

Nuventive® Training Quick Start Guide



Nuventive is the web-based program RCCD is using to collect assessment and program review and planning information. This guide provides a brief overview of the interface. For additional information and/or training, please contact the Office of Institutional Effectiveness or one of RCC's Assessment Coordinators. This guide was last updated in Winter 2024.

Use the table of contents as a guide to find the section you need help with in Nuventive. For ease of access, if you click on the item in the table of contents it will take you to the corresponding location in the document the item is linked to.

Table of Contents

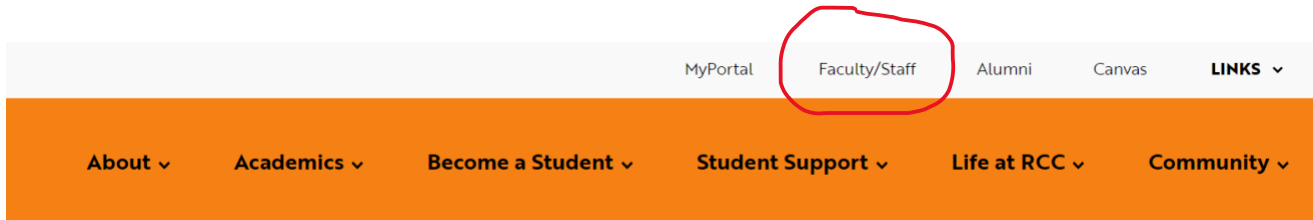
- [Logging into Nuventive](#)
 - [Video: Logging in to Nuventive](#)
- [Faculty Assessment Items – Discipline Course Level Assessment](#)
 - [SLO Assessment](#)
 - [Entering a new SLO](#)
 - [Video: Entering a new SLO](#)
 - [Deleting an SLO vs. Making an SLO Inactive](#)
 - [Video: Deleting an SLO](#)
 - [Video: Making an SLO inactive](#)
 - [Creating an assessment plan](#)
 - [Video: Creating an assessment plan](#)
 - [Entering an SLO assessment result](#)
 - [Video: Entering an SLO assessment result](#)
 - [Creating a five-year SLO assessment schedule for all courses in your discipline](#)
 - [Video: Creating a five-year SLO assessment schedule](#)
 - [PLO Assessment](#)
 - [Entering a new PLO](#)
 - [Video: Entering a new PLO](#)
 - [Making a PLO inactive or deleting a PLO](#)
 - [Video: Making a PLO inactive or deleting a PLO](#)
 - [Curriculum mapping PLOs](#)
 - [Video: Curriculum mapping PLOs](#)
 - [Mapping SLOs to PLOs](#)
 - [Video: Mapping SLOs to PLOs](#)
 - [Scheduling a PLO assessment cycle](#)
 - [Video: Scheduling a PLO assessment cycle](#)
 - [Entering a new PLO assessment method](#)
 - [Video: Entering a new PLO assessment method](#)
 - [Entering PLO assessment results](#)
 - [Video: Entering PLO assessment results](#)
- Service Area Assessment Items (Non-Instructional/Co-Curricular Departments)

- [How to enter in a new SAO](#)
 - [Video: How to enter in a new SAO](#)
- [How to delete an SAO](#)
 - [Video: How to delete an SAO](#)
- [How to enter in a new assessment of an SAO](#)
 - [Video: How to enter in a new assessment of an SAO](#)
- [How to enter in an assessment result of an SAO](#)
 - [Video: How to enter in an assessment result of an SAO](#)
- Program Review

Logging in to Nuventive

Nuventive can be accessed in one of two ways:

- Directly at **Solutions.Nuventive.com**
 - o Your username and password are **SINGLE SIGN ON.**
- **OR VIA RCC Website** (Click Faculty and Staff at the top, then, on the lower left, click Nuventive)



Curricunet

Employee of the Month

Faculty Association

Faculty Development

FD Committee

FlexTrack

Institutional Effectiveness

Street Team

Nuventive

Ordering Textbooks

Webadvisor

✖ **Email Access**

✖ **Institutional Effectiveness**

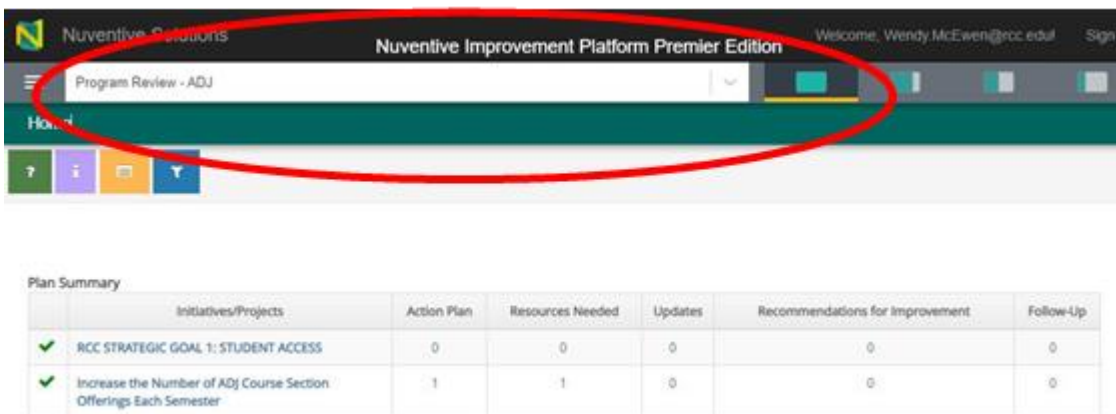
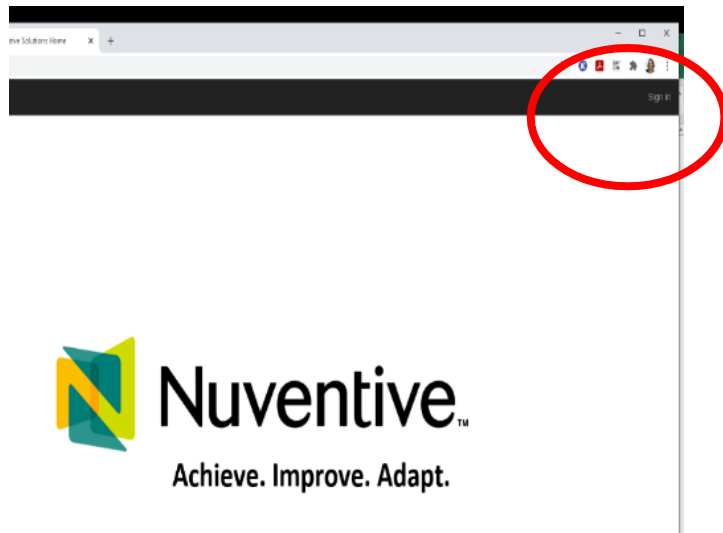
✖ **RCCD Single Sign-On (SSO) System**

✖ **RCCD Intranet**

✖ **VDI: Virtual Desktop Infrastructure**

✖ **25Live (Room Reservations)**

***And use your
SINGLE SIGN ON***



Once logged in, the **TOP CENTER DROP DOWN MENU** provides you with the different modules to access the different portions of Nuventive.

- Course-level assessment (“Discipline-xxxx”)
- Program-level assessment (“Certificate-xxxx” or “Business Services-xxxx” or “Student Services-xxxx” or “Degree-xxxx”)
- Program Review and Planning (“Program Review-xxxx”)

Video: [Logging in to Nuventive](#)

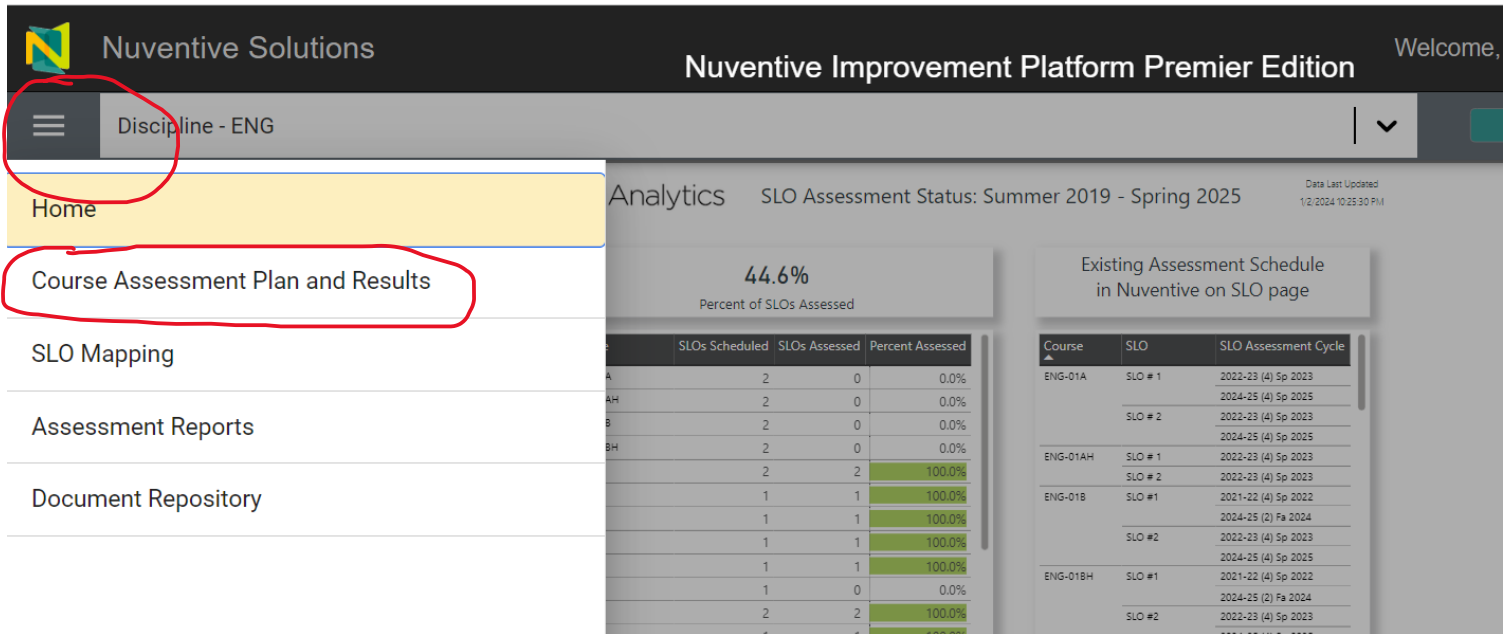
Faculty Assessment Items – Discipline Course Level Assessment

This section will guide faculty through basic functions using Nuventive.

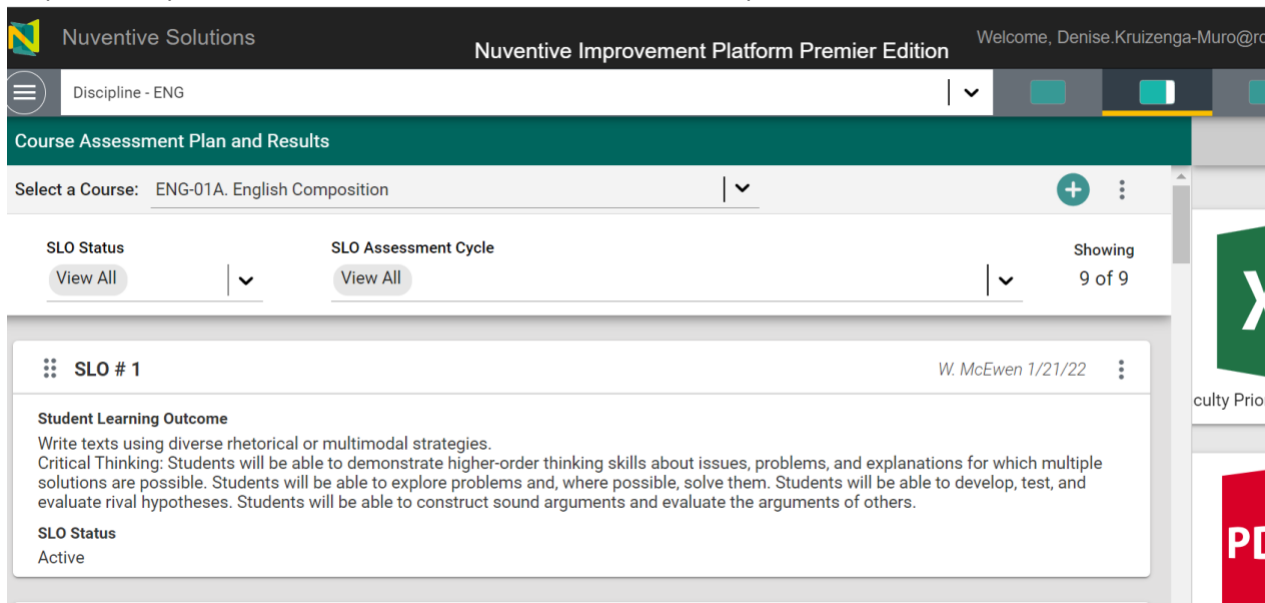
1. Entering a new SLO

Step 1: Log in to Nuventive and choose your discipline using the top center drop down menu. See previous pages for step-by-step instructions.

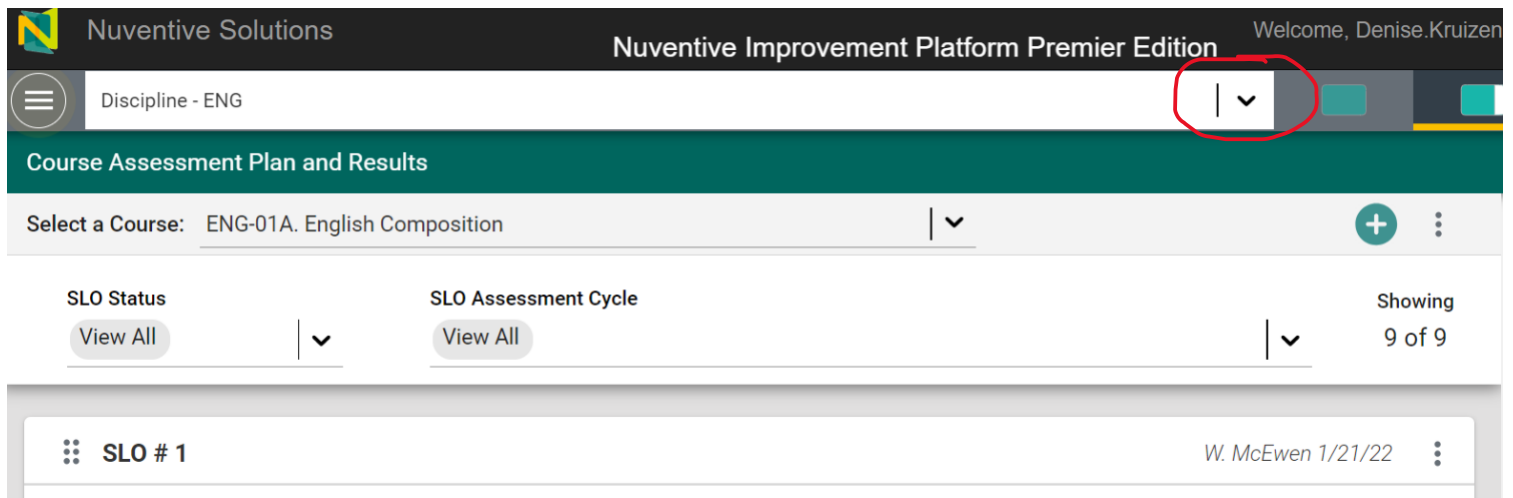
Step 2: Click on the three lines in the top left corner and then choose “Course Assessment Plan and Results.”



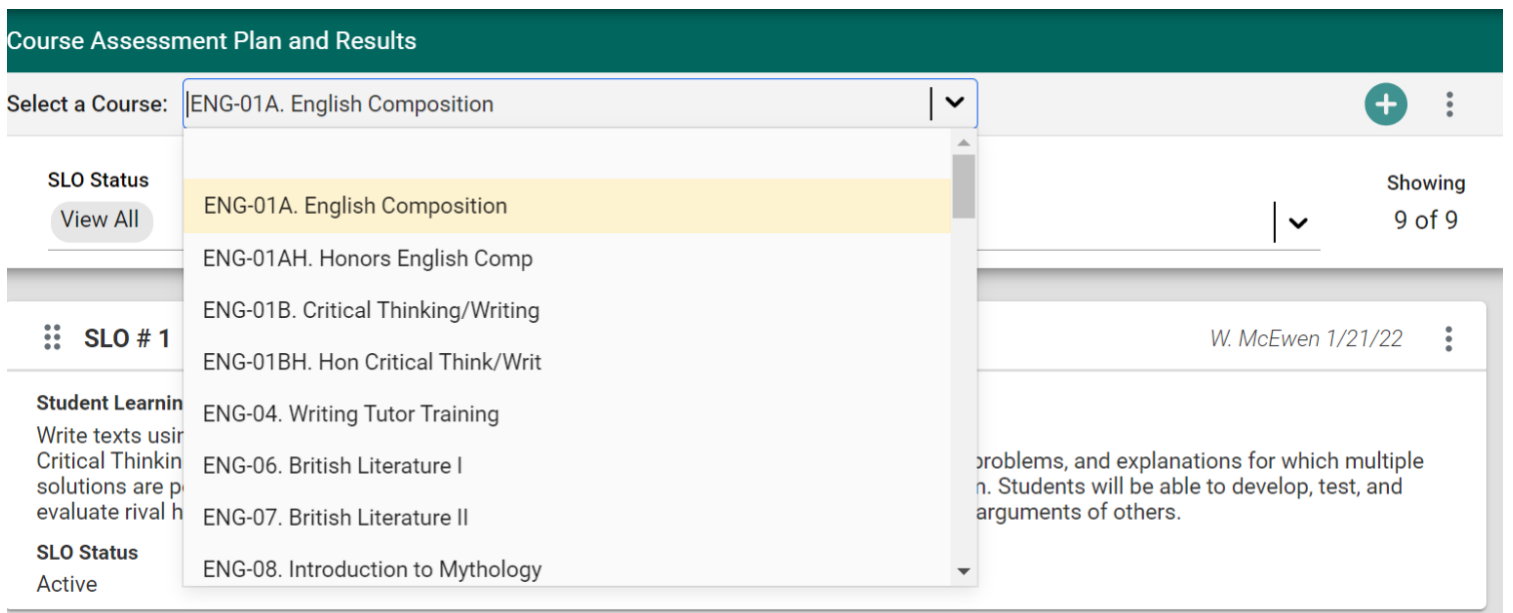
Step 3: Once you click “Course Assessment Plan and Results,” you will see a screen that looks like this:



Step 4: On this screen, choose the course for which you would like to add an SLO by clicking the dropdown arrow:



Step 5: Then, choose the correct course from the menu:



Step 6: Once you have chosen the correct course, click the green plus sign (+) at the top right.

