Nuventive® Training Quick Start Guide



Achieve. Improve. Adapt.

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

<u>Logging into Nuventive</u>

- Video: Logging in to Nuventive
- <u>Faculty Assessment Items Discipline Course Level Assessment</u>
 - o <u>SLO Assessment</u>
 - 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
 - <u>Creating an assessment plan</u>
 - 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
 - <u>Video: Creating a five-year SLO assessment schedule</u>
 - o <u>PLO Assessment</u>

- Entering a new PLO
 - Video: Entering a new PLO
- Making a PLO inactive or deleting a PLO
 - <u>Video: Making a PLO inactive or deleting a PLO</u>
- <u>Curriculum mapping PLOs</u>
 - Video: Curriculum mapping PLOs
- Mapping SLOs to PLOs
 - <u>Video: Mapping SLOs to PLOs</u>
- Scheduling a PLO assessment cycle
 - <u>Video: Scheduling a PLO assessment cycle</u>
- Entering a new PLO assessment method
 - Video: Entering a new PLO assessment method
- Entering PLO assessment results
 - <u>Video: Entering PLO assessment results</u>
- Service Area Assessment Items (Non-Instructional/Co-Curricular Departments)

- How to enter in a new SAO
 - Video: How to enter in a new SAO
- o How to delete an SAO
 - Video: How to delete an SAO
- o <u>How to enter in a new assessment of an SAO</u>
 - Video: How to enter in a new assessment of an SAO
- o <u>How to enter in an assessment result of an SAO</u>
 - 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
 - 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)

		MyPortal Faculty/Staff	Alumni Canv	vas LINKS v
About 🗸 Academics 🗸	Become a Student 🗸	Student Support ~	Life at RCC 🗸	Community ~
Curricunet				
Employee of the Month	~	Email Access		
Faculty Association				
Faculty Development	~	Institutional Effe	ctiveness	
FD Committee				
FlexTrack	~	RCCD Single Sigr	n-On (SSO) S	ystem
Institutional Effectiveness				
Street Team	~	RCCD Intranet		
Nuventive				
Ordering Textbooks	~	VDI: Virtual Desk	(top Infrastru	icture
Webadvisor	~	25Live (Room Re	cervations)	
	•	ZJLIVE (ROOM RE	servations)	





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ian S	Summary					
lan S		Action Plan	Resources Needed	Updates	Recommendations for Improvement	Follow-Up
Man S	Summary	Action Plan	Resources Needed	Updates 0	Recommendations for Improvement	Follow-Up 0

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 "Degreexxxx")
- 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-bystep instructions.

•

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

Discipline - ENG Analytics SLO Assessment Status: Summer 2019 - Spring 200 Meanset 1000000000000000000000000000000000000	Nuventive Solutions	Nuventiv	ve Improvemen	t Platform Pr	remier Edition
Home Analytics SLO Assessment Status: Summer 2019 - Spring 2025 Notest 2019 Course Assessment Plan and Results 44.6% Existing Assessment Schedule in Nuventive on SLO page SLO Mapping \$100 Scheduled SLOs Assessed Existing Assessment Schedule in Nuventive on SLO page Assessment Reports \$100 Scheduled SLOs Assessed Existing Assessment Schedule in Nuventive on SLO page Document Repository 1 1 000% 1 1 1000% 1 1 000%	Discipline - ENG				
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0 0.0%		1		ENG-01BH SLO #1	2021-22 (4) Sp 2022
2024-25 (2) F8 2024		1			2024-25 (2) Fa 2024
2 2 100.0% SLO #2 2022-23 (4) Sp 2023		2	2 100.0%	SLO #2	

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

🚺 Nuventiv	e Solutions	Nuventive Improven	nent Platform Premier	Welcome Edition	, Denise.Kruiz	zenga-Muro@
Discipline	- ENG			~		
ourse Assessi	ment Plan and Resul	IS				
lect a Course:	ENG-01A. English Co	nposition	~		• :	^
SLO Status View All	~	SLO Assessment Cycle View All		~	Showing 9 of 9	1
🗜 SLO # 1				W. McEwen 1/2	21/22	
Critical Thinkir solutions are p	ng diverse rhetorical o ng: Students will be abl oossible. Students will	r multimodal strategies. e to demonstrate higher-order thinking skills ab be able to explore problems and, where possibl vill be able to construct sound arguments and e	e, solve them. Students will I	be able to develop, test		culty P
SLO Status Active						P

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

Nuventiv	e Solutions	Nuve	ntive Improvement Platform Pre	mier Edition	come, Denise.Kruize
Discipline	- ENG			~	
Course Assess	ment Plan and Resu	lts			
Select a Course:	ENG-01A. English Co	omposition	~		• :
SLO Status View All	~	SLO Assessment Cycle View All		~	Showing 9 of 9
SLO # 1				W. McEwe	en 1/21/22

