

Submitting Assessment Reports Using Nuventive



CALIFORNIA STATE UNIVERSITY
LONG BEACH

**Office of Program &
Institutional Effectiveness**

For use beginning AY 2024-2025

The OPIE Team

The Office of Program and Institutional Effectiveness (OPIE) is your central resource for any questions regarding program review, assessment, or Nuventive, including access to the system and to necessary data tables.

Pei-Fang Hung – Interim Vice Provost for Academic Programs

Sharlene Sayegh – Director of Institutional Assessment & ALO

David Sheridan – Coordinator for Assessment

Jody Cormack – Coordinator for Program Review

Tiffanie Graves – Data & Program Analyst for Institutional Effectiveness

Introduction to Nuventive

Nuventive is an Assessment Management System (AMS) adopted by CSULB in 2022. As an AMS, Nuventive serves as a repository for assessment reports, program review self-studies, alignment of outcomes, and feedback for all degree programs, academic support programs, initiatives, and division reports.

As a repository, Nuventive facilitates the input, analysis, and longitudinal storage of institutional data, including, but not limited to:

- Program-Review documents and Tableau data;
- Institutional and Strategic Planning assessment;
- Class, Program, and GE assessment data, analysis, reporting, and feedback.

This training booklet is designed to help you submit your program's annual assessment report. Other booklets are focused on program review self-studies and data analytics.

If you have any questions about using Nuventive, please contact Sharlene (Sharlene.Sayegh@csulb.edu).

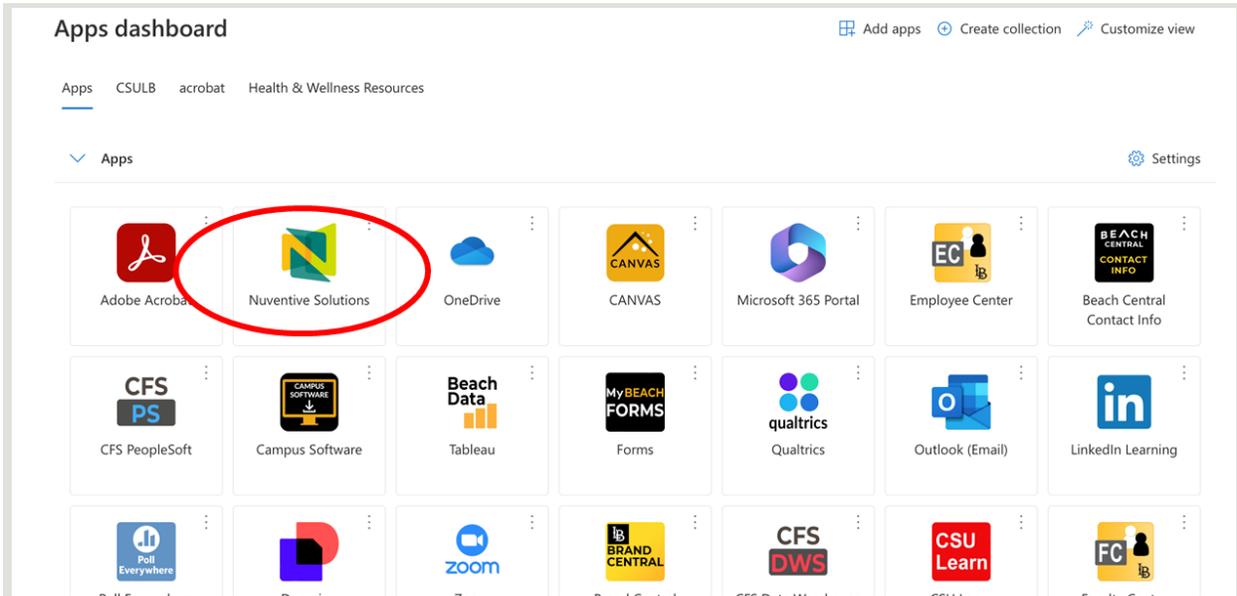
If you have any questions about the assessment process, please contact David Sheridan (David.Sheridan@csulb.edu).

Accessing and Using Nuventive for Assessment

Step 1: Gain access to Nuventive. If you do not yet have access to Nuventive, email Sharlene Sayegh who will provide access to relevant program areas.

Step 2: Once you have Nuventive access, you will see it as a chiclet on your SSO dashboard. Click on that chiclet. If you don't see the chiclet, you can always go directly to the site:

<https://solutions.nuventive.com/> and sign in using your CSULB credentials.



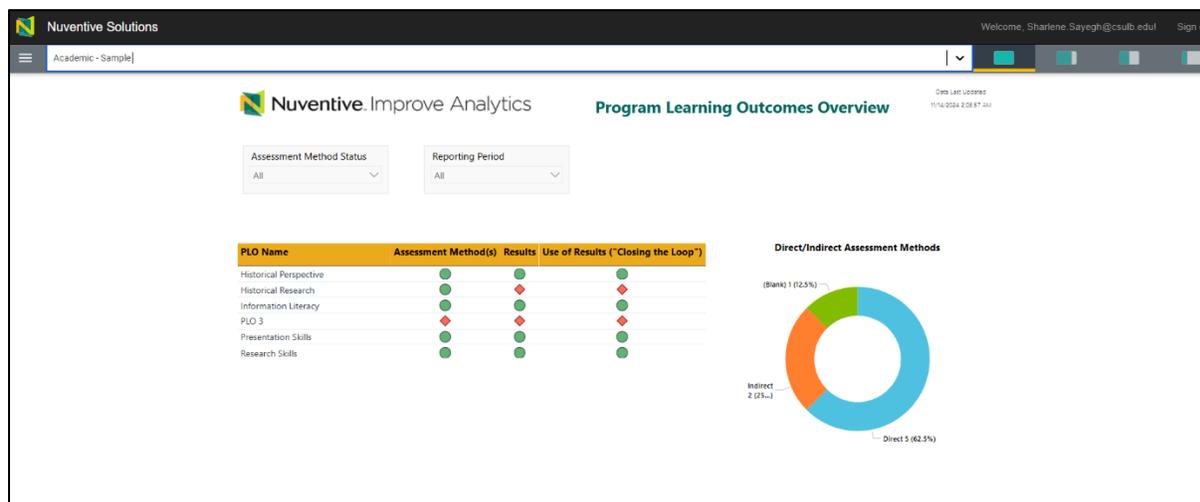
Step 3: Signing in to Nuventive. If you have already signed in to the SSO, you should not need your login credentials.



Step 4: For assessment, choose **your degree, certificate, or credential**, NOT your department.

