Submitting Assessment Reports Using Nuventive



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 (<u>Sharlene.Sayegh@csulb.edu</u>).

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

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

Apps dashboard	l			🕀 Ado	d apps 🕀 Create collecti	ion 🏸 Customize viev
Apps CSULB acrobat	Health & Wellness Resource	ces				
V Apps						🔯 Settin
A					EC	BEACH CENTRAL
Adobe Acroba	Nuventive Solutions	OneDrive	CANVAS	Microsoft 365 Portal	B Employee Center	Beach Central Contact Info
CFS PS		Beach Data	My BEACH FORMS	qualtrics	÷	in
CFS PeopleSoft	Campus Software	Tableau	Forms	Qualtrics	Outlook (Email)	LinkedIn Learning
Poll	•	:	BRAND CENTRAL	CFS	CSU Learn	FC &

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



Privacy Policy ...

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

≡	compara	•
	Assessment Units	
	CLA - Comparative World Literature - Comparative World Literature (BA)	4
	CLA - Comparative World Literature - Medieval and Renaissance Studies (Certificate)	
	CLA - Department - Comparative World Literature	

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

N	Nuventive Solutions						Welcome, S	harlene.Sayegh@csulb.edul	Sign out
	Academic - Sample						~ 📃		
	Nuventive	. Impro	ove Anal <u>y</u>	ytics	Program Learn	ing Outcomes Overview	Data Last Updated 11/14/2024 2:08:57 AM		
	Assessment Method Statu	s	Reporting Peri	od					
	All	\sim	All	\sim					
						Divect/Indivect Accordment Me	thoda		
	PLO Name	Asses	sment Method(s) Results Use (of Results ("Closing the Loop")	Directy indirect Assessment we	tious		
	Historical Perspective		•	•	•				
	Historical Research		•		•	(Blank) 1 (12.5%)			
	Information Literacy		•	•					
	PLO 3				•				
	Presentation Skills			•	•				
	Research Skills		•		•				
						Indirect			
						2 (25)			
						Direct 5 (62.5%)		
1									
1									

- 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, ¾, or ½. If you are pulling data tables, it is recommended you use at least the ½ screen or the ¾ 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.

Academic - Sample							~
Home			oprove Analy	tics	Deserves		ata Last Updi
Program Information		Nuveriuve.		rics	Program Learn	ing Outcomes Overview	
Program Outcomes Assessment	^	Assessment Method Status	Reporting Perio	od			
Assessment Report and Results		All	All		\sim		
PLO Mapping							
Program Review	~	O Name	Assessment Method(s)	Results	Use of Results ("Closing the Loop")	Direct/Indirect Assessment Methods	
Feedback	~	itorical Perspective		•	•	(Blank) 1 (12.5%)	
Reports	~	ormation Literacy D 3	•	•	•		
Documents		rsentation Skills search Skills	•	•	•		

The selections under the hamburger (\equiv) 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.
- 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.

Academic - Sample		
Home		
Program Information		
Program Outcomes Assessment	^	Assessmen
Assessment Report and Results		
PLO Mapping		
Program Review	~	O Name
Feedback	~	storical Pers
Reports	~	ormation Lit
Documents		esentation S
		search Skills

Office of Program & Institutional Effectiveness (OPIE) Nuventive Training—Annual Assessment Reports Page 4 **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.

Academic - Sample		•	~
Program Outcomes Assessment > Assessment	Report and Results		
cademic Assessment		•••••••••••••••••••••••••••••••••••••••	:
Planned Assessment Year(s) View All	~		
		Showing 5	of 5
Research Skills		N. Support 4/3/23	:
Program Learning Outcome Effectiveness in identifying, locating and evaluating Planned Assessment Year(s) 2022 - 2023; 2024 - 2025	primary and secondary resources.		
Presentation Skills		N. Support 3/27/23	
Program Learning Outcome Proficiency in presentation skills, including profess audience levels.	ionalism, facility with Powerpoint or other techniques o	audio and visual content delivery, and the ability to construct an organized and coherent verbal presentation directed to appropriate	
Planned Assessment Year(s) 2023 - 2024			
Historical Perspective		S. Sayegh 3/4/24	
Program Learning Outcome	ral dimensions of theatre, including the works of leadin	n playwrights actors directors and designers past and present	

7a Your Assessment Report and Results homepage.

