

**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.