The Wright AQIPment

ACADEMIC QUALITY IMPROVEMENT PROGRAM

Photo courtesy of ***Rachel Gardner***

Letter from the Chair

At this semester's AQIP Retreat in March, Noah Marshall shared an early draft of the AQIP Systems Portfolio with faculty and staff and we learned the many different ways we are gathering results on student learning throughout our College. After a few hours in the theater discussing these results and what they mean, inevitably it seems, we began asking questions about why we value so heavily certain measures, especially those that do not appear to benefit our students or support our own classroom practices, such as standardized tests like CAAP and a non-disciplinary emphasis on graduation rates.

In the Kevin Costner film, *Field of Dreams*, the ghosts of baseball whisper, "Build it and they will come." Likewise, "If we measure them, they will improve" seems to be the implicit rule underlying both our own College's involvement in the AQIP accreditation track and our entire contemporary culture's approach to data collection and analysis. Little leaguers now boast of their sabermetrics, our nation's grandparents can tell us how many steps they've taken today, fast food items are sold in packaging that lists their caloric count, and our cars can tell us how many miles we have left in our gas tanks. Such data analyses teach baseball's general managers to value players that produce the little hits and walks when runners are on base instead of just focusing on those players that hit home runs. They teach my parents the importance of walking, even if it doesn't build up a heavy sweat, in maintaining their fitness. They show us exactly how unnecessary it is to "supersize" those fries at McDonalds and how not to panic when the gauge gets closer to E on our dashboard. And sure enough, our ball players are becoming better team players, our children's grandparents more fit, our eating habits more healthy, and our spare gas tank in the rear trunk obsolete. Still, an anxiety over endless testing and measuring creates overwhelming apprehension not just for those being tested and measured, but also in those of us who are trying to improve their capabilities and competencies. Perhaps this is because we also recognize that something more intrinsic may be ignored and lost in all these piles of data—a more fundamental way of knowing and learning that has always been the bedrock foundation for education in any culture, the way we teach by sharing a love of learning.

Some of the hardest things to learn are taught with time and care in such a manner that the act of learning itself can be an almost sacred part of a culture. Kim Tingley, in the March 17, 2016 issue of The *New York Times* Magazine, discusses the sailors of the Marshall Islands in the South Pacific who navigate from island to atoll to island without any technological assistance: no GPS instruments, no compasses, no navigational charts, nothing. Tingley's article "The Secret of the Wave Pilots" laments the way we possibly de-activate the brain's own natural forest-dwelling, ocean sailing sense of finding ourselves and moving about in our environment. In fact, she connects the way the Marshallese sailors once developed their craft to a core virtue for education itself: "What seems clear is that our ability to navigate is inextricably tied not just to our ability to remember the past, but also to learning, decision-making,

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imagining, and planning for the future" (4). The key here, then, is that we do not have an innate sense of navigation, but, like the wave pilots, we must learn to do so and this kind of study and analysis extends beyond just finding our way home from that outlet mall in the far western suburbs.

The way these "wave pilots" learn to steer their wooden crafts is through a complete immersion into both the ocean and the history of their culture. To become such a sailor involves years of training and the development of a strong relationship between the novice and the expert. The relationship between these two becomes more important than even the purpose of the learning, the journey from one island to the next. So, even though the Marshallese can use other kinds of water craft, even ones with engines, to travel the 70 square miles that comprise the five islands and twenty -nine atolls, Tingley argues for the continuation of the use of motor-less, GPS-less canoes for the sake of maintaining an ancient way of knowing their ocean because it binds new generations into a loving community with their parents and ancestors. Unfortunately, these sailors and their practice of "wave-piloting" is becoming obscure into extinction.

And maybe that's what we fear at times as we see education becoming more and more a matter of meeting already defined expectations for results. Will learning something that is hard and not grasped easily or quickly also become unnecessary for our students as we switch them onto new paths, and will the real relationships between teachers and learners become mere scorekeeping? It is up to us who are in the classrooms, tutoring offices, and course and career counseling sessions with our students to remember that we are not just working to help students progress through a set of goals towards graduation, certification, and transfer—we are offering them our culture and community.

