



## **Mid-Cycle Evaluation Report**

Prepared for  
The Northwest Commission on Colleges and Universities

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## Introduction

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This Mid-Cycle Report represents the half-way mark in Gonzaga University's first full seven-year cycle. Completing its initial seven-year cycle in a compressed format, the university submitted reports in 2011 (year one), 2012 (year three), and 2014 (year seven). The spring of 2015's year-one report inaugurated the next phase in Gonzaga's accreditation efforts. This report will address the Northwest Commission on Colleges and Universities' emphasis on assessment, the evaluation of student learning, and setting the foundation for the University's 2021 Year Seven Self-Evaluation. While the University has made progress in its efforts to develop assessment plans and offer evidence of mission fulfillment, there are areas in which improvements can be made. This report will examine those areas in part III. We look forward to the challenges and opportunities these present as we prepare for our future accreditation efforts.

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## Brief Institutional Overview

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Gonzaga University is a private, non-profit, religious institution of higher education, established in 1887, in Spokane, Washington by the Society of Jesus ("the Jesuits"). A predominantly undergraduate, liberal arts institution, it is comprised of seven major divisions: the Office of the President (which includes Athletics and the Office of the Corporation Counsel); Student Development; Finance; University Advancement; Policy, Administration, and Planning; University Mission; and the Academic Vice President, within whose purview falls the College of Arts and Sciences and the professional schools of Business, Education, Engineering and Applied Science, Law, Nursing and Human Physiology, Professional Studies, the Center for Global Engagement, Virtual Campus, Library, Registrar, Institutional Research, and Academic Success, which includes academic advising, disability accommodations, and tutoring. The University also operates a study abroad campus in Florence, Italy and a pre-collegiate English-As-A-Second-Language program through its English Language Center, currently in the Center for Global Engagement. At the undergraduate level, Gonzaga offers 75 programs and majors; its graduate offerings include 23 master's degrees (several delivered in virtual and/or hybrid form), a Juris Doctorate, a Doctor of Nursing Practice, and a PhD in Leadership Studies. For fall of 2016, a total of 7,590 students were enrolled; 5,160 of those were undergraduates, 1,878 were master's degree students, 312 were in law, and 222 were doctoral students.

Also as of Fall 2016 semester, the number of regular Gonzaga employees totaled 1,299. There are 439 full-time faculty members, and Gonzaga is committed to at least a 60/40 proportion of full-time tenure-stream faculty to fixed-term contract faculty across the institution. Of the faculty, 85% hold terminal degrees in their fields; the average class size is 22, and the faculty-student ratio is 12:1. Despite shrinking numbers nationally, 17 Jesuits still work at Gonzaga.

Institutional undergraduate retention rates are among the highest in the nation (the first-year to second-year average is 92.4%), and Gonzaga consistently earns high rankings in multiple national indicators of educational quality; in 2005 Gonzaga was identified as one of 20 institutions nationally that effectively foster student success and engagement in their own education (Kuh: Student Success in College: Creating Conditions that Matter). Gonzaga's per-semester full-time tuition of \$19,490 ranks near the bottom of comparable private institutions on the west coast; 98% of Gonzaga students receive financial aid, and 80% of their need is met through financial assistance. A full range of student services is offered, including support for physical and mental health, alumni mentoring, spiritual support and guidance, and activities to promote diversity. Students from 44 states and 13 countries are represented on campus (the bulk from Washington, California, Oregon, Colorado, and Idaho—in that order), and another 1,397 (graduate students) take Gonzaga courses on-line.

Forty-eight percent of our undergraduate students study abroad in one of approximately 70 study-abroad programs either sponsored by or affiliated with the University. Gonzaga fields 16 men's and women's teams at the NCAA Division I level in the West Coast Conference and offers intramural sports and events annually to all of its students; in 2010, Gonzaga received unqualified ten-year NCAA recertification of its athletic program. First and second year students are expected to live on campus and, overall, 92% live in residential housing. The female-to-male ratio of undergraduates is 53:47, and approximately half of the undergraduate student body self-identifies as Catholic; however, approximately 26 other faiths and traditions are represented on the campus. Gonzaga undergraduates devote, on average, 83,983 hours annually to community service through Gonzaga's Center for Community Action and Service Learning. In addition, student athletes contribute an average of 2,500 volunteer service hours to the community per year. For the second consecutive year, Gonzaga University has been named the top-ranked institution among "Small Colleges and Universities" in the nation with 18 undergraduate alumni serving overseas as Peace Corps volunteers in 15 countries worldwide, lifting Gonzaga's historical total to 152 alumni with Peace Corps service. Gonzaga is also tied for first place overall for graduates joining the Jesuit Volunteer Corps. The Spokane campus occupies 152 acres and balances considerable green space with more than 104 major buildings. Most recently, our efforts to "go green" have resulted in Gonzaga being named the 2012 Higher Education Recycler of the Year by the Washington State Recyclers Association. The institution is in the "silent" phase of a significant fundraising campaign with goals for increasing scholarship support and strengthening its academic programs.

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## Part I: Overview of Institutional Assessment Plan

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*Informed and guided by Standards 1 and 3-5, Part I of the MCE will be a narrative shaped by the questions below describing the institution's plan for linking/aligning mission (Standard One) with mission fulfillment and sustainability (Standard 5).*

*As you analyze your assessment plan please respond to the following questions:*

- Describe/explain your process of assessing mission fulfillment. Who is involved in the assessment? Is the Board of Trustees involved?*
- Are your core themes and objectives still valid?*
- Is the institution satisfied that the core themes and indicators selected are providing sufficient evidence to assess mission fulfillment and sustainability? If not, what changes are you contemplating?*

### Process of Assessment

In concert with NWCCU accreditation standards 1, 3, 4, 5, Gonzaga University has endeavored to create and implement a process of assessment that informs decisions regarding the allocation of resources, the development of curricula, and the genesis of co-curricular programs across the University. From the foundation established under the new NWCCU Standards, Gonzaga has moved through the various accreditation self-studies to address more fully the expectations established by the Commission, particularly as these reflect the need for connecting assessment with continuous improvement. Beginning with its first Year One self-study in Feb 2011, Gonzaga completed the seven-year sequence in a compressed format filing the Year 3 self-study in March 2012 followed by the Year 7 self-study in March 2014. The Year 1 self-study submitted in March 2015 put Gonzaga on pace to complete its first regular seven-year cycle in the spring of 2021. This mid-cycle review affords an opportunity for the University to reflect upon and revisit its understanding of mission fulfillment, its core themes, and its readiness to move forward.

Gonzaga's mission statement expresses the values that form its purpose and identity. These values reflect the Jesuit, Catholic, and Humanistic heritage that frames our actions. Mission fulfillment follows from the actions that uphold those values. These actions are a reflection upon the question of the best practical way to serve the University's mission. This reflection takes place at multiple levels across the University involving the Board of Trustees, The President's Office, the President's Cabinet, the Academic Council, and the Academic Deans. In addition, discussions at the program and department level also strive to serve the mission as new courses, degrees, or activities are contemplated. From a University-wide perspective, and in terms of a more explicit affirmation, the concrete reality of mission fulfillment informs the University's Strategic Plan and its defining Core Themes. While perhaps seeking different outcomes, these

two components move toward a common reference point in defining mission fulfillment. That is, they find their purpose and meaning in service to University's mission statement.

Working from the previous Strategic Plan, Vision 2012, the University began work on the next iteration of the Strategic Plan in summer 2013. That work was completed with the Board of Trustees approval of the University's updated Strategic Plan in July 2015. Four commitments and their respective objectives stand as the centerpiece of the plan:

1. Foster Shared Responsibility for Mission Throughout the University
  - a. Strategic Objectives
    - i. Promote formation of community members.
    - ii. Actively recruit and retain Jesuits and lay colleagues with a desire to engage in Jesuit higher education.
    - iii. Maintain and promote a vibrant relationship with the Catholic Church.
2. Animate Academic Excellence Across the Institution
  - a. Strategic Objectives
    - i. Provide a challenging academic experience appropriate to each academic program.
    - ii. Cultivate an excellent faculty across baccalaureate and post-baccalaureate programs.
    - iii. Foster a community of critical and reflective inquiry.
    - iv. Cultivate global perspectives and enable global engagement.
    - v. Develop refined enrollment management strategies.
3. Provide An Integrative Jesuit Educational Experience for Our Students
  - a. Strategic Objectives
    - i. Function as a caring, challenging and supportive community.
    - ii. Cultivate the development of the whole person.
    - iii. Develop a cultural, civic and global identity.
4. Optimize Institutional Stewardship and Sustainability
  - a. Strategic Objectives
    - i. Provide the sources of funding required for financial sustainability and achievement of strategic initiatives.
    - ii. Strengthen our student profile.
    - iii. Enhance knowledge and skills of faculty and staff.
    - iv. Strengthen our brand image.

Each commitment has direct connection to the University mission statement. Commitment 1 expresses the specific realization that the mission statement shapes all in the Gonzaga community: students, faculty, and staff. Commitment 2 derives from the mission statement's affirmation of "excellence in academic and professional pursuits." Commitment 3 affirms the University's historic identity as a "Catholic, Jesuit, and humanistic" institution and how that identity informs and shapes the curricular and co-curricular experience of students. Commitment 4 recognizes the mission statement's desire for "responsible stewardship of our physical, financial, and human resources."

The University is now in the process of creating tactical plans for achieving and sustaining measurable outcomes for each of these commitments and their strategic objectives. Doing so will help to establish alignment among and between the University Strategic Plan, academic schools' plans, administrative division plans, and the University budget process. Goals were developed for each of the four commitments that provide targets or indicators of success. In order to maintain the dynamic nature of the strategic plan, it became clear that the goals needed further review and discussion. As a result Commitment Working Groups, comprising a wide range of participants from across the University, have been established to review and, if needed, revise the goals for each commitment. As the goals are refined, key performance indicators will be developed in order to provide a basis for assessment.

Gonzaga's three Core Themes form a symbiotic relationship with the mission as they provide the practical expression of the day-to-day unfolding of Gonzaga's mission. The University's Core Themes serve the mission and, through their objectives and indicators, offer a means to assess mission fulfillment. Gonzaga's three Core Themes are:

1. Academic Excellence
2. Enriched Campus Community
3. Engaged Local and Global Relationships

Assessing mission fulfillment derives from the specific indicators attached to each Core Theme objective. Meeting the established indicators offers evidence for mission fulfillment. Evidence is gathered from multiple sources: Institutional Research, the Academic Council Assessment Committee, Academic program review, College and School annual reports, Divisional program assessments, and specialized external accreditation reports. The Core Theme Review Committee oversees this process. Committee members are assigned to specific indicators within their areas of expertise. Their role is to ensure that assessment of the Core Theme indicators occurs on an on-going basis and that data is collected in a systematic manner. Data and analysis are then reported to the appropriate departmental, divisional, or university level depending on programmatic need. Offices within the Division of Student Development have been tasked with creating outcomes and assessment methods for their various programs. These include areas such as Leadership, Residence Life, Student Orientation, and the Center for Career and Professional Development. The Division of Human Resources has developed a revised New Employee Orientation that more clearly ties new employees to the Gonzaga mission. Academic units have developed program level student learning outcomes and are engaged in a cycle of assessment of these outcomes. The examples in Part II show this process at work in the assessment of student learning.

## **Are Core Themes and Objectives Still Valid? Do Indicators Provide Sufficient Evidence to Assess Mission Fulfillment and Sustainability?**

Given the close connection between Gonzaga's Core Themes and its Mission Statement, the validity of the Core Themes remains intact. Following the Year 7 Self-Study in 2014, the Core Themes were reduced from four to three to better capture the interconnectedness of the Core Themes with Gonzaga's mission. The elements of the eliminated Core Theme were dispersed among the other Core Themes or were referenced more directly in reporting on Standard 2. While the Core Themes retain their validity, revisions have occurred in how the Core Theme objectives and indicators have been defined and approached. Since its first Year One Self-Study in 2011, Gonzaga has tried to follow and implement the Commission's Standard 1.B.2. in establishing Core Themes objectives and in identifying "meaningful, assessable, and verifiable indicators of achievement that form the basis for evaluating accomplishment of the objectives of its core themes." Guided by this principle, Gonzaga's efforts to articulate objectives and indicators have become more explicit and refined. The 2011 Self-Study listed more than 9 objectives and almost 30 indicators for Core Theme One alone. It was sometimes not clear how objectives and indicators differed from each other. There was no formal path for assessment.

Since that first Self-Study, and overcoming our own uncertainty with the new accreditation process, the University has worked to develop objectives and indicators that are "meaningful, assessable, and verifiable." Although subject to change and on-going review, the current structure of objectives and indicators represents a more realistic appraisal of our Core Themes and, consequently, mission fulfillment. As a result, assessment across the University has become more reliable in providing information that assists in evaluation and the movement toward continuous improvement. Both academic and co-curricular programs have gained valuable insights into their efforts as they seek to fulfill their goals and aspirations.

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## **Part II: Representative Examples**

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*The institution will provide two representative examples of how it has operationalized its mission and core themes progressing from objectives to indicators to outcomes to mission fulfillment. These examples should be regarding student learning either at the institutional, program or course level. They should illustrate how you are "closing the loop" on student learning assessment.*

*As you provide these examples please include analysis in regard to the following questions:*

- Are your indicators, for the selected examples, proving to be meaningful? Do you have too many indicators or too few?*
- What has the institution learned so far and what changes are contemplated? What has been your progress to date using the data? Do the data tell you what you are looking for?*
- How are data being collected, analyzed, and utilized and the findings communicated to constituents?*

## **Example One: College of Arts and Sciences, Biology Department**

**Core Theme 1:** Academic Excellence

**Objective 1:** Provide a challenging academic experience

**Indicator 2:** Students achieve the learning outcomes for their chosen major or professional degree program

### **Core Theme 1: Academic Excellence**

**Objective 3:** Students integrate disciplinary knowledge, methods, and practice and bring them to bear on significant issues by participating in high impact educational practices.

**Indicator 1:** Students participate in faculty-student research that addresses real world problems

In 2011, the Biology Department proposed significant changes to its curriculum for the major. These changes were presented to the Academic Council for approval to implement the changes for Fall 2012. Moving from a sequential ordering of courses, the Department proposed five new, integrative courses (four labs) designed to expose students to the core concepts of biology at the introductory level and then build on these concepts at the intermediate and upper division levels. The new courses were Information Flow in Biological Systems (BIOL 105), Energy Flow in Biological Systems (BIOL 106), Physiology and Biodiversity (BIOL 205), Ecology (BIOL 206) and Genetics (BIOL 207). With the exception of BIOL 106, each of these courses included an associated laboratory course to provide students with authentic scientific inquiry experiences and hands-on learning, which is essential to the understanding of science. The new curriculum recognized the growing awareness among scientists and educators of the need to move away from the previous emphasis on learning a large number of facts to a more integrative approach to student learning. Thus students are exposed to the core concepts of biology at the introductory level and build on these concepts at the intermediate and upper division levels. The Department undertook a comprehensive review to identify central biological concepts around which to frame the new curriculum. Relying on outside research and internal evaluation, the Department proposed the following areas as the central elements of the new curriculum: Evolution, Structure and Function, Information Flow/Exchange/Storage, Energy Pathways/Transformations and Systems. These markers became the overarching themes of the new curriculum. The overall goal was for students to understand the actual work of doing science that would establish a foundation of biological literacy. These areas are now the focus of the Department's introductory course sequence of BIOL 105 and BIOL 106 with BIOL 105L as a laboratory course designed to give all students an authentic scientific discovery experience. At the intermediate level, students take courses in Physiology and Biodiversity (BIOL 205), Ecology (BIOL 206) and Genetics (BIOL 207) that build on the core concepts. In addition, principles of physiology, which were previously not taught are now included in the new curriculum as this area is part of the body of knowledge students are expected to know for standardized exams such as the Major Field Test, GRE and MCAT.

The Biology Department identified five areas in which the new curriculum would have a direct impact on students.

**1. Emphasis on an integrative curriculum covering the core concepts for biological literacy.**

In addition to addressing the overarching core concepts for biological literacy, the department worked collaboratively to identify essential areas of knowledge that should be taught in each of the new courses. Many of these concepts are revisited in several of the new courses, as well as in upper division electives, which promotes better understanding and retention of information.

**2. Common learning objectives for each of the new courses.**

Each of these courses are taught in multiple sections. A significant amount of work went into developing common learning objectives for each new course to ensure that students are exposed to similar concepts in all sections.

**3. More relevant content for students in the professional schools.**

The previous BIOL 101 class was designed specifically for Biology majors. However, the course is now a requirement for students in other programs including Biochemistry, Human Physiology and Nursing as well as pre-med students who are not Biology majors. In designing BIOL 105 and 105L, the focus was on what all students should know if this was the only biology class and lab they take. The content of BIOL 105 will better serve the needs and interests of students in these other programs and will provide them with an excellent background in basic biological concepts that they can apply to courses within their majors. BIOL 105L will also allow them to practice the scientific method while engaging them in the process of discovery.

**4. Credit for BIOL 105 can be given for AP Scores of 5.**

Starting in the fall of 2012, credit was given within the major to students who scored a 5 on the AP Biology exam. BIOL 105 concepts were aligned with those taught in AP Biology courses more than was the case with BIOL 101. The Department felt that with the change to BIOL 105 that it was appropriate to allow students to obtain credit for BIOL 105 with the score of 5. These students, however, are still required to take BIOL 105 Lab since the AP exam does not test laboratory skills.

**5. Credit for BIOL 105 will be more readily available to transfer students.**

The content and focus of BIOL 101 was not well aligned with typical introductory biology courses. Transfer students who wanted to major in Biology, Human Physiology or Nursing typically did not get BIOL 101 credit for coursework they had completed at another institution, which means that they had to start with BIOL 101 at Gonzaga before moving forward in their major. BIOL 105 concepts are more commonly taught in introductory courses elsewhere. Therefore more transfer students are now able to obtain GU credit for biology courses taken at other institutions.

