

2015-20 Quality Assurance Funding
Academic Audit: Undergraduate Programs



Institution: Pellissippi State Community College		
Program Title: Associate of Science in Teaching		
CIP Code:		
Embedded Certificates:		
Academic Audit Status:	<input type="checkbox"/> First Academic Audit	<input checked="" type="checkbox"/> Follow-up Academic Audit

Instruction for Academic Audit Team

In accordance with the 2015-20 Quality Assurance Program Funding guidelines of the Tennessee Higher Education Commission (THEC), each non-accreditible undergraduate program undergoes either an academic audit or external peer review according to a pre-approved review cycle. If the program under review contains embedded Technical Certificates, the names of each certificate should be included above. The review of embedded certificates must be included as part of the program audit in which they are embedded. Embedded certificates do not require a separate *Academic Audit Rubric*.

The criteria used to evaluate an undergraduate program appear in the following *Academic Audit Rubric*. The *Academic Audit Rubric* lists 25 criteria grouped into seven standards. Criteria in standards 1-6 will be used to assess standards and distribute points to undergraduate programs utilizing the Academic Audit for the first time. For programs undergoing a follow-up Academic Audit, criteria 7 will also be used to assess standards and distribute points. The three criteria noted with an asterisk are excluded from the point calculation but will be used by the institution in their overall assessment.

For each criterion within a standard, the responsible program has provided evidence in the form of a *Self Study*. Supporting documents will be available for review as specified in the *Self Study*. As an Academic Audit Team Leader, you should evaluate this evidence and any other evidence observed during the site visit to determine whether each criterion within a standard has been met. A checkmark should be placed in the appropriate box to indicate whether the criterion is not evident, emerging, established, or highly developed in the program. If a particular criterion is inappropriate or not applicable to the program under review, the item should be marked NA.

The rubric will be shared with the department, college and central administration, as well as the Tennessee Higher Education Commission. When combined with the written report prepared by the Academic Audit Team, the *Academic Audit Rubric* will facilitate development of a program action plan to ensure continuous quality improvement.

Your judgment of the criteria will be used in allocating state funds for the institution's budget.

Name, Title and Institutional Affiliation of Audit Team Leaders

Name Norma Hogan
Title Professor
Institution East Tennessee State University
Signature
Date 4/5/2017

Name Paul Ludwig, Stacie Bradshaw
Title Instructor, Assistant Professor
Institution Walters State CC, Roane State CC
Signature
Date 4/5/2017

Academic Audit Rubric Undergraduate Programs

Directions: Please rate the quality of the academic program by placing a checkmark in the appropriate box to indicate whether the criterion is not applicable (N/A), not evident, emerging, established, or highly developed.

1. Learning Outcomes		N/A	Not Evident	Emerging	Established	Highly Developed
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Curriculum and Co-Curriculum		N/A	Not Evident	Emerging	Established	Highly Developed
2.1	The faculty collaborates regularly and effectively on the design of curriculum and planned improvements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2.2	The faculty regularly analyzes the content and sequencing of courses as applicable in terms of achieving program learning outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2.3	The faculty regularly reviews the curriculum based on appropriate evidence including comparison with best practices where appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2.4	The program regularly incorporates appropriate complementary co-curricular activities and programs to supplement and support student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. Teaching and Learning		N/A	Not Evident	Emerging	Established	Highly Developed
3.1	The faculty regularly and effectively collaborates in designing, developing and delivering teaching methods that improve student learning throughout the program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3.3	The program regularly evaluates the effectiveness of teaching methods and the appropriateness of instructional materials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

3.4	The faculty analyze evaluation results on a regular basis and modify teaching methods to improve student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3.5	The faculty engages in regular professional development that enhances its teaching, scholarship and practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Student Learning Assessment		N/A	Not Evident	Emerging	Established	Highly Developed
4.1	The faculty uses indicators of student learning success that are aligned with program and student learning outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4.3	The program regularly implements continuous quality improvements based upon the results of its student learning assessments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Support		N/A	Not Evident	Emerging	Established	Highly Developed
5.1*	The program regularly evaluates its library, equipment and facilities, encouraging necessary improvements within the context of overall college resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5.2*	The program's operating budget is consistent with the needs of the program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5.3*	The program has a history of enrollment and/or graduation rates sufficient to sustain high quality and cost-effectiveness.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. Academic Audit Process		N/A	Not Evident	Emerging	Established	Highly Developed
6.1	The Academic Audit process was faculty driven.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6.2	The Academic Audit process (Self Study and site visit) included descriptions of the program's quality processes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6.3	The Academic Audit process resulted in a thorough description of program strengths and program weaknesses as well as a prioritized list of initiatives for improvement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6.4	The Academic Audit process included involvement of and inputs from appropriate stakeholder groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

