

**John Carroll University Action Plan
Fall 2024-Spring 2026
May 31, 2024**

Executive Summary

Which individuals (e.g., name(s), title(s), department(s) and/or organizations developed this plan?

Heather Craigie, Associate Director, Center for Service-Learning and Social Action
Mary Ann Hanicak, Manager of Student Life Programs

What is this action plan for and what does it seek to accomplish?

This Action Plan is intended to summarize the current landscape related to civic learning, democratic engagement, and voter participation at John Carroll University (JCU). It will also outline short and long term goals to deepen these initiatives at JCU.

Where will this action plan be implemented? E.g., name of the institution, the number of campuses the work will take place at, campus locations (city and state), in-person, online, hybrid.

This Action Plan will be implemented at John Carroll University in University Heights, Ohio. Most activities would take place in person, though we may implement some aspects of the plan in an online or hybrid format.

Why was this action plan developed? How does this plan tie to broader institutional norms/values/strategic plans?

This Action Plan was developed to advance efforts related to civic learning, democratic engagement, and voter participation at John Carroll University. The mission of John Carroll University is to inspire individuals to excel in learning, leadership, and service in the region and in the world. As such, civic engagement lies at the heart of John Carroll's Jesuit Catholic mission. Our University Learning Goals of Intellect, Character, Leadership, and Service also fit squarely within the realm of civic participation and education. Through their curricular and co-curricular activities, John Carroll students are encouraged to think and act with a lens toward social justice, effective advocacy, and responsible citizenship.

When does this action plan start and end? Is this an action plan focused on the short-term and long-term goals? When will it be updated?

This Action Plan will start in the lead-up to the Fall 2024 semester, and will end with the Spring 2026 semester. As such, it will contain both short and long term goals. We intend to update this

Plan after the fall 2024 elections in order to revisit and evaluate plans for the following semester, and make adjustments as necessary.

How will this action plan be implemented? Who's in charge? What unit/office/division will be facilitating the effort?

This Action Plan will be implemented vis-a-vis the emergent Civic Engagement Advisory Board, which will consist of JCU faculty, staff, and three Democracy Fellows. The Board will be co-convened by Heather Craigie (Academic Affairs) and Mary Ann Hanicak (Student Affairs).

What strategies were employed to make sure this plan was equitable and included a diverse audience?

The Board will consist of faculty and staff from across the University, including representatives from the Division of Diversity, Equality, Inclusion and Belonging. Feedback will be solicited both from in-person meetings, and through a widely distributed survey.

Leadership

1. **Who are the working group members and how are they involved? How is the working group ensuring there is diversity within the campus' voting coalition?**
 - a. **What academic departments and which faculty within academic affairs are involved? (e.g., political science professor(s), fine arts department)**
 - The previous iteration of this Advisory Group included faculty within Academic Affairs including a professor of English who coordinates the Peace, Justice, and Human Rights Program, Political Science faculty, and the Director of the Arrupe Social Justice Scholars program. Staff within Academic Affairs included the Associate Director the Center for Service-Learning and Social Action, the Director of the Writing Center, the Interim Manager for Diversity, Equity, and Inclusion Programs, the Associate Director of Entrepreneurship Programs, an Associate Librarian, and an Academic Advisor in the Boler College of Business.
 - In summer 2024, we will be reformulating the Advisory Group to encompass restructured programs and ensure representation from diverse departments and divisions across campus.
 - b. **What units within student affairs are involved and which administrators are involved? (e.g., office of new student involvement, director of student life, office of diversity and inclusion)**
 - Historically, the staff and administrators in this category included the Manager of Student Life programs, the Administrative Assistant in the Office of Student Engagement, an athletics coach, the Director of the Center for Student Diversity and Inclusion, and the Coordinator of Student Wellness.