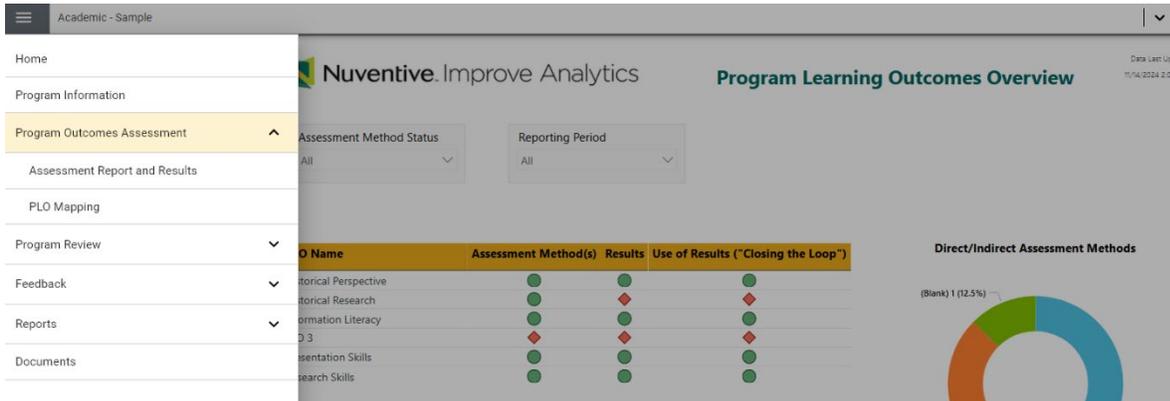


4a. Your Program’s Home screen (this looks different for each degree program):



- The drop-down menu lists all the departments and programs you can access.
- The green bar (not visible on the home screen) lets you know what page you are visiting.
- The drop down on the left (≡) is called the “hamburger menu.” From the hamburger menu, you can access your program’s material.
- The screen images on the right allow you to work in full screen, $\frac{3}{4}$, or $\frac{1}{2}$. If you are pulling data tables, it is recommended you use at least the $\frac{1}{2}$ screen or the $\frac{3}{4}$ right screen (shown later).
- The donut chart on the right tells us what percentage of your assessments have been direct and what percentages have been indirect.
- The chart in the middle of the screen lists the short title for your program learning outcomes (PLOs) and where those PLOs are in the assessment process. The data will display only if you have listed PLOs within Nuventive.
- The color codes tell us where you are in the assessment process. The green circles (●) tell us that you have completed that component. The red diamonds (◆) tell us that you have not yet completed that component.
 - Note how the first outcome, Historical Perspective, is fully complete. The second outcome, Historical Research, has just completed the assessment method. Results and use of results have not yet been included. **NB:** Results on this page are updated every 24 hours, so you will not see an immediate change when you complete a component.

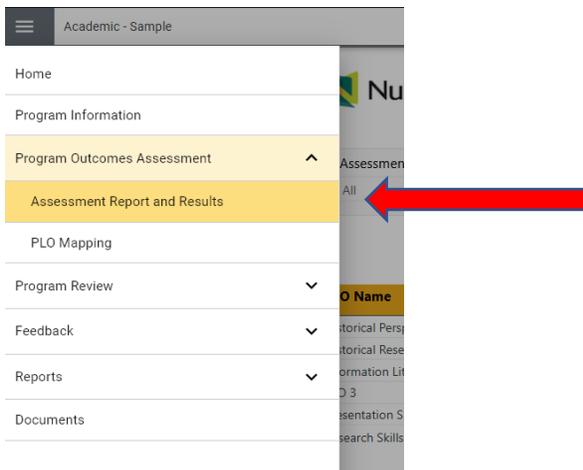
Step 5: Making menu selections.



The selections under the hamburger (≡) menu include:

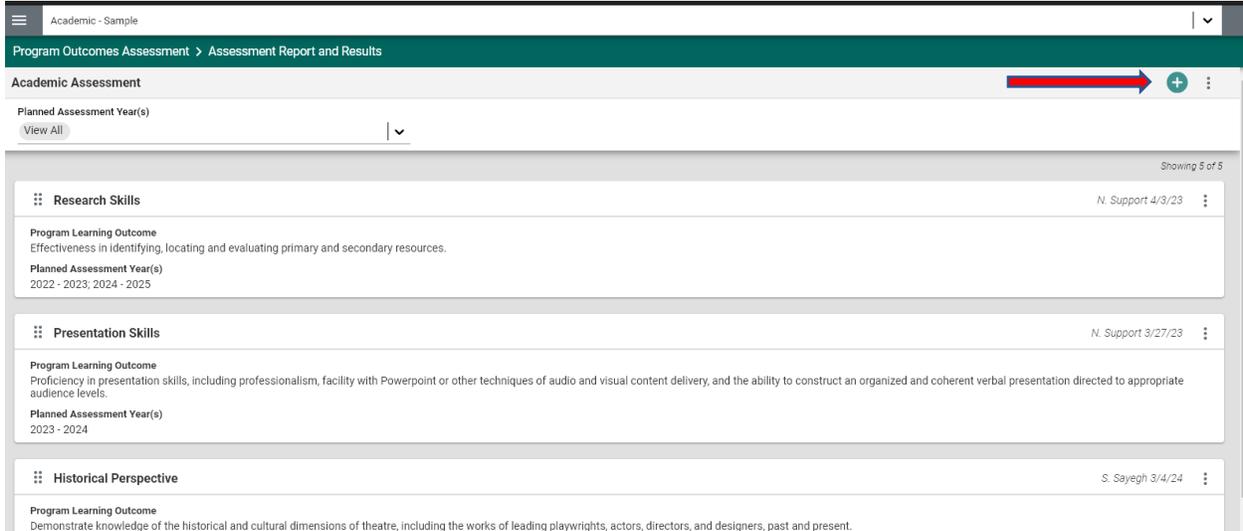
1. Home – your program’s home screen. Please note, currently data analytics are available only at the degree level on the homescreen.
2. Program information – In this screen, you can update department information including contact(s), mission, website, and any disciplinary accreditations you may hold.
3. **Program Outcomes Assessment** – our focus for today. There are two choices, the annual report and PLO mapping
4. Program Review – for writing your program / department self-study.
5. Feedback – this is where feedback on your assessment reports and your annual MOU reports will be located.
6. Reports – This drop down allows you to prepare and save multiple types of reports.
7. Documents – An important link, as the documents screen allows you to create folders and update any documents to support your program review and / or assessment efforts. The Documents link operates the same as ONE Drive, Dropbox, Google Docs, or Box in terms of creating or uploading entire folders or individual files.

Step 6: Click the Assessment Report and Results link. Note: This may say “Annual Report” for non-degree offices like Academic Support Programs, Divisions, or Colleges.

