ACADEMIC AUDIT



SARATH BABU ANNE

Department of Chemical Engineering

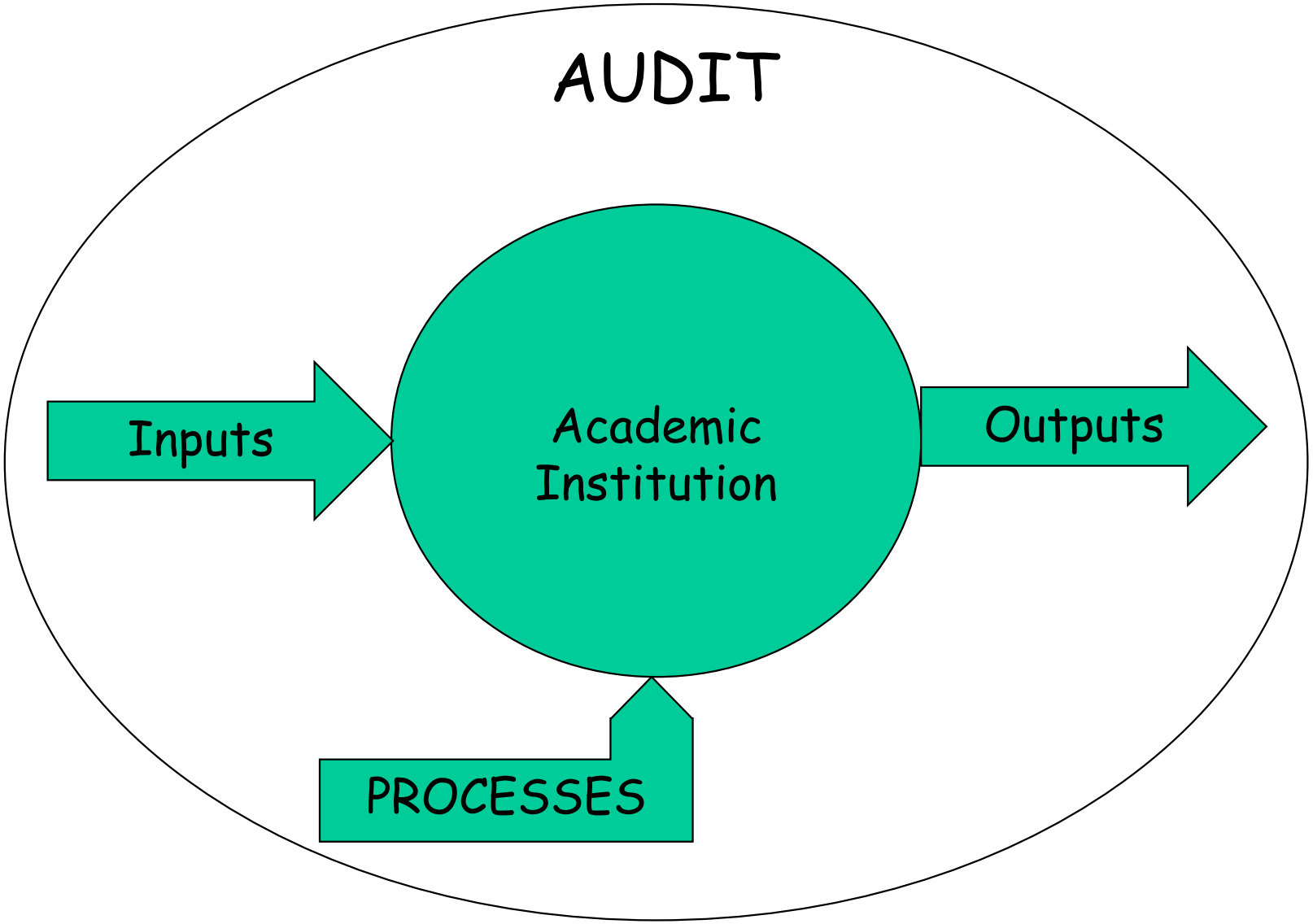
NIT WARANGAL – 506 004

E-mail: sarat@nitw.ac.in

CONTENTS

1. Introduction
2. Academic Audit: Purpose, Characteristics, Types & Assumptions
3. Audit of Inputs, Processes and Outputs
4. Focal Areas – Questions for discussion
5. Audit – The Curriculum - Example
6. Other Audits
7. References