- Similar to our academic affairs outreach mentioned above, in summer 2024, we will be inviting returning and new representatives from Student Affairs (the Division of Student Experience and Campus Belonging) to participate in the Advisory Group. We have an emergent partnership with the Center for Student Diversity and Inclusion to host regular “Democracy Clinics” this fall.
- c. Which students and student organizations are involved? (e.g., student government, issue-based student orgs)**
- Student Government, College Democrats, College Independents, and College Republicans.
- d. What community and/or national (private, nonprofit, government) organizations are involved? (e.g., League of Women Voters, ALL IN Campus Democracy Challenge) How do national and local partners support your institution’s efforts?**
- Campus Vote Project and ALL IN Democracy Challenge
- e. Is the working group coordinating with the local election office? If so, with whom and how? If not, what is your plan to get the local election office involved?**
- Not at this time. JCU is a polling place, so we intend to collaborate with the local election office for the fall 2024 elections.

2a) Who is this person(s) and/or office(s) held accountable to, what is their reporting line?

The co-conveners of the Civic Engagement Workgroup report up through Academic Affairs and Student Affairs reporting structures.

2b) If student-staff or community members are involved, how are they compensated for their involvement?

Our three Democracy Fellows are financially compensated for their time through Campus Vote Project.

3. What are working group members’ unique strengths and, with those in mind, what are their responsibilities? How will people be brought into the coalition who currently are not there? Why have these individuals/groups been identified to join?

The Group will be assembled by the co-conveners based on the members’ prior interest and involvement in issues pertaining to the key themes of civic engagement. Each member will be asked to recruit others around campus with these interests as well. Attention will be put on ensuring that the Workgroup represents a diverse coalition of individuals who value the prioritization of diversity, equity, and inclusion within this work. Part of our Action Plan will involve expanding this group to include even more voices and having a more formalized structure of responsibility.

4a) Which groups have traditionally been underrepresented within your mobilization efforts and how does your working group work to strategically involve members of those groups?

As a predominantly white institution, historically minoritized groups have been underrepresented in these efforts. We intend to work closely with all Workgroup members, particularly those in the Diversity, Equity, Inclusion and Belonging division, in our efforts to strategically involve members of these groups. We will also be working with our three Democracy Fellows to reach out to a broad spectrum of the campus community.

How is the working group inclusive of different campus and community stakeholders?

As described above, we intend to include numerous departments and programs in the Group.

Does the working group have the support of upper administrators (e.g., president, provost, chancellor, VPSA) who can help advocate on behalf of the working group?

While the upper administration is broadly supportive of these efforts, we have not yet made a specific request for them to advocate on behalf of the Group.

What other offices on campus need to be involved? (e.g., website or portal management, registrar, university relations)

We need to involve more faculty, particularly from Political Science, in addition to Information and Technology Services and other departments.

How often will the working group meet and communicate?

We will communicate with the group monthly and meet quarterly.

Identify who is responsible for communicating amongst the group and how the group will meet (e.g., in-person, virtually, over email).

Mary Ann Hanicak and Heather Craigie will coordinate communication amongst the group. Meetings will generally be in-person and communication will take place over email.

How are you keeping working group members engaged over time and addressing stakeholder turnover?

We plan to have regular communication and active participation requested of Group members. If there is turnover, we will attempt to replace the departing person with someone from the same department.

If someone in the working group stops showing up and doing the work or needs to step away, what steps will be taken to ensure the efforts continue?

We would replace that person with someone from the same department or someone else who matches the Group's strategic priorities at that point in time.

Commitment

- 1. How does the institution and its leadership demonstrate commitment to improving civic learning and democratic engagement? Is there an explicit, visible commitment on the part of the governing board, president/chancellor, and senior leadership?**

John Carroll University's approved 2021-2026 Strategic Plan, publicly available on the JCU website (<https://jcu.edu/president/key-initiatives/university-strategic-plan>), outlines the institutional commitment to values aligned with active citizenship.