For further reading:
http://www.nytimes.com/2016/03/20/magazine/the-secrets-of-the-wave-pilots.html?_r=0

- Vincent Bruckert

Have you seen *FLOW*? Wright College's Common Film Experience

This year Wright College introduced a new first year experience project: the common text. Irena Salina's documentary *FLOW*, which chronicles the dwindling scarcity and corporate takeover of the world's fresh water supply, was selected through an online survey conducted with faculty, students and staff. It aired during Rams week (the week prior to the beginning of the semester) of the Fall and Spring semesters and at midterm for English students.

Most of the best four-year colleges and universities use a common book, but Wright is unique in that it uses a common film. The advantage of film is that it is easily accessible and can be shared in a short amount of time. In addition, there are several other benefits to using a common film with students. First, a community bonds through informal group discussions. A common film ensures a shared knowledge base and provides a shared experience. Second, a well-chosen film can demonstrate the interconnectivity of learning across disciplines. *FLOW*, for example, focuses on the environment but also highlights issues in the domains of chemistry, economics, biology, sociology, international relations, and art.

Selection is underway for next year's common film. Recently, an online survey gathered over 40 suggested feature films and documentaries, which has been reduced to a list of 6-8 selections. Students, faculty and staff received an email survey with links to film trailers. [Wright College has selected its Fall 2016 Common Film - *The Danger of a Single Story*. Nigerian writer Chimamanda Ngozi Adichie's TED talk will be shown throughout Rams Week this August.]

- Janet Knapp-Caporale

Assessment Committee Members

Timothy Andriano - Social Service
Vincent Bruckert (Chair) - English
Jeannette Bruno - Library
Larry Buonaguidi - Office of Instruction
Paul Croitoru - Business
Helen Doss - English
Matthew Grief - Biology
Adrian Guiu - Humanities
Fred Hernandez - CIS
Ted Jankowski - Math
Andrew Kruger - Physical Science
Adrienne Leyva - OTA
Jane McNiven - Paralegal
Medhanie Mekonnen - Business
Julius Nadas - Math
Krzysztof Ochwat - Physical Science
Neill Sachs - Social Science
Johannah Silva - VPA
Andrew Spiropoulos - Physical Education

How can we see, hear, and observe our discipline's literacy, operating in a non-academic, everyday way?

Jeannette Bruno, Library

When people think of a library and the work that people do in them, they think first and foremost of books. And while librarians love books, at a college level, it's really research that we are most concerned with. And research is a process, not a tangible item to place on a shelf. Research is about asking questions and finding answers (or more questions) and searching for information. We call the skills of being able to do this effectively, information literacy. But you don't need to be an expert to be information literate, you just need to ask questions. Who wrote that article? Why did they write it? Who's reading it? My favorite silly example of people being information literate on social media is the posting of satirical news articles to social media thinking they are actual news articles. There are many outcomes to this scenario; people are outraged at the audacity of the article's headline and comment passionately, or more likely someone lets them know it's from a satirical source and meant to be a joke, while others are sent into a depression as the joke is horrifyingly accurate. The dialogue about information is the important part. When we discuss the purpose of an article, we are being information literate.

Matthew Grief, Biology

One of the most interesting ways I see people unknowingly incorporate my discipline's literacy (in this case biology) into their everyday lives is when I read my friends' posts on Facebook. Interspersed among selfies and seemingly endless videos of kitchen hacks and cute/funny animals are serious discussions that wouldn't feel out of place in a biology classroom. One friend often posts links to articles about the dangers of climate change or lead in drinking water, or writes about their hope that the recently passed Paris accord will result in meaningful change to protect the environment. Another friend posts biology-related memes that, for example, point out the illogical reasoning behind the anti-vaxxer movement. One friend in particular has taken it upon himself to point out the fallacies posted by an obnoxious climate change denier, while another often posts and identifies pictures of the species of snakes she encounters while living and hiking in California. In every case these are people who are not biologists but are concerned about the natural world around them and their place in it.

