

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, DFW rates, student demographics, and course evaluations.

Part 2 - Completed for Majors/Programs

SECTION 1: Program Analysis - Use program data, such as assessment results, DFW rates, retention or graduation rates, etc., to evaluate the strengths, weaknesses, opportunities and threats of the major/program using the table below as a framework. When possible, disaggregate data to consider specific student populations within your program.

INTERNAL	EXTERNAL
A) Strengths – attributes of the major/program that have a positive effect on quality & student learning	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
B) Weaknesses – attributes of the major/program that have a negative effect on quality & student learning	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>To consider:</p> <ul style="list-style-type: none"> ● <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> ● <i>Incorporation of high-impact practices</i> ● <i>Library, technology, equipment & facility resources</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 & 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>

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. Follow the assessment plan rubric at goshen.edu/ir/assessment.

SECTION 3: Curriculum

- A. Note significant curricular changes since the last institutional accreditation visit (2005)
- 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
- D. Indicate how the major/program is consonant with the institution's mission, demonstrates the core values & vision, and aligns with the emerging platforms.
- E. Demonstrate the connections between program learning outcomes and CORE and institutional learning outcomes, including:
 - a. Evaluate where and how you integrate Core learning outcomes into the major, speaking specifically to 1) where and how you are integrating writing, and 2) how one or more Core SLOs are integrated into your capstone seminar.
 - b. Evaluate where and how you integrate diversity, equity and inclusion (DEI) into the program's curriculum.

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.