



Nuventive Assurance of Students Learning Program Review Guide

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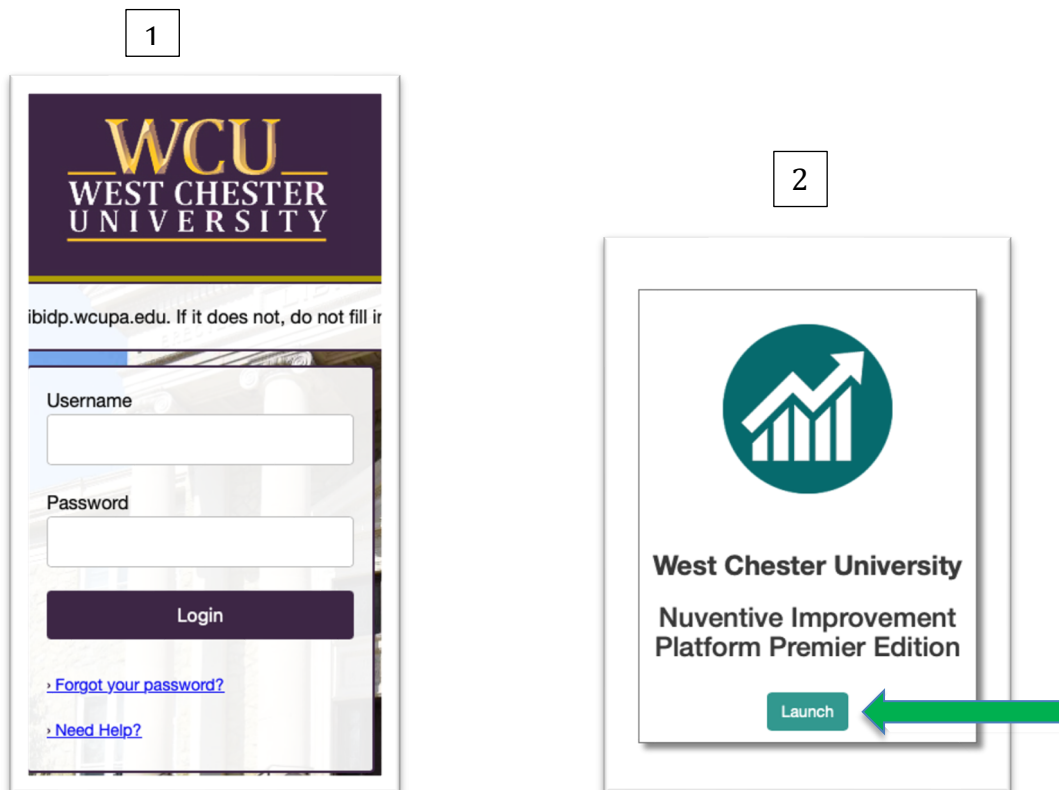
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GETTING STARTED

1. Enter the following URL into your Internet web browser (recommended browsers include Firefox and Google Chrome: Safari is not recommended):

<https://protect-us.mimecast.com/s/xryGCBBYJpTOogg9hzZMPn?domain=solutions.nuventive.com>

2. Nuventive is now integrated into WCU's single-system login.
 1. Log in using your WCU username and password.
 2. Select the West Chester University Nuventive Improvement Platform Premier Edition Launch option.



3. From the main drop-down menu at the top of the screen, select the program or unit under review. Reviewers have access to all academic assessment units, which are included in the dropdown menu (see green arrow below). All assessment units provide the abbreviation for the college or school, the name of the program and the degree type (e.g., CSM: Computer Science BS or CAH: History BA).