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

Course Assessm	nent Plan and Results		
Select a Course:	ENG-01A. English Composition	~	• :
SLO Status	ENC 014 English Composition	A	Showing
View All	ENG-01A. English Composition ENG-01AH. Honors English Comp		✓ 9 of 9
👬 SLO # 1	ENG-01B. Critical Thinking/Writing ENG-01BH. Hon Critical Think/Writ		W. McEwen 1/21/22
Student Learnin Write texts usir Critical Thinkin solutions are p evaluate rival h	ENG-04. Writing futor fraining	n.	oblems, and explanations for which multiple Students will be able to develop, test, and guments of others.
SLO Status Active	ENG-08. Introduction to Mythology	•	-

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 Tu	tor Training	~	•	
SLO Status View All	~	SLO Assessment Cycle View All		showing ↓ 6 of 6	
Student Learnin Apply and ada	•	s to the needs of individual students;		D. Kruizenga-Muro 3/10/20	
Active					

You will then see a screen that looks like this:

Course Assessment Plan and Results			Close	Save ∽	
New Student Learning Outcome					
STUDENT LEARNING OUTCOME	ASSESSMENT METHOD	RESULTS			
* denotes a required field. Student Learning Outcome Name (j) *				^	
Student Learning Outcome 🧊 *					culty Pric
SLO Status (j) *		~			PI
SLO Assessment Cycle (i)				•	

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:

Course Assessment Plan and Results						
Select a Course:	ENG-04. Writing Tu	itor Training	~	(
SLO Status View All	~	SLO Assessment Cycle View All		Showing ✓ 6 of 6		
SLO #1	ng Outcome			D. Kruizenga-Muro 3/10/2		
Apply and ada	pt tutoring strategie	s to the needs of individual students;				
SLO Status Active						

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

Course Assessi	nent Plan and Results		
Select a Course:	ENG-04. Writing Tutor Training	~	🗘 : [^]
SLO Status View All	SLO Assessment Cycle View All		Showing
₿ SLO #1			D. Kruizenga-Muro 3/10/20 🧷 Open
Student Learnin Apply and ada	ng Outcome pt tutoring strategies to the needs of individual stude	nts;	Сору
SLO Status Active			🔝 Audit Log
SLO #2			D. Kruizenga-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 SLO Assessment Cycle View All View All		Showing ↓ 6 of 6	PDF
SLO #1		D. Kruizenga-Muro 3/10/20	• Open
Student Learning Outcome Apply and adapt tutoring strategies to the needs of individual students;		T	Сору
SLO Status Active			Audit Log
		D. Kruizenga-Muro 4/9/20	j Delete

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

Course Assessment Plan and Result	ts				
Q ENG-04 - SLO #1					
STUDENT LEARNING OUTCOME	ASSESSMENT METHOD	RESULTS			
* denotes a required field.					
Student Learning Outcome Name 朚 *					
SLO #1					
Student Learning Outcome (i) *					
Apply and adapt tutoring strategies to	o the needs of individual students;				
SLO Status (i) *					
Active 🖌					
	I	—)			

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

Course Assessment Plan and Results				Close	Save \
ዲ ENG-04 - SLO #1					<u> </u>
STUDENT LEARNING OUTCOME	ASSESSMENT METHOD	• RESULTS			
s , Choose Active when this SLO is on the from the Course Outline of Record	ne current Course Outline of Record C	hoose Inactive when #	he SLO has been changed or		×
SLO Status *		~			
Inactive					
	/				

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: <u>Deleting a course SLO</u>

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:

ING-01A - English Composition SLO #2 Write arguable thesis-driven, text-based, and suppr Communication Skills: Students will be able to communicate ef literacy and the ability to use graphical, symbolic, and numeric.	fectively 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 demonst	trate quantitative
Active	2	
Assessment Method Category	▼ (2)	
* Assessment Method		2
Target		2
Notes		
	* Required field	

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

•	Communi	rite arguable thesis-driven, text-based, and supported essays of various lengths. ication 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 ble to demonstrate quantitative literacy and the ability to use graphical, symbolic, and numerical methods to analyze, organize, and interpret data. (Yes)	☞ ቍ ₪
		essment Cycle: 2020-21 (2) Fa 2020, 2022-23 (2) Fa 2022, 2024-25 (2) Fa 2024 e: 07/01/2019 Date:	
	III Ass	essment Methods	
	• 🝷	Related GE SLOs	9
		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 demonstrate quantitative literacy and the ability to use graphical, symbolic, and numerical methods to analyze, organize, and interpret data.	be able to
	Assignm	nent	9

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 \mathbf{v} in the box, and clicking on the $\mathbf{?}$ 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:

udent Learning	Outcomes	6
Critical T	onstruct 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. hinking: 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 s 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 (es)	ළ එ
	essment Cycle: 2018-19 (4) Sp 2019, 2020-21 (4) Sp 2021, 2022-23 (4) Sp 2023. 2024-25 (4) Sp 2025 te: 07/01/2019 Date:	
• .li	Assessment Methods	0
	Indirect: Survey/Self-reported Learning Survey of faculty and students (Active)	ළ අ ම
	Target: Notes: Date Added: 10/02/2019 Active: Yes	
	Related Documents	
	Assignment	0
* 😤	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 develop, test, and evaluate rival hypotheses. Students will be able to construct sound arguments and evaluate the arguments of other	
Assign	nent	6