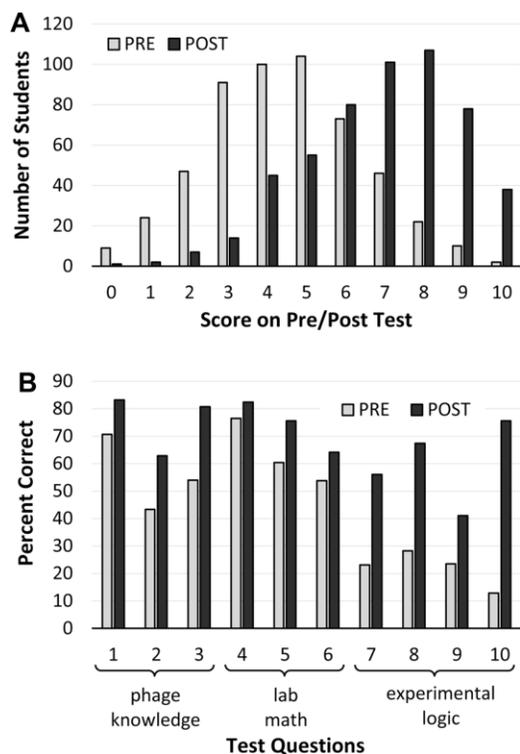
In formulating the new curriculum, the Department recognized the importance of assessment. The Department has required that graduating Biology majors take the Major Field Test in Biology. This test will still be required given its relevance to understanding the effectiveness of the new curriculum. The GRE, MCAT, and DAT results also will be used as evaluative tools. Ongoing summative and formative assessment efforts within each class and lab include exams, writing assignments (reviewed both by peers and instructors), case studies, quantitative exercises, notebook keeping, problem-based assignments and the implementation of newer technologies such as clickers as well as national assessment instruments. The Department works with the Center for Career and Professional Development to gather information from surveys given to graduating seniors and alumni. These assessment efforts will be used to inform methodologies as well as to evaluate and modify the curriculum as needed.

Since BIOL 105 and its associated lab now stand as the foundational experience for students studying Biology, these became the focal point for assessment and provided a window from which to view the changes made to the curriculum. Relying on the Science Education Alliance Phage Hunters Advancing Genomics and Evolutionary Science (SEA-PHAGES) model for research and recognizing that most students in the introductory course are not biology majors, the Department endeavored to develop a course that would offer students a research experience within a single semester course. Thus the Department modified the SEA-PHAGES model to accommodate this research goal. Given this shift, the importance of assessment in determining the success of the curriculum change became all the more apparent. Learning Outcomes and methods of assessment were developed. Learning objectives for the course were organized into three categories: the nature of science, the nature of laboratory work, and the nature of viruses. Class assignments and assessments were then aligned with the learning objectives. The following table shows these connections.

| Learning Outcomes  | Methods of Assessment  |
|--|--|
| <p><b>Nature of science</b><br/>Students should be able to:<br/>Predict outcomes of experiments.<br/>Interpret results, including evaluation of positive and negative controls. Design experiment to address a question.</p>   | <p>Formative<br/>Discussion with faculty, TAs, and class</p> <p>Prelab quizzes<br/>Notebook checks</p> <p>Summative<br/>Final notebook<br/>Final exam<br/>Poster</p> |
| <p><b>Nature of lab work</b><br/>Students should be able to:<br/>Perform unit conversions.<br/>Make serial dilutions.<br/>Calculate titers.<br/>Perform scale conversions.<br/>Make standard curves.<br/>Demonstrate aseptic technique.<br/>Use pipettors correctly.</p> | <p>Formative<br/>Pre-lab quizzes<br/>Notebook checks<br/>Midterm practical exam</p> <p>Summative<br/>Final notebook<br/>Final practical exam</p>                     |
| <p><b>Nature of viruses</b><br/>Students should be able to:<br/>Describe life cycles of bacteriophages. Describe the scope of virus diversity. Describe the role viruses play in biology. Describe the relevance of virus diversity to research.</p>                     | <p>Formative<br/>Prelab assignments<br/>Q-and-A sessions<br/>Class discussions</p> <p>Summative<br/>Final exam</p>   |

Students learn about the nature of scientific investigation by evaluating their experimental results, drawing conclusions based on evidence, and making decisions about what experiments to perform next. Students also learn about laboratory work, including analytical and microbiology lab skills; how to keep a notebook; and how to communicate results effectively. The students are introduced to the components of scientific communication by making a poster about their phage and presenting it to the class; this is in addition to the important routine communication between lab partners. Students learn basic bacteriophage biology to understand their experiments, and additional readings are assigned to introduce students to the broader world of viruses and research.

To objectively measure gains in knowledge and scientific skills, a pre and post-test was developed. Students took a short, 10 question multiple-choice test. Three questions addressed basic knowledge of bacteriophages (bacteriophage definition, plaque formation, life cycle); three questions assessed lab math skills (metric unit conversion, concentrations, dilutions); and four questions assessed understanding of experimental logic (controls and interpretation of results). The pre and post-test results from 528 students over four semesters can be seen in the following table.



The students exhibited significantly higher scores at the end of the course and showed improvement on each question of the test. These findings demonstrate that students improved their basic knowledge of bacteriophages, lab math skills, and understanding of experimental design and interpretation after taking the one-semester phage course. Assessment included two other instruments. One was the Classroom Undergraduate Research Experience Survey (CURE). The second was a Lab Exit Survey.

The CURE survey was conducted pre and post-course. To measure gains, students reported what level of gain resulted from their research experience (no or very small gain, small gain, moderate gain, large gain, very large gain) in response to a series of statements. The results were compared to other students across the country who also took the survey. Results from the SEA-CURE survey for six semesters showed that the one-semester phage course at Gonzaga compared favorably with national averages for other course based research experiences and summer undergraduate research programs.

The lab exit survey was based on three open-ended prompts:

1. Write a brief description of your favorite “aha” moment in BIOL 105 lab. This would be a time when something suddenly made sense or became more interesting or when you suddenly realized what you were doing (right or wrong).
2. Give a specific example of how this lab has impacted your understanding of science.
3. Give a specific example (or a few examples) of how this lab has influenced your specific educational or career goals.

The exit survey responses demonstrated experiential learning gains in four categories: Career and interest, Thinking and working like a scientist, Skill development, and Self-confidence. An unexpected advantage to assessing student learning gains with an open-ended survey was insight into how working as a scientist gave students a sense of engagement as a scientist. The unrestricted nature of the prompts allowed students to explain more fully the learning gains recorded in the SEA-CURE survey.

Being immersed in science research for a semester gives students insight into what the process of science actually is and allows them to truly think and work like a scientist, which allows them to make better informed choices about their major and career goals. Specifically, multi-week immersion gives students time to fully experience the iterative aspect of science and ensures they receive enough instructional time to achieve the intended benefits. The iterative nature of the lab enabled students to make gains in content learning as well as in understanding and appreciating the scientific process.

**How are data collected, analyzed, and communicated?**

Knowing that data gathered over a single term could be inconclusive, the Biology Department collected data over several years and multiple semesters from 2012-2016 in connection with BIOL 105 and its associated lab. As noted above, pre and post-tests in addition to surveys provided the basis for data collection. These approaches were designed to seek evidence of the impact of curricular changes on student learning in relation to key biological concepts and student participation in research, especially at the introductory level. These efforts were systematic, on-going, and subject to rigorous analysis by the department. These efforts gave the Biology Department sufficient evidence to judge the effectiveness of course changes and curricular innovations. This analysis is particularly relevant to the assessment of the Department's student learning outcome that students will develop "knowledge of major biological areas." Assessment of this outcome in 2013-2014 and 2014-2015 centered on student performance in BIOL 105 and lab as well as surveys such as SURE III, SLAG, and the SEA CURE. Qualitative assessment was also undertaken. Assessment data is communicated to the Department and the University Academic Council Assessment Committee. The Assessment Committee reviews assessment reports and provides feedback to the Department.

**What has been learned and what changes are contemplated?**

Overall the change in curriculum has been successful in enhancing student understanding and appreciation of the process of science. Students gain research experience through their exposure to the scientific method and by engaging in scientific inquiry. In correlating desired results with methods of assessment to measure success in achieving student learning outcomes, the Biology Department developed a series of actions that link assessment results with program improvement. The Department assessed the learning outcome to develop leaders in science in 2012-2013 and again in 2015-2016. This led to revisions in the Science Scholars program application process. In 2013-2014, the learning outcome to develop knowledge of the process of science by introducing students to the scientific method the value of research was assessed. While desired results were met for this outcome in BIOL 105 and lab, the Department moved to expand the students' exposure to the scientific method across all sections of BIOL 399, which is an advanced topics course. In 2014-2015, the SEA CURE survey showed improvement in students' awareness of the scientific method. The assessment of students' knowledge of major biological areas in the 2015-2016 Biology Major Field Test provided evidence that students were meeting this outcome. However, the Department is reviewing the usefulness of this assessment method. Following the assessment of science as a way of knowing in 2014-2015, the Department added Phage discovery projects to the Genetics lab and the Advanced Phage lab. From this advanced level of research, the Department is seeking funding to enable students to present their work at conferences. An overall goal of the new curriculum was to increase the numbers of students who stay in STEM fields. Preliminary assessment data shows that more students are remaining in STEM fields under the new curriculum. These efforts are emblematic of the Department's desire to implement a process of assessment that "closes the loop," connects assessment data to changes, and provides a pathway toward continuous improvement.

### **Are the indicators meaningful? Are there too many or too few?**

In the context of the Biology program, the indicators noted at the beginning of this example reflect the goals of the program and the Department's ongoing assessment of its student learning outcomes and methods of assessment. The learning outcomes are indicative of the current understanding within the field of Biology as to the competencies, knowledge, and skills that students who take Biology classes should attain. These outcomes address the importance of doing science in addition to learning about science. This realization culminates specifically in the Department's commitment to offering a research experience to all Biology students. As a high impact practice, a student's participation in research with faculty is often a driving force in retention and satisfaction with the program. Following the Department's program review in March 2016, the outside reviewer noted "the department's emphasis on students' learning biology by practicing the discipline, not by hearing about it. Both in the lab-rich curriculum, where most courses have laboratory components to enhance student learning, and in the research concentration track for both B.A and B.S. students, the department shows its commitment to the best scientific educational practices." The meaningfulness of the indicators rests on their foundational location in creating and sustaining a quality program in Biology. Consequently the number of indicators is sufficient to ground the Biology curriculum. The Department's Assessment Committee and Curriculum Committee continue to review goals, outcomes, and methods of assessment to shape the future direction of the program.

### **Example Two: School of Business Administration, Master of Business Administration (MBA)**

**Core Theme 1:** Academic Excellence

**Objective 2:** Create and Sustain Post-Baccalaureate Programs that advance professional excellence

**Indicator 1:** Students achieve the learning outcomes for their chosen program

To complement undergraduate program example from the Biology Department, this second example of student learning centers on the MBA Program in the School of Business Administration (SBA). Gonzaga University's core theme of Academic Excellence extends beyond the confines of undergraduate education to encompass graduate offerings. Reflecting the SBA mission to "develop professionally competent and intellectually curious graduates who exemplify the humanistic, ethical, and moral values of a Jesuit institution," the School of Business Administration's graduate programs strive to attain this goal through its Assurance of Learning (AoL) process.

**Three key SBA values support, guide, and sustain the AoL process:**

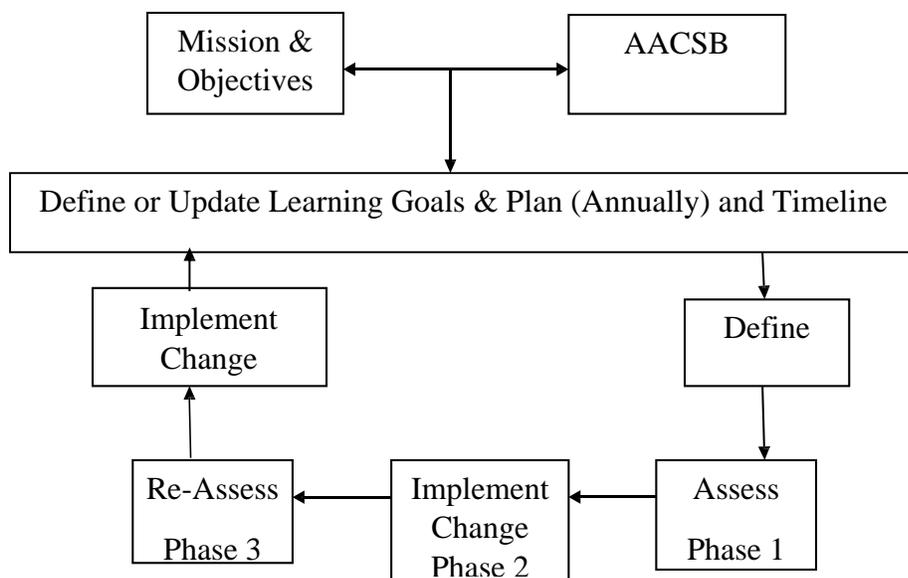
- Academic excellence.
- Active engagement in the university and community.
- Embracing the Jesuit legacy of confident, enlightened, and innovative action.

From within this value based framework, the AoL is best defined as a series of goal setting, course development, and assessment activities that work to ensure that students are learning critical core concepts in the curriculum by highlighting areas of success and needed improvement. Additionally, the learning outcomes that compose the AoL plan are constantly evolving, all with the purpose of taking student learning to the next level. Since its inception in 2004-05, the AoL process has been reviewed and further refined to facilitate improvements in student learning.

While the SBA faculty has ownership of the curriculum and curricular changes, with any proposed changes being discussed and voted on by the full SBA faculty, the SBA Assurance of Learning Committee oversees and manages the process that guides the assurance of learning. The committee is composed of three or four faculty members, the Assistant to the Dean, the Associate Dean for Undergraduate Programs, and the Directors of the MBA and accounting graduate programs. An SBA faculty member always chairs the Committee. Recognizing the importance of assessment, the SBA modified the Committee's structure in 2016 reconfiguring the role of the Chair into the AoL Lead. To help manage the assessment process, the AoL committee maintains a SharePoint site to archive and organize assessment process workflows. In addition to SharePoint, the MBA program stores and maintains its assessment data on the University's TracDat software, which allows for easy access to assessment data and the compilation of assessment reports. The AoL Lead ensures both SharePoint and TracDat are up-to-date with the most current assessment documentation.

The committee is responsible for all aspects of the AoL program and works with every degree program offered by the business school. The Committee verifies that desired student learning outcomes are established and assessed; reviews assurance of learning reports prior to submission to the Dean of the School of Business Administration (SBA); works with the SBA curriculum committees to develop and maintain learning outcomes that support continuous improvement in learning; measures, analyzes and maintains evidence of student learning; and makes recommendations about action steps to the Dean. In more specific terms, the Committee reviews the rubrics used for evaluation, insures that assessment takes place in a timely manner in conjunction with the overall assessment timeline, serves as a resource for faculty, and analyzes and communicates results in preparation for implementation of any changes in the year following the assessment.

The following diagram provides a visual reference for the AoL process in the School. In conjunction with the School's accrediting agency, the Association to Advance Collegiate Schools of Business (AACSB), the School's mission and the goal of continuous improvement drives the process.



The MBA program currently contains 20 student learning outcomes based on four goals:

### Program Goals

- Goal 1:** MBA graduates will be able to appropriately apply the advanced technical and analytical skills required for effective managerial decision-making.
- Goal 2:** Each student will be able to integrate ethical perspectives and principles as well as a commitment to the common good into their conception of how business decisions ought to be made.
- Goal 3:** MBA graduates will possess the interpersonal and organizational skills required to effectively manage within organizations.
- Goal 4:** MBA graduates will understand diverse perspectives and the global reach of business decisions.

## Student Learning Outcomes

- G1.A MBA students will be able to analyze the role of different market structures on firm competitive strategies.
- G1.B MBA graduates will be able to properly apply statistical techniques, using statistical software, to help undertake more effective decisions.
- G1.C Develop the understanding of financial theory and how it is applied to capital structure choices, the evaluation of investment projects and the estimation of the cost of capital.
- G1.D MBA graduates will be able to assess operation's support for a company's market and offer suggestions on how to solve any raised issues/problems.
- G1.E To relate key marketing concepts to practical implementation programs.
- G1.F Explain and apply pertinent frameworks or models to make informed decisions regarding the management and use of information technology.
- G1.G Students should possess an understanding of managerial accounting concepts and be able to demonstrate managerial accounting techniques, especially as these relate to decision making. Specific techniques include cost allocation, cost behavior modeling, cost-volume-profit and differential cost analysis, budgeting, and variance analysis.
- G1.H To obtain a users-based understanding of publicly-issued financial statements.
- a) Understand organization, content, and interrelationships among the financial statements.
  - b) Understand differences between cash-basis and accrual-basis accounting, including converting between these bases.
  - c) Calculate and interpret common financial metrics.
  - d) Understand technical requirements and implications of more advanced accrual-accounting treatments (such as revenue recognition, accounts receivable, inventory, fixed assets, long-term debt, leases, pensions, etc.) for presenting the effects of common business transactions.
- G2.A To appreciate the fact that business is an inherently normative activity aimed at promoting the common good.
- G2.B To be better able to identify and appreciate the significance of ethical issues and concerns that can arise in business settings involving finance, management operations, and marketing.
- G2.C To understand and be able to critically integrate relevant ethical perspectives and principles into their own considerations of business decision-making.
- G3.A Demonstrate effective oral communication skills.

