Q1. **2021 Unit Assessment Plan**

Complete the GCU Unit Assessment Plan with three goals aligned with GCU's Mission and Strategic Compass. See the template within the University Assessment Plan on the GCU Assessment webpage. You can repeat your previous assessment plan if it is still valid.

Unit Assessment Plans are due February 28.

Q2. **Name of Administrative Unit**

The Office of Diversity, Equity and Inclusion

Q3. **Name of the person completing this report. (Last, First)**

Joy L. Smith

Q4. **Email address of person completing this report.**

josmith@georgian.edu

Q5. **To which Cabinet Member does this unit report?**

- ◯ President
- ◯ Provost
- ◉ Executive Director for Mission Integration
- ◯ Vice President Finance and Administration
- ◯ Vice President Institutional Advancement
- ◯ Exec. Director of Marketing and Communication
- ◯ Vice President for Enrollment & Retention
- ◯ Other, (please specify

Q6. **This plan is based on the following year type selection:**

- ◉ Calendar Year (January-December)

○ Academic Year (September-August)

○ Fiscal Year (July-June)

○ Other

Q7. **State Goal 1 for your administrative unit.**

Goal #1: To provide campus-wide opportunities (lectures/speaker series, social events, cultural celebrations, etc.) that will allow our students to learn about the experiences of groups that have been "othered" in American society--because of their racial, gender, religious, citizenship, socioeconomic/class, sexual orientation, or other identity

Q8. **State the Outcomes for Goal 1.**

☑ 1.1
To increase the students' knowledge and sensitivity to the critical social issues that affect our global population.

☑ 1.2
To heighten their cultural competence so that they can interact with people who do not share their social identities.

☑ 1.3
To provide safe spaces for students to reflect on their own social/cultural identities

☑ 1.4
To enhance the connection between the academic and student life experience on campus.

☐ 1.5

☐ 1.6

Q9. **State Goal 2 for your administrative unit.**

Goal #2: To improve faculty capacity and engagement with regards to diversity, equity, and inclusion.

Q10. **State the Outcomes for Goal 2.**

☑ 2.1
The creation of a website with diversity, equity, and inclusion resources specifically designated for faculty.

☑ 2.2
An increase in faculty's awareness and ability to engage with issues of diversity, equity, and inclusion (DEI) in the classroom, through scholarship, and via service.

☑ 2.3
The creation of spaces in which faculty can engage and interrogate their own identities and relationships to power and privilege.

☑ 2.4
An enhancement of connection between the academic and student life experiences on campus.

☐ 2.5

☐ 2.6

Q11. **State Goal 3 for your administrative unit.**

Goal #3: To enhance the institutional commitment to the mission, vision, and goals of the Office of Diversity, Equity, and Inclusion reflected via cultural practices and policies.

Q12. **State the Outcomes for Goal 3.**

☑ 3.1
To work with the Office of Marketing & Commmunication to ensure that the mission, vision, and goals reflected in both, the programming and marketing materials for our office and the University at large.

☑ 3.2
To work with our campus partners to create institutional practices, policies and an campus culture that reflects equity and inclusion.

☑ 3.3
To ensure that ODEI's work is aligned with the reframed mission of the Institution.

☐ 3.4

☐ 3.5

☐ 3.6

Q13. **Give the Mission alignment for unit assessment goals. Check all that apply.**

	Goal 1	Goal 2	Goal 3
Georgian Court University, founded by the Sisters of Mercy of New Jersey in 1908 and sponsored by the Sisters of Mercy of the Americas since January 2007, provides a comprehensive liberal arts education in the Roman Catholic tradition.	☐	☑	☐

