



Year One Self-Evaluation Report

Gonzaga University

March 2015



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INTRODUCTION

In July 2014, the NWCCU reaffirmed the institutional accreditation of Gonzaga University following the submission of its Year Seven Self-Evaluation Report and the evaluation site visit. The Commission did so issuing recommendations in three categories: (1) threshold of mission fulfillment (2) adoption of a strategic plan and (3) consistency of assessment. Gonzaga will address these recommendations according to the time table developed by the Commission. The response to recommendation one is included in this Year One report. With significant changes in leadership over the past several years, especially with the appointment of new deans in six of our seven schools, Gonzaga is ready to face the challenges confronting the institution and higher education in general.

Our overall goal in this Year One Report is to offer the Commission an overview of our mission and core themes and to provide indicators of goal-fulfillment related to our mission and our core themes. We will demonstrate how these indicators enable us to claim evidence for success in our efforts. We will also show how our three core themes: *Academic Excellence*; *Enriched Campus Community*; and *Engaged Local and Global Relationships*, are permeated by and reflect our past, present and future of providing a humanistic, Catholic and Jesuit education to our students. As with the mission discussion, this examination occurs in the context of identified core theme objectives, indicators of success, and the rationale for choosing these indicators. The report also demonstrates our compliance with Eligibility Requirements 2 and 3.

The University has moved to support the new accreditation cycle and format of regional accreditation activity. In successfully carrying out the new seven-year cycle in four years, Gonzaga is ready to embark on the full seven-year cycle beginning with this Year One report. Recognizing the importance of institutional planning and data-driven decisions, our Office of Institutional Research has provided invaluable assistance to our leadership. This effort has been enhanced by investment in data and analytics software. This report will demonstrate that Gonzaga fully embraces the opportunities for continuous improvement and mission-based quality assurance that are the goals of the institutional accreditation process.

Institutional Overview

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); Student Development; Finance; University Advancement; the Executive Vice President; 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 Support Services, which includes academic advising, disability accommodations, and tutoring. The University also operates a “junior year abroad” site in Florence, Italy as part of its study-abroad programs 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 25 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 2014, a total of 7,423 students were enrolled; 4,837 of those were undergraduates, 2,032 were master's degree students, 339 were in law, and 146 were doctoral students.

Also as of Fall semester 2014, the number of regular Gonzaga employees totaled 1,247. There are 427 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, 83.1% hold terminal degrees in their fields; the average class size is 21, and the faculty-student ratio is 11:1. Despite shrinking numbers nationally, 20 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 \$18,020 ranks near the bottom of comparable private institutions on the west coast; 95% 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 32 countries are represented on campus (the bulk from Washington, California, Oregon, Colorado, and Idaho—in that order), and another 1,350 (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 23 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 54:46, and 51.6% of the undergraduate student body self-identifies as

Catholic; however, approximately 20 other faiths and traditions are represented on the campus. Gonzaga undergraduates devote, on average, 78,000 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 22 undergraduate alumni serving overseas as Peace Corps volunteers in 18 countries worldwide, lifting Gonzaga's historical total to 320 alumni with Peace Corps service. Gonzaga is also tied for first place overall for graduates joining the Jesuit Volunteer Corps. The Spokane campus occupies 131 acres and balances considerable green space with more than 105 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.

Brief Update on Institutional Changes Since the Last Report in Spring 2014

In the year since our last report, changes have occurred in several areas. While discussed extensively in the Year Seven Self-Evaluation, the University is moving forward with the implementation of its new Core Curriculum. A Core Implementation Committee was established late spring 2014 to develop a plan and structure that would facilitate the integration of the core into the University. Dr. Molly Kretchmar-Hendricks, Professor of Psychology, was appointed Core Director. Dr. Kretchmar-Hendricks is leading the implementation process and works with deans, chairs, faculty, the Registrar's Office, the Assistant Academic Vice President and Registrar, and other offices and individuals to prepare for and manage the implementation of the new core, which will begin in fall 2016. A more formal Core Advisory Committee was established in February 2015 to assist Dr. Kretchmar-Hendricks.