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

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		Robins Symmetry Party Parent Status		1 - 11
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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 hypothees, 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 augustrative literacy and the ability to use graphical, symbolic, and numerical methods to analyze, organize, and interpret data.
• (a) 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 edvanced 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 trawn (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:

G-04 - Wr	utor Training	
Asterisk ne	Course in the dropdown indicates that the Course is not owned by Discipline.	
🔹 🖉 slo #	y and adapt tutoring strategies to the needs of individual students;	
-	rect: 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 otes on what, specifically, they do.	
	2015-16 (2) Fa 2015 No 25% (one out of four) of the students in the class showed an increase. [more] 11/23/2015	C 🖻
	▼ 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	C 🖻
	session. (11/23/2015)	
	session. (11/23/2015) Follow-Up	•
		•
	Follow-Up	÷
	Follow-Up Assignment	+ × × %

ENG-04 - Writing Tutor Training

SLO #1 Apply and adapt tutoring strategies to the needs of	individual students;	
Direct: Video This won't be a video but a live observ they do. Target 80% of students show an increase in scores	tion. 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 nc	otes on what, specifically,
* Result Date * Result	07/13/2021	
* Semester of Assessment	✓	
* Target Met	~	_
Pedagogical Process or Instructional Strategies		0
 Please attach (via documents repository) an example of the assignment. Reflective Narrative 		0
Kenecuve Narrauve		0
	* 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

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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.

Nuventive Solut	ions		Nuventiv	e Impro	ovemen	t Platfo	rm Pre	emier Edition	Welco	me, Denis	se.Kruizei
Discipline - ENG									~		
	Noventive.	Improve An	alytics slo	Assessmer	nt Status: Su	mmer 2019	9 - Spring	Data Last Upd 2025 1/10/2024 10:17:5			
			44.69 Percent of SLOs	-				ssment Schedule e on SLO page	1		
	cheduled Assessment Ye 2019-20 2020-21 2020-21 2021-22 2021-22	Course ENG-01A ENG-01AH ENG-01B	SLOs Scheduled SLO 2 2	s Assessed Perce	nt Assessed 0.0% 0.0%	Course A ENG-01A	SLO # 1 SLO # 2	SLO Assessment Cycle 2022-23 (4) Sp 2023 2024-25 (4) Sp 2025 2022-23 (4) Sp 2023			
	1 2022-23		2	16	0.076						

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."

	Nuventive Solutions	l	Nuventive	Imp	rovemen	t Platfor	m Pre	mier Edition	Welcome,
$\left(\right)$	Discipline - ENG							`	
	Home	Analyt	ICS SLO A	ssessm	ent Status: Su	ımmer 2019	- Spring	Data Last Updated 1/2/2024 10/25/30 PM	
	Course Assessment Plan and Results		44.6% Percent of SLOs Ass	essed			-	ssment Schedule e on SLO page	
	SLO Mapping	e SI A	Os Scheduled SLOs A	ssessed Pe	ercent Assessed	Course A ENG-01A	SLO # 1	SLO Assessment Cycle 2022-23 (4) Sp 2023	
	Assessment Reports	AH B	2	0	0.0%		SLO # 2	2024-25 (4) Sp 2025 2022-23 (4) Sp 2023 2024-25 (4) Sp 2025	
		57	2	0	0.0%	ENG-01AH	SLO # 1 SLO # 2	2022-23 (4) Sp 2023 2022-23 (4) Sp 2023	
	Document Repository		1	1	100.0%	ENG-01B	SLO #1	2021-22 (4) Sp 2022 2024-25 (2) Fa 2024	
			1	1	100.0%		SLO #2	2022-23 (4) Sp 2023 2024-25 (4) Sp 2025	
			1	0	0.0%	ENG-01BH	SLO #1	2021-22 (4) Sp 2022 2024-25 (2) Fa 2024	
			2	2	100.0%		SLO #2	2022-23 (4) Sp 2023	

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

Select a Course: ENG-01A. English Composition SLO Status SLO Assessment Cycle View All View All 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, problems, problems, problems and when severible or the problem of the pr			
Select a Course: ENG-01A. English Composition SLO Status SLO Assessment Cycle View All View All View All View All W: McEwen 1/21/22 Student Learning Outcome Write texts using diverse rhetorical or multimodal strategies.			
elect a Course: ENG-01A. English Composition SLO Status SLO Assessment Cycle View All View All View All View All W. McEwen 1/21/22 Student Learning Outcome			
SLO Assessment Cycle		Sho	wing
View All	↓	9 0	of 9
	W. McEwen 1	/21/22	:
e to demonstrate higher-order thinking skills about be able to explore problems and, where possible, s	olve them. Students will be able to develop, te		1
	omposition SLO Assessment Cycle View All or multimodal strategies. ole to demonstrate higher-order thinking skills abour I be able to explore problems and, where possible, s	SLO Assessment Cycle View All W. McEwen 1 W. McEwen 1 Or multimodal strategies. Dele to demonstrate higher-order thinking skills about issues, problems, and explanations for which	SLO Assessment Cycle Sho View All v 9 c W. McEwen 1/21/22 W. McEwen 1/21/22 or multimodal strategies. ble to demonstrate higher-order thinking skills about issues, problems, and explanations for which multiple be able to explore problems and, where possible, solve them. Students will be able to develop, test, and