Ted Jankowski, Math

The best way to observe mathematical literacy in a non-academic everyday life situation is to open one's eyes and reflect on the math involved in virtually everything we do. Math is really found everywhere you look, from filing our tax returns, to baking a cake. For simplicity though, I'll use just one example, that of painting a house. So, how is math used to paint a house? We start at the beginning. Most folks typically buy a gallon of paint, return home, and start painting until they run out. Before returning to the hardware store for more paint, we would probably make an estimate of how many rooms that one gallon had painted, and scale up. Suppose we had 6 rooms to paint, and one gallon painted only 1 ½ rooms. Then, we can figure we need 3 more gallons because 1 ½ times 4 equals 6. Whether or not we realized it, we just set up a ratio of gallons per room and used it to estimate our paint supply. In mathematical terms, it took 1 gallon per 1 ½ rooms, which is 1 / (1 ½) = 1 / (3/2) = 2/3 gallons per room. We multiply 2/3 by 6 rooms to obtain 2/3 x 6/1 = (2x6) / (3x1) = 12/3 = 4 gallons in total. We already painted with one gallon. So, we need to buy another 3 gallons. Why mess with all these fractions? Well, suppose we lived in the country, far from any hardware stores and we could only make one trip to town. Or, imagine we painted houses for a living and needed to write up a quote for our customer. Accuracy would count, especially if we wanted to stay in business, and we might even use an alternate method. We could first measure all walls to be painted, and multiply lengths by widths to calculate the total walled area to be painted. We then divide by the estimated coverage per gallon figure listed on the can of paint to get the total gallons needed for the job. That is how math is used to paint a house. In short, it is by simple observation of ordinary common activities that we gain an appreciation of math literacy used in everyday life.

Andrew Kruger, Physical Science/Physics

The Physics discipline encompasses a broad range of topics, describing how the physical world behaves around us. In general, new ideas and concepts come out of experiencing something, hypothesizing why it may have happened, and testing whether those ideas are true. If it does behave like we expect, we try new implications and keep taking further steps to understand why things behave like they do. If things don't behave like we expect, it again leads to new ideas to explain why. People do this from infancy through their adult lives. For example, recently, my one-year-old daughter was walking fast on carpet then stepped onto hardwood floor that was smoother. Because she wasn't expecting it, she slipped and fell. The next time she walked from the carpet to wood, she paused first, slowly putting one foot down to test how slick it was, then continued on when she saw it was ok. As she's experiencing causes and effects, she's learning about the physical world around her and testing her understanding. She's not doing it because she has a test on Monday, but rather because she just doesn't want to fall.

Neill Sachs, Social Sciences/Geography

Each and every day you leave your home and walk out into a world that you are familiar with. The weather feels as it should for this time of year. The trees, the bushes, all the vegetation looks as it normally does, depending on the season. A squirrel is startled by your presence and darts across the sidewalk to find safety in the nearest tree. Routine. Everything you notice or perceive is within your comfort zone.

The geographer and even more broadly, the social scientist, would refer to this as a sense of place. It is the cues we consciously or unconsciously pick up on as we go through a customary work day, navigating our way across the city. It is the mental map that we all form by simply noticing our surroundings. Some are more attuned to it than others. They are, perhaps, paying closer attention, more alert to their surroundings. But even if you are ignorant of the direction you are moving, be it north or east, your mental map directs you. You may not know you have to go 400 meters northwest on Elston Ave. before turning west. But you do know that you have to turn left at the Shell Station.

Either way, you are fully involved in the world of geography. It is an integral part of your everyday life and the further you venture the more that you learn. Those who are more inquisitive or have more of an awareness of their everyday surroundings will become more intimate with it. They'll be curious about that tree which the squirrel jumped into, when it blooms, when it fruits, the qualities of the wood. It is but one item, but it is also something that you come into contact with every day in the geography of your life.

Johannah Silva, Visual Arts

The best way to observe visual literacy in a non-academic everyday life situation is to observe just how much art and visual information we come across and exists in our everyday lives. From television, the internet, magazines, all manner of advertising in print media, billboards, art in public places such as murals, public sculptures, even art reproductions at the

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doctor's office, we are exposed to art whether we are aware of it, notice it, take it in or not. Not everyone may know color theory or the more complex aspects of visual composition but most people can talk or have an opinion about such things as color, textures, patterns — everyday words that actually comprise the elements of art and principles of design, the very foundation and language of visual literacy. Take for example the discipline of photography: with the advent of digital photography, most everyone considers themselves some kind of photographer: whether it's taking selfies to post on social media or taking photos of urban landscapes or tourist attractions during a vacation, the everyday photographer will have to consider such things as framing and composition when taking their pictures. Another example, when putting together our outfit, whether it's for work or a special occasion, we will probably consider such things as color, pattern, textures, style, etc., to decide if it's something we want to wear. Lots of utilitarian things in our everyday lives are designed, from our clothing to our furniture and home appliances. Art gives pleasure and enhances our environments; it is everywhere when we take time to notice, and is certainly worth putting our attention and intelligence to.