In the 2014 spring semester the Gonzaga community was invited to comment on the draft strategic plan, particularly the draft Commitments and Objectives. In late March and early April the Strategic Plan Steering Committee organized sub-committees around the five Commitments in the draft plan to review the comments received from the community. That effort resulted in a "track changes" version of the plan that incorporated proposed changes and additions to the plan. This version was forwarded to the President's cabinet for its review and presented to the Gonzaga Board of Trustees for comment at its July 2014 meeting. The result was a revised version of the plan that was significantly improved as a result of community engagement. The current work on the plan is focused on finalizing the Strategic Goals that will guide the university moving forward. Draft goals have been shared with the Board, the Faculty Senate, Academic Council, and the Staff Assembly Executive Council, among others. Following additional community engagement during the current semester, a final list of goals will be presented to the Board of Trustees for its approval at its April 2015 meeting.

A major revision of the *Faculty Handbook* is also currently underway. The initiative for revision grew out of conversation between the Faculty President, the Academic Vice President and the Academic Policy Committee of the Board of Trustees. The occasion for conversation was a set of faculty sponsored amendments to the *Handbook*, which the faculty approved in May 2013. While the Academic Policy Committee of the Trustees discussed and moved forward to the full Board for approval some of the amendments, it was not able to advance others. The issue was that the latter amendments would have been unenforceable given other paragraphs in the *Handbook* that stipulate specific dates. The Academic Policy Committee acknowledged the importance of the intent of the proposed amendments and asked the Faculty President and the Academic Vice President to develop a process to review the entire section 300 of the *Faculty Handbook*, which would include a discussion of the issues raised in the amendments. The faculty affirmed this call for revision of the *Handbook* in a September 23, 2013 Faculty Assembly meeting. In May of 2014, the Faculty Senate approved the appointment of 38 individuals for the Steering Committee and working groups for the *Faculty Handbook* revision process. The Steering Committee, the Academic Vice President, and the Faculty President have given the *Faculty Handbook* Working Groups the following charge: Each working group is acting on behalf of the faculty as a whole. While the particularities of department, college, and school cultures and current practices are relevant to the work, the responsibility of working group

members is to the faculty as a professional community with a shared project as the faculty of Gonzaga University.

The Revision process is an ongoing faculty and administrative discussion about Section 300 in the *Faculty Handbook*. The current timeline extends for two years with an expected final vote of the Board of Trustees in the summer of 2016. Currently, the revision process is on schedule.

Dr. Judi Biggs Garbuio, Vice President of Student Development, completed a significant re-organization and change to the leadership configuration and organizational structure of the Division of Student Development. Dr. Biggs Garbuio established new division leadership team with the creation and hiring of a Dean of Student Well-Being and Healthy Living, a Dean of Student Engagement, and a Manager of the First Year Experience. The majority of the division's operations were aligned and streamlined under these two deans. The Division also created a new Center for Cura Personalis to provide wrap-around support and services to students of concern or in crisis. Many other services and programs were reorganized and re-named including Student Involvement and Leadership (formerly Student Activities).

In further recognition of its commitment to ecologically sensitive and sustainable practices, Jim Simon was hired as the University's first Director of Sustainability. Gonzaga has long been committed to environmental stewardship through a host of initiatives. Mr. Simon's appointment will further enhance this commitment. With the anticipated opening of the John J. Hemmingson Center in summer 2015, Mr. Chuck Faulkinberry was appointed to the position of Director of the Hemmingson Center and Auxiliary Services. In addition to overseeing the operations of the Hemmingson Center, Mr. Faulkinberry will manage events at all other University facilities.