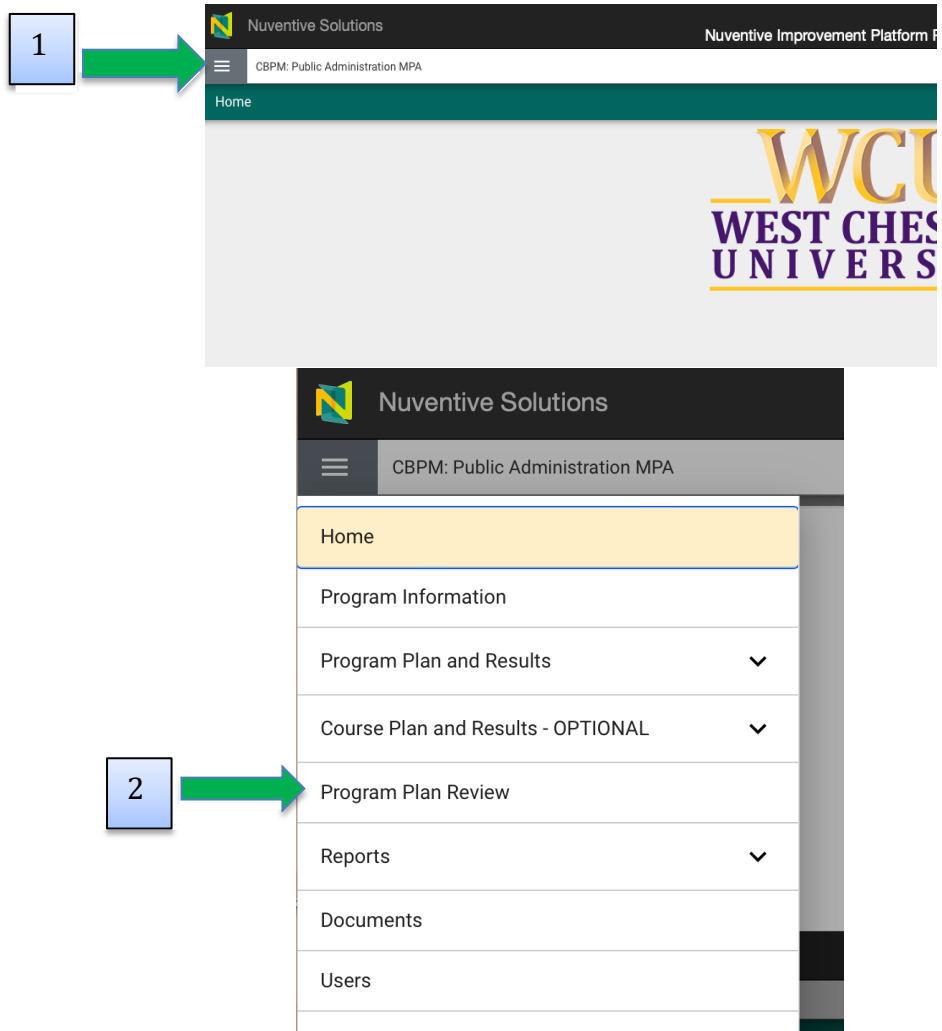


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- If you do not see the required assessment unit in your drop-down menu, contact the TLAC Assessment Faculty Associate at SLAssessment@wcups.edu.