- G3.B Demonstrate effective written communication skills
- G3.C Students will be able to identify and evaluate relevant alternatives and recommend appropriate solutions in a complex business case scenario.
- G3.D Demonstrate the capability of enhancing interpersonal relationships within an organization.
- G3.E: When analyzing an information technology project, students will be able to identify and apply the appropriate project management tools and techniques and identify the key issues related to project success.
- G4.A To exercise and enhance marketing decision-making, problem-solving, and strategic planning activities, nationally and internationally.
- G4.B Be able to effectively manage diversity.
- G4.C MBA students will be able to identify the effect of trade and trade restriction policies on the domestic market and/or firm.
- G4.D MBA graduates will demonstrate an understanding of the global supply chain management.

These learning outcomes are assessed each semester on a rolling schedule with each outcome typically assessed every two years or a minimum of twice in a five-year period. The discipline responsible for each learning outcome chooses the assessment method, defines the desired results of the assessment, and selects in which course(s) the assessment will be given. The assessing discipline or faculty submits its report to the AoL committee for review with recommended corrective actions and timeline for implementation if applicable. In sum, there are four stages to the SBA assessment process:

1. **Learning Outcome Assessment:** The designated discipline assesses learning outcomes with fall assessment reports due mid-January and spring assessment reports due mid-September.
2. **Committee Review/Recommendation:** The AoL Committee carefully reviews assessment reports in the semester following the semester of assessment. The review process involves careful consideration of identified areas of concern and faculty recommendations for corrective action. From this review, the committee compiles a list of recommendations for the Dean at the end of each academic year, reflecting assessments conducted during the prior calendar year.

3. **Dean's Recommendation:** The Dean, after reviewing the prior year's assessment reports and AoL Committee's recommendations, also develops recommendations to present to the faculty members at the end of the academic year. Each discipline is asked to respond to the Committee and Dean's recommendations, in particular identifying how the discipline is/will address areas of concern.
4. **Closing the Loop:** Each discipline is responsible for the implementation recommendations, filing a "Closing the Loop" report with the Dean's office at the beginning of each academic year to summarize the action(s) taken in response to the recommendations.

In the 2015-2016 academic year, the MBA program assessed 9 of its student learning outcomes utilizing outcomes from within each of the four program goals. The assessment report gives a concise and clear picture of the AoL process. Student learning outcomes were paired with specific methods of assessment and desired results stated. Rubrics or other scoring method were developed. These were then applied to the assessment method, which then led to a determination as to whether the desired results had been met. If desired results were not met, the report indicated any actions planned or taken to address improvement in student learning. Of the 9 assessed outcomes, 6 met their desired targets and 3 did not. For those that did not achieve the hoped for result, recommendations were developed leading to actions to address the recommendations and make program changes to improve student learning. Actions may be specific items that the program will enact or an interpretation of the assessment results. These three outcomes can be summarized as follows:

1. **Outcome G1.E:** Explain and apply pertaining frameworks or models to make informed decisions regarding the management and use of information technology.

**Assessment Result:** The result showed that the anticipated performance level of 80% was met in traits one (Identify issues of business strategy, organizational design, and information technology strategy present in the case) and three (Analyze the implications, consequences, and interdependence between issues). However results showed a moderately unsatisfactory level outcome in trait two (Identify appropriate framework/model to assess the case).

**Actions Planned:** Develop assignments more appropriate for this outcome. In addition, faculty will meet to revise learning goals.

2. **Outcome G1.G:** Students should possess an understanding of managerial accounting concepts and be able to demonstrate managerial accounting techniques, especially as these relate to decision making. Specific techniques include cost allocation, cost behavior modeling, cost-volume-profit and differential cost analysis, budgeting, and variance analysis.

**Assessment Result:** The desired result was met for learning objective of understanding cost behavior. However, the anticipated results were not met for the remaining three objectives (managerial accounting concepts, managerial accounting tools, and profit planning). The percentages dropped for all three compared to 2012.

**Action Planned:** All of these results can be explained, in part, by significantly increased rigor in the grading of the instruments and differences in sample size and individual academic success between the 2012 and 2015 cohorts of students.

3. **Outcome G4.B:** Be able to effectively manage diversity.

**Assessment Result:** Percent of students meeting expectations of a score of 8/12 for each goal = 75% interpersonal relations; 24% managing diversity.

**Action Planned:** Convene the Management group to review and discuss the Assurance of Learning (AoL) goals and objectives to determine if any modifications need to be made. For example, one suggestion would be to assess all MBA graduates immediately before graduation perhaps through a standard exit exam where students could demonstrate their collective knowledge. This discussion continues.

### **How are data collected, analyzed, and communicated**

Collection, analysis, and communication occurs on multiple levels. The AoL process itself guides the collection of data through the different assessments of student learning that take place within the MBA program. Analysis is done by faculty doing the assessments. Results are communicated to the AoL Committee, which also reviews the results and analysis of the assessment. Thus Faculty members who participate in assessment are encouraged to communicate their concerns, comments and recommendations regarding all aspects of the assessment process to the AoL committee. The Committee discusses recommendations and, if moved forward, recommendations go to the Dean and the full SBA faculty for approval. In addition to SBA review, the University Assessment Committee of the Academic Council also reviews the School assessment reports and provides guidance and recommendations to the program. Thus “Closing the loop” happens both internally and externally. Internally, as noted above, the SBA Dean receives implementation reports based on recommendations. Externally, the Assessment Committee of the Academic Council provides feedback to the School following its review of the assessment report.

### **What has been learned and what changes are contemplated?**

The MBA program's review of its most recent assessment efforts show a constructive and deliberate effort to use assessment of student learning as a basis for program improvement. The Assurance of Learning construct encompasses a process that moves from the establishment of student learning outcomes to the development of assessment methods to the actual assessment and then comparison of results with expectations. This analysis provides the foundation for the development of recommendations and actions for program improvement. Taking what the assessment report revealed, the MBA program identified three lessons as guides for future assessment work.

1. **Refining Outcomes:** Although the 20 student learning outcomes offer a wide-ranging opportunity for learning and assessment, it is also clear that the MBA program would benefit from refined, clarified, and more operationally-focused graduate learning outcomes. The past desire to measure many outcomes across multiple data points has led to outcome and scope "creep." Thus some courses are attempting to measure multiple outcomes in one semester while others are attempting to measure outcomes at multiple stages of learning. It is also the case that outcomes may be too closely associated with the School's undergraduate learning outcomes. For example, in MBUS 616 (Strategic Management), the instructor noted that while students demonstrated a high retention rate of core strategic theory and ability to apply frameworks to decision-making, the current assessment stops short of confirming students' ability to recommend solutions to business challenges. There is no evidence that students cannot undertake this behavior, but that current assessment methods do not measure it. To address program concerns, the AoL Lead and the MBA Program Director will convene a working group comprised of MBA participating faculty to revise the MBA learning goals.
  
2. **Targeting the Point of Assessment:** Timing of assessment has sometimes been a challenge in the MBA Program. There are some skills that are formative and are developed throughout a student's degree progression. This process creates challenges when it comes to timing assessment. If assessment is too early, some of the additive components of that process may be missed. If assessment is too late, some of the learning that comes from a focused treatment on that subject in a particular course may be lost. This challenge is exacerbated by the timing of sequencing of MBA education at Gonzaga. The Gonzaga MBA is a hybrid full-time/part-time program. While some students matriculate for as little as a calendar year in the program, others may take three years. There are also few specific rules that govern student progression, so students may take courses in a variety of orders, changing their exposure to focused and more generalized concepts.

For example, in MBUS 612 (Managing People and Performance), Dr. Bull Schaefer assessed the management of interpersonal relationships. The stated AoL objective was

met, but Dr. Bull Schaefer correctly noted that this goal is part of a larger narrative of value that MBA Program provides about managing teams, diverse groups, and varying perspectives. This larger narrative would offer a broader and more comprehensive foundation for assessment of program goals. Thus the MBA program could pursue a more coordinated strategy to consider more focused assessment timeframes. The AoL Committee, the AoL Lead and the MBA Director have discussed the opportunity to employ a programmatic pre and post-test that could take the form of an entrance and exit survey for all students or a select group. This would allow either a different or an additional perspective on programmatic learning goals. Additional steps like these could be employed to ensure that both immediate and long-term goals for student learning are being assessed.

### **3. The Importance of Ownership**

Over the past five years, the MBA Program has witnessed a great deal of transition in its leadership having three Directors in five years. In that time, the coordination of graduate learning goals has repeatedly fallen to the AoL or Graduate Curriculum committees. While both groups have performed admirably, it is clear that there is an important role for coordinated leadership of the MBA AoL from the MBA Director. While many SBA faculty teach in the MBA Program, most only do so for one course per year or semester, which may limit their ability to understand the connection between program goals and courses.

MBUS 612 (Managing People and Performance) assessed the management of diversity. In this instance, the MBA learning goal of diversity understanding and application was not met. While this outcome suggests additional opportunities within MBUS 612, it was correctly noted that diversity is a larger narrative that should be built into many of the other courses – diversity of background, diversity of ethical and cultural perspectives, and diversity of thought.

This example suggests stronger central ownership of the AoL process is needed from the MBA Director to provide a link between strategic themes, to identify opportunities to reinforce learning goals between courses, and to coordinate the measurement of program-level goals. The MBA Director will begin that process by convening a working group to investigate how to develop more fully the AoL outcomes and successes with the faculty. It is hoped that this effort will more clearly link the AoL to positive teaching and learning outcomes at the graduate level.

### **Are the indicators meaningful? Are there too many or too few?**

Given the essential indicator that students achieve the learning outcomes for their chosen program, the MBA program has worked diligently to construct a program of assessment to ensure that this indicator is met. This effort follows upon the School of Business Administration's own commitment to academic excellence through the School's Assurance of Learning process. The AoL shapes programmatic and curricular decisions through the assessment of student learning. Thus the meaningfulness of student achievement as an indicator derives from its alignment with the mission of the School of Business Administration. The question of too many or too few indicators collapses into this alignment. The question does surface, however, in the School's own internal review of its student learning outcomes. If indicators are reflective of outcomes then, as noted above, one of the key lessons or questions confronting the MBA Program is whether the student learning outcomes, as they now exist, are truly manageable. There are a significant number of outcomes, which makes it difficult to construct a valid assessment process that can be completed in a timely manner. The review and evaluation of student learning outcomes is a clear priority for the MBA Program Director.

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## **Part III: Readiness for Year Seven Self-Study**

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*In light of your analysis in Part I of your overall assessment plan and in light of your analysis of the representative examples you provided in Part II please respond to the following question:*

- *Moving forward to the Year Seven what will you need to do?*

Given Gonzaga's current assessment plan from Part I, and following the examples in Part II, Gonzaga is well-positioned for its Year Seven evaluation. Strategic planning is moving forward. Assessment plans for Core Theme objectives and indicators are in place or are in development. Academic units have recognized the importance of establishing student learning outcomes and assessing student learning as a means to generate improvements in teaching and learning. These efforts combine to give the University a solid foundation upon which to build the Year Seven report. Gonzaga has adjusted to the new accreditation cycle and recognized the importance of assessment. Yet, we also understand the need for review and revision. To these ends, three items bear mentioning.

First, in the fall 2016, Gonzaga instituted a new Core (General Education) curriculum. Relying on the hard work of faculty and administration, the new Core curriculum represents an integrative and iterative educational experience for all Gonzaga students. The curriculum reflects Gonzaga's mission and educational values in a much more holistic manner than was the case under the previous Core. With a greater value placed on assessment, and in preparation for the Year Seven report, we will need to ensure that the assessment plan for the Core Curriculum has sufficient resources to accomplish the task of assessing the student learning outcomes for the Core. In its first year of existence, we will need to pay close attention to assessment results.

Second, accountability for assessing the Core Theme indicators needs to be more direct and systematic. This effort will become the focus of the Core Theme Review Committee, described earlier in this mid-cycle report. The membership of the Committee mirrors the Core Theme indicators so that Committee members have a direct connection to the indicators and their assessment. This process will allow for a greater degree of coordination between assessment and analysis.

Third, indicators and their corresponding benchmarks need to reflect outcomes rather than inputs. In reviewing Gonzaga's Year Seven Self-Study from spring 2014, several evaluators remarked that some of the indicator benchmarks, while speaking to the University's Core Themes, did not necessarily provide a context for addressing outcomes. For example, one of the indicators for Core Theme 3, Engaged Local and Global Relationships, states that "Gonzaga sponsors faculty and students to participate in educational experiences abroad that nurture the development of intercultural knowledge, skills, and attitudes." The benchmark for this indicator reflected a level of student participation in study-abroad. Although high rates of student and faculty participation in study-abroad may be admirable, the evaluators rightly noted that participation does not give an adequate assessment of what students may have learned from their study-abroad experience. Gonzaga is working to develop learning and experiential outcomes for study-abroad that will generate greater insight into what students actually derive from their experience. Similarly other areas where benchmarks need to be more robust and reflective will need to be examined in preparation for the next Year Seven Self-Study.

## **Conclusion**

In sum, this mid-cycle report has engendered both a retrospective and a prospective review of where Gonzaga stands relative to the NWCCU's accreditation standards and expectations. Part I describes assessment for the institution and for the Core Themes. The two examples of student learning in Part II show assessment at work on the day-to-day level of knowing what students are learning and how faculty are teaching. If assessment is to be a meaningful process, it must be connected to the improvement of learning and teaching. Part III allows a look ahead in setting forth our own expectations and challenges with assessment that will shape our approach to Year Seven in 2021.

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## Appendix A: Response to Recommendations

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In affirming Gonzaga University's accreditation in 2014, the Commission issued three recommendations. The response to Recommendation 1 was presented in Gonzaga's Year One Self-Study in 2015. Recommendations 2 and 3 are addressed, as requested, in this mid-cycle report.

1. The evaluation committee recommends that Gonzaga University identify meaningful indicators that can better articulate an acceptable threshold of fulfillment of its educational mission. Further, the; evaluation committee recommends that the University use these indicators to make determinations of quality, effectiveness, and fulfillment of its educational mission and communicate its conclusions to appropriate constituencies and the public (Standards 1 .A.2 and 5.A.2).
2. The evaluation committee recommends that Gonzaga University finalize and adopt a strategic plan that articulates priorities and guides decisions on resource allocation (Standard 3 A.4).
3. The evaluation committee recommends that Gonzaga University improve the consistency of its assessment process across the institution. This process includes ongoing assessment, evaluation and improvement based on the use of meaningful and verifiable data (Standard 4 A and 4 .B).

### Response to Recommendation 2

*The evaluation committee recommends that Gonzaga University finalize and adopt a strategic plan that articulates priorities and guides decisions on resource allocation (Standard 3 A.4).*

Part I of this report describes Gonzaga University's Strategic Plan and its role in institutional planning. Responding to this recommendation, offers the opportunity to place the Strategic Plan in context. While affirming Gonzaga's accreditation in 2004, the Commission recommended that Gonzaga develop a Strategic Plan that was informed by the mission and educational goals of the University. In response to this recommendation, Gonzaga created a collaboratively-developed Strategic Plan (Vision 2012). The University's Year One Self-Study of 2011 described the plan's development and structure. The plan was created through a process that sought wide involvement from the Gonzaga community. As Vision 2012 neared the end of its chronological life, discussions took place on the development of a new Strategic Plan. Vision 2012 provided the framework for the next phase of institutional planning through its focus on priorities, resources, and capacities. By the time of the Year Seven Self-Study and evaluation visit in 2014, a new Strategic Plan had not yet been finalized. The Year Seven Self-Study detailed a comprehensive planning process and a draft version of a Strategic Plan, but not a result. Consequently, Gonzaga was tasked with adopting a Strategic Plan.

The draft plan rested upon five commitments: 1) A Commitment to Students; 2) A Commitment to Academic Excellence; 3) A Commitment to the Integrative Jesuit Educational Experience; 4) A Commitment to foster Responsibility for Shared Mission; and 5) A Commitment to Institutional Sustainability and Viability. The plan brought together elements of the Mission

Statement and the Core Themes into a representative whole capable of guiding the University. Comments and feedback from the University community were solicited to set the framework for revision and further conversation. Two significant responses were made. First, the commitment to students should infuse the entire plan, rather than exist as a stand-alone entity. Second, a strategic plan should be a more dynamic document capable of adjusting to changing circumstances while maintaining its mission centered focus. As a result, the Strategic Plan commitments were renamed and reduced from five to four: Commitment 1: Foster Responsibility for Shared Mission; Commitment 2: Animate Academic Excellence Across the Institution; Commitment 3: Provide An Integrative Jesuit Educational Experience for Our Students; Commitment 4: Optimize Institutional Stewardship and Sustainability. Strategic objectives were established for each commitment to guide planning, resource allocation, and assessment. The plan's dynamic confluence stems from the development of goals that allow for more targeted and time sensitive actions without the need to revise the entire plan. Commitment working groups, constructed from participants from across the University, are examining goals. The full strategic plan is attached in Appendix G.

The Board of Trustees approved the Strategic Plan at its meeting on July 17, 2015.

### **Response to Recommendation 3**

*The evaluation committee recommends that Gonzaga University improve the consistency of its assessment process across the institution. This process includes ongoing assessment, evaluation and improvement based on the use of meaningful and verifiable data (Standard 4 A and 4 .B).*

Improving the consistency of assessment across the institution necessitates an effort that addresses both the scope and depth of assessment. Since the Year Seven Evaluation in 2014, Gonzaga has taken steps to improve its assessment activities so that assessment occurs across a wider range of areas and with more clearly defined outcomes. These efforts support a more consistent and explicit attention to assessment designed to provide meaningful information for use in allocating resources, identifying areas for improvement, and for future planning. Four specific areas underlie the response to this recommendation.

