

Q1.

GCU Academic Program Assessment Plan - Plan Updates

Please complete the program assessment plan. The format is similar to your previous plans, but is adapted to make fuller use of AEFIS. If you need assistance, please contact the [Office of Assessment](#). You can enter data in this form at one time or return to the survey to complete, using the same computer and original link. Once you submit, that action is final. You will receive a copy of your submittal.

Be sure to review academic program outcomes for appropriate rigor (Bloom's taxonomy) and assessable results. Avoid vague or general statements that cannot be quantified or measured. This plan can cover a three- to five-year time frame.

Note 1: Graduate programs need only complete summative assessment data.

Note 2: If the program has more than 5 learning outcomes, you will be directed to part B of the survey to enter the information on the additional outcomes (up to 10 total).

The update of Academic Program Assessment Plans are due by September 30.

Please contact the Office of Institutional Assessment and Accreditation with any questions or for further guidance.

Q2. Person completing the report

Last Name

Brano

First Name

Anthony

Q3. Email address of person completing the report

abrano@gmail.com

Q4. Program Name

Writing Intensive

Q5. School or Department

- School of Arts and Sciences
- School of Business and Digital Media

- School of Education
- HMH School of Nursing and Wellness at GCU
- University Wide Program (name below)

Q6. Email address and name of Dean of School or Department Supervisor

Name of Dean/Supervisor	<input type="text" value="Pari Murthy"/>
Email address of Dean/Supervisor	<input type="text" value="pmurthy@georgian.edu"/>

Q7. Level of Program

- Undergraduate Major
- Graduate-Masters
- Graduate-certificate only
- Undergraduate-University wide
- other, please specify

Q8. Assessment Plan for years

- 3 years starting 2022
- 4 years starting 2022
- 5 years starting 2022
- Other

Q9. Indicate the name of the major(s), minor(s), and the associated degree(s) for this academic program.

Major(s)	<input type="text"/>
Degree(s)	<input type="text"/>
Minor(s)	<input type="text"/>

Q10. State your learning outcomes (Up to five in this section, additional outcomes can be added to part B of the survey)



Learning Outcome (LO) 1

Students in writing intensive courses will submit informal and low-stakes writing samples that develop critical thinking and have their work evaluated by the appropriate criteria from the writing rubric. Over 90% of WI courses will include informal and low-stakes assignments. For formative assessment, all students should score at the "developing" level or higher. For summative assessment, at least 80% of students should score at the "accomplished" level or higher. Sometimes, informal and low-stakes assignments are ungraded or graded as a "pass/fail," so this learning outcome will only assess assignments with rubrics.

Learning Outcome (LO) 2

Students in writing intensive courses will accurately use the conventions of academic writing with minimal errors as evaluated by the appropriate criteria from the writing rubric. For formative assessment, all students need to score at the "developing" level or higher. For summative assessment, at least 80% of students need to score at the "accomplished" level or higher.

Learning Outcome (LO) 3

Students in writing intensive courses will demonstrate audience awareness in submitted work as evaluated by the appropriate criteria from the writing rubric. For formative assessment, all students need to score at the "developing" level or higher. For summative assessment, at least 80% of students need to score at the "accomplished" level or higher.

Learning Outcome (LO) 4

Students in writing intensive courses will submit work evidencing the revision process as assigned, and improvement will be noted by appropriate rubric criteria evaluation. Over 90% of WI courses will include papers that require revision based on faculty and or peer feedback. For formative assessment, all students should score at the "developing" level or higher. For summative assessment, at least 80% of students should score at the "accomplished" level or higher. At least 80% of final drafts should exhibit improvement over rough drafts.

Learning Outcome (LO) 5

Q11. Related USLG-Undergraduate Student Learning Goals. Align the program learning outcomes stated above with the associated USLG, if appropriate.

This question was not displayed to the respondent.

Q12. Related GSLG-Graduate Student Learning Goals. Align the learning outcomes stated above with the associated GSLG.

This question was not displayed to the respondent.