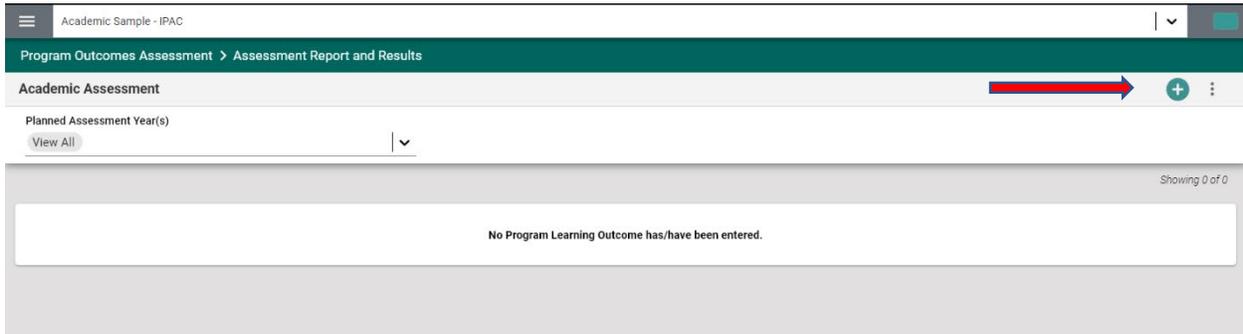


Step 7: Start a new assessment document. Use the green + buttons (+) to add additional outcomes (7a). **NB:** If you have a blank screen that says “No Program Learning Outcomes have been entered” please follow the instructions (7b1 – 7b2), to enter those outcomes.

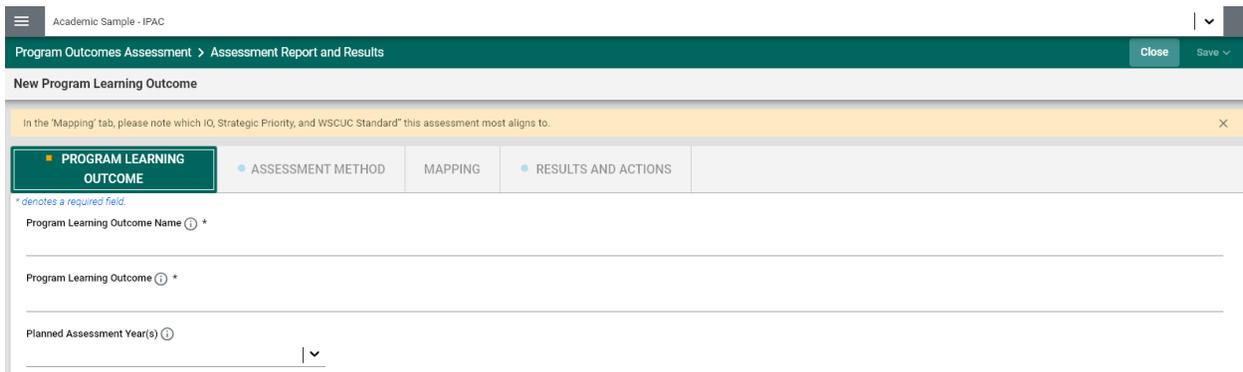
7a Your Assessment Report and Results homepage.



7b1 a department with no PLOs posted. Click on green + button (+) to enter your PLOs

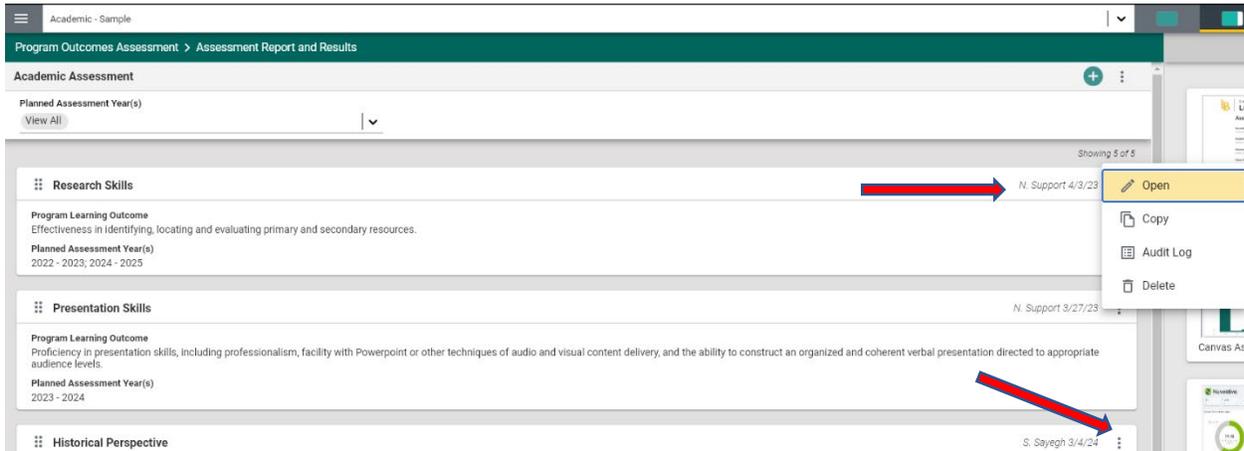


7b2 Enter a short name for your Outcome, like “critical thinking”, then the longer, measurable outcome, and Planned Assessment Year (if you know it). Then hit the “Save” button. Do this for each of your outcomes. If you would like further explanation, click the ⓘ button next to any item for a pop-up window. Once complete, your page will now look like image 7a above.

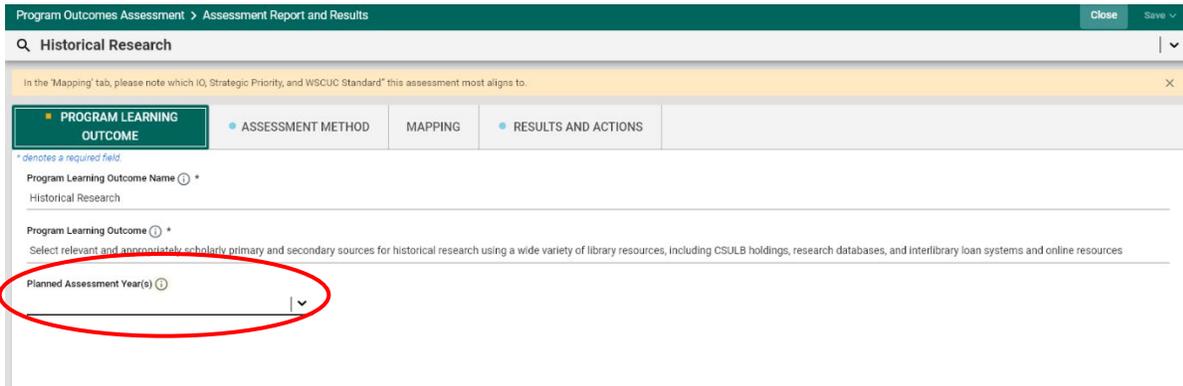


Step 8: Filling in your assessment report for the outcome being assessed.