Vincent Bruckert, Literature

In my graduate school literature classes, we often discussed the concept of the "unreliable narrator" when we read novels and short stories. While most of us read fiction for recreation, and in doing so, implicitly trust the narrator to guide us honestly through the events of the story, the snarky grad student learns to distrust the voice he or she is hearing tell the story. This distrust allowed us to dig into the events and the characters in order to deconstruct the way the language of the novel presents information. We imagined that this kind of reading allowed us to recognize contradictions in the text, to identify errors in the perceptions of the narrator, and to call out the hidden biases and presumptions that the narrator holds as a member of a particular culture and class. Applying this kind of antagonistic approach to my summer reading list this year would surely prevent the enjoyment I will be looking to get out of that reading experience.

However, we, as every day listeners and readers, do treat many voices in our culture as "unreliable narrators," and it's commonplace to assume our media is full of unreliable narrators: the home team's broadcaster, for instance, of a sporting event, or a team of hosts and guests offering political news commentary put their prejudices up front and will not deny that their way of seeing the events they discuss are tempered with their own opinions.

Recently, I caught an everyday event being treated as capable of being misrepresented by an "unreliable narrator", I observed a light fender-bender in the car line at my daughters' school. Even though many of us parents witnessed the SUV bump into a compact car, and despite the fact that we all kind of know each other through the school, the mother driving the compact car got out and, after a short discussion with the gentleman in the SUV, pulled out her smartphone and started taking pictures of the two cars' bumpers, their placement in the street, and the positioning of the tires on the SUV. Her careful effort to record what stands as evidence for the accident reflects, I feel, the awareness that anyone using language, without even doing so with intentions, can become an "unreliable narrator." Still, the snarky grad student in me counters that even photographs themselves can prove, at times, to be untrustworthy. So I don't believe everything I see on Facebook.

Fred Hernandez, CIS

Faster communication has played a part in turning the world into a global society. To a large extent email has been one of the instruments responsible for this high speed communication. In moments we can send reports, charts, pictures, and audio files almost anywhere in the world. Email has a broad scope being used not only for academic purposes but also for business and social transfer of data. The use of email is quite pervasive. I have seen everyone from senior citizens to children use this form of communication.

Reading in the Sciences: Physical Sciences and Engineering Department

The Department of Physical Sciences and Engineering assessed the general education outcome of literacy in looking at students' ability to read and use graphs and interpret numerical data. This included a pre-assessment where students were asked to differentiate between groups of people based on their height and weight as displayed on a graph. Students were then asked to input additional data about individuals into the graph and interpret information about that individual (i.e. what group of people they were most likely associated with).

The post-assessment asked about stellar objects on an Hertzsprung-Russell (HR) Diagram and followed the same structure with questions that corresponded to the questions in the pre-assessment. The Physical Sciences Department will be able to see if there is growth in reading, creating, and interpreting data on a graph by directly comparing answers. The post-assessments are currently in progress so results have not been compiled, but there are some questions we will be investigating. Along with basic interpretation of data points on a graph and being able to input new data, we will be observing whether students understand trend lines and how they relate to data. For example, a trend line doesn't cross through specifically where every data point is, but rather the data points are on either side of the line. A trend line may show the average relationship between weight and height for people in shape. But if a person doesn't have a weight and height that fits directly on that line, it doesn't mean they're not in shape.

- Andrew Kruger

Physical Sciences and Engineering Department

Pre-Assessment

Course: _____ Instructor: _____ Date: _____

Instructions: This questionnaire is part of a college-wide assessment of critical thinking for students. This is anonymous and you will not be graded on it. Please refer to the graph to answer the following questions. Please answer each question as best you can, with one or two sentences explaining your answer.

In the attached graph, data is plotted showing the weight and height of four groups of people. The four groups of people, in no particular order, are:

I. Average people who exercise regularly and are "in shape".
II. NBA Basketball Players, who are in shape but taller than usual.
III. Sumo Wrestlers, who are heavier than average.
IV. Runway Models, who are typically taller and lighter than average.

A line is also drawn showing the average relationship between weight and height for a typical person who is in shape. Please refer to the graph to answer the following questions.