- **Is the commitment communicated within the institution? To whom, specifically, and how?**
 - The Strategic Plan has been disseminated to all faculty and staff.
 - **Is the commitment communicated outside the institution (i.e., to external stakeholders and the general public)? To whom, specifically, and how?**
 - This commitment is disseminated through information on the website and in JCU's role as a public polling place.
 - **Does the institution's commitment to civic learning and democratic engagement consider diversity, equity, inclusion, and justice tenets?**
 - Yes, the Strategic Plan for Inclusive Excellence is dedicated to building and sustaining a diverse living, learning, and working environment in which all people are welcome.
- 2. Is educating for civic learning and democratic engagement a pervasive part of institutional culture? Is it ongoing, consistent, systematic, and sustainable across programs, departments, and the entire institution? How do you know?**
 - Yes, educating for civic learning and democratic engagement is aligned with our Jesuit mission.
 - The following programs include a learning goal to demonstrate a capacity to engage in respectful civil discourse: the Arrupe Scholars program, the Center for Global Education, and Center for Service-Learning and Social Action, and Student Accessibility Services. JCU recently became a Sustained Dialogue campus and intends to deepen commitment to dialogue and bridging differences.
 - The following programs have a learning goal to help students serve in their communities as engaged citizens and advocates: Peace, Justice and Human Rights program, Arrupe Scholars Program, Campus Ministry,

Center for Global Education, Center for Service-Learning and Social Action, Debate Team, Student Accessibility Services

- The following programs include a learning goal to develop a personal belief system inspired by Ignatian values such as rigor, generosity, gratitude, inclusivity, and a desire for the greater good: Peace, Justice and Human Rights program, Arrupe Scholars Program, Campus Ministry, Center for Global Education, Center for Service-Learning and Social Action

3. How is the institution's commitment reflected in existing statements and documents (e.g., mission statement, vision, core values, strategic plan)? Has the institution created and implemented an action plan in previous years?

- As mentioned above, JCU's commitment is reflected in its Strategic Plan and its core values, which are to commit to learning in order to create:
 1. An environment of inquiry which embraces Jesuit Catholic education as a search for truth where faith and reason complement each other in learning. In pursuit of our educational mission, the University welcomes the perspectives and participation in our mission of faculty, staff, students, and alumni, of all faiths and of no faith.
 2. A rigorous approach to scholarship that instills in our graduates the knowledge, eloquence, sensitivity, and commitment to embrace and to live humane values.
 3. A campus committed to the intellectual, spiritual, emotional, and physical development of each student.
 4. An inclusive community where differing points of view and experience are valued as opportunities for mutual learning.
 5. A culture of service and excellence that permeates every program and office.
 6. A commitment to sharing our gifts in service to each other and the community.
 7. A campus that responds to demographic, economic, and social challenges.
 8. An appreciation that our personal and collective choices can build a more just world.
- JCU Mission: As a Jesuit Catholic university, John Carroll inspires individuals to excel in learning, leadership, and service in the region and in the world.
- JCU Vision: John Carroll University will graduate individuals of intellect and character who lead and serve by engaging the world around them and around the globe
- JCU created and implemented an Action Plan in 2018 and 2020.

4. What are the institution's overall civic, democratic, and/or political learning outcomes? Is there a process in place to ensure that outcomes are measured and met?

- JCU's Learning Goal related to Intellect includes the following goal: demonstrate a capacity to engage in respectful discourse
 - JCU's Learning Goal related to service has the following goal for students: serve in communities in communities as engaged citizens and advocates
- 5. **How is educating for civic learning and democratic engagement included in the general education curriculum?**
 - Many of the courses and departments in the core curriculum align with civic learning, including courses on social justice and integrated courses that promote global citizenship.
- 6. **How is educating for civic learning and democratic engagement included in the co-curriculum?**
 - Currently, the Center for Service-Learning and Social Action coordinates advocacy initiatives aligned with civic learning. Student Government and various student organizations also advance civic learning and democratic engagement.