First, to assess student learning across the University, all academic units have created assessment plans that include program level student learning outcomes, methods of assessment for each outcome, and desired results for the methods of assessment. Once the assessment has occurred, academic units are able to determine whether desired results were met and to set forth any actions planned to improve student learning. These conclusions become part of the assessment report. To facilitate a systematic review, and to close the loop, assessment reports are submitted annually. Upon submission, the Academic Council Assessment Committee (comprising ten faculty and one student representative), under the leadership of the Faculty Director of Assessment, then reviews the individual unit assessment reports. Using a standard rubric, which gives a measure of consistency to the review process, the Assessment Committee issues a written response to each academic unit regarding its assessment report. The response also becomes part of the annual assessment reports for the academic units. This process allows for a more cohesive

and systematic assessment effort. Assessment reports and the Assessment Committee's response are stored electronically using a software program known as TracDat. TracDat functions as the repository of assessment reports that gives academic units an historical perspective on their efforts to assess student learning. Instruction and support for TracDat is provided by the Office of Academic Technology and Support Services.

Second, recognizing that assessment extends beyond student learning and to further the movement toward a more consistent approach to assessment, the Core Theme Review Committee was created to oversee assessment specifically in relation to the Core Theme indicators of achievement. Although the indicators included the assessment of student learning in Core Theme 1, other indicators were less directive in establishing a means of assessment and review. The Membership on the Core Theme Review Committee is tied to the indicators of achievement. Thus each Committee member has an immediate connection to the indicator that he or she oversees. Consequently, they will be able to assist in creating outcomes and directing assessment that can be sustained over time. Committee members will also be able to report assessment data and to guide the conversation regarding changes leading to program improvements. For example, the Director of the Payne Center for Leadership Development coordinates Core Theme 2, Enriched Campus Community; Objective 2, Function as a caring, challenging, and supportive community; and Indicator 3, Students engage in leadership programs. The Payne Center's leadership activities fall under the Director's purview and thus can be more directly tracked and assessed. Similar connections exist between the other Core Theme indicators and Committee members.

Third, while the emphasis on assessing student learning in academic areas remains an essential component of the accreditation process, that assessment cannot remain isolated from other aspects of the student experience. Consequently, the Division of Student Development has undertaken a significant expansion of its assessment efforts. Framed by the concept of "Transforming Together," Student Development has established four mission-driven guiding principles that will shape programs and interactions with students: 1. Finding Purpose; 2. Developing Resilience; 3. Cultivating Intercultural Competence; and 4. Promoting Well-Being and Healthy Living. Several concrete steps have followed. An Assessment Committee was formed consisting of the following members: The Assistant Vice President of Career and Professional Development, the Assistant Dean of Student Involvement and Leadership, the Assistant Dean of Student Well-Being and Healthy Living, and the Director of Parent and Family Relations. These positions encompass a wide area within Student Development and are able to address multiple levels of assessment. In addition, Student Development has linked specific programs directly to relevant Core Theme indicators and identified the types of assessment data that will be collected. Finally, Student Development has initiated the Student Development Signature Assessment Project. The project has three elements. First, undertake an assessment audit to address barriers to assessment and to develop resources to support assessment. Second, identify a program or initiative that addresses one of the Core Themes. Third, create an assessment plan that establishes desired outcomes, lists methods of assessment, and offers an opportunity for reflection and improvement.

Fourth, assessment of Gonzaga's new Core curriculum will give a more direct and in-depth look at how our undergraduate students from across the University are meeting University wide learning outcomes. This broad-based approach will give greater consistency to the assessment of student learning and will provide a more concentrated analysis of our students as a whole.

# Assessment Plan and Results

*Biology 2015-2016*



## Academic Assessment (A&S) - Biology

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**Mission Statement:** The Biology Department seeks to develop in all students an appreciation for science as a way of knowing—a formalized method of asking questions and evaluating answers about natural patterns and processes. Science is an intellectual enterprise based on logic and evidence. Our classes help students learn to evaluate both of these components critically and apply them effectively.

An understanding of science is best developed by practicing science. Our classes provide opportunities for students to ask questions, formulate hypotheses, design observations and experiments, collect and analyze data, draw logical conclusions, and explain and defend those conclusions to others.

We believe that students should see the relevance of science in general, and biology in particular, to their daily lives. Subject matter and activities in biology courses should help students understand global, national, regional, and local issues, and assist them in formulating and expressing informed opinions on those issues. With this knowledge, students should be able to make connections between the understanding they are gaining in their science classes and the understanding they acquire in other classes and in their personal experiences.

Our goal for biology majors (and others seeking depth in the field) is that they become proficient in both the analysis and the generation of biological knowledge. To do so, they must not only master fundamental biological principles, but also apply those principles to new questions or systems. Our courses provide students with the most current understanding of the biological world, the historical context for that understanding, and an appreciation for the experimental and theoretical evidence supporting it.

Research is the process by which new knowledge is generated and evaluated. As a result, research plays a central role in the educational experience of our students. We strive to have independent, open-ended investigations be a critical part of the curriculum at all levels. Whenever possible, research projects in classes connect to current faculty research, allowing students to see a broader context for the specific questions they are asking. Faculty members in the department actively seek external funding that will increase student research opportunities, through the support of faculty research, student stipends or supply money, or the acquisition of research equipment.

A central part of generating new knowledge is communicating that knowledge to a wider audience. Our courses provide students experience in evaluating many different sources of scientific information, including the popular press as well as primary and secondary research articles. We develop students' expertise in presenting research results, both orally and in writing, in a style suitable for a scientific conference or journal. Students are also expected to describe and interpret scientific information for a non-scientific audience. Through writing, teaching, or other outreach activities, we encourage biology majors to gain experience explaining biology to others. Graduates of the program should be skilled at helping scientists and non-scientists alike understand what we know about the natural world, and the process by which we have come to know it.

**How does your Unit support the University Mission?:** We seek to cultivate leaders in science whose work serves others locally and globally. We challenge our students to be excellent and to see how the questions they are asking in science relate to other ways of knowing about the world and other disciplines. Our pedagogical approach requires engagement and active participation in the classroom, in teaching labs, in research labs and through community outreach efforts such as Science in Action!. Our students develop strong critical thinking and analytical skills that encompass scientific as well as ethical questions - not only what we can do but what we should or should not do with scientific information and technology. Scientists are inherently creative and innovative and can develop solutions to some of the most difficult challenges faced by society - poverty, social justice, and care for the planet. We provide opportunities for our students to not only learn about these challenges but to work on finding solutions to these challenges through research, faculty-led study abroad programs in Zambia and Ecuador, and at home through community outreach programs. We are also actively recruiting students from diverse backgrounds and supporting their desire to pursue STEM fields through our Science Scholars and mentoring programs.

**Assessment Personnel:** Mia Bertagnolli (x6687)  
**Assessment Personnel Email(s):** bertagnolli@gonzaga.edu

## Learning Outcome: DEVELOP LEADERS IN SCIENCE

Students will develop a deep understanding of science and how it relates to societal challenges so that they can become leaders in science and their communities.

**Outcome Status:** Active

**Planned Assessment Year:** 2012 - 2013, 2015 - 2016

**Date Created:** 09/03/2013

### Assessment Method

**Survey** - Students participating in the Science in Action! program were asked to complete a questionnaire at the beginning of the semester in which they participated in the program and again at the end. The questionnaire was developed with the help of Dr. Ed Vacha, who also analyzed the results and provided us with an evaluation report as well as an executive summary. These documents are attached. (Active)

**Desired Results:** Enhance student appreciation of and understanding of the process of science.

Provide students with the opportunity to develop teaching and leadership skills by working with younger students on science projects in K-12 classrooms.

**Notes:** Our department will continue to build on the success of the Science in Action! program, which seems to be resulting in our desired outcomes. Having more students participate in this program is a goal, but there are significant space and logistical issues that must be addressed for this to happen.

**Supporting Documents:**

[GU Student Survey PRETEST.pdf](#)

[GU Student Survey4 Posttest.pdf](#)

**Survey** - Pre- and post-surveys are administered to students who participate in research, science outreach and our Science Scholars program. (Active)

**Desired Results:** We hope to see ongoing support for undergraduate research opportunities despite the fact that our HHMI grant is ending. We hope to see increases in the retention of students from diverse backgrounds majoring in Biology. We hope to see more students become motivated to pursue outreach and/or science education opportunities.

**Notes:** We need to add the survey data collected for the 2015-2016 academic year, which is still under review. Attached will be the most recent HHMI report - the 2015-2016 report will be submitted in October, 2016.

**Supporting Documents:**

[HHMI\\_APR\\_2014\\_15 \(2\).pdf](#)

### Results/Analysis

**Result Year:** 2015 - 2016

08/02/2016

**Result Type:** Desired Results Not Determined Yet

This section will be completed once the data is analyzed for Science in Action! and the HHMI report this fall. The attached information from a previous HHMI report notes our work toward improving the Science Scholars program to increase the number and retention of students from diverse backgrounds. The structure of the program was specifically evaluated and it was determined that changes needed to be made to when students are recruited (no longer as entering freshmen) and how many students can participate in the program (more students now).

### Actions Planned/Taken

**Action Planned/Taken:** For Science Scholars, we have revamped the application process and the timing of the application. (08/02/2016)

## Learning Outcome: KNOWLEDGE OF MAJOR BIOLOGICAL AREAS

Students will demonstrate a broad, comprehensive knowledge of the main areas of biology (including evolution, diversity, ecology, cell biology, and genetics) and the ability to apply this knowledge to address new questions.

**Outcome Status:** Active

**Planned Assessment Year:** 2011 - 2012, 2015 - 2016

**Date Created:** 04/18/2016

## Academic Assessment (A&S) - Biology

**Course Assignment/Project** - The new prerequisite for all upper division biology electives is a C- or better in all required 100 and 200 level introductory Biology courses and labs. (Active)

**Desired Results:** For the past 15 years, Biology majors have been required to take 4 core classes that cover these main areas (BIOL 101, 102, 201, 202) and to obtain an overall cumulative GPA of 2.0 or better in these as well as required chemistry courses. In light of our goals and assessment of these courses individually and also as a core sequence over the past 15 years, we have developed a new curriculum, which has been approved and will be phased in beginning fall, 2012.

**Standardized Test** - a) The Major Field Test examines competency in these areas in biology and is given to all graduating biology majors (> 20th percentile = passing).

b) Evaluation of GRE, MCAT, Vet, DAT results. (Active)

**Desired Results:** In the 2011-2012 academic year, 21.3% of our seniors ranked above the 95th %tile nationwide on the MFT. Median score was above the 83rd %tile.

MCAT scores were again strong for spring, 2012. We have data for 35 GU students who took the exam between Jan. and Aug. 7, 2012. Average scores were 9.5 (Biological Sciences), 9.6 (Physical Sciences) and 9.8 (Verbal Reasoning) with total scores averaging 28.9. These are significantly above the national averages of 8.9, 8.5, 7.9 and 25.3, respectively.

### Results/Analysis

**Result Year:** 2015 - 2016

08/01/2016

**Result Type:** Desired Results Met

The Biology Major Field Test was taken by 61 graduating seniors enrolled in BIOL 499 during the spring semester to compare their scores to those of students in previous years. The MFT was not administered for several years as we transitioned from our former series of 4 introductory courses to our current series of 5 introductory courses and removed studying for the MFT from the work students did in BIOL 499. The mean score was 161 (possible scores range from 120-200). Students scores were comparable to those seen previously even though students took the exam early in the semester without being given time to study specifically for the exam. Data has not been released yet by the testing service to determine how our students ranked nationally, but these data can be added to this report once it is available. Overall the results we have for the MFT in the spring of 2016 demonstrates that the majority of graduating Biology majors have a broad, comprehensive knowledge of the main areas of biology.

**Supporting Documents:**

[Cumulative Biology MFT \(2\).xls](#)

### Actions Planned/Taken

**Action Planned/Taken:** We plan to continue to administer the Biology Major Field Test this coming year to Biology majors enrolled in BIOL 499 - both fall and spring semester - and compare their results to those from spring 2016 and previous years. While the exam was particularly useful prior to the change in our curriculum in pointing out the need to include physiology in the introductory courses, which we did with our curriculum revision four years ago, we are questioning how much more we can learn from this particular assessment tool and will continue to look for other resources that might allow us to get more specific information about the knowledge of our majors. (08/01/2016)

**Survey** - a) An exit survey is given to all graduating seniors (in BIOL 499) to assess the effectiveness of the core sequence of classes in terms of the student learning outcomes listed above. Results are used to evaluate and modify our curriculum.

b) Alums will be surveyed 5 years after graduation. Sample questions: Are you one of the people the world needs most? Current position? How get there? Degree useful in chosen path? What change in Bio curriculum? What remember from Bio curriculum? Specific questions about critical thinking skills, content, etc. (Active)

**Desired Results:** Alum surveys are still in the planning stage



## Appendix C: MBA Assessment Report 2015-2016

### Academic Assessment (SBA) - Business Administration (M.B.A.)

**Mission Statement:** We develop professionally competent and intellectually curious graduates who exemplify the humanistic, ethical, and moral values of a Jesuit institution. We provide a challenging and supportive learning environment, with quality students and faculty marking our excellence. As part of a global environment, we promote relationships with regional, national, and international business and scholarly communities.

GRADUATE SCHOOL OF BUSINESS MISSION STATEMENT:

**How does your Unit support the University Mission?:** The SBA supports the mission of the university through work that draws on five primary themes drawn from Jesuit pedagogy: faith/spirituality, service/service learning, justice/social responsibility, business/professional ethics, and personal identity. These themes are present in everything we do from teaching and advising our students, to revising knowledge through our research, to our service and engagement with our communities.

**Assessment Personnel:** Annie Voy, Maureen Duclos, Chris Stevens, Dorothy Greenamyre

**Assessment Personnel Email(s):** voy@gonzaga.edu, duclos@gonzaga.edu, stevens@gonzaga.edu, greenamyre@gonzaga.edu

| Learning Outcomes  | Assessment Method  | Results/Analysis  |
|--|--|---|
| <p><b>G1.E</b> - Explain and apply pertaining frameworks or models to make informed decisions regarding the management and use of information technology.</p> <p><b>Outcome Status:</b> Active<br/><b>Planned Assessment Year:</b> 2013 - 2014</p> | <p><b>Course Assignment/Project -</b><br/>Students in MBUS 626 (Information Systems Theory and Practice) will complete a final case analysis with four required questions.</p> <p><b>Desired Results:</b> 70% of students will perform at the "acceptable" level or better based on the rubric developed by the MIS faculty.</p> | <p><b>Result Year:</b> 2015 - 2016</p> <p><b>Result Type:</b> Desired Results Not Met<br/>One section of MBUS 626 with 18 students was taught by professor Chen in fall 2015. Students enrolled in the class were required to conduct an assessment to evaluate if they are able to explain and apply pertaining frameworks or models to make informed decisions regarding the management and use of information technology.</p> <p>A "Lego" mini case included in the mid-term exam was used to assess the desired goal (Goal 1). The result showed that anticipated performance level of 80% was met in traits one and three. Whereas, a moderately unsatisfactory level outcome was found in trait two.</p> <p><b>Semester:</b> Fall</p> <p><b>Supporting Documents:</b><br/><a href="#">2a. Rubric (3 traits) - MBUS 626 IS Theory and Practice (Goal</a></p> <p><b>Action Planned/Taken:</b> Several constraints have been identified with the assessment conducted in Fall 2015 that is related to a moderately unsatisfactory level (i.e., trait two) outcome.</p> <p>a. There were so many models and strategies introduced in the semester. Furthermore, two questions were included in trait two. If students did not prepare well, they were unable to identify appropriate framework/model in the assigned case.</p> <p>b. Students are not explained with the detailed process of assessment. The rubric</p> |

should be explained to students at the time the assignment was given.

Regarding corrective action, the MIS faculty will meet in fall 2016 and review the assignment, the results and rubric of the assessment. We will then decide what course of action or other type of assignment would be more appropriate for this objective. (08/10/2016)

[1\) revised.docx](#)

[3a. AoL Assessment Report-Goal 1.E \(mbus626 Fall 2015\).docx](#)

[4. MBUS626-AoL-G1&G3\(f15\).xlsx](#)

[Review document Goal G1.E.docx](#)

**G1.G** - Students should possess an understanding of managerial accounting concepts and be able to demonstrate managerial accounting techniques, especially as these relate to decision making. Specific techniques include cost allocation, cost behavior modeling, cost-volume-profit and differential cost analysis, budgeting, and variance analysis.

