

# 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.

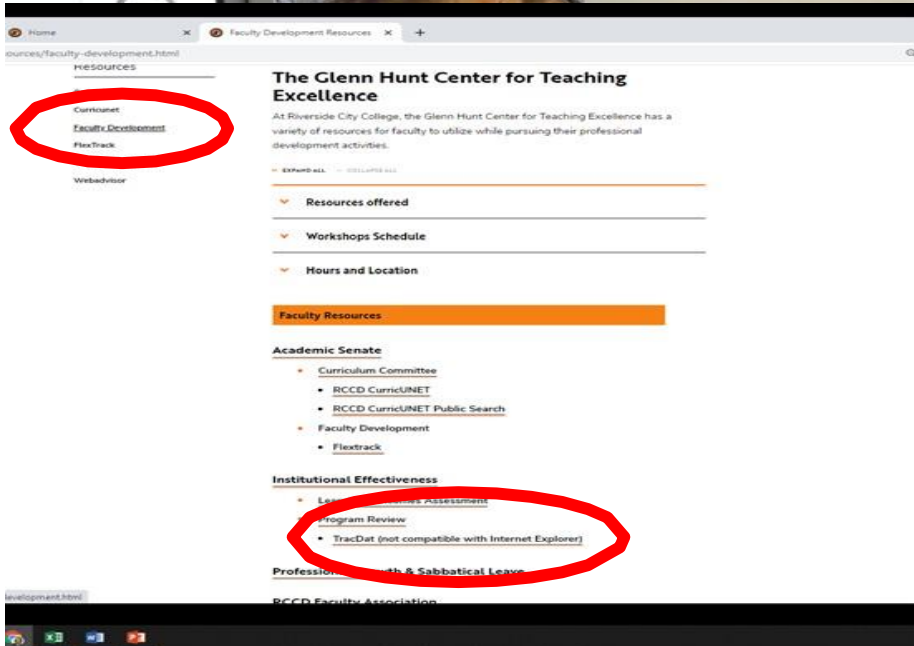
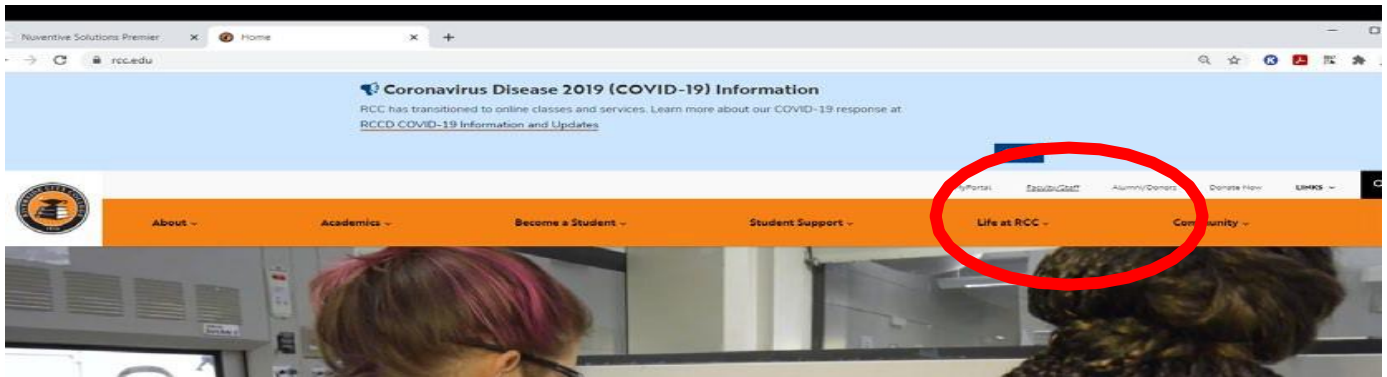
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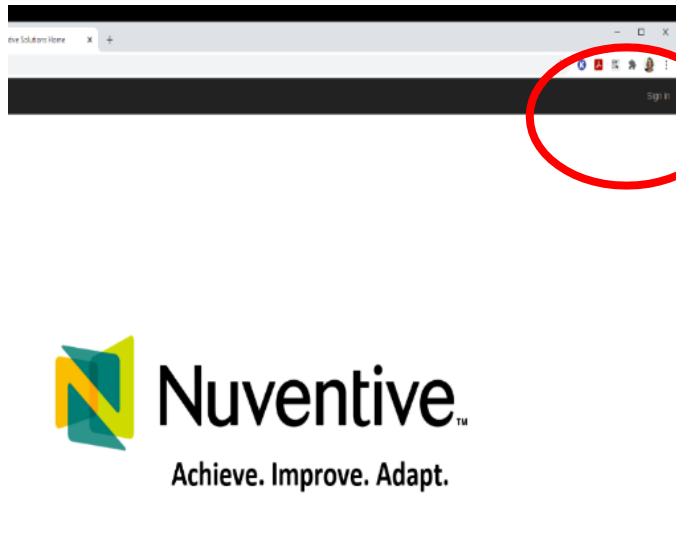
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# Logging in to Nuventive