Landscape

1. **Are civic learning and democratic engagement overall campus learning outcomes? If so, what are the learning outcomes and how are they measured?**
 - JCU's Learning Goal related to Intellect includes the following goal: demonstrate a capacity to engage in respectful discourse
 - JCU's Learning Goal related to service has the following goal for students: serve in communities in communities as engaged citizens and advocates
 - They are measured through the Office of Institutional Effectiveness.
2. **Do you have access to assessment data for your campus? If so, what does assessment data show about the political climate and democratic engagement on campus? How does this data compare to that of peer institutions?**
 - No, we do not have access to this type of data.
3. **How is civic learning and democratic engagement present in the curriculum?**
 - **In which courses is it taught?**
 - The following departments have elements of civic learning in their curricula: Accountancy (develop diverse perspectives of global business through civic and global learning); Education (civic ideals and practices); the Center for Service and Social Action (develop an awareness of civic responsibility); Sociology & Criminology (develop a lifelong commitment to civic engagement); Political Science; Arrupe Social Justice Scholars; Peace, Justice, and Human Rights. The Entrepreneurship program has been working with a Cleveland Councilman on neighborhood revitalization.
 - **In which courses is it listed as a learning outcome?**
 - Current Issues in Public Health; Peace, Justice + Human Rights 105; Political Science courses.

- **Are courses connected to civic learning and democratic engagement available to all students or a particular group of students (e.g., only incoming first-years, political science majors)?**
 - This depends on the department. Some are restricted to students in certain programs and some are available to all students through the general education curriculum.
4. **How is civic learning and democratic engagement present in the co-curriculum?**
 - **In which departments is this included?**
 - Office of Student Engagement oversees student organizations such as the College Democrats and Republicans, and others focused on political action; the Center for Service and Social Action uses the Social Action, Leadership, and Transformation (SALT) model to train its 70+ student leaders each year.
 - **What initiatives, programs, and activities focus on this?**
 - In addition to those mentioned above, our Democracy Fellows started a student organization, JCU Votes, that advances this work.
 5. **What internal barriers (e.g., limited funding, staff resistance, lack of leadership) prevent the institution from being successful?**
 - The primary barrier that prevents success is the lack of dedicated staff to manage and advance these endeavors. The staff people assigned to reinvigorate civic engagement do not currently have this work in their job descriptions, and do not have time or many resources to coordinate a broad effort apart from working with the Democracy Fellows and supporting specific events.
 6. **What external barriers (e.g., election laws, voter ID laws, lack of proximity to polling location) prevent the institution from being successful?**
 - Past Workgroup members reported that these barriers include student confusion about which district they are permitted to vote in and general lack of voter education.
 7. **What is the demographic makeup of the institution's student body?**
 - In 2021-2022, JCU had an undergraduate enrollment of 2,660 and a graduate/post bac enrollment of 511. 84.1% of students are white; 4.9% are African-American, 4.0% are Latinx, and the remaining are other ethnicities. 69% of students are from Ohio, with New York and Pennsylvania being other significant feeder states.
 8. **How is this information considered when mapping out civic learning and democratic engagement efforts?**
 - We need to be realistic about lack of staff bandwidth to implement a comprehensive Action Plan.
 9. **What resources are available to help the institution be successful? Specifically, what internal and external factors lead to successes (e.g., president's support, in a fully vote-by-mail state)?**
 - JCU's Jesuit heritage and values, along with its mission and learning outcomes, are conducive to helping students become engaged citizens.

10. What additional resources are needed to help the institution be successful?

- A dedicated staff person to advance these efforts.

Long Term Goals

Our Long Term Goals are as follows:

- Develop the curriculum and co-curriculum to ensure that students leave JCU as civic-minded graduates
- Continue a Community-Engaged Faculty Fellows Program that encourages civic participation and community engagement
- Launch a student Civic Fellows program
- Enhance enrollment of student organizations focused on civic engagement
- Broaden and strengthen campus wide get out the vote initiatives
- Develop a more sustainable staffing to support this work
- Promote greater awareness of local and regional political engagement and advocacy
- Sustained training and leadership succession planning for student leaders

1. What is the long-term vision the institution hopes to achieve?

JCU endeavors to maintain our Voter Friendly Campus status, which will reflect its commitment to strengthening democratic engagement and voter education/turnout. Beyond this specific designation, JCU aims to be a campus with an embedded culture of civic participation in both curricular and co-curricular realms.

2. What knowledge, skills, and capacities (learning outcomes) does the institution want students to achieve and graduate with in order to be active and informed?