**Exam** - MBUS 628 (Managerial Accounting)  
Midterm take-home exam, in-class exam, and a final in-class exam (multiple choice, essay, and work-out problems)

**Desired Results:** 75% or greater of students should attain 70% or better of the points possible in each test.

**Result Year:** 2015 - 2016

**Result Type:** Desired Results Not Met

Twenty-seven students participated in this period's assessment. The anticipated results were not met for G1.G, although, with a slightly lower threshold (65% instead of 70% of points possible), the results were met. The individual objectives (from prior assessments) were computed for comparison purposes. The objective was met for learning objective "o"; however, the anticipated results were not met for the remaining three objectives and the percentages dropped for all three compared to 2012. All of these results can be explained, in part, by significantly increased rigor in the grading of the instruments and differences in sample size and individual academic success between the 2012 and 2015 cohorts of students. (08/10/2016)

**Action Planned/Taken:** Twenty-seven students participated in this period's assessment. The anticipated results were not met for G1.G, although, with a slightly lower threshold (65% instead of 70% of points possible), the results were met. The individual objectives (from prior assessments) were computed for comparison purposes. The objective was met for learning objective "o"; however, the anticipated results were not met for the remaining three objectives and the percentages dropped for all three compared to 2012. All of these results can be explained, in part, by significantly increased rigor in the grading of the instruments and differences in sample size and individual academic success between the 2012 and 2015 cohorts of students. (08/10/2016)

**Outcome Status:** Active

**Date Created:** 07/31/2013

**Semester:** Spring

**Instructor:** Law

**Supporting Documents:**

[Assessment Report -- ACCT628 SP2015](#)

[MBUS Spring 2015 Assessment modified.xlsx](#)

[MBUS Spring 2015 Assessment.xlsx](#)

[objectives and rubrik for MBUS 628.docx](#)

[Review document.docx](#)

| Learning Outcomes  | Assessment Method  | Results/Analysis   |  |
|--|--|--|--|
| <p><b>G2.A</b> - To appreciate the fact that business is an inherently normative activity aimed at promoting the common good.</p> <p><b>Outcome Status:</b> Active<br/><b>Planned Assessment Year:</b> 2008 - 2009, 2011 - 2012</p>  | <p><b>Course Assignment/Project</b> - MBUS 614 (Business Ethics)<br/>Case study involving product safety. Students were to organize their papers around five traits as part of the assessment rubric.</p> <p><b>Desired Results:</b> At least 80% of students will achieve a score of "meets expectations" or "exceeds expectations" as designated by the assessment rubric.</p> | <p><b>Result Year:</b> 2015 - 2016<br/><b>Result Type:</b> Desired Results Met<br/>Thirteen student papers were sampled (class size of 28).</p> <p>The only area where anticipated results were not met was trait #2. Given the sample size, if one more sampled case study had scored 1.5 or higher on this trait, performance expectations would have been met for this trait as well. I am more confident that the course is on the right track for this trait, as well as performance regarding the other traits as noticeable improvement was made regarding the remaining traits since the last assessment in</p> <p><b>Semester:</b> Spring<br/><b>Instructor:</b> Steverson<br/><b>Supporting Documents:</b><br/><a href="#">Assessment Report G2.1-4 MBUS 614 Spring MBUS 614 Assessment Data Spring 2015.doc</a><br/><a href="#">MBUS 614 Long Case Study Instructions.docx</a><br/><a href="#">Natural Cereals Case (Marketing).pdf</a><br/><a href="#">Propmore Case (Harassment).pdf</a><br/><a href="#">Review document.docx</a><br/><a href="#">Rubric - MBUS 614 Business Ethics.doc</a></p> | <p><b>Action Planned/Taken:</b> Continue to work on students' ability to articulate ethical frameworks. (08/10/2016)</p> |
| <p><b>G2.B</b> - To be better able to identify and appreciate the significance of ethical issues and concerns that can arise in business settings involving finance, management operations, and marketing.</p> <p><b>Outcome Status:</b> Active<br/><b>Planned Assessment Year:</b> 2008 - 2009, 2009 - 2010, 2011 - 2012, 2012 - 2013</p> | <p><b>Course Assignment/Project</b> - MBUS 614 (Business Ethics)<br/>Case study involving product safety. Students were to organize their papers around five traits as part of the assessment rubric.</p> <p><b>Desired Results:</b> At least 80% of students will achieve a score of "meets expectations" or "exceeds expectations" as designated by the assessment rubric.</p> | <p><b>Result Year:</b> 2015 - 2016<br/><b>Result Type:</b> Desired Results Met<br/>Thirteen student papers were sampled (class size of 28).</p> <p>The only area where anticipated results were not met was trait #2. Given the sample size, if one more sampled case study had scored 1.5 or higher on this trait, performance expectations would have been met for this trait as well. I am more confident that the course is on the right track for this trait, as well as performance regarding the other traits as noticeable improvement was made regarding the remaining traits since the last assessment in</p> <p><b>Semester:</b> Spring<br/><b>Instructor:</b> Steverson<br/><b>Supporting Documents:</b></p>   | <p><b>Action Planned/Taken:</b> Continue to work on students' ability to articulate ethical frameworks. (08/10/2016)</p> |

[Assessment Report G2.1-4 MBUS 614 Spring 2015.docx](#)

[MBUS 614 Assessment Data Spring 2015.doc](#)

[MBUS 614 Long Case Study Instructions.docx](#)

[Natural Cereals Case \(Marketing\).pdf](#)

[Propmore Case \(Harassment\).pdf](#)

[Review document.docx](#)

[Rubric - MBUS 614 Business Ethics.doc](#)

**G2.C** - To understand and be able to critically integrate relevant ethical perspectives and principles into their own considerations of business decision-making.

**Outcome Status:** Active

**Planned Assessment Year:** 2008 - 2009, 2011 - 2012

**Course Assignment/Project** - MBUS 614 (Business Ethics)  
Case study involving product safety. Students were to organize their papers around five traits as part of the assessment rubric.

**Desired Results:** At least 80% of students will achieve a score of "meets expectations" or "exceeds expectations" as designated by the assessment rubric.

**Result Year:** 2015 - 2016

**Result Type:** Desired Results Met

Thirteen student papers were sampled (class size of 28).

The only area where anticipated results were not met was trait #2. Given the sample size, if one more sampled case study had scored 1.5 or higher on this trait, performance expectations would have been met for this trait as well. I am more confident that the course is on the right track for this trait, as well as performance regarding the other traits as noticeable improvement was made regarding the remaining traits since the last assessment in Spring 2014.

**Semester:** Spring

**Instructor:** Steverson

**Supporting Documents:**

[Assessment Report G2.1-4 MBUS 614 Spring 2015.docx](#)

[MBUS 614 Assessment Data Spring 2015.doc](#)

[MBUS 614 Long Case Study Instructions.docx](#)

[Natural Cereals Case \(Marketing\).pdf](#)

[Propmore Case \(Harassment\).pdf](#)

[Review document.docx](#)

[Rubric - MBUS 614 Business Ethics.doc](#)

**Action Planned/Taken:** Continue to work on students' ability to articulate ethical frameworks. (08/10/2016)

**G2.D** - To begin building a value-laden mindset and character which permeates their "business lives" and careers.

**Outcome Status:** Active

**Planned Assessment Year:** 2008 - 2009, 2011 - 2012

**Exam** - In their final paper for the course, students were required to write on a case study involving performance appraisal procedures (see attached case studies). The students were instructed to organize their papers around the five traits which are part of the assessment

**Result Year:** 2015 - 2016

**Result Type:** Desired Results Met

Thirteen student papers were sampled (class size of 28).

The only area where anticipated results were not met was trait #2. Given the sample size, if one more sampled case study had scored 1.5 or higher on this trait, performance

**Action Planned/Taken:** Continue to work on students' ability to articulate ethical frameworks. (08/10/2016)

| Learning Outcomes   | Assessment Method   | Results/Analysis  |   |
|---|---|---|---|
| <p><b>assessing):</b> 12/31/2012</p>  | <p>rubric (see attached scoring rubric). Since this course is dedicated to learning centered on this goal, it is an appropriate course in which to assess the goal.</p> <p><b>Desired Results:</b> 75% of sampled students met or exceeded average of 1.5 for assessed traits except for trait #2</p>   | <p>expectations would have been met for this trait as well. I am more confident that the course is on the right track for this trait, as well as performance regarding the other traits as noticeable improvement was made regarding the remaining traits since the last assessment in Spring 2014.<br/>(08/10/2016)</p> <p><b>Semester:</b> Spring<br/><b>Instructor:</b> Steverson<br/><b>Supporting Documents:</b><br/><a href="#">Assessment Report G2.1-4 MBUS 614 Spring MBUS 614 Assessment Data Spring 2015.doc</a><br/><a href="#">MBUS 614 Long Case Study Instructions.docx</a><br/><a href="#">Natural Cereals Case (Marketing).pdf</a><br/><a href="#">Propmore Case (Harassment).pdf</a><br/><a href="#">Review document.docx</a><br/><a href="#">Rubric - MBUS 614 Business Ethics.doc</a></p>   |   |
| <p><b>G3.C</b> - Students will be able to identify and evaluate relevant alternatives and recommend appropriate solutions in a complex business case scenario.</p> <p><b>Outcome Status:</b> Active<br/><b>Date Created:</b> 07/31/2013</p> | <p><b>Capstone Assignment/Project</b> - Course requirements include a semester long case study analysis on a company of the student's choice. Research is completed throughout the semester, culminating in a written report that synthesizes the analytical research and leads to the creation of appropriate and implementable recommendations to address case-specific opportunities and threats.</p> <p>Students' ability to identify and evaluate relevant alternatives were assessed according to the attached grading sheet, sections I-IV. Student scores in sections I-IV were based on completeness and thoroughness of the analysis for each topic.</p> <p>Students' ability to recommend appropriate solutions in a complex</p> | <p><b>Result Year:</b> 2015 - 2016<br/><b>Result Type:</b> Desired Results Met</p> <ol style="list-style-type: none"> <li>1. Sample size = 13</li> <li>2. 92% of students met the expectation of achieving above 90% on the final project. The final project consists of strategic analysis followed by recommendation of appropriate solutions</li> <li>3. 8% of students did not meet expectations. Although analysis is generally strong, some students lack of the conviction to create dedicated solutions for case-specific opportunities and threats.<br/>(08/10/2016)</li> </ol> <p><b>Semester:</b> Fall<br/><b>Instructor:</b> Stewart<br/><b>Supporting Documents:</b><br/><a href="#">AoL Assessment Report Fall 2015 G3.C.docx</a><br/><a href="#">Case Study and Final Project Grading Sheet.doc</a><br/><a href="#">Review document.docx</a></p> | <p><b>Action Planned/Taken:</b> In general, our graduate students are doing well in learning theoretical concepts. They understand theory and can apply frameworks to analyze problems. However, it would be desirable to increase their confidence in recommending solutions to those problems. Our undergraduate business students can also analyze problems well. In order for our graduate students to differentiate themselves, we should encourage activities and behaviors that prepare them to make complex decisions under uncertainty.<br/>(08/10/2016)</p> |

business case scenario was assessed according to the attached grading sheet, section V. Student scores in section V were based on specificity down to the functional-level, identification of implementation issues, and analysis of whether the recommended solution could lead to sustainable competitive advantage.

**Desired Results:** The desired benchmark was 90% percent of students achieving a minimum score of 90% or above on the final project.

**G3.D** - Demonstrate the capability of enhancing interpersonal relationships within an organization.

**Outcome Status:** Active

**Planned Assessment Year:** 2012 - 2013, 2013 - 2014

**Date Created:** 07/31/2013

**Exam** - Twenty-five multiple choice questions given to test knowledge of principles of supportive communication. In addition, they were required to analyze a case where they needed to apply the 8 principles of supportive communication and categorize a series of statements made by the manager & employee as well as provide some rationale as to whether the principles were applied or violated. Students were also required to apply the principles in developing a solution to the dilemma faced by the manager in dealing with a problem employee.

**Desired Results:** That students would be able to understand, recognize and apply the 8 principles of supportive communication in effectively managing employees

**Result Year:** 2015 - 2016

**Result Type:** Desired Results Met

Summary of results:

1. Sample size = 29 students
2. Percent of students meeting expectations of a score of 8/12 for each goal = 75% interpersonal relations; 24% managing diversity. I am not concerned about the diversity goal percentage not being met given the information explained above.
3. Specific listing of areas of concern = my assessment tool and measurement. See below for comments.  
(08/10/2016)

**Semester:** Fall

**Supporting Documents:**

[AoL Assessment Report Fall 2015 G3.D and G4.B Bull Schaefer.docx](#)

[G3.D & G4.B review F15.docx](#)

[G3D and G4B AOL Fall 2015 rubric and scores MBUS 612 Reflection Papers Bull Schaefer.xlsx](#)

[samples 1 of 2.pdf](#)

[samples 2 of 2.pdf](#)

**Action Planned/Taken:** This was the second time I had the opportunity to teach MBUS 612 since coming to Gonzaga in 2010. The course is normally taught by David Elloy, but he is on sabbatical. I would be honored to get to teach these students this subject matter again in the future, and so I hope to use this AOL experience to inform my next opportunity to track student development toward objective attainment.

I assessed two goals with the same instrument. Honestly, I had assigned the paper used as the assessment tool before learning that I would be assessing any goals this semester. I did not think about AOL before planning the course, and I need to do better to remind all of the MGMT professors to keep AOL objectives in mind at all times, no matter

what courses we teach. That being said, I am leading the MGMT group to review and discuss our AOL goals and objectives to see if we want to make modifications and how we can be more proactive rather than reactive in the AOL process. One suggestion I will make to my group is to assess all MBA graduates immediately before graduation. It seems like we could have a standard exit exam where students can demonstrate their collective knowledge. I will bring that suggestion up in our next meeting. In the meantime, I will also explore other ways to assess these two goals separately and more deliberately next time.

Overall, I was pleased with these 29 students. There were three of the 29 that I felt did minimum work and did not choose to develop during the semester. Those three were my "youngest" students (closest to undergrad, and one athlete finishing up his/her final year of eligibility). The other students had more work experience and seemed interested in change.  
(08/10/2016)

**G3.E** - Plan and control the development of IT projects.  
**Outcome Status:** Active  
**Planned Assessment Year:** 2008 - 2009, 2011 - 2012, 2013 - 2014

**Course Assignment/Project** - MBUS 626 (Information Systems Theory and Practice)  
Case analysis

**Result Year:** 2015 - 2016

**Result Type:** Desired Results Met

One section of MBUS 626 with 18 students was taught by professor Chen in fall 2015. Students enrolled in the class were required to conduct an assessment to evaluate if they are able to identify issues relevant to major elements of

**Action Planned/Taken:** Several constraints have been identified with the assessment conducted in fall 2015 that is related to a moderately satisfactory level (i.e., trait three) outcome.

**Desired Results:** 70% of students will

## Learning Outcomes

## Assessment Method

## Results/Analysis

perform at the "acceptable" level or better based on the rubric developed by the MIS faculty.

project and apply proper project management tools and techniques to address those issues.

A mini case ("Dealing with Traffic Jams in London") included in the take-home final was used to assess the desired goal (Goal 3). The result showed that anticipated performance level of 80% was met in all three traits. (08/10/2016)

**Semester:** Fall

**Instructor:** Chen

**Supporting Documents:**

[2b. Rubric \(3 traits\) - MBUS 626 IS Theory and Practice \(Goal 3\) revised.docx](#)

[3b. AoL Assessment Report-Goal 3 \(mbus626 Fall 2015\).docx](#)

[4. MBUS626-AoL-G1&G3\(f15\).xlsx](#)

[Review document Goal G3.E.docx](#)

**G4.B** - Be able to effectively manage diversity.

**Outcome Status:** Active

**Planned Assessment Year:** 2010 - 2011, 2013 - 2014

**Exam** - MBUS 612 (Management Skills Development)  
Multiple choice exam and case analysis.

**Desired Results:** Students should be able to understand the dimensions of diversity, recognize the barriers to managing diversity and propose strategies for overcoming those barriers.

**Result Year:** 2015 - 2016

**Result Type:** Desired Results Not Met

Summary of results:

1. Sample size = 29 students
2. Percent of students meeting expectations of a score of 8/12 for each goal = 75% interpersonal relations; 24% managing diversity. I am not concerned about the diversity goal percentage not being met given the information explained above.
3. Specific listing of areas of concern = my assessment tool and measurement. See below for

**Action Planned/Taken:** This was the second time I had the opportunity to teach MBUS 612 since coming to Gonzaga in 2010. The course is normally taught by David Elloy, but he is on sabbatical. I would be honored to get to teach these students this subject matter again in the future, and so I hope to use this AOL experience to inform my next opportunity to track student development toward objective attainment.

I assessed two goals with the same instrument. Honestly, I had assigned the paper used as the assessment tool before learning that I would be assessing any goals this semester. I did not think about AOL before planning the course, and I need to do better to remind all of the MGMT professors to keep AOL objectives in mind at all times, no matter what courses we teach. That being said, I am leading the MGMT group to review and discuss our AOL goals and objectives to see if we want to make modifications and how we can be more proactive rather than reactive in the AOL process.

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comments.  
(08/10/2016)

**Semester:** Fall

**Instructor:** Bull Schaefer

**Supporting Documents:**

[AoL Assessment Report Fall 2015 G3.D and G4.B Bull Schaefer.docx](#)

[G3.D & G4.B review F15.docx](#)

[G3D and G4B AOL Fall 2015 rubric and scores MBUS 612 Reflection Papers Bull Schaefer.xlsx](#)

[samples 1 of 2.pdf](#)

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**Appendix D: Core Theme Review Committee**

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**Dr. Josh Armstrong**, Director Comprehensive Leadership Program

**Molly Ayers**, Director Center for Community Engagement and Service Learning

**Dr. Jeff Dodd**, Director Center for Teaching and Advising

**Kari Elgee-Sanders**, Talent Acquisition Specialist Human Resources

**Dr. Brian Henning**, Faculty Fellow for Sustainability

**Katie Herzog**, Director Payne Center for Leadership

**Dr. Molly Kretchmar-Hendricks**, Core Director

**Dr. Ron Large**, Associate Academic Vice President and ALO

**Dr. Patrick McCormick**, Faculty Director of Assessment

**Dr. Ray Rast**, College of Arts and Sciences Internship Director

**Jim Simon**, Director of Sustainability

**Michelle Wheatley**, Director of Campus Ministry

**Jon Wheeler**, Director of Residence Life

**Jill Yashinsky-Wortman**, Director Center for Cura Personalis

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## Appendix E: Gonzaga University: Core Theme Summary

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- Core Theme 1:** Academic Excellence  
**Core Theme 2:** Enriched Campus Community  
**Core Theme 3:** Engaged Local and Global Relationships

### Core Theme 1: Academic Excellence

#### Description

The objectives of core theme 1 are central to the education we seek to provide at Gonzaga. Referencing student learning in conjunction with faculty teaching and scholarship, these three academic activities reflect the interdependent nature of Gonzaga's vision of higher education. The objectives are deeply intertwined and dependent upon each other. Academic excellence at Gonzaga is rooted in Jesuit pedagogy, informed by the humanistic tradition of inquiry, shaped by Catholic social teaching, and engaged with standards of excellence across the disciplines and professions. These goals address our intention to inculcate in our students a habitual and reflective engagement with our tradition; to seek the formation of the whole student, academically and personally; to enable students to recognize the value of differences in traditions and cultures; and to challenge our students to seek a more just global community. Jesuit pedagogy exposes students to knowledge, gives them opportunity for practice, asks them to reflect on and apply that knowledge, and ensures its integration into and with other knowledge. Jesuit pedagogy begins and ends with quality of disciplinary material and instruction; it relies on academic excellence. Thus, Gonzaga commits itself to this principle in core theme one and seeks to implement it in hiring practices, promotion and tenure expectations, admission standards and student learning outcomes.

