

# Creighton University (2014-2015) TaskStream Assessment Rubric

Component	Assessment Finding			TaskStream Reference
	Beginning Program	Meets Expectations	Exceeds Expectations & Reflects Best Practices	
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>➤ Learning outcomes have been created.</li> <li>➤ Learning outcomes are mapped to University Learning Outcomes and school/college/program (as appropriate).</li> <li>➤ Learning outcomes are posted on the program website (or other public medium).</li> </ul>	<ul style="list-style-type: none"> <li>➤ Learning outcomes are measureable.</li> <li>➤ Evidence of routinely sharing learning outcomes with students.</li> <li>➤ Evidence of routinely sharing learning outcomes with faculty/professional staff.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Evidence of faculty/professional staff reviewing learning outcomes for possible revision.</li> <li>➤ Evidence of learning outcome modification to reflect programmatic changes.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Learning Outcome/Objective</li> </ul>
<b>Assessment Measures</b>	<ul style="list-style-type: none"> <li>➤ At least one measure was developed for each learning outcome.</li> <li>➤ Measures are related to the learning outcome.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Measures are clearly identified (e.g., student completed a global case study assignment).</li> <li>➤ Measures provide useful information about student learning.</li> <li>➤ Multiple measures were developed to assess learning outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Emphasis is placed on specific direct measures.</li> <li>➤ Evidence of rubrics or guides being used for the measures.</li> <li>➤ Measures are created to assess the impact of prior actions on/to improve student learning.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Assessment Plan</li> </ul>
<b>Data Collection and Analysis</b>	<ul style="list-style-type: none"> <li>➤ Data is collected and aggregated for at least one learning outcome.</li> </ul>	<ul style="list-style-type: none"> <li>➤ A majority of learning outcomes are assessed annually.</li> <li>➤ Data collected and aggregated is linked to specific learning outcomes(s).</li> <li>➤ Data is aggregated in a meaningful way that the average reader can understand.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Data aggregated and analyzed in a systematic manner.</li> <li>➤ Data is collected and analyzed to improve student learning.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Assessment Findings</li> </ul>

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<b>Conclusions and Communications</b>	<ul style="list-style-type: none"> <li>➤ Evidence that annual assessment results are shared with faculty/professional staff.</li> <li>➤ Evidence that faculty/professional staff input was sought to formulate conclusions.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Evidence that designated faculty/professional staff met face-to-face to discuss assessment results.</li> <li>➤ Evidence that specific conclusions about student learning were drawn based on assessment results.</li> <li>➤ A few sentences were provided highlighting (1) the program's most interesting or important assessment finding and (2) specific actions the program will take to improve student learning.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Evidence that Faculty/Professional staff (a) synthesized the results from/ across various assessment measures to (b) form specific conclusions about student learning (e.g., individual performance indicators and/or collective objectives or program outcomes).</li> </ul>	<ul style="list-style-type: none"> <li>➤ Assessment Findings</li> </ul>
<b>Actions to Improve Learning &amp; Assessment</b>	<ul style="list-style-type: none"> <li>➤ Evidence of at least one action to improve learning or improve assessment is identified.</li> <li>➤ The proposed action(s) reflect(s) faculty/professional staff conclusions about areas for improvement</li> </ul>	<ul style="list-style-type: none"> <li>➤ Description of the action to improve learning or assessment is specific and relates directly to faculty/professional staff conclusions about areas for improvement.</li> <li>➤ Description of action includes a timetable for implementation and identifies who is responsible for the action.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Actions to improve student learning identified in the previous academic year are being assessed.</li> <li>➤ Assessment methods and a timetable for assessing and evaluating the effectiveness of the action are included in the planned action.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Continuous Improvement Plan</li> </ul>