Course Assessment Plan and Results

Select a Course: ENG-04. Writing Tutor Training | v

SLO Status: View All | v

SLO Assessment Cycle: View All | v

Showing 6 of 6

⋮ SLO #1 D. Kruizenga-Muro 3/10/20 ⋮

Student Learning Outcome
Apply and adapt tutoring strategies to the needs of individual students;

SLO Status
Active

You will then see a screen that looks like this:

Course Assessment Plan and Results Close Save v

New Student Learning Outcome

STUDENT LEARNING OUTCOME | ASSESSMENT METHOD | RESULTS

* denotes a required field.

Student Learning Outcome Name ⓘ *

Student Learning Outcome ⓘ *

SLO Status ⓘ * | v

SLO Assessment Cycle ⓘ

Fill in the SLO name. The name is whatever you want to call it—SLO #1, SLO 1, etc. Then fill in the SLO. You can copy from CurriQunet META and paste here to make sure the wording matches exactly. Make the SLO active by clicking on the drop down that says “SLO Status” and choosing “Active.”

Should you want to make an old SLO inactive, this is the same process, except you would choose “inactive.”

**Before you leave this screen, make sure to set the SLO assessment cycle. This is the cycle on which you want to regularly assess this SLO. Remember that all SLOs must be assessed AT LEAST once in each five-year program review cycle, so make your choice based on this and any other requirements specific to your discipline or program.

**The SLO cycle can be set for multiple years at once by holding down the “Shift” key and choosing all the terms during which the SLO will be assessed.

Step 6: When you complete this page, click “Save,” wait for your work to save, and then click “Close” to be taken back to the list of SLOs for that course.

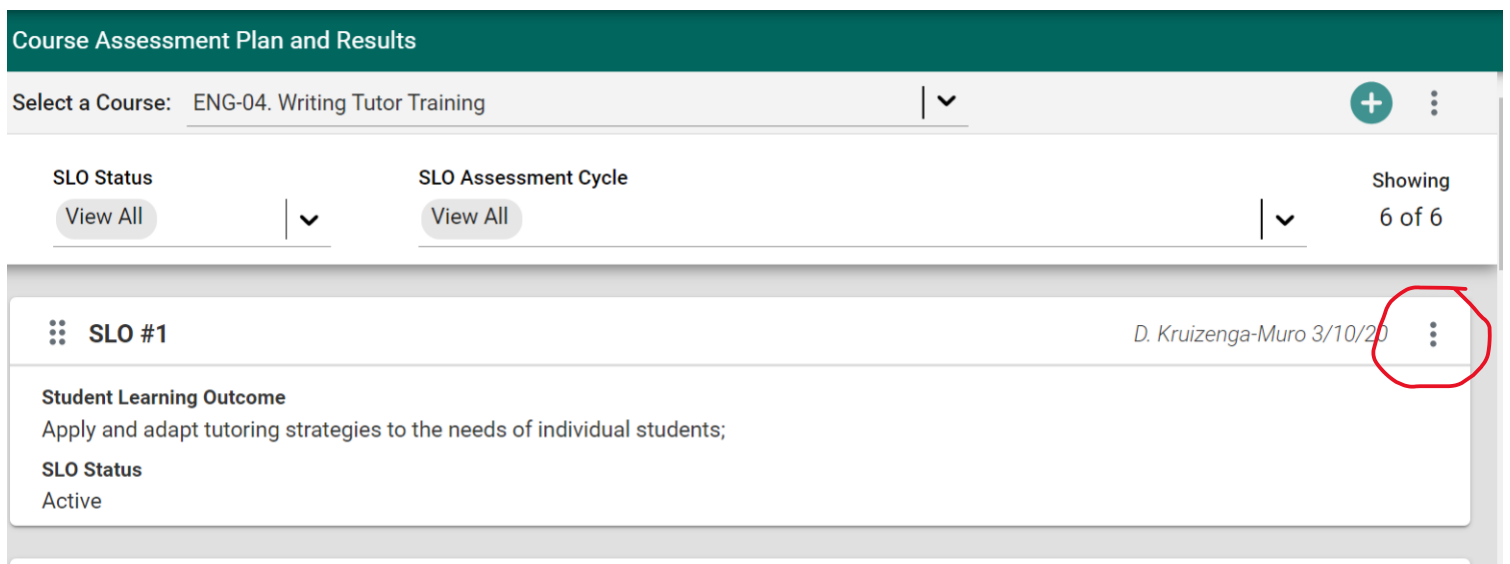
Video: [Entering a new SLO](#)

2. Deleting an SLO vs. Making an SLO inactive

It is not recommended that you delete any SLOs that have previously been assessed and have assessment schedules set and assessment results documented in the document repository. Instead, if your course SLOs change, it is better to make the old SLOs inactive. Making an SLO inactive maintains the record of the old SLO and all the work that was done with that old SLO, thus allowing accreditors and others to see a history of regular assessment for the course and in the discipline.

If you do decide that deleting an SLO is necessary, follow steps 1-5 described in the section above.

Step 6: When you come to this screen, locate the SLO you want to delete and click on the three vertical dots next to its name:



The screenshot shows the 'Course Assessment Plan and Results' interface. At the top, there is a header bar with the course name 'ENG-04. Writing Tutor Training'. Below the header, there are filters for 'SLO Status' and 'SLO Assessment Cycle', both set to 'View All'. The main content area displays a list of SLOs. The first SLO, 'SLO #1', is highlighted. The text next to it reads 'D. Kruienza-Muro 3/10/20'. To the right of this text, there are three vertical dots, which are circled in red. Below the SLO name, the 'Student Learning Outcome' is listed as 'Apply and adapt tutoring strategies to the needs of individual students;'. The 'SLO Status' is listed as 'Active'.

Step 7: Click the three dots to reveal a menu with several options:

Course Assessment Plan and Results

Select a Course: ENG-04. Writing Tutor Training

SLO Status: View All | SLO Assessment Cycle: View All | Showing 6 of 6

<p>☰ SLO #1</p> <p>Student Learning Outcome Apply and adapt tutoring strategies to the needs of individual students;</p> <p>SLO Status Active</p>	D. Kruizena-Muro 3/10/20	<ul style="list-style-type: none"> ✏ Open 📄 Copy 📋 Audit Log 🗑 Delete
<p>☰ SLO #2</p>	D. Kruizena-Muro 4/9/20	

Step 8: Click “Delete,” and the SLO will be deleted. Nothing in Nuventive is ever gone forever. If you realize you deleted the SLO in error, contact Wendy McEwen. She can reach out to Nuventive, and they can restore lost material.

Should you decide that you would rather make the SLO inactive and preserve all prior assessments, then follow steps 1-7 above.

Step 8: When you get to this screen, choose the option that says “Open” instead:

Course Assessment Plan and Results

Select a Course: ENG-04. Writing Tutor Training

SLO Status: View All | SLO Assessment Cycle: View All | Showing 6 of 6

<p>☰ SLO #1</p> <p>Student Learning Outcome Apply and adapt tutoring strategies to the needs of individual students;</p> <p>SLO Status Active</p>	D. Kruizena-Muro 3/10/20	<ul style="list-style-type: none"> ✏ Open 📄 Copy 📋 Audit Log 🗑 Delete
<p>☰ SLO #2</p>	D. Kruizena-Muro 4/9/20	

Step 9: When you click “Open,” you will see this screen. Click next to where it says “Active”:

Course Assessment Plan and Results

ENG-04 - SLO #1

STUDENT LEARNING OUTCOME

ASSESSMENT METHOD

RESULTS

* denotes a required field.

Student Learning Outcome Name ⓘ *

SLO #1

Student Learning Outcome ⓘ *

Apply and adapt tutoring strategies to the needs of individual students;

SLO Status ⓘ *

Active



Step 10: You will see a screen that looks like this. Choose "inactive":

Course Assessment Plan and Results

Close

Save

ENG-04 - SLO #1

STUDENT LEARNING OUTCOME

ASSESSMENT METHOD

RESULTS

Choose Active when this SLO is on the current Course Outline of Record Choose Inactive when the SLO has been changed or removed from the Course Outline of Record

SLO Status *

Active

Inactive

Active

Step 11: Click "Save" on the upper right side and then click "Close." The SLO is now inactive but the work that was previously done has been preserved.

Video: [Deleting a course SLO](#)

Video: [Making a Course SLO Inactive](#)

4. Creating an assessment plan

Step 1: Log into Nuventive. Choose your discipline and click on the three lines in the top left-hand corner of the screen (see page 2-3 of this document for help if you need it).

Step 2: Choose “Course Assessment” and “Plan” just as shown on page 5 of this document.

Step 3: You will see a screen that looks like this. Choose the course for which you will be adding a new assessment by clicking the bar on the top center of the screen:

NG-01A - English Composition

Ⓞ SLO #2 Write arguable thesis-driven, text-based, and supported essays of various lengths.
Communication Skills: Students will be able to communicate effectively in diverse situations. They will be able to create, express, and interpret meaning in oral, visual, and written forms. They will also be able to demonstrate quantitative literacy and the ability to use graphical, symbolic, and numerical methods to analyze, organize, and interpret data.

Active

Assessment Method Category

* Assessment Method

Target

Notes

* Required field

Step 4: Click the black triangle next to the SLO for which you want to add a new assessment:

▼ SLO #2 Write arguable thesis-driven, text-based, and supported essays of various lengths.
Communication Skills: Students will be able to communicate effectively in diverse situations. They will be able to create, express, and interpret meaning in oral, visual, and written forms. They will also be able to demonstrate quantitative literacy and the ability to use graphical, symbolic, and numerical methods to analyze, organize, and interpret data. (Yes)

SLO Assessment Cycle: 2020-21 (2) Fa 2020, 2022-23 (2) Fa 2022, 2024-25 (2) Fa 2024
Start Date: 07/01/2019
Inactive Date:

Assessment Methods

Related GE SLOs

General Education Program

3.0: Communication - Students will be able to communicate effectively in diverse situations. They will be able to create, express, and interpret meaning in oral, visual, and written forms. They will also be able to demonstrate quantitative literacy and the ability to use graphical, symbolic, and numerical methods to analyze, organize, and interpret data.

Assignment

Step 5: You will see a screen that looks like this:

Step 6: Click on the + next to “Assessment Methods”

You will then see a screen that looks like this:

Fill in each of the boxes.

Assessment Method Category: Asks you to state whether the assessment you are planning is direct or indirect. Examples of each type are given when you click the **▼** in the box, and clicking on the **?** will provide additional help.

Assessment method: Allows you to describe exactly what your assessment project is and other details you feel are relevant to this assessment project.

Target: Here is where you specify your desired outcome for the assessment. This might be described in percentages such as “80% of the students will score a 75% or better on the exam,” or it might describe the difference you would like to see between pre- and post-test scores such as “students will show one letter grade improvement between pre-test and post-test scores.” Your target might also be something else but remember that you should be able to measure the results.

Notes: This box is not required, but you can use this space to indicate that you have uploaded an essay prompt or a test into the document repository.

Once you fill in all the boxes, click “Save” and then “Return.” You will be taken back to the previous screen, where you will see your assessment project:

Student Learning Outcomes

SLO #1 Construct arguments that explore complex academic issues from more than one perspective by evaluating differing ideas on an issue, testing rival hypotheses, and/or rebutting challenges. Critical Thinking: Students will be able to demonstrate higher-order thinking skills about issues, problems, and explanations for which multiple solutions are possible. Students will be able to explore problems and, where possible, solve them. Students will be able to develop, test, and evaluate rival hypotheses. Students will be able to construct sound arguments and evaluate the arguments of others. (Yes)

SLO Assessment Cycle: 2018-19 (4) Sp 2019, 2020-21 (4) Sp 2021, 2022-23 (4) Sp 2023, 2024-25 (4) Sp 2025
 Start Date: 07/01/2019
 Inactive Date:

Assessment Methods

Indirect: Survey/Self-reported Learning Survey of faculty and students (Active)

Target:
 Notes:
 Date Added: 10/02/2019
 Active: Yes

Related Documents
 Assignment

Related GE SLOs

General Education Program

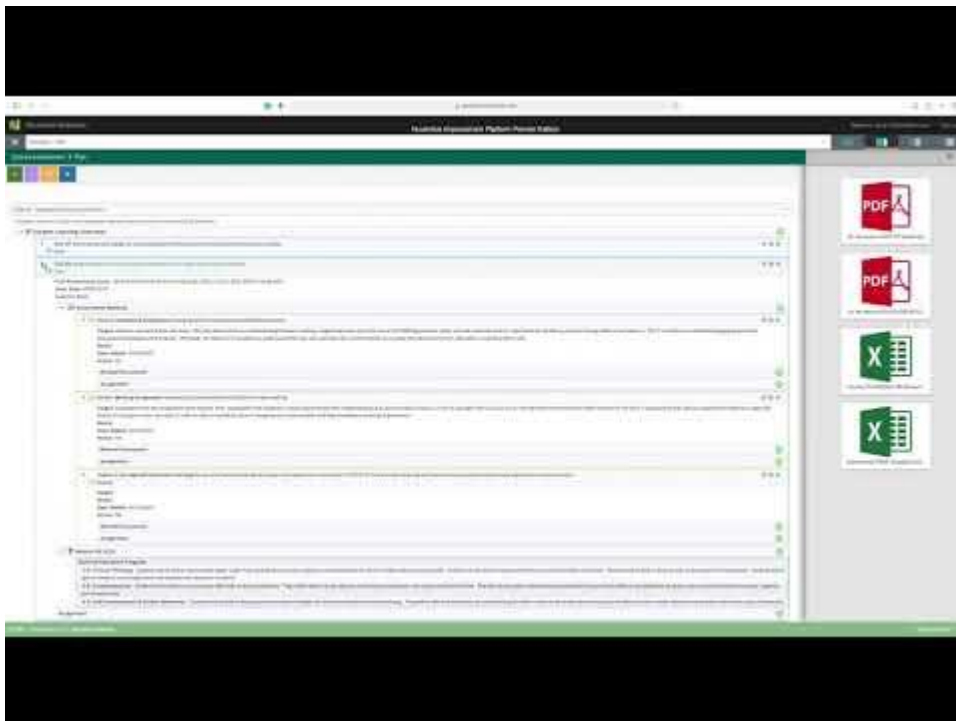
1.0: Critical Thinking - Students will be able to demonstrate higher order thinking skills about issues, problems, and explanations for which multiple solutions are possible. Students will be able to explore problems and, where possible, solve them. Students will be able to develop, test, and evaluate rival hypotheses. Students will be able to construct sound arguments and evaluate the arguments of others.

Assignment

Should you want to, you can now add documents to the document repository that relate to your assessment project, such as tests or paper/project prompts or assignment sheets. Do this by clicking the green wrench icon here next to the words "Related documents." You will then have the ability to upload documents into your department document repository.

Video: Creating an assessment plan

5. Entering an SLO assessment result



Step 1: Log into Nuventive. Choose your discipline and click on the three lines in the top left-hand corner of the screen (see page 2-3 of this document for help if you need it).

Step 2: Choose "Course Assessment," and then choose "Results." You will see a screen that looks like this:

ENG-01A - English Composition

* Asterisk next to a Course in the dropdown indicates that the Course is not owned by Discipline.

- SLO #1** Construct arguments that explore complex academic issues from more than one perspective by evaluating differing ideas on an issue, testing rival hypotheses, and/or rebutting challenges.
Critical Thinking: Students will be able to demonstrate higher-order thinking skills about issues, problems, and explanations for which multiple solutions are possible. Students will be able to explore problems and, where possible, solve them. Students will be able to develop, test, and evaluate rival hypotheses. Students will be able to construct sound arguments and evaluate the arguments of others.
- SLO #2** Write arguable thesis-driven, text-based, and supported essays of various lengths.
Communication Skills: Students will be able to communicate effectively in diverse situations. They will be able to create, express, and interpret meaning in oral, visual, and written forms. They will also be able to demonstrate quantitative literacy and the ability to use graphical, symbolic, and numerical methods to analyze, organize, and interpret data.
- OLD 2019 SLO #1** Awareness of Writing Process - Demonstrate awareness of all stages of the writing process, and critique, at an advanced level, their own work and the work of others.
- OLD 2019 SLO #2** Critical Reading - Analyze college-level expository and argumentative texts of intrinsic value and directed at advanced readers.
- OLD 2019 SLO #3** Research Methods and Conventions - Write a competent college-level research paper, gathering sources effectively, evaluating them for relevance and reliability, using a system to manage the research process so it leads to a thoughtful and intelligible paper, and employing MLA conventions at an advanced level to cite and incorporate sources effectively in the finished paper.
- OLD 2019 SLO #4** Rhetorical Knowledge - Write essays in several different genres (e.g., expository, argumentative, exploratory, personal, etc.), demonstrating awareness of audience and appropriate use of voice, tone, and level of formality. Write essays that employ, at an advanced level, the standard methods of academic discourse (including effective thesis statements, introductions, conclusions, transitions, topic sentences, and summative sentences) for guiding readers through an analysis or argument.
- OLD 2019 SLO #5** Writing Academic Prose - Write essays of 1500-3000 words, synthesizing multiple patterns of development, that pursue answers to challenging questions or advance substantial arguments. Illustrate and support claims effectively, with relevant, thoughtful, and sufficient evidence drawn (as appropriate) from written texts and the writer's own experience and knowledge. Employ the conventions of academic English to produce intelligible and stylistically mature essays almost entirely free from errors in syntax, grammar, punctuation, diction, and spelling.

Step 3: Choose the course for which you will be entering results by clicking on the drop-down menu at the top of the screen.

Step 4: Choose the SLO for which you will be entering results and click the > next to the SLO number.

Step 5: The screen will open up to show you the assessment project that you entered previously. If you did not enter your project prior to conducting the assessment project, STOP here and see the instructions above on pages 11-14.

The screen that opens will look like this:

Step 6: Locate the previously entered assessment project and click the + sign to enter result. This screen will open:

ENG-04 - Writing Tutor Training

* Asterisk next to a Course in the dropdown indicates that the Course is not owned by Discipline.

SLO #1 Apply and adapt tutoring strategies to the needs of individual students:

Direct: Video This won't be a video but a live observation. Using my observation rubric under the "Tutoring Skills" category item #6. See if tutors improve (go from a score of 1-2 to a score of 3-4) and take notes on what, specifically, they do.

2015-16 (2) Fa 2015 No 11/23/2015

25% (one out of four) of the students in the class showed an increase. [more]

Recommendations for Improvement

Recommendation for Improvement Spend more time in class on mock tutorials and possibly reinstate an oral presentation to give students more opportunity to get comfortable talking and guiding a session. (11/23/2015)

Follow-Up

Assignment

Related Documents

Fall 2015_English 4_SLO 4 Assessment Narrative.docx	English 4 Fall 2015 Assessment Narrative
Observation Rubric.pdf	English 4 Fall 2015 Observation Rubric

SLO #1 Apply and adapt tutoring strategies to the needs of individual students:

Direct: Video This won't be a video but a live observation. Using my observation rubric under the "Tutoring Skills" category item #6. See if tutors improve (go from a score of 1-2 to a score of 3-4) and take notes on what, specifically, they do.
Target 80% of students show an increase in scores.

