of teaching** **methods** and the appropriateness of instructional materials.

Criteria for Focal Area 3 Teaching and Learning

3.4	The FACULTY analyzes **evaluation results** on a regular basis and modifies teaching methods to improve student learning.

Criteria for Focal Area 3 Teaching and Learning

3.5	The FACULTY engages in regular **professional development** that enhances its teaching, scholarship and practice.

Criteria for Focal Area 3 Teaching and Learning

3.6	The program monitors **student persistence and success** in its courses and program and uses that data to inform improvements in the program and to optimize student success.

Guiding Questions
Focal Area 3
Teaching & Learning

Make ***CONTINUOUS IMPROVEMENT*** a priority

➡ We are all great teachers – for SOME of our students! How do we reach and teach every student? How do we close the **achievement gap**?

➡ What are our new teaching & learning challenges? [Think **Reconnect**]

➡ How can we meet these challenges successfully?

Criteria for Focal Area 4
Student Learning Assessment

4.1	The FACULTY uses **indicators of student learning success** that are aligned with program and student learning outcomes.

Criteria for Focal Area 4 Student Learning Assessment

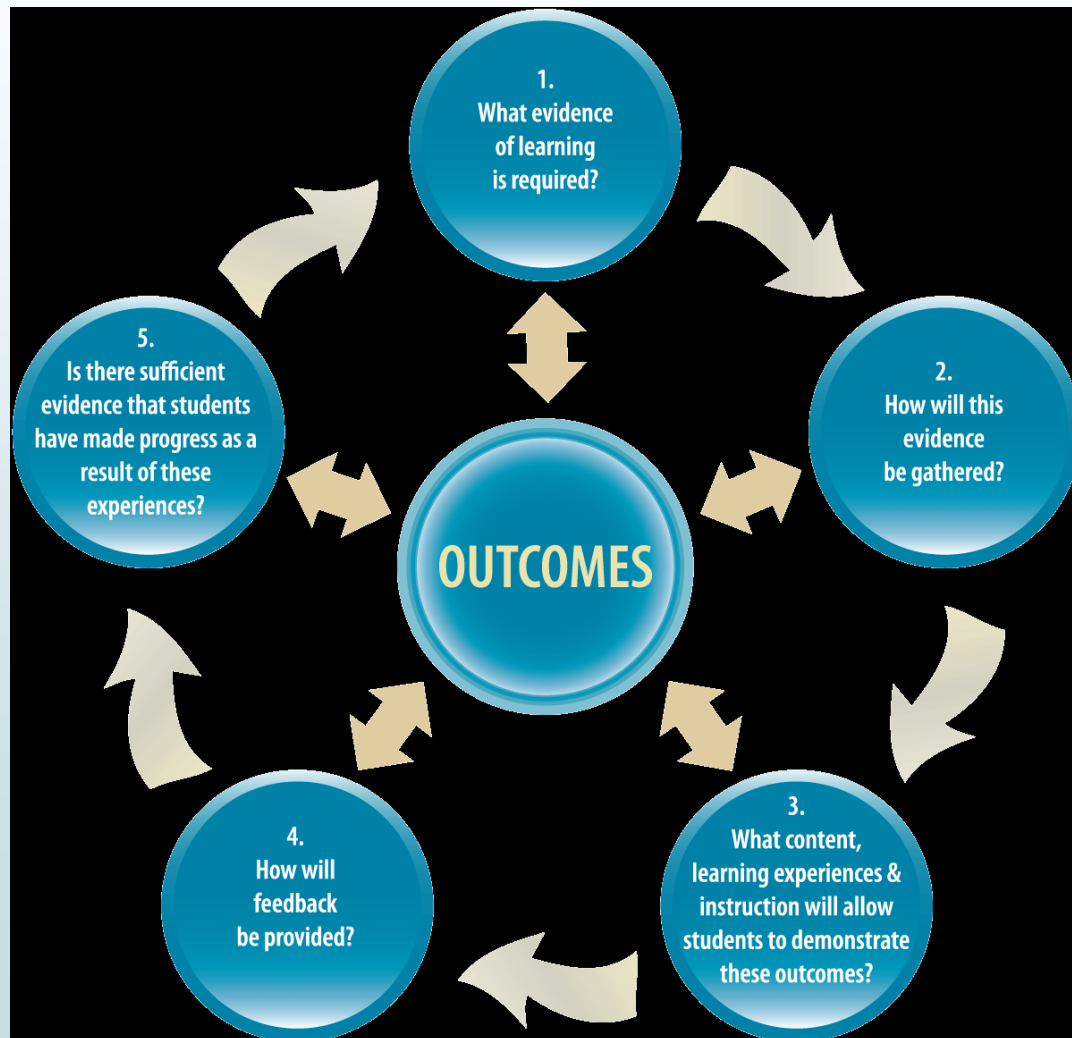| **4.2** | The FACULTY assesses student learning at multiple points throughout the program using a **variety of assessment methods** appropriate to the outcomes being assessed. |

Criteria for Focal Area 4
Student Learning Assessment

4.3	The program regularly implements continuous quality **improvements based upon the results** of its student learning assessments.

