Strategic Planning & HLC Re-Accreditation

Teaching Faculty Work Days

August 19-20, 2013
Outline

- **ACADEMIC SELF-STUDY**: What are the guidelines for the academic self-studies we will work on this fall?

- **DATA**: What data will be available to us as we conduct these self-studies?

- **BEGINNING THE CONVERSATION**: Even before diving into data, what do you view as the strengths, weaknesses, opportunities & threats of your program(s)?
HLC Timeline Highlights

Now
• Student Learning Outcomes

August 2013
• Refreshed assessment plans
• Intro of self-study guidelines & self-study data

Fall 2013
• Unit self-study drafting

Spring 2014
• Unit self-study review, internal peer review, & finalization

2014-15
• [Fall] Institutional self study document & evidence
• [Spring] Site Visit (March 9-11, 2015)
HLC & Strategic Planning

Now
• Student Learning Outcomes

August 2013
• Refreshed assessment plans
• Intro of self-study guidelines & self-study data

Fall 2013
• Unit self-study drafting

Spring 2014
• Unit self-study review, internal peer review, & finalization

2014-15
• [Fall] Institutional self study document & evidence
• [Spring] Site Visit (March 9-11, 2015)

• Preliminary platforms
• Programs/Problems/Projects

• Planning guidelines

• Unit-level planning

• Final Plan
Fall 2013 HLC Process

1. Dept & School Self-Study
2. Assessment Cmte Review
3. Admin Review Task Force
4. Platforms Task Force
Self-Study Guidelines
The framework for our review
Academic Self-Study Guidelines

- Self-Studies will be conducted in **2 PARTS**
  - **PART 1** – Completed for each Major/Program
  - **PART 2** – Completed for schools*
<table>
<thead>
<tr>
<th>Internal</th>
<th>External</th>
</tr>
</thead>
<tbody>
<tr>
<td>A) Strengths</td>
<td>C) Opportunities</td>
</tr>
<tr>
<td>B) Weaknesses</td>
<td>D) Threats</td>
</tr>
<tr>
<td></td>
<td>E) Alignment</td>
</tr>
</tbody>
</table>
## PART 1 – (2) Assessment of Learning

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Eval</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome 1</td>
<td>Not at all</td>
<td>...</td>
</tr>
<tr>
<td>Outcome 2</td>
<td>To a limited extent</td>
<td>...</td>
</tr>
<tr>
<td>Outcome 3</td>
<td>To a great extent</td>
<td>...</td>
</tr>
<tr>
<td>Outcome 4</td>
<td>Insufficient data</td>
<td>X</td>
</tr>
</tbody>
</table>
PART 1 – (3) Curriculum

- **Significant changes** since 2005
- **Changes to better align SLOs and courses**
- **Opportunities to further incorporate high-impact practices**
PART 2 – Synthesis & Planning

Using the major/program evaluations, articulate a five-year plan, which

- **Aligns** with mission, vision, core values & emerging platforms
- Articulates the school’s **portfolio of majors/programs & target students**
- Identifies **linkages**
- Articulates how majors/programs **serve the needs of ___________**
Self-Study Data
Self-Study Data

- 26 types of data, and growing
- Provided by Institutional Research
  - GC Reports - “System” data
  - Alfresco – Everything else
- Provided by departments
### IR Self-Study Data Guide

<table>
<thead>
<tr>
<th>Data/Information</th>
<th>GC Reports</th>
<th>Alfresco</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Dept Profiles</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Additional academic info</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Survey data</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Departmental info</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>External data &amp; info</td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

[www.goshen.edu/ir/hlc](http://www.goshen.edu/ir/hlc)
Survey Data
An introduction
Survey Data @ GC

- Local surveys
  - Alumni surveys

- National surveys
  - NSSE ("Nessie") – measures student engagement in activities associated with educational gains
  - HERI/CIRP Senior Survey
  - Student Satisfaction Inventory (SSI)
Key Considerations with Survey Data

- How big is the sample?
- What is the timeframe?
- Who was included/excluded?
- **What are the “big-picture” trends?**
- Are comparison data available?
- What are your follow-up or “drill-down” questions?
**Reading Typical Survey Reports**

**Survey & Timeframe**

**Question**

- How well did Goshen College prepare you for your current career?