1. Which data set (Group 1, 2, 3, or 4) is most likely of NBA Basketball Players? Explain your reasoning.

2. Which data set (Group 1, 2, 3, or 4) is most likely of the Sumo Wrestlers? Explain your reasoning.

3. Which data set (Group 1, 2, 3, or 4) is most likely of the Runway Models? Explain your reasoning.

Please plot the following people on the graph according to their height and weight, and indicate on the graph which data point you drew is for which person. Indicate here whether these people are likely thin, average weight ("in shape"), or heavy compared to what's expected for their height. Also indicate which data group they were most likely a part of.

	Height	Weight	(circle one):	Group (circle one):
Person A:	6 ft	100 lbs	thin | average | overweight	1 | 2 | 3 | 4
Person B:	6 ft	325 lbs	thin | average | overweight	1 | 2 | 3 | 4
Person C:	7.2 ft	310 lbs	thin | average | overweight	1 | 2 | 3 | 4
Person D:	5.7 ft	180 lbs	thin | average | overweight	1 | 2 | 3 | 4
Person E:	5.8 ft	460 lbs	thin | average | overweight	1 | 2 | 3 | 4

Physical Sciences and Engineering Department

Post-Assessment

Course: _____ Instructor: _____ Date: _____

Instructions: This questionnaire is part of a college-wide assessment of critical thinking for students. This is anonymous and you will not be graded on it. Please refer to the graph to answer the following questions. Please answer each question as best you can, with one or two sentences explaining your answer.

In the attached graph, data is plotted showing the temperature and absolute magnitude of four groups of stars. The four groups of stars, in no particular order, are:

I. The most common type of stars, average stars in space called "Main Sequence" stars.
II. O/B type stars, which are Main Sequence stars but are hotter than usual.
III. Giants and Supergiants, which have a lower absolute magnitude (more negative) than average.
IV. White Dwarfs, which have a higher absolute magnitude (more positive) and are hotter than average.

A line is also drawn showing the average relationship between temperature and absolute magnitude for a Main Sequence star. Please refer to the graph to answer the following questions.

1. Which data set (Group 1, 2, 3, or 4) is most likely of the O/B type stars? Explain your reasoning.

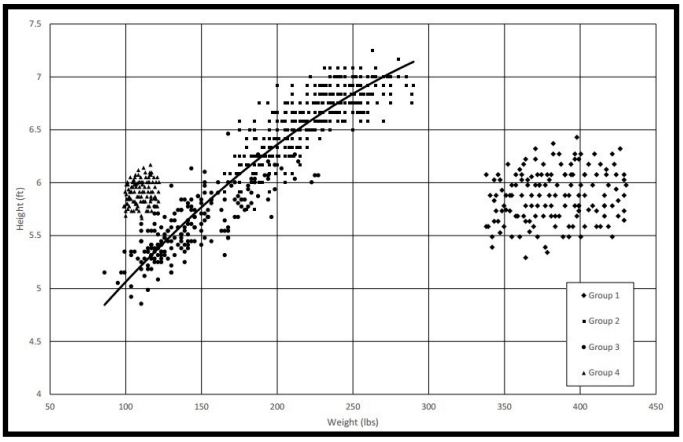
2. Which data set (Group 1, 2, 3, or 4) is most likely of the Giants and Supergiants? Explain your reasoning.

3. Which data set (Group 1, 2, 3, or 4) is most likely of the White Dwarfs? Explain your reasoning.

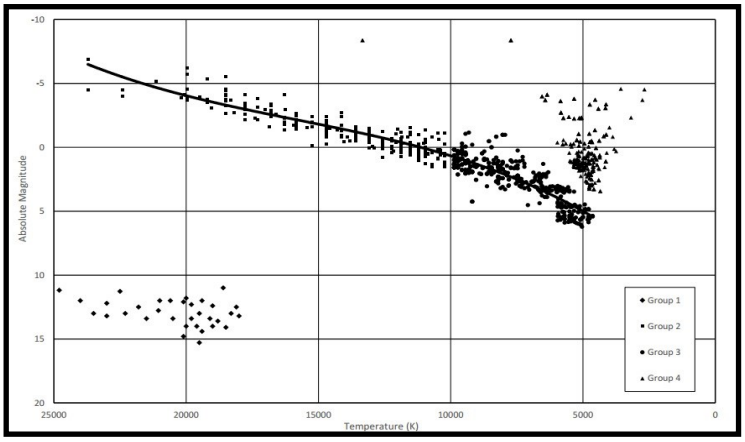
Please plot the following stars on the graph according to their absolute magnitude and temperature, and indicate on the graph which data point you drew is for which star. Indicate here whether these stars are likely cooler, average (Main Sequence) or hotter compared to what's expected for their absolute magnitude. Also indicate which data group they were most likely a part of.