Nuventive can be accessed in one of two ways:

- **Directly at Solutions.Nuventive.com**
  - o Your username and password is **SINGLE SIGN ON.**
- **OR VIA RCC Website** (Faculty and Staff / Faculty Development / Nuventive Improve)





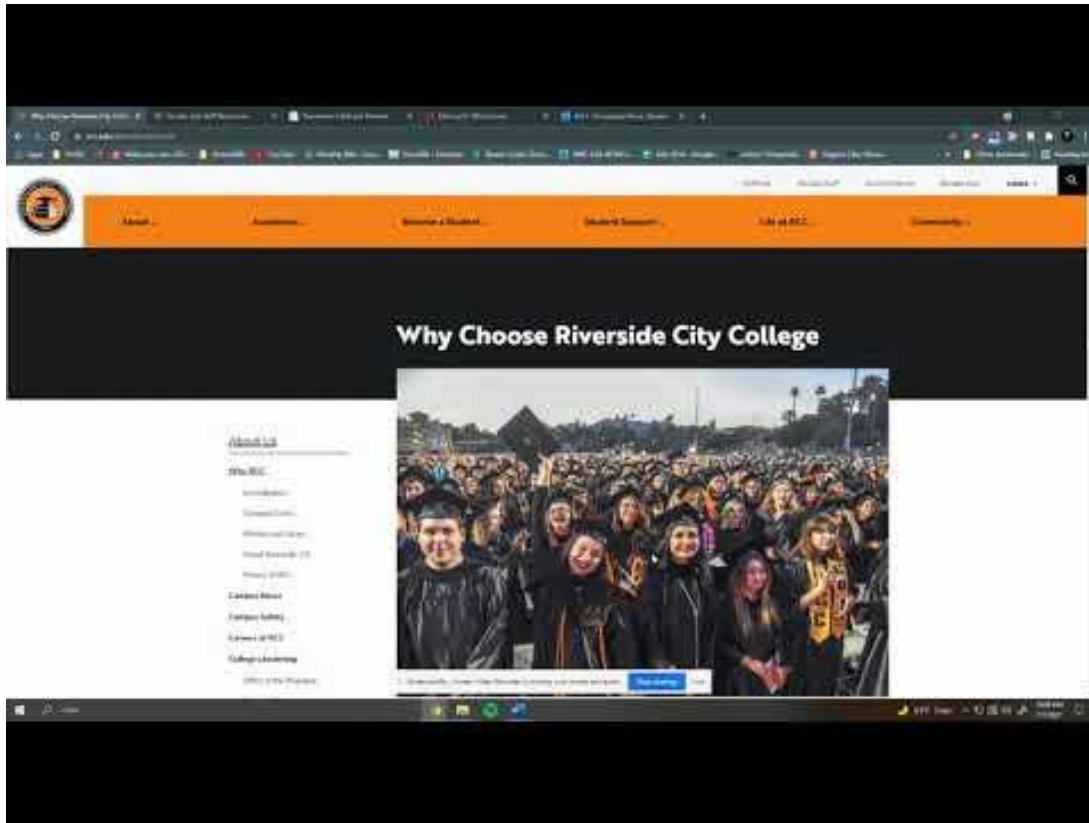
**And use your  
SINGLE SIGN ON**

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”)

	Initiatives/Projects	Action Plan	Resources Needed	Updates	Recommendations for Improvement	Follow-Up
✓	RCC STRATEGIC GOAL 1: STUDENT ACCESS	0	0	0	0	0
✓	Increase the Number of Adj Course Section Offerings Each Semester	1	1	0	0	0