Guiding Questions for
Focal Area 4
Student Learning Assessment

Base decisions

on **EVIDENCE**

1. What evidence of learning is required?

2. How will this evidence be gathered?

3. What content, learning experiences & instruction will allow students to demonstrate these outcomes?

4. How will feedback be provided?

5. Is there sufficient evidence that students have made progress as a result of these experiences?

OUTCOMES

Guiding Questions for Focal Area 4 Student Learning Assessment

- What **evidence of learning** is required?

- How will this evidence be gathered and **documented**?

- What content, learning experiences and instruction foster students **to demonstrate** these outcomes?

- How will **feedback** be provided?

- Is there sufficient evidence that students have made **progress as a result** of these experiences?

Writing the Self Study Report
Table of Contents

SEQUENCE IN SELF-STUDY
Introduction
Overall Performance
Performance by Focal Area
Potential Initiatives
Matrix of Improvement Initiatives
Follow-up report
Appendix

Writing the Self Study Report Sequence in Practice

WHEN TO DO WHAT
Introduction
Follow-up report *
Performance by Focal Area
Potential Initiatives
Matrix of Improvement Initiatives
Overall Performance
Appendix (throughout)

Self Study Report: Nov. – Jan. Introduction [1 - 2 pages]

1. Describe the role & scope – purpose/mission/leadership,

2. Brief history of the program,

3. Student & Faculty characteristics,

4. Distinguishing features (Cohort structure? Dual admission?), and

5. How the self-study was performed.

Self Study Report
Overall Performance
[1 – 2 pages]

This section serves as the executive summary or abstract of the report.

1. **Strengths**

2. **Key Findings**

3. **Value of the process to the program**

Self Study Report
Performance by Focal Area

☑ <u>One to three pages on each Focal Area</u>

☑ Keep impersonal ["anonymous"]

☑ Cite **strengths** in that area especially the **processes** in place that help assure quality

☑ Perhaps include one or two brief, illustrative examples or anecdotes

☑ Identify **potential opportunities for improvement**

Self Study Report
Potential Initiatives [1 – 2 pages]

1. Summarize **all** opportunities for improvement identified in report even pie-in-the-sky ideas!

2. Prioritize potential improvements into **Matrix of Improvement Initiatives** (Suggestion: Keep to no more than 5)

Focus on those that are feasible and would positively enhance student learning & student success

Self Study Report
Matrix of Improvement Initiatives
[1 page chart]

1. Initiative – what is the activity?

2. Objective – what is the desired outcome?

3. Who will lead? Who will be involved?

4. **Performance Indicators –** what and how will we measure to know how it's going?

5. Timetable for implementation and follow-through (use of results)

Matrix of Improvement Initiatives [1 page chart]

	Initiative	Objective	Who	Performance Indicators	When
1	To develop and employ an online tutorial resource to complement teaching the research paper in Composition 1	To provide students with relevant & consistent research writing instruction that will enable them to successfully complete research paper requirement	Coordination will be by the Composition Program Director in collaboration with Composition FACULTY	a) Development and implementation of research paper tutorial; b) Record of use of online tutorial by students; c) Satisfaction survey of students each semester; d) Satisfaction survey of FACULTY each semester	This is a multi-year project; planning has begun in AY 2017 - 18. Implementation planned for Fall 2018.

Self Study Report Appendix

1. Select the most relevant and helpful additional information

2. Limit **text** Appendices to ten (10) pages

3. A list of relevant **web page links** may be provided as one of the Appendices (virtually limitless, but be selective: what do you want your reviewers and your stakeholders to see?)

The Academic Auditor Team Review & Evaluation Process

1. Two to four 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 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 Auditor Team Evaluation for QAF Rubric

- **Not Applicable**

- **Not Evident**

- **Emerging**

- **Established**

- **Highly Developed**

The Academic Auditor Team Evaluation for QAF Rubric

➡ **Not Evident**

- ➡ Program does not address the criterion in the Self Study documents.

- ➡ Program responses to questions do not demonstrate that criterion has been addressed or that a plan is in process to address the criterion.

The Academic Auditor Team Evaluation for QAF Rubric

➡ **Emerging**

➡ Program indicates the criterion as an area that has only recently been addressed.

➡ Program has a planning process in place to address this criterion or is in initial stages of plan implementation.

The Academic Auditor Team Evaluation for QAF Rubric

➡ **Established**

- ➡ Program demonstrates that its plans, activities and assessments of the criterion are in place in an appropriate, reasonable and well-organized manner.

- ➡ Program FACULTY, and where applicable students and other stakeholders, are aware of and participate in continuous improvement processes related to the criterion.

The Academic Auditor Team Evaluation for QAF Rubric

➡ **Highly Developed**

- ➡ Program thoroughly exhibits **through evidence** that its plans, activities and assessments of the criterion are fully articulated and richly incorporated into the culture of the program. This includes the active engagement of all FACULTY (full and part-time) as well as students and other stakeholders as pertinent to the criterion.

- ➡ Program demonstrates the use of results of assessments regarding the criterion for ongoing improvement of performance in that criterion.

Academic Audit Review

1. To what purpose(s) is the Academic Audit process?
2. *When is the Self Study due to TBR?*
3. Who should be involved in the Self Study Process?
4. *In the Academic Audit model, how many Quality Principles are there?*
5. How does a program benefit from the Academic Audit process?

Academic Audit Resources

For additional information contact:

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And/or go to

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

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