Introduction



Introduction

Academic Audit: refers to a systematic way of reviewing the quality of education in an institute. It is aimed towards quality assurance and in bringing improvements in the education system of the Institute

Administrative Audit: refers to thorough evaluation of the administrative processes in an institute with respect to its efficiency, and effectiveness. The audit aims towards building and assessing policies, strategies, operations and functions of the institutes

Introduction

Academic Audit (AA):

- Is a systematic and scientific process of designing, implementing, monitoring and reviewing the quality of academic systems, i.e., inputs, processes and outputs
- Observes the current functioning of academic systems to draw conclusions about quality assurance of inputs, processes and outputs, i.e., products and services
- Reviews support systems with respect to quality assurance

Introduction

- AA emphasizes reflection and improvement rather than compliance with predetermined standards
- The purpose of AA is to evaluate "education quality processes" to improve the quality of teaching and learning
- It is a continuous process for improving the quality
- Central Govt. has assigned the responsibility to NAAC

Introduction

Academic Audit (AA) is not:

- a fault finding process
- a fault finding assessment of an individual
- evaluation of the Institution/department/ program against set national standards

AA is same as financial audit

AA concentrates on assuring quality, improving quality and innovating new dimensions of quality

Aims & Objectives of Academic Audit

- The setting and maintenance of academic standards
- The quality of student's learning opportunities
- Continuous Quality improvement (CQI)
- Greater integration between academic planning, research assessment and quality assurance
- Recognition of the importance of quality enhancement
- Recognition and use of outcomes

Academic Audit : It's necessity

- To confirm that the arrangements for quality assurance are fit for the purpose and align with Institute's Vision and Mission
- To confirm the standards of higher education align with expectations
- To ensure that Students have access to appropriate learning opportunities
- To promote and enhance high quality teaching and learning
- To confirm that students are fully supported in their academic and personal development

Questions to ponder over . . .

- We are already accredited by NBA & NAAC. Should we go for AA?
- What should be the scope of AA in our Institution?
- Who should conduct the internal AA?
- Will the AA increase unnecessary workload on faculty & staff members?
- Will the management support and sustain AA?
- Will the students & stakeholders get benefit from AA?
- Which policy initiatives are required to install AA?