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
ዲ ENG-01A - SLO # 1					
STUDENT LEARNING OUTCOME	ASSESSMENT METHOD	• RESULTS			
Student Learning Outcome 访 *					
Write texts using diverse rhetorical or m Critical Thinking: Students will be able t solutions are possible. Students will be evaluate rival hypotheses. Students will	o demonstrate higher-order thinking s able to explore problems and, where p	oossible, solve them. S	Students will be able to develo		
SLO Status 🕡 *					
Active		~			
SLO Assessment Cycle 访					
2022-23 (4) Sp 2023 × 2024-25 (4) S	p 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		
s	Please choose any of the semesters when clicking.	s that you plan on assessing the SLO. T	o choose multiple, hol	d the Ctrl (Command on Mac) key	×
s	LO Assessment Cycle				
	2022-23 (4) Sp 2023 × 2024-25 (4) S	Sp 2025 ×	~		
	2023-24 (1) Summer 2023		A		
	2023-24 (2) Fall 2023				
	2012-13 (1) Su 2012				
	2010-20 (4) 0= 2020				

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

Video: <u>How to set a five-year assessment cycle</u>

Program Learning Outcomes (PLO)

There are many ways to do PLO assessment, <u>use this Program Level Assessment checklist</u> 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 <u>logging in to</u> <u>Nuventive</u> with how to find the program you wish to assess from the top center drop down menu.

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0	Pegree - ADT Associate in	Arts in Communication Stu	dies for Transfer Deg	ree				CONVERSE REAR	
D	egree - ADT Associate in	Arts in Economics for Trans	afer Degree						
	and a state of the second state in	Arts in English for Transfer	Decree					: Schedule	
								LO page	0
he	Degree - ADT Associate in	Arts in Geography for Trans	fer Degree						
D	Degree - ADT Associate in	Arts in History for Transfer	Degree					Assessment Cycle	
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	earee - ADT Associate in	Arts in Music for Transfer D	houree					-25 (4) 5p 2025	Nuventive PRaP Quick Start G
1.0								-23 (4) Sp 2023	
2 0	Degree - ADT Associate in	Arts in Philosophy for Trans	fer Degree					-25 (4) 5p 2025 -23 (4) 5p 2023	
	Degree - ADT Associate in	Arts in Psychology for Tran	afer Degree					-23 (4) Spr 2023	
D	egree - ADT Associate in	Arts in Spanish for Transfer	Degree					-22 (4) Sp 2022	0
		Arts in Studio Arts for Trans	for Deserve					-25 (2) Fa 2024	PDFA
								-23 (4) 5p 2023 -25 (4) 5p 2025	
ar D	Degree - ADT Associate in	Arts in Theatre Arts for Tran	hsfer Degree					-27 (4) 5p 2022	
2 D	egree - ADT Associate in !	Science in Administration o	f Justice for Transfer	Degree				-25 (2) Pa 2024	
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2022		ENG-10	2	0	0.0%			2021-22 (4) 5p 2022	
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		Testal						2021-22 (4) 5p 2022 2023-24 (4) 5p 2024	
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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:

gram Assessmen	t > PLOs and Re	esults							-
gram Assessmer	nt						Đ	:	
PLO Status View All	~	PLO Assessment Cycle View All				~		wing of 3	
II PLO #1						N. Support (8/4/23	1	Nuventive PRaP Quick Star
Program Learning Ou Think critically abou that literature invites PLO Status Active PLO Assessment Cyc 2016 - 2017, 2021 - 3	t and interpret liter multiple interpreti le	ature, employing language ive possibilities.	and methods of literary ana	lysis to construct interp	retive arguments and	to address	the way	Y5	PDF 🖧
II PLO #2						N. Support i	9/4/23	1	PRaP Explained.pdf
Program Learning Ou Write essays of liter PLO Status Active PLO Assessment Cyc 2016 - 2017, 2021 - 2	ary analysis effecti le	vely supported by effective	ly integrated, interpreted, an	nd relevant textual evider	sce.				
II PLO #3					W. A	McEwen 10/	15/18		
PLO Status Active PLO Assessment Cyc	erstanding of how	cultural history informs an	d is informed by literature.						

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.