	Magnitude	Temperature	(circle one):	Group (circle one):
Star A:	-5.0	5000 K	cool | average | hot	1 | 2 | 3 | 4
Star B:	15	17500 K	cool | average | hot	1 | 2 | 3 | 4
Star C:	6.0	4000 K	cool | average | hot	1 | 2 | 3 | 4
Star D:	4.0	7000 K	cool | average | hot	1 | 2 | 3 | 4
Star E:	12	26000 K	cool | average | hot	1 | 2 | 3 | 4

Pre-Assessment



Post-Assessment



What's That Philosopher Doing in the Student Center? Prof. Guiu on Two Exciting New Programs for Facilitating Co-Curricular Student Conversations on Campus

Literacy is not strictly related to being able to read a text at the level of deciphering the letters; it is about being able to discern the meaning and the message of a text, painting, or movie. These are supposed to be an opening not a closure; these various media are supposed to open us to the world and they allow us to become better seers, listeners, and observers. They constitute windows into the world rather than mirrors of ourselves.

Thus literacy is true awareness, perceptiveness and alertness to people, ideas, and issues. In order to emphasize the living character of literacy, I have initiated two activities:

The first, *Reading for Wisdom*, focuses on literacy as a lively exchange of ideas through conversation while reading articles and texts in the Wright in Your Corner (WiYC) student center. The goal is to allow students to become more aware (i.e. more literate), of the various issues and ideas related to their lives and the world they live in.

This semester we discussed a variety of themes: moral character and how it related to a flourishing life; happiness and meaning; the effect of smart technology on our intelligence and character; the issue of free speech and trigger warnings in education. Usually 12-15 students come, and we read and discuss the articles together around a table, sipping tea and having cookies. The atmosphere is both serious and laid back: the goal is to allow students to see that ideas are alive and interesting.

The second activity, *Movies with Meaning* focuses on discerning ideas and thoughts as students watch movies that bring issues and concerns different from their own to their attention. This semester we watched movies like *Even the Rain, Mandela, and Motorcycle Diaries*. After watching a movie, we discuss the film; it is great to hear everybody's perspective because this helps everyone have a richer understanding of the movie.

The goal is to help students become more alert and concerned by gaining a certain literacy which allows them to read, hear, and perceive the 'texts' of the world and of other human beings.

- Adrian Guiu

Our New Academic Department Assessment Project Rubric

This semester, the Assessment Committee has approved a new rubric for evaluating each academic department's assessment projects. Department assessment projects examine how students and faculty connect classroom learning and practices, as defined by department and course level SLOs, to the overall mission of Wright College. On the Assessment webpage where the projects will be posted for public view, the score for that project, based on the rubric, will also appear.

This rubric (*see back page*) was created by Fred Hernandez, Krzysztof Ochwat, Noah Marshall, and Vincent Bruckert.

President Potash Addresses Financial Crisis at State of the College

On Friday, February 26, at 11 AM in the theater at Wright College, President David Potash hosted The State of the College Address towards the concerning crowd. After presenting a multitude of challenges and successes with CCC, Potash outlined a foundational issue at Wright College: money, or rather the lack of it coming in. Potash stated "There was an expectation of money coming from the state, about 60 million, that money hasn't come through. The challenge compounding this is when the money will show up. It's kind of hard to go through and figure things out without the money."

Some of the major issues facing the state of the college include a need for more tutoring sources, sustaining Reinvention, unfilled — yet crucial — faculty positions, and so many more of Potash's ambitions that need to be brought to life. That being said, the condition of Wright College is actually doing fairly well.

According to Potash, Wright College is seeing a "new curriculum for IT." One famous example of a Wright College student success with the IT program is Jelena Zunic, Potash commended her at The State of the College Address for receiving the Fifty for the Future award. With one student success bringing joy to the crowd at The State of the College Address, Potash considered how he might help the rest of the students see similar results.

One of Potash's major goals for improving Wright College is to make the college be more "welcoming, so students spend more time here." Potash feels that the more time students spend on campus, the better they will perform in classes. This is very true, but what can Wright College add to the campus to make students stay longer and feel at home? One answer could be strong faculty to student relationships. Strangely enough, the key to student success could be as simple as happy teachers roaming around. Potash made it very clear that he wanted to Point out to the incumbent staff that he feels "very, very proud" of Wright College teachers and other faculty.

