

#15

COMPLETE

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Page 1: GCU Unit Assessment Plan

Q1 Name of Administrative Unit.

Office of Student Activities

Q2 Name of the person completing this report. (Last, First)

McCarron, Erin

Q3 To which Cabinet Member does this unit report?

Other (please specify):
Dean of Students

Q4 Calendar Years for the Plan

2018-2020

Q5 State Goal 1 for your administrative unit.

Incorporate and utilize technology to improve communication with students, improve marketing of events and activities, while increasing student participation at events and activities

Q6 State the Outcomes for Goal 1.

- | | |
|-----|--|
| 1.1 | Train CAB to market programs effectively |
| 1.2 | Utilize social media to increase awareness of events and activities |
| 1.3 | Plan Student Life activities calendar one year in advance |
| 1.4 | Brand Student Life events and activities |
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Q7 State Goal 2 for your administrative unit.

Increase participation in both Emerging Leaders and WILD, while creating a co-curriculum that increases the students leadership and critical thinking skills

GCU Unit Assessment Plan

Q8 State the Outcomes for Goal 2.

2.1	Increase Participation in both WILD and Emerging Leaders by 10%
2.2	Create Co-curriculum that focus on leadership development and critical thinking skills

Q9 State Goal 3 for your administrative unit.

Increase presence and activity of clubs and organizations on-campus

Q10 State the Outcomes for goal 3.

3.1	Train clubs and organizations to effectively market their organizations and events
3.2	Recruit and train advisors
3.3	Work with the Office of Alumni to recruit advisors

Q11 Give the Mission alignment for Goal 1.

Georgian Court provides students with an environment for the entire university community to grow through shared educational, cultural, social, and spiritual experiences;

Q12 Give the Mission alignment for Goal 2.

Georgian Court provides students with an environment for the entire university community to grow through shared educational, cultural, social, and spiritual experiences;

Q13 Give the Mission alignment for Goal 3.

Georgian Court provides students with an environment for the entire university community to grow through shared educational, cultural, social, and spiritual experiences;

Q14 Give the alignment with the GCU Strategic Compass Point (s) for Goal 1.

Mission Fulfillment through an Exceptional Student Experience.

Q15 Give the alignment with the GCU Strategic Compass Point (s) for Goal 2.

Mission Fulfillment through an Exceptional Student Experience.

Q16 Give the alignment with the GCU Strategic Compass Point (s) for Goal 3.

Mission Fulfillment through an Exceptional Student Experience.

GCU Unit Assessment Plan

Q17 With which MSCHE (Middle States Commission on Higher Education) Standard does Goal 1 most closely align?

Standard IV. Support of the Student Experience

Q18 With which MSCHE (Middle States Commission on Higher Education) Standard does Goal 2 most closely align?

Standard IV. Support of the Student Experience

Q19 With which MSCHE (Middle States Commission on Higher Education) Standard does Goal 3 most closely align?

Standard IV. Support of the Student Experience

Q20 What metrics will be used to measure results of Goal 1?

Direct Evidence - efficiency of services, cost analysis, and focus groups
Indirect Evidence - Questionnaires/Surveys

Q21 What metrics will be used to measure results of Goal 2?

Direct Evidence - efficiency of services, cost analysis, and focus groups
Indirect Evidence - Questionnaires/Surveys

Q22 What metrics will be used to measure results of Goal 3?

Direct Evidence - efficiency of services, cost analysis, and focus groups
Indirect Evidence - Questionnaires/Surveys

Q23 What will be the benchmark for successfully meeting Goal 1?

The creation of a clear concise Student Life/CAB Marketing program which includes timelines; Student Satisfaction increase by 10% via Student Activities Survey

Q24 What will be the benchmark for successfully meeting Goal 2?

Creation of co-curriculum program for WILD and EL; increase participation by 10%; usable assessment data to survey critical thinking and leadership development

Q25 What will be the benchmark for successfully meeting Goal 3?

Increase of clubs and organizations by 10%; every organization has 1 engaged advisor

Q26 Name the person(s) responsible for Goal 1.

Erin McCarron

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Q27 Name the person(s) responsible for Goal 2.

Erin McCarron

Q28 Name the person(s) responsible for Goal 3.