The overall objective of this core theme is an integrated and measurable learning experience that leads from universal requirements to specialized work in academic majors and graduate programs, adding up to a Gonzaga education that is intentional, distinctive and permeated by our central values. Our fundamental academic goal is to provide students with the knowledge base, skill set, and dispositions to succeed in their chosen fields. We will rely on a variety of direct and indirect measures to assess our success in achieving this goal.

Academic excellence by necessity also implies exemplary teaching and scholarship. Faculty are also learners. The faculty's continuing scholarship enables them to engage students with new ideas and new approaches to their disciplines. Faculty development as teachers and scholars throughout their careers allows student learning to flourish. The intersection of teaching, learning, and scholarship shapes the objectives of Core Theme 1.

## Objectives

**Core Theme 1 — Objective 1: Provide a challenging academic experience**

### Indicators of Achievement

1. Students demonstrate mastery of the knowledge, skills and values identified in the learning objectives for the university core
2. Students achieve the learning outcomes for their chosen major or professional degree program

### Rationale

Gonzaga's Baccalaureate Goals anchor the indicators for Objective 1. The Goals express the effort to translate and apply mission values more directly into our students' educational experience. The Goals' emphasis on 1) liberal humanistic learning, 2) intellectual and practical skills, 3) habits of heart and mind, and 4) a thoughtful evolving spirituality find a formal context within the University Core learning objectives of:

1. Basic literacy in and application of discipline-specific questions, concepts, and methods in rhetoric, literature, mathematics, religious studies/theology, and philosophy
2. The ability to communicate effectively in oral and written form
3. The ability to read and think critically
4. The ability to reason ethically

The fundamental essence of Gonzaga students' education is the acquisition of the knowledge, skills, and values that represent a liberal arts education expressed by the University core curriculum and the successful completion of the requirements for their chosen major or program. These two pillars serve as the foundation for a challenging academic experience. The learning objectives for the current University Core give concrete expression to the Baccalaureate Goals.

Student learning outcomes associated with a student's major or professional degree program represent an additional connection to the Baccalaureate Learning Goals. The knowledge and skills that students acquire from their major or program are inseparable from any measure that attempts to define student learning. In addition to the University Core assessment, each academic unit has developed assessment plans for their respective majors. Verifiable indicators exist as assessment plans have been further defined by the development of learning outcomes, methods of assessment, and descriptions of desired results or benchmarks that delineate a level of acceptable performance. Many academic units have developed rubrics to assist in the assessment process.

**Core Theme 1 — Objective 2:      Create and Sustain Post-Baccalaureate Programs that advance professional excellence**

**Indicators of Achievement**

1. Students achieve the learning outcomes for their chosen program

**Rationale**

No less so than for undergraduates, graduate students' achievement of learning objectives is crucial to their success. Programs that offer graduate degrees also have developed learning outcomes to determine student achievement. While the outcomes vary from program to program, all are calculated to express assessable and meaningful levels of achievement for graduate students. Methods of assessment and desired results frame the assessment plans for graduate programs.

**Core Theme 1 — Objective 3:      Students integrate disciplinary knowledge, methods, and practice and bring them to bear on significant issues by participating in high impact educational practices**

**Indicators of Achievement**

1. Students participate in faculty-student research that addresses real world problems
2. Students participate in internships that provide real world experience
3. Students participate in a senior culminating experience

**Rationale**

Student participation in high impact educational practices such as faculty-student research, internships, and a culminating education experience establishes a culture of academic excellence for both students and faculty. These indicators address the reality that learning occurs in multiple contexts in which students move beyond the classroom. If students are to address local and global issues, they must have the opportunity to apply, extend, and synthesize what they have learned through research, internships, and integrative learning experiences. From this rationale, Gonzaga has purposefully worked to increase opportunities for students in these areas.

**Core Theme 1 — Objective 4: Honor and promote the value of human dignity by learning to understand and appreciate religious and/or cultural differences**

**Indicators of Achievement**

1. Student coursework exhibits understanding and appreciation of differing religious or faith traditions
2. Student coursework exhibits understanding and appreciation of differing cultures
3. Student coursework applies principles of diversity and social justice to issues.

**Rationale**

These indicators explicitly flow from references to human dignity, intercultural competence, and diversity in Gonzaga’s mission statement. As such these indicators directly reflect our mission values. Their rationale flows from this connection. Global reality confronts students with a complex interchange of ideas and views that define different cultures and belief systems. These differences amplify the need for students to understand the multi-faceted nature of global diversity. To this end, courses that involve students in dialogue and communication regarding interreligious/interfaith and intercultural questions are essential for the development of the whole person. The examination of courses and their learning outcomes provides the verifiable data that can show the achievement of these indicators.

**Core Theme 1 — Objective 5: Faculty Develop as Teachers, Scholars & Professionals**

**Indicators of Achievement**

1. Faculty identify their goals for improving as teachers and demonstrate their progress in achieving their goals each year
2. Faculty identify their goals for improving as scholars and professionals in their discipline and demonstrate their progress in achieving their goals each year

**Rationale**

The inescapable and essential connection between teaching and learning provides the rationale for these indicators. In order to prepare students to address important issues and concerns, faculty must consider themselves to be part of a developmental trajectory that extends across their careers. If students as learners are to depend on faculty, then faculty must take seriously their developmental unity as teachers, scholars, and professionals within their disciplines. These indicators express the faculty’s continual efforts to shape that unity throughout their careers. Data available from university and school criteria for reappointment, promotion, and tenure reinforce the value that Gonzaga places on these aspects of faculty life. Faculty annual reports contain the clearest measurable information on these indicators.

## Core Theme 2: Enriched Campus Community

### Description

The second core theme builds on the University's commitment to be an exemplary learning community. Following the academic focus of core theme 1, an additional emphasis also shapes and guides the creation of that community. We need to consider how students, faculty, and staff share in the formational dimensions of all aspects of our institutional life and how these connect to the kind of community we believe in and support. Thus, this core theme refers to the academic, the social, the spiritual and the physical aspects of the Gonzaga experience and the ways in which we seek to carry out our mission. This core theme reflects the degree to which the various elements of this experience are integrated into a whole that responds to and nurtures all members of the Gonzaga community. An enriched campus community emerges from Catholic social teaching about the value of the individual in community and from the tradition of Jesuit education with its consistent emphasis on excellence that, finally, cannot be achieved without a central and abiding interest in the whole person. These two traditions, always intertwined, coalesce into our effort to form holistic persons who will build, repair and sustain healthy and just communities. Our commitment to *cura personalis* is a commitment to being with others in the world, as both Jesuit education and Catholic social teaching seek to form whole persons who are "women and men for others." The objectives for this core theme display specific and direct approaches to developing an enriched campus community.

### Objectives

**Core Theme 2 — Objective 1: Foster Responsibility for Shared Mission**

### Indicators of Achievement

1. The University orients undergraduate and graduate students to the campus community and to Gonzaga's Mission.
2. The University orients new employees to the campus community and Gonzaga's Mission

### Rationale

The rationale for these indicators stems from the clear recognition that orientation for students, as well as for faculty and staff, often serves as the initial point of entry into the Gonzaga community. Consequently orientation programs strive to promote knowledge of and commitment to the mission of the University. This process occurs on many levels for students through events Student Development organizes. Human Resources, the Center for Teaching and Advising, and the Office of University Mission offer orientation sessions for faculty and staff that provide an introduction to the University and its mission. Initial exposure to the ethos of the University community can affect student success and retention along with that of faculty and staff. Measurable data are available for these efforts through surveys and information collected by the Division of Student Development, the Office of Human Resources, and the Center for Teaching and Advising.

**Core Theme 2 — Objective 2: Function as a Caring, Challenging, and Supportive Community**

**Indicators of Achievement**

1. The University creates opportunities for graduate and undergraduate students to build relationships.
2. The University provides extracurricular and co-curricular activities and programs that build community.
3. Students engage in leadership programs.

**Rationale**

Achieving an enriched campus community requires that students move beyond their initial orientation to become more fully integrated into a vibrant campus life. The rationale for these three indicators derives from this awareness. Each of these indicators structures various programs and activities that allow for different levels of student involvement in the University community. In addition to their academic experience, most students connect to the University through their residence situation whether on or off-campus. Extracurricular and co-curricular offerings further establish students' relationships with the University and one another. Building community also includes opportunities for students to participate in leadership programs and to develop their own skills at creating community. Information and data collected by the Division of Student Development makes it possible to measure progress on these indicators.

**Core Theme 2 Objective 3: Promote Formation of Community Members**

**Indicators of Achievement**

1. Provide opportunities for faculty, staff, and administrators to develop their talents and expertise

**Rationale**

Deliberate and close attention to the human capital of the University is essential and forms the rationale for this indicator. We need to create and support work experience for faculty, staff, and administrators that enables them to carry out the mission. Doing so entails the creation of an indicator that reflects an individual's desire for personal development as well as to improve the skills congruent with the expectations of their position at the University. The meaning and usefulness of this indicator derives from this dual focus. Attention is paid to the development of individual expertise and talents. The Office of Human Resources, the Office of University Mission, and the Center for Teaching and Advising employ a variety of strategies and offer a

range of opportunities that promote community among faculty, staff, and administrators. These efforts are assessable and provide meaningful measures of achievement toward acceptable levels of performance.

## **Core Theme 2 — Objective 4: Enhance Environmental Sustainability**

### **Indicators of Achievement**

1. Develop opportunities to include sustainability across the curriculum
2. Increase sustainability related co-curricular programs
3. Expand sustainable practices in University operations

### **Rationale**

The University has committed itself to further environmental sustainability, and has taken concrete steps in support of a campus that is demonstrably more “green” with each passing year. The rationale for the University’s decisions in this regard derives from the American University and College Presidents’ Climate Commitment and, more explicitly for Gonzaga, also reflects the strong commitment made by the recent 35th General Congregation of the Jesuits to respect and nurture the earth, a commitment which exemplifies Gonzaga’s dedication to social justice. The University’s mission statement includes a direct reference to “care for the planet.” This commitment to care was directly expressed in President McCulloh’s signing of the Saint Francis Pledge in October 2013. Thus the commitment to environmental sustainability testifies to a fundamental element of Catholic social teaching. The meaningfulness and usefulness of these indicators lie in their ability to range across multiple levels of environmental action on the campus. The focus on sustainability and the curriculum, co-curricular programs, and operational practices places environmental stewardship within the context of academics, student activities, and University-wide planning. Examining courses and programs provides measurable data for indicators 1 and 2. Indicator 3 can be tied to specific reductions in emissions and environmental certification of construction projects.

## **Core Theme 3: Engaged Local and Global Relationships**

### **Description**

Grounded in our mission statement’s explicit affirmation that Gonzaga University “educates students for lives of leadership and service for the common good,” our third core theme reflects the University’s belief that, at its heart, a fundamental purpose of Jesuit higher education is to facilitate effective interpersonal, communal, and global relationships. Gonzaga sees itself as an educational community in which individuals and their connections and interactions with other individuals must matter. Jesuit education has always centered on *cura personalis* (care of the whole person), understanding that this care supports realizing a commitment to academic excellence in the disciplines and professions in service to the larger concept of community well-being both locally and globally. The interconnections between the University’s second and third core themes reflect the twin commitments contained within Catholic Social Teaching: (1) human dignity realized in community, and (2) the individual person and the common good. The intersection of these two core themes helps to ensure that Jesuit values and Catholic social teaching in the service of a just world are central to the Gonzaga experience.

### **Objectives**

**Core Theme 3 — Objective 1: Encourage and Support Community Engagement**

### **Indicators of Achievement**

1. Students participate in community service and/or service learning opportunities
2. Faculty and staff engage in professional service to the wider community

### **Rationale**

The rationale for these indicators lies in the direct and deliberate reference to service in Gonzaga’s mission and through the injunctions to work for justice found in Catholic Social Teaching. The indicators provide a space for the concrete expressions of service and justice through the actions of students, faculty, and staff. The indicators are meaningful and useful as they provide a direct connection to the basic values of Gonzaga’s mission statement. The Office of Student Development collects measurable data for student community service and service learning. Human Resources gathers information regarding staff service. Faculty submit evidence of professional service, academic citizenship, and community service as part of their annual reports. This information can be used to determine acceptable performance.

## **Core Theme 3 — Objective 2: Foster Global Engagement**

### **Indicators of Achievement**

1. Gonzaga supports international students and faculty coming to our Spokane campus
2. Gonzaga sponsors faculty and students to participate in educational experiences abroad that nurture the development of intercultural knowledge, skills, and attitudes
3. Global issues are included in curricular and co-curricular programs

### **Rationale**

These indicators directly express the mission statement's references to "intercultural competence" and "global engagement." This rationale also finds support in the widely recognized claim that education requires a global perspective. While Gonzaga has long been involved in study abroad opportunities, especially through our Gonzaga-in-Florence program, the University has initiated an effort to organize more efficiently and effectively its global framework through the creation of the Center for Global Engagement (CGE) and the hiring of an Assistant Academic Vice President for Global Engagement. Bringing Study Abroad, the English Language Center, and International Student and Scholar Services together within the CGE provides coordinated administrative and support structures for the College and Schools to pursue meaningful and sustainable infusion of a global perspective into our curricula. These indicators shape the work of the CGE and thus offer a clear focal point for the University's commitment to global engagement and intercultural competence. Assessing these indicators offers useful information regarding the specifics of our efforts to increase global awareness and education. The indicators are measureable through the information the CGE collects regarding international students and faculty, information on Gonzaga students and faculty educational experiences abroad, and from courses designed to further global awareness. Acceptable performance can then be determined through an assessment of the data regarding global engagement.

## Appendix F: Gonzaga University Core Curriculum Overview

*As students of a Catholic, Jesuit, and Humanistic University,*

**How do we educate ourselves to become women and men for a more just and humane global community?**

| Yearly Question   |   | Fundamental Core Courses and Credits       |                                    |                            |                                | Broadening Courses                       | Required Course Designation |                                 |  |
|-------------------|---|--|------------------------------------|----------------------------|--------------------------------|--|-----------------------------|---------------------------------|--|
| Freshman          | Understanding and Creating: How do we pursue knowledge and cultivate understanding? | Writing (WE) (3 cr.)                       | Reasoning (3 cr.)                  | First-Year Seminar (3 cr.) | Communication & Speech (3 cr.) | Scientific Inquiry (2+1 Lab cr.)         | Math (3 cr.)                | Social & Behav. Science (3 cr.) | Writing Enriched (WE) (3 total, 2 unspecified) |
| Sophomore         | Being and Becoming: Who are we and what does it mean to be human?                   | Christianity & Catholic Traditions (3 cr.) | Philosophy of Human Nature (3 cr.) |                            |                                |  |                             | Literature (3 cr.)              | Social Justice (SJ) (1 unspecified)            |
| Junior            | Caring and Doing: What principles characterize a well lived life?                   | World/Comparative Religion (GS) (3 cr.)    | Ethics (3 cr.)                     |                            |                                |  |                             | History (3 cr.)                 | Global Studies (GS) (2 total, 1 unspecified)   |
| Senior            | Imagining the Possible: What is our role in the world?                              | Core Integration Seminar (3 cr.)           |                                    |                            |                                |  |                             | Fine Arts (3 cr.)               |  |
| Total credits: 45 |   | 33 credits in the <i>core</i> of the Core  |                                    |                            |                                | 12 <i>broadening</i> credits in the Core |                             |                                 |  |

# GONZAGA UNIVERSITY **STRATEGIC PLAN**



GONZAGA UNIVERSITY  
**STRATEGIC  
PLAN**

Approved by the Board of Trustees  
July 17, 2015

Revisions Introduced  
June 10 and July 6, 2016

Appendix: Goals Approved by the Board of Trustees  
July 17, 2015

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# INTRODUCTION

Since its founding by Jesuit missionaries in 1887, Gonzaga University has grown from a small school dedicated largely to educating students from the “Inland Northwest” states of Washington, Oregon, Idaho and Montana, into a competitive Western U.S. university, committed to providing its undergraduates with a solid foundation in the liberal arts, and success in educating students at the undergraduate and graduate levels for a number of professional fields. Today, its mission and reputation attract students from throughout the West, around the nation, and throughout the world. Under the guidance of accomplished and dedicated faculty and staff, Gonzaga graduates appropriate, internalize and reflect the institution’s Catholic, Jesuit and humanistic values as they prepare to deploy the knowledge they have acquired to solve real problems in a complex world.



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## UNITED IN MISSION

Gonzaga University is an organization composed of Jesuits, faculty, staff, students, administrators and board members who strive to continually enhance the quality of the educational and formational experience. This collaborative is supported through the generous contributions of time, talent, treasure and tenacity of alumni, benefactors, parents and community members. Engaged in ongoing reflection, all constituents work together to strengthen the University, confident that its Jesuit and Ignatian heritage will carry the Gonzaga liberal arts educational experience into a sustainable future — intelligible to, and valued by, all of those with a stake in its success.

