

Assessment Plan Feedback Rubric 2025-2026					
	4 - Exemplary	3 - Proficient	2 - Developing	1 - Undeveloped	0 - Missing
Mission	Aligns with the George Mason University Strategic Plan/Mission	Specific to the unit	General and unspecific to an academic unit	Incomplete or difficult to comprehend	No mission statement provided
	Acknowledges what makes the program distinct	Articulates stakeholders			
	Specific to the unit	Clear and concise			
	Articulates stakeholders				
	Clear and concise				
Curriculum Map(s)	Includes all of the program's student learning outcomes	Includes all of the program's student learning outcomes	Combines student learning outcomes for multiple programs or does not fully articulate each outcome	Incomplete or difficult to comprehend	No curriculum map provided
	Maps all courses and any relevant milestones or capstones	Maps all courses and any relevant milestones or capstones	Student learning outcomes are not all assessed on a progressive 1-3 scale (i.e. introduced, reinforced, mastered)		
	Maps the level in which each course aligns to a progressive 1-3 scale (i.e. introduced, reinforced, mastered)	Maps the level in which each course aligns to a progressive 1-3 scale (i.e. introduced, reinforced, mastered)			
	All student learning outcomes have been mapped to relevant coursework (no outcomes unattached to coursework)				
	The curriculum is well-scaffolded				
Student Learning Outcomes*	Uses Action Verbs	Uses Action Verbs	Unclear or challenging to measure	Incomplete or difficult to comprehend	No student learning outcomes provided
	All student learning outcomes are clearly measurable	Most student learning outcomes appear to be measurable	Too few or too many learning outcomes		
	Appropriate number (4-8)	Appropriate number (4-8)			
	Appropriate level of learning				
	Each outcome addresses one coherent concept "single-barrel"				
	If there is external accreditation - aligns with these standards				
Methods	Assessment Method is well-aligned with the student learning outcome	Assessment method aligns with the student learning outcome	Assessment method does not align with the learning outcome or is unclear	Incomplete or difficult to comprehend	No measures provided
	Relevant context, justification, or reasoning is presented for the identified achievement target	Presents a clear achievement target	Does not include a clear target for success		
	Appropriate use of direct and/or indirect measures	At least one direct measure per outcome assessed			
	Multiple measures for each student learning outcome assessed (this could be a direct measure applied at different benchmarks or multiple settings, a direct and indirect measure, or multiple direct measures)				
	Acknowledgement of successfully assessing multiple student learning outcomes (not a requirement to receive a 4)				
Findings	Articulates whether a target was met, partially met, or unmet	Articulates whether a target was met, partially met, or unmet	Articulates whether a target was met, partially met, or unmet	Incomplete or difficult to comprehend	No findings provided
	Clearly describes the findings	Clearly describes the findings	The findings description is limited or unclear		
	Integrates appropriate conclusions from the findings				
	Includes relevant supporting documentation				
	Acknowledgement of successfully assessing multiple student learning outcomes (not a requirement to receive a 4)				
Improvements	If the student learning outcome(s) had been assessed before, describes improvements that have been made that are specific to the outcome(s) assessed	If the student learning outcome(s) had been assessed before, describes improvements that have been made that are specific to the outcome(s) assessed	Mentions improvements to student learning or the assessment processes	Incomplete or difficult to comprehend	No improvements or action plans provided
	Includes specific actions to improve student learning and achievement of the outcome(s) assessed and/or includes improvements to the assessment process	Includes specific actions to improve student learning and achievement of the outcome(s) assessed and/or includes improvements to the assessment process			
	Improvements planning is both specific to the outcome(s) assessed and holistically tied to broader program initiatives like Academic Program Review				
	Includes appropriate timelines, resources, and contact(s) if needed for completing the improvement plan				
	If target was met and no improvements are identified for the specific SLO, program describes where their continuous improvement efforts will be focused				

*Student Learning Outcomes - please note that some programs' student learning outcomes are connected to an external accrediting body. If a program has this requirement reviewers should encourage adopting these student learning outcomes in their annual assessment.