* Result Date

* Result

* Semester of Assessment

* Target Met

* Pedagogical Process or Instructional Strategies ?

* Please attach (via documents repository) an example of the assignment. ?

Reflective Narrative ?

* Required field

Step 7: Enter your results.

Result: Describe the results of your assessment. We recommend looking back at the target that you entered previously and speak to the target that you set. You can any relevant details here.

Semester of assessment: When did you conduct your assessment? If your assessment took place over two semesters, we recommend putting the semester in which the project will be completed here and indicating when you are entering the assessment project that it will be a two-semester project.

Target met: Answer yes or no. Did you meet the target you originally set? If you don't, do not worry about this. Remember that assessment is your opportunity to improve your teaching.

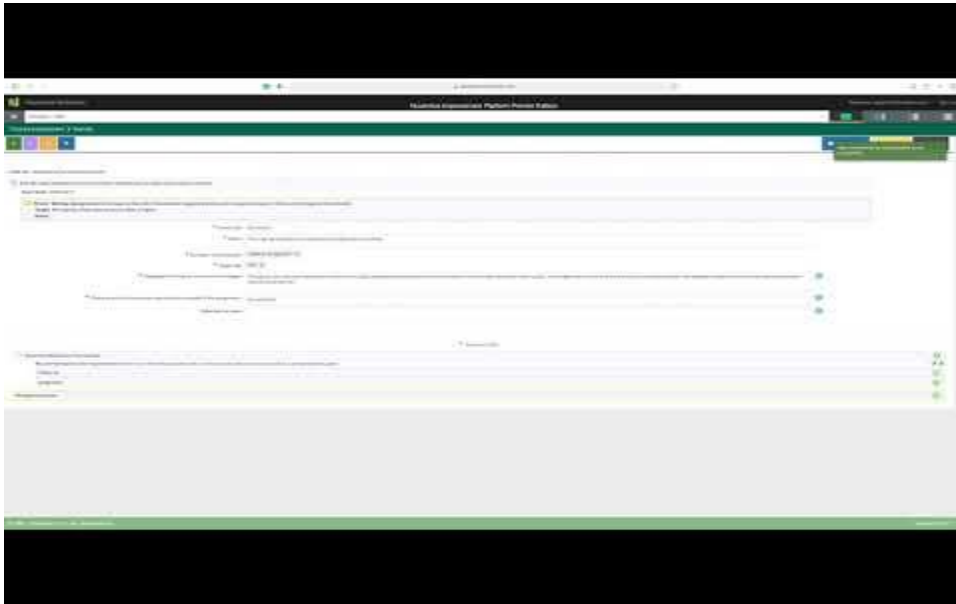
Pedagogical process or instructional strategy: What did you do in class or for homework to teach the concept? Did you lecture? Did you have students do a group project? Did you have students write a rough draft and then a final draft? List your teaching strategy or strategies here.

Attach documents: Attach all relevant documents such as sample student papers, links to videos, tests.

Reflective narrative: You may type in your narrative or write a narrative and upload to the document repository.

When you are done, click "Save" and then "Return." This will take you back to the screen where you will be able to relate (upload) documents into the document repository.

Video: Entering an SLO assessment result



6. Creating a five-year SLO assessment schedule for all courses in your discipline

Since every course SLO should be assessed AT LEAST once in each five-year program review cycle, it is a good idea to set all the courses in your discipline on a five-year assessment schedule. Setting a schedule in advance allows you to plan assessment projects ahead of time, to schedule discipline discussions around planning and scoring, and to ensure all your courses are assessed in time for decisions to be made and resources to be requested during the program review process.

Before completing this process, consult with discipline members, possibly at a discipline meeting, to discuss the SLO assessment schedule and who will be responsible for conducting the assessment, scoring the artifacts, and creating any report. To create a five-year SLO assessment schedule, follow these steps:

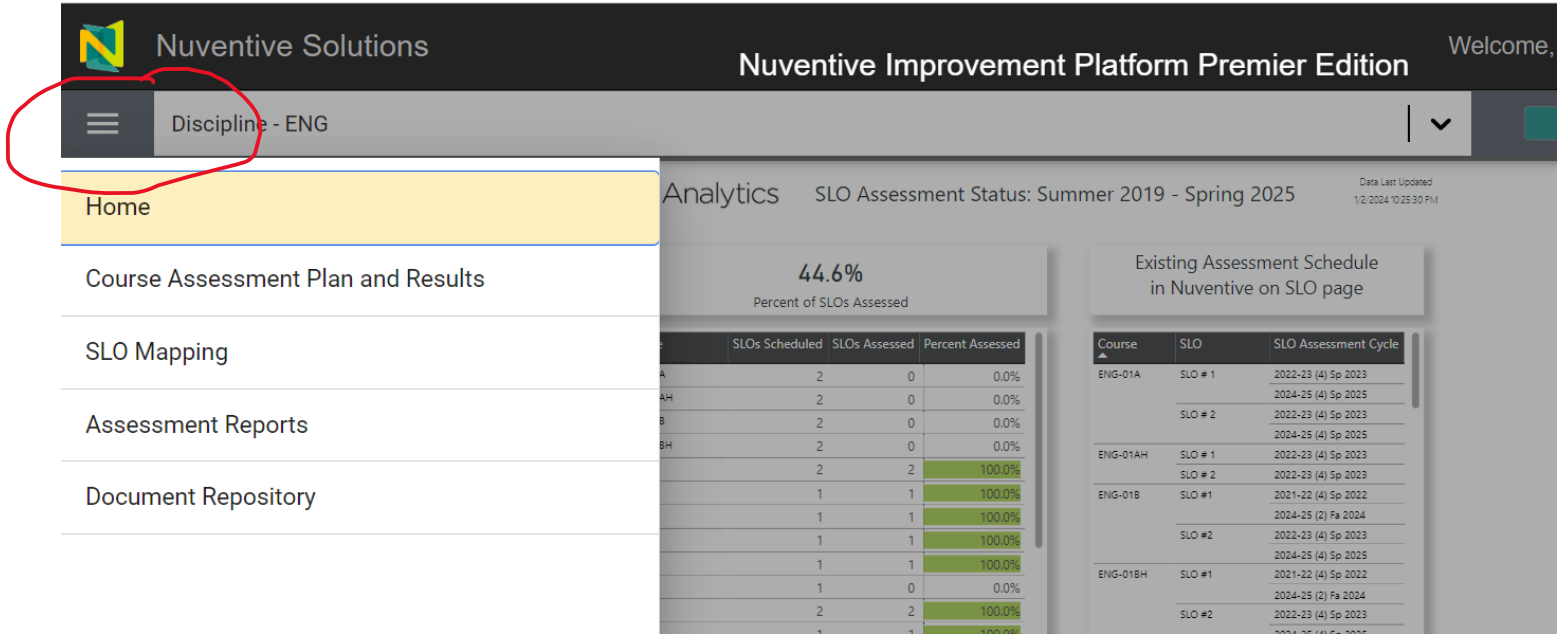
Step 1: Log in to Nuventive and choose your discipline using the top center drop down menu.

A screenshot of the Nuventive platform interface. The top navigation bar is dark with the Nuventive logo on the left and the text 'Nuventive Improvement Platform Premier Edition' in the center. On the right, it says 'Welcome, Denise.Kruizer'. Below the navigation bar, there is a search bar containing the text 'Discipline - ENG'. The main content area shows a summary dashboard with a '44.6% Percent of SLOs Assessed' metric, a table of 'Existing Assessment Schedule in Nuventive on SLO page', and a 'Scheduled Assessment Year' section with checkboxes for 2019-20, 2020-21, 2021-22, and 2022-23.

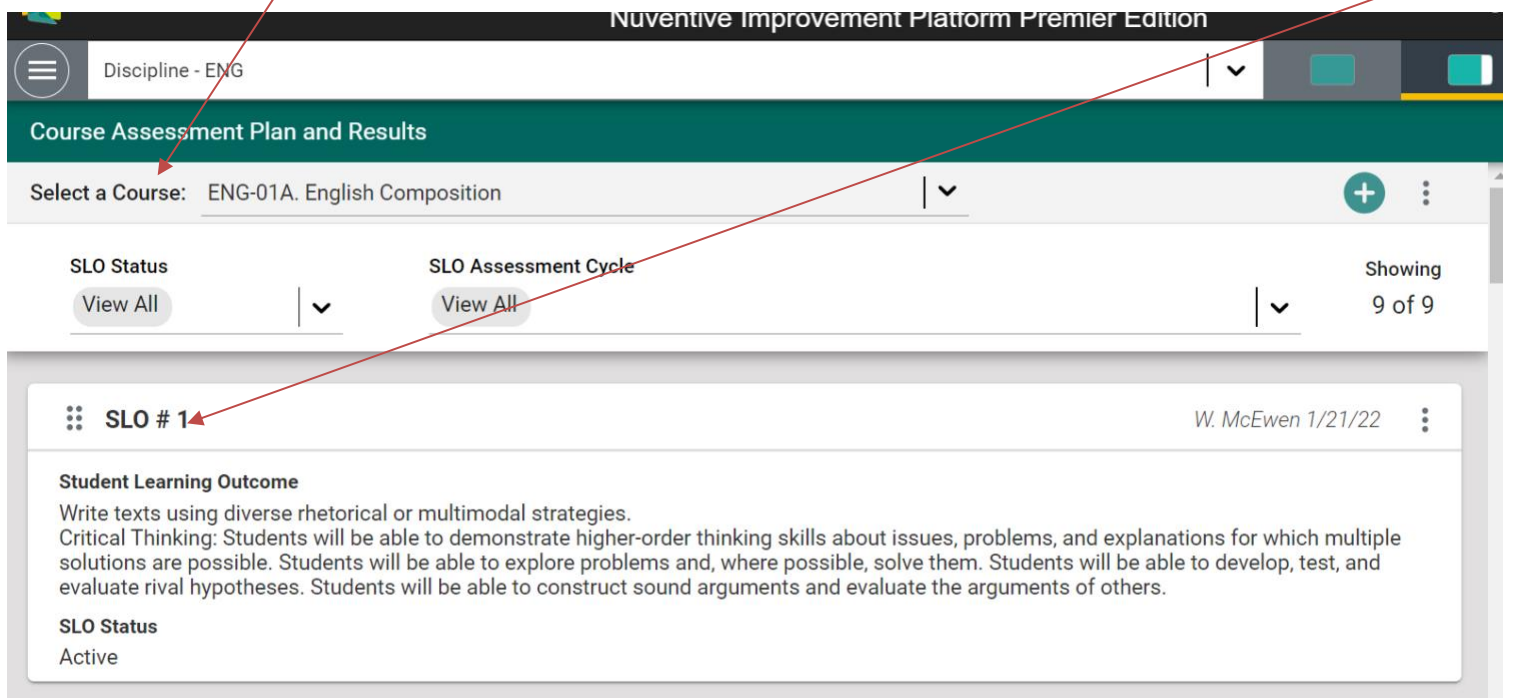
Course	SLOs Scheduled	SLOs Assessed	Percent Assessed
ENG-01A	2	0	0.0%
ENG-01AH	2	0	0.0%
ENG-01B	2	0	0.0%

Course	SLO	SLO Assessment Cycle
ENG-01A	SLO # 1	2022-23 (4) Sp 2023
	SLO # 2	2024-25 (4) Sp 2025
		2022-23 (4) Sp 2023

Step 2: Once you choose your discipline, click on the three lines in the top left corner and then choose “Course Assessment Plan and Results.”



Step 3: Clicking “Select a Course” will show you a list of all the courses in your discipline. You will need to complete this process for ALL the courses and ALL SLOs in each course in your discipline. Start with the first course by locating the first SLO



Step 4: Once you have chosen the course and the SLO for which you want to add an assessment schedule, click on the three vertical dots next the name of the SLO and then click "Open."

Step 5: Doing so will open up a new screen that looks like this:

Course Assessment Plan and Results Close Save

Q ENG-01A - SLO # 1

STUDENT LEARNING OUTCOME ASSESSMENT METHOD RESULTS

Student Learning Outcome ⓘ *

Write texts using diverse rhetorical or multimodal strategies.
Critical Thinking: Students will be able to demonstrate higher-order thinking skills about issues, problems, and explanations for which multiple solutions are possible. Students will be able to explore problems and, where possible, solve them. Students will be able to develop, test, and evaluate rival hypotheses. Students will be able to construct sound arguments and evaluate the arguments of others.

SLO Status ⓘ *
Active | ▼

SLO Assessment Cycle ⓘ
2022-23 (4) Sp 2023 × 2024-25 (4) Sp 2025 × | ▼

Step 6: Locate the box that says "SLO Assessment Cycle." Here is where you will enter the semester and year in which you want to assess this particular SLO for this particular course. Click into the box and a drop down menu will open:

Step 7: Scroll through the list of terms until you find the first term in which you want to assess this course's first SLO. Click on it. You can use the "CTRL" key to choose multiple terms at the same time. Choose all the terms for the next five years or until the end of the current five-year SLO assessment cycle:

STUDENT LEARNING OUTCOME

ASSESSMENT METHOD

RESULTS

Please choose any of the semesters that you plan on assessing the SLO. To choose multiple, hold the Ctrl (Command on Mac) key when clicking.

SLO Assessment Cycle

2022-23 (4) Sp 2023 x 2024-25 (4) Sp 2025 x

2023-24 (1) Summer 2023

2023-24 (2) Fall 2023

2012-13 (1) Su 2012

Step 8: Once you have chosen all terms, click “Save” and then “Close.”

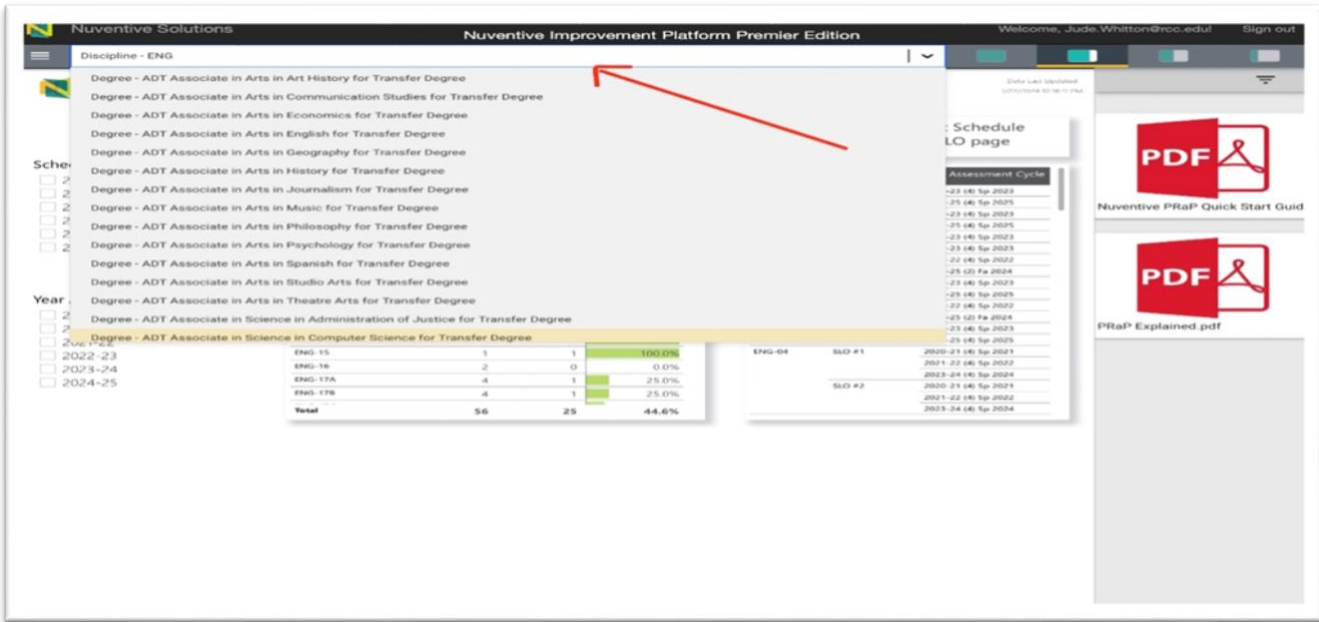
Video: [How to set a five-year assessment cycle](#)

Program Learning Outcomes (PLO)

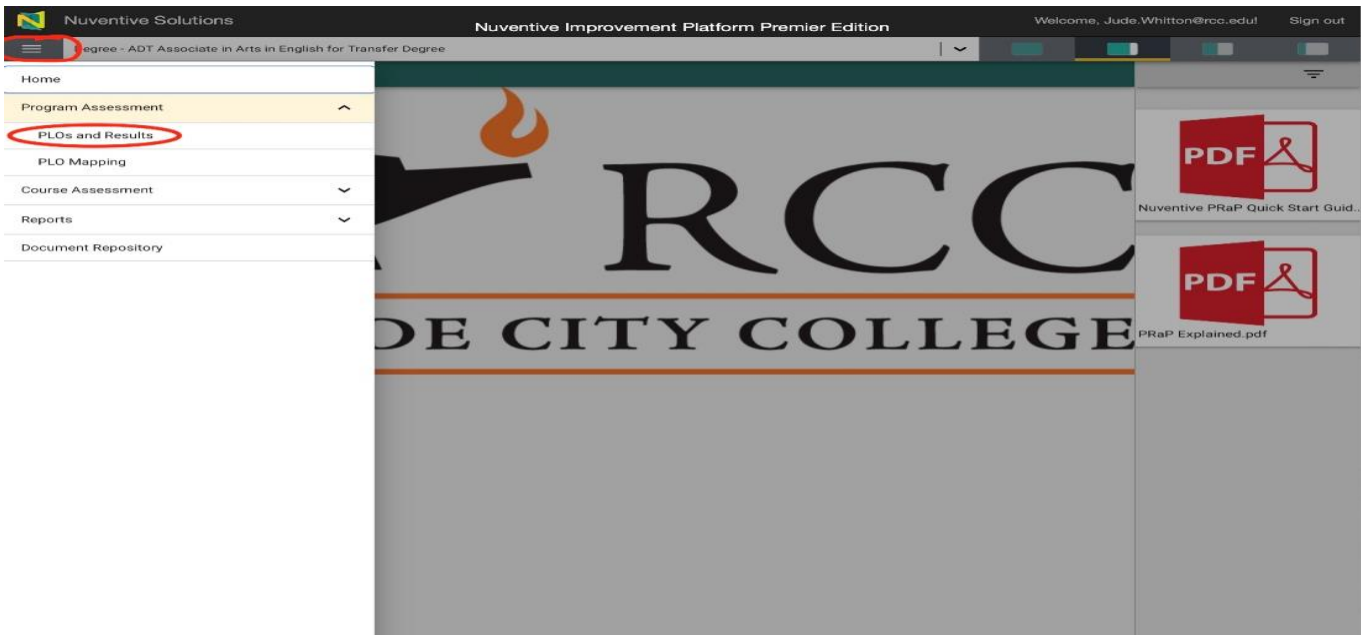
There are many ways to do PLO assessment, [use this Program Level Assessment checklist](#) and instructions to help you get started on the process. This section will aid you in entering in your PLO results using Nuventive.

