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| --- | --- | --- | --- | --- |
|  | 1 Insufficient | 2  Emerging | 3  Developed | 4  Highly Developed |
| Alignment of SOAP Outcomes, measures, and rubrics (if a rubric was used) | Outcomes are unclear or cannot be measured. The outcomes, measures (assignments) and rubrics (if used) are not aligned. | At least some of the outcomes are clearly stated and can be measured. The outcomes, measures, and rubrics are related to some extent but need improvement. | The outcomes are all clearly stated and can be measured using indirect and direct evidence. The outcomes, measures, and rubric are aligned to a considerable extent. | All outcomes are clear and detailed and can be measured in multiple ways. The outcomes, measures, and rubric all focus on exactly the same skills or aspects of learning and are thus aligned and all are stated using terms that are clear |
| Evidence and discovery from Data | The measure/assignment and results are not clearly described. A very small and insufficiently diverse sample of student work was used. The results are just listed in a simplistic way and are not analyzed and/or the number of students who met the benchmark is not clearly stated. | The assignment and results are clearly described. The sample includes a minimum of ten examples of student work and the sample is somewhat diverse. The results are described but not in enough detail. | The assignment and results are described in some detail. The sample includes between ten and fifteen examples of student work and is sufficiently diverse. The results are analyzed and specific examples are given. | The assignment and results are described in depth. At least fifteen samples of student work are reviewed and the sample is diverse. The results are described in detail with both patterns and anomalies, in addition to the number of students who met the benchmark. |
| Consideration of results and recommendations | Department just states changes are not needed or the statement about changes is not at all clear. | The decision on whether or not changes are necessary is not clear or is not explained but just stated. Proposed changes are identified but they do not seem linked to the assessment results. | The decision on whether or not to make any changes is clearly explained and directly linked to assessment results. Any recommended changes are designed to directly address the issues identified by the assessment results. | The decision on whether or not to make any changes is explained in detail. Any recommended changes are designed to directly address issues identified by the assessment results and the desired improvement in student success is also discussed. |
| Consistent assessment & closing the loop | Department has not consistently submitted reports and has not followed through on changes proposed in previous year’s reports. | Department has either not consistently submitted an assessment report or has not implemented changes indicated in previous year’s reports. | Department has consistently submitted annual assessment reports. Department has followed through on any recommendations or changes suggested in the previous year’s report. | Department has consistently submitted assessment reports that are deemed proficient or advanced. Department discussed in detail how they have implemented any changes in response to the previous year’s assessment results. |
| Incorporation of justice, diversity, equity, and inclusion into assessment | Department lacks a plan to incorporate equity into assessment and/or did not address equity in assessment in 2024-25. | Department made an effort to address equity in assessment in 2024-25 and has some plans to include equity in assessment in 2025-26. | Department implemented a plan to incorporate equity into assessment in 2024-25 and has a specific plan to include equity in assessment in 2025-26. | Department incorporated equity into assessment in 2024-25 and provided an analysis of the results and/or decisions based on the results. Department has a specific plan to address equity in 2025-26. |