Ø	Nuventive Solutions	Nuventive	Improvement Platform Premier Edition		Welc	ome, Jude.Whitt	on@rcc.edu!	Sign out
=	Degree - ADT Associate in Arts in En	glish for Transfer Degree		~				
Prog	ram Assessment > PLOs and Re	esults					Close	
New	Program Learning Outcome							
	PROGRAM LEARNING OUTCOME otes a required field.	ASSESSMENT METHOD	RESULTS					
Pro	ogram Learning Outcome Name *							
Pro	ogram Learning Outcome *							
PL	O Status	~	,					
PL	0 Assessment Cycle							
Sta	nrt Date							
Ina	ctive Date							

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 <u>section above</u> 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 to like to make inactive, click and hoover over the three dots. This will bring up an additional menu, and then you will select "Open."

Program Assessment	0	1
Ró Islan Rú Assantel Cyle Vere M	♥ Showing 4 of 4	PD
II PLOF1	N. Support 8/4/23	
Pages tasked Note: The circuit due due to the first finance employing language and methods of theory analysis is construct integration arguments and to address the ways that thereture indice integration possibilities. R48 Mose R48 Mose R49 Analysis R49 Analysis R49 Analysis R49 Analysis R40 Analysis		Novertive Pila
II PL0 #2	N. Support 8/4/23	1 PRoP Explaine
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II PLO #3	W. McEwen 10/15/18	1
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PLD #4 Name/Title	Johnson 1/25/24	Open
Peger Angel Angel The Second Control Angel P All Angel All Angel R All Angel A		Copy Audit Log Colete

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

Program Assessment > PLOs and Results		Close	Save ~
Q PLO #4 Name/Title			
PROGRAM LEARNING OUTCOME ASSESSMENT METHOD	• RESULTS		
* denotes a required field. Program Learning Outcome Name * OLD PLO #4 Name/Title			
Program Learning Outcome * The language of the learning outcome			
PLO Status Inactive			
PLO Assessment Cycle 2024 - 2025 × /			
Start Date 01/25/2024			
Inactive Date			

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 <u>section above</u>. When you come to this screen, select the PLO you would like to delete, click and hoover over the three dots. This will bring up an additional menu, and then you will select "Delete." The PLO would then be deleted.

			Nuventive Improvement Platform Premier Edition						
	Degree - ADT Associate in	n Arts in Englis	h for Transfer Degree	~ (
Progra	am Assessment > PL0	Os and Resu	lts						Ŧ
Progra	am Assessment				Ð	:			
PL	O Status		PLO Assessment Cycle		Show	ing			
1	/iew All	~	View All	 ~	3 01	3		PDF	8
					-				
	PLO #1			N. Support 8	/4/23	P	Open		k Start Guid.
	gram Learning Outcome	arpret literatu	re, employing language and methods of literary analysis to construct interpretive arguments a	and to address	the we	ß	Сору		k Start Guid.
tha	t literature invites multiple	e interpretive	possibilities.	and to address	uie wa		Audit Lo	a	
Act	0 Status live				-				0
	Assessment Cycle	04 0005					Delete		22
201	16 - 2017, 2021 - 2022, 20	24 - 2025				-			
==	PLO #2			N. Support 8	/4/23	:	PRaP E	xplained.pdf	
	gram Learning Outcome								
	te essays of literary analy) Status	sis effectivel	y supported by effectively integrated, interpreted, and relevant textual evidence.						
Act									
	O Assessment Cycle 16 - 2017, 2021 - 2022, 20	24 - 2025							
2.01	10 - 2017, 2021 - 2022, 20	24 2020							
	PLO #3			W. McEwen 10/	15/18	:			
	gram Learning Outcome								
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Act									
	Assessment Cycle								
	6 - 2017, 2021 - 2022, 20	24 - 2025							

NOTE: If you accidently 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 <u>logging in to Nuventive</u> 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.

Degree - ADT Associate in Arts in	English for Trans	sfer Degree								~
Program Assessment ゝ PLO Mapp	bing									Save
To map your PLO, click in the correspo Be sure to click "Save" in the top right b										;
Curriculum Mapping	· ~	Program	Assessm ced, 2 = 2 - De	veloped, 3 = 3 -	Mastered					:
C Search by Keyword		PLO #1	l.		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	Click on the number that corresponds to the number your discipline agreed upon students will
ENG-01A English Composition	1	2	3	1	2	3	1	2	3	reach.
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 ntroduction 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	
NG-23 The Bible As Literature	1	2	3	1	2	3	1	2	3	
ENG-25 atino Literature of the US	1	2	3	1	2	3	1	2	3	

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.

PLO #1 X X X X PLO #2 X X X X Vitte cessor of likerary analysis effectively supported by effectively integrated, i X X X PLO #2 X X X X	Program Assessment	Course Assessme	nt		ENG-01A English Composition	I~)
Think critically about and interpret literature, employing language and methods of IL X X X X PLO #2 Write essays of literary analysis effectively supported by effectively integrated, in X X X X	Q Search by Keyword	SLO # 1	SLO # 2	SLO #1 OLD 2021	SLO #2 OLD 2021	OLD 2019 SLO #
Write essays of literary analysis effectively X X X X X X X PLO #3	Think critically about and interpret literature.	×	×	×	×	×
	Write essays of literary analysis effectively	×	×	×	×	×
culturativate and informationality of now of the informed by inter-	Demonstrate an understanding of how cultural history informs and is informed by	×	×	×	×	×

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 <u>logging into Nuventive</u> 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."