	Goal 1	Goal 2	Goal 3
The university has a special concern for women and is a dynamic community committed to the core values of justice, respect, integrity, service, and compassion, locally and globally.	☑	☑	☑
Georgian Court provides its students with a curriculum broad enough to be truly liberal, yet specialized enough to support further study and future careers.	☐	☑	☐
Georgian Court provides students with an environment for the entire university community to grow through shared educational, cultural, social, and spiritual experiences.	☑	☑	☑
Georgian Court provides students with the will to translate concern for social justice into action.	☑	☑	☐
No direct alignment with Mission.	☐	☐	☐

Q14. **Give the alignment with the GCU Strategic Compass Point (s) for your unit assessment goals. Check all that apply.**

	Goal 1	Goal 2	Goal 3
Compass Point 1: Mission Fulfillment through Academic Excellence.	☐	☑	☑
Compass Point 2: Mission Fulfillment through an Exceptional Student Experience.	☑	☐	☑
Compass Point 3: Mission Fulfillment through Revenue Generation and Diversification.	☐	☐	☐
Compass Point 4: Mission Fulfillment through Operational Efficiency and Utilization.	☐	☐	☐
No direct alignment with the Strategic Compass.	☐	☐	☐

Q15. Please select the directive(s) aligned with your goal(s) for Compass Point 1: Mission Fulfillment Through Academic Excellence.   (check all that apply)

	Goal 1	Goal 2	Goal 3
1.1 Increase offerings by implementing sustainable new or revised undergraduate programs (at least five), new graduate programs (at least three), and non-degree programs which meet currently unserved student populations or needs.	☐	☐	☐
1.2 Stabilize one year retention of First Year students at 75% or higher. Baseline one year retention of Second Year students and transfer students. Improve four year graduation rates.	☐	☑	☐
1.3 Provide consistent program quality, as measured by student satisfaction, across delivery formats (face-to-face, hybrid, online) and geographical site locations such that all students will have access to equitable services and facilities.	☐	☐	☐
1.4 Increase average number of high impact practices in which students participate including learning communities, service learning, research with faculty, study abroad, field or internship experience, and capstone experiences.	☐	☐	☐
1.5 Increase percentage of graduating undergraduate students who enter graduate school at GCU, at GCU partner programs, and elsewhere.	☐	☐	☐
1.6 Increase percentage of graduating students who are employed in positions in which their degree is needed within six months.	☐	☐	☐
1.7 Maintain and grow academic space in alignment with program needs.	☐	☐	☐

Q16. Please select the directive(s) aligned with your goal(s) for Compass Point 2: Mission Fulfillment Through Exceptional Student Experience. (check all that apply)

	Goal 1	Goal 2	Goal 3
2.1 Improve the overall retention of resident students by providing a healthy and engaging residential experience.	☑	☐	☑

2.2 Develop an IT infrastructure that includes a "one campus" communications and services structure that is on par with current higher education industry standards.	☐	☐	☐
2.3 Enhance the physical space available for student engagement throughout campus.	☐	☐	☐
2.4 Develop collaborative campus environment that supports students through engagement with all campus stakeholders.	☑	☑	☐
2.5 Integrate marketing and recruitment strategies that highlight instructional strengths to attract the student who will succeed at Georgian Court University	☐	☐	☑
2.6 Provide unique student leadership experiences that focus on the philosophy of servant and ethical leadership.	☑	☐	☑
2.7 Identify current or develop new GCU Traditions to support and highlight a dynamic unified campus culture (convocation, homecoming, bonfire, etc.).	☑	☐	☐
2.8 Provide for an exceptional, safe, and well-rounded student-athlete experience through maintenance of competitive level facilities, leadership programming, academic support & resources consistent with program growth.	☑	☑	☑

Q17. Please select the directive(s) aligned with your goal(s) for Compass Point 3: Mission Fulfillment Through Revenue Generation and Diversification. (check all that apply)

This question was not displayed to the respondent.

Q18. Please select the directive(s) aligned with your goal(s) for Compass Point 4: Mission Fulfillment Through the Operational Efficiency and Resource Utilization. (check all that apply)

This question was not displayed to the respondent.