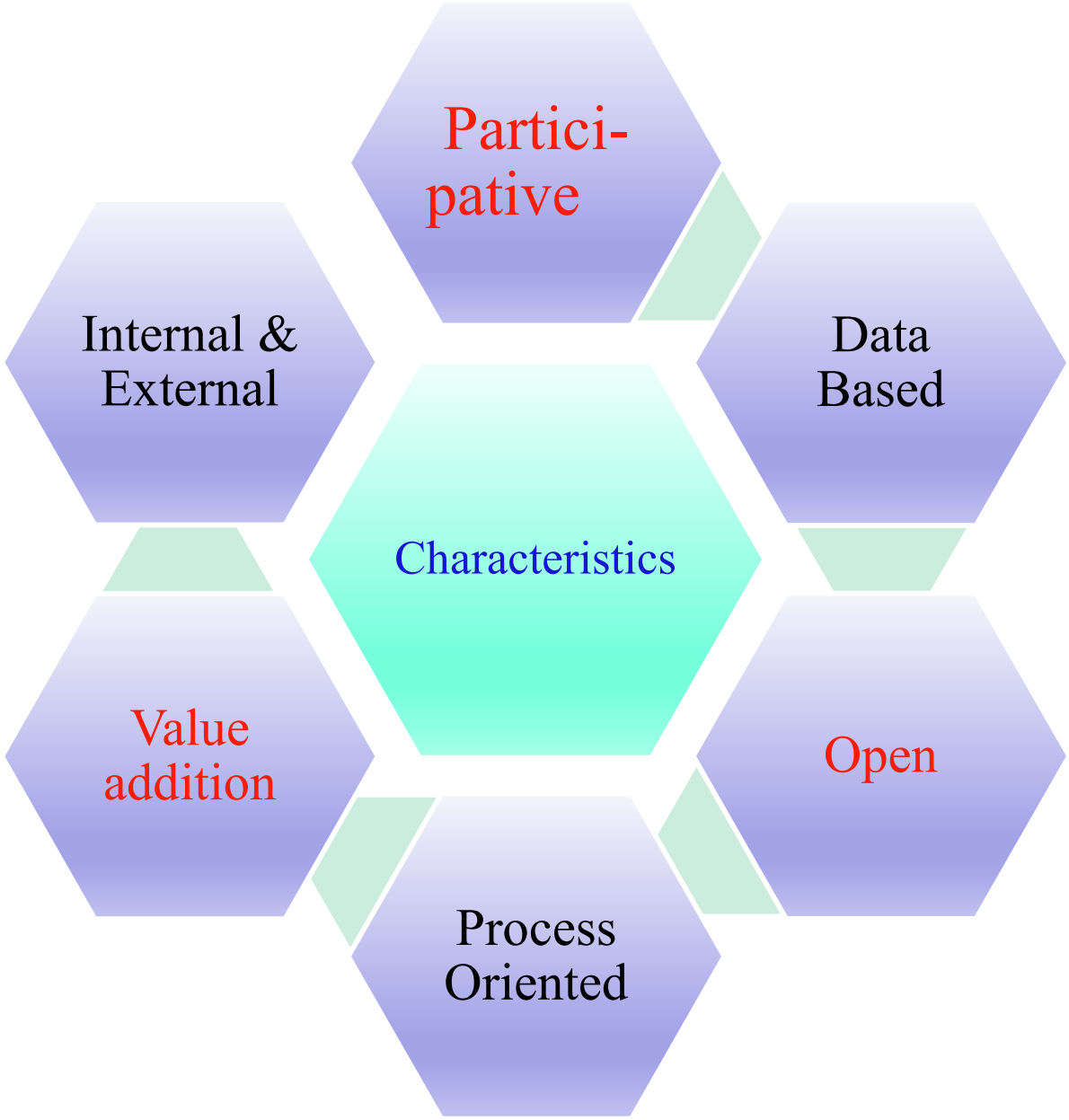
Required Information

- Organizational structure of the Institute
- Vision and Mission and the process followed
- Strategic, Perspective and Annual plans of the Institute
- Quality policy of the Institute
- Curriculum and the development process
- Learning resources
- Guidelines at Institute level to organize industrial training of students, faculty and staff
- The Performance appraisal system for faculty