**Breakdown**

**GC 2010 Alumni Survey**

<table>
<thead>
<tr>
<th>Preparation</th>
<th>GC Class Year</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2006</td>
<td>2007</td>
</tr>
<tr>
<td>How well did Goshen College prepare you for your current career?</td>
<td>Very well</td>
<td>31.0%</td>
</tr>
<tr>
<td></td>
<td>More than adequately</td>
<td>23.8%</td>
</tr>
<tr>
<td></td>
<td>Adequately</td>
<td>28.6%</td>
</tr>
<tr>
<td></td>
<td>Less than adequately</td>
<td>7.1%</td>
</tr>
<tr>
<td></td>
<td>Very poorly</td>
<td>4.8%</td>
</tr>
<tr>
<td></td>
<td>Not applicable</td>
<td>9.5%</td>
</tr>
<tr>
<td>N</td>
<td>42</td>
<td>73</td>
</tr>
</tbody>
</table>
Surveys for Today

Included in your folders:

1. 2012 Senior Survey

2. 2010 Alumni – Recent Grads Career/Grad School

3. 2010 Alumni - Overall
2012 Senior Survey

Highlights include:

1. Change since entering (p. 1)
2. Frequency of behaviors (p. 2-3)
3. Satisfaction with courses, etc. (p. 4)
2010 Alumni Survey – Recent Grads

Highlights include:

1. Current primary activity (p. 1)
2. GC prep for career (p. 4)
3. Grad school (p. 5)
2010 Alumni Survey – Overall
Highlights include:
1. Current primary activity (p. 1)
2. GC prep for career (p. 7)
3. Grad school (p. 8)
4. Satisfaction w/ GC (p. 11)
5. GC contrib. to dev. (p 13)
As you review

- How big is the sample?
- What is the timeframe?
- Who was included/excluded?

**What are the “big-picture” trends?**

- What are your follow-up or “drill-down” questions? (jot them down)

Also consider:
We will be conducting another alumni survey this fall. Are there questions you don’t see in these Alumni Survey reports you’d like to include?
IDEA
Student Ratings of Instruction
IDEA Basic Process

Fac Info Form (FIF)
- Objectives 1-12
- Select 3-5

Results Report
- Link Pedagogy & Stu Progress
- Resources for action

Student Form (Diagnostic)
- Objectives 1-12
- Context & Pedagogy
IDEA Also Includes

- Opportunity for **CUSTOM QUESTIONS**
  - Institutional
  - Major/Minor-level
  - Instructor-level

- Questions of students to control for motivation and other sources of variation in student progress that are not under the instructor’s influence.

- Overall, discipline, and institutional comparisons
IDEA Learning Objectives

1. Gaining factual knowledge (terminology, classifications, methods, trends)
2. Learning fundamental principles, generalizations, or theories
3. Learning to apply course material (to improve thinking, problem solving, and decisions)
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
5. Acquiring skills in working with others as a member of a team
6. Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)
7. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
8. Developing skill in expressing oneself orally or in writing
9. Learning how to find and use resources for answering questions or solving problems
10. Developing a clearer understanding of, and commitment to, personal values
11. Learning to analyze and critically evaluate ideas, arguments, and points of view
12. Acquiring an interest in learning more by asking questions and seeking answers
IDEA Basic Process

Fac Info Form (FIF)
- Objectives 1-12
- Select 3-5

Results Report
- Link Pedagogy & Stu Progress
- Resources for action

Student Form (Diagnostic)
- Objectives 1-12
- Context & Pedagogy
Selecting IDEA Objectives

In selecting "Essential" or "Important" objectives for a particular course, ask THREE QUESTIONS:

1. Is this a significant part of the course?
2. Do I do something specific to help the students accomplish this objective?
3. Does the student's progress on this objective affect his or her grade?
IDEA in the Major

- **COURSE IMPROVEMENT** – 2-year pre/post studies for a particular course
- **INSTRUCTOR-LEVEL SUMMARIES** – trends in strengths and areas for development, progress over time
- **PROGRAM-LEVEL SUMMARIES** – student progress across objectives (strengths & areas for improvement), trends over time
# IDEA Objective

<table>
<thead>
<tr>
<th>IDEA Objective</th>
<th>CORE 100</th>
<th>CORE 104</th>
<th>CORE 191</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective 1</td>
<td>Essential</td>
<td>Essential</td>
<td></td>
</tr>
<tr>
<td>Objective 2</td>
<td>Important</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Objective 3</td>
<td>Essential</td>
<td>Important</td>
<td>Essential</td>
</tr>
<tr>
<td>Objective 4</td>
<td></td>
<td></td>
<td>Essential</td>
</tr>
<tr>
<td>...</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Objective 11</td>
<td>Essential</td>
<td>Important</td>
<td>Important</td>
</tr>
<tr>
<td>Objective 12</td>
<td></td>
<td>Essential</td>
<td></td>
</tr>
</tbody>
</table>
IDEA for Fall 2013

- We will use IDEA in *all* courses this fall
- The default will be IDEA’s short form (which still asks about the 12 objectives)
- Select 1 course this fall to use the long form
  - New course
  - Course you are changing or would like to change soon

Learn more: www.goshen.edu/ir/idea
IDEA for Fall 2013 - continued

- Incorporate IDEA objectives into your syllabus, if you feel it’s appropriate
- Think through incentives, if you’re interested
- Consult your department’s purple matrix when completing your FIF (in Nov.)
- Sara Colle will coordinate

Learn more: www.goshen.edu/ir/idea
Building-Reviewing-Refreshing SLOs

PRIOR KNOWLEDGE & WORK:

- GC Core
- Course Dev. Institute (RPV)
- Annual reports
- Program accreditation (nursing, social work, teacher education)
A “First Pass” at an SLO

How do you want students to be different when they leave your major*?