Q19. **With which MSCHE (Middle States Commission on Higher Education) Standard are your unit assessment goals aligned. Try to limit your response to the primary area of alignment.**

	Goal 1	Goal 2	Goal 3
Standard I. Mission and Goals	☐	☐	☑
Standard II. Ethics and Integrity	☐	☐	☐
Standard III. Design and Delivery of the Student Learning Experience	☐	☑	☐
Standard IV. Support of the Student Experience	☑	☐	☐
Standard V. Educational Effectiveness Assessment	☐	☐	☐
Standard VI. Planning, Resources, and Institutional Improvement	☐	☐	☐
Standard VII. Governance, Leadership, and Administration	☐	☐	☐
I am not sure which Standard to choose	☐	☐	☐
Applies to all Standard	☐	☐	☐

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

1) NSSE Topical Module: Inclusiveness & Engagement with Diversity 2) Program/Event Evaluations 3) Student Evaluations (Quantitative and Focus Groups) re: their assessment on "safe" or "brave" spaces on campus.

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

1) Attendance and participation in Office of Diversity, Equity, and Inclusion (ODEI) programs 2) Evaluation of ODEI programs 3) Engagement (with staff, resources or programming) + with the Office of Diversity, Equity and Inclusion 4) NSSE Topical Module - Inclusiveness & Engagement with Diversity

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

1) Engagement with ODEI office, materials, and resources--i.e, website usage, "traffic" via social media, use of articles, training videos, etc. that are housed on the website. This is in addition to "traditional" engagement (traffic into the office, events, etc.). 2) Evaluation of ODEI programs 3)NSSE Topical Module - Inclusiveness & Engagement with Diversity

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

1) NSSE Topical Module: Inclusiveness & Engagement with Diversity 2) Program/Event Evaluations 3) Student Evaluations (Quantitative and Focus Groups) re: their assessment on "safe" or "brave" spaces on campus. 1) The majority of NSSE participants will respond with "Sometimes" or "Often", with regard to questions related to their engagement with attending diversity related events or participating in culturally based organizations on campus. 2) 40% of students will have attended an event that focused on racial, gender, socioeconomic, religious, national, etc. identity of those who are not a part of the dominant groups within our society. 3) 51% of students who participate in the assessment will state that they feel that GCU has authentically "safe" or "brave" spaces where students can express their sentiments about their identity, ask questions as an ally or simply be able to listen and learn.

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

1) Fifty percent of full-time faculty (FT faculty, Fall 2021 = 113) attend a program developed by the Office of Diversity, Equity, and Inclusion. 2) Via the program evaluation form, a majority of participants state that they were satisfied by their participation in an ODEI program, and they are likely to attend another ODEI event. 3) Twenty percent of full-time faculty contact the Office of Diversity, Equity, and Inclusion with a request for support. 4) Increased student capacity and engagement with diversity, equity, and inclusion demonstrated through NSSE Topical Module - Inclusiveness & Engagement with Diversity.

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

1) There is increased traffic to the Office of Diversity, Equity and Inclusion(measured via intake form) and incremental increase in use of resources from the ODEI website and related pages (measured via website analytics). 2) Via the program evaluation form, a majority of participants state that they were satisfied by their participation in an ODEI program, and they are likely to attend another ODEI event. 3) Increased student capacity and engagement with diversity, equity, and inclusion demonstrated through NSSE Topical Module - Inclusiveness & Engagement with Diversity.

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

Joy L. Smith

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

Ria (Ariana) DasGupta

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

Joy L. Smith & Ria (Ariana) DasGupta

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 1
- ○ Year 2
- ○ Year 3

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
- ● Year 2
- ○ Year 3

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 1
- ○ Year 2
- ● Year 3

Q32. **Are there any additional comments you would like to add to this report?**

Location Data

Location: (40.54069519043, -74.314002990723)

Source: GeoIP Estimation