When all of your PLOs are inputted, there are two ways to edit the PLO and write up your assessment report. Each PLO is written on what we call a “card.” You can double-click the card and your assessment page will open. Alternately, click on the kebab (⋮) menu on the far right of each card to open the report for the outcome you wish to assess.

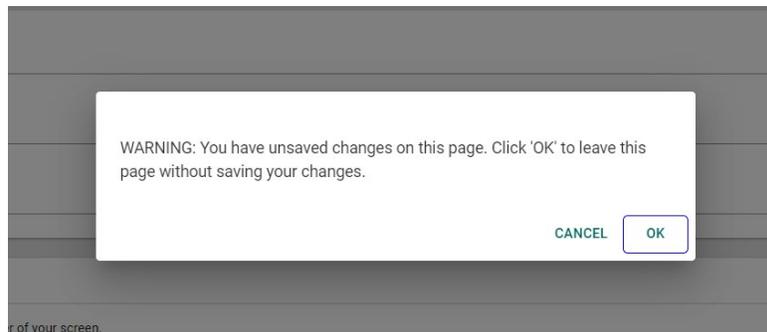


Step 9: Verifying your PLO information and planned assessment year. Choose the current academic year. Currently, we can accept two years of retroactive reports.



NB: ALWAYS hit the save button when moving between sections or ending a Nuventive session.

Nuventive will warn you that you are about to leave without saving. If you want to save, just hit “cancel” on this warning and go to the save button in the top right corner.



Step 10: Working on each section and inputting data. Make sure also to save occasionally while in each section to ensure your work is not lost (personal experience).

There are four tabs for your assessment reports: Outcomes (10a), Methods (10b), Mapping (10c), and Results (10d). These mirror the old assessment report template. Each section can be worked on individually over time. We will look at each section.

10a The outcomes page provides information about the outcome and its planned assessment. This should follow your own assessment plan. If you change the language of your PLO, you can edit here. If the PLO is no longer relevant, you can delete and archive it.

The screenshot shows the 'Program Learning Outcome' tab selected in the 'Historical Research' section. The page has a green header with 'Program Outcomes Assessment > Assessment Report and Results' and 'Close Save'. Below the header is a search bar with 'Historical Research' and a dropdown arrow. A yellow banner contains the text: 'In the "Mapping" tab, please note which IO, Strategic Priority, and WSCUC Standard this assessment most aligns to.' Below this is a tabbed interface with four tabs: 'PROGRAM LEARNING OUTCOME' (selected), 'ASSESSMENT METHOD', 'MAPPING', and 'RESULTS AND ACTIONS'. A note below the tabs says '* denotes a required field'. The form contains the following fields: 'Program Learning Outcome Name' with the value 'Historical Research'; 'Program Learning Outcome' with a description: 'Select relevant and appropriately scholarly primary and secondary sources for historical research using a wide variety of library resources, including CSULB holdings, research databases, and interlibrary loan systems and online resources'; and 'Planned Assessment Year(s)' with a dropdown arrow.

10b Each outcome will have an assessment method. If the page is blank, you have not yet created a method. Please use the green + button (+) to add an assessment method. To edit an assessment method, use the kebab (⋮) menu or double click the card. If you use more than one method during a cycle (eg: a direct method and an indirect method like a survey), you can add them using the green + button (+) for each.

The screenshot shows the 'Assessment Method' tab selected in the 'Historical Research' section. The page has a green header with 'Program Outcomes Assessment > Assessment Report and Results' and 'Close Save'. Below the header is a search bar with 'Historical Research' and a dropdown arrow. There are three filters: 'Direct/Indirect Assessment' with a 'View All' button and a dropdown arrow; 'Assessment Type' with a 'View All' button and a dropdown arrow; and 'Assessment Method Status' with a 'View All' button and a dropdown arrow. A yellow banner contains the text: 'Enter details about the measures used to evaluate the degree to which students are meeting the desired program learning outcomes. Examples of direct assessments may be found at [Annual Assessment Reports and Resources](#)'. Below this is a tabbed interface with four tabs: 'PROGRAM LEARNING OUTCOME', 'ASSESSMENT METHOD' (selected), 'MAPPING', and 'RESULTS AND ACTIONS'. A red arrow points to a green '+' button in the bottom right corner of the tabbed interface. Below the tabs is a card for an assessment method with the title 'Papers will be assessed by department committee using a 4-point rubric developed by department and normed by faculty doing the assessment' and a date 'S. Sayegh 10/8/24'. The card details are: 'Direct/Indirect Assessment: Direct'; 'Assessment Type: Direct - Paper'; 'Assessment Method: Papers will be assessed by department committee using a 4-point rubric developed by department and normed by faculty doing the assessment'; and 'Assessment Method Status: Active'.

10b1 The components of the Assessment Method tab. Use the drop-downs to make your selections for each aspect of your assessment.

Program Learning Outcome: Select relevant and appropriately scholarly primary and secondary sources for historical research using a wide variety of library resources, including CSULB holdings, research databases, and interlibrary loan systems and online resources Hide Details ▾

* denotes a required field

Assessment Method Status ⓘ | ▾

Direct/Indirect Assessment ⓘ | ▾

Assessment Type ⓘ | ▾

Assessment Method ⓘ *

Target ⓘ *

Related Documents

Document Name	Document Description	
There are no documents attached		

The following are the components in this tab:

1. Assessment Method Status – this tab is really only useful if you have revised your PLOs, but still want to access your old PLO assessments. Just click “active” from the drop-down menu.
2. Direct / Indirect Assessment – from the drop down, choose whether your assessment is a direct method (ie: student produced work) or indirect (student perceptions of their work, like surveys).
3. Assessment Type – This drop-down has a number of choices. Please choose the item that resembles your assessment most closely. We are constantly adding new methods, so the selections may change slightly each year.
4. Assessment Method – Brief description of your process.
5. Target – The target is what you expect for competence of this PLO. For example, “85% of students are able to explain the different methodological approaches to a topic.”
6. Related Documents – you can add documents from your documents folder (discussed later) to supplement your report. These documents could be survey questions asked, a rubric used for assessment, or the assignment prompt.