1. Entering a new PLO

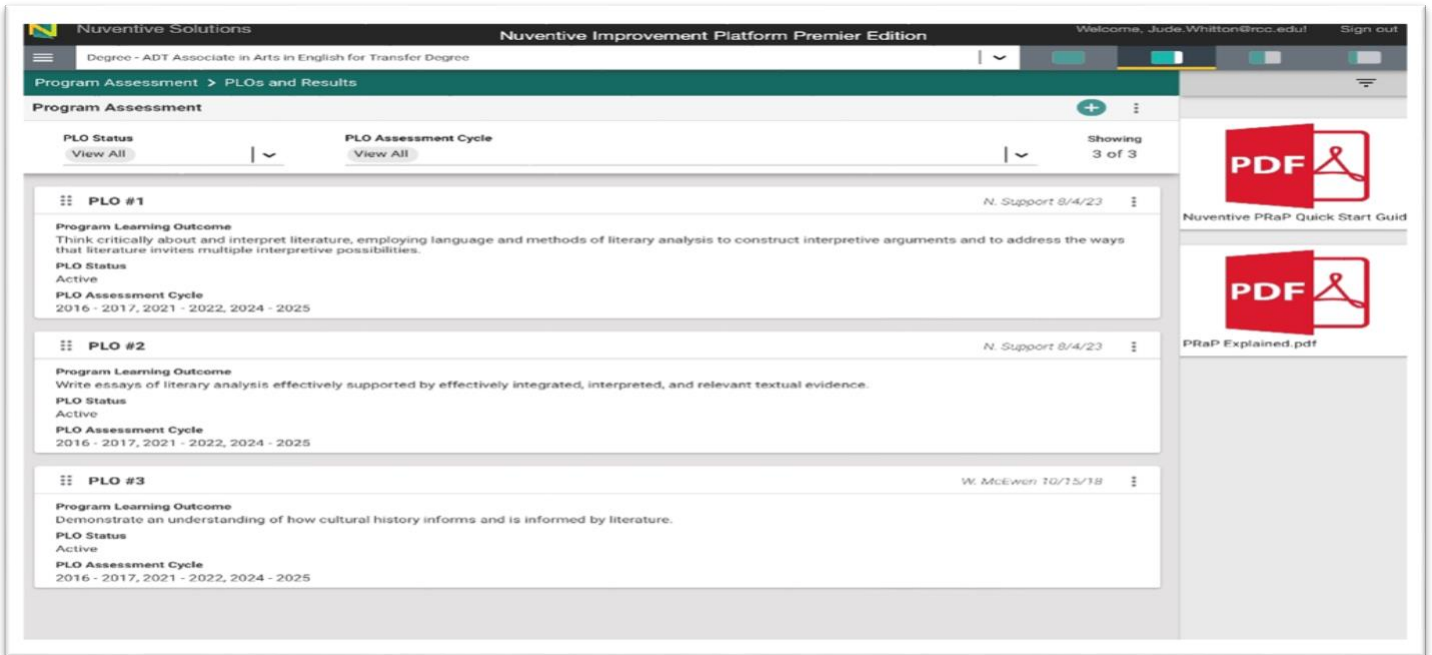
Step 1: Log into Nuventive and choose the program you wish to enter the new PLO for. See the section on [logging in to Nuventive](#) with how to find the program you wish to assess from the top center drop down menu.



Step 2: Click on the three lines in the top left corner, click on “Program Assessment” and then choose “PLOs and Results.”

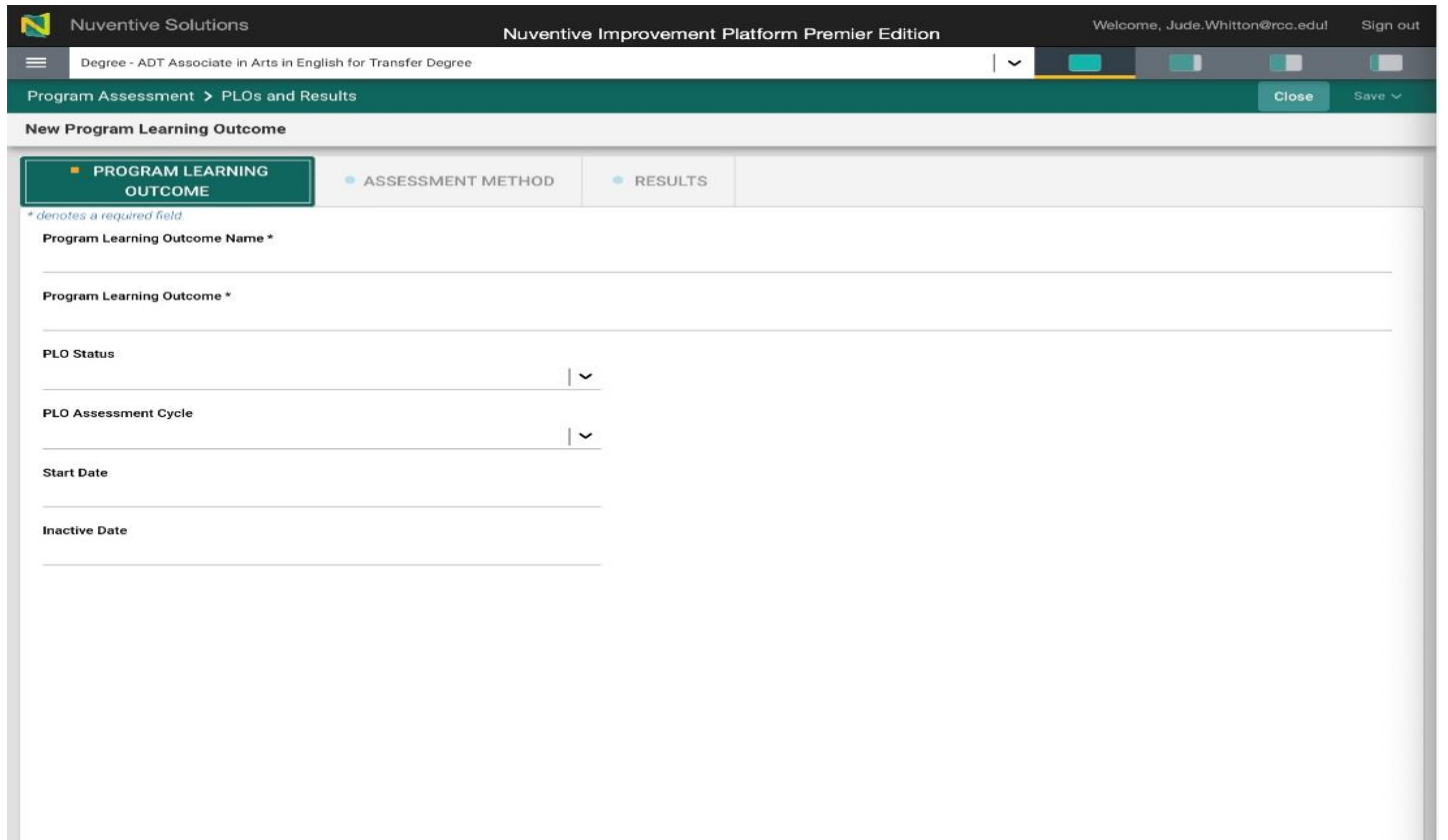


Step 3: Once you click “PLOs and Results,” you will see a screen that looks like this:



Step 4: Click on the green plus (+) sign in the right corner of the screen to start the process to enter a new PLO.

Step 5: After you click on the green plus sign, you will open a new screen that will look like this.



You will then need to enter in the following information:

- Program learning outcome name - here you will enter the program learning outcome name approved by the District

Curriculum Committee.

- Program learning outcome - here you will enter the program learning outcome approved by the District Curriculum Committee. As an individual user or department, it would not be your decision to change or add a PLO. This would be a district discipline and/or departmental decision, then approved by the local and District Curriculum.
- PLO Status - This PLO would now be active.
- PLO assessment cycle - you will select the cycle(s) you will be assessing this PLO.
- Once you are complete, click “Save and Close.”

[Video: Entering a new PLO](#)

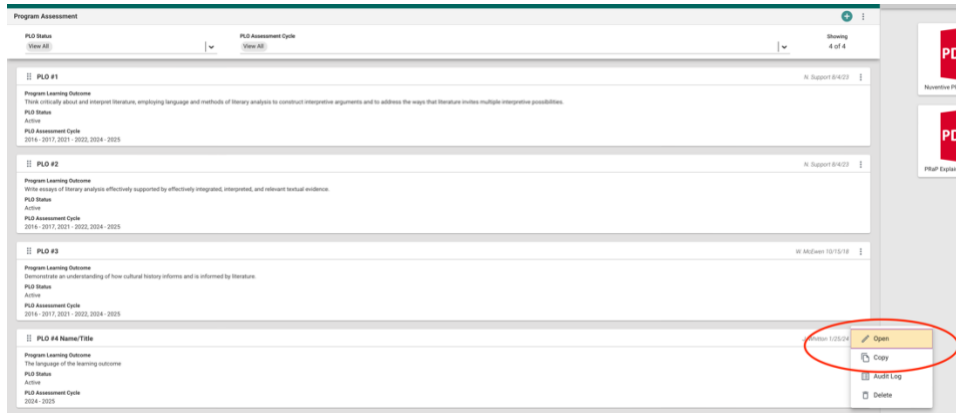
2. Making a PLO inactive or deleting a PLO

It is not recommended that you delete any PLOs previously assessed and previously approved by the District Curriculum Committee. Instead, once a PLO is approved at the District level to be deleted, you will want to make the PLO inactive and indicate it is an old PLO within Nuventive. This will allow the accreditors and others to see a history of regular PLO assessment.

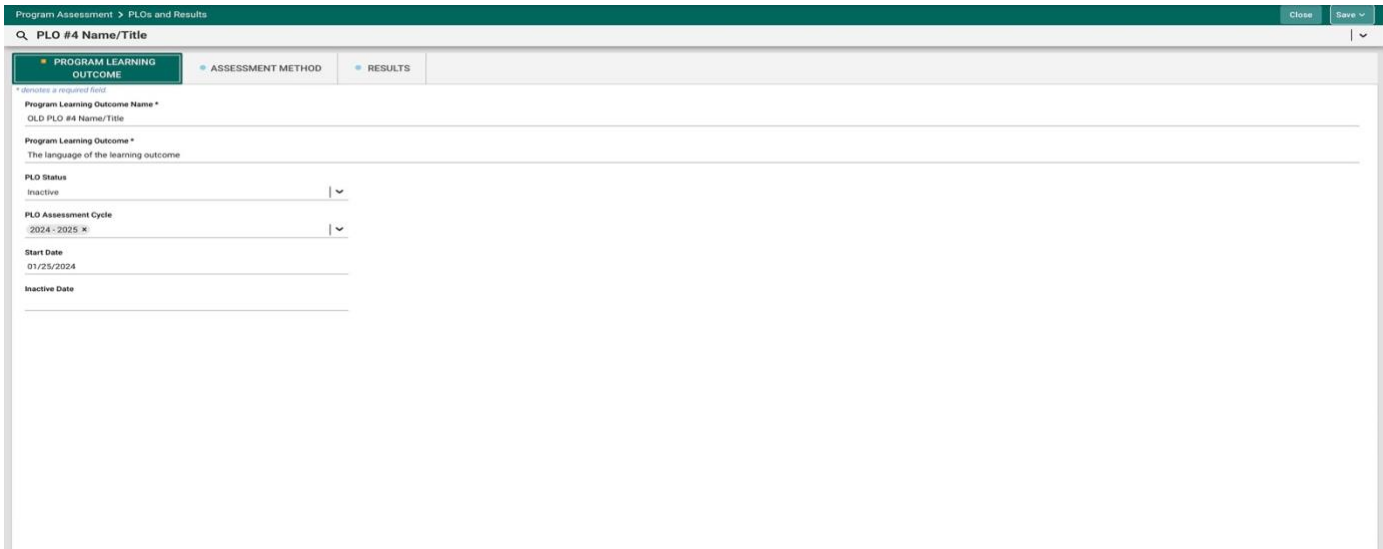
Making a PLO Inactive

To make a PLO inactive, follow steps 1-3 described in the [section above](#) to get to the screen where you can make the PLO inactive.

Step 1: When you come to this screen, select the PLO you would like to make inactive, click and hover over the three dots. This will bring up an additional menu, and then you will select “Open.”



Step 2: Next, Nuventive will open up this screen where you will modify the fields for the PLO you wish to make inactive.

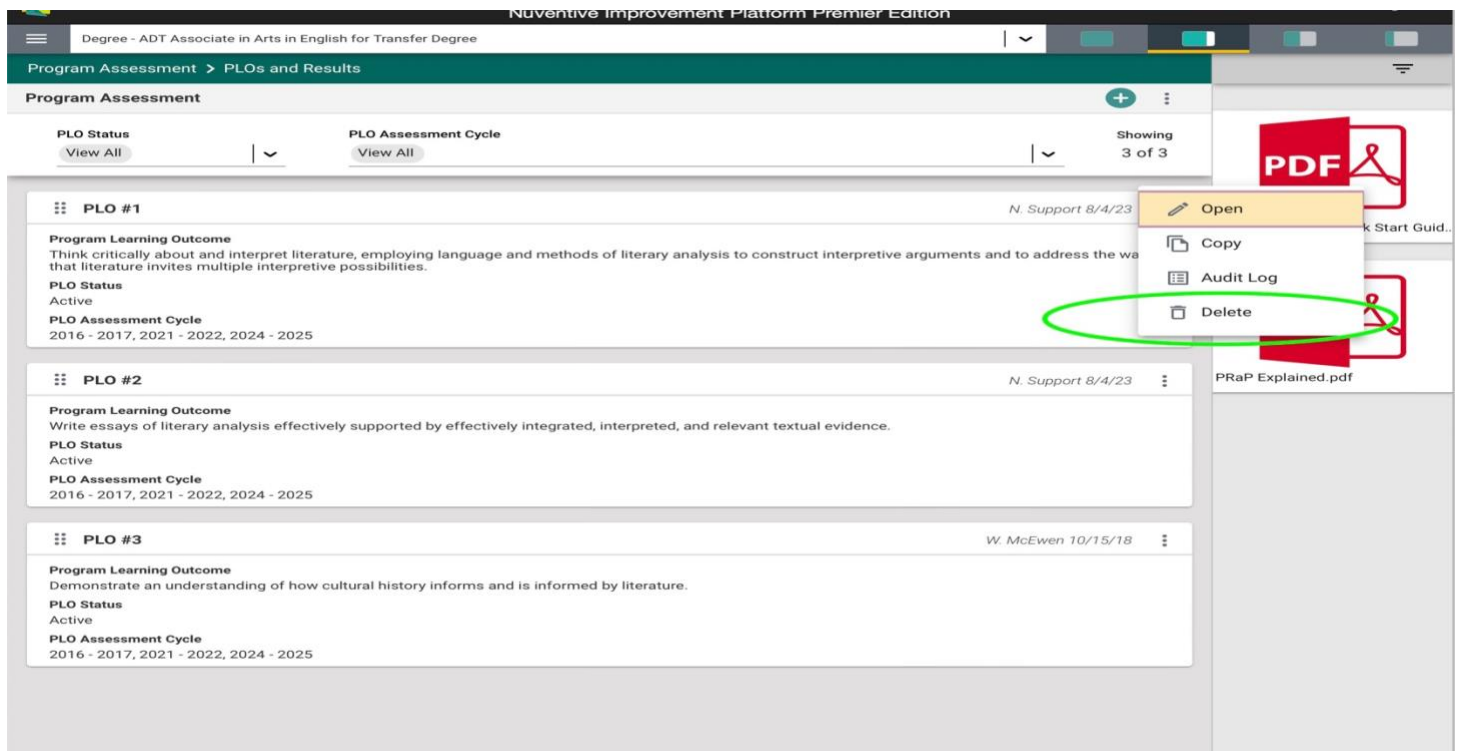


On this screen you will want to edit the following fields:

- Program Learning Outcome Name – you will want to modify this field to now say “OLD” in front of the PLO you wish to make inactive.
- PLO Status – using the drop-down menu, you will change the PLO status from active to inactive.
- Once you are complete, click “Save and Close.”

Deleting a PLO

If there is a decision that it is necessary to delete a PLO, follow steps 1-3 described in the [section above](#). When you come to this screen, select the PLO you would like to delete, click and hover over the three dots. This will bring up an additional menu, and then you will select “Delete.” The PLO would then be deleted.



NOTE: If you accidentally delete a PLO, reach out to the Office of Institutional Effectiveness so they can help you restore the information and data you deleted.

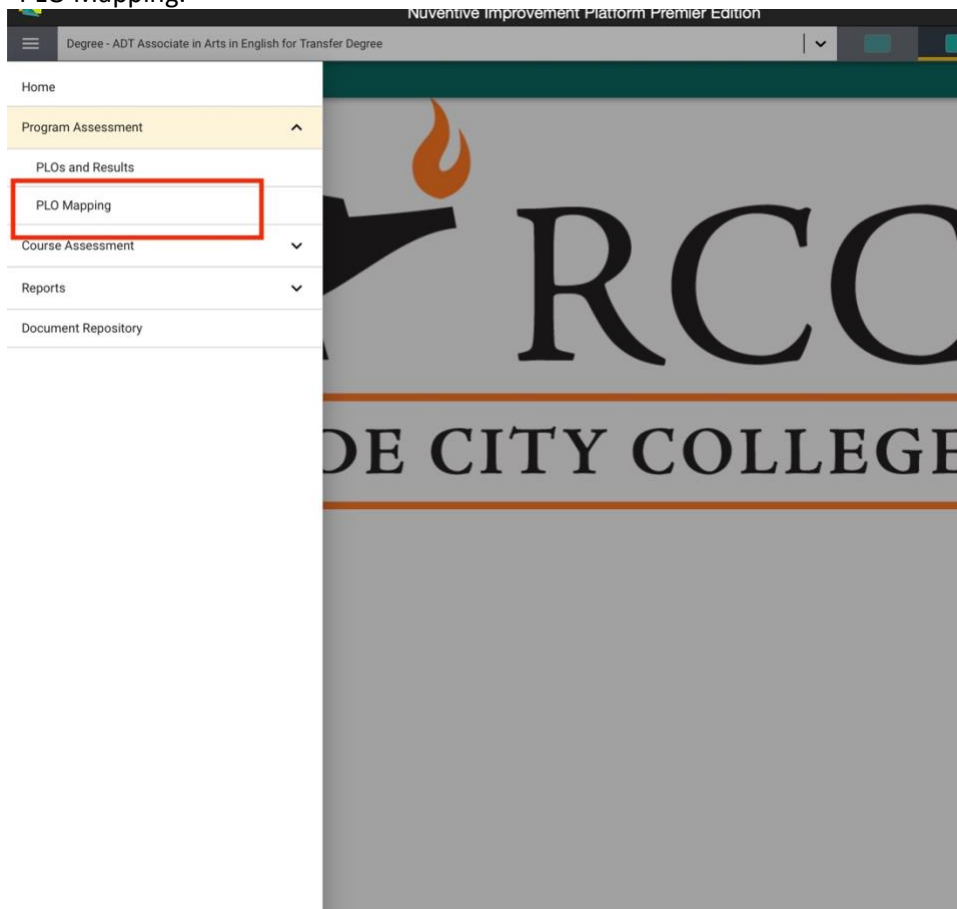
[Video: Making a PLO inactive or deleting a PLO](#)

3. Curriculum Mapping PLOs

It is imperative your courses are mapped to your program’s PLOs. This will make it easier for when it is time for you to assess the PLOs.

