

**Q2. 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.**

**Q3. Name of Administrative Unit**

Writing Center

**Q4. Name of the person completing this report. (Last, First)**

Brano, Anthony

**Q5. Email address of person completing this report.**

abrano@georgian.edu

**Q6. To which Cabinet Member does this unit report?**

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

**Q7. Calendar Years for the Plan**

- 2018-2020
- 2019-2021
- 2020-2022

**Q8. 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.

**Q9. 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  
\_\_\_\_\_

**Q10. State Goal 2 for your administrative unit.**

The Writing Center will maintain and improve upon usage benchmarks set during AY 2018-2019.

**Q11. State the Outcomes for Goal 2.**

- 2.1  
A 5% yearly increase in Center usage after AY 2018-2019.
- 2.2  
A 5% yearly increase in online tutoring usage after AY 2018-2019.
- 2.3  
Maintain 90% LIKERT score averages for tutoring satisfaction.
-

2.4

2.5

2.6

**Q13. State Goal 3 for your administrative unit.**

Students enrolled in SD Writing Courses, EN105 and EN106, will progress to EN111 at rates in compliance with the Title III grant. Grant ends Spring 2021.

**Q16. State the Outcomes for Goal 3.**

3.1

By 9/30/19: 80% of students who need SD writing and use the WC advance to EN111.

3.2

By 9/30/20: 90% of students who need SD writing and use the WC advance to EN111.

3.3

3.4

3.5

3.6

**Q18. Give the Mission alignment for Goal 1.**

- 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.
- 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.

**Q19. Give the Mission alignment for Goal 2.**

- 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.
- 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.

**Q20. Give the Mission alignment for 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.
- 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.

**Q21. Give the alignment with the GCU Strategic Compass Point (s) for Goal 1.**

- Mission Fulfillment through Academic Excellence.
- Mission Fulfillment through an Exceptional Student Experience.
- Mission Fulfillment through Revenue Generation and Diversification.
- Mission Fulfillment through Operational Efficiency and Utilization.
- No direct alignment with the Strategic Compass.

**Q22. Give the alignment with the GCU Strategic Compass Point (s) for Goal 2.**

- Mission Fulfillment through Academic Excellence.
- Mission Fulfillment through an Exceptional Student Experience.

- Mission Fulfillment through Revenue Generation and Diversification.
- Mission Fulfillment through Operational Efficiency and Utilization.
- No direct alignment with the Strategic Compass.

**Q23. Give the alignment with the GCU Strategic Compass Point (s) for Goal 3.**

- Mission Fulfillment through Academic Excellence.
- Mission Fulfillment through an Exceptional Student Experience.
- Mission Fulfillment through Revenue Generation and Diversification.
- Mission Fulfillment through Operational Efficiency and Utilization.
- No direct alignment with the Strategic Compass.

**Q24. With which MSCHE (Middle States Commission on Higher Education) Standard does Goal 1 most closely align?**

- 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

**Q25. With which MSCHE (Middle States Commission on Higher Education) Standard does Goal 2 most closely align?**

- 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

**Q26. With which MSCHE (Middle States Commission on Higher Education) Standard does Goal 3 most closely align?**

- 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

**Q27. 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 Professional Tutors will use the Writing Program Rubric to assess one predetermined aspect of student writing. During the academic year the Writing Center will determine the following: 1) Which goal(s) to measure; e.g., quotation integration, clear pronoun reference, etc. The goal(s) will change depending on the outcomes of previous assessments. 2) Determine the "power users" who visit the WC five times or more. This number should be between 20 and 40 users annually. After finding what to look for and which students to assess, the Writing Center will: 3) Collect a rough draft the first time a frequent user brings a new essay to the Center. 4) Document in session reports the plan of action the tutor and student agree upon during each tutoring session. 5) Collect the final draft of the same essay (ideally the draft that the student submits to faculty). 6) Measure the extent to which each student met the predetermined goal(s) and thus obtained a value-added experience.

**Q28. 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.

**Q29. What metrics will be used to measure results of Goal 3?**

For the Title III requirements, 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.

**Q30. 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.

**Q31. What will be the benchmark for successfully meeting Goal 2?**

A 5% yearly increase in Center usage after AY 2018-2019. A 5% yearly increase in online tutoring after AY 2018-2019. Maintain 90% LIKERT score averages for tutoring satisfaction.

**Q32. What will be the benchmark for successfully meeting Goal 3?**



By 9/30/19: 80% of students who need SD writing and use the WC advance to EN111. By 9/30/20: 90% of students who need SD writing and use the WC advance to EN111.

**Q33. Name the person(s) responsible for Goal 1.**

Anthony Brano

**Q34.  
Name the person(s) responsible for Goal 2.**

Anthony Brano

**Q35.  
Name the person(s) responsible for Goal 3.**

Anthony Brano

**Q36.  
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: Calendar year 2018
- Year 2: Calendar year 2019
- Year 3: Calendar year 2020
- Year 3: Calendar year 2021

**Q37.  
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
- Year 2: Calendar year 2019
- Year 3: Calendar year 2020
- Year 4: Calendar year 2021

Q38.

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: Calendar year 2018
- Year 2: Calendar year 2019
- Year 3: Calendar year 2020
- Year 4: Calendar year 2021

Q39. Are there any additional comments you would like to add to this report?

The writing center assessment plan is converting from program to unit assessment.

#### Location Data

**Location:** ([41.456802368164](#), [-72.824501037598](#))

**Source:** GeolIP Estimation