The seven overarching goals of Vision 2012, Gonzaga's most recent strategic plan, have carried the institution forward and inform its recently articulated Mission Statement, adopted in the spring of 2013. It is imperative that we build on these defining documents by identifying revitalized long-term strategic objectives that will inspire and guide the institution in being an exemplar of Jesuit higher education in a changing and challenging environment.

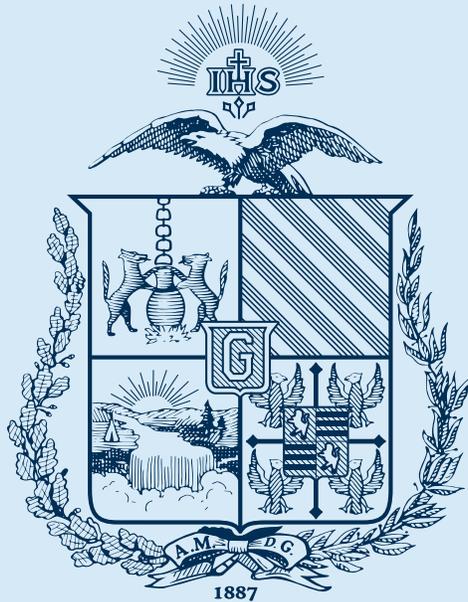
## A UNIVERSITY OF DISTINCTION

Critical to the success of this University is the ability to strengthen the educational experience that distinguishes Gonzaga. Across the institution's history, that educational experience has been refined and developed as faculty, staff and students engage in ongoing reflection on how we proceed in carrying out our work. The success of Gonzaga's Catholic, Jesuit and humanistic heritage grounds a justified confidence that we can carry that educational experience into the future. We will make its importance clear to constituencies for the worthy value of a liberal arts education and for the connection between education and job prospects. More importantly as our lasting legacy, we will do so in a way that strengthens the educational experience, expresses our fidelity to our Jesuit, Catholic and humanistic heritage and our aspiration to be an exemplar of that education well into the future.

Central to Gonzaga University is the development, delivery and support of an exceptional undergraduate educational experience. Also important is the development, delivery and support of graduate programs that extend Gonzaga's Mission into the world through research and ethics-informed professional education that cultivates attention to the common good, creative innovation and leadership. In a period of American higher education that is seeing phenomenal change in the demand for, and delivery of, graduate education, this plan emphasizes its significance, as well as the imperative for graduate studies to be mission-relevant, responsive to sufficient demand and self-supporting.

A further overarching objective of this Strategic Plan reflects a sentiment shared broadly by the Board of Trustees and the leadership of the institution: that Gonzaga must work from a perspective that is constantly evaluating opportunities to position the University for distinction and competitive advantage. This aspiration of strategic differentiation is embedded in many of the Goals presented here, and will continue to inform strategic activity and policy development.

The ability to achieve many of the goals of the strategic plan requires the allocation of limited resources from achieving efficiencies in operations, enhancing fundraising and identifying prudent investment activities, as well as the strategic use of debt. A transparent process of identifying resources, priorities, and timing will be a major factor in accomplishing strategic goals. Progress towards accomplishing this goal will entail tracking annual growth in cash freed up from operations, optimizing performance in securing gifts and our investments, and the annual comparison of expendable financial resources to long-term debt.



## UNIVERSITY MISSION STATEMENT

Gonzaga University is an exemplary learning community that educates students for lives of leadership and service for the common good.

In keeping with its Catholic, Jesuit, and humanistic heritage and identity, Gonzaga models and expects excellence in academic and professional pursuits and intentionally develops the whole person – intellectually, spiritually, physically, and emotionally.

Through engagement with knowledge, wisdom, and questions informed by classical and contemporary perspectives, Gonzaga cultivates in its students the capacities and dispositions for reflective and critical thought, lifelong learning, spiritual growth, ethical discernment, creativity, and innovation.

The Gonzaga experience fosters a mature commitment to dignity of the human person, social justice, diversity, intercultural competence, global engagement, solidarity with the poor and vulnerable, and care for the planet. Grateful to God, the Gonzaga community carries out this mission with responsible stewardship of our physical, financial, and human resources.

# VISION STATEMENT

GONZAGA IS A **PREMIER** LIBERAL ARTS-BASED UNIVERSITY **RECOGNIZED NATIONALLY** FOR PROVIDING AN **EXEMPLARY JESUIT EDUCATION** THAT **EMPOWERS** ITS GRADUATES TO **LEAD, SHAPE AND SERVE** THEIR CHOSEN FIELDS AND THE **COMMUNITIES** TO WHICH THEY BELONG.

# INSTITUTIONAL PRIORITIES AND STRATEGIC OBJECTIVES

Gonzaga University is a complex organization that encompasses multiple channels of accountability, functions in a shifting competitive environment, serves a variety of constituencies and pursues a wide array of goals. Additionally, the University is increasingly being asked to become more sophisticated in how it makes decisions, delivers educational content, supports students and approaches its strategic planning. Meeting these expectations currently involves the work of more than 1,300 full-time employees, involves in excess of 2.6 million square feet of facilities and operates with a gross annual operating budget surpassing a quarter of a billion dollars.

At the beginning of the current administration, the President set forth three institutional priorities to guide decision-making and resource allocation:

- Gonzaga University an exemplar of American Jesuit higher education,
- of academic and educational excellence across all programs,
- with a commitment to institutional viability and sustainability.

In the current plan, these three institutional priorities have been further elaborated in the form of four “commitments” – an acknowledgment that we do our work in an active, relational context, possessed of mutual accountabilities.

Each commitment, in turn, contains strategic objectives that serve as declarations of continuous improvement. The objectives are distinct from, but related to, goals and strategic initiatives. Goals provide a means of defining institutional success in achieving the objectives, and strategic initiatives constitute specific activities undertaken in service of the goals.



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## **COMMITMENT 1:**

# FOSTER RESPONSIBILITY FOR SHARED MISSION

The Catholic, Jesuit University is a place that facilitates the constructive dialogue between the Church and the culture. Today – at a time of great change in higher education, as well as the Society of Jesus – Gonzaga University seeks to participate fully in the mission of the Jesuits by leading both at the center and at the frontiers, fostering engagement between and across faith traditions and cultural groups, and embracing the tensions that accompany the search for awareness, compassion and inclusivity. Gonzaga will facilitate opportunities that afford all members of its community a chance to gain a common understanding of, and commitment to, the distinctively Catholic and Jesuit mission of the institution as it is reflected in their work.

## **STRATEGIC OBJECTIVES**

### ***1. Promote Formation of Community Members:***

Gonzaga will promote the formation of its community members by instilling an understanding of, and commitment to, the University's mission of holistic education in accord with the institution's Catholic, Jesuit and humanistic traditions and values. This includes the Jesuit commitment to collaborative apostolic leadership, interfaith and intercultural dialogue and engagement. This will shape the hiring of new employees and will continue through orientation and continuing education about the Jesuit mission and way of proceeding. All members of the Gonzaga community will be engaged in ongoing action and reflection on the implications of the mission on the full scope of institutional life.

### ***2. Actively Recruit and Retain Jesuits And Lay Colleagues with a Desire to Engage in Jesuit Higher Education:***

Having an engaged group of Jesuits is vital to the continued health and welfare of Gonzaga as an apostolate of the Society of Jesus and of the Church. The University will strive to be a welcoming and vibrant community that is a preferred location for Jesuits to be missioned. It will further work to develop the kinds of physical and intellectual environments attractive to the development of higher education leadership opportunities for both Jesuits and their lay companions.

### ***3. Maintain and Promote a Vibrant Relationship with the Catholic Church:***

Appreciating the vital relationship that must exist between the Diocese of Spokane and Gonzaga University, the institution will continue to develop opportunities for partnership initiatives that will promote and strengthen the mission of the Church and the current relationship – particularly in areas related to the educational and formative dimensions of the work.

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## COMMITMENT 2:

# ANIMATE ACADEMIC EXCELLENCE ACROSS THE INSTITUTION

Academic excellence is an imperative of the Ignatian magis, the powerful desire for the more and the better on behalf of our students and the world. Academic excellence thrives when skilled and accomplished teacher-scholars and aspiring students come together to explore human knowledge, traditions and value systems from around the world, through a multitude of disciplinary and interdisciplinary conversations. It is distinguished by a vision of education as profoundly liberating for the human spirit and by an embrace of the practices of adaptation, innovation and risk in service to mission that have marked Jesuit higher education from its beginning. Academic excellence grows when faculty and staff are committed to advancing the creation and integration of knowledge, refining pedagogies to improve student learning, adopting appropriate technologies in teaching and research, and extending opportunities for civic, entrepreneurial, scholarly and global engagement to provide our students with the most transformative educational experience possible. The practice of critical and reflective inquiry, ongoing pursuit of pedagogical and scholarly excellence and extensive engagement with local and global contexts, prepare Gonzaga University students so that they may transform the contemporary world.

## STRATEGIC OBJECTIVES

### ***1. Provide a Challenging Academic Experience Appropriate to Each Academic Program:***

An uncompromising commitment to intellectual inquiry, participation in innovative curricula informed by advances in disciplines and by world issues, engagement with networks and resources to sustain student research, student civic and entrepreneurial activities and global encounter, converge to create challenging academic experiences. From individual courses through the University core, majors and minors, and post-baccalaureate programs, students confront new ideas, wrestle with new problems, recognize unanticipated opportunities and develop the intellectual, technological and practical skills that will enable them to excel in their fields of study and their desired professions.

### ***2. Cultivate an Excellent Faculty Across Baccalaureate and Post-Baccalaureate Programs:***

An excellent faculty is committed to institutional mission and, as part of that mission, to academic inquiry of the highest caliber. Its members aspire to excellence across all dimensions of faculty life—teaching, scholarship, creative and professional activity, advising, and academic citizenship. They engage in robust conversations about pedagogy and student learning, and revise their practice to strengthen the learning environment. Excellent faculty remain current in their fields and advance the boundaries of knowledge in their disciplines and professions. They are forward thinking in their participation in shared governance. Excellent faculty are active locally, nationally and often internationally in their fields. They consider the implications of scientific, geopolitical, technical and cultural developments for their research, curricula, students' learning, and the institution. Through their teaching, research and professional and creative engagement with the business, civic, and nonprofit sectors, faculty bring the university's expertise to bear on the local, national and global challenges and opportunities of our time.

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### ***3. Foster a Community of Critical and Reflective Inquiry:***

Through its baccalaureate and post-baccalaureate programs, Gonzaga is dedicated to forming men and women who engage critically and reflectively in disciplines, professions and personal and public life for the betterment of the world. Guided by Ignatian pedagogy and a commitment to advancing state-of-the-art scholarship across the disciplines, students and faculty come together to analyze and reflect on the issues of our time. Their subject matter is the environmental, political and moral challenges and opportunities emerging across political and cultural borders daily, to which faculty and students bring integrated, disciplinary expertise. These conversations foster the intellectual curiosity that sparks imagination and inspires joy in the pursuit of knowledge, understanding, seeking solutions to significant problems of our time, and professional success.

### ***4. Cultivate Global Perspectives and Enable Global Engagement:***

As a Jesuit, Catholic, humanistic institution Gonzaga is obligated to cultivate global perspectives and intercultural competence in its faculty, staff, and baccalaureate and postbaccalaureate students. This entails acquiring and contributing to theoretical and conceptual knowledge about the world around us. That, in turn, requires developing the personal maturity, self-awareness, empathy and intercultural skills necessary to engage people from around the globe, and to do so insightfully and with openness to the self-transformation that often results from intercultural engagement. These skills are essential to our graduates' ability to communicate effectively across cultural difference and social groups and to embrace novel situations thoughtfully and with personal integrity. Through global subject matter across curricula and opportunities for international study, research, innovation and civic projects, especially collaborative work with students, scholars and communities in other countries, the university seeks to provide students, faculty and staff the opportunity to advance global justice, enhance opportunity for historically marginalized peoples, and further the welfare of the planet.

### ***5. Develop Refined Enrollment Management Strategies:***

Premier universities actively engage enrollment strategies considering capacity, demand, strategic goals and aspirational distribution of enrollments among the disciplines. Such strategies provide three critical advantages in support of the objectives outlined above. First, they align prospective and current students' educational aspirations, professors' talents and interests, facilities' capacity and an array of other financial, material, human and intangible resources, as critical elements of assuring excellence at the baccalaureate and post-baccalaureate levels. Second, they provide opportunity to strive to develop a student body that reflects the talents and diversity of the human condition. Third, such strategies contribute to garnering resources for strategic initiatives and help avoid erosion of program quality and distraction from institutional strategic goals that results when resources of time, attention and money must be diverted to respond to unanticipated deviation from enrollment goals.

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## COMMITMENT 3:

# PROVIDE AN INTEGRATIVE JESUIT EDUCATIONAL EXPERIENCE FOR OUR STUDENTS

Gonzaga University exists to guide, challenge and support its students in the Jesuit tradition, from the beginning of their relationship with the University through a course of study and co-curricular experience that leads to graduation and the granting of a degree or credential. Integral to this work is the conviction that a Gonzaga education must join the development of characteristics emblematic of mature persons with a rich academic experience to form the “whole person.” The institution is bold, reflective and deliberate in supporting students as they secure their academic credentials while taking advantage of an integrative learning process that prepares them both for the immediate future and for a life of service and leadership in a constantly changing global society.

Jesuit education holds two priorities in relationship to one another: care for, and attention to, the individual student (*cura personalis*) and a belief that education is about increasing individuals’ capacities for engagement with the world. In recognition of this, Gonzaga University strives to create an environment in which students learn to integrate the totality of the educational experience into a mature, sound and moral basis for transformative action beyond the campus setting.

## STRATEGIC OBJECTIVES

### *1. Function as a Caring, Challenging and Supportive Community:*

With the goal of developing women and men for and with others, the University will foster a caring campus climate that values the balance between challenge and support for students, faculty, staff, and administrators. The campus community will be distinguished by encouraging individual mentoring relationships, in addition to high-caliber curricular and co-curricular experiences that embolden an integrated approach to the individual’s intellectual, professional, personal, and faith development. The University will encourage all members of the community to take personal responsibility for their growth and to strive to increase their capacities for leadership, personal well-being, critical thinking, and a mature faith.

### *2. Cultivate the Development of the Whole Person:*

In seeking to develop the whole person, Gonzaga University, cultivates a growing intellectual, social, emotional, ethical, physical, and spiritual maturity in each student. Intellectual maturity is expressed through a capacity for: critical thinking; incisive, creative and ethical employment of knowledge; a thirst for, and achievement of, well-developed life-long learning skills; and, imagination demonstrated in personal and interpersonal interactions. Social, emotional and physical maturity is characterized by a respect for self and for other people, a commitment to the common good, a recognition of human rights with their concomitant responsibilities and care for the planet, and a developed ability for self-care, well-being and resilience. Spiritual and ethical maturity is evidenced by exploring personal experiences of faith, while consistently living their faith, whether understood in a religious context or arrived at via philosophical reflection. The University does this through a commitment to its Catholic, Jesuit, humanistic mission in a manner respectful of the religious diversity of its students, faculty, staff, administrators, and alumni, but with an explicit emphasis on a faith that manifests justice.



### ***3. Develop a Cultural, Civic, and Global Identity:***

Forging relationships with individuals whose experiences, beliefs and perspectives are different from our own, enriches the overall educational experience and promotes personal growth. The University recognizes that all students, faculty, staff and administrators bring a unique cultural identity to the community that needs to be developed, supported and celebrated. As a result, individuals will bring their own unique experiences and learn to communicate effectively across cultures and various interest groups to embrace novel situations thoughtfully and with personal integrity. With the goal of honoring and promoting the value of human dignity, members of our community will strive to acquire the theoretical and conceptual knowledge and skills, as well as the personal characteristics to analyze and engage insightfully with local and global issues. Additionally, with its commitments to social justice and solidarity with the poor and vulnerable, Gonzaga will engage with community partners locally and globally to create opportunities for mutually beneficial engagement that address critical social needs.

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## COMMITMENT 4:

# OPTIMIZE INSTITUTIONAL STEWARDSHIP AND SUSTAINABILITY

A healthy institution evidences a strong connection between individual capacity and organizational culture, as well as between infrastructure and individual and organizational performance. The University's faculty and staff are the repository of institutional knowledge and skill. In a climate of rapid social, demographic and technological change, it is critical that faculty and staff be supported in efforts both individually and collectively to adapt to and master the changing environment. Additionally, the institution must attend to those platforms and functions that are essential to the creation and maintenance of the dynamic learning and living environment that comprises the integrative Jesuit educational experience. These necessities are made possible by the University meeting revenue and fundraising goals, efficiently deploying resources against institutional needs, and effectively managing our assets, all with the overarching goal of generating sufficient wherewithal to feed our basic needs and fund the path to premier status.

## STRATEGIC OBJECTIVES

### *1. Provide the Sources of Funding Required for Financial Sustainability and Achievement of Strategic Initiatives:*

The University will consistently grow its financial capacity by achieving annual financial results as measured by:

- a. Operating results which reflect sound financial decision-making as measured by increased net operating revenue, cost effective operations, and professional management of its critical assets, including basic infrastructure (human capital, plant, facilities, and information technology) to support the mission and strategic vision of the University.
- b. Increased donor support that achieves the appropriate balance between funding immediate and longer term institutional priorities from a donor base that is cultivated and supported through a life cycle of commitment to the institution.
- c. A growing endowment through the effective management of all endowment assets in accordance with policy objectives, and increased giving in support of strategic endowment initiatives.

### *2. Strengthen Student Profile:*

In service of creating a vibrant and challenging academic and co-curricular environment, Gonzaga will matriculate highly qualified, talented and diverse students as one means of enhancing institutional sustainability.