Changes in academic programs also occurred since the last report. Kathleen O'Connor accepted the position of Interim Dean of the Foley Library. She will lead the library faculty and staff until a new Dean of the Library is chosen during the 2015-2016 academic year. After a decade of leading Gonzaga's Florence campus, Dr. Patrick Burke will return to teaching and scholarship as Professor of Philosophy at the conclusion of the 2014-2015 academic year. Beginning in summer 2015, the Department of Religious Studies will offer an MA in Theology and Leadership. The School of Professional Studies developed a new concentration in Servant Leadership for its Master of Arts in Organizational Leadership program. A new undergraduate interdisciplinary minor in Solidarity and Social Justice, housed in the College of Arts and Sciences, was approved. In a collaborative effort between the College and the School of Engineering and Applied Science, the University will offer a new Bachelor of Arts degree in Computer Science and Computational Thinking. The School of Law inaugurated its accelerated Juris Doctorate, which allows students to complete their law degree in two years. Due to changes in other programs, the School of Business eliminated its minor in Advertising. The Doctor of Nurse Anesthesia Practice will begin in Fall 2015.

In January 2015, Gonzaga received the 2015-2025 Community Engagement Classification from the Carnegie Foundation for the Advancement of Teaching. This designation followed a lengthy self-assessment and application process that investigated the University's commitment to civic engagement and community partnerships.

Response to Recommendations Requested by the Commission

Following its review of Gonzaga University's Year Seven Self-Evaluation in 2014, the NWCCU made three recommendations.

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, 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. (Standards 4.A and 4.B)

Due to Commission

Response to Recommendation 1 due with Year One Self-Evaluation, March 2015

Response to Recommendation 2 due with Year Three Mid-Cycle Review, Spring 2017

Response to Recommendation 3 due with Year Three Mid-Cycle Review, Spring 2017

Response to Recommendation One

The Commission requested that a response to recommendation one be included in the Year One Self-Evaluation. As the response directly correlates to Standard 1.A.2., full details of the response will be addressed in that section of this report. For summative purposes here, Gonzaga recognizes the importance of establishing parameters of mission fulfillment. As mission is the guiding operative framework of the University's decisions and actions, we need to examine measures by which we determine success in meeting the expectations set forth in the mission. Following the submission of the Year Three Self-Evaluation Report in March 2012, Gonzaga received a recommendation that the University complete the review of its mission statement. Although the re-evaluation of the Mission Statement was in its initial stages at the time of the March 2012 site visit, the Commission's recommendation that Gonzaga complete a review of its mission statement heightened the importance of the re-evaluation process. The Year Seven Self-Evaluation Report from March 2014 detailed the in-depth process that led to the revision of Gonzaga's mission statement and its approval by the Board of Trustees in February 2013. One direct consequence of the adoption of the new mission statement was its use as a reference point for the development of a new strategic plan for the University. In July of 2013, the President formed a University Strategic Plan Steering Committee consisting of trustees, regents, faculty, staff, and students. That committee has been tasked to work under the supervision of the Executive Vice President in preparing a strategic plan that can be presented to the Board of Trustees for approval. The strategic planning process was designed to align the institution's operational activities with its mission and vision, to monitor organizational performance against strategic objectives, and to improve internal and external communications.

From its initiation the new strategic planning effort worked from the university's mission statement and integrated the Core Themes, which flow from that mission, as guiding concepts. Each core theme is embedded in the contours of the mission statement. Thus it is possible to speak of a unity among the mission statement, strategic planning, and core themes as the latter two express the mission and with it constitute a representative whole capable of guiding the University. From within this constellation, mission fulfillment is expressed in the intersection of the strategic plan performance indicators, which are currently being developed, and the core theme indicators. These two components, given their derivation from the mission, offer the most compelling practical evidence of mission fulfillment. The performance indicators for the strategic plan goals, in conjunction with the core theme indicators, establish an acceptable threshold of mission fulfillment as they enable the University to answer the question of whether we are meeting our established objectives. Examining these indicators will allow the University to link its tactical decisions and actions to its mission, which will drive transparency and accountability across the institution.