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

	Academic Sample - IPAC			~	
Prog	am Outcomes Assessment > Assessment Report a	nd Results			
Acad	emic Assessment			Ð	:
Planr Vie	ed Assessment Year(s) v All	~			
				Showin	ig 0 of 0
			No Program Learning Outcome has/have been entered.		

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 ^① button next to any item for a pop-up window. Once complete, your page will now look like image 7a above.

Academic Sample - IPAC							~
Program Outcomes Assessment > As	ssessment Report and Results					Close	Save 🗸
New Program Learning Outcome							
In the 'Mapping' tab, please note which IO, S	Strategic Priority, and WSCUC Standard"	this assessment mo	st aligns to.				×
PROGRAM LEARNING OUTCOME	ASSESSMENT METHOD	MAPPING	RESULTS AND ACTIONS				
* denotes a required field. Program Learning Outcome Name () *							
Program Learning Outcome (i) *							
Planned Assessment Year(s) (j)	~						

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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.

Academic - Sample	• • •
Program Outcomes Assessment > Assessment Report and Results	
Academic Assessment	
Planned Assessment Year(s) View All V	8
Shor	ving 5 of 5
Research Skills	open
Program Learning Outcome Effectiveness in Identifying, locating and evaluating primary and secondary resources.	Сору
Planned Assessment Year(s) 2022 - 2023; 2024 - 2025	📰 Audit Log
If Presentation Skills N Support 3/27/23	Delete
Program Learning Outcome Proficiency in presentation skills, including professionalism, facility with Powerpoint or other techniques of audio and visual content delivery, and the ability to construct an organized and coherent verbal presentation directed to appropriate audience levels.	e Canvas
Planned Assessment Year(s) 2023 - 2024	Riscout
If Historical Perspective S. Sayegh 3/4/24	

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

Program Outcomes Assessment > As	ssessment Report and Results					Close	Save V
Q Historical Research							~
In the 'Mapping' tab, please note which IO, S	Strategic Priority, and WSCUC Standard*	this assessment mo	st aligns to.				×
PROGRAM LEARNING OUTCOME	ASSESSMENT METHOD	MAPPING	RESULTS AND ACTIONS				
* denotes a required field. Program Learning Outcome Name () * Historical Research							
Program Learning Outcome () * Select relevant and appropriately schola Planned Assessment Year(s) ()	arly primary and secondary sources fo	r historical research	using a wide variety of library resource	s, including CSULB holdings, research	latabases, and interlibrary loan systems and online re	sources	
	V						

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.



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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.

Program Outcomes Assessment > As	ssessment Report and Results				Close	Save 🗸
Q Historical Research						~
In the 'Mapping' tab, please note which IO, 5	Strategic Priority, and WSCUC Standard*	this assessment mos	it aligns to.			×
PROGRAM LEARNING OUTCOME	ASSESSMENT METHOD	MAPPING	RESULTS AND ACTIONS			
* denotes a required field Program Learning Outcome Name () * Historical Research						
Program Learning Outcome () * Select relevant and appropriately schola	arly primary and secondary sources fo	r historical research	using a wide variety of library resourc	es, including CSULB holdings, research databases, and interlibrary loan systems an	d online resources	
Planned Assessment Year(s) 🕡	~					

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.

Program Outcomes Assessment >	Assessment Report and Results					Close	Save ~
Q Historical Research							•
Direct/Indirect Assessment View All	~	Assessment Type View All		~	Assessment Method Status View All		~
Enter details about the measures used to	evaluate the degree to which students are m	eeting the desired p	rogram learning outcomes. Examples of direct assessments	may be	found at Annual Assessment Reports and Resources.		×
						Sho	owing 1 of 1
PROGRAM LEARNING OUTCOME	ASSESSMENT METHOD	MAPPING	RESULTS AND ACTIONS				Đ
Papers will be assessed by	department committee using a 4-poin	nt rubric develop	ed by department and normed by faculty doing th	e asse	essment S	. Sayegh 10/8/24	:
Direct/Indirect Assessment Direct							
Assessment Type Direct - Paper							
Assessment Method Papers will be assessed by departme	ent committee using a 4-point rubric develo	ped by department	t and normed by faculty doing the assessment				
Assessment Method Status Active	inter E	ar kar gi					

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	0
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.
- 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."
- 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).