### *3. Enhance Knowledge and Skills:*

The efficiency and effectiveness of the institution depend upon both the individual and collective capacity of its faculty and staff as well as collective fluency in the art and science of data-driven decision making. To this end, we will attract, retain and develop faculty and staff who inspire and motivate others, who challenge the status quo, who animate Gonzaga University values in their daily work, and who acquire and manifest the fluency and skills associated with translating data into information, information into insight, and insight into sustainable and effective decisions.

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#### 4. *Strengthen Brand Image:*

Communicate Gonzaga University's mission, vision, brand and value proposition to key audiences and differentiate the University from its peers to drive student enrollment, retention, alumni and constituent engagement and donor investment. Establish reasonable, measurable metrics that can be updated on a regular basis to monitor the output, effectiveness and integrity of Gonzaga's branding and communications efforts.



# ACCOUNTABILITY

To ensure that this Strategic Institutional Plan remains relevant, the Board of Trustees will annually review the Plan and progress towards Goals at its regular meeting in July. The administration will be responsible for proposing changes and other amendments to the Plan as deemed appropriate. The Vice Presidents will ensure that plans relevant to their specific areas are aligned with and help drive success towards achieving and sustaining the Institutional Plan.





# APPENDIX

Goals Approved by the Board of Trustees  
July 17, 2015

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## **COMMITMENT 1:**

# FOSTER RESPONSIBILITY FOR SHARED MISSION

## GOALS

### ***Goal 1: Ensure that all students are afforded structured opportunities for reflection on faith development. (Target: 2016)***

The new Core Curriculum, in combination with the numerous opportunities afforded by University Mission and Ministry, will create the context within which this can occur. Even as student demand for formal co-curricular opportunities such as retreats have increased, these opportunities need to continue and, to the extent desired and possible, be expanded. A formal process for tracking and reporting this activity is being developed.

### ***Goal 2: Further develop and learn how to assess the integration of mission and identity into hiring, education and performance evaluation processes. (Target: 2020)***

Gonzaga already has a policy regarding hiring for mission, which is integrated into all hiring processes. Curricular and co-curricular programs of education are monitored and evaluated within existing structures in the academic and student development areas. The role of mission identity in the process of performance evaluation is included among the criteria used in the annual evaluation of staff. Mission identity is incorporated into faculty performance evaluations under the rubric of “Academic Citizenship and Service.” This goal, then, calls for the regular use of mission identity criteria in all dimensions of University life. By doing this, we can hope to achieve national recognition for the integration of mission identity into all areas of the University.

### ***Goal 3: Establish a center for lay and religious colleague formation in Jesuit higher education. (Target: 2019)***

This goal is related to the fourth goal (below) regarding the construction of a new Jesuit community residence. This goal comes in response to two needs: (1) Fr. General’s call for United States Jesuit universities and colleges to share their experiences and achievements in the area of lay apostolic leadership with Jesuit universities and colleges elsewhere in the world; (2) Gonzaga being able to provide a suitable program for one or more stages of formation of young Jesuits.

### ***Goal 4: Design, develop, and open a new Jesuit residence. (Target: 2017)***

The current Jesuit residence is more than 50 years old and is inadequate to the needs of contemporary Jesuit community life, including a number of commonly accepted basic amenities the current residence lacks. Refurbishing the current building to adapt it to such contemporary needs is not economically justified. Furthermore, a new residence will help in the recruitment of younger Jesuits to join our campus community.

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## COMMITMENT 2:

# ANIMATE ACADEMIC EXCELLENCE ACROSS THE INSTITUTION

## GOALS

### ***Goal 1: Phi Beta Kappa national honor society recognition. (Target: 2025)***

Approval to establish a Phi Beta Kappa chapter is the “gold standard” for recognition of an excellent liberal arts program. Accomplishing this will strengthen the University’s ability to attract talented students into the humanities, social sciences, and natural sciences. The 2025 date is a realistic timeline for the University to accomplish this goal given institutional enhancements that will be required and the timeline for assessment and review by the Phi Beta Kappa organization.

### ***Goal 2: 40% of all undergraduate students engage in student or student-faculty research during their time at Gonzaga. (Target 2020)***

Student research is one of the “high impact practices” that support student retention and success, and help faculty develop in their role as teacher-scholars. Additionally, these research opportunities are essential for Gonzaga students to be competitive in the graduate program application process. Achieving this means that student research must extend into disciplines where it has traditionally been absent. Presently, the University does not formally track this activity.

### ***Goal 3: Regularly secure \$5,000,000 of annual external grant support. (Target: 2025)***

Success securing grants that support key endeavors of the University – teaching, scholarship, the arts and professions, student research, innovative student development programming, and more – is a mark of an institution’s quality and, with regard to scholarship, a normal expectation of institutions that have quality graduate programs. Over the last five years, the University has averaged approximately \$2.9 million in annual external grant support.

### ***Goal 4: All graduate programs ranked in the top 30% against an internally-defined, national set of peer programs. (Target: 2025)***

Establishing benchmarks to assess the quality of graduate programs is essential to maintaining the vitality of the programs and to making the case for their value. As well, it provides essential information for academic leadership to use in making decisions about resource allocation. It is anticipated that annual reports will be available from each graduate program of its performance against agreed-upon benchmarks by 2021.

### ***Goal 5: 30% of regular, full-time faculty make a significant impact in their field or on their profession through their scholarly, artistic, and professional activities in a given three-year period. (Target: 2020)***

Pursuing an ongoing scholarly, creative, or professional agenda is essential to faculty maintaining integrity as teachers, scholars, and University citizens. Currently, faculty members are actively engaged in teaching, research, artistic and professional endeavors, advising, and institutional and larger community citizenship.

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The proposed goal reflects faculty workloads and the time that creative and scholarly endeavors take, and commits the University to better recognizing, supporting and publicizing the ways faculty bring their explicitly scholarly, creative and professional talents and skills to the questions, problems and issues of our time. Based on a review of annual reports for the 2013-2014 academic year, the 30% goal is aspirational but achievable.

***Goal 6: The four-year undergraduate graduation rate is reliably at or above 80%, and the six-year graduation rate is reliably at or above 90%. (Target: 2020)***

Gonzaga's average four-year graduation rate is 74% and its six-year graduation rate for the last three undergraduate classes is 82%. Raising these rates to 80% and 90% (respectively) would place the University in a class of premier institutions on an increasingly important measure in the competition for students, grants and federal funds. Moreover, the stronger retention to completion contributes to a more sustainable revenue base. Achieving this completion goal would also signal that the institution has strong and attractive academic programs and robust academic and developmental support for students.

***Goal 7: Minimally, 20% of fulltime faculty and staff will comprise employees from racially, ethnically or culturally diverse populations (using federally-defined categories). (Target: 2025)***

Gonzaga's ability to recruit and retain to graduation a diverse student population depends in no small part on having faculty and staff who reflect the ethnic and gender composition of the student body. A more diverse faculty and staff contribute to Gonzaga's being a context that supports students to improve intercultural communication skills and, thus, a more global University. As of August 31, 2014, 10.2% of the University's faculty and staff comprise employees from racially, ethnically, or culturally diverse populations.

***Goal 8: 50% of the undergraduate students in each class will have studied abroad by the time they graduate. (Target: 2018)***

Studying abroad helps students develop intercultural competence and prepares them for living and working in a global context. A robust study abroad program is another mark of premiere institutions and an important factor in attracting students to the University. The target of 50% participation would be an increase of 10 percentage points over current performance.

***Goal 9: Annually host four international scholars at the University. (Target: 2020)***

Bringing international faculty to Gonzaga through scholar-in-residence and faculty exchange programs will increase the richness of the campus conversation about global issues, raise the institution's global profile and further facilitate international cooperation and exchange in research and teaching. This goal is manageable with current levels of staffing.

***Goal 10: A facility dedicated to the support of Humanities faculty and the Honors Program opened. (Target: 2018)***

The creation of this facility will provide a new home for Humanities programs that are dispersed across the campus and make possible the expansion of the Honors Program into space better suited to achieving its objectives. The programming for this facility will start in fall 2016. Moving forward with design and construction will depend on developing a funding plan for the project.



***Goal 11: Open a Center for Integrated Sciences & Engineering. (Target: 2018)***

This new facility, dedicated to creating the kind of interdisciplinary environment that will allow the University to support contemporary sciences and engineering teaching, learning and research is expected to connect the west end of the Paccar Center to the south end of Hughes Hall, and will serve the sciences and engineering. A detailed program for the facility was completed in December 2014. The next stage in the project will be to develop financial support and identify a design firm.

***Goal 12: Open the Myrtle Woldson Performing Arts Center. (Target: 2018)***

Through the generosity of Miss Myrtle Woldson, the University will be able to design and construct a new performing arts center to set the stage for advances in music, theatre and dance for the Gonzaga community and greater Spokane. The programming for this facility began during the spring 2015 semester, with design and construction to follow.

***Goal 13: Maintain a composite SAT score of 1200 and a GPA of 3.7 for first year students.***

An undergraduate applicant's combined SAT score (Critical Reading and Math) and high school grade point average are two data points that are used to assess academic preparedness. Additionally, the composite score for an entering freshmen class is often used externally as one measure of an institution's academic quality.

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## COMMITMENT 3:

# PROVIDE AN INTEGRATIVE JESUIT EDUCATIONAL EXPERIENCE FOR OUR STUDENTS

## GOALS

### ***Goal 1: Meet full undergraduate financial need such that all Pell Grant recipients graduate with less than \$10,000 of debt. (Target: 2021)***

This goal commits the University to leading in student affordability in service to the institution's mission and to its vision of becoming premier. The initial focus would be on those students who qualify for, or just miss, Pell eligibility. Early analysis indicates an annual increased financial commitment of approximately \$2 million to fund this goal.

### ***Goal 2: 6% of entering undergraduates and 15% of graduate students will be from outside the U.S. (Target: 2020)***

The presence of international students enriches Gonzaga's culture and the educational experience for all students. The presence of international students also aligns Gonzaga with the Jesuit commitment to encounters across cultures. At present, 2.4% of entering undergraduates and 10% of graduate students come from outside the United States.

### ***Goal 3: 30% of each entering undergraduate class will comprise students from racially, ethnically, or culturally diverse populations, including international students (using federally-defined categories). (Target: 2020)***

Engagement across racial and ethnic lines contributes to a student's academic development, satisfaction with college, level of cultural awareness and commitment to promoting tolerance and understanding. Additionally, this experience better prepares graduates to beneficially participate in a multi-cultural and diverse society. Over the last five years students from diverse populations have comprised on average 21.07% of the entering undergraduate class.

### ***Goal 4: 80% of undergraduate students will engage in an internship, cooperative education, social entrepreneurship, or social enterprise during their time at Gonzaga. (Target: 2020)***

Providing access to field-related, external learning environments is essential to making the case for the long-term value of a Gonzaga degree. Additionally, one of the differentiators of premier institutions is the ability to provide students access to networks in business, public service, education and other sectors. Endeavors such as social entrepreneurship, for example, involve sound and sustainable business principles and concepts in addressing societal problems for the benefit of the common good. Venture philanthropy is an excellent example of such activities. The University currently has only anecdotal evidence of student involvement in these activities, although a system for tracking internship placement is in process. This goal challenges the institution to do a more comprehensive job of tracking social enterprise and social entrepreneurship opportunities.

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***Goal 5: 90% of undergraduate students successfully transition to their next educational, professional or vocational stage within one year of graduation, and at least 10% of these are engaged in an innovative or entrepreneurial venture. (Target: 2020)***

The success of graduates in securing either educational or vocational placement is one of the ways that potential students (and their parents) measure the success of the educational program. Currently, our surveys indicate that 87% of the University's undergraduates are either employed, involved with service, or seeking an advanced degree within one year of graduation. The University does not yet track the percentage of students who are engaged in entrepreneurial ventures. The deadline of 2020 will provide time to develop a strategy to do so and to raise the overall performance to or above the 90% target.

***Goal 6: 10% of students regularly enter formal post-graduate service (JVC, Peace Corps, AmeriCorps, etc.) (Target: 2020)***

The pursuit of social justice work, through exemplary co-curricular and academic experiences, is one of the hallmarks of a Jesuit education. Currently 8-10% of graduates choose to enter into these types of service opportunities. The 2020 target date will allow time to implement additional steps to maintain a consistent 10% participation rate.

***Goal 7: An average of at least four students per year receive national baccalaureate or post-baccalaureate fellowships (e.g., Rhodes, Marshall, Fulbright scholarships or fellowships). (Target: 2020)***

Students' success in winning competitive national and international fellowships signals an institutional culture that encourages and supports academic aspiration and achievement. Success in winning these fellowships is an important factor in attracting academically talented students and underscores a global perspective on the educational project. The annual average of four is achievable and sustainable based on current successes, especially for Fulbright awards.

***Goal 8: Recognized nationally as a "Healthy Campus." (Target: 2020)***

Gonzaga University seeks to intentionally develop the whole person — intellectually, spiritually, physically and emotionally. Healthy Campus 2020 is a nationally recognized project which attempts to frame healthy living and decisions in terms of an integrative, preventative model for students, faculty and staff that: creates social and physical environments that promote good health for all; enhances life-long learning; and promotes improved quality of life and health equity. In addition to the goals set forth within Healthy Campus 2020, Gonzaga will expand the scope to incorporate financial, spiritual and occupational components.

***Goal 9: Strengthen the durability and competitiveness of all Division I intercollegiate programs to differentiate Gonzaga as a nationally-recognized athletic institution. In particular, The University will support its successful men's and women's basketball programs in an effort to maintain and improve the competitive position these create for the University. (Target: 2022)***

Intercollegiate athletics serves as an important element of the student experience at Gonzaga — for both athletes and those who support them. Gonzaga's ability to attract high-caliber student athletes, as well as students for whom athletic competition is a value, is an important element of the overall enrollment strategy for the University, and the provision of strong programs in all sports contributes significantly to that aim.

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Gonzaga's reputation as a relevant institution nationally has, in no small part, been served by the success of its NCAA Division I basketball program. The continued success of the program enables the University to enjoy continued renown as well.

***Goal 10: Reduce the institution's carbon footprint by 20% (from 2009 levels).  
(Target: 2020)***

The University committed to reducing the institution's carbon footprint by 20% by 2020 (from 2009 levels) when it signed the American College and University Presidents' Climate Commitment in November 2010. As of December 31, 2014, the University has reduced its carbon footprint by 4.7% from 2009 levels.

***Goal 11: The institution will demonstrate its commitment to engaging with, and meaningfully benefiting, the local community of which it is a part.***

Evidence of this engagement will occur through inclusion in nationally-recognized publications and classifications such as the Carnegie Community Engagement Classification.



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## COMMITMENT 4:

# OPTIMIZE INSTITUTIONAL STEWARDSHIP AND SUSTAINABILITY

## GOALS

**Goal 1: Annual financial performance that delivers a margin of net operating income that is calculated to meet basic operational needs as well as incrementally fund the plan to achieve premier status.**

The achievement of this goal reflects the University's ability to successfully manage its operating revenues and expenses so as to sustain its mission and fund strategic goals. At the highest level, this is measured by the operating results shown on the University's annual audit report. A series of subsidiary measures will track annual progress towards achieving this year-end goal.

**Goal 2: The perception of Gonzaga as a premier institution is advanced through a comprehensive institutional recognition effort. (Target: 2019)**

Gonzaga University's image is strong thanks to great care and stewardship exercised by all major areas of the institution. Given the dynamic changes in the higher education landscape over the past few years, it is incumbent upon the administration to be diligent and intentional in communicating the results of its constituents' perceptions with the same results for the nation's top universities.

**Goal 3: Achieve Honor Roll status in "Great Colleges to Work For" survey. (Target: 2020)**

Concern for the welfare and support of our faculty, staff and administrators is fundamental to creating a context within which the vital work of educating students can be assured. This survey is administered annually by the Chronicle of Higher Education. The overall institution assessment has two components: (1) a questionnaire about institutional characteristics (demographic data, workplace policies, benefits, etc.); (2) a faculty/staff evaluation of the institution across twelve categories (diversity, job satisfaction, work/life balance, etc.).

**Goal 4: Achieve at least \$70 million per year in gift commitments. (Target: 2020)**

In tandem with Goal 11 below, this goal speaks to the ability of the University to strengthen its financial stability by lessening its dependence on tuition and fee revenue. Two-years ago the University established the goal of going from \$20m/year in annual commitments to \$40m/year. That larger target has been met the last two years and the new goal of \$70m/year raises the bar based on an assessment of the University's current donor base and the pipeline potential for new donors.

**Goal 5: Establish an institutional "base," initially dedicated to supporting area alumni and developing career internships or job opportunities, in a major metropolitan area. (Target: 2018)**

Some of the opportunities that creating a center in a major metropolitan area afford us are the chance to develop: (a) relationships with companies that have an interest in educational programs, as well as the creation of internship and employment opportunities for Gonzaga graduates; (b) an infrastructure to support alumni; and (c) a base for the engagement of prospective students.



***Goal 6: In service of mission, formalize a system for assessing and benchmarking the financial performance of every area of the institution: one that in turn supports key tactical and strategic academic decisions. (Target: 2016)***

Stewardship entails responsible use of all resources in service of mission and mindful attention to the array of programs and activities an institution undertakes to achieve that mission. By attending to the material realities of academic and co-curricular programs, those charged with institutional leadership can make informed decisions about how to allocate resources to realize institutional mission in light of shifting trends, and environmental challenges and opportunities in the space of higher education. Achieving this goal will require, for example, the annual review of academic costing information by academic unit (college and schools) and by graduate program.

***Goal 7: Increase the endowment of the University to \$500 million. (Target: 2022)***

Achieving this goal will significantly strengthen the University's long-term financial stability, enabling it to, for example, be more competitive in recruiting students and better able to support the professional development of faculty and staff. Raising the endowment to this level will be a function of increasing contributions into the endowment, achieving favorable returns on invested funds, the annual inflation rate and adhering to an appropriate spend rate out of the endowment.



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