- JCU's Learning Goal related to Intellect includes the following goal: demonstrate a capacity to engage in respectful discourse
- JCU's Learning Goal related to service has the following goal for students: serve in communities in communities as engaged citizens and advocates

3. What are the outcomes the institution wants to accomplish over the next 10 years?

All of our Long Term goals listed above should be accomplishable within the next decade.

4. Are the goals S.M.A.R.T.I.E. (specific, measurable, ambitious, realistic, time-bound, inclusive, and equitable)?

Yes.

5. Do the goals contribute to expanding access to voting for a diverse set of students?

Yes.

6. Are these goals informed by principles of diversity, equity, inclusion, and justice?

Yes, and we would continually revisit this by having a diverse pool of stakeholders involved in the design and delivery of the activities with our long term goals.

7. Are these goals informed by data and research?

Yes, and we would bring in additional data and research to inform the specifics of these activities. There is a research-backed framework that informs the civic-minded graduate goal, for example (Steinburg et. al., 2011).

Short Term Goals

Our short term goals are as follows:

- Continue to work with Democracy Fellows to deepen experience at JCU
- Continue to engage students with voter registration and education initiatives through the work of our Democracy Fellows
- Coordinate campus wide programming
- Introduce First year students to opportunities to get registered and get involved
- Plan and execute a Constitution Day event
- Conduct more comprehensive outreach to faculty to be part of these efforts.
- Ongoing Voter registration and Get out the Vote events
- Deepen Instagram messaging/engagement
- Further collaboration with Student Government and student organizations
- Have a strong presence at the fall 2024 Student Involvement Fair
- Pursue voter education work on key local, regional, state and national issues

1. What outcomes does the institution need to reach during the next three years to stay on track to reach its longer-term vision? How do the goals of the campus voting coalition contribute to the institution's overall equity and inclusion goals? How do the goals support the institution's strategic plan?

We would need to have a more sustainable staffing structure to support this work. The campus voting coalition's work will endeavor to include a wide, inclusive spectrum of students in order to align with the institution's equity and inclusion goals. The goals support the strategic plan's guiding principle of inclusive excellence by building and sustaining a diverse environment where all people are welcome and can thrive.

2. What resources does the institution need to ensure its longer-term vision is within reach?

As mentioned above, a more sustainable staffing structure needs to be created in order to fulfill our longer-term vision.

3. Who does the institution need to involve in order to reach its longer-term vision?

We will continue to work with our Democracy Fellows and the JCU Votes student organization. We will expand our faculty/staff Workgroup to include even more faculty members and other stakeholders. We will also garner support from the senior leadership in order to integrate their perspectives and commitment to advancing this work.

4. Does your campus voting coalition have the capacity and/or support to achieve this goal?

The current coalition has capacity to implement some of the longer-term goals, but a more sustainable staffing structure and support from senior leadership is needed to strengthen our

efforts and achieve longer term goals. The short term goal should all be attainable through our current coalition.

5. Is the goal SMARTIE (specific, measurable, ambitious, realistic, time-bound, inclusive, and equitable)?

Yes, these short term goals are all SMARTIE within the fall 2024 time frame.

6. Does the goal solve an immediate issue student voters face?

Yes, we believe that the voter education work that will be led by our Democracy Fellows this fall will address issues such as student confusion about how to register and/or where to vote.

7. Is the goal informed by data and research?

We have not currently drawn on data and research apart from the robust resources and guidance provided by Campus Vote, but we will do so in the goal implementation this fall.

8. What does your institution need to do to best mobilize voters for the next election (whether local, state, federal primaries or general elections)?

I believe that we are well positioned to mobilize voters for the fall 2024 elections through the work of our Democracy Fellows and the growing coalition of campus stakeholders.

Strategy

Short Term Guiding Questions

1. What is the work?

Please see short term goals for details of the work.

a) What are the planned activities and initiatives related to voter registration, voter education, voter turnout and mobilization, and voter access?

We will be holding voter registration and education activities beginning the week of August 12, 2024 with the freshmen orientation week. These efforts will be ongoing throughout the semester leading up to election day in November.

b) What would it take to Ask Every Student on campus about participating in our democracy? For resources and tools to do so visit: www.studentvoting.org.