10c PLO Mapping. All PLOs should be mapped to the following: the Institutional Outcomes, relevant GE outcomes (if the PLO is a GE outcome), Beach 2030 Strategic Priorities, and finally WSCUC standards (our regional accreditor). You can access mapping for each individual outcome (10c1 and 10c2) through your assessment report. You can also access mapping for all your outcomes from the hamburger (≡) menu (10c3 and 10c4).

10c1 When accessing your mapping while writing your assessment report, you will see only the PLO you are assessing. The screen below is highlighted green to show that you are on the

mapping page. It is currently set to map (or align) your historical research outcome to one or more of the institutional outcomes. Currently, Nuventive shows an “x” on all items. To map the outcome, click on that “x” to highlight it (in green). Here we see that “historical research” maps to IO2 (disciplinary competence) and IO5 (critical thinking and lifelong learning).

Historical Research

To establish a relationship between your PLO and an Institutional Outcome, click the cell where the two align and it will turn green.
Text in the map below may be truncated. To view the full text, hover over the three dots and a pop-up box will appear.
Be sure to click "Save" at the top right before navigating away from this screen.

PROGRAM LEARNING OUTCOME | ASSESSMENT METHOD | **MAPPING** | RESULTS AND ACTIONS

Institutional Outcomes - Institutional Out... | **Academic Assessment**
X = X Highlight to Align

Search by Keyword	Historical Research
communication, ...	
2. Disciplinary (Knowledge & Competence) Integrate foundational knowledge with disciplinary or professional competency to succ...	X
3. Global Engagement & Diversity Value equity, diversity, social justice, and global citizenship and promote the publi...	X
4. Value DEIA Promote and participate respectfully with our diverse community. Actively engage in ...	X
5. Critical Thinking & Lifelong Learning Integrate and engage in evidence-based decision making, life-long learning, curiosity...	X
6. Wellness & Sustainability Cultivate physical/mental health and well-being of self and community, and promote ec...	X

10c2 As you can see, the drop-down menu provides multiple options. Select each item in turn to map. Don't forget to hit “save” at the top of the screen before leaving this section.

Program Outcomes Assessment > Assessment Report and Results | Close | Save

Historical Research

To establish a relationship between your PLO and an Institutional Outcome, click the cell where the two align and it will turn green.
Text in the map below may be truncated. To view the full text, hover over the three dots and a pop-up box will appear.
Be sure to click "Save" at the top right before navigating away from this screen.

PROGRAM LEARNING OUTCOME | ASSESSMENT METHOD | **MAPPING** | RESULTS AND ACTIONS

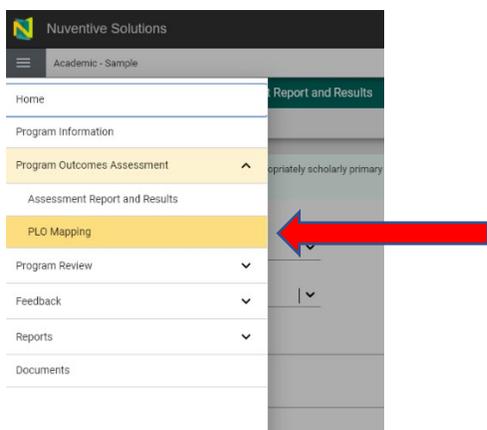
Institutional Outcomes - Institutional Out... | **Academic Assessment**
X = X Highlight to Align

Historical Research

- Institutional Outcomes - Institutional Outcomes
- General Education - Institutional Outcomes
- General Education - Gen Ed Areas
- Beach 2030: A Roadmap for the Next Decade - Strategic Priorities
- WSCUC Standards and Criteria for Review - WSCUC Standards

X
X

10c3 You can also map all your outcomes at one time by choosing the PLO Mapping link from the hamburger (≡) menu.

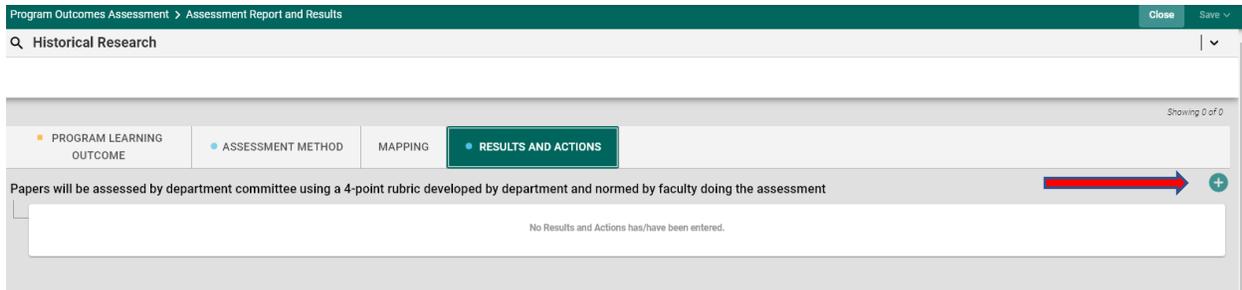


10c4 The Mapping page shows all of the outcomes together with all of the institutional outcomes (or other element).

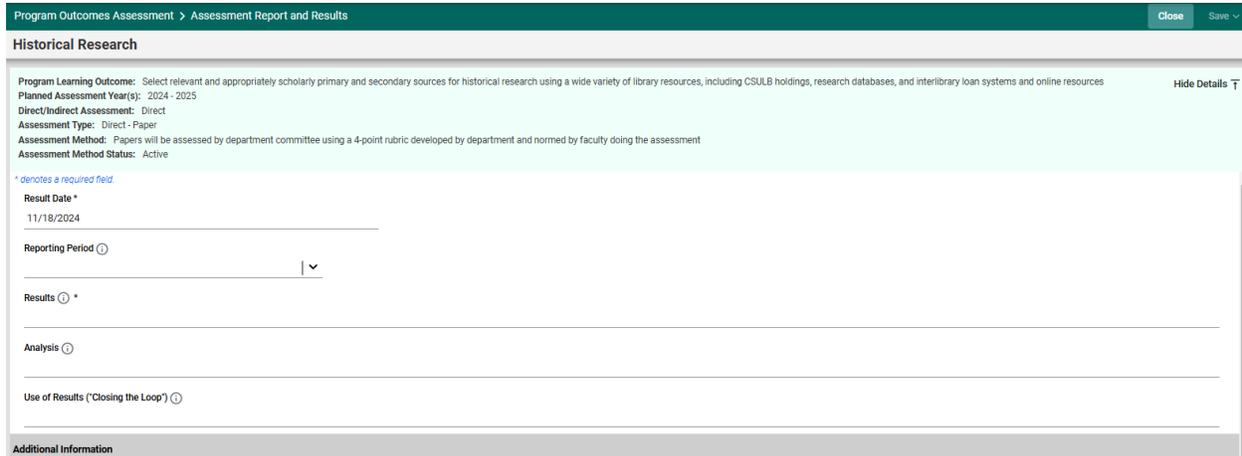
The screenshot displays the 'Academic Assessment' PLO Mapping page. At the top, there is a 'Planned Assessment Year(s)' dropdown menu and a 'Save' button. Below this is a yellow instruction box: 'To establish a relationship between your PLO and an Institutional Outcome, click the cell where the two align and it will turn green. Text in the map below may be truncated. To view the full text, hover over the three dots and a pop-up box will appear. Be sure to click "Save" at the top right before navigating away from this screen.' The main content is a table with the following structure:

Institutional Outcomes - Institutional Outcomes	Research Skills Effectiveness in identifying, locating and evaluating primary and secondary resources.	Presentation Skills Proficiency in presentation skills, including professionalism, facility with Powerpoint or other techniques of audio and visual content delivery, and the ability to construct an...	Historical Perspective Demonstrate knowledge of the historical and cultural dimensions of theatre, including the works of leading playwrights, actors, directors, and designers, past and present.	Historical Research Select relevant and appropriately scholarly primary and secondary sources for historical research using a wide variety of library resources, including CSULB holdings...	Information Literacy Students will be able to research a variety of media...
1. Foundation Knowledge / Competencies Demonstrate a strong liberal education foundation in oral and written communication, critical thinking, quantitative reasoning, and information literacy skills to...					
2. Disciplinary (Knowledge & Competence) Integrate foundational knowledge with disciplinary or professional competency to successfully lead personal, civic, and professional lives they consider meaningful.	x	x		x	x
3. Global Engagement & Diversity Value equity, diversity, social justice, and global citizenship and promote the public good in local, national, and global communities.			x		
4. Value DEIA Promote and participate respectfully with our diverse community. Actively engage in self-reflection and critical analysis of one's own perspectives and biases and value...			x		

10d: Results and Actions. Once you input your assessment method, you can then discuss the results of your assessment, analyze your findings, and explain any actions (closing-the-loop activities) you plan over the next assessment cycle. As with the other sections, use the green + button (+) to open the tab and begin your discussion (image on next page).



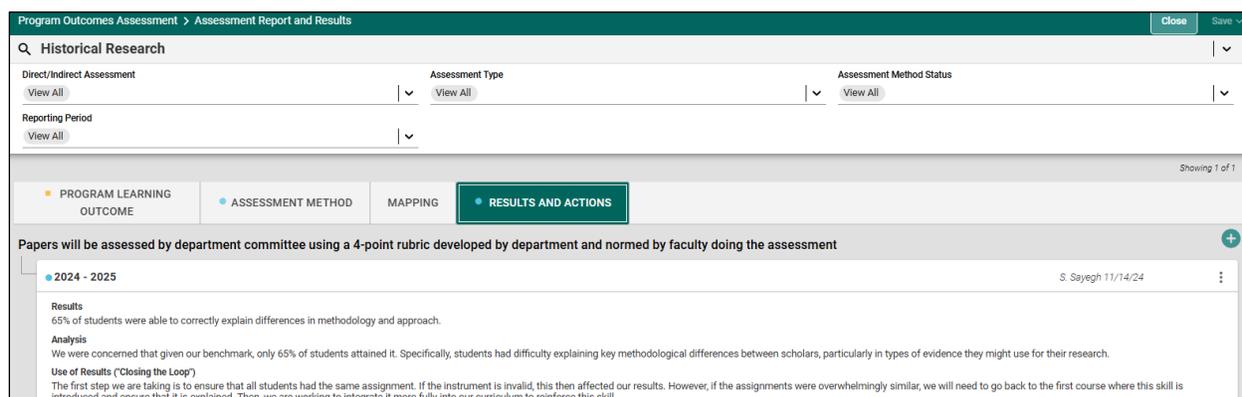
10d1 The components of the “Results and Actions” Tab



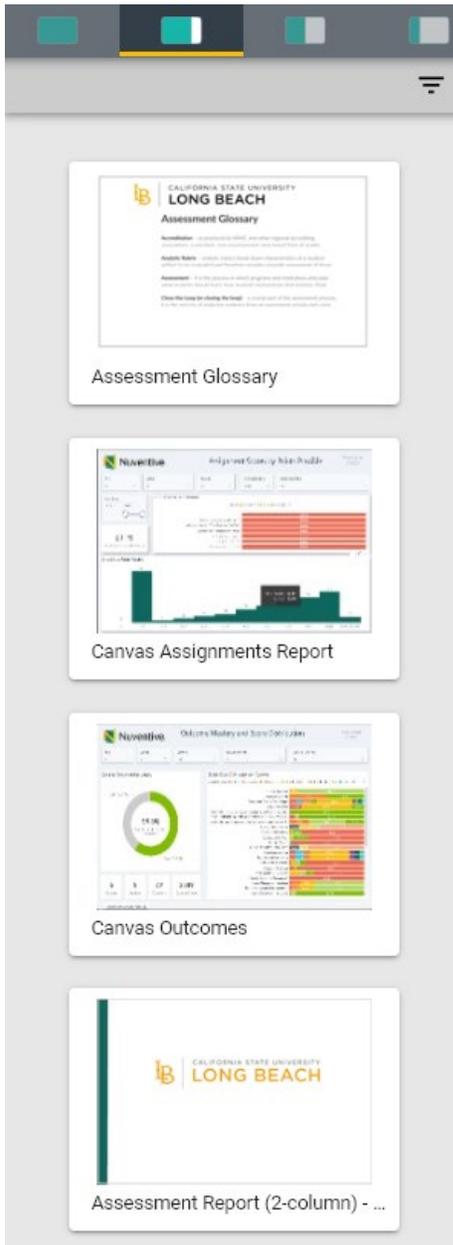
The following components are in this tab:

1. Result date: the date you complete your assessment report.
2. Results: This section is for a basic statement of your assessment report findings.
3. Analysis: This section is designed for you to analyze the findings in the above section and what may have contributed to the results.
4. Use of Results: This is your “closing-the-loop” section where you discuss what you will be doing to improve outcome success in future years.
5. Additional Information: includes charts and documents you wish to add.

10d2 A completed “Results and Actions” section. You can edit by double clicking the card or clicking on the kebab (⋮) menu.



Step 11: Using charts and data in your report. You may need data from the right-hand sidebar in the Results and Actions tab. The image below explains the different elements to the sidebar:



← Remember the full-screen, $\frac{3}{4}$, $\frac{1}{2}$, $\frac{3}{4}$ screen discussed earlier? This section is where they come in handy. The default is left $\frac{3}{4}$. As you see, the images of dashboards are available.

