

**Assessment Plan Feedback Rubric 2020-2021**

	<b>4 Exemplary</b>	<b>3 Proficient</b>	<b>2 Developing</b>	<b>1 Undeveloped</b>	<b>0 Missing</b>	<b>Reviewers Comments</b>
<b>Mission</b>	Aligns with George Mason University's Mission Aligns with the College or Department mission  Specific to the unit Articulates stakeholders Clear and concise	Specific to the unit  Articulates stakeholders  Clear and concise	General and unspecific to an academic unit	Incomplete or difficult to comprehend	No mission statement provided	
<b>Curriculum Map(s)</b>	Includes all of the program's student learning outcomes  Lists all courses and any relevant milestones or capstones  Maps the level in which each course aligns to a progressive 1-3 scale (i.e. introduced, reinforced, mastered) The curriculum is well scaffolded and each students learning outcome is addressed in the program coursework	Includes all of the program's student learning outcomes  Includes all of the program's student learning outcomes  Maps the coursework to the the student learning outcomes	Combines learning outcomes for multiple programs or does not fully articulate each learning outcome  Student learning outcomes are not all assessed on a progressive 1-3 scale (i.e. introduced, reinforced, mastered)	Incomplete or difficult to comprehend	No curriculum map provided	
<b>Student Learning Outcomes*</b>	Uses Action Verbs Measurable Appropriate number (4-8) Appropriate level of learning Each outcome addresses only one area "single-barrel"	Uses Action Verbs Measurable Appropriate number (4-8)	Unclear or challenging to measure Too few or too many learning outcomes	Incomplete or difficult to comprehend	No student learning outcomes	
<b>Measures</b>	Multiple measures for each student learning outcome assessed Direct and indirect measures used Assessment Method is well-aligned with the student learning outcome	At least one measure per outcome assessed	Assessment method is misaligned with the learning outcome or unclear	Incomplete or difficult to comprehend	No measures provided	
<b>Findings</b>	Articulates whether a target was met, partially met, or unmet Clearly describes the findings Integrates appropriate conclusions from the findings Includes relevant supporting documentation	Articulates whether a target was met, partially met, or unmet Clearly describes the findings	Articulates whether a target was met, partially met, or unmet	Incomplete or difficult to comprehend	No findings provided	
<b>Improvements</b>	Describes relevant improvements that have been made as a result of these findings  Includes specific actions to improve student learning and achievement of the outcome(s) assessed Includes appropriate contact(s) and timeline for completing the improvement plan  Includes any necessary resources for completing the improvement plan	Describes relevant improvements that have been made as a result of these findings  Includes specific actions to improve student learning and achievement of the outcome(s) assessed	Describes relevant improvements that have been made as a result of these findings  Or  Includes specific actions to improve student learning and achievement of the outcome(s) assessed	Incomplete or difficult to comprehend	No improvements or action plans provided	

\*Student Learning Outcomes - please note that some programs student learning outcomes are connected to an external accrediting body. These student learning outcomes should have the category "external accreditation" selected.

**Reviewers Overall Comments:**