Video: Logging in to Nuventive



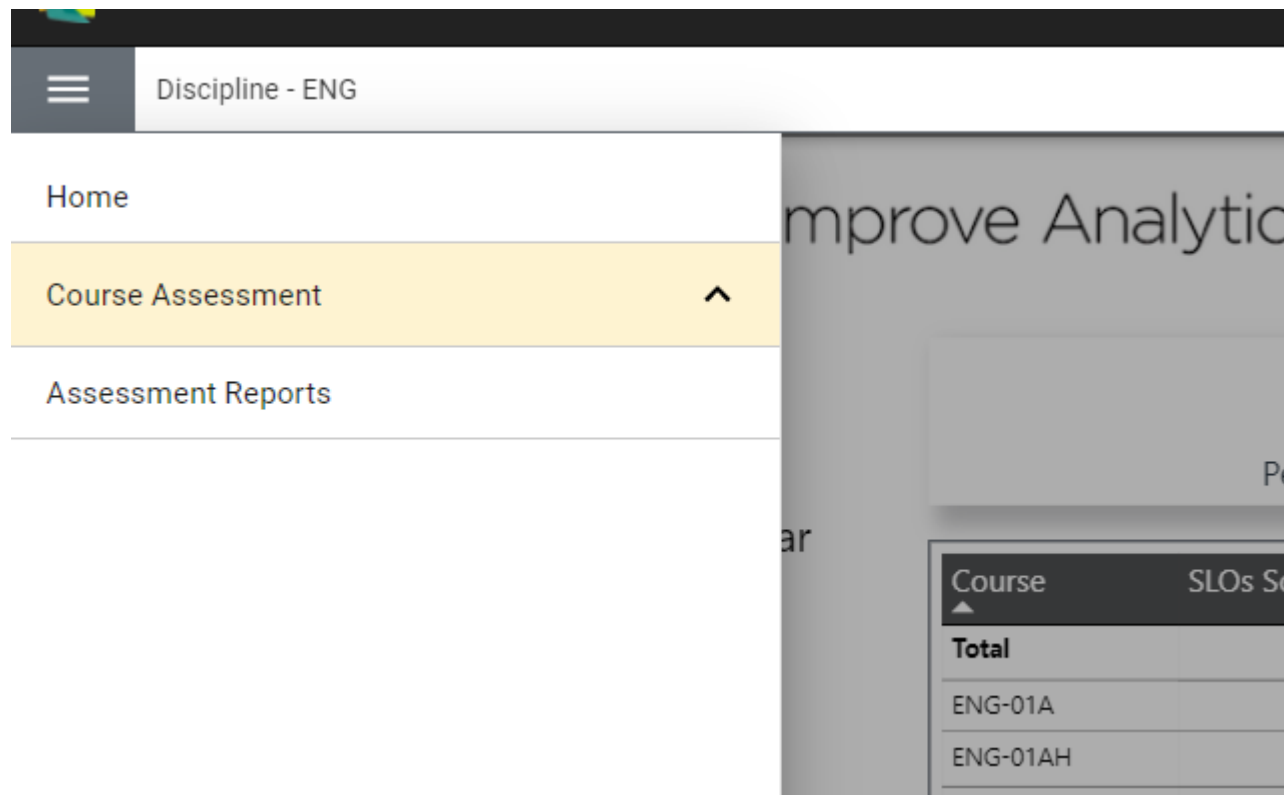
## Faculty Assessment Items – Discipline Course Level Assessment

This section will guide faculty through basic functions using Nuventive.

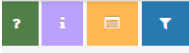
### 1. Entering a new SLO

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.”



Step 3: Once you click “Course Assessment,” you will see a drop down menu of options. Choose “Plan,” which will take you to a screen that looks like this:



ENG-01A - English Composition

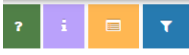
\* Asterisk next to a Course in the dropdown indicates that the Course is not owned by Discipline.

Student Learning Outcomes

<p>▶ <b>SLO #1</b> 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)</p>	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p>▶ <b>SLO #2</b> 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)</p>	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p>▶ <b>OLD 2019 SLO #1</b> 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. (No)</p>	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p>▶ <b>OLD 2019 SLO #2</b> Critical Reading - Analyze college-level expository and argumentative texts of intrinsic value and directed at advanced readers. (No)</p>	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p>▶ <b>OLD 2019 SLO #3</b> 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. (No)</p>	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p>▶ <b>OLD 2019 SLO #4</b> 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. (No)</p>	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Step 4: On this screen, use the top middle drop down menu to choose in which class you want to enter a new SLO. When the SLOs for that course come up, use the green + on the right to add a new SLO.

Step 5: When you click the + sign, this screen will come up:



Save Return

ENG-01A - English Composition

\* Student Learning Outcome Name

\* Student Learning Outcome

SLO Active

SLO Assessment Cycle

Start Date

Inactive Date

\* Required field

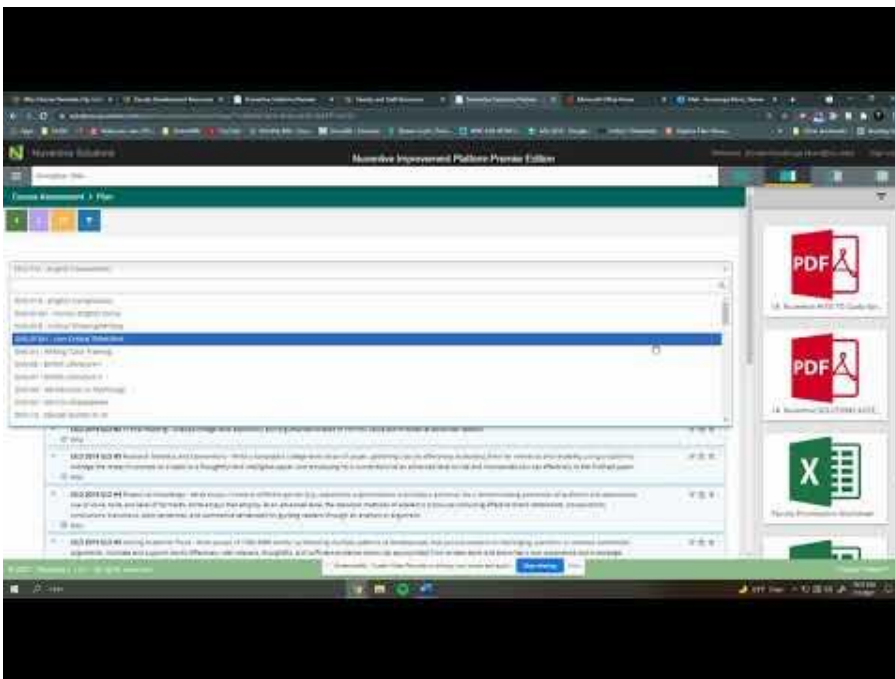
Fill in the SLO name. The name is whatever you want to call it—SLO #1, SLO 1. Then fill in the SLO. You can copy from CurriQunet and paste here to make sure the wording matches exactly. Make the SLO active by clicking on the drop down and choosing “Yes.”