* Or program, or minor
“We want students to [be able to]…”

**VAGUE**

- Know
- Do
- Understand
- Be exposed to
- Learn

**SPECIFIC**

- Analyze
- Argue
- Create
- Compute
- Describe
- Solve

STUDENT LEARNING OUTCOMES

Measurable & Observable
An Example from the Humanities

VAGUE
- I want students to be exposed to the folklore of Indiana
  - Describes learning
  - Points to evidence-gathering mechanism

SPECIFIC
- Students will be able to demonstrate, through the use of current research and writing techniques, a broad knowledge of the most common folklore genres performed in Indiana today.
TASK: Building-Reviewing-Refreshing SLOs

PROCESS

- Review SLOs on Curriculum Map [green matrix]
- Write/Revise SLOs
  - Consider prior knowledge & work
  - Think through reasons for course reqs
  - Visit external resources
- Map onto courses & assessments
Where can we go for ideas?

<table>
<thead>
<tr>
<th>PRIOR KNOWLEDGE &amp; WORK:</th>
<th>OUTSIDE GC</th>
</tr>
</thead>
<tbody>
<tr>
<td>GC Core</td>
<td>Brigham Young Univ</td>
</tr>
<tr>
<td></td>
<td><a href="https://learningoutcomes.byu.edu">https://learningoutcomes.byu.edu</a></td>
</tr>
<tr>
<td>Course Dev. Institute (RPV)</td>
<td>Marquette Univ</td>
</tr>
<tr>
<td></td>
<td><a href="http://www.marquette.edu/assessment">http://www.marquette.edu/assessment</a></td>
</tr>
<tr>
<td>Annual reports</td>
<td>Other Institutions</td>
</tr>
<tr>
<td></td>
<td>[Spend some time with Google]</td>
</tr>
<tr>
<td>Program accreditation</td>
<td>Your Prof. Assoc.</td>
</tr>
<tr>
<td>(nursing, social work, teacher education)</td>
<td></td>
</tr>
</tbody>
</table>
TASK: Building-Reviewing-Refreshing SLOs

PROCESS

- Review SLOs on Curriculum Map [green matrix]
- Write/Revise SLOs
  - Consider prior knowledge & work
  - Think through reasons for course reqs
  - Visit external resources
- Map onto courses & assessments
### SLOs for Your Major(s)*

<table>
<thead>
<tr>
<th>GC Core SLO</th>
<th>CORE 100</th>
<th>CORE 104</th>
<th>CORE 191</th>
<th>Assessment Tool</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective 1</td>
<td>I</td>
<td></td>
<td>I</td>
<td></td>
</tr>
<tr>
<td>Objective 2</td>
<td>I</td>
<td>R</td>
<td>E</td>
<td>E</td>
</tr>
<tr>
<td>Objective 3</td>
<td></td>
<td></td>
<td></td>
<td>E</td>
</tr>
<tr>
<td>Objective 4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>...</td>
<td></td>
<td></td>
<td></td>
<td>E</td>
</tr>
<tr>
<td>Objective 11</td>
<td>I</td>
<td></td>
<td>R</td>
<td></td>
</tr>
<tr>
<td>Objective 12</td>
<td></td>
<td></td>
<td>E</td>
<td></td>
</tr>
</tbody>
</table>

I=Introduced; R=Reinforced; E=Evaluated
TASK: Building-Reviewing-Refreshing SLOs

PROCESS

- Review SLOs [green matrix]
- Write/Revise SLOs
- Map onto courses & assessments
- Discuss (evaluate) whether your students are achieving, and what evidence you have

Make notes!
# PART 1 – (2) Assessment of Learning

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Eval</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome 1</td>
<td>Not at all</td>
<td>...</td>
</tr>
<tr>
<td>Outcome 2</td>
<td>To a limited extent</td>
<td>...</td>
</tr>
<tr>
<td>Outcome 3</td>
<td>To a great extent</td>
<td>...</td>
</tr>
<tr>
<td>Outcome 4</td>
<td>Insufficient data</td>
<td>X</td>
</tr>
</tbody>
</table>