Log into Nuventive and choose the program you wish to assess. See the section on [logging in to Nuventive](#) with how to find the program you wish to assess from the top center drop down menu.

Step 1: Click on the three lines in the top left-hand corner of the screen. Next, click on “Program Assessment” and click on “PLO Mapping.”



Step 2: A screen will open to all courses linked to your program. Some courses will be within your discipline and some courses will not be within your discipline. Within your discipline, you will want to discuss how you will map the course to your program. You will indicate if the courses either introduced (1), developed (2), or mastered (3) the PLO. You will then click on the corresponding number under each PLO.

Nuventive Improvement Platform Premier Edition

Degree - ADT Associate in Arts in English for Transfer Degree

Program Assessment > PLO Mapping Save

To map your PLO, click in the corresponding cell to turn it green.
Be sure to click "Save" in the top right before exiting the screen.

Curriculum Mapping | **Program Assessment**
1 = 1 - Introduced, 2 = 2 - Developed, 3 = 3 - Mastered

Search by Keyword	PLO #1			PLO #2			PLO #3		
ENG-01AH Honors English Comp	1	2	3	1	2	3	1	2	3
ENG-08 Introduction to Mythology	1	2	3	1	2	3	1	2	3
ENG-01A English Composition	1	2	3	1	2	3	1	2	3
ENG-09 Intro to Shakespeare	1	2	3	1	2	3	1	2	3
ENG-11 Creative Writing	1	2	3	1	2	3	1	2	3
ENG-13 Intro to Playwriting	1	2	3	1	2	3	1	2	3
ENG-16 Introduction to Linguistics	1	2	3	1	2	3	1	2	3
ENG-17 Literary Magazine Production	1	2	3	1	2	3	1	2	3
ENG-18 Survey Native American Literature	1	2	3	1	2	3	1	2	3
ENG-20 Survey African Amer Literature	1	2	3	1	2	3	1	2	3
ENG-23 The Bible As Literature	1	2	3	1	2	3	1	2	3
ENG-25 Latino Literature of the US	1	2	3	1	2	3	1	2	3

Click on the number that corresponds to the number your discipline agreed upon students will reach.

There are some questions you will want to ask during the mapping process:

- 1) Are the correct courses for your program included in Nuventive? (If not, contact the Office of Institutional Effectiveness to add, revise or delete courses.)
- 2) Are all courses included on an appropriate rotation schedule? If not, why not? Can students still successfully complete the program in a reasonable timeline?
- 3) Are all course only introducing the PLO concepts? Is that, ok?

Once you are done mapping your courses, select "Save" so your changes are saved.

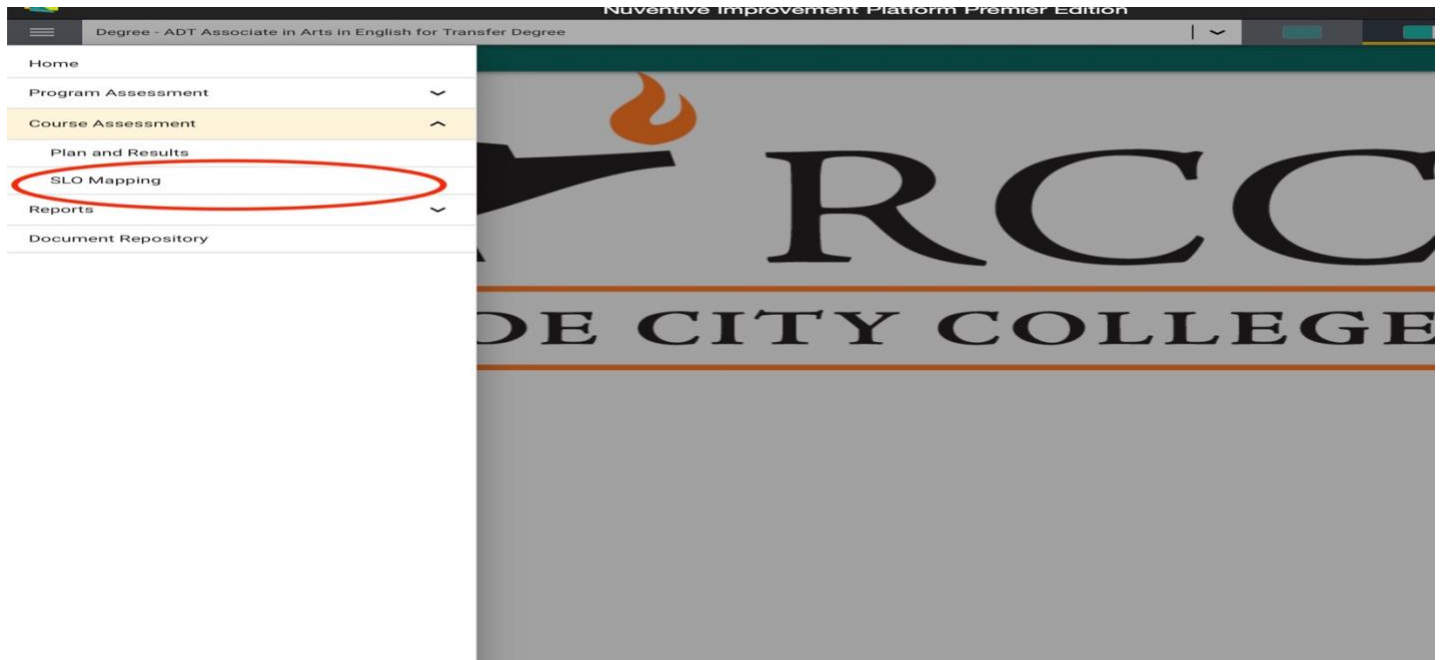
[Video: Curriculum mapping PLOs](#)

4. Mapping SLOs to PLOs

Log into Nuventive and choose the program you wish to assess. See the section on [logging in to Nuventive](#) with how to find

the program you wish to assess from the top center drop down menu.

Step 1: Click on the three lines in the top left-hand corner of the screen. Next, click on “Course Assessment” and click on “SLO Mapping.”



Step 2: This will open a screen that will have all of the courses linked to your program that you will need to map to each of your program’s PLOs. To change courses, you will need to click on the drop-down menu in the upper right corner of the screen (seen below in the red oval). To map an SLO to a PLO click the box where the two align, this will fill in the box green (indicated below by the green arrow). Boxes that are not mapped will not be filled in and will look like the box where the blue arrow is pointing to below. Once you are done mapping all of the courses in your program, click “Save” in the top right corner before exiting. You will want to be sure that all of your courses within your program are mapped.

Degree - ADT Associate in Arts in English for Transfer Degree

Course Assessment > SLO Mapping Save

To map an SLO to a PLO, etc. simply click the cell where the two align to turn it green. If text is truncated, click the three dots where it trails off and the full text will pop up.
 Be sure to click "Save" in the top right before exiting the Mapping screen.

Program Assessment | Course Assessment | ENG-01A English Composition

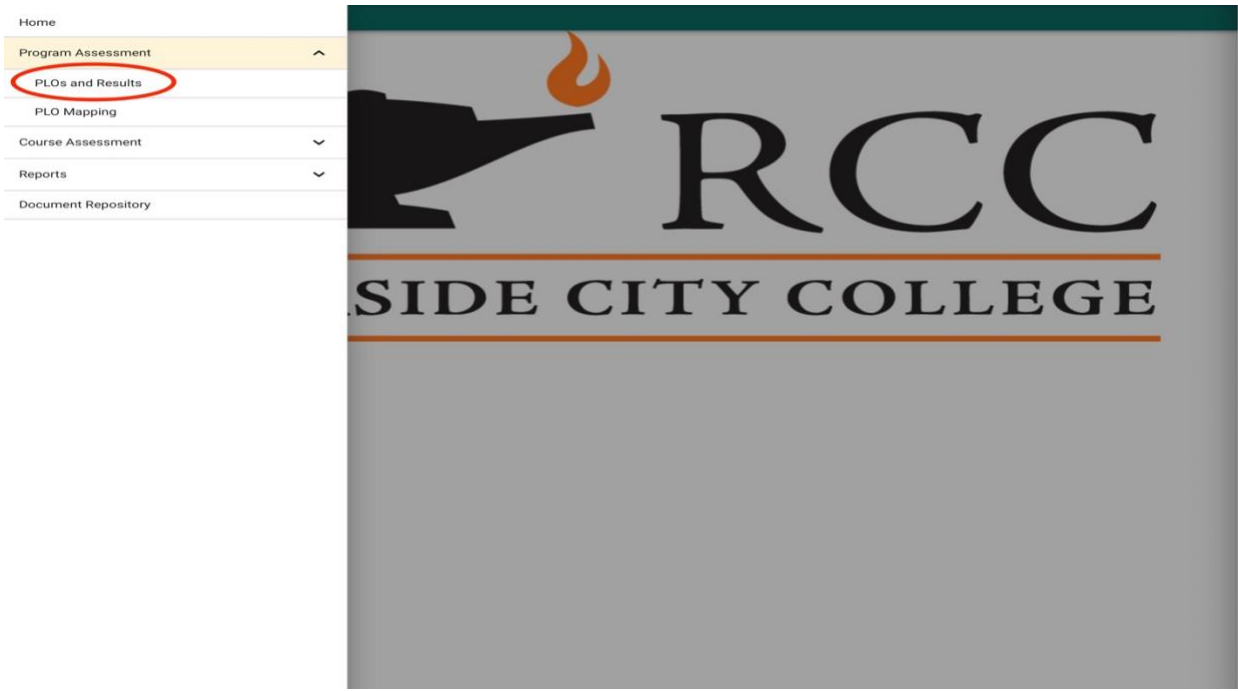
Search by Keyword	SLO # 1	SLO # 2	SLO #1 OLD 2021	SLO #2 OLD 2021	OLD 2019 SLO #1
PLO #1 Think critically about and interpret literature, employing language and methods of li...	x	x	x	x	x
PLO #2 Write essays of literary analysis effectively supported by effectively integrated, in...	x	x	x	x	x
PLO #3 Demonstrate an understanding of how cultural history informs and is informed by liter...	x	x	x	x	x

[Video: Mapping SLOs to PLOs](#)

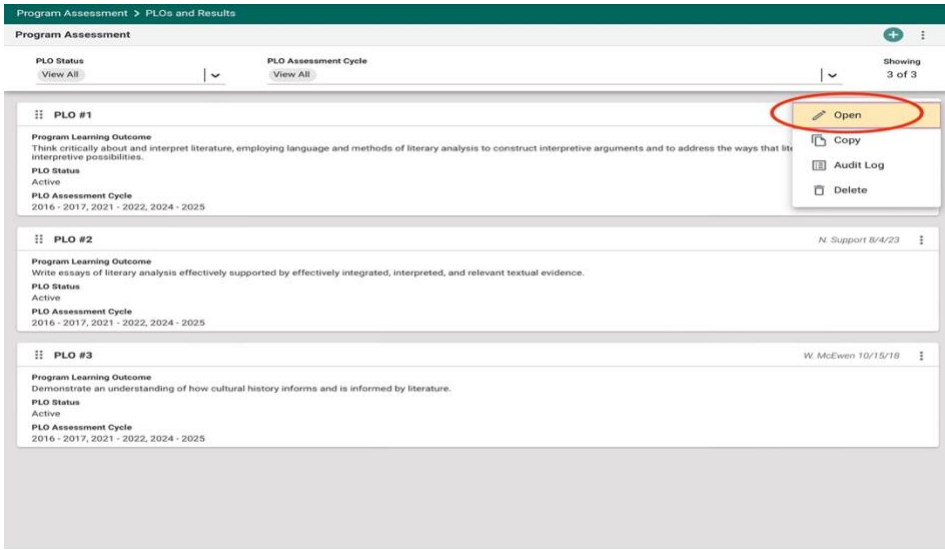
5. Scheduling a PLO assessment cycle

Log into Nuventive and choose the program you wish to assess. See the section on [logging into Nuventive](#) with how to find the program you wish to assess from the top center drop down menu.

Step 1: Click on the three lines in the top left-hand corner of the screen. Next, click on "Program Assessment" and click on "PLOs and Results."



Step 2: This will open a new screen where you can see all the PLOs. Next, click on the three dots next to the PLO you would like to schedule for an assessment cycle, which will bring up a menu where you will need to select “open.”



Step 3: In the program learning outcome screen, you will use the drop-down menu under “PLO Assessment Cycle” to select the years you would like to schedule your programs PLO Assessment. Once you are complete, click “Save and Close.”

Program Assessment > PLOs and Results Close Save

Q PLO #1

PROGRAM LEARNING OUTCOME | ASSESSMENT METHOD | RESULTS

* denotes a required field

Program Learning Outcome Name *

PLO #1

Program Learning Outcome *

Think critically about and interpret literature, employing language and methods of literary analysis to construct interpretive arguments and to address the ways that literature invites multiple interpretive possibilities.

PLO Status

Active

PLO Assessment Cycle

2016 - 2017 x 2021 - 2022 x 2024 - 2025 x

2020 - 2021

2022 - 2023

2023 - 2024

2025 - 2026

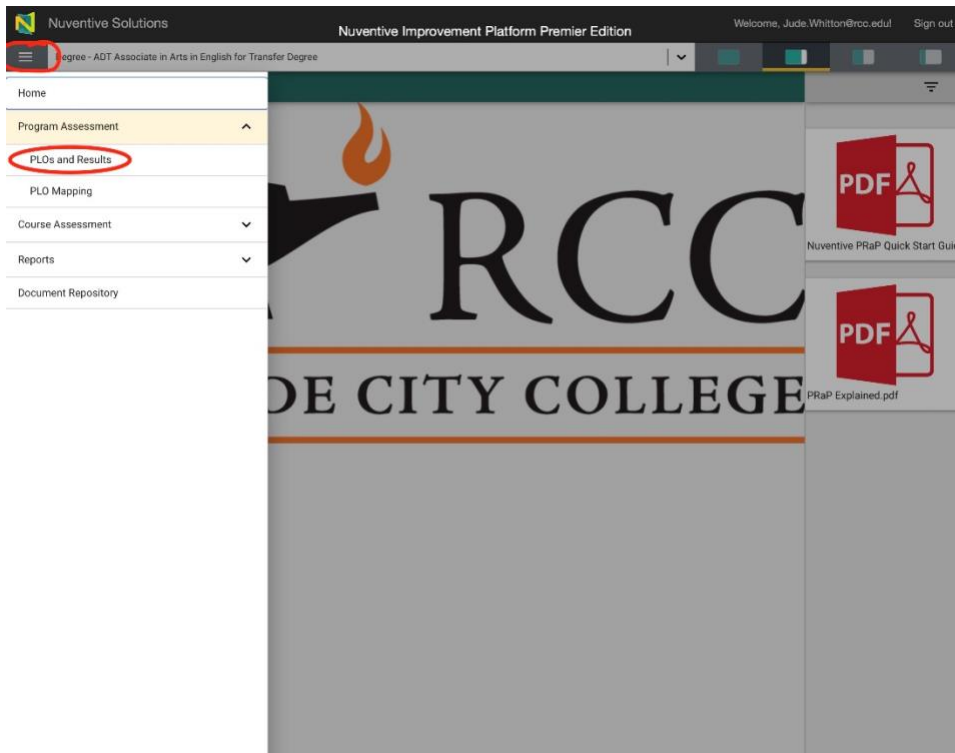
[Video: Scheduling a PLO assessment cycle](#)

6. Entering a new PLO Assessment Method

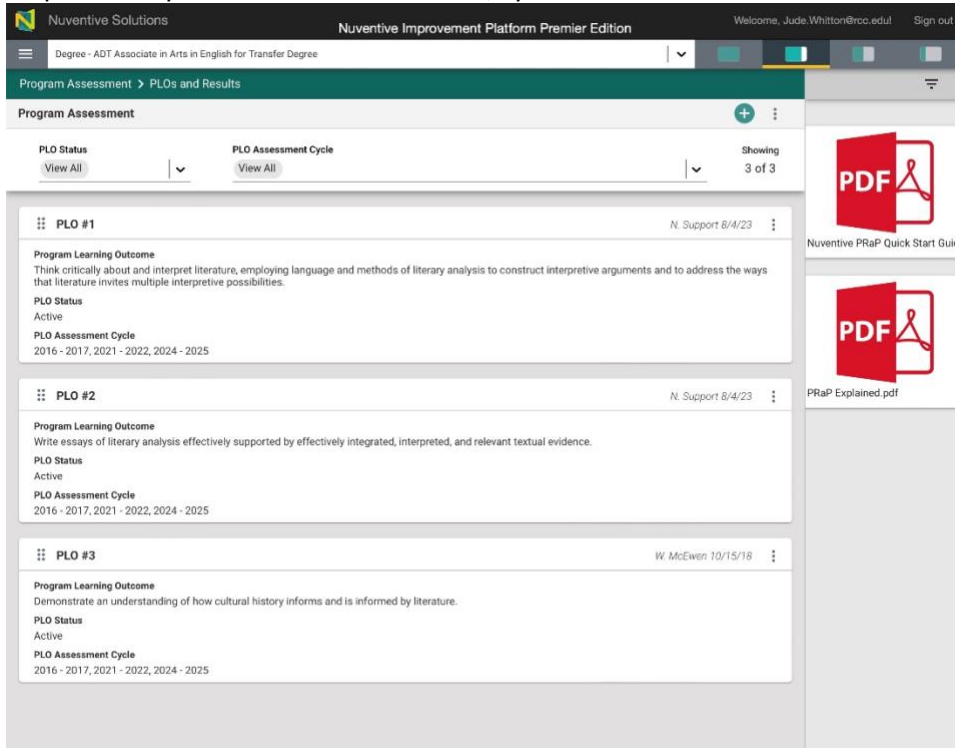
Step 1: Log into Nuventive and choose the program you wish to assess. See the section on [logging in to Nuventive](#) with how to find the program you wish to assess from the top center drop down menu.