\*\*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 “Return” to be taken back to the list of SLOs for that course.

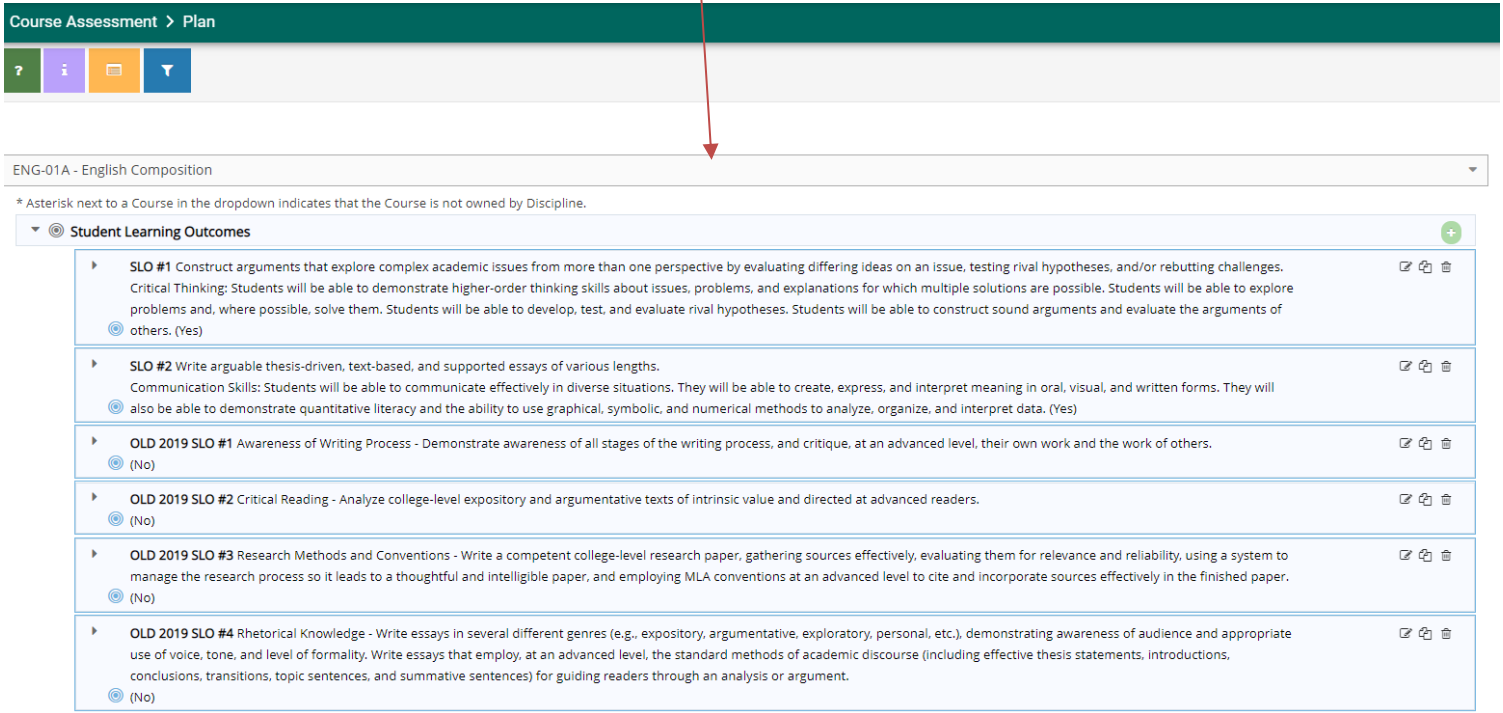
## Video: Entering a new SLO



## 2. Deleting an SLO

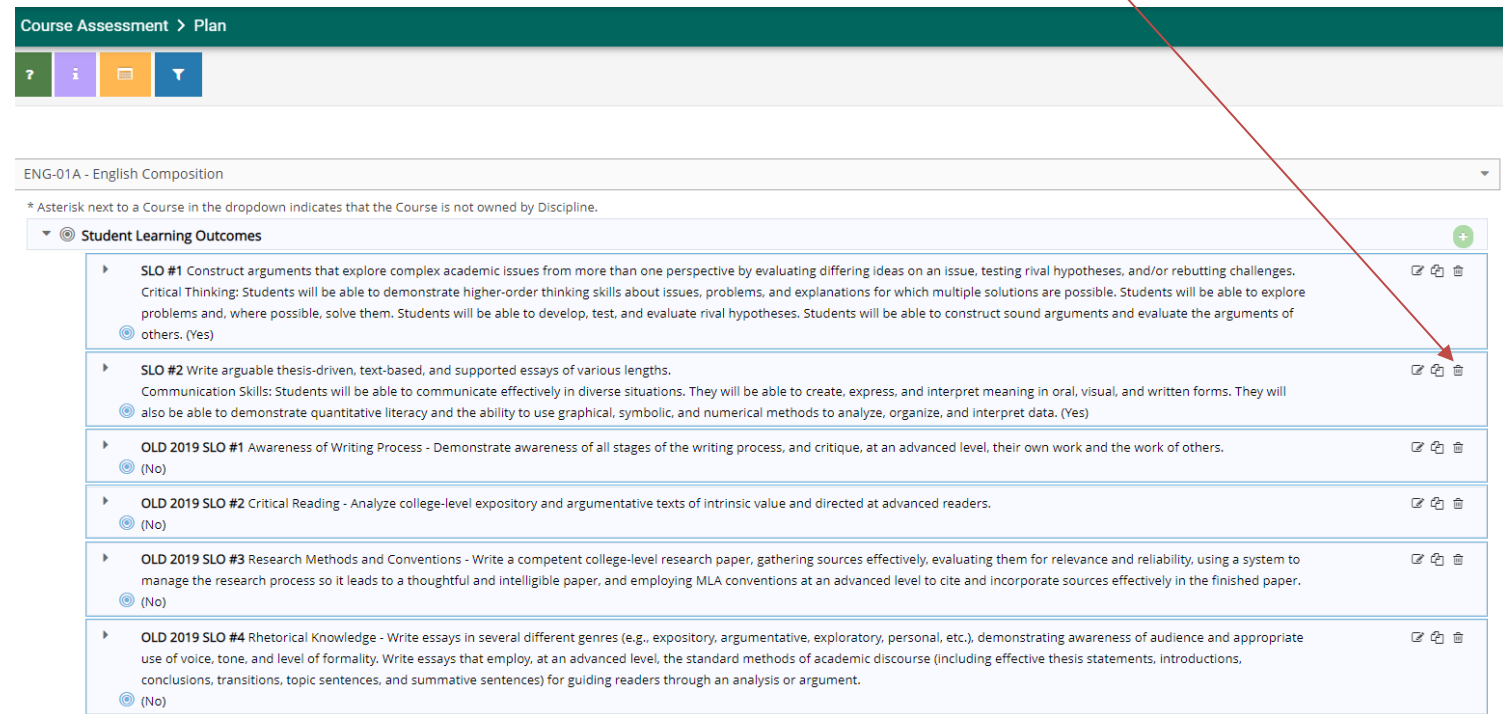
It is not recommended that you delete any SLOs that have previously been assessed and have assessment schedules set and assessment results documented in the document repository. Instead, if your course SLOs change, it is better to make the old SLOs inactive. Making an SLO inactive maintains record of 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 1-4 described in the section above. When you come to this screen, choose the course for which you want to delete the SLO by clicking on drop down menu at the top center of the screen:



The screenshot shows the top navigation bar with "Course Assessment > Plan" and a toolbar with icons for help, info, home, and a dropdown arrow. Below this is a dropdown menu currently set to "ENG-01A - English Composition". A red arrow points to this dropdown menu. Below the dropdown is a note: "\* Asterisk next to a Course in the dropdown indicates that the Course is not owned by Discipline." Underneath is a section titled "Student Learning Outcomes" with a plus icon. It contains a list of six SLOs, each with a description and a trash can icon in the top right corner.