Q13. Related BRIDGE-General Education Goals

	Foundational Knowledge of Human Cultures and the Physical and Natural World	Intellectual and Practical Skills	Personal and Social Responsibility	Integrative Learning
Learning Outcome 1	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning Outcome 2	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning Outcome 3	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning Outcome 4	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning Outcome 5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q14. Related Accreditation Standard (if applicable) State the standard/goal and check the alignment with your program outcome(s). (Example: Learning Outcome (LO) 1: Text entry: NJSPEL Standard 1)

Learning Outcome (LO) 1

- Learning Outcome (LO) 2
- Learning Outcome (LO) 3
- Learning Outcome (LO) 4
- Learning Outcome (LO) 5

Q15. Course Mapping. Program Courses and Experiential Learning mapping to Program Outcomes. Map all program courses to the program's learning outcomes here. List courses with short catalog name, i.e. EN101. Please check to see if all program courses are mapped to at least one program outcome. If the program has more than 5 outcomes, this mapping will continue in part B.

How do students learn this? In what course(s) and/or co-curricular experience(s)?

- Learning Outcome (LO) 1
Courses approved and designated as WI.
- Learning Outcome (LO) 2
Courses approved and designated as WI.
- Learning Outcome (LO) 3
Courses approved and designated as WI.
- Learning Outcome (LO) 4
Courses approved and designated as WI.
- Learning Outcome (LO) 5

Q16.

Formative Assessment will occur in.....

Designate the selected course(s) from above mapping where evidence will be collected. These courses will have a signature assignment aligned with your assessment plan. Choose up to two courses per outcome. Try not to repeat courses.

- Learning Outcome (LO) 1
All WI courses below the 300 level.
- Learning Outcome (LO) 2
All WI courses below the 300 level.
- Learning Outcome (LO) 3
All WI courses below the 300 level.
- Learning Outcome (LO) 4
All WI courses below the 300 level.
- Learning Outcome (LO) 5

Q17. Name the signature assignment aligned with formative assessment in the previous question. Give the name of the course and the assignment. Example: EN 490: Final Course Paper assessed with the GCU Writing Rubric.

- Course 1/ LO1 All WI courses below the 300 level: informal assignments using writing as a gateway to critical thinking evaluated with rubric in AEFIS.
- Course 2/ LO1 All WI courses below the 300 level: signature assignment evaluated with appropriate sections of rubric in AEFIS.
- Course 1/ LO2 All WI courses below the 300 level: signature assignment evaluated with appropriate sections of rubric in AEFIS.
- Course 2/ LO2 All WI courses below the 300 level: signature assignment submittal with evidence of drafts, and evaluated with rubric in AEFIS. Rough and final draft rubric scores will be compared.
- Course 1/ LO3
- Course 2/ LO3
- Course 1/ LO4
- Course 2/ LO4
- Course 1/ LO5
- Course 2/ LO5

Q18.

Summative Assessment will occur in.....

Designate the selected course(s) from above mapping where evidence will be collected. These courses will have a signature assignment aligned with your assessment plan. Choose up to two courses per outcome. Try not to repeat courses.

- Learning Outcome (LO) 1
All 300- and 400-level WI courses.
- Learning Outcome (LO) 2
All 300- and 400-level WI courses.
- Learning Outcome (LO) 3
All 300- and 400-level WI courses.
- Learning Outcome (LO) 4
All 300- and 400-level WI courses.
- Learning Outcome (LO) 5

Q19. Name the signature assignment aligned with summative assessment in the previous question. Give the name of the course and the assignment. Example: EN 490: Final Course Paper assessed with the GCU Writing Rubric.