We will consult these resources and utilize various in person and online communication mediums to reach the campus community.

c) Where will each activity occur (e.g., in a public campus space, in the classroom, virtually)?

Most activities will be in person in public campus spaces. We will use social media for promotion, and there may be a virtual option for some activities.

2. Who is responsible for implementing each planned strategy and tactic?

- Continue to work with Democracy Fellows to reestablish this experience at JCU: Workgroup co-coordinator
- Engage students with voter registration and education initiatives through the work of our Democracy Fellows: Democracy Fellows
- Coordinating campus wide programming: Workgroup, Democracy Fellows, JCU Votes Student Organization.

- Introduce First year students to opportunities to get registered and get involved: Democracy Fellows
- Plan and execute a Constitution Day event: Democracy Fellow with support from Workgroup co-coordinators
- Conduct more comprehensive outreach to faculty to be part of these efforts: Workgroup co-coordinators
- Ongoing Voter registration and get out the vote events: Democracy Fellows
- Deepen Instagram messaging/engagement: Democracy Fellows
- Further collaboration with Student Government and student organizations: Democracy Fellows, Workgroup co-coordinators
- Have a strong presence at the fall 2024 Student Involvement Fair: Democracy Fellows and student coalition
- Pursue voter education work on key local, regional, state and national issues: Democracy Fellows

3. Who is the audience for each strategy and tactic? a) What methods will be used to make strategies and tactics accessible to diverse populations? b) Are you including tactics that focus on reaching all students, especially traditionally underrepresented students?

The primary audience for these strategies will be JCU students; a secondary audience will be JCU faculty and staff. Comprehensive outreach and use of the student and faculty/staff coalitions will ensure that strategies reach diverse audiences. We will focus on reaching all students, especially those who are historically underrepresented.

4. Where will each activity occur on and off campus?

All activities we have planned will occur on campus.

5. When will the work happen and what preparations are required beforehand to make it happen? Are individuals consistently (i.e. quarterly, semesterly or yearly) trained to ensure conversations remain nonpartisan, culturally sensitive, accurate, and that the voter registration processes result in zero errors?

We will utilize that Campus Vote resources and support to ensure that our Democracy Fellows fully understand and fulfill the nonpartisan requirements of this work.

6. Why is each strategy and tactic being implemented and what is the goal for each activity?

Each strategy is aligned with the longer term vision of our work to be a Voter Friendly Campus that graduates civic-minded students.

Long Term Guiding Questions

1. How would you describe a campus committed to educating for civic learning, political engagement, and voter participation? What would it look like and how would you know this commitment existed?

We would have a comprehensive approach to these issues that encompassed curricular and co-curricular approaches.

- 2. How might your institution deepen capacity and competence related to diversity, equity, and inclusion in tandem with civic learning, political engagement, and voter participation?**

These values would be central to our approach, not just an add-on. This could involve leadership and collaboration with the DEIB division and diverse constituencies in every stage of our planning and implementation processes.

- 3. What will it take to build toward this vision of sustained commitment beyond a single election cycle (e.g., resources, curricular offerings, staffing)?**

A sustainable staffing model would be the top priority.

- 4. Where does work need to happen in order to institutionalize this vision (e.g., faculty senate, student government, division of student affairs)? a) Who is responsible within your working group for catalyzing or leading each effort? One step further, how would you know that this commitment has been institutionalized? b) Does your coalition have a succession plan that continually involves and builds up new student leaders, as well as provides for staffing transitions?**

Currently we do not have assignments within our workgroup. We do have a clear student succession plan based on the strong work of our 2023-2024 Democracy Fellows.

- 5. On what timeline will efforts to enact this vision occur? (Think in terms of years; e.g., in year one your institution will accomplish what? In year two your institution will accomplish what? And so on...).**

Year one will focus on the short-term goals; year two will focus on the longer-term goals.

- 6. How are you ensuring that your short-term tactics are embedded into the campus culture and can outlast the individuals leading that effort? (accounting for turnover)**

We would designate other representatives to replace any departing leader.