Program	Assessment Method	Assessment Cycle	Score	Percentage
PBA-18	1	1	100.0%	
PBA-19	2	0	0.0%	
PBA-19a	1	1	75.0%	
PBA-19b	4	1	25.0%	
Total	80	23	44.8%	

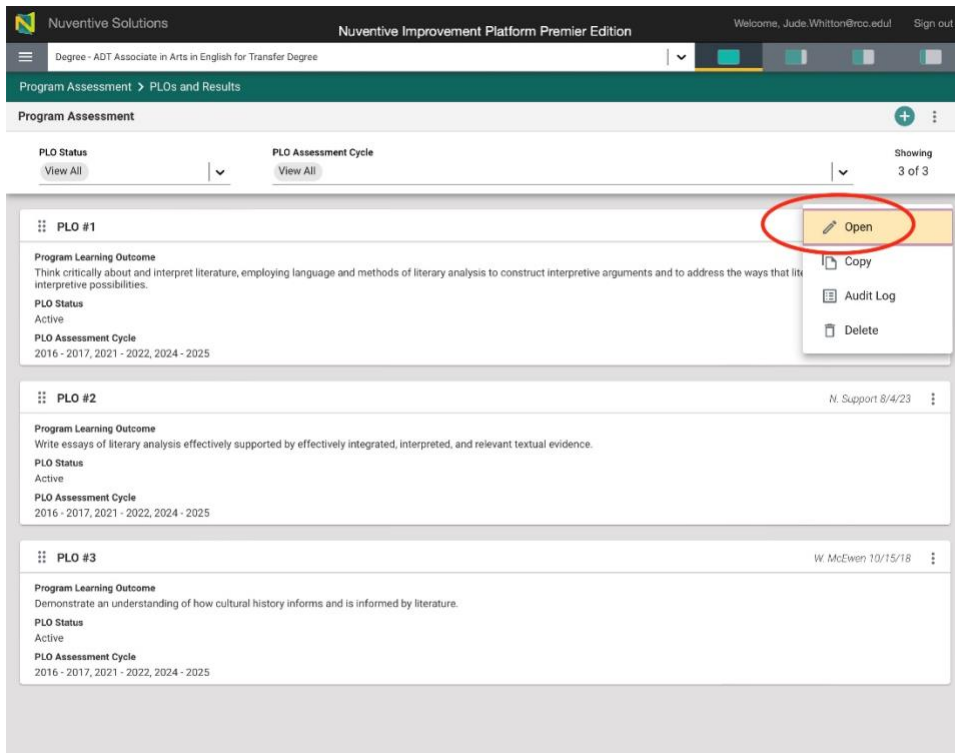
Step 2: Click on the three lines in the top left corner, click “Program Assessment,” and then choose “PLOs and Results.”



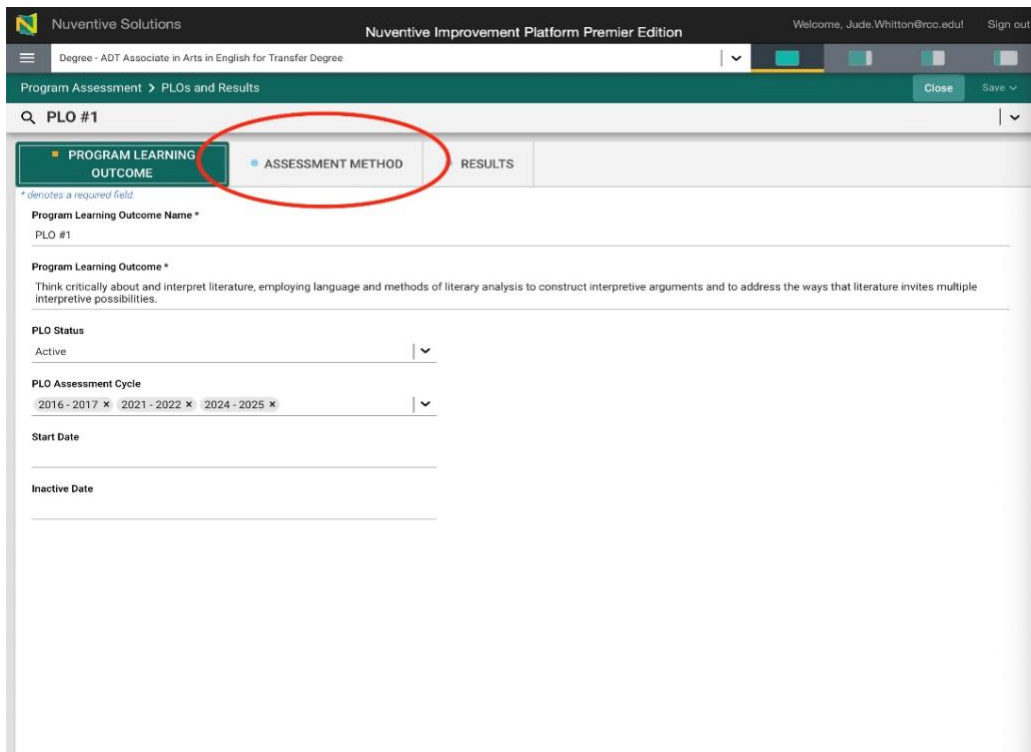
Step 3: Once you click “PLOs and Results,” you will see a screen that looks like this:



Step 4: On this screen, choose the PLO you would like to assess. You will then hover over, click the three dots on the right-hand side, and select “open” from this list of options.



Step 5: You will then select “Assessment Method” from the tabs on top in this screen to begin entering in the assessment method for this cycle.



Step 6: Click on the green plus sign (+) at the top right corner.

Nuventive Solutions Nuventive Improvement Platform Premier Edition Welcome, Jude.Whitton@rcc.edu Sign out

Degree - ADT Associate in Arts in English for Transfer Degree

Program Assessment > PLOs and Results Close Save

PLO #1

Assessment Method Category Showing 3 of 3

View All

PROGRAM LEARNING OUTCOME ASSESSMENT METHOD RESULTS +

Direct: Writing Assignment D. Kruizenga-Muro 10/15/18

Assessment Method See attached report entitled "Literature Course Assessment 2015-2017."

Target

Indirect: Survey/Self-reported Learning D. Kruizenga-Muro 12/8/21

Assessment Method Student and Faculty Survey

Target To see how well the PLOs are being achieved.

Direct: Writing Assignment D. Kruizenga-Muro 9/29/22

Assessment Method A random selection of student artifacts was gathered from the following English courses: ENG 6, 7, 9, 14, 15, 20, 25, 30, 34, 40, 41, 44, 45, and 48.

Target None stated

Step 7: You will then see a screen that looks like this:

The screenshot shows the Nuventive Improvement Platform Premier Edition interface. At the top, there is a navigation bar with the Nuventive Solutions logo, the platform name, and a user welcome message. Below this is a breadcrumb trail: 'Program Assessment > PLOs and Results'. The main content area is titled 'PLO #1' and contains the following information:

- Program Learning Outcome Name:** PLO #1
- Program Learning Outcome:** Think critically about and interpret literature, employing language and methods of literary analysis to construct interpretive arguments and to address the ways that literature invites multiple interpretive possibilities.
- PLO Status:** Active
- PLO Assessment Cycle:** 2016 - 2017, 2021 - 2022, 2024 - 2025

Below this information are several form fields:

- Assessment Method Status:** A dropdown menu.
- Assessment Method Category:** A dropdown menu.
- Assessment Method *:** A text input field.
- Target:** A text input field.
- Notes:** A text input field.
- Related Documents:** A table with columns for 'Document Name' and 'Document Description', and a '+' icon to add documents.

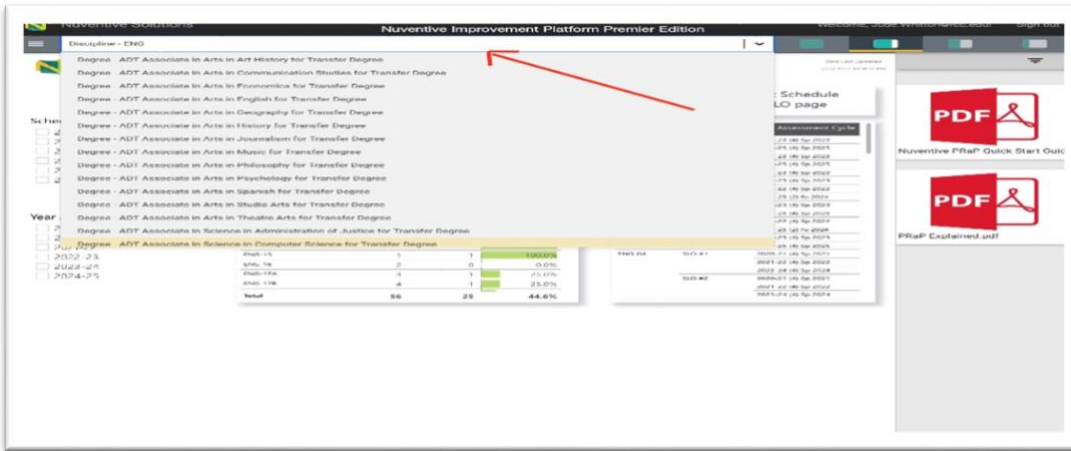
From here you will fill in the form on Nuventive that describes the plan developed to assess the PLO.

- The assessment method status would be active.
- The assessment method category delineates the type of assessment project your discipline will be conducting for the PLO process, for example Direct: Portfolio. If there is a direct or indirect method that you plan to do that is not listed, please reach out to The Office of Institutional Effectiveness and one can be added to Nuventive.
- Assessment Method is where you will describe exactly what the assessment project will be and other details that may be relevant to this project.
- A target is where you will specifically explain your desired outcome for the PLO assessment. The target should be measurable in some way.
- The notes box is not required to complete but it can be used for future reference.
- Once you complete all the boxes, click "Save and Close."

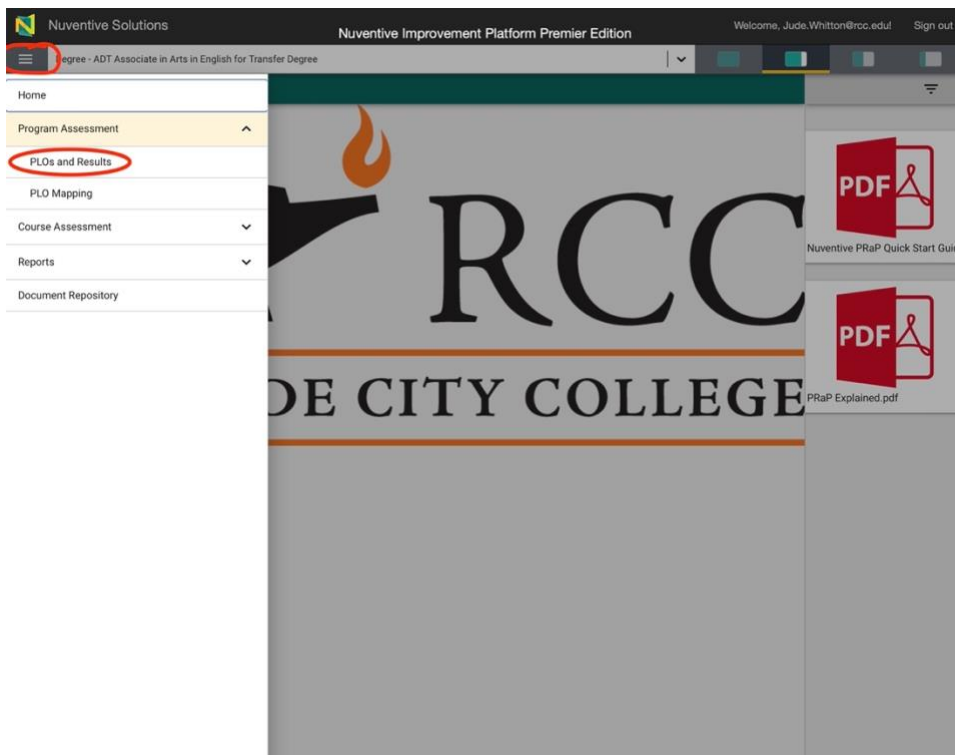
[Video: Entering a new PLO assessment method](#)

7. Entering PLO assessment results

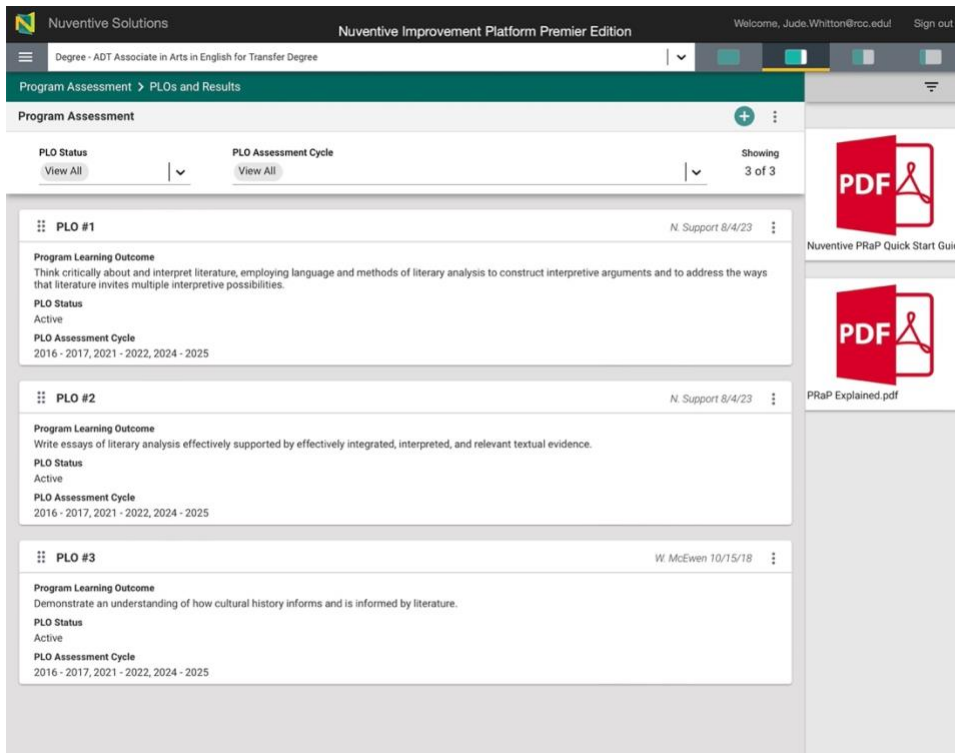
Step 1: Log into Nuventive and choose the program you wish to assess. See the section on [logging in to Nuventive](#) with how to find the program you wish to assess from the top center drop down menu.



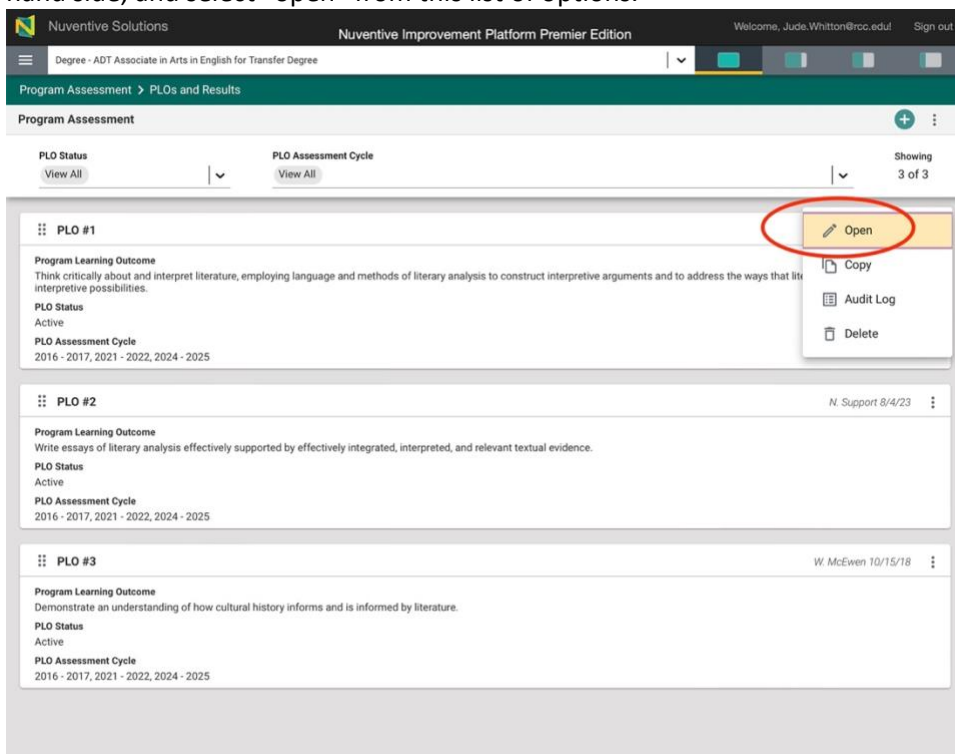
Step 2: Click on the three lines in the top left corner, click on “Program Assessment,” and then choose “PLOs and Results.”



Step 3: Once you click “PLOs and Results,” you will see a screen that looks like this:



Step 4: On this screen, choose the PLO you would like to assess. You will then hover over, click the three dots on the right-hand side, and select “open” from this list of options.



Step 5: Click on the “results” tab.

Degree - ADT Associate in Arts in English for Transfer Degree

Program Assessment > PLOs and Results

Close Save

Q PLO #1

PROGRAM LEARNING OUTCOME ASSESSMENT METHOD RESULTS

* denotes a required field.

Program Learning Outcome Name *

PLO #1

Program Learning Outcome *

Think critically about and interpret literature, employing language and methods of literary analysis to construct interpretive arguments and to address the ways that literature invites multiple interpretive possibilities.

PLO Status

Active

PLO Assessment Cycle

2016 - 2017 x 2021 - 2022 x 2024 - 2025 x

Start Date

Inactive Date

Step 6: Locate the previously entered assessment project and click the plus (+) sign to enter the result. This screen will open:

PLO #1

Program Learning Outcome Name: PLO #1

Program Learning Outcome: Think critically about and interpret literature, employing language and methods of literary analysis to construct interpretive arguments and to address the ways that literature invites multiple interpretive possibilities.

PLO Status: Active

PLO Assessment Cycle: 2016 - 2017, 2021 - 2022, 2024 - 2025

Assessment Method Status: Active

Assessment Method Category: Direct: Writing Assignment

Target: None stated

RESULT

* denotes a required field.

Result Date *

01/24/2024

Result *

Semester of Assessment *

Target Met *

Pedagogical Process or Instructional Strategies ⓘ *

Reflective Narrative ⓘ

Recommendation for Improvement

Related Documents

Document Name	Document Description
There are no documents attached	

Step 7: Enter your results

Result: Describe the results of your assessment. We recommend looking back at the target you may have entered previously and speaking to the target that you set. You can enter any relevant details here.

Semester of assessment: When did you conduct your assessment? If your assessment took place over two semesters, we recommend putting the semester the project was completed.