NAVIGATING TO PROGRAM REVIEW

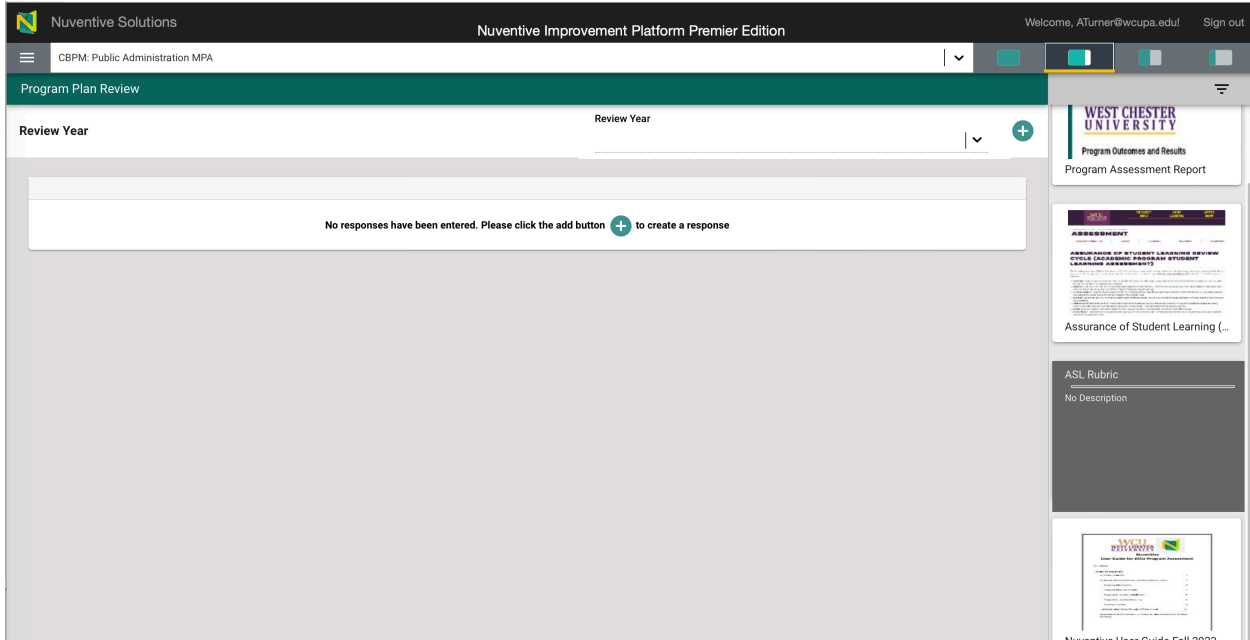
1. Once you have opened your assessment unit, you will see the unit overview beneath the WCU logo. The main navigational (hamburger) menu is in the top left of the screen. Selecting the main menu opens the general navigation options.
2. Select Program Plan Review.



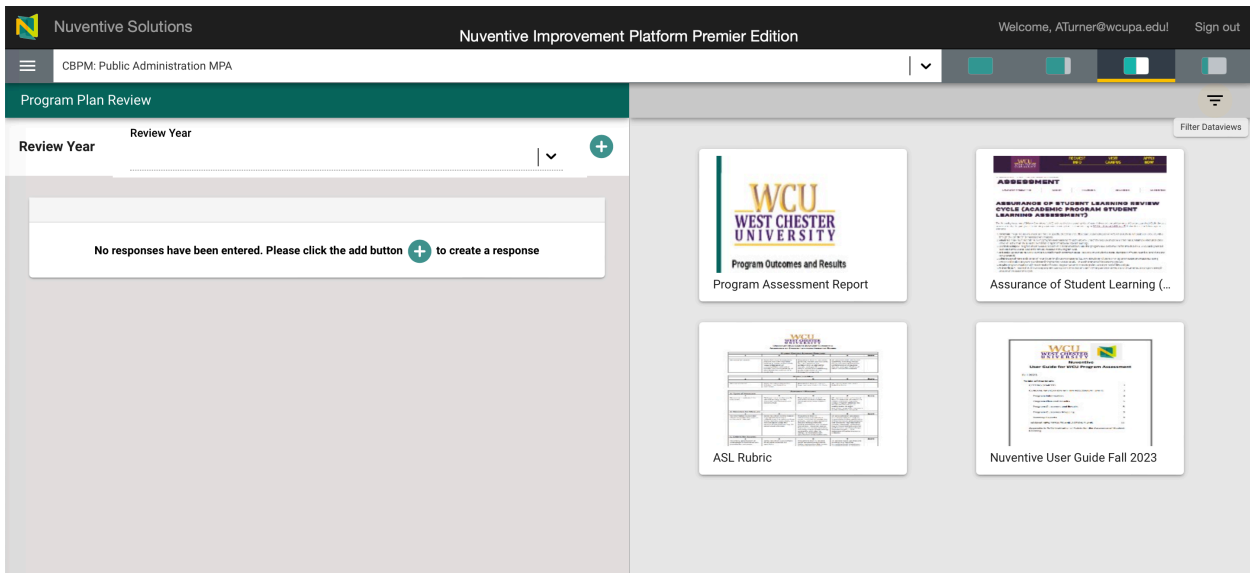
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NAVIGATING WITHIN PROGRAM REVIEW

A screen shot of the initial Program Review screen is provided below. As depicted, the middle/majority of the screen is dedicated to the review questions, which will populate when users select the green add symbol.