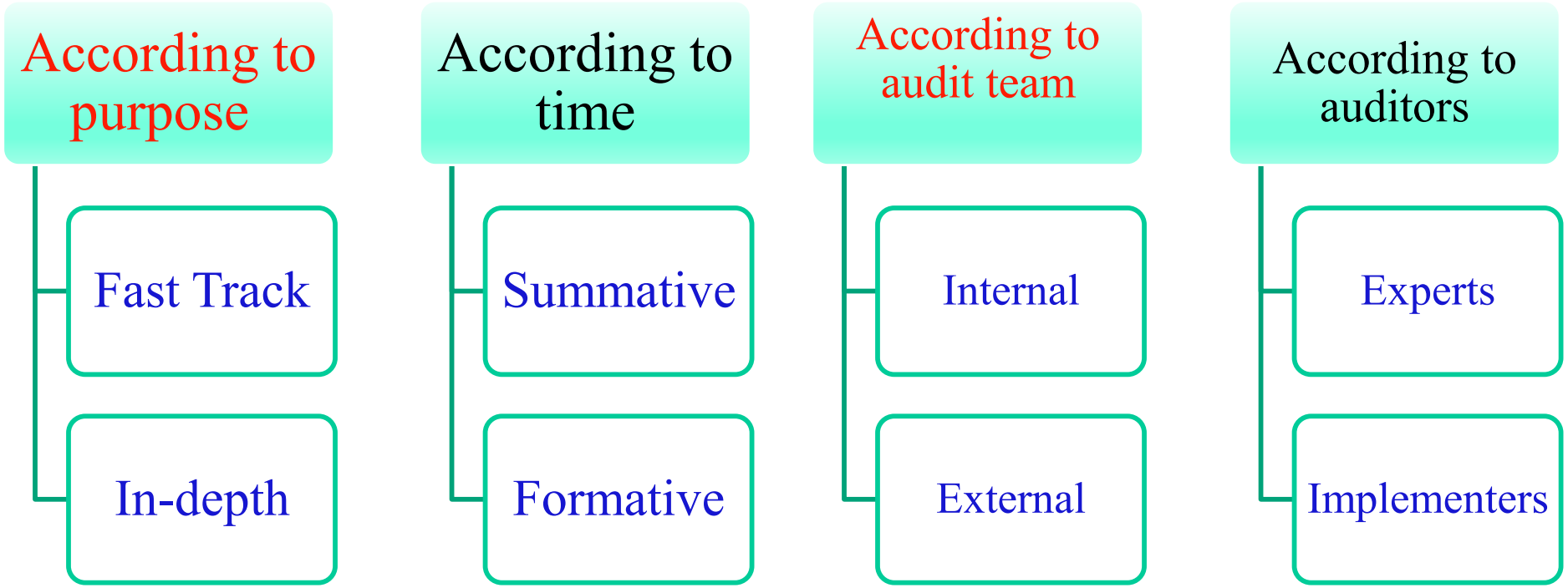
Purpose of Academic Audit



Characteristics of Academic Audit Process



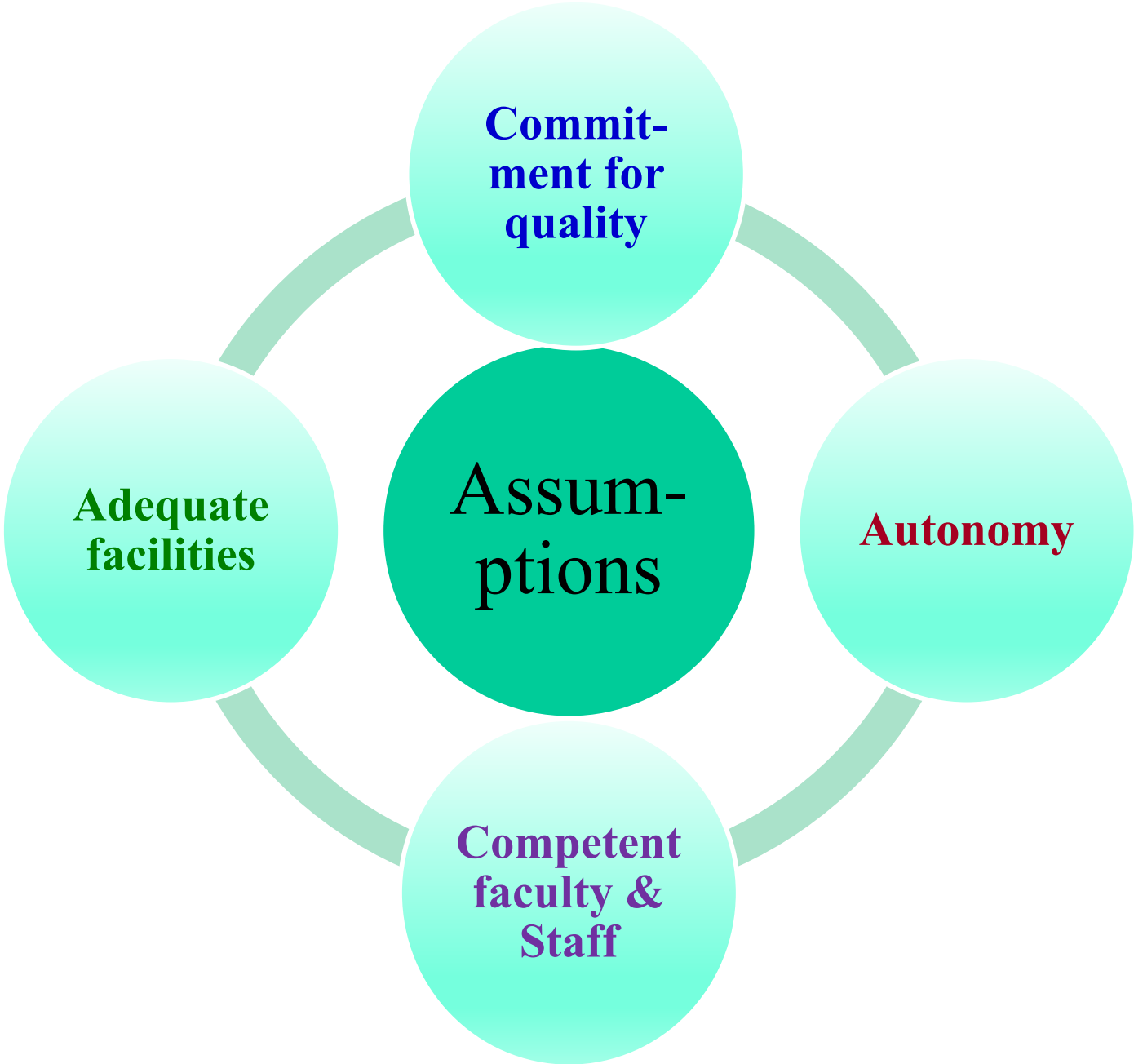
Types of AA


According to purpose
Fast Track
In-depth
According to time
Summative
Formative
According to audit team
Internal
External
According to auditors
Experts
Implementers

Academic Audit vs. Accreditation

Criteria	AA	Accreditation
Concept	Review of inputs, processes and outputs	Assessment of Program against national norms
Purpose	Quality assurance	Recognition for minimum level of quality
Frequency	Internal: Yearly; External: 5 yrs	Every 3 or 5 years
Bench marking	Best in the class	Minimum level at National level
Value addition	Root level	Uncertain
Performance	Assures	Against set standards

Assumptions for Academic Audit



Academic Audit Cycle



Audit of Inputs

Inputs	Process of selection	Criteria
Curriculum	Development process	Quality of curriculum
Students	Admission process	Quality of students, profile, percentage, preferences, hobbies, aspirations
Teachers	Recruitment process	Quality, profile, competencies, qualifications, experience, training, achievements
Learning resources	LR selection process	Criteria
Students assessment	Evaluation methodology, frequency, decisions for revision	Criteria for evaluation
Infrastructure	Development process	Quality of infrastructure

