

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

Writing Center

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

Brano, Anthony

Q4. Email address of person completing this report.

abrano@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.

Students will become better writers. They will increase the sophistication of their writing with correct grammar, sound logic, and persuasive rhetoric. Students will learn to integrate research sources properly, cite them accurately, and document them appropriately in adherence with APA, CMS, CSE, and MLA standards.

Q8. State the Outcomes for Goal 1.

- ☒ 1.1
Student writing assessed by the Writing Center staff will show clear signs of value added; i.e., specific aspects of writing will show improvement.
- ☐ 1.2
- ☐ 1.3
- ☐ 1.4
- ☐ 1.5
- ☐ 1.6

Q9. State Goal 2 for your administrative unit.

The Writing Center will improve upon usage benchmarks set during AY 2021-2022.

Q10. State the Outcomes for Goal 2.

- ☒ 2.1
A 5% yearly increase in Center usage after AY 2021-2022.

- ☒ 2.2 Exceed 95% LIKERT score averages for student satisfaction survey.
- ☐ 2.3
- ☐ 2.4
- ☐ 2.5
- ☐ 2.6

Q11. State Goal 3 for your administrative unit.

95% of students enrolled in SD Writing Courses, EN105 and EN106, will progress to EN111.

Q12. State the Outcomes for Goal 3.

- ☒ 3.1 By 9/30/21: 95% of students who need SD writing and use the WC advance to EN111.
- ☐ 3.2
- ☐ 3.3
- ☐ 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.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
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.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Georgian Court provides its students with a curriculum broad enough to be truly liberal, yet specialized enough to support further study and future careers.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Georgian Court provides students with an environment for the entire university community to grow through shared educational, cultural, social, and spiritual experiences.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Georgian Court provides students with the will to translate concern for social justice into action.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
No direct alignment with Mission.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Compass Point 2: Mission Fulfillment through an Exceptional Student Experience.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Compass Point 3: Mission Fulfillment through Revenue Generation and Diversification.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Compass Point 4: Mission Fulfillment through Operational Efficiency and Utilization.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No direct alignment with the Strategic Compass.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
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.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.5 Increase percentage of graduating undergraduate students who enter graduate school at GCU, at GCU partner programs, and elsewhere.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.6 Increase percentage of graduating students who are employed in positions in which their degree is needed within six months.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.7 Maintain and grow academic space in alignment with program needs.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3 Enhance the physical space available for student engagement throughout campus.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- 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.

<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard II. Ethics and Integrity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard III. Design and Delivery of the Student Learning Experience	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Standard IV. Support of the Student Experience	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Standard V. Educational Effectiveness Assessment	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Standard VI. Planning, Resources, and Institutional Improvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard VII. Governance, Leadership, and Administration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am not sure which Standard to choose	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Applies to all Standard	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

Rubric-evaluated portfolios will be used as a direct measure. Session reports, questionnaires, and, surveys will be used as an indirect measure. At the end of each academic year, the Director and will determine the “power users” who visit the Center five times or more. This number should be between 20 and 40 users annually. Writing Center staff will collect a rough draft the first time a frequent user brings a new essay to the Center. Tutors document in session reports the plan of action the tutor and student agree upon during each tutoring session. Once student completes the final draft, Center staff collect the final draft of the same essay (ideally the draft that the student submits to faculty). Writing Center Director and staff score the rough draft and the final draft using the same rubric and compare rough-draft scores to final-draft scores. This comparison measures the extent to which each student meets or exceeds rubric goals and thus obtains a value-added experience.

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

At the end of each semester, the Director will generate usage reports. The results of these reports will be cross-referenced with those of previous semesters/years.

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

The results of usage reports will be cross-referenced with enrollment statistics and D,F,W rates for EN105 and EN106. A measurement of students who enrolled in SD writing courses, used the WC, and received a D,F,W will be recorded.

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

85% of students will meet or exceed all rubric categories for the final drafts of scored papers. 90% of students will show improvement; i.e., value added, when comparing rough draft rubric scores to final draft rubric scores.

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

A 5% yearly increase in Center usage after AY 2021-2022. Maintain 95% LIKERT score averages in student satisfaction surveys.

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

By 9/30/21: 95% of students who need SD writing and use the WC advance to EN111.

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

Anthony Brano

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

Anthony Brano

Q28.

Name the person(s) responsible for Goal 3.

Anthony Brano

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?

This questionnaire allowed me to chose a date range for the yearly report. Since data is collected during the academic year, I selected the date range that aligned with the academic year.