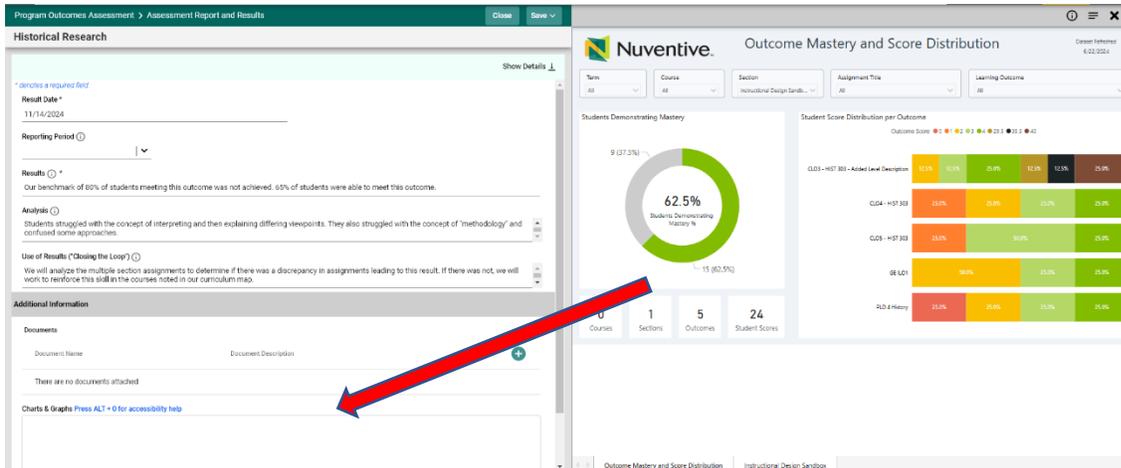
There are five links:

- The OPIE assessment glossary provides definitions to common assessment terms.
- The Canvas Assignments Report provides data on specific assignments graded / recorded in Canvas.
- The Canvas Outcomes Report provides data on students achieving benchmark on outcomes. This will be the most-used report.*

← If you are pulling outcomes data from Canvas, you may wish to change to $\frac{3}{4}$ right mode () so you can better see the tables and copy them for your report.

- Assessment Report (2-column) is one way to save your final assessment report for submission.
- Assessment Report (narrative) is the second way to save your final assessment report.

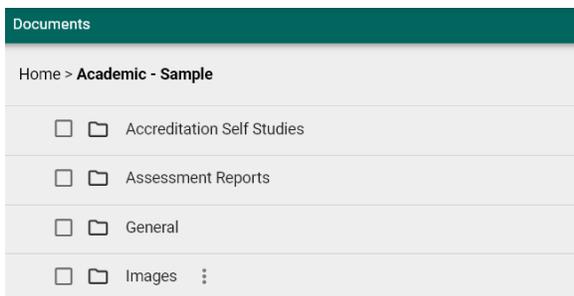
11a. Copying / Pasting Data into the “Charts & Graphs” area of “Additional Information.” If your program has developed Canvas Outcomes for Assessment Reporting, you can use the Canvas Outcomes feature from the sidebar to submit your charts. Use the screenshot function on your computer to copy the chart and paste it into your document.



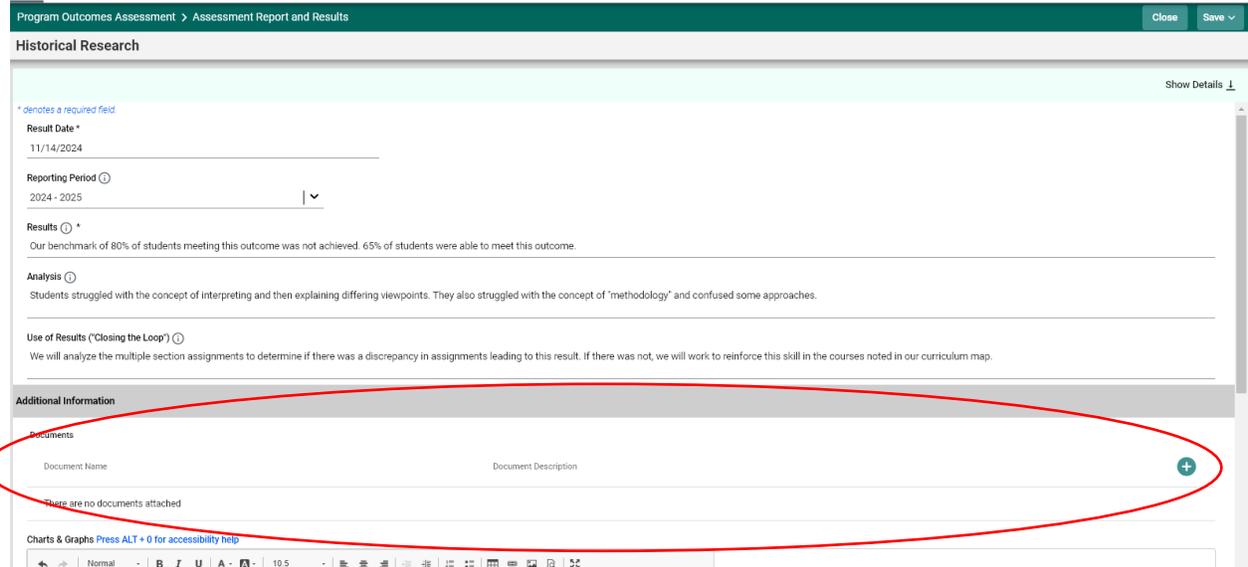
Some tips:

1. To screenshot using a Mac, use the screenshot function. Using a PC, press Windows key+shift+S to copy your selection, then ctrl+v to paste.
2. Once pasted, the image may not fit. Use the expand ($\frac{\%}{\%}$) symbol to open the section and resize the image. Click the same button to go back to the document.
3. Choose each chart individually to copy and paste rather than trying to select all elements.
4. If you are inserting your own charts using the in-text function, do not change the default width for tables, or the sizing may not render correctly for printing.

Step 12: To add supporting documents to your assessment report, make sure you upload them first to your documents folder. Remember, you can access the documents folder from the hamburger (☰) menu on the top left corner of the screen (Step 6 image). The image below shows multiple folders. You can add folders called “rubrics,” “surveys,” etc.



12a Once your documents are in your documents folder, you can attach them to your assessment report in the Results and Actions page.