Target met: Answer yes or no. Did you meet the target originally set? If you don't, do not worry about this. Remember assessment is your opportunity to improve your teaching.

Pedagogical Process or Instructional Strategies: What pedagogical process or instructional strategies were used as part of the PLO assessment to facilitate the conversation around your discipline's PLO assessment?

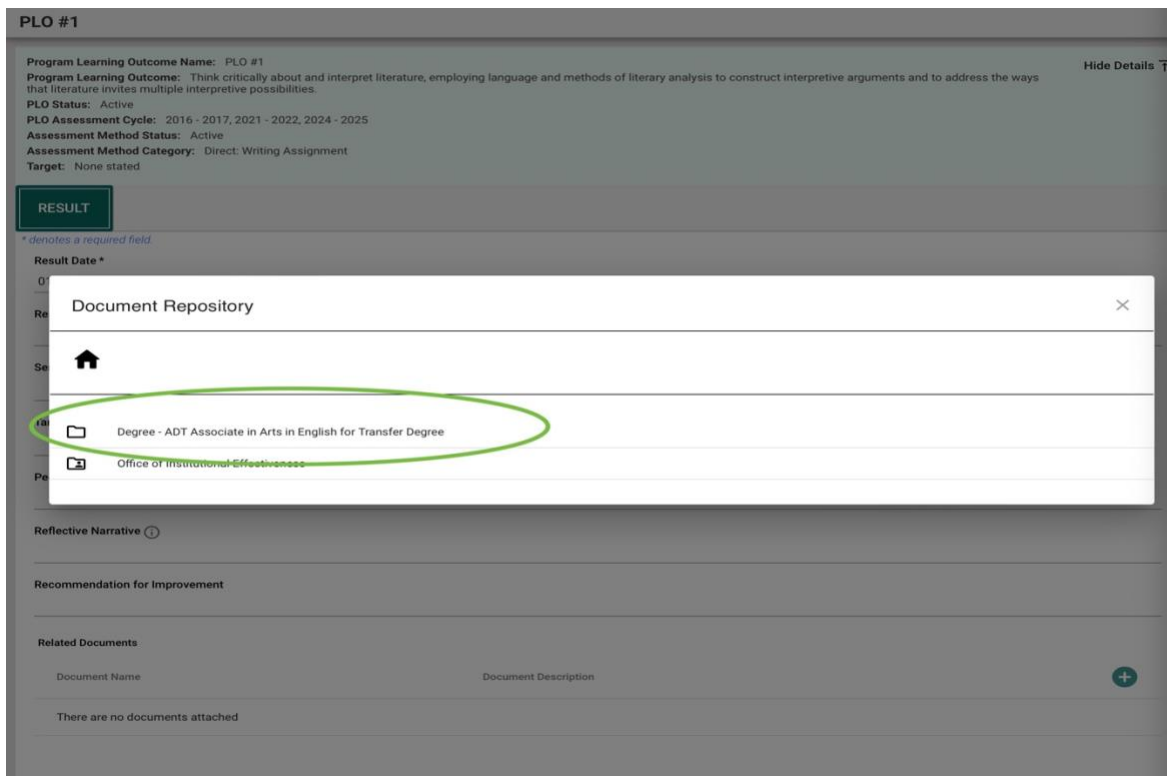
Reflective narrative and recommendation for improvement: You can complete the reflective narrative here or upload a report to the related documents (See Step 8 for how to upload related documents). Use these questions to help guide your reflective narrative:

- 1) Where are students strongest? Which assignments or instructional methods seemed to work the best in identifying students' strengths and learning as it relates to PLOs?
- 2) Where were the students' weakest? Are there any recommendations for assignments, activities, or examples that may better link students' learning to the PLOs?
- 3) Are there any PLOs which couldn't be assessed based on students' work? If so, what is your discipline's recommendation for this PLO? Does an assignment need to be created? Does a different course need to be included?

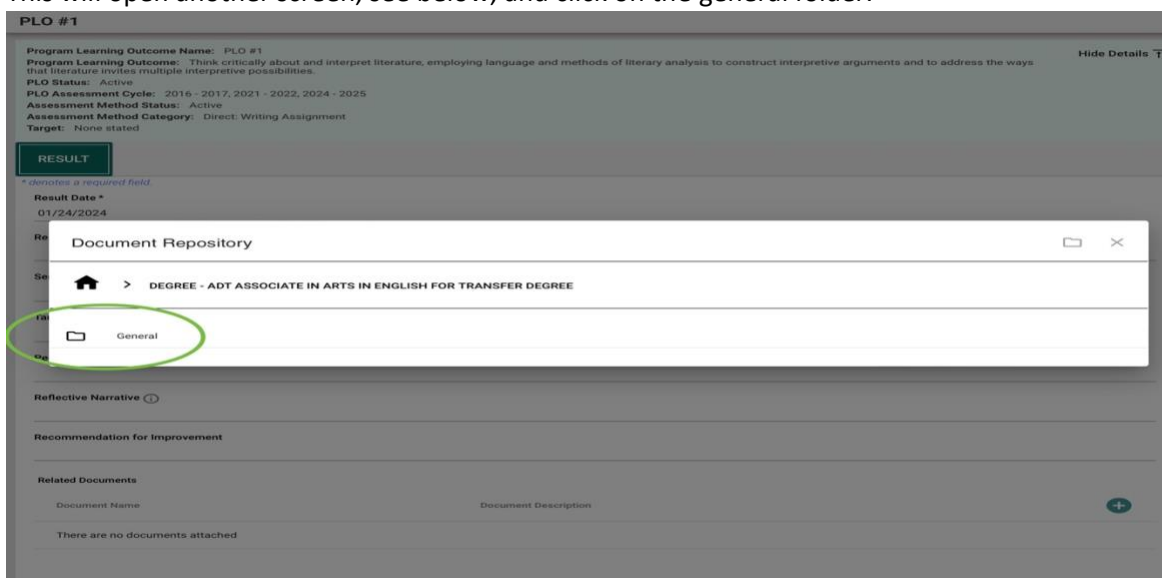
When you are done, click, "Save" and then "Return."

Step 8: Optional – Related Documents

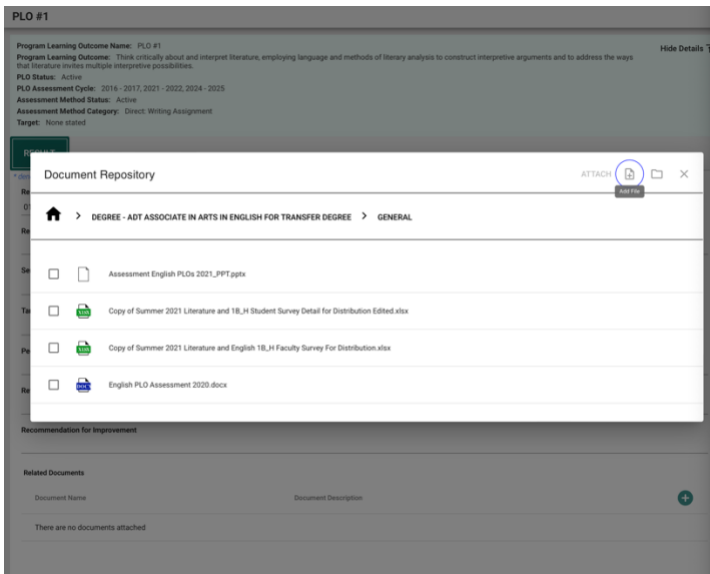
If you have documents that you need to upload, you will need to upload them to related documents. Click on the plus (+) sign in the bottom right-side. This will bring up the document repository screen and select the name of the program you are assessing and click on the folder.



This will open another screen, see below, and click on the general folder.



From there, click on the document with the plus sign to upload a document and then select the document from your files to upload into Nuventive. Once the file is uploaded, click "Save". This will take you back to the result screen where you will then click "Save." again.



[Video: Entering a new PLO assessment result](#)

Service Area Assessment Items (Non-Instructional/Co-Curricular Departments)

It is not only academic areas that conduct assessment. Non-instructional service areas also conduct assessments and enter their results into Nuventive. To log in, follow the steps outlined above in the section entitled “Logging into Nuventive.”

1. How to enter a new Service area outcome (SAO)

Step 1: After logging into Nuventive, choose your service area using the top center drop down menu:

44.6%
Percent of SLOs Assessed

Scheduled Assessment Year

2019-20
 2020-21
 2021-22
 2022-23
 2023-24
 2024-25

Year Assessed

2019-20
 2020-21
 2021-22
 2022-23

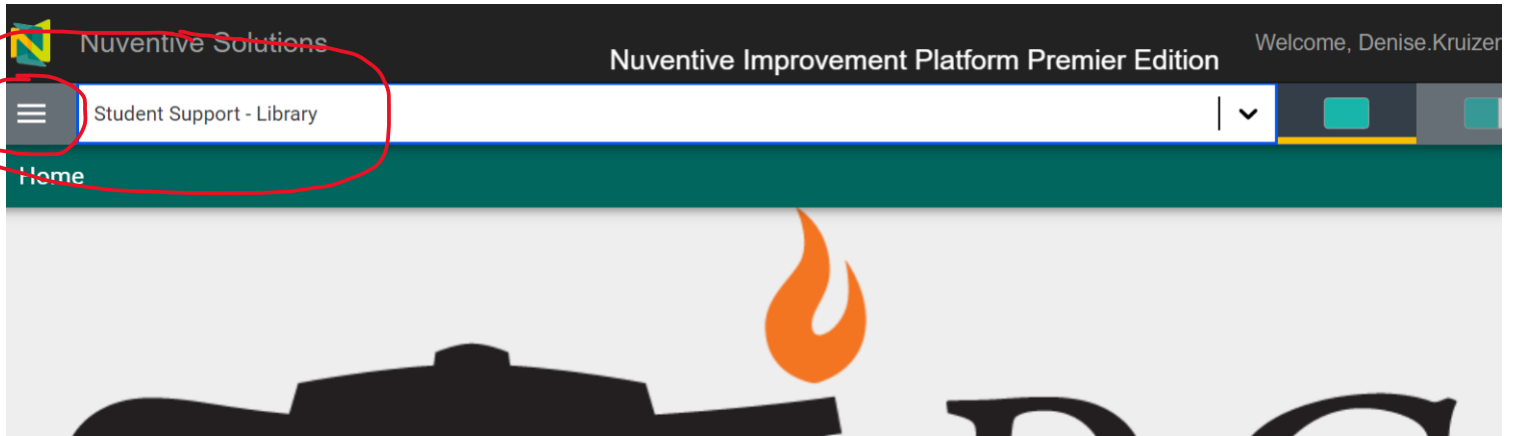
Course	SLOs Scheduled	SLOs Assessed	Percent Assessed
ENG-01A	2	0	0.0%
ENG-01AH	2	0	0.0%
ENG-01B	2	0	0.0%
ENG-01BH	2	0	0.0%
ENG-04	2	2	100.0%
ENG-06	1	1	100.0%
ENG-07	1	1	100.0%
ENG-08	1	1	100.0%
ENG-09	1	1	100.0%
ENG-10	1	0	0.0%
ENG-11	2	2	100.0%
ENG-14	1	1	100.0%
ENG-15	1	1	100.0%

Existing Assessment Schedule in Nuventive on SLO page

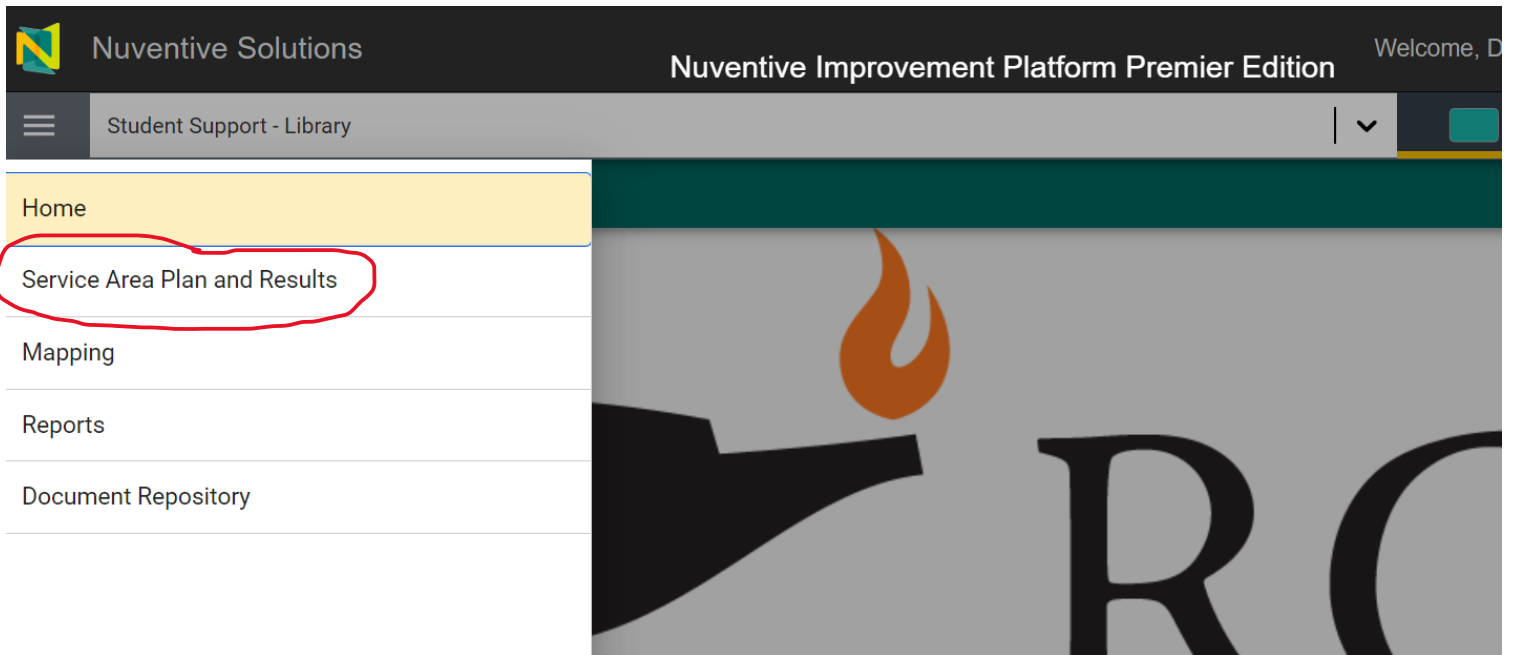
Course	SLO	SLO Assessment Cycle
ENG-01A	SLO # 1	2022-23 (4) Sp 2023 2024-25 (4) Sp 2025
	SLO # 2	2022-23 (4) Sp 2023 2024-25 (4) Sp 2025
ENG-01AH	SLO # 1	2022-23 (4) Sp 2023
	SLO # 2	2022-23 (4) Sp 2023
ENG-01B	SLO #1	2021-22 (4) Sp 2022 2024-25 (2) Fa 2024
	SLO #2	2022-23 (4) Sp 2023 2024-25 (4) Sp 2025
ENG-01BH	SLO #1	2021-22 (4) Sp 2022 2024-25 (2) Fa 2024
	SLO #2	2022-23 (4) Sp 2023 2024-25 (4) Sp 2025
ENG-04	SLO #1	2020-21 (4) Sp 2021

You will need to scroll past the academic disciplines and program review to locate service areas.

Step 2: When you find yours, select it and then click on the three vertical lines in the upper left corner.



Step 3: Then, choose "Service Area Plan and Result":



Step 4: Once you choose "Service Area Plan and Result," you will see this screen:

From here, you can add specifics about your initiatives, what they are, how they support the college’s themes, and how your service area will assess these initiatives.

Step 5: Choose the three dots next to the theme you wish to add to.

Step 6: You will see a screen that looks like this:

Step 7: Click “Open” and you will see this screen:

Service Area Plan and Results Close Save

THEME: CA GUIDED PATHWAYS

SERVICE AREA OUTCOME
ASSESSMENT METHOD
MAPPING
RESULTS
RESULTS

* denotes a required field.

Service Area Outcome Name *
 THEME: CA GUIDED PATHWAYS

Service Area Outcome *
 Initiative directly supports RCC's efforts at redesigning student experiences using the CA Guided Pathways framework. (PUT SPECIFICS ABOUT YOUR INITIATIVE HERE).

SAO Status | v

SAO Assessment Cycle

Step 8: From this screen, you will be able to enter the details about your initiative.

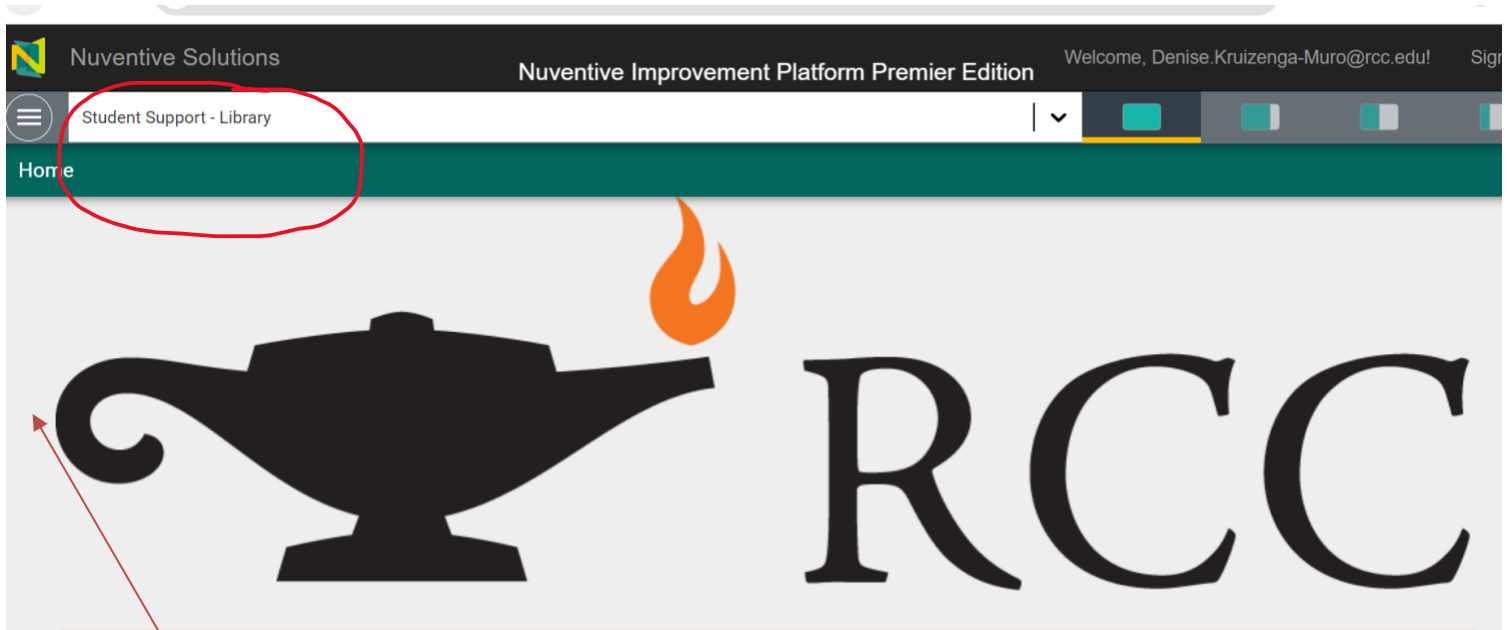
Step 9: When you are done entering your initiative, click "Save" and when the save process is complete, click "Close."

