# Creighton University
# Taskstream Assessment Rubric

| Component | Assessment Finding | | | Taskstream Reference |
|---|---|---|---|---|
| | Beginning Program | Meets Expectations | Exceeds Expectations & Reflects Best Practices | |
| **Learning Outcomes** | ➢ Learning outcomes have been created.<br>➢ Learning outcomes are mapped to University Learning Outcomes and school/college/ program (as appropriate).<br>➢ Learning outcomes are posted on the program website (or other public medium). | ➢ Learning outcomes are measurable.<br>➢ Evidence of routinely sharing learning outcomes with students.<br>➢ Evidence of routinely sharing learning outcomes with faculty/ professional staff. | ➢ Evidence of faculty/ professional staff reviewing learning outcomes for possible revision.<br>➢ Evidence of learning outcome modification to reflect programmatic changes. | Learning Outcome/ Objective |
| **Assessment Measures** | ➢ At least one measure was developed for each learning outcome.<br>➢ Measures are related to the learning outcome. | ➢ Measures are clearly identified (e.g., student completed a global case study assignment).<br>➢ Measures provide useful information about student learning (or student formation/engagement where applicable*).<br>➢ Multiple measures were developed to assess learning outcomes. | ➢ Emphasis is placed on specific direct measures, (when appropriate*).<br>➢ Evidence of rubrics or guides being used for the measures.<br>➢ Measures are created to assess the impact of prior actions on/to improve student learning (or student formation/engagement where applicable*). | Assessment Plan<br><br>*Use for Student Life/Co-curricular |

Updated 12/08/2021

# Creighton University
## Taskstream Assessment Rubric

| Data Collection and Analysis | ➢ Data is collected and aggregated for at least one learning outcome. | ➢ A majority of learning outcomes are assessed annually. ➢ Data collected and aggregated is linked to specific learning outcomes(s). ➢ Data is aggregated in a meaningful way that the average reader can understand. | ➢ Data aggregated and analyzed in a systematic manner. ➢ Data is collected and analyzed to improve student learning (or student formation/engagement where applicable*). | Assessment Findings

*Use for Student Life/Co-curricular |
|---|---|---|---|---|
| **Conclusions and Communications** | ➢ Evidence that annual assessment results are shared with faculty/professional staff. ➢ Evidence that faculty/ professional staff input was sought to formulate conclusions. | ➢ Evidence that designated faculty/professional staff met face-to-face to discuss assessment results. ➢ Evidence that specific conclusions about student learning (or student formation/engagement where applicable*) were drawn based on assessment results. ➢ Reflections/explanation of actions implemented and/or identified in the previous academic year to improve student learning (or student formation/engagement where applicable*). | ➢ Evidence that the results from various assessment measures were evaluated and synthesized to form specific conclusions about student learning (or student formation/engagement where applicable*) and recommendations for future assessment. | Assessment Findings

*Use for Student Life/Co-curricular |

# Creighton University
## Taskstream Assessment Rubric

| | | | | |
|---|---|---|---|---|
| **Actions to Improve Learning & Assessment** | ➢ Evidence of at least one action to improve learning (or student formation/engagement where applicable*) or improve assessment is identified.<br>➢ The proposed action(s) reflect(s) faculty/professional staff conclusions about areas for improvement | ➢ Description of the action to improve learning (or student formation/engagement where applicable*) or assessment is specific and relates directly to faculty/professional staff conclusions about areas for improvement.<br>➢ Description of action includes a basic timeframe for implementation and identifies who is responsible for the action | ➢ Reflections/explanation of actions implemented and/or identified in the previous academic year to improve student learning.<br>➢ Detailed explanation of future teaching (facilitating*) and/or assessment plans are provided, including a specific timetable for action and evaluation (e.g. attached narratives, tables, calendars, etc.). | Continuous Improvement Plan<br><br>*Use for Student Life/Co-curricular |