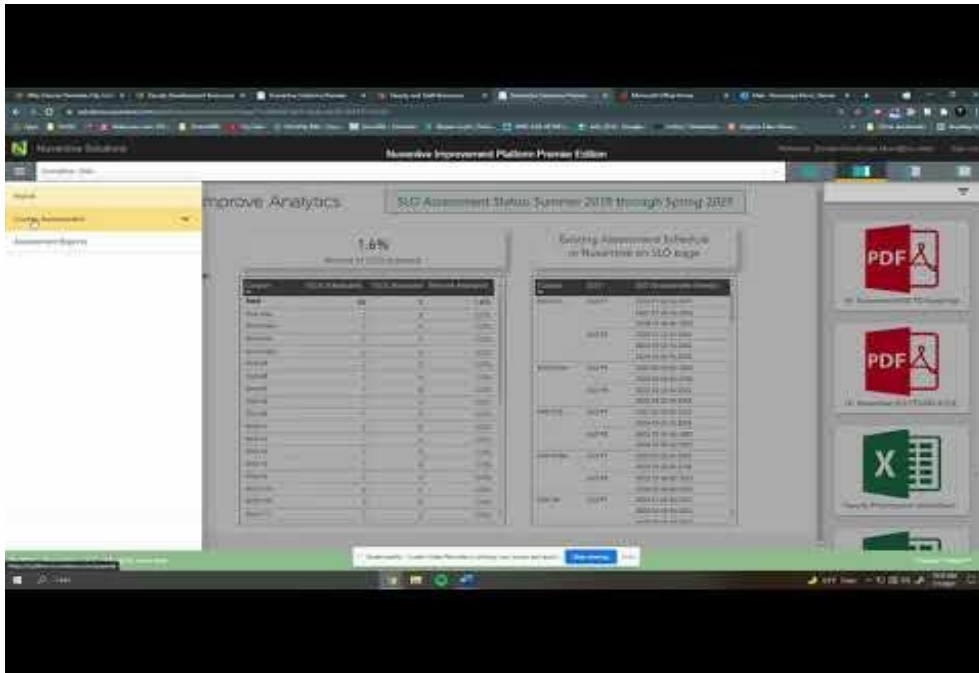
Next, choose the SLO that you want to delete and click the trash can icon next to the SLO.



This screenshot is identical to the one above, showing the "Student Learning Outcomes" list. A red arrow points from the text above to the trash can icon next to the second SLO, "SLO #2 Write arguable thesis-driven, text-based, and supported essays of various lengths."



## Video: Deleting a course SLO



Course Assessment > Plan

ENG-01A - English Composition

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

Student Learning Outcomes

<p>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)</p>	<input checked="" type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>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)</p>	<input checked="" type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>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. (No)</p>	<input checked="" type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>OLD 2019 SLO #2 Critical Reading - Analyze college-level expository and argumentative texts of intrinsic value and directed at advanced readers. (No)</p>	<input checked="" type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>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. (No)</p>	<input checked="" type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>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. (No)</p>	<input checked="" type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 3. Making an SLO inactive

In order to preserve previous SLO assessment schedules, plans, and instruments, making an SLO inactive is a better choice than deleting. To make an SLO inactive, follow steps 1-4 listed above, at which point you will come to this screen:

Once you arrive at this screen, choose the course that needs the SLO changed by clicking the drop down menu at the top center of the screen.

Course Assessment > Plan

ENG-01A - English Composition

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

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 #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)
- 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. (No)
- OLD 2019 SLO #2** Critical Reading - Analyze college-level expository and argumentative texts of intrinsic value and directed at advanced readers. (No)
- 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. (No)
- 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. (No)

Next, choose the SLO that needs to be made inactive and click the icon that looks like a pencil and paper. This is the “Edit” icon. When you click that icon, this screen will appear:

On this screen, you have two tasks. First, rename the SLO so others will know this is the old SLO. Do this by clicking “Student Learning Outcome Name” and labeling it “SLO 1—OLD” or “SLO 1—OLD 2019” or whatever name serves your discipline best. Second, change “SLO Active” from “yes” to “no.” Then click “Save” and “Return.” This SLO will now no longer show up on reports of SLOs needing assessment.

Course Assessment > Plan

ENG-01A - English Composition

\* Student Learning Outcome Name SLO #1

\* Student Learning Outcome 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 Active Yes