			<	•
PLO Status View All	~	PLO Assessment Cycle View All		owing of 3
II PLO #1			/ Open	
Program Learning Outcome Think critically about and inte interpretive possibilities.	rpret literature, en	ploying language and methods of literary analysis to construct interpretive arguments and to address the ways that lite	Copy	
PLO Status Active				
PLO Assessment Cycle 2016 - 2017, 2021 - 2022, 202	4 - 2025		🗇 Delete	_
II PLO #2			N. Support 8/4/2	3
PLO Status Active PLO Assessment Cycle 2016 - 2017, 2021 - 2022, 202	4 - 2025			
11 PLO #3			W. McEwen 10/15/1	8
Program Learning Outcome	o of how cultural	history informs and is informed by literature.		
Program Learning Outcome	g of how cultural l	history informs and is informed by literature.		

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."

	gram Assessment > PLOs and Results					Close	Sa	ve
OUTCOME • ASSESSMENT METHOD • RESULTS	PLO #1						_	
rogram Learning Outcome Name * L0 #1 to #1 torgram Learning Outcome * Thick 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 terpretive possibilities. L0 Status CLOVe L0 Assessment Cycle 2016 - 2017 * 12021 - 2022 * 12024 - 2025 * 2020 - 2021 2022 - 2023 2023 - 2024		SMENT METHOD	RESULTS					
hink 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. I CO Status 2016 - 2017 × 12021 - 2022 × 12024 - 2025 × • • • • 2020 - 2021 2022 - 2023 2023 - 2024	notes a required field. rogram Learning Outcome Name * PLO #1							
Coll Coll LO Assessment Cycle Image: Cycle 2016 - 2017 × 12021 - 2022 × 12024 - 2025 × Image: Cycle Image: Cycle 2020 - 2021 Image: Cycle 2022 - 2023 Image: Cycle 2023 - 2024 Image: Cycle	rogram Learning Outcome * Think critically about and interpret literature, employin nterpretive possibilities.	g language and methods o	f literary analysis to construc	t interpretive arguments and to a	ddress the ways that literature invite	s multip	ole	
LO Assessment Cycle 2016 - 2017 × 2021 - 2022 × 2024 - 2025 × V 2020 - 2021 2022 - 2023 2023 - 2024	LO Status							
2016 2017 × 2021 2022 × 2024 2025 × V	Active	I~						
2020 - 2021 2022 - 2023 2023 - 2024	LO Assessment Cycle		-					
2022 - 2023 2023 - 2024	2016 - 2017 × 2021 - 2022 × 2024 - 2025 ×	 ~						
2023 - 2024	2020 - 2021							
	2022 - 2023							
2025 - 2026	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 <u>logging in to Nuventive</u> with how to find the program you wish to assess from the top center drop down menu.

-	Degree	ADT Associate in A	ats in Art History for Trans	ster Degree	F	<			Tara Lair Juda	-
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			rta in Foonomica for Tran				-			
									: Schedule	
			ots in Poglish for Transfer					-	LO page	
Schei	Degrave	- ADT Associate in A	ota in Geography for Trans	sfer Degree						PDFA
	Degree	- ADT Associate in A	ote in History for Transfer	Degree					Assessment Cycle	
83	Degree	- ADT Associate in A	ets in Journalism for Tran	aler Degree					27.045 54-2029	
1.1.2	Desarer	- ADT Associate in A	uts in Music for Transfer 6	begree					-25 (4) Sp 2025	Nuventive PRaP Quick Start
			ute in Philosophy for Tran						48 141 Ser 2028	
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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:

N	Nuventive Solution	ons	Nuventive Improvement Platform	Premier Edition		ude.Whitton@rcc.edul	
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Step 4: On this screen, choose the PLO you would like to assess. You will then hover over, click the three dots on the righthand side, and select "open" from this list of options.

	Nuventive Solutions		Nuventive Improvement Platform Premier Edition	Welcome, Jude	Whitton@rcc.edul		
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De PL Ac	ogram Learning Outcome imonstrate an understanding of how O Status titve O Assessment Cycle 16 - 2017, 2021 - 2022, 2024 - 2025		istory informs and is informed by literature.				

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.

N	Nuventive Solutions Nuven	tive Improvement Platform Premier Edition	Welcome, Jude.Whitton@rcc.edu!	Sign out
	Degree - ADT Associate in Arts in English for Transfer Degree	~		
Pro	gram Assessment > PLOs and Results	55	Close	
Q	PL0 #1			~
	PROGRAM LEARNING OUTCOME ASSESSMENT METHOD	RESULTS		
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Т	hink critically about and interpret literature, employing language and meth tterpretive possibilities.	nods of literary analysis to construct interpretive arguments and to add	ress the ways that literature invites multi	ole
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A	Active	▼		
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Step 6: Click on the green plus sign (+) at the top right corner.