The size of this panel can be increased using the three icons above the panel. See screen shot below using the middle, 50/50 option.



Several helpful documents are provided in the right-side panel. These documents include:

1. Program Outcomes and Results: Program Assessment Report
2. Curriculum Map Report

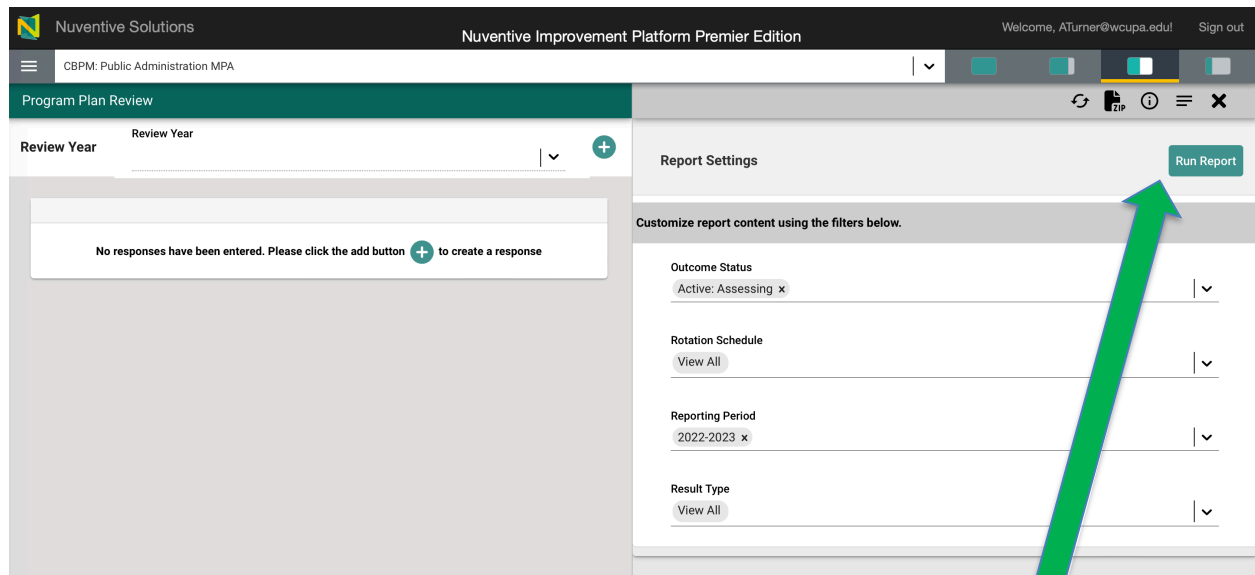
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3. WCU Assessment webpage
4. WCU ASL Rubric
5. Nuventive User Guide

Running the Program Outcomes and Results: Program Assessment Report

The Program Assessment Report is the new platform's version of the previously used Four-Column Report. Reviewers will use this report as the basis for their review.

To run the report, place your cursor over the report icon and select. This brings up the Report Settings options, as seen in the screen shot below.



Before running the report, ensure that the following settings are selected:

- Outcome Status: Active Assessing
- Rotation Schedule: View All
- Reporting Period: 2022-2023 (the assessment cycle is the year prior to the current academic year)
- Results Type: View All

Once the Report Settings are confirmed, select the green Run Report icon.