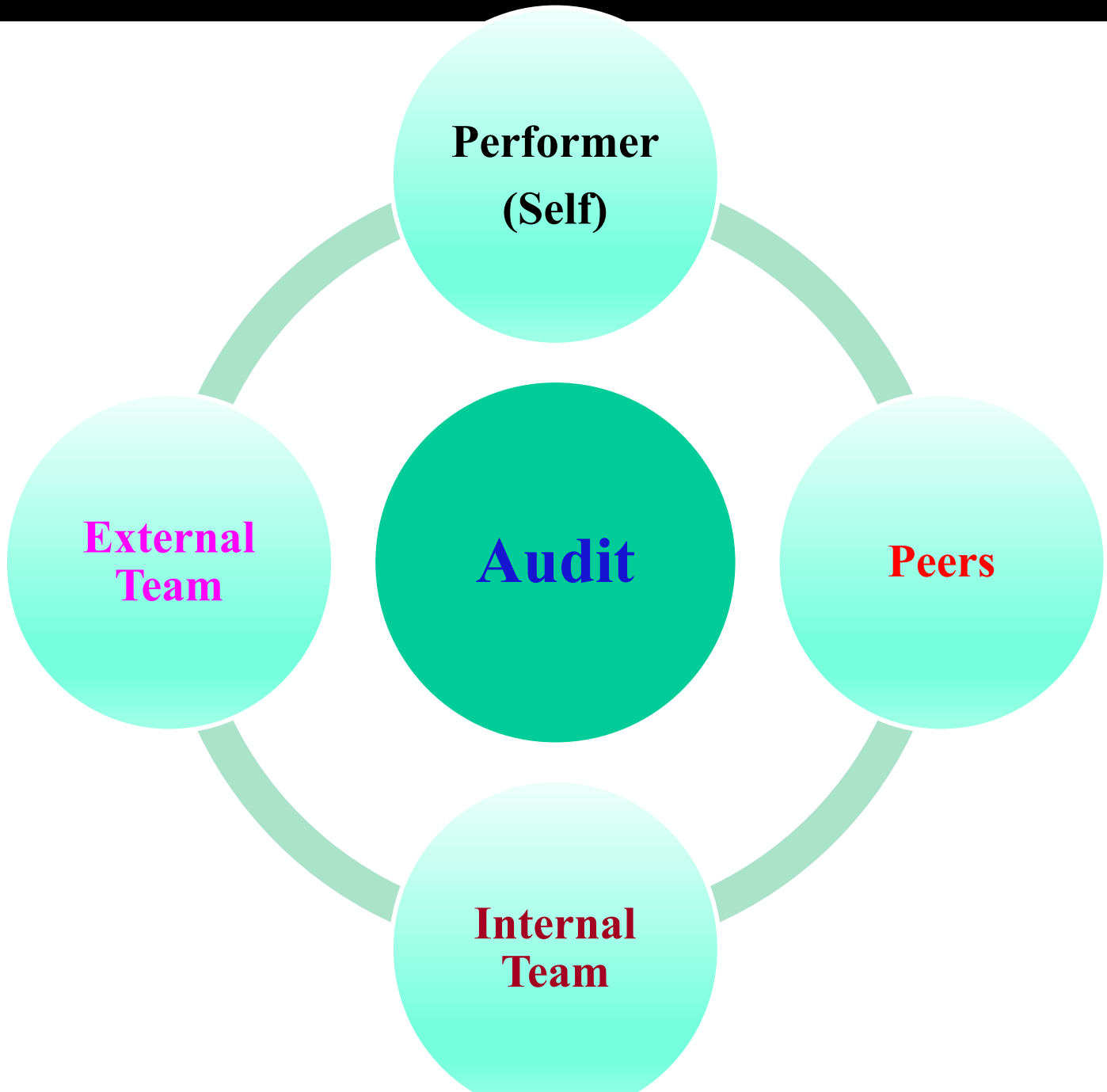
Audit of Processes

Significant processes design	Effectiveness and efficiency of process
Training of faculty and staff members	Criteria
T-L Methods; Lecture, Role play, GD, Case studies; Presentations; Question-answer; Assignments; Lab experiments; Industrial training; projects; seminars; workshop practice etc.	Criteria for planning, implementation, evaluation and improvement based on feedback
Development and use of LRs: Printouts/Handouts; Notes; PPTs; Videos	Criteria
Evaluation of resources	Criteria
Assessment of learning: Formative; Summative	Criteria
Co-curricular activities: Guidance & Counseling; Sports & Games; Personality development;	Criteria

Audit of Outputs

Output	Process	Criteria for measuring quality
Students	Exit Test	Honors; 1st Class; 2nd class: Certification of core, peripheral and prof. competencies
Teachers	Performance appraisal	Achievements (Quantitative & Qualitative; Experience & expertise developed
LRs used by the Teacher	Audit	Innovative, effective, efficient, relevant resources
Research	Audit	Uniqueness, publications, patents, revenue generated, name earned
CEPs	Audit	Qual. & quant. achievements; revenue generated; material developed, Linkages
Evaluation of Curriculum		Relevance, acceptance, placement, appreciations, consultancy or guidance, additional competencies developed

Who should conduct the Academic Audit?



Documents for Internal Academic Audit

1. Curriculum development
2. Course/Lesson/Laboratory plan
3. Learning resources
4. Outputs of assignments/tutorials
5. Lab records of students
6. Outputs of seminars, conferences, symposium, CEPs and FDPs
7. Reports of industrial training/ projects
8. Self-development activities
9. Research projects/publications



Documents for External Academic Audit

1. Academic systems
2. AA manual developed participatively
3. Internal AA reports
4. Actions taken on the basis of internal AA
5. Strategic plan of the Institution
6. Achievements (quantitative as well as qualitative) of the institution
7. All significant evidences

Format for Academic Audit Report



1. About the Institution:
   - History of the Institute/department
   - Vision & Mission
   - Quality policy and its distinct features
2. About AA:
   - Scope and purpose
   - Academic inputs, processes and outputs as stated in AA manual and its adherence
   - Major quantitative & qualitative achievements
   - Deviations from quality systems
   - Problems faced and solutions thereof

Format for AA report

3. Conclusions & recommendations:

- Improving the system
- Refining policy
- Enhancing the capability of members
- Preventing problems in future
- Value addition measures to improve quality
- Appreciate the efforts and quality initiatives
- Record best practices