Guiding Questions

- 1. How will the plan be shared, internally and externally? Please state where the plan will be shared. Keeping in mind to share the report with multiple stakeholders. This could take place by sharing during departmental meetings, student organization gatherings, and with community partners.**
 - Once we receive feedback on this plan and finalize it for implementation, it will be shared out with the Workgroup (who also informed its creation), and senior leadership.
- 2. Will the plan be made public? If so, how? This could take place by posting the report on your institution's website, social media, etc.**
 - Not at this time. It would be circulated among the Workgroup and other campus stakeholders.
- 3. Will the data, such as your institution's NSLVE report, used to inform the plan be made public? If so, how? This could take place by posting the report on your institution's website, social media, with stakeholders, etc.**

- This will be determined at a later date.
- 4. **How will this plan be used to execute student voting coalition work on campuses? This will ensure all campus organizations and groups have access to data and reporting to be able to plan and strategize programming.**
 - We will utilize our Democracy Fellows to implement the student-focused elements of the plan.

Evaluation

Guiding questions

1. **What is the purpose of the evaluation?**

The evaluation is meant to assess progress toward the short and long term goals as outlined in this Action Plan, in addition to the integration of diversity, equity and inclusion therein.

2. **What does the institution want to know and be able to do with the information gathered?**

The degree and nature of our progress toward said goals.

3. **Who is the audience for the evaluation?**

Internal stakeholders including the student coalition, faculty/staff workgroup, and senior leadership.

4. **Who will carry out the evaluation? Is there an Institutional Research office representative involved? Faculty who are already studying related research questions? Student Affairs educators carrying out programmatic and long-term learning assessments?**

This will be determined at a later date.

5. **When will the evaluation be carried out and completed?**

We will carry out one cycle of the evaluation after the fall 2024 election, the following evaluation will be carried out upon completion of this Action Plan.

6. **What impact is already being measured for other related initiatives, like the Carnegie Foundation's Classification for Community Engagement?**

JCU does hold the Carnegie Classification for Community Engagement, and the impact will be assessed alongside this Action Plan.

7. **What information (data, evidence) must be collected and how will it be collected? What are the performance measures and indicators of success?**

We need to establish detailed parameters for this, but initially we would measure our success against our short term goals, and the involvement of a diverse campus coalition toward achieving them.

8. **How will information (data, evidence) be analyzed? a) How will the results of the evaluation be shared? b) How will the success of diversity, equity, and inclusion efforts within the plan be evaluated, beyond NSLVE race/ethnicity breakdown information?**

To be determined.

9. **Will efforts to evaluate be limited to one person/one area of your campus or be part of a larger campus effort?**

It will be a larger campus effort representative of the departments of the workgroup and the student coalition.

10. What are your institution's metrics for success? Share what worked, what didn't, why, and how things will be altered for future action plans.

To be determined.

11. What progress has been made toward each short- and long-term goal?

To be determined.

12. Were efforts utilized to advance or implement the Ask Every Student framework?

a) Integrating voter registration or GOTV (mail-in ballots, early voting, voter ID asks) into existing processes b) Executing individualized voter registration and democratic engagement tactics c) Institutionalizing tactics to be a sustainable part of campus culture?

To be determined.

13. Were efforts advanced regarding diversity, equity, inclusion, and justice priorities on campus?

To be determined.

14. Which efforts were most successful in contributing to shifts in NSLVE and other data? a) What could be done to improve upon data metrics? For instance, if there was a big voter registration push, but voter registration data in NSLVE didn't change much, how can we improve on that?

To be determined.

15. What are your key performance indicators, and did you satisfy expectations?

To be determined.

16. Was campus administration supportive of civic learning and democratic engagement efforts? What can be done to get university officials to sign the ALL IN IN Presidents' Commitment to Full Student Voter Participation?

To be determined.

17. How can student research projects support evaluation measures?

To be determined.

18. What resources do we need next year to advance civic engagement and reach long-term goals?

To be determined.

19. What are the next steps for how evaluation information will be shared?

To be determined.

References

Steinberg, K. S., Hatcher, J. A., & Bringle, R. G. (2011). Civic-minded graduate: A north star. *Michigan Journal of Community Service Learning* p.19-33