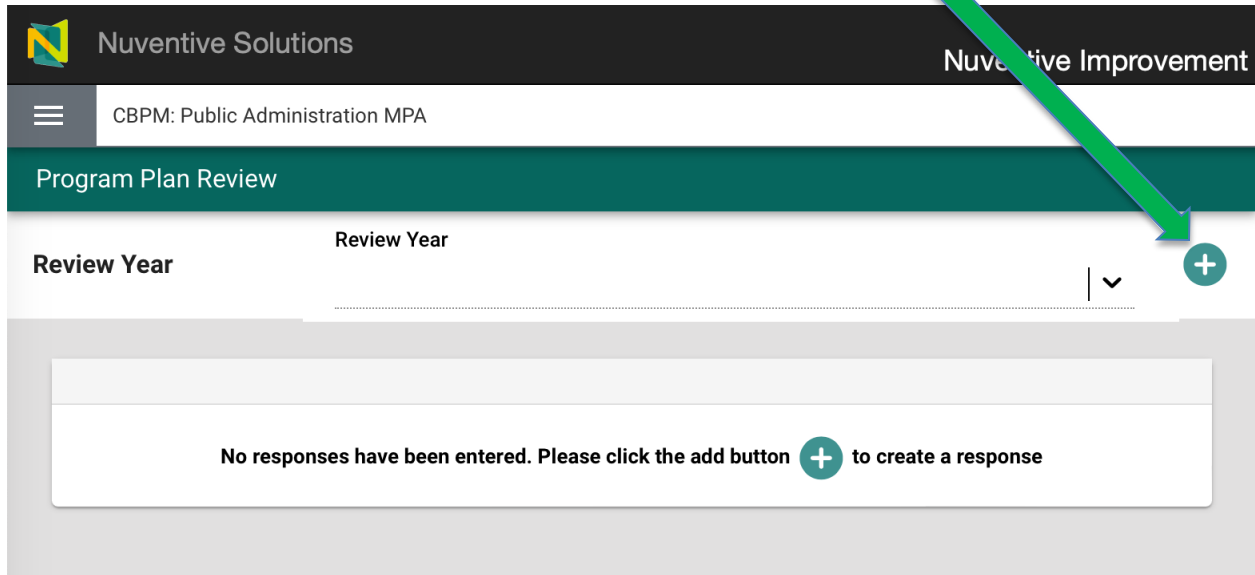
Complete Program Assessment Reports will appear in the right-side panel of the Program Plan Review screen and include all necessary information about:

- Student Learning Outcome
- Assessment Methods and Criterion
- Results
- Action Plan
- Links to related documents

Completed Program Assessment Reports can be viewed in the right-side panel of the Program Plan Review screen AND/OR can be downloaded , saved to OneDrive, printed.

Starting a New Program Plan Review

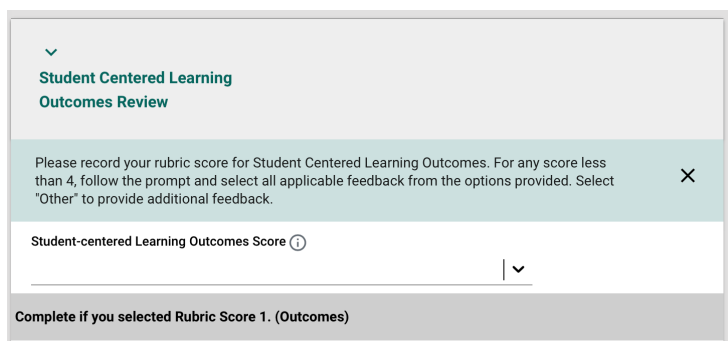
To begin a new Program Plan Review, select the green add button in the left-side Program Plan Review panel.



Once the review opens in the left-side panel of the Program Plan Review screen, complete all questions related to:

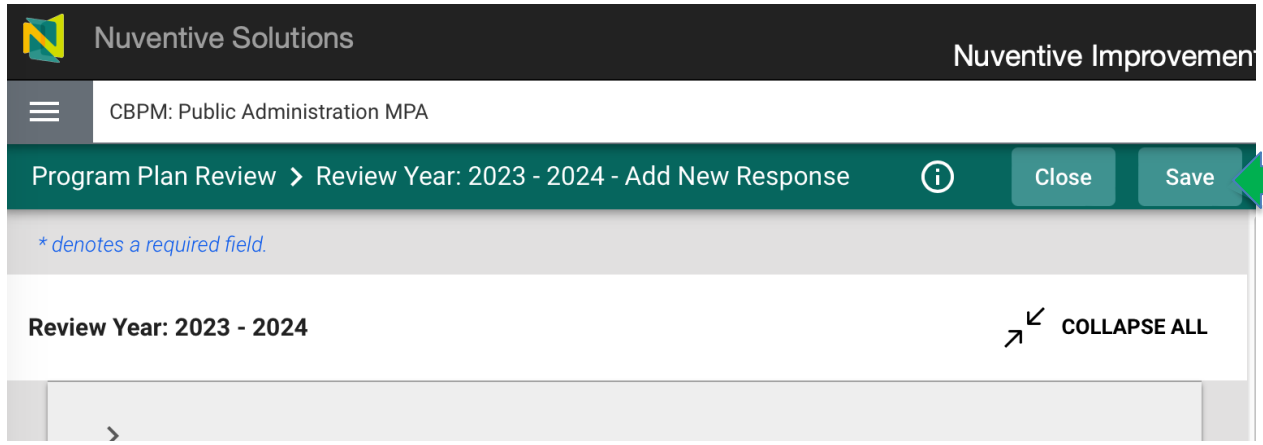
- Reviewer Information
- Student Centered Learning Outcomes Review
- Curriculum Map Review
- Assessment Measures Review
- Results Review
- Action Plans Review

Each section has a carat that should be used to open the section and reveal the related questions and instructions (see below).

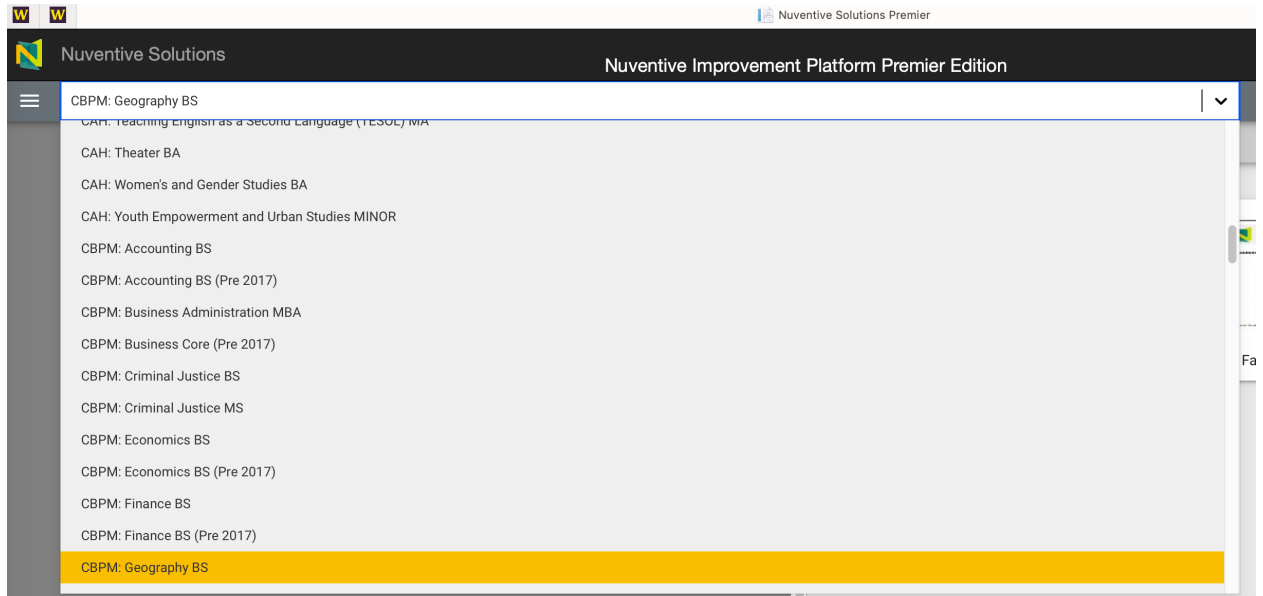


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Once all review questions are completed, navigate to the top of the review panel and SAVE the review.



To begin a review for another program or unit, close the current review, navigate to the dropdown menu, and select the desired unit.