7. Follow-up of Previous Audit		N/A	Not Evident	Emerging	Established	Highly Developed
7.1	There is documented evidence that the program has implemented the plans for its initiatives for improvement cited by the faculty in the previous self-study report including any changes to those initiatives for improvement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7.2	There is documented evidence that recommendations made by the Academic Auditor Team have been considered and, when feasible and appropriate, implemented and tracked.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**Criteria not scored as part of Quality Assurance Funding.*

Appendix B: Academic Audit Onsite Evaluation Checklist

Institution: Pellissippi State Community College

Program: Associate of Science in Teaching

CIP Code: _____

Degree Level: Certificate Associate Baccalaureate Master's Doctoral

Instructions for Audit Chairs and Teams

Part I: Academic Audit Visiting Team Report -- Record of Commendations, Affirmations, and Recommendations

This form must be completed by each academic auditor team *prior to concluding the visit*. The original will be forwarded to TBR but a copy must be left with the department prior to departure. All observations included on this form should be represented as commendations, affirmations, or recommendations. Please be concise in your descriptions as you will have opportunity to expand upon your justification for each item in your written report due to TBR by May 12, 2017.

Part II: Academic Audit Rubric (only for use if program is being reviewed for Quality Assurance Funding purposes)

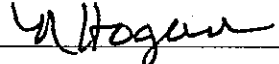
This form is only to be completed if the program review is serving as the Quality Assurance funding review. Using the Academic Audit Rubric complete the elements on the evaluation results checklist. This exercise must be completed and signed by the team prior to the Exit Session. The original will be forwarded to TBR, but a copy must be left with the department prior to departure.

Part III: Narrative Evaluation and Written Report

The academic auditor team will use their evaluations indicated on the Audit Visiting Team Report and Academic Audit Rubric (if used for Quality Assurance Funding purposes) as the basis of a written report. The academic auditor team's findings derived from the self-study report and on-site visit will be included in this narrative report of the team's conclusions. This written report (limited to 10 pages) is the final responsibility of the academic auditor team. This report is due to TBR on or before May 12, 2017.

The Audit Evaluation will become part of the record of the academic program review and will be shared with the academic department/unit, the college, and the central administration, as well as the Tennessee Higher Education Commission. Each department/campus will be provided opportunity to respond and comment on the written report.

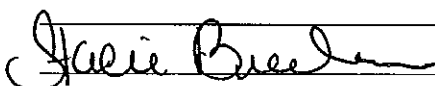
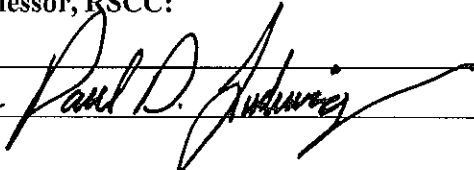
Audit Chair's name, title, and institution: Norma Hogan, Professor, ETSU

Audit Chair's signature:  Date 4/5/2017

Names, titles, institutions, and signatures of other Audit Team members:

Paul Ludwig, Instructor, WSCC:

Stacie Bradshaw, Assistant Professor, RSCC:

Appendix C: **Academic Audit Visiting Team Report**

Record of Commendations, Affirmations, and Recommendations

This form must be completed by each audit review team prior to concluding the visit. All observations included on this form should be represented as commendations, affirmations, or recommendations. Please be concise in your descriptions as you will have opportunity to expand upon your justification for each item in your written report due to TBR by May 12, 2017.

This document should serve as the outline of information to be disclosed during the exit session with the department. The original signed copy is to be left with the campus academic audit coordinator or with the program's leader prior to leaving campus. A copy should be forwarded to TBR as part of the final Academic Auditor Team's final, written report.

Total Number of Commendations 3

Commendation #1 –The team commends the program faculty members' continuing commitment to monitor, evaluate, and improve students' basic skills.

Commendation #2 –The team commends the program's integration of academic and pedagogical instruction to meet the needs of prospective teachers.

Commendation #3 –The team commends the program's strong emphasis on students' participating in their professional organization.

Commendation #4 –

Total Number of Affirmations 3

Affirmation #1 – The team affirms the program's implementation of high impact practices in service learning.

Affirmation #2 –The team affirms the program's plan to continue to strengthen students' preparation in basic skills. (Initiative #1)

Affirmation #3 –The team affirms the program's plan to expand field experience opportunities for students. (Initiative #2)

Affirmation #4 –

Total Number of Recommendations 3

Recommendation #1 – The team recommends that the program faculty obtain more frequent and more formal input from students, alumni, and other stakeholders to evaluate and improve curriculum, instruction, and learning outcomes.

Recommendation #2 –The team recommends that the program implement more formal processes for faculty interaction and collaboration regarding curriculum, instruction, and student learning assessment.

Recommendation #3 –The team recommends that the program implement more consistent approaches to professional development.

Recommendation #4 –