Video: [How to enter a new SAO](#)

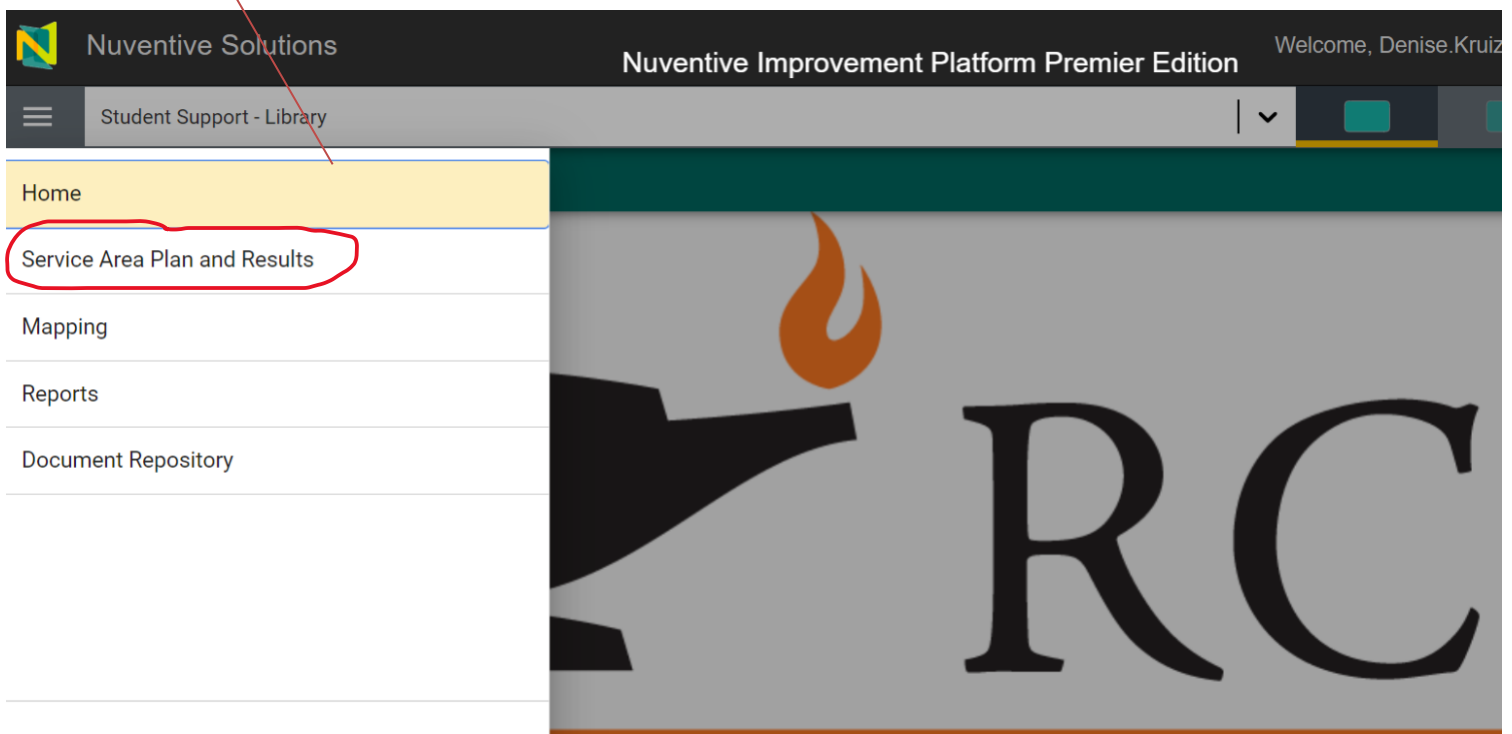
2. How to Delete an SAO

SAOs are more related to day-to-day operations and can frequently change or need to be adjusted, so there may come a time when an SAO needs to be deleted. After logging into Nuventive and locating your department, follow these steps:

Step 1: Make sure you are on the Home screen for your department or service area.



Step 2: Click on the three lines next to the name of your department/service area. Then choose “Service Area Plan and Results.”



Step 3: You will then see this screen. Scroll to locate the SAO that you want to delete.

Service Area Plan and Results

Service Area Outcomes

SAO Status View All | ▼ SAO Assessment Cycle View All | ▼ Showing 8 of 8

THEME: CA GUIDED PATHWAYS . 10/20/17

Service Area Outcome
Initiative directly supports RCC's efforts at redesigning student experiences using the CA Guided Pathways framework. (PUT SPECIFICS ABOUT YOUR INITIATIVE HERE).

SAO Status
SAO Assessment Cycle

THEME: INTEGRATED ACADEMIC SUPPORT . 10/20/17

© 2024 - Nuventive, LLC - All rights reserved. Privacy Policy

Step 4: When you locate the SAO that needs to be deleted, click the three dots next to the name.

Step 5: A new menu will open:

Service Area Plan and Results

Service Area Outcomes

SAO Status View All | ▼ SAO Assessment Cycle View All | ▼ Showing 8 of 8

THEME: CA GUIDED PATHWAYS

Service Area Outcome
Initiative directly supports RCC's efforts at redesigning student experiences using the CA Guided Pathways framework. (PUT SPECIFICS ABOUT YOUR

SAO Status
SAO Assessment Cycle

THEME: INTEGRATED ACADEMIC SUPPORT . 10/20/17

- Open
- Copy
- Audit Log
- Delete

Step 6: Click "Delete," and then confirm.

Video: [How to Delete an SAO](#)

3. How to Enter a New Assessment of an SAO

After logging into Nuventive and locating your department, follow Steps 1-4 above, which will bring you to this screen:

Student Support - Library

Service Area Plan and Results

Service Area Outcomes + ⋮

SAO Status SAO Assessment Cycle Showing 8 of 8

View All | ▼ View All | ▼

⋮ **THEME: CA GUIDED PATHWAYS**

Service Area Outcome
Initiative directly supports RCC's efforts at redesigning student experiences using the CA Guided Pathways framework. (PUT SPECIFICS ABOUT YOUR

SAO Status

SAO Assessment Cycle

Open

Copy

Audit Log

Delete

⋮ **THEME: INTEGRATED ACADEMIC SUPPORT**

Step 5: Click “Open,” which will take you to this screen:

Student Support - Library

Service Area Plan and Results Close Save

THEME: CA GUIDED PATHWAYS

SERVICE AREA OUTCOME
ASSESSMENT METHOD
MAPPING
RESULTS
RESULTS

* denotes a required field.

Service Area Outcome Name *
THEME: CA GUIDED PATHWAYS

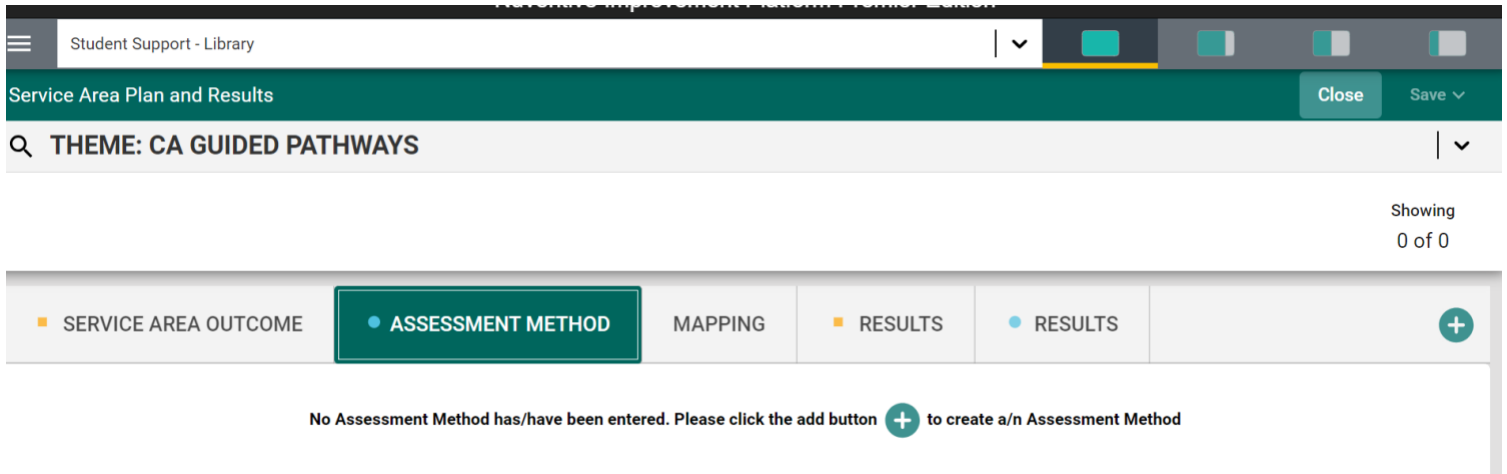
Service Area Outcome *
Initiative directly supports RCC's efforts at redesigning student experiences using the CA Guided Pathways framework. (PUT SPECIFICS ABOUT YOUR INITIATIVE HERE).

SAO Status

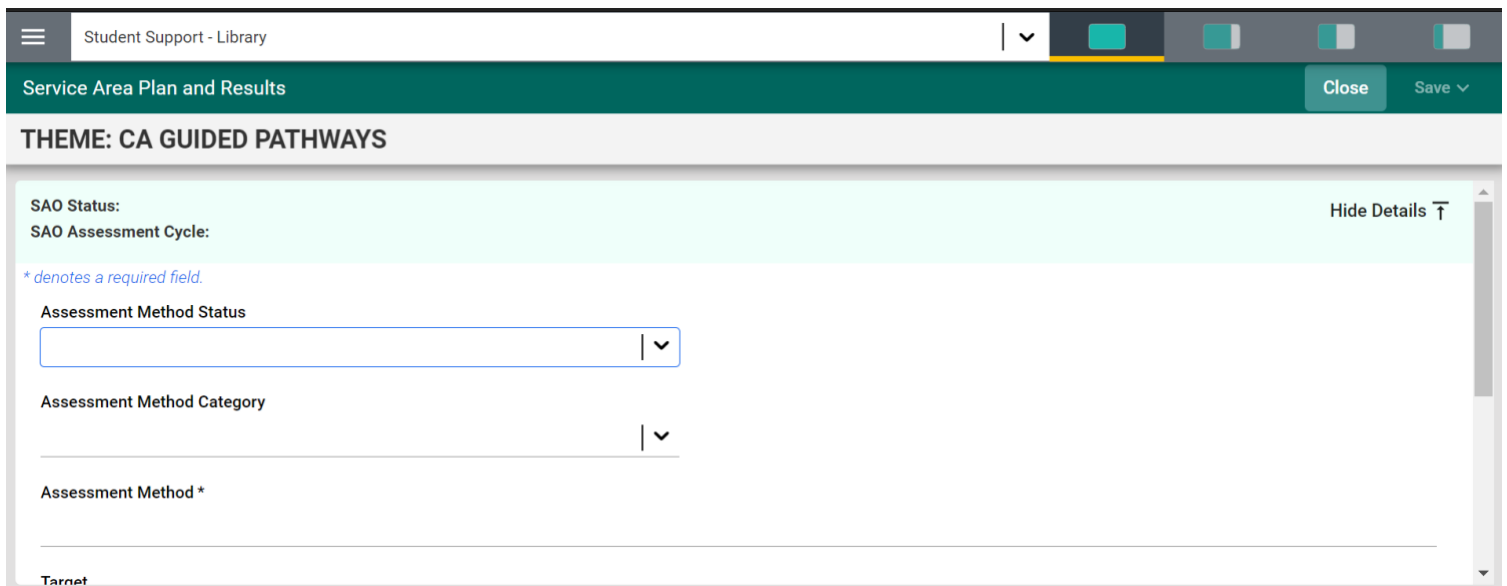
| ▼

SAO Assessment Cycle

Step 6: Click on the tab that says “Assessment Method” to see this screen:



Step 7: Click the green “+” sign to see this screen:



There are a total of 6 fields on this screen. While not all of them are required, the more you are able to complete the easier it will be for those in your area who will be working on assessments to complete them correctly and thoroughly. Having completed fields will also help with Program Review.

Step 8: Using the drop down arrow, complete all the fields as relevant to your project. The assessment method is a required field. Assessment method refers to how you will gather evidence, such as with a survey or an interview or a review of documents. The target describes what would indicate success in the assessment, such as 85% of students surveyed indicated positive experiences with X or a certain percentage of students served or something similar.

The final field asks for related documents. Please always add related documents for the document repository. Related documents might include the survey instrument or interview questions or a sampling of documents. Including these documents can be helpful for training and for planning future assessments and program Review requests.

Step 9: When you have entered all relevant information, click “Save,” wait for the save process, and then click “Close.”

Video: [How to Enter a New SAO Assessment Method](#)

4. How to Enter the Results of an SAO Assessment

Follow Steps 1-7 under the heading “How to enter a new Service area outcome (SAO).” Doing this will bring you to this screen:

Nuventive Solutions Nuventive Improvement Platform Premier Edition Welcome, Denise.Kruizenga-Muro@rcc.edu! Sign out

Student Support - Library

Service Area Plan and Results Close Save

THEME: CA GUIDED PATHWAYS

SERVICE AREA OUTCOME ASSESSMENT METHOD MAPPING RESULTS RESULTS

* denotes a required field.

Service Area Outcome Name *
THEME: CA GUIDED PATHWAYS

Service Area Outcome *
Initiative directly supports RCC's efforts at redesigning student experiences using the CA Guided Pathways framework. (PUT SPECIFICS ABOUT YOUR INITIATIVE HERE).

SAO Status

SAO Assessment Cycle

Step 8: Click the tab that says “Results.” You will then see this screen. Click the green “+” sign:

Student Support - Library

Service Area Plan and Results Close Save

THEME: CA GUIDED PATHWAYS

SERVICE AREA OUTCOME ASSESSMENT METHOD MAPPING RESULTS RESULTS

Showing 0 of 0

THEME: CA GUIDED PATHWAYS +

No Results has/have been entered.

Step 9: You will then see this screen:

Student Support - Library

Service Area Plan and Results Close Save

THEME: CA GUIDED PATHWAYS

SAO Status: Hide Details

SAO Assessment Cycle:

RESULT

** denotes a required field.*

Result Date *
01/18/2024

Result *

Semester of Assessment *

There are 6 fields to complete here, four of which are required. The result date can be left as is. The result can either be a short summary of the findings or, if you or your team has written a narrative report, you can write “See related document named XXX.” Next, choose the semester in which the assessment was done from the drop down menu.

After that, choose whether the target was met. You can look back to the assessment method screen if you do not recall the target. It is acceptable to say no, that the target was not met. In the case of not meeting a target, you and your staff can discuss possible causes and possible solutions, which is, in itself, a form of assessment.

Finally, add related documents to the document repository. Related documents could be survey responses, spreadsheets, narrative analyses of the assessment and the like.

Step 10: Once all the information has been entered, click “Save,” wait for the save process, and then click “Close.”

Video: [How to Enter the Results of an SAO Assessment](#)

Program Review

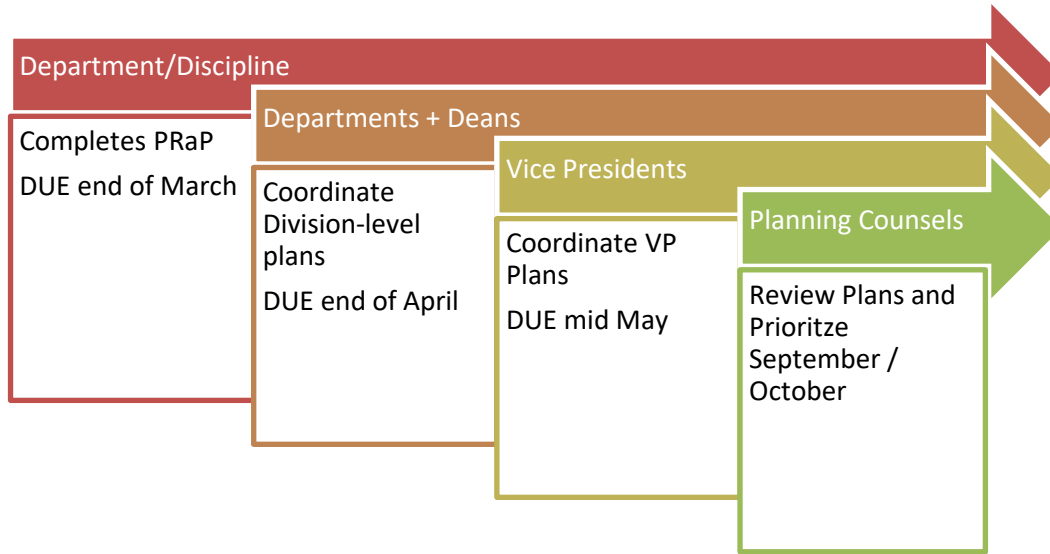
RCC’s Program Review and Plan (PRaP) is completed on a 5-year cycle. The cycle begins with a Comprehensive Plan and each of the four subsequent years are updates. Every unit (discipline, department, division, etc.) is on the same cycle and completes the comprehensive plan in the same year. This cycle is aligned with the College’s strategic planning cycle. RCC’s most recent Comprehensive Cycle was 2019-2020. Years 2020-2021 through 2023-2024 are update years.

PRaP is data-driven, includes appreciation of what is working, and creates and / or revises strategies and initiatives improving student-equity outcomes and meeting college goals and targets. The process also includes intentional conversation about how we can better ensure students are learning (Guided Pathways Pillar 4).

Assessment results and feedback are an important input in a discipline’s PRaP. Assessment can identify the need for

curriculum revision, faculty development needs, and program structure. The annual PRaP process should include assessment results and how those results support a discipline or department’s annual plan.

The general timeline for RCC’s PRaP process is below. The intent of this is to increase the opportunity for communication and coordination between Departments, Division Deans, and Vice Presidents.



RCC’s Office of Institutional Effectiveness produces supporting documents and training for Program Review and Planning. These are located on the college’s Program Review and Planning Page: <https://www.rcc.edu/about/strategic-planning/program-review.html>

As with assessment, Nuventive is the platform that RCC uses for Program Review and Planning. Here is a page that includes a [“Quick Start Guide” \(click here to acces\)](#) with step-by-step instructions for completing a Program Review. The Office of Institutional Effectiveness also has videos to help with Program Review on their website.