Community College of Philadelphia
Office of Academic Assessment and Evaluation

2014-2015
Academic Program Audit Guidelines
**Introduction**

A five-year cycle of review of academic programs is mandated by the Commonwealth of Pennsylvania. A comprehensive process of review ensures the public that our College meets our mission by providing educational offerings that are defined by quality and relevance. Participation of faculty, division deans and the Office of Academic Assessment and Evaluation in the creation of the audit document is an important component of our process. A general outline of the audit can be found later in this guide.

More importantly, the Audit is an opportunity for the program to reflect on what the program does well and to plan for the future improvements. Rather than existing as a singular event, the Audit should be the culmination of a series of events including course assessments, 335 reports, QVIs, conversations with Advisory Committees, students, and among faculty, and ongoing programmatic and course outcomes assessment.

**Purpose of the Audit**

The purposes of the academic program audit process for all degree and certificate programs, then, are:

1. To ensure curriculum relevancy;
2. To ensure student achievement goals, student enrollment goals, teaching and learning goals, and programmatic goals are achieved;
3. To evaluate course and program outcomes and assessment practices;
4. To assist in meeting compliance standards and requirements;
5. To recognize program strengths and create recommendations for program improvements, changes, and (in some cases) termination.

**Material from the Department**

While the Department of Academic Assessment and Evaluation will gather and organize most of information for the audit, there are key pieces that require departmental assistance. Specifically these are:

1. **Brief History of the Program.** What changes have been made to the program since the last audit? Specifically, how has the program addressed any previous recommendations or challenges discussed in previous audits, 335 documents, and QVIs?

2. **Future Directions of the Program and Field.** What are the current trends in the field of study, employment needs, and pedagogy; and how does the program intend to respond to these?

3. **Engagement of Program Faculty.** This should include their highest degree and courses taught. Also evidence from the past five years that program faculty a) stay relevant in their field/discipline and b) bring those experiences back to the students and program in ways that improve student learning and program success.

4. **Copy of Your Program’s Curriculum Map.**
5. **Student Learning Outcomes (SLO) Assessment.** SLO data collected (from courses, student surveys, other outcome assessments) and a narrative of how that data was used to support changes in the program with specific examples. Data should include information from current student surveys (see attached for an example), course assessments, QVIs and 335 documents.

7. **Advisory Committee Information** – membership, summary of meetings and suggestions.

8. **Resources** – current resources (space, technology, equipment, etc.) and future needs.

9. **Surveys** – Programs should be regularly assessing the needs of their students: please include information from ongoing surveys of current students (see attached for example).

**Some Notes on Writing**

In order to maintain a consistent language for the document, it is important for those writing sections of it to maintain a neutral tone. Below are a few style suggestions for writers to help ensure that the document retains the sound of an audit with a consistent voice.

1. **Provide evidence for accomplishments**
   
   While sections of the audit certainly can highlight the best parts of a department or program, the text should attempt to avoid statements without evidence (e.g. “this is the premier program in the region.”) If a department has won external or internal honors for its work, that should be noted.

   Additionally, claims about students should be followed by evidence. A statement like: “This program prepares students to excel in the workplace” need to be supported by feedback from employers.

2. **Use third person language**

   Because there are multiple authors, using language like “our students,” “my department,” or “we think that” can be confusing to readers. Replacing those with phrases like “students in the program,” “the department,” or “faculty who teach core courses believe” make the document more readable.

3. **Avoid the use of individuals’ names**

   When discussing particular aspects of a program's history or recent curricular innovations, refrain from using individual names. In the section regarding faculty there is room to discuss faculty members’ contributions.

These guidelines will assist in quickly merging parts of the audit together with minimal need to rework the language provided by the department.
Audit Process

1. The auditor will meet with program faculty member(s) to answer questions or clarify the process.

2. The auditor and department will complete their pieces and the auditor will compile and write the report.

3. The auditor will meet with the department representative and dean to review the audit.

4. The audit will be presented to the Academic Affairs Council by the auditor; the department representative will be present to answer questions.

5. The audit will be presented to the Student Outcomes Committee of the Board of Trustees by the auditor. The department representative and the dean will be present to answer questions.

If you have any questions, please contact:
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Audit Format

I. Executive Summary
II. Program-Brief Description
   A. Curriculum Sequence
   B. Future Directions in the Field/Program
III. Faculty
   A. Brief History of Program since Last Audit
   B. List of Program Faculty
   C. Engagement of Faculty in Discipline and Program
IV. Program Demographics
   A. Program Profile
      1. Headcounts and FTE Counts
      2. Course Enrollments
      3. Distribution of Students in Program (Dev., Freshman, Sophomore)
   B. Student Demographics (5 year averages)
      1. Gender
      2. Race
      3. Age
      4. Enrollment Status
      5. Developmental Status
V. Program Outcomes
   A. Retention and Graduation (5 year averages)
      1. Standing
      2. Fall – Spring Retention
      3. Fall – Fall Retention
      4. Success at Departure
      5. Course Completion
      6. GPA
      7. Time to Degree
   B. Degrees Awarded past 5 years
   C. Student Transfer by Credits Earned
VI. Student Learning Outcomes and Assessment
   A. Curriculum Map
   B. Assessment Plan
   C. Assessment Outcomes
      1. Student Surveys
      2. Course/Program Assessments
      3. QVI/mini QVI documents
      4. 335 Documentation
   D. Advisory Board Information
      1. Composition
      2. Summary of Minutes, Recommendations
VII. Resources and Needs
VIII. Demand
   A. 2 Year Programs in Area
   B. 4 Year Programs in Area
   C. National and Local Job Trends
IX. Program Costs
X. Audit Recommendations

*Lines in Bold are provided by the department.*
We are conducting a survey of current students in the [Program Name] curriculum as we work to build on the program strengths and meet student needs. We are interested in knowing what you think about the program. Please take a few minutes to respond to the following questions. Your individual responses will be held in confidence. If you have completed this survey as part of another class for this program, please do not complete a second one.

1. Are you currently attending CCP [ ] part time or [ ] full time?

2. Which of the following do you hope to accomplish in your time at CCP?
   [ ] To earn a degree or certificate
   [ ] To transfer to a four year college or university
   [ ] To obtain the skills to apply to my current job
   [ ] To obtain skills for a new job
   [ ] To take courses that interest me
   [ ] Other ________________________

3. What are the strengths of CCP’s [major name] Program?

   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

4. What do you think needs to be changed or added to CCP’s [major name] Program to improve the quality of program?

   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

Thank you for your participation.

Course Name: _____________________