- | | |
|---|--|
| <input checked="" type="checkbox"/> Course 1/ LO1 | All 300- and 400-level WI courses: informal assignments using writing as a gateway to critical thinking evaluated with rubric in AEFIS. |
| <input checked="" type="checkbox"/> Course 2/ LO1 | All 300- and 400-level WI courses: signature assignment evaluated with appropriate sections of rubric in AEFIS. |
| <input checked="" type="checkbox"/> Course 1/ LO2 | All 300- and 400-level WI courses: signature assignment evaluated with appropriate sections of rubric in AEFIS. |
| <input checked="" type="checkbox"/> Course 2/ LO2 | All 300- and 400-level WI courses: signature assignment submittal with evidence of drafts, and evaluated with rubric in AEFIS. Rough and final draft rubric scores will be compared. |
| <input type="checkbox"/> Course 1/ LO3 | |
| <input type="checkbox"/> Course 2/ LO3 | |
| <input type="checkbox"/> Course 1/ LO4 | |
| <input type="checkbox"/> Course 2/ LO4 | |
| <input type="checkbox"/> Course 1/ LO5 | |
| <input type="checkbox"/> Course 2/ LO5 | |

Q20. **Direct Assessment:** Satisfactory achievement will be based on assignment grading: below 70: did not meet expectations, between 70-85: meets expectations, at and above 85: exceeds expectations. Does this meet your program guidelines?

- Yes
 No

Q21. What is your preference for assignment percentages for expected results?

This question was not displayed to the respondent.

Q22. **Assessment Protocol.** What indirect evidence will you collect for your program's formative assessment of learning outcomes? Indirect evidence can include: student surveys (course feedback), course grades, course pass rates, etc. What are your benchmarks for this data? (Ex. 70% of students complete course feedback with resulting mean score of 4.3 out of 5)

Formative Assessment

	Indirect Evidence 1	Benchmark for Evidence 1	Indirect Evidence 2	Benchmark for Evidence 2
LO 1	Student evaluations for all evaluated classes designated as WI.	At least 80% of enrolled students complete the evaluation for the designated courses, and responses to question are at or above 3 (moderately effective) on average on a 5 point Likert scale.	Longitudinal study of WI Assessment data.	Data for a given year will match or exceed that of previous years.
LO2	Student evaluations for all evaluated classes designated as WI.	At least 80% of enrolled students complete the evaluation for the designated courses, and responses to question are at or above 3 (moderately effective) on average on a 5 point Likert scale.	Longitudinal study of WI Assessment data.	Data for a given year will match or exceed that of previous years.
LO3	Student evaluations for all evaluated classes designated as WI.	At least 80% of enrolled students complete the evaluation for the designated courses, and responses to question are at or above 3 (moderately effective) on average on a 5 point Likert scale.	Longitudinal study of WI Assessment data.	Data for a given year will match or exceed that of previous years.
LO4	Student evaluations for all evaluated classes designated as WI.	At least 80% of enrolled students complete the evaluation for the designated courses, and responses to question are at or above 3 (moderately effective) on average on a 5 point Likert scale.	Longitudinal study of WI Assessment data.	Data for a given year will match or exceed that of previous years.
LO5				

Q23. Assessment Protocol. What indirect evidence will you collect for your program's summative assessment of learning outcomes? Indirect evidence can include: student surveys (course feedback), course grades, course pass rates, graduation rates, etc.

Summative Assessment

	Indirect Evidence 1	Benchmark for Evidence 1	Indirect Evidence 2	Benchmark for Evidence 2
LO 1	Student evaluations for all evaluated classes designated as WI.	At least 80% of enrolled students complete the evaluation for the designated courses, and responses to question are at or above 3 (moderately effective) on average on a 5 point Likert scale.	Longitudinal study of WI Assessment data.	Data for a given year will match or exceed that of previous years.

LO2	Student evaluations for all evaluated classes designated as WI.	At least 80% of enrolled students complete the evaluation for the designated courses, and responses to question are at or above 3 (moderately effective) on average on a 5 point Likert scale.	Longitudinal study of WI Assessment data.	Data for a given year will match or exceed that of previous years.
LO3	Student evaluations for all evaluated classes designated as WI.	At least 80% of enrolled students complete the evaluation for the designated courses, and responses to question are at or above 3 (moderately effective) on average on a 5 point Likert scale.	Longitudinal study of WI Assessment data.	Data for a given year will match or exceed that of previous years.
LO4	Student evaluations for all evaluated classes designated as WI.	At least 80% of enrolled students complete the evaluation for the designated courses, and responses to question are at or above 3 (moderately effective) on average on a 5 point Likert scale.	Longitudinal study of WI Assessment data.	Data for a given year will match or exceed that of previous years.
LO5				

Q24. Program Assessment Time Frame: Time Frame for Assessing the outcome.