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 > Assessm	nent Report and Results		Close Save	~
Q Historical Research				~
To establish a relationship between your PLO and a Text in the map below may be truncated. To view th Be sure to click "Save" at the top right before navig	n Institutional Outcome, click t e full text, hover over the three sting away from this screen.	he cell where the two align and it will turn green. dots and a pop-up box will appear.	>	<
PROGRAM LEARNING OUTCOME	SSESSMENT METHOD	MAPPING RESULTS AND ACTIONS		
Institutional Outcomes - Institutional Out	Academic Assess X = X Highlight to Align	ment	1	
Institutional Outcomes - Institutional Outcomes	Historical Research			-
General Education - Institutional Outcomes	x			1
Beach 2030: A Roadmap for the Next Decade - Strategic Priorities				1
WSCUC Standards and Criteria for Review - WSCUC Standards	x			
4. Value DEIA	-	1		

Office of Program & Institutional Effectiveness (OPIE) Nuventive Training—Annual Assessment Reports Page 9 **10c3** You can also map all your outcomes at one time by choosing the PLO Mapping link from the hamburger (\equiv) menu.

Nuventive Solutions		
Academic - Sample		
Home		t Report and Results
Program Information		
Program Outcomes Assessment	^	opriately scholarly primary
Assessment Report and Results		
PLO Mapping		
Program Review	~	.
Feedback	~	~
Reports	~	
Documents		

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

Program Outcomes Assessment > PLO Ma	pping				
				Planned Assessment Year(s) View All	[•
To establish a relationship between your PLO and a Text in the map below may be truncated. To view t	an Institutional Outcome, click the cell where the he full text, hover over the three dots and a pop-up	two align and it will turn green. p box will appear.			×
Be sure to click 'Save' at the top right before having	Academic Assessment X = X Highlight to Align				Add Note
Institutional Outcomes - Instituti	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 CSUEb holdings,	Information Literacy Students will be able to research a interpret using a variety of media.
I. 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, ctvic, and professional lives they consider meaningful	x	x		×	x
 Global Engagement & Diversity Value equity, diversity, social justice, and global citizenship and promote the public good in local, national, and global communities. 			×		
 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 (^c) to open the tab and begin your discussion (image on next page).

Program Outcomes Assessment > Assessment Report and Results	Close	Save 🗸	1
Q Historical Research		~	ľ
			1
			ł
	Show	.ving 0 of 0	
PROGRAM LEARNING OUTCOME ASSESSMENT METHOD MAPPING RESULTS AND ACTIONS			
Papers will be assessed by department committee using a 4-point rubric developed by department and normed by faculty doing the assessment		• •	
No Results and Actions has/have been performed.			

10d1 The components of the "Results and Actions" Tab

Program Outcomes Assessment > Assessment Report and Results	Close	Save ~
Historical Research		
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 Planed Assessment Tweist Direct/Indirect Assessment Type: Direct - Paper Assessment Marbot: "Paper will be assessed by department committee using a 4-point rubric developed by department and normed by faculty doing the assessment Assessment Marbot: "Active	Hide D	etails <u>†</u>
* denotes a required fiel: Result Date* 11/18/2024 Reporting Period ①		
Use of Results ('Closing the Loop') () Additional Information		_

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.

Program Outcomes Assessment > Assessment Report and Results		Cic	se Save 🗸	
Q Historical Research			~	
Direct/Indirect Assessment View All	Assessment Type View All	Assessment Method Status	~	
Reporting Period View All	~			
			Showing 1 of 1	
PROGRAM LEARNING OUTCOME ASSESSMENT METHOD	MAPPING • RESULTS AND ACTIONS			
Papers will be assessed by department committee using a 4-	oint rubric developed by department and normed by faculty doing t	the assessment	Ð	
• 2024 - 2025		S. Sayegh 11/14/24	:	
Results 65% of students were able to correctly explain differences in methodology and approach. 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. 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.				