Recommendation 1 also referenced Standard 5.A.2 regarding mission fulfillment and communication of conclusions. Guided by the new NWCCU accreditation standards' emphasis on mission fulfillment, core themes, and assessment, Gonzaga's efforts over the past four years in completing our first Seven Year cycle have been designed to address these areas. The alignment of mission, strategic planning goals, and core themes has enabled the University to develop a more fully structured approach to planning and assessment in order to make determinations of quality and effectiveness. All academic areas now participate in a formal process of program review that the Academic Council's Program Review Subcommittee oversees. The purpose of the review is to enhance academic excellence and operational effectiveness in programs offered by the University. Each academic unit and program has developed student learning outcomes that undergo a cycle of assessment with reports reviewed by the Academic Council Assessment Subcommittee. The Division of Student Development has moved to an outcomes-based assessment of its programs and offerings for students. The new Strategic Plan will include performance indicators directly connected to strategic plan goals and will be assessed for effectiveness in carrying out the mission. Assessment results from these areas are communicated to the appropriate oversight bodies. These included the Board of Trustees, President's Cabinet, Academic Council, the Council of Deans, and Department and Program Chairs. External accrediting agencies for specific programs also receive assessment results as required. Upon its completion, the Year Seven Self-Evaluation Report was made available to the Gonzaga community.

CHAPTER ONE

MISSION, CORE THEMES, AND EXPECTATIONS

Executive Summary of Eligibility Requirements 2 and 3

2. AUTHORITY

The institution is authorized to operate and award degrees as a higher education institution by the appropriate governmental organization, agency, or governing board as required by the jurisdiction in which it operates.

Gonzaga University is an independently governed private university affiliated with the Society of Jesus (Jesuits). Located in Spokane, Washington, where it was founded in 1887 and incorporated in 1894, Gonzaga operates as an institution of higher education under the laws of the State of Washington. The University is governed by a two-tiered Board system: (a) at least a seven, but no more than a nine person Board of Members, all Jesuits, who ensure that the University lives out its apostolic mission as a work of the Society of Jesus (“the Jesuits”) and the Roman Catholic Church, and (b) a not less than 10, but no more than a 36 member Board of Trustees, which is responsible for the governance of the University as a higher education institution, incorporated under Washington state law. No less than 22 percent of the currently serving trustees shall be members of the Society of Jesus. Three Jesuits are selected by the Board of Members; the others are selected by the Board of Trustees.

3. MISSION AND CORE THEMES

The institution's mission and core themes are clearly defined and adopted by its governing board(s) consistent with its legal authorization, and are appropriate to a degree-granting institution of higher education. The institution's purpose is to serve the educational interests of its students and its principal programs lead to recognized degrees. The institution devotes all, or substantially all, of its resources to support its educational mission and core themes.

Gonzaga’s Mission Statement and Core Themes are consistent with the expectations and obligations of a degree-granting institution of higher education. Gonzaga’s previous Mission Statement was revised by a committee chaired by the Vice President for Mission. The Board of Trustees approved the new Mission Statement on February 15, 2013. The revision of the Mission Statement was not motivated by a desire to change the institution’s mission, but rather by the belief that re-evaluating the statement was healthy and appropriate, especially in light of the opportunity the NWCCU requirement to articulate core themes provided. The current Mission Statement embodies the University’s Catholic, Jesuit, and humanistic heritage and makes the commitment to prepare our students to live and work engaged with global reality of the 21st century. The Core Themes of 1) Academic Excellence, 2) Enriched Campus Community, and 3) Engaged Local and Global Relationships echo the university Mission. The Core Themes also reflect our strategic planning goals. Thus, institutional planning and the allocation of present and future resources are directly and symbiotically connected with the institution’s historic and

current values and with our reason for being: to provide excellent higher education to our students in Gonzaga's Jesuit, Catholic and humanistic tradition.

Standard 1.A: Mission

1.A.1 The institution has a widely published mission statement-approved by its governing board-that articulates a purpose appropriate for an institution of higher learning, gives direction for its efforts, and derives from, and is generally understood by, its community.

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.