Indicate the year of the plan where the data will be analyzed. Also indicate if data will be collected annually. This is helpful for gathering assessment artifacts from small classes or groups.

	Year 1 of Plan	Year 2 of Plan	Year 3 of Plan	Year 4 of Plan	Year 5 of Plan	Data collected annually
Learning Outcome 1	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Learning Outcome 2	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Learning Outcome 3	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Learning Outcome 4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Learning Outcome 5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q25. Number of program learning outcomes.

- 5 or less
- more than 5

Q26. State your additional learning outcomes

This question was not displayed to the respondent.

Q27. Related USLG-Undergraduate Student Learning Goals. Align the program learning outcomes stated above with the associated USLG.

This question was not displayed to the respondent.

Q28. Related GSLG-Graduate Student Learning Goals. Align the learning outcomes stated above with the associated GSLG.

This question was not displayed to the respondent.

Q29. Related BRIDGE-General Education Goals

This question was not displayed to the respondent.

Q30. Related Accreditation Standard (if applicable) State the standard/goal and check the alignment with your program outcome(s). (Example: Learning Outcome (LO) 1: Text entry: NJSPEL Standard 1)

This question was not displayed to the respondent.

Q31. Course Mapping. Program Courses and Experiential Learning mapping to Program Outcomes. Continue to map **all** program courses to the program's learning outcomes here. List courses with short catalog name, i.e. EN101. Please check to see if all program courses are mapped to at least one program outcome.

How do students learn this? In what course(s) and/or co-curricular experience(s)?

This question was not displayed to the respondent.

Q32.

Formative Assessment will occur in.....

Designate the selected course(s) from above mapping where evidence will be collected. These courses will have a signature assignment aligned with your assessment plan. Choose up to two courses per outcome. Try not to repeat courses.

This question was not displayed to the respondent.

Q33. Name the signature assignment aligned with formative assessment in the previous question. Give the name of the course and the assignment. Example: EN 490: Final Course Paper assessed with the GCU Writing Rubric.

This question was not displayed to the respondent.

Q34.

Summative Assessment will occur in.....

Designate the selected course(s) from above mapping where evidence will be collected. These courses will have a signature assignment aligned with your assessment plan. Choose up to two courses per outcome. Try not to repeat courses.

This question was not displayed to the respondent.

Q35. Name the signature assignment aligned with summative assessment in the previous question. Give the name of the course and the assignment. Example: EN 490: Final Course Paper assessed with the GCU Writing Rubric.

This question was not displayed to the respondent.

Q36. **Assessment Protocol.** What indirect evidence will you collect for your program's formative assessment of learning outcomes? Indirect evidence can include: student surveys (course feedback), course grades, course pass rates, etc. What are your benchmarks for this data? (Ex. 70% of students complete course feedback with resulting mean score of 4.3 out of 5)

Formative Assessment

This question was not displayed to the respondent.

Q37. **Assessment Protocol.** What indirect evidence will you collect for your program's summative assessment of learning outcomes? Indirect evidence can include: student surveys (course feedback), course grades, course pass rates, graduation rates, etc.

Summative Assessment

This question was not displayed to the respondent.

Q38. **Program Assessment Time Frame:** Time Frame for Assessing the outcome. Indicate the year of the plan where the data will be analyzed. Also indicate if data will be collected annually. This is helpful for gathering assessment artifacts from small classes or groups.

This question was not displayed to the respondent.

Location Data

Location: [\(41.3869, -72.8604\)](#)

Source: GeolIP Estimation