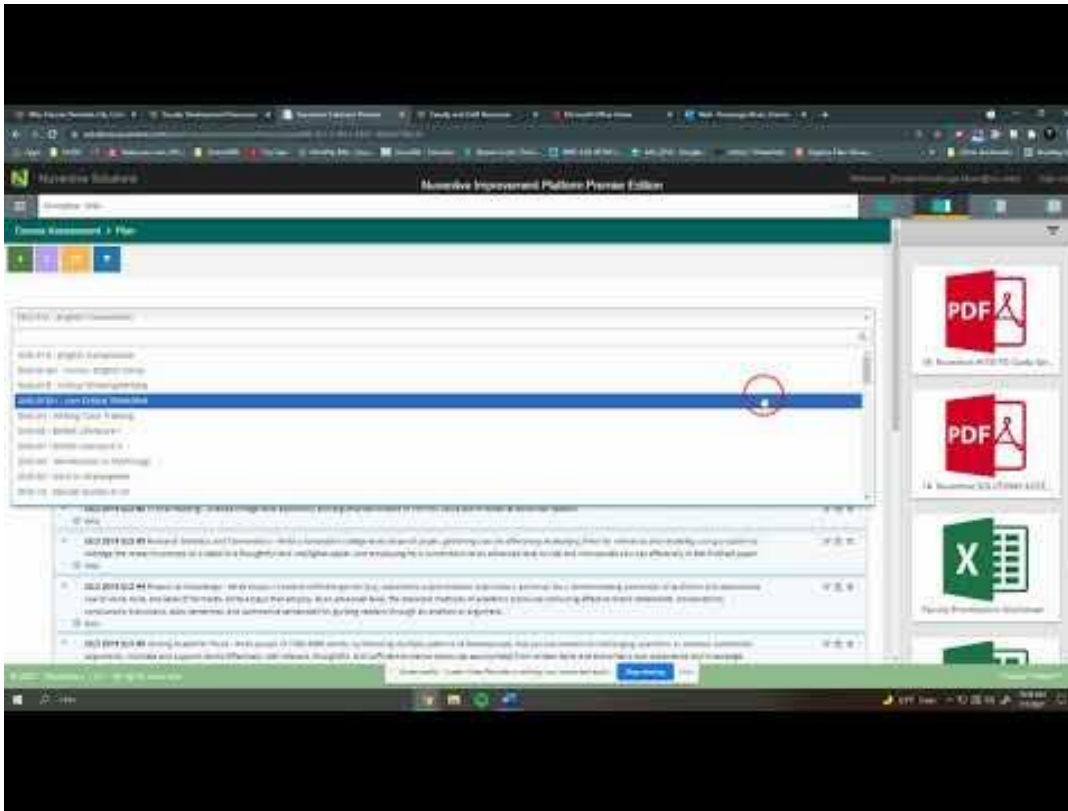
SLO Assessment Cycle 2018-19 (4) Sp 2019 2020-21 (4) Sp 2021 2022-23 (4) Sp 2023 2024-25 (4) Sp 2025

Start Date 07/01/2019

Inactive Date

Save Return

## Video: Making an 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: ↓

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

Student Learning Outcomes

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

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  
also be able to demonstrate quantitative literacy and the ability to use graphical, symbolic, and numerical methods to analyze, organize, and in

OLD 2019 SLO #1 Awareness of Writing Process - Demonstrate awareness of all stages of the writing process, and critique, at an advanced level  
(No)

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

OLD 2019 SLO #2 Critical Reading - Analyze college-level expository and argumentative texts of intrinsic value and directed at advanced readers.  
(No)

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:

**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

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 **v** 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

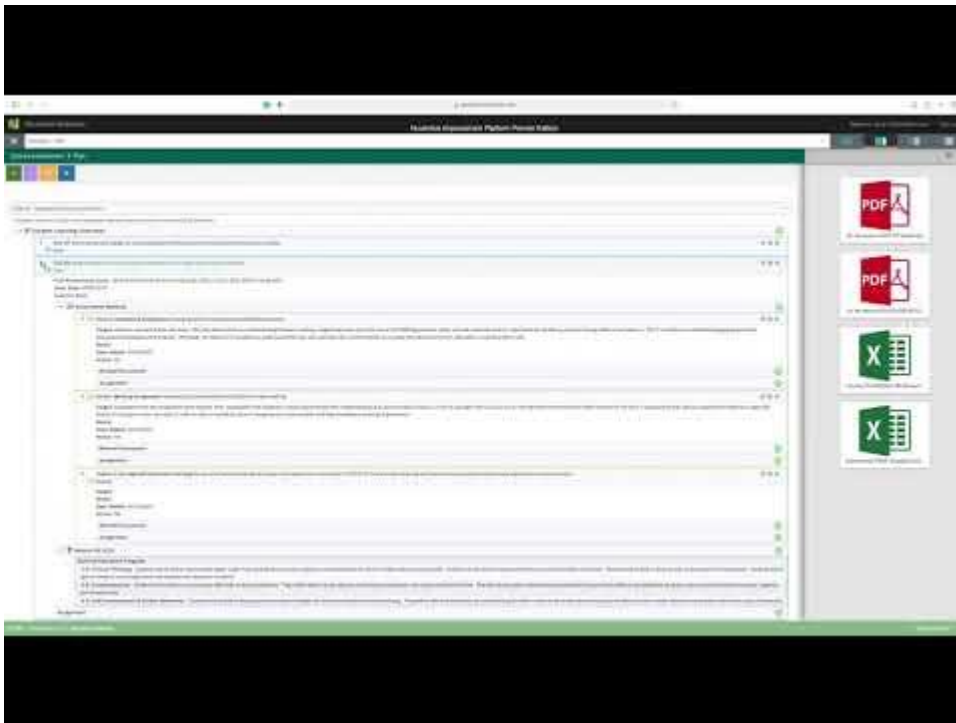
ENG-01A - English Composition

\* 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.

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:



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.

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 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:

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.

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	

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.