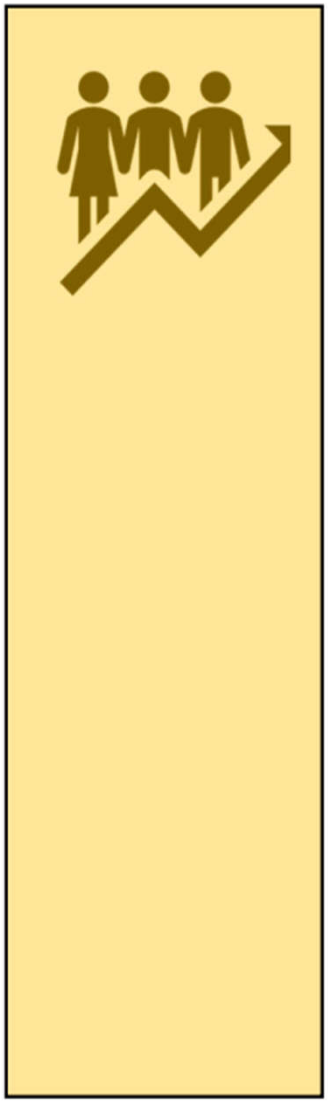
Resistance to Academic Audit

1. Ignorance of Institutional members
2. Non-acceptance by institutional resources
3. Lack of training/awareness in AA
4. Lack of resources to assure quality
5. Poor quality culture
6. Adhoc quality policy/system
7. Resistance to change
8. No incentive and recognition

Focal Areas

 Learning Outcomes	 Curriculum & Co-Curriculum	 Teaching & Learning	 Student Learning Assessment	 Support of Education

Focal Area 1. Learning Outcomes



- Have we explicitly defined what we want students who complete our program to know and be able to do?
- Do we work collaboratively to define program learning outcomes, or is the task delegated to one or a few individuals?
- Do we consult sources beyond our own faculty when defining program learning outcomes?
- Do we communicate program learning outcomes to students, employers or other stakeholders?
- Do we periodically review program learning outcomes to see how they might be improved?

Focal Area 2: Curriculum and Co-curriculum



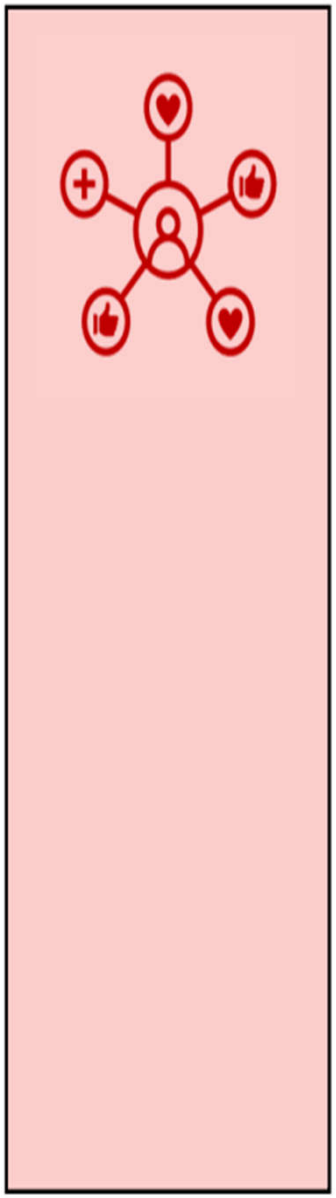
- Do we consciously design the curriculum and co-curriculum to achieve learning outcomes?
- Do we work collaboratively to design the curricula and co-curricula?
- Do we consider out-of-classroom activities that could complement into the curriculum?
- Do we consult sources beyond our own faculty when designing the curriculum and co-curriculum?
- Do we clearly communicate curricular and co-curricular requirements to students?
- Do we periodically review the curriculum and co-curriculum to see how they might be improved?