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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:

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Assessment Glossary
Assessment Glossary
Assessment Glossary
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10.9
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Canvas Assignments Report
Viewenting Outcom Walky on Son Security In 1927
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Canvas Outcomes

Remember the full-screen, ¾, ½, ¾ screen discussed earlier? This section is where they come in handy. The default is left ¾. 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 ¾ 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.

Program Outcomes Assessment > Assessment Report and Results	Close Save ~								0) = x
Historical Research			lun cont	tivo	Outcome N	lastery and Scor	e Distrib	ution		Dataset Refreshed
	Show Details 🛓		uven	live.		,				6/02/2024
* denates a required field.	A	3rm	V Al		Section Instructional Design Sandb N	Assignment Title		Learning Outcom	me	
Result Date * 11/14/2024		Contract Days								
Reporting Point (1)		Students Demo	onstrating Master	Ϋ́	Star	ent Score Distribution per Outo Outcom	ome : Score: @0 @1 @2 !	03 0 4 0 29.5 0 35	1.5 •40	
· •		9 (37	5%)							_
Results ① *					۵	03 - HIST 303 - Added Level Description			12.5% 12.5%	25.0%
Our benchmark of 80% of students meeting this outcome was not achieved. 65% of students were able to meet this outcome.			62	.5%		CL04 - HIST 303	25.0%	505	25.0%	3.05
Analysis () Students struggled with the concept of interpreting and then explaining differing viewpoints. They also struggled with the concept of "me	thodology" and		Students Dr Mas	errorstrating tory %						
confused some approaches.						CLO5 - HIST 303				25.0%
Use of Results ("Closing the Loop") () We will analyze the multiple section assignments to determine if there was a discrepancy in assignments leading to this result. If there was	as not we will a			- 15 (62.53	NA ANA	77.00		~~	35.00	15.W
work to reinforce this skill in the courses noted in our curriculum map.	-					GELOT	30		25275	15.0%
Additional Information			1	5	26	PLD & History				25.0%
Documents		Courses	Sections	Outcomes	Student Scores					
Document Name Document Description	0									
There are no documents attached										
Charts & Graphs Press ALL * O for accessionity hep										
	-	4 D Outcom	e Mastery and Sco	are Distribution	Instructional Design San	fbox				

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 (12) 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.

Documents	
Home > Acade	emic - Sample
	Accreditation Self Studies
	Assessment Reports
	General
	Images 🚦

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

agram Outcomes Assessment > Assessment Report and Results	Close	Save ~
storical Research		
	Show	Details <u>1</u>
indee a required field.		
iesult Date *		
11/14/2024		
2004-2025 V		
iesults () *		
Jur benchmark of 80% of students meeting this outcome was not achieved. 65% of students were able to meet this outcome.		
natysis ()		
Students struggled with the concept of interpreting and then explaining differing viewpoints. They also struggled with the concept of 'methodology' and confused some approaches.		
ise of Results ("Closing the Loop") 🕥 We will analyze the multiple section assignments to determine if there was a discrepancy in assignments leading to this result. If there was not, we will work to reinforce this skill in the courses noted in our curriculum map.		
itional Information		
insuments		
Document Name Document Description	e	
Rege are no documents attached		
Sharts & Graphs Press ALT + 0 for accessibility help		
◆ ♪ Normal - B J U A - A - 10.5 - E き 書 本 相 に は 雨 中 配 段 50		

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 (\equiv) menu on the top left or use the dashboard links on the $\frac{3}{4}$ screen to your right.

Nuventive Solutions Academic - Sample	Going back to the hamburger (≡) menu, you can choose to prepare your assessment
Home	report for downloading
	report for downloading.
Program Information	
Program Outcomes Assessment	
Program Review	
·	
Feedback 🗸	
Reports ^	
Assessment Report (2-Column)	Using the dropdown, you
Assessment Report (Narrative)	can see different types of reports. A 2-column
Program Review Report	report puts your assessment in a table format
Comprehensive Report: PLOs and Program	
Review	while the harrative report is more in
Assessment Facilitation Depart	naragraph form. Either option is accortable
Assessment Feedback Report	paragraph form. Littler option is acceptable
Documents	for submission

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.