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Appendix A

University Assessment Advisory Committee Assurance of Student Learning Initiative Rubric

STUDENT CENTERED LEARNING OUTCOMES				
1	2	3	4	Score
No outcomes stated.	Some (less than ½) outcomes present, but with imprecise verbs (e.g. know, understand). Vague description of content/skill/or attitudinal domain, and non-specificity of who should be assessed (e.g. students).	Most (more than ½) outcomes generally contain precise verbs, rich description of the content/skill/ or attitudinal domain, and specificity of whom should be assessed (e.g. graduating seniors in the Biology B.S. program).	All outcomes with clarity and specificity including precise verbs, rich description of the content/skill/or attitudinal domain, and specification of whom should be assessed	

CURRICULUM MAP				
1	2	3	4	Score
No courses listed.	Some (less than ½) courses listed are not linked to outcomes.	Most (more than ½) courses have outcomes linked to them.	All courses have outcomes linked to them.	

ASSESSMENT MEASURES				
A. Types of Measures				
1	2	3	4	Score
No measures indicated for outcomes.	Outcomes assessed primarily via indirect (e.g. survey) measures and measures are not attached.	Most outcomes assessed primarily via direct measures although some have indirect only.	All outcomes assessed using at least 2 measures of at least 1 is a direct measure (e.g. test, essay). Program attaches the respective measures (i.e. rubric, exam, or exam questions, survey) for measures under review for this cycle.	
B. Rationale for Measure				
1	2	3	4	Score
No information is provided about data collection process or data not collected.	Some (less than ½) information is provided about data collection such as who and how many took the assessment, but not enough to judge the veracity of the process (e.g. 35 seniors took the test).	Most (more than ½) information is provided to understand the data collection process, such as description of sample, testing protocol, testing conditions, and student motivation. However several flaws such as unrepresentative sampling, inappropriate testing conditions, one rater for ratings, or mismatch with specification of desired results.	All data collection processes are clearly explained and are appropriate to the specification of desired results (including but not limited to: representative sample, adequate motivation, two or more trained raters for performance, pre/post design to measure gain, cutoff defended for performance vs criterion.	
C. Criteria for Success				
1	2	3	4	Score
No criteria specification and justification provided desired results for outcomes.	Some (less than ½) statement of desired result but no specificity.	Most (more than ½) desired result specified and justified. Gathering baseline data is	All desired result specified and justified (e.g. Regional accrediting body, disciplinary	

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		also acceptable for this rating.	accrediting body, or previous student work).
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Appendix A

University Assessment Advisory Committee Assurance of Student Learning Initiative Rubric

RESULTS				
1	2	3	4	Score
No results presented.	Current year's results provided do not include all of the outcomes and measures as indicated in the rotation schedule AND results are superficial (indicates achievement of criterion only) or absent (Data is not explained or presented/attachments are not clear).	Current year's results provided for outcomes as indicated in the rotation schedule for both measures but are not clearly explained.	Current year's results provided for outcomes as indicated in the rotation schedule for both measures. Results clearly explained (i.e data is presented and/or attachments are offered and clear).	

ACTION PLANS				
1	2	3	4	Score
No mention of how program used prior results to evaluate OR improve student learning.	Action Plan is not present for all outcomes as indicated in the rotation schedule AND actions lack specificity as it relates to documenting strengths of curriculum OR targeted actions to improve the curriculum. (i.e. program action focuses only on discussion).	Action Plan is present for each outcome as indicated in rotation schedule. However actions lack specificity as it relates to documenting strengths of curriculum OR targeted actions to improve the curriculum.	Action is present for each outcome as indicated in rotation schedule. Plan addresses either: <ul style="list-style-type: none"> ✓ The identification of strengths within curriculum or ancillary services (i.e. tutoring/mentoring at university/department level) contribute to outcome achievement <li style="text-align: center;">OR ✓ Targeted action that will be undertaken as a result of the weaknesses identified. Inclusive of a timeline of when (i.e. dates) and where (what courses) in the curriculum the actions will impact. <p>If an identified action is "discussion at department/program level" a finalized targeted action needs to be included immediately post-meeting using the follow up function.</p>	