Focal Area 3: Teaching and Learning Methods



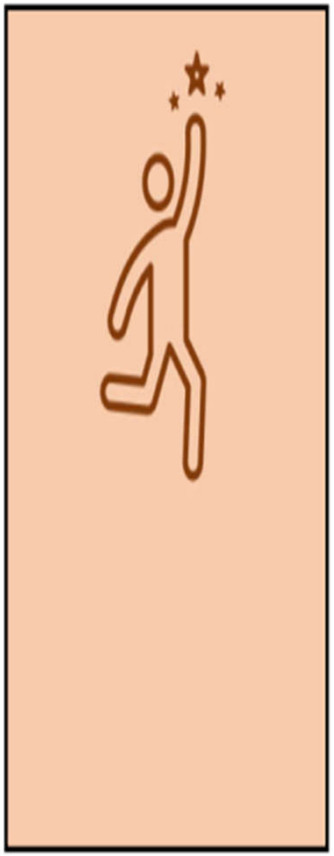
- Do we consider LOs when deciding which teaching methods we will use in our courses?
- Do we discuss our teaching practices with each other and work collaboratively to improve teaching and learning?
- Do we consult sources beyond our own faculty when selecting our teaching practices?
- Do we identify best practices in teaching and use this information to improve our teaching?
- Do we explore electronic instructional materials, teaching tools and different technologies to enrich the learning experience?
- Do we periodically review our teaching methods to see how they might be improved?

Focal Area 4: Student Learning Assessment



- Are we measuring the degree to which our students are achieving learning outcomes?
- Do we work collaboratively to develop and implement assessments of program LOs?
- Do we consult sources beyond our own faculty when designing assessments of program LOs?
- Do we discuss assessment data and use our findings to improve our curriculum, co-curriculum and teaching practices?
- Do we identify best practices in assessment and use this information to improve assessments?
- Do we periodically review our assessment methods to see how they might be improved?

Focal Area 5: Support of Quality Education



- How do we evaluate ancillary functions and facilities such as learning centers, libraries, laboratories and others in terms of how well they support program outcomes?
- How does our budget promote or restrict our ability to implement improvement initiatives?
- How do we engage our student populations (past, present and prospective) to support a high-quality, sustainable program?



The Curriculum

Audit – The Curriculum

A. Curriculum Planning

- Method of revision
- List of organizations that can employ graduates
- List of job/position for graduates in the industry
- Professional standards in each role
- Expectations and ambitions of students
- Expectations of professional bodies
- Expectations of parents
- Government policy

Audit – The Curriculum

B. Curriculum Design

- Method of design of curriculum
- Admission procedure for students
- Learning resources and methods
- Role of student in learning process
- Flexibility in learning w.r.t. entry, time, duration & exit
- Credits for each competency
- Curriculum implementation
- Mechanism to solve curriculum implementation problems
- Competence of teachers

Audit – The Curriculum

C. Curriculum Implementation

- Training of teachers
- Role clarity to teachers
- Recognition of prior learning of students
- Orientation of students for curriculum
- Design and implementation of instructional and lesson plans
- Design and use of learning methods
- Design and selection of relevant LRs
- Planning and use of laboratory methods
- Industrial training
- Use of self learning

Audit – The Curriculum

C. Curriculum Implementation (contd.)

- Industry based projects
- Quality of communication
- Students responsibility in learning
- Assessment of Cognitive/Practical/Social skills and attitude
- Assessment of desirable competencies such as leadership, entrepreneurship, environmental, ethical, legal etc.
- Networking, collaboration and support from stakeholders
- Certification of competencies

Audit – The Curriculum

D. Curriculum Evaluation

- Achievement of curriculum aims
- Placements: Job position/Salary package
- Satisfaction of employers
- Satisfaction of graduates
- Satisfaction of parents

Audit

With respect to each of the above, the audit should identify:

1. Extent of gaps (on a scale of 5 to 0)
   - Very high deficiency – 5
   - High deficiency – 4
   - Medium deficiency – 3
   - Low deficiency – 2
   - Very low deficiency – 1
   - No deficiency - 0
2. Best practices followed
3. Description of gaps or scope for improvement
4. Strategies to bring improvement

Audits

- Vision and Mission
- Organizational Structure
- Institutional Plans
- Industrial Training
- Learning Resources
- Performance appraisal system
- Recruitment Process
- Entry behavior of students
- Lesson Plan
- Lab Experiment Plan
- Assessment Scheme
- Projects
- …….

Other Audits

- Admission Process of Students
- Lecture Method
- Group Discussion
- Continuing Education Programs
- Training of Faculty and Staff
- Research
- Workshop Practice
- Presentations
- etc.....

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Thank You ...