Gonzaga's previous mission statement was a lengthy, detailed document that had remained unchanged since its formulation in 1979. It underwent formal review in 1996-97 in the context of an earlier institutional strategic planning effort. However, no changes were made at that time. In January of 2012, President Thayne McCulloh appointed a committee to review Gonzaga University's existing mission statement. Fr. Frank Case, S.J., the Vice President for Mission, was named chair of the committee. Other members represented a broad constituency of faculty, staff, administration, students, and board members. To gain broad support for its work in reviewing the mission statement, the committee solicited feedback from the Gonzaga community. With very few exceptions, the feedback suggested that the weaknesses of the old mission statement significantly outweighed the strengths. The University community seemed ready for the committee to undertake a revision of the mission statement. The feedback called for making the statement briefer and updating it to include some of the developments in the mission of the Society of Jesus over the past three decades related to global awareness and engagement, ecology, concern for the poor and vulnerable, and so forth. As a result, the Committee recommended to the President that a revision of the mission statement be undertaken. Dr. McCulloh agreed with the recommendation in favor of revision and asked Fr. Case to begin the process. Through a structured format of meetings and the solicitation of comments from across

the University, a new mission statement was developed and approved by the Board of Trustees in February 2013.

The new mission statement, above, represents and defines Gonzaga's self-understanding of its identity in relation to its Jesuit, Catholic, and humanistic heritage. The mission reflects key components of learning, the expectation of excellence, service, leadership, human solidarity, and a commitment to justice that have shaped our 128-year, faith-based commitment to higher education. The mission statement serves as the framework for addressing matters of curriculum, student development, and institutional planning. Thus we are able to ask whether what we do corresponds to the mission. The University is committed to living out its mission. The mission statement is available on the University's website (<http://www.gonzaga.edu/About/Mission/MissionStatement.asp>).

1.A.2 The Institution defines mission fulfillment in the context of its purpose, characteristics, and expectations. Guided by the definition, it articulates institutional accomplishments that represent an acceptable threshold or extent of mission fulfillment.

Interpretation of Mission Fulfillment

If the mission statement serves to guide planning across the University, giving shape to institutional structures and the development of curricular and co-curricular programs, then mission fulfillment flows from these efforts. The President, the President's Cabinet, the Council of Deans, and the Academic Council represent more formal arenas in which interpretation of mission fulfillment gains university-wide analysis and assessment. As plans are developed, initiatives established, and objectives determined, the mission serves as the perceptual lens through which these components are framed. Mission fulfillment constitutes a generative process whereby plans and actions flow from the values and expectations set forth in the mission statement. When they create outcomes and goals for curricular and co-curricular programs and as they make decisions with regard to hiring, departments and programs also address the mission. As the mission is more fully operationalized in the practical day-to-day life of the University, the interpretation of mission fulfillment represents the intersection of strategic planning and core themes. Gonzaga's proposed strategic plan contains five commitments that articulate the mission and will set the stage for many institutional priorities, projects, and decisions.

Commitment 1 is to students

Commitment 2 is to academic excellence

Commitment 3 is to an integrative Jesuit experience

Commitment 4 is to a shared mission

Commitment 5 is to stewardship

These commitments, coupled with the specific objectives associated with each, represent a widely shared translation of the mission statement into a set of objectives. The proposed strategic plan provides a tangible expression of the mission. Once specific indicators are determined, these will provide a means to define and assess direct progress toward mission fulfillment. One

indicator that Gonzaga is fulfilling its mission will be the degree to which we develop and carry out our next strategic plan and use data to demonstrate the achievement of its goals.

The mission statement also grounds Gonzaga's core themes and provides for their communal expression. Mission fulfillment, then, represents the integration of our core themes into the life of the University. Gonzaga's three core themes reflect the institutional values that flow from the mission and provide a framework of self-understanding:

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

These core themes concretely render our mission into the experiences of students, faculty, and staff. Core Themes 1 and 3 address the mission's commitment to hold students to standards of excellence while educating them for service to the common good. Core Theme 2 reflects the mission's emphasis on the whole person and embraces the mission's expression of responsible stewardship and an integrated Jesuit educational experience. Core Theme 3 expresses the mission's commitment to solidarity and global engagement. Thus each core theme has an identifiable referent within the mission statement that, in conjunction with the baccalaureate goals, offers a holistic alignment to guide planning and development.