There are, however, some areas where teachers feel unsatisfied, and unfortunately these areas may not be addressed in the near future. Several teachers spoke out on true feelings regarding Chancellor Cheryl Hyman, one teacher stated that "Nearly every faculty member voted no confidence," in the chancellor. To this, Potash reassured stating that he "saw commitment from the chancellor […] about student success." He expressed his "tremendous respect for [his] boss, which is the chancellor."

Despite any downfalls facing Wright College, Potash described the state of the college as "really, pretty strong." Going into detail, he explained that the

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college has seen "more student success in terms of transfer," there had been a total of '140% increase in associate's degrees' being earned, and a "14% increase in Adult Education transitions," also "more STAR scholarships than any other city college." At this point, Wright College deserves a round of applause, and that is exactly what it got at The State of the College Address, by the many staff members in attendance.

Wright College has come a long way over the past few years, and it definitely has a long way to go. Luckily, President Potash's door is always open. Whether a student or staff member has questions, concerns, or suggestions, now is the time to voice them. With a spotlight on Wright College as the STAR's of CCC, chances are that funding is on its way.

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- Rena Haswah

Wright College Assessment Committee Rubric for Assessment Academic Department Gen Ed SLO Assessments

	Reactive	Systemic	Aligned	Integrated
Process	Methods for gathering information vaguely stated and/or may be not realistic; the Department states the relation of the initiative to the course and gen ed SLOs in general terms; the Department only selects a few courses/sections for the project.	The initiative selects a reasonable number of courses to gather information on student learning and the Department clearly links the initiative to course and gen ed SLOs. The Department identifies multiple methods of assessing courses and student experiences. The initiative is long-term and sustainable.	The Department measures a significant, if not all, course levels through the methods of collecting information in this initiative; the Department links performance assessments clearly to SLOs. the Department purposely identifies tasks that are long-term and sustainable and clearly connects initiatives to student learning benchmarks.	The Department uses multiple methods and measures across all course levels to track student achievement in course and gen ed SLOs, intends to practice these methods for a sustained set of years going forward, and articulates means to benchmark results internally and externally.
Results	Assessments don't produce meaningful information, or the Department does not share or analyze data.	Assessments generate meaningful information. All Department faculty participates in the data analysis in order to draw specific conclusions and produce summaries of insights. The initiative investigates a significant number of sections within each course that produces the analyzed results.	The Department has created initiatives that generate a set of specific data that clearly indicates the current state of teaching and learning within each course. The Department recognizes explicit lists of strengths and weaknesses for multiple courses within the department. The Department analyses and uses results for appropriate courses.	Assessment data are benchmarked internally (between courses, sections), and externally (between departments, institutions). The Department gathers results from all courses within the department. Faculty deliberates on the meaning of the results and the benchmarking. the Department reviews mission/goals/objectives every five years and determines future action plans.
Improvements	There is no plan for any action that would result from data analysis, or such a plan is nonspecific.	The Department designs a variety of general action plans, and possible interventions apply to sections across the course(s) assessed. Improvements clearly follow from the results.	The Department has a specific sets of interventions in place, has designed an action plan that has formed from its analyses of the results, and has a defined set of goals/objectives. Multiple courses participate in the improvement strategy.	The Department's analysis of the results leads to appropriate courses of action taken in order to achieve desired changes consistent with departmental mission/ goals/objectives. Plans impact both course and gen ed SLOs. Improvement strategies are tracked through internal and external benchmarks.

AQIP Systems Portfolio Submitted

On Friday, May 27, 2016, Wright College submitted its second Academic Quality Improvement Program (AQIP) Systems Portfolio to the Higher Learning Commission (HLC); the first was submitted back in June 2012. The AQIP pathway assists Wright College in its effort for continuous quality improvement, along with reaffirming the College's accreditation status with the HLC.

Given the laborious effort put forth in the creation of this portfolio, Wright College would like to acknowledge the following individuals whose contributions and support were instrumental in the completion of the June 2016 AQIP Systems Portfolio:

College Leadership

David Potash – *President*

Nicole Reaves – *Vice President*

Lead Writers and Editors

Noah Marshall – *Biology Faculty*

Jeff Janulis – *Associate Dean of Instruction (retired)*

Portfolio Layout Coordinator

Larry Buonaguidi – *Quality Assurance Coordinator*

AQIP Steering Committee Members

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