Erin McCarron

Q29 In which year will Goal 1 be assessed? Note: Data is collected annually, but analysis is done on a three-year cycle, one goal per year. **Year 2: Calendar year 2019**

Q30 In which year will Goal 2 be assessed? Note: Data is collected annually, but analysis is done on a three-year cycle, one goal per year. **Year 1: Calendar year 2018**

Q31 In which year will Goal 3 be assessed? Note: Data is collected annually, but analysis is done on a three-year cycle, one goal per year. **Year 3: Calendar year 2020**

Q32 Are there any additional comments you would like to add to this report? **Respondent skipped this question**

GCU Unit Assessment Plan - Office of Student Life
CY 2018

Goal 2

Increase participation in both Emerging Leaders and WILD, while creating a co-curriculum that increases the student's leadership and critical thinking skills

Outcomes for Goal 2

2.1 - Increase Participation in both WILD and Emerging Leaders by 10%

2.2 - Create Co-curriculums that focus on leadership development and critical thinking skills

The Office of Student Life assessed its goal (Goal 2 - *Increase participation in both Emerging Leaders and WILD, while creating a co-curriculum that increases the student's leadership and critical thinking skills*) for the CY 2018 reporting cycle. From the data collected the unit goal was met.

Participation in the Emerging Leaders program increased by 27% and by 39% for the Women in Leadership Development program, exceeding the 10% goal set-by the Office of Student Life. In addition, over the 2017-2018 AY, the Office of Student Life revised both the Women in Leadership Development and Emerging Leaders programs to improve the co-curricular experience.

The Office of Student Life is committed to providing students with signature leadership programs that provide learning opportunities that meet the cultural, academic, and social needs of the students in order to develop their leadership skills and empower them as servant leaders.

Through the new leadership curriculum, a greater emphasis is placed on assessing learning outcomes and tracking participant's growth throughout the program. Reflection pieces and surveys are implemented to measure and assess the growth of a student's understanding of the core competencies of each program.

In addition, the WILD and Emerging Leaders Peer Mentor program implemented new trainings for its mentors around the topics of diversity awareness, conflict management, and time management to better assist their mentees.

The new co-curriculum for *Emerging Leaders*:

Phase 1: Journey of Self-Discovery

- 1) Leadership @ GCU
 - a) An introduction to servant leadership and fireside chats with influential leaders at GCU.
- 2) Consciousness of Self
 - a) Awareness of one's own personality traits, values, and strengths, as well as their ability to be self-observers who are mindful of their actions, feelings, and beliefs.
- 3) Congruence & Commitment
 - a) Congruence refers to thinking, feeling, and behaving with consistency, genuineness, authenticity, and honesty toward others. Commitment implies intensity and duration.
- 4) Time Management
 - a) Ability to organize and plan how to divide one's time effectively.

Phase 2: Focus on Community

- 1) Collaboration
 - a) Working together toward common goals by sharing responsibility, authority, and accountability in achieving these goals.
- 2) Common Purpose
 - a) To work with others within a shared set of aims and values.
- 3) Controversy with Civility
 - a) The disagreements and disputes which arise when those holding contrasting perspectives and opinions are encouraged to share their views with the other group members, providing a "safe" environment for acting with congruence and for enhancing knowledge of self and of others.
- 4) Action Project
 - a) Members should pair with a club/organization that they are not a member of to work on a specific project/event or create a GCU community event of their own.

Phase 3: Becoming a Change Agent

- 1) Becoming a change agent
 - a) How to create impactful change in your community and on a global scale. This will include discussions of grassroots movements and human rights campaigns.
- 2) Citizenship
 - a) Active engagement in an effort to serve the community.

- 3) Advocacy Project (Juniors/Seniors)
 - a) Members should pick an issue that they are passionate about and create an event/project around that topic.

New co-curriculum for the *Women in Leadership Development (WILD) program*:

Phase 1: Discovery of Self

- 1) Leadership @ GCU
 - a) An introduction to leadership and an opportunity to meet with one of the influential leaders at GCU.
- 2) Self-Awareness
 - a) Developing an awareness your own leadership skills and strengths.
- 3) Self-Purpose
 - a) Understanding your passion and values, and how to utilize your leadership skills to create and accomplish goals in line with your self-purpose.
- 4) Time Management
Event: Time Management Workshop

Phase 2: Emotional Intelligence

- 1) Self-Esteem
 - a) Bringing awareness to how societal perceptions of women shape our views of ourselves and learning self-care practices to increase self-confidence and wellness.
- 2) Relational Skills
 - a) Understanding how to build healthy relationships with others.
- 3) Group Dynamics
 - a) How to navigate difficult conversations and handle controversy with civility.
- 4) Professional Development
 - a) Beginning to develop an awareness of how to present oneself professionally.

Phase 3: Empowerment and Advocacy

- 1) Cultural Competency
 - a) Understanding the influence of power and privilege in our society and how intersectionality plays a role in that.

- 2) Global Awareness
 - a) Bringing awareness to the issues women face on a global scale.

- 3) Professional Empowerment
 - a) Continuation of professional development; preparing women to be successful in their careers.

- 4) Service Project
 - a) Members of WILD are required to complete one service project per semester