Threshold of Mission Fulfillment

Gonzaga University articulates its threshold of mission fulfillment through the specific indicators of achievement found in the strategic plan and core theme objectives. These indicators name the institutional accomplishments necessary to determine mission fulfillment. The strategic plan and core theme objectives, through their corresponding indicators, provide the verifiable evidence of institutional accomplishments necessary to assess the claim of mission fulfillment. The benchmarks set for the indicators of achievement in the strategic plan and core themes specify the specific threshold of mission fulfillment. Hence we are using an assessment process to measure mission fulfillment. Core theme indicators are in place and will be discussed in Standard 1.B. Indicators for the strategic plan are being developed and, upon the plan's approval, will become the measures by which to judge the fulfillment of plan objectives. Assessment data will show whether benchmarks are being met or if performance is falling below expectations. Meeting the benchmarks for the indicators of achievement defines the threshold of mission fulfillment and generates a foundation from which to implement efforts in the service of continuous improvement.

Standard 1.B: Core Themes

1.B.1 The institution identifies core themes that individually manifest essential elements of its mission and collectively encompass its mission.

1.B.2 The institution establishes objectives for each of its core themes and identifies meaningful, assessable, and verifiable indicators of achievement that form the basis for evaluating accomplishment of its core themes.

Following the April 2014 Year Seven site visit, Gonzaga undertook a review of its core themes. This review was not precipitated by any criticism or recommendation from the Commission. Rather it arose from the desire to take a retrospective look at where we had been over the past four years of the new accreditation cycle. The new mission statement offered the context for the review as we sought to examine the alignment of our core themes with the mission. The Accreditation Steering Committee Core Theme Sub-Committees reviewed the core themes and made suggestions for revision. The Academic Vice President and the Council of Deans reviewed the Steering Committee's proposal. As a result, the previous four core themes were reduced to three. Core theme 1 was renamed Academic Excellence to reflect the commitment to academics in the strategic plan. The old core theme 3, Exceptional Stewardship, was eliminated since many of its components were addressed in other standards of the accreditation self-study report. However, this removal was not wholesale. Several objectives were integrated into the other core themes as they more closely aligned with the contours of those core themes. Each core theme is reflected in the mission and each serves to mutually reinforce the other. The core themes shape our collective identity as a community comprised of students, faculty, and staff. Our first Core Theme (Academic Excellence) addresses the most important aspect of what we do: to provide the best possible learning experience - one that emanates from our tradition - and is shaped by constant advances in learning and in the disciplines, and seeks to prepare students for a changing and unpredictable future. This leads directly to our second Core Theme (Enriched Campus Community) in that we anchor the learning addressed in the first theme in an enriched campus experience that is an essential part of learning. Finally, only the appropriate connections addressed in our third theme (Engaged Local and Global Relationships) can create the context and overarching focus that makes possible the connections between the University and the communities in which it exists.

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.

Conclusion

As Gonzaga University embarks on its first full seven-year accreditation cycle, this Year One Self-Evaluation initiates that process. It offers an opportunity for reflection on our mission statement's assertion that we are "an exemplary learning community that educates students for lives of leadership and service for the common good." Gonzaga is committed to achieving that purpose. The Commission's new standards are an invitation to a conversation within the University and with the Commission as we examine and re-examine the values that guide our efforts. The Commission's emphasis on assessment and continuous improvement sustains that conversation and widens the perspective from which we view our mission, its fulfillment, and our core themes. One major consequence of our efforts to meet the new accreditation standards has been the development and, in some cases, the continuation of outcomes-based processes across many areas of the University. Planning, assessment, and improvement have become more concretely integrated into how the various University units understand and measure the effectiveness of their work.

Each core theme has identifiable objectives and indicators that define their practical reality. The indicators are assessable and offer meaningful measures that provide concrete evidence of progress toward fulfillment and identify where improvements are needed. This work is an ongoing enterprise as shown by our revision of the core themes in this Year One Self-Evaluation. The University's new strategic plan also promises to be more fully assessable as its performance indicators are currently being developed. Mission fulfillment, then, derives from the assessment data acquired from these sets of indicators.

Gonzaga looks forward to working in concert with the Commission's new accreditation cycle. This report sets the stage for our mid-cycle review in 2017 and lays the foundation for addressing Standards 2-5 in our next Year Seven Self-Evaluation.