Academic Audit Onsite Evaluation Checklist

Institution: Pellissippi State Community College
Program: Mathematics
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 audit review 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 the opportunity to expand upon your justification for each item in your written report due to TBR by May 15, 2015.

Part II: Academic Audit Summary Sheet (only for use if program is being reviewed for Performance Funding purposes)
This form is only to be completed if the program review is serving as the Performance Funding review. Using the Academic Audit Summary Sheet, complete the 24 elements on the evaluation results checklist by marking “met” or “not met”. This exercise must be completed and signed by the team prior to the Exit Session (see complete directions on the form). The original will be left with the department prior to departure but a copy must be forwarded to TBR with the Visiting Team Report.

Part III: Narrative Evaluation and Written Report
The Audit Chair and Team will use their evaluations indicated on the Audit Visiting Team Report and Academic Audit Summary Sheet (if used for Performance Funding purposes) as the basis of a written report. Summarized findings from the self-study report and onsite visit will represent a narrative report of the team’s conclusions and the final responsibility of the visiting team. The template for completing this report (limited to 10 pages) is attached. This report is due to TBR on May 15, 2015.

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: David Stanislawski

Audit Chair’s signature: [Signature] Date 3/24/2015

Names, titles, institutions, and signatures of other Audit Team members:
Mary Martin, Professor of Mathematics, Middle Tennessee State University

[Signature] 3/24/2015

David Bowdley, Assistant Professor of History and Political Science, Motlow State Community College

[Signature] 3/24/2015
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 15, 2015. 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 forwarded to TBR with one copy left with the campus audit contact or department chairperson prior to leaving campus.

Total Number of Commendations: 5

Commendation #1 — We commend the department for the thoroughness and collaboration they have exhibited in preparing the academic audit report.

Commendation #2 — We commend the department for pursuing best practices in teaching and learning and providing continued and appropriate professional development activities in this area for both full-time and part-time faculty. We are extremely pleased with the overwhelming response of the faculty to participating in these activities.

Commendation #3 — We commend the department for setting departmental goals annually which helps provide guidance to faculty in pursuing individual goals.

Commendation #4 — We commend the department for aggressively addressing the task of developing co-requisite remediation courses. We recognize the challenges that this will present in terms of providing adequate staffing and resources to the project, coordinating co-requisite materials with the college level course, and meeting A-100 guidelines. We admire the focus on student success shown by the faculty and administration and anticipate a positive outcome.

Commendation #5 — We commend the department for the high level of success they have in both their online and on-ground courses. The success rates they exhibit, especially for on-line courses, are well above the national averages in mathematics.

Total Number of Affirmations: 3

Affirmation #1 — The department has done an excellent job of aligning learning objectives and course assessments across multiple campuses and courses. We encourage the faculty to continue to promote student success in achieving these objectives by share their resources, teaching practices, and classroom activities.

Affirmation #2 — The systematic record keeping, maintained on the departmental server, is exemplary and above and beyond efforts exhibited by many departments and institutions. We encourage the
department to continue to collect data, keep records, and disseminate them to all appropriate faculty and staff.

Affirmation #3 – We affirm the use of technology including mobile technology and encourage the administration to provide additional resources allowing faculty to expand their use of these technologies.

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Total Number of Recommendations: 3

Recommendation #1 – Several faculty members have identified the need to reassess the prerequisites associated with various mathematics courses. We recommend that the department review course prerequisites and make decisions in a manner that continue to support student success.

Recommendation #2 – The department has developed an effective, systematic approach to providing common exams and embedded questions in core courses and utilizing the data appropriately. We recommend a studied and planned process of introducing this approach into other college level courses.

Recommendation #3 – We concur with the department’s decision to institute a broader analysis of the effectiveness of college-level mathematics courses, additionally, we recommend that the department include research of national and peer performance in various on-line and on ground courses in order to inform their decisions on where to invest their efforts most effectively.