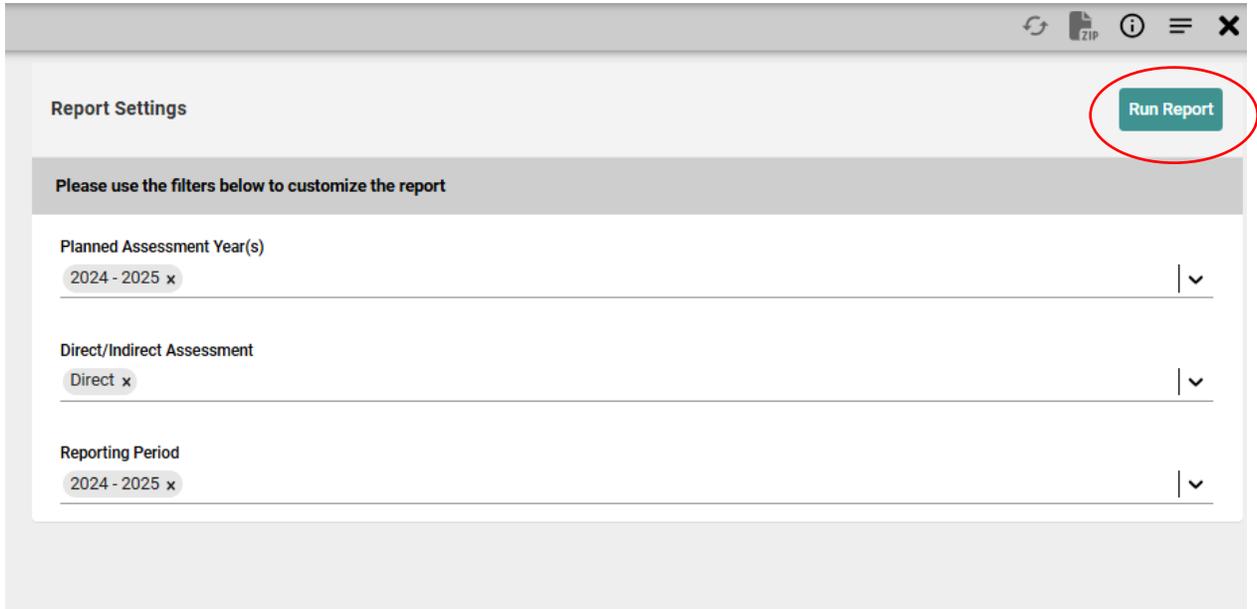


Step 13: Run a printable version of your report. Your assessment report is now complete. The next step is to download and distribute your report.

13a There are two ways to prepare your assessment report: you can go through the hamburger (≡) menu on the top left or use the dashboard links on the ¾ screen to your right.

	<p>Going back to the hamburger (≡) menu, you can choose to prepare your assessment report for downloading.</p> <p>← Using the dropdown, you can see different types of reports. A 2-column report puts your assessment in a table format while the narrative report is more in paragraph form. Either option is acceptable for submission.</p>
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13b When you prepare to run your report, use filters to ensure you are only producing a report for the year you are assessing / reporting. See the filters below. Once you have chosen, run the report.



Report Settings

Run Report

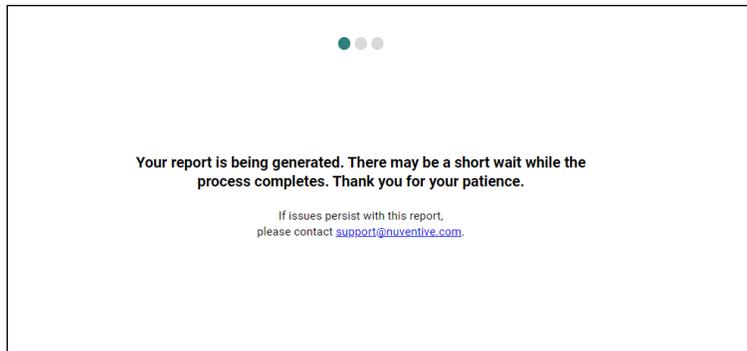
Please use the filters below to customize the report

Planned Assessment Year(s)
2024 - 2025 x

Direct/Indirect Assessment
Direct x

Reporting Period
2024 - 2025 x

When you make your selection, the system will prepare your report:



When complete, your report cover will look like this:



A screenshot of a 2-column report. Note how information is contained in tables.

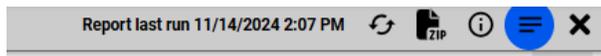
Assessment Method	Result and Action
<p>Assessment Method Status: Active</p> <p>Direct/Indirect Assessment: Direct</p> <p>Assessment Type: Direct - Paper</p> <p>Assessment Method: Papers will be assessed by department committee using a 4-point rubric developed by department and normed by faculty doing the assessment.</p> <p>Target: 80% of students will score a 3 or above in the historical research component of the rubrics.</p> <p>11/15/2024</p>	<p>Result Date: 11/14/2024</p> <p>Reporting Period: 2024 - 2025</p> <p>Results: 65% of students were able to correctly explain differences in methodology and approach.</p> <p>Analysis: We were concerned that given our benchmark, only 65% of students attained it. Specifically, students had difficulty explaining key methodological differences between scholars, particularly in types of evidence they might use for their research.</p> <p>Use of Results ("Closing the Loop"): The first step we are taking is to ensure that all students had the same assignment. If the instrument is invalid, this then affected our results. However, if the assignments were overwhelmingly similar, we will need to go back to the first course where this skill is introduced and ensure that it is explained. Then, we are working to integrate it more fully into our curriculum to reinforce this skill.</p> <p>Additional Information Charts & Graphs:</p> 

Page 3

A screenshot of a narrative report. Note how information is divided into sections.

<p>Direct - Paper</p> <p>Assessment Method Status Active</p> <p>Direct/Indirect Assessment Direct</p> <p>Assessment Method Papers will be assessed by department committee using a 4-point rubric developed by department and normed by faculty doing the assessment</p> <p>Target 80% of students will score a 3 or above in the historical research component of the rubrics.</p> <p>2024 - 2025</p> <p>Result Date 11/14/2024</p> <p>Results 65% of students were able to correctly explain differences in methodology and approach.</p> <p>Analysis We were concerned that given our benchmark, only 65% of students attained it. Specifically, students had difficulty explaining key methodological differences between scholars, particularly in types of evidence they might use for their research.</p> <p>Use of Results ("Closing the Loop") The first step we are taking is to ensure that all students had the same assignment. If the instrument is invalid, this then affected our results. However, if the assignments were overwhelmingly similar, we will need to go back to the first course where this skill is introduced and ensure that it is explained. Then, we are working to integrate it more fully into our curriculum to reinforce this skill.</p> <p>Additional Information Charts & Graphs</p>  <p>Information Literacy</p>

While Nuventive will serve as a repository for your assessment materials, you may choose to keep a printable version of your reports by downloading as a Zip.



CONGRATULATIONS! You have now completed your assessment report!