	€ 1 (i) = 1
Report Settings	Run Report
Please use the filters below to customize the report	
Planned Assessment Year(s)	
2024 - 2025 x	~
Direct/Indirect Assessment	 ▼
Direct/Indirect Assessment Direct × Reporting Period	 ▼

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



When complete, your report cover will look like this:



Office of Program & Institutional Effectiveness (OPIE) Nuventive Training—Annual Assessment Reports Page 15 A screenshot of a 2-column report. Note how information is contained in tables.

Assessment Method	Result and Action				
Assessment Method Status: Active	Result Date: 11/14/2024				
Direct/Indirect Assessment: Direct	Reporting Period: 2024 - 2025				
Assessment Type: Direct - Paper	Results: 65% of students were able to correctly explain differences in methodology and				
Assessment Method: Papers will be assessed by	approach.				
department committee using a 4-point rubric	Analysis: We were concerned that given our benchmark, only 65% of students attained it.				
developed by department and normed by faculty	Specifically, students had difficulty explaining key methodological differences between				
doing the assessment	scholars, particularly in types of evidence they might use for their research.				
Target: 80% of students will score a 3 or above in the	Use of Results ("Closing the Loop"): The first step we are taking is to ensure that all students				
historical research component of the rubrics.	had the same assignment. If the instrument is invalid, this then affected our results. However,				
11/15/2024	Generated by Nuventive Improvement Platform Page				
Academic - Sample: Assessment Re	enort				
Academic - Sample: Assessment Re	eport				
Academic - Sample: Assessment Re	Port Result and Action				
Academic - Sample: Assessment Re Assessment Method	eport Result and Action The assignments were overwhelmingly similar, we will need to go back to the first course where				
Academic - Sample: Assessment Re Assessment Method	Peport Result and Action the assignments were overwhelmingly similar, we will need to go back to the first course wher this skill is introduced and ensure that it is explaned. Then, we are working to integrate it mor				
Academic - Sample: Assessment Re Assessment Method	Port Result and Action 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 explaned. Then, we are working to integrate it mor tight into our curriculum to referrice this skill.				
Academic - Sample: Assessment Re Assessment Method	Peort Result and Action the assignments were overwhelmingly similar, we will need to go back to the first course when this skill is introduced and ensure that it is explained. Then, we are working to integrate it mor fully into our curriculum to reinforce this skill. Additional Information				
Academic - Sample: Assessment Re Assessment Method	Port Result and Action The assignments were overwhelmingly similar, we will need to go back to the first course when this skill is introduced and ensure that it is explained. Then, we are working to integrate it mor fully into our curiculum to enforce this skill. Additional Information Charts & Graphs:				
Academic - Sample: Assessment Re Assessment Method	Result and Action the assignments were overwhelmingly similar, we will need to go back to the first course wher 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. Additional Information Charts & Graphs:				
Academic - Sample: Assessment Re Assessment Method	People Result and Action The assignments were overwhelmingly similar, we will need to go back to the first course wher this skill is introduced and ensure that it is explained. Then, we are working to integrate it more light into our curriculum to tenforce this skill. Additional Information Charts & Graphs:				
Academic - Sample: Assessment Re	Peport Result and Action 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 traditional Information Additional Information Charts & Graphs:				
Academic - Sample: Assessment Re Assessment Method	People Result and Action The assignments were overwhelmingly similar, we will need to go back to the first course where the sail is introduced and ensure that it is explaned. Then, we are working to integrate it more table to construct the total construction of the sail. Additional Information Charts & Graphs:				
Academic - Sample: Assessment Ro	Peport Result and Action 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. Additional Information Charts & Graphs:				
Academic - Sample: Assessment Re Assessment Method	People Result and Action 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 explaned. Then, we are working to integrate it more light into our curriculum to tenforce this skill. Additional Information Charts & Graphs:				
Academic - Sample: Assessment Ro	People Result and Action 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 information Charts & Graphs:				
Academic - Sample: Assessment Re Assessment Method	People Result and Action Result and Action the assignments were overwhelmingly similar, we will need to go back to the first course where this skills introduced and ensure that it is explaned. Then, we are working to integrate it more this into our curriculum to tenforce this skill. Additional Information Charts & Graphs:				

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



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.

Report last run 11/14/2024 2:07 PM	Ð	ZIP	()	E	×	
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CONGRATULATIONS! You have now completed your assessment report!