December 31, 2020

Student Affairs 2020-21 Assessment Projects

GONZAGA
UNIVERSITY

Overview

Each Student Affairs unit was asked to identify a plan for assessing at least one-unit assessment and one collaborative assessment. At least one assessment must be assessing the unit's contribution to the SA collaborative assessment "Helping to foster a commitment to dignity of the human person and social justice."
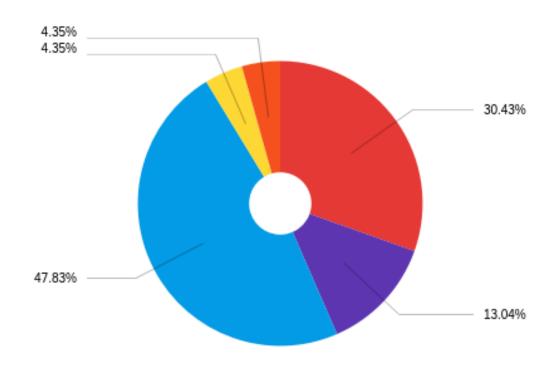
- **Task 1:** Complete the unit plan form by September 15, 2020.
- **Task 2:** Be prepared to share findings from your SA collective assessment (the assessment project you submitted via the form) by June 1, 2021.
- **Task 3:** Submit the results and analysis of your assessment(s) into Nuventive by August 15, 2021. By doing so you will fulfill the final part of your SA divisional and university assessment requirement

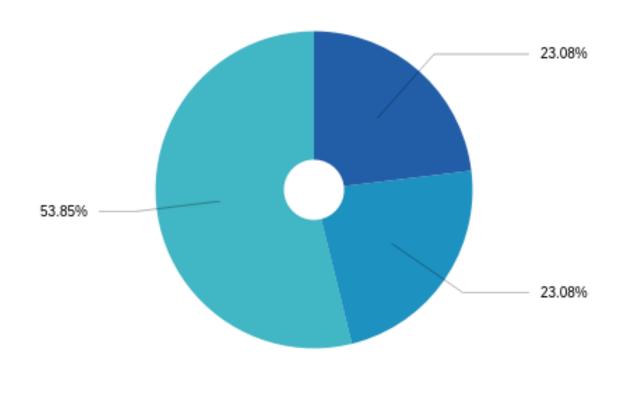Student Affairs Unit

ASSESSMENT PROJECTS

Department/Area/Unit		Soc. Just Step 1: What is the goal? (desired learning outcome, program outcome, goal)
Center for Cura Personalis	Yes	(1) Through demographic data collection, this assessment will identify gaps in identities being supported through CCP services. (2) Through the use of the student pre-meeting survey and the Case Manager's meeting notes, data analysis will be conducted to identify the identities and topics that are served within and discussed during a meeting with CCP.
Center for Student Involvement (SIL)	No	My goal is to cultivate/embed professional development within my weekly 1:1 meetings with GSBA Cabinet members. These meetings previously had focused on job-related task accomplishment / life check-in. However, the difference I want to make is to adjust my meeting approaches to the students desired support style.
Center for Student Involvement (SIL)	Yes	My goal is to measure the retention of our club officers as they take the club officer training on blackboard.
Center for Student Involvement (SIL)	No	What are the skills that Kennel Club board members gain/learn through their experience?
Gonzaga Outdoors (SIL)	No	Trip Leaders will consistently turn in their paperwork on time and with high-quality. But the higher-level goal is to reduce stress and scrambling among the office staff and get trip leaders to take more responsibility for their trips and their commitments.
Gonzaga Outdoors (SIL)	Yes	To better understand who GU Outdoors Serves. Develop a PowerBI Dashboard that can track participation by demographics.
Lincoln LGBTQ+ Resource Center (DICE)	Yes	After complete SAGE 1, participants should be able to: 1. Define and use LGBTQ+ terminology. 2. Explain the importance of LGBTQ+ cultural fluency in higher education. 3. Recognize actions necessary for allyship development.
Office of Health Promotion	Yes	Gonzaga community (students, faculty, and staff) can identify Zags Help Zags bystander intervention behavior and adopt CARE strategies in academic, social, and interpersonal strategies.
Office of Health Promotion	Yes	The goal of the Recovery Ally Training is to empower Gonzaga community members while providing them with the necessary information to take action in making Gonzaga a recovery ready campus which includes using people first recovery language, the use of empathy, an understanding of how recovery can be viewed through a social justice lens and the ability to refer students in need to the appropriate on campus resources.
Office of Health Promotion	Yes	Participants of MHFA are able to better understand how mental health challenges may impact the dignity of the human person and social justice. Participants of MHFA feel empowered to have a conversation with someone experiencing an emerging mental health challenge, a worsening mental health challenge, or in a crisis situation related to a mental health challenge.
PCLD (SIL)	Yes	Payne Fellows will be able to engage in critical conversations around social justice and leadership. They will be able to communicate their own leadership definition and connections to our mission as an office and university. How: They will keep a journal and each week (12 entries) they will be asked to reflect on one question. Discuss the question/statement during weekly meetings/team meetings. They will also be encouraged to connect with one another and make connections to our common read and society.
PCLD (SIL)	Yes	Payne Fellows will be able to engage in critical conversations around social justice and leadership. They will be able to communicate their own leadership definition and connections to our mission as an office and university.
PCLD (SIL)	No	The 2020 ELI mentee retention rate will continue at, or above the 2019 retention rate of 91.2% .
Resolution Center for Student Conduct and Conflict	No	Students matriculating through a resolution process will demonstrate efficacy across six developmental goals: just community/self-authorship, active accountability, interpersonal competence, social ties to institution, procedural fairness, and closure.
Resolution Center for Student Conduct and Conflict	No	Students completing a COVID-19 reflection assignment will be able to accurately describe the theme/thesis of provided materials, discuss the meaningfulness of materials and identify a new (or renewed) commitment to an action or way of thinking in response to the materials provided.
Student Media (SIL)	No	The photography staff will go to their student supervisor with problems, questions and comments first.
Student Media (SIL)	Yes	That we provide Bulletin students a learning environment where they can practice what they have learned in the classroom and learn leadership and professional skills. Bulletin students will improve their understanding of AP style journalism.
UMEC (DICE)	Yes	Student learning outcome for Diversity Monologues committee members and performers -- Examine their multiple, intersecting identities to gain greater self-awareness.
UMEC (DICE)	Yes	Assessing the student learning, engagement, and satisfaction during in-person Intergroup Dialogue (IGD) Programs and virtual IGDs
UMEC (DICE)	Yes	To assess the effectiveness of BRIDGE peer mentoring, both online and in-person, on first-year students' transition to college and overall well-being

How would you best describe the goal?

- 4.35%
- 4.35%
- 30.43%
- 47.83%
- 13.04%

- Level 1: Reaction, Satisfaction, and Intention. ...
- Level 2: Knowledge Retention. ...
- Level 3: Application and Implementation. ...
- Level 4: Business Impact. ...
- Level 5: Return on Investment. ...
- Other

Which GU Missional Goal most aligns with your Project Goal?

23.08%

53.85%

23.08%

■ Develop the whole person -- intellectually, spiritually, culturally, physically, and emotionally.

■ Cultivate in our students the capacities and dispositions for reflective and critical thought, lifelong learning, spiritual growth, ethical discernment, creativity, and innovation.

■ Create an environment that 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.

What assessment method(s) or tools are you using to measure success on the item above?