	Save ~ ~ howing 3 of 3
Q. PLO #1 Assessment Method Category View All • PROGRAM LEARNING OUTCOME • PROGRAM LEARNING OUTCOME • ASSESSMENT METHOD • RESULTS • Direct: Writing Assignment Assessment Method See attached report entilled "Literature Course Assessment 2015-2017."	~
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Assessment Method See attached report entitled "Literature Course Assessment 2015-2017."	
See attached report enlitled "Literature Course Assessment 2015-2017."	
Indirect: Survey/Self-reported Learning	:
Assessment Method Student and Faculty Survey	
Target To see how well the PLOs are being achieved.	
Iii Direct: Writing Assignment D Knuizenge-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:

Ø	Nuventive Solutions	Nuventive Improvement Platform Premier Edition		We	icome, Jude.Whitto	on@rcc.edu!	Sign out
=	Degree - ADT Associate in Arts in English for Transfer Degree		~				
Prog	ram Assessment > PLOs and Results					Close	
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	Document Name	Document Description					Ð
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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 <u>logging in to Nuventive</u> with how to find the program you wish to assess from the top center drop down menu.

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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:

N	Nuventive Solutions			Nuventive Impr	ovement	t Platform	Premier Ec	dition		We		Jude.V	Vhitton@rcc.e	idu!	Sign out
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PL	ctive LO Assessment Cycle 016 - 2017, 2021 - 2022, 2024	- 2025													

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

N	Nuventive Solutions		Nuventive Improvement Platform Premier Edition	Welcome, Jud	s.Whitton@rcc.edu!	
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D Pl A	ogram Learning Outcome emonstrate an understanding of LO Status ctive LO Assessment Cycle 10 6 - 2017, 2021 - 2022, 2024 - 2		history informs and is informed by literature.			

Step 5: Click on the "results" tab.

Degree - ADT Associate in Arts in English for Transfer Degree			¥ 📃 🗖			
Program Assessment > PLOs and Results					Close	
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2016-2017 × 2021-2022 × 2024-2025 ×	 ~					
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, empl that literature invites multiple interpretive possibilities. PLO Status: Active PLO Assessment Method Status: Active Assessment Method Status: Active PLO Assessment Method Status: Active Assessment Assessment Assessm	loying language and methods of literary analysis to construct interpretive arguments and to address the ways	Hide Details 🕇
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Pedagogical Process or Instructional Strategies ① *		
Reflective Narrative		
Recommendation for Improvement		
Related Documents		
Document Name	Document Description	Ð
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.

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 States: Active PLO Assessment Cycle: 2016-2017, 2021-2022, 2024-2025 Assessment Method States: Active Assessment Method States: Active Target: None stated	Hide Details T
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Degree - ADT Associate in Arts in English for Transfer Degree	
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Reflective Narrative 🕥	
Recommendation for Improvement	
Related Documents	
Document Name Document Description	Ð
There are no documents attached	

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

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 PLO Status: Active PLO Sasesament Oyder: 2016; 2017; 2021; 2022; 2024-2025 Assessment Method Status: Active Assessment Method Status: Active Target: Now stated	Hide D	etails T
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Se Degree - ADT ASSOCIATE IN ARTS IN ENGLISH FOR TRANSFER DEGREE		
Ca General		
Reflective Narrative		
Recommendation for Improvement		
Related Documents		
Document Name Document Description	C	>
There are no documents attached		

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.

PLC) #1				
Prog that PLO PLO Asse Asse	gram Le literatu Status: Assess essmen	arning O re invites : Active ament Cy it Method	iutcon i mult rcle: d Stat d Cate	ne Name: PLO F1 nee. Thick for this alphade and interpret threature, employing language and methods of Tensory analysis to construct interpretive arguments and to address the ways 2016-2012 2021-2022, 2024-2025 Next. Addres. Addres. Threature in the second second second second second second second second second second regargy. Direct: Writing Assignment	Hide Details T
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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:

Nuventiv	ve Solutions		Nuventiv	e Impr	ovemen	it Platfoi	m Pre	emier Edition	Welcome, Denise	.Kru
Discipline	- ENG								~ `	
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	2020-21	ENG-01AH	2	0	0.0%			2024-25 (4) Sp 2025		
	2021-22	ENG-01B	2	0	0.0%		SLO # 2	2022-23 (4) Sp 2023		
	2022-23	ENG-01BH	2	0	0.0%			2024-25 (4) Sp 2025		
		ENG-04	2	2	100.0%	ENG-01AH	SLO # 1	2022-23 (4) Sp 2023		
	2024-25	ENG-06	1		100.0%	ENG-01B	SLO # 2 SLO #1	2022-23 (4) Sp 2023 2021-22 (4) Sp 2022		
		ENG-07	1	1	100.0%	ENG-UIB	500#1	2021-22 (4) Sp 2022 2024-25 (2) Fa 2024		
		ENG-08	1	1	100.0%		SLO #2	2022-23 (4) Sp 2023		
	V	ENG-09						2024-25 (4) Sp 2025		
	Year Assessed	ENG-09 ENG-10	1	1	100.0%	ENG-01BH	SLO #1	2021-22 (4) Sp 2022		
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	2020-21	ENG-11	2	2	100.0%		SLO #2	2022-23 (4) Sp 2023		
	2021-22	ENG-14	1	1	100.0%			2024-25 (4) Sp 2025		
	2022-23	ENG-15	1	1	100.0%	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.





