

Academic Self-Study & Strategic Planning Guidelines & Outline

Part 1 – Department Data

Standard set of departmental statistics, provided by the Institutional Research Office. Includes number of majors and minors, credit hours generated, student/faculty ratio, cost per credit hour, etc.

Part 2 - Completed for Majors/Programs

SECTION 1: Program Analysis - Use data to evaluate the strengths, weaknesses, opportunities and threats of the major/program using the table below as a framework.

INTERNAL	EXTERNAL
<p>A) Strengths – attributes of the major/program that have a positive effect on quality & student learning</p>	<p>C) Opportunities – conditions external to the major/program (which may be within or external to GC) that (could) have a positive effect on quality & student learning</p>
<p>B) Weaknesses – attributes of the major/program that have a negative effect on quality & student learning</p>	<p>D) Threats – conditions external to the major/program (which may be within or external to GC) that (could) have a negative effect on quality & student learning</p>
<p>To consider:</p> <ul style="list-style-type: none"> ● <i>Curriculum</i> ● <i>Incorporation of high-impact practices</i> ● <i>Library, technology, equipment & facility resources</i> ● <i>Internal data: enrollments, performance ratios, course evaluations, etc.</i> ● <i>Survey results</i> ● <i>Graduate outcomes: including exam pass rates, standardized test results, graduate school acceptance rates, employment/placement, employer feedback, etc.</i> ● <i>Faculty qualifications & scholarship</i> ● <i>Impact within the institution: service to other majors/programs, co-curricular opportunities</i> 	<p>To consider:</p> <ul style="list-style-type: none"> ● <i>National and regional demand for the program</i> ● <i>Program competition: in the region and among sister Mennonite institutions</i> ● <i>Linkages with local and regional businesses & organizations</i> ● <i>Connections & partnerships with other educational institutions</i> ● <i>Incoming student preparation</i>
<p>E) Alignment – Indicate how the major/program is consonant with the institution’s mission, demonstrates the core values & vision, and aligns with the emerging platforms. Demonstrate the connections between program learning outcomes and CORE and institutional learning outcomes.</p>	

SECTION 2: Assessment of Student Learning - Examine, using available data, the extent to which students are achieving each of the major/program student learning outcomes. Evaluate student

achievement for each outcome separately. Report number and percentage of students who achieve the learning outcome. Assessment should correspond to the department's assessment plan and draw on course assignments as evidence of student achievement (2-3 assignments per learning outcome).

SECTION 3: Curriculum

- A. Note significant curricular changes since the last institutional accreditation visit (2015)
- B. Identify potential curricular changes that could better align program-level student learning outcomes with your required and elective courses
- C. Identify opportunities to further incorporate high-impact educational practices into your program

Supporting document: Ensure that the curriculum map, which includes Student Learning Outcomes (SLOs) and the IDEA Objectives, is completed for each program and saved in the "Curriculum Map" Google folder maintained by the Director of IR and Assessment. You may begin work with the template that exists in that same folder.