Nuventive Solutions	Nuventive Improvement Platform Premier Edition	Welcome, D
Student Support - Library		~ <mark> </mark>
Home		
Service Area Plan and Results		
Mapping		
Reports		
Document Repository		

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

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Student Support - Library	1			~				
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# THEME: CA GUIDED	PATHWAYS						. 10/20/	17
Service Area Outcome Initiative directly supports R SAO Status SAO Assessment Cycle	CC's efforts at re	edesigning student experiences using the O	CA Guided Pathways framework.	(PUT SPEC	IFICS ABOUT Y	OUR INITI	ATIVE HERE).	

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	а	screen	that	looks	like	this:
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Service Area Plan and Results						
Service Area Outcomes	+ :					
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# THEME: INTEGRATED ACADEMIC SUPPORT	Delete					



Service Area Plan and Results					Close	Save ∽
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THEME: CA GUIDED PATHWAYS						
Service Area Outcome *						
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SAO Status	1					
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SAO Assessment Cycle						
tep 8: From this screen, you	, will be able to enter the	details about	vour initiative	_		

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

Video: <u>How to enter a new SAO</u>

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."

Nuventive Solutions	Nuventive Improvement Platform Premier Edition	Welcome, Denise.Kruiz
Student Support - Library	I	×
Home		
Service Area Plan and Results		
Mapping		
Reports		
Document Repository		

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

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Service Area Outcome					:
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# THEME: INTEG	GRATED ACADEMIC	SUPPORT	/1	0/20/17	:
24 - Nuventive IIC -	- All rights reserved			Privacy Po	nlicv*

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 SAO Assessment Cycle View All View All	Showing Sof 8					
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SAO Status SAO Assessment Cycle	🔝 Audit Log					
	📋 Delete					
THEME: INTEGRATED ACADEMIC SUPPORT	. 10/20/17					

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

Video: <u>How to Delete an SAO</u>

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:

Ξ	Student Support - Library			~					
Servi	ce Area Plan and Results	3							
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Step 5: Click "Open," which will take you to this screen:

				on			
Student Support - Library				~			
Service Area Plan and Results						Close	Save
Q THEME: CA GUIDED PAT	HWAYS						
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 effort	ts at redesigning student experiences ι	using the CA Guideo	l Pathways framework	. (PUT SPECIFICS ABC	OUT YOUR INITIAT	IVE 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:

≡	Student Support - Library	~			
Servi	ce Area Plan and Results			Close	Save ∽
THE	ME: CA GUIDED PATHWAYS				
	Status: Assessment Cycle:			Hide Do	etails ↑
Ass	tes a required field. essment Method Status				
_	essment Method *				
Tarr	let				-

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 Imp	rovement Platf	form Premier Editio	Welcome, Den	ise.Kruizenga-Muro@rcc.edu!	Sign out
	Student Support - Library				~ 📃		
Serv	ice Area Plan and Results					Close	Save ∽
۹	THEME: CA GUIDED PATI	HWAYS					~
•	SERVICE AREA OUTCOME	ASSESSMENT METHOD	MAPPING	RESULTS	RESULTS		
* den	otes a required field.					1	^
Se	rvice Area Outcome Name *						
Tł	HEME: CA GUIDED PATHWAYS						_
Se	rvice Area Outcome *						- 1
In	itiative directly supports RCC's effort	s at redesigning student experiences u	ising the CA Guideo	d Pathways framework.	(PUT SPECIFICS AB	OUT YOUR INITIATIVE HERE).	
SA	O Status						
			~				
SA	0 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 ∽
Q THEME: CA GUIDED PAT	HWAYS						~
							Showing 0 of 0
SERVICE AREA OUTCOME	ASSESSMENT METHOD	Close Save ~ ~ Showing					
THEME: CA GUIDED PATHWAYS	;						Ð
	Ν	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: SAO Assessment Cycle:	Hide Details <u>↑</u>
RESULT	
* denotes a required field.	A
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.

Department/Discip	line			\mathbf{N}
Completes PRaP DUE end of March	Departments + Dea Coordinate Division-level plans DUE end of April	Vice Presidents Coordinate VP Plans DUE mid May	Planning Counsels Review Plans and Prioritze September / October	

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: <u>https://www.rcc.edu/about/strategic-planning/program-review.html</u>

As with assessment, Nuventive is the platform that RCC uses for Program Review and Planning. Here is a page that includes a <u>"Quick Start Guide" (click here to acces)</u> 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.