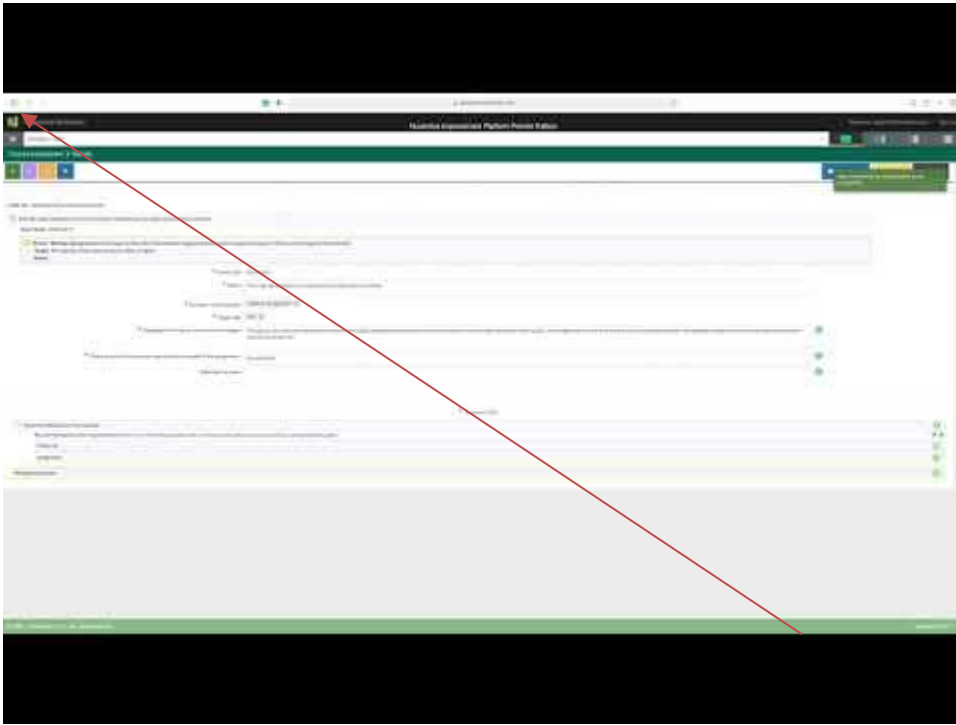
Pedagogical process or instructional strategy: What did you do in class or for homework to teach the concept? Did you lecture? Did you have students do a group project? Did you have students write a rough draft and then a final draft? List your teaching strategy or strategies here.

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, log into Nuventive and locate your discipline. You will see this screen:

Discipline - ENG

**Nuventive. Improve Analytics** SLO Assessment Status: Summer 2019 through Spring 2025

1.6%  
Percent of SLOs Assessed

Existing Assessment Schedule in Nuventive on SLO page

Scheduled Assessment Year

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

Year Assessed

Course	SLOs Scheduled	SLOs Assessed	Percent Assessed
<b>Total</b>	<b>62</b>	<b>1</b>	<b>1.6%</b>
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	0	0.0%
ENG-06	1	0	0.0%
ENG-07	1	0	0.0%
ENG-08	1	0	0.0%

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

Step 1: Click on the three lines next to the name of your discipline.

Step 2: Choose "Course Assessment" and then "Plan" from the drop down menu. You will see a screen that looks like this:

Discipline - ENG

Course Assessment > Plan

ENG-01A - English Composition

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

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 #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)
- ▶ 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. (No)
- ▶ OLD 2019 SLO #2 Critical Reading - Analyze college-level expository and argumentative texts of intrinsic value and directed at advanced readers. (No)
- ▶ 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. (No)

Step 3: The drop down menu at the top middle of the screen 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 and clicking on the pencil and paper icon which will allow you to edit the SLO.

Step 4: Once you click the pencil and paper icon, you will see this screen:

\* Student Learning Outcome Name  ?


\* Student Learning Outcome  ?

SLO Active  ?

SLO Assessment Cycle  ?

Start Date

Inactive Date



Step 5: Locate the box that says “SLO Assessment Cycle.” Here is where you will enter the semester and year in which you

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 Active  ?

SLO Assessment Cycle  ?

Start Date

Inactive Date

- 2011-12 (3) Wi 2012
- 2011-12 (4) Sp 2012
- 2012-13 (1) Su 2012
- 2012-13 (2) Fa 2012
- 2012-13 (3) Wi 2013
- 2012-13 (4) Sp 2013
- 2013-14 (1) Su 2013
- 2013-14 (2) Fa 2013
- 2013-14 (3) Wi 2014
- 2013-14 (4) Sp 2014
- 2014-15 (1) Su 2014
- 2014-15 (2) Fa 2014
- 2014-15 (3) Wi 2015
- 2014-15 (4) Sp 2015

want to assess this particular SLO for this particular course. Click into the box and a drop down menu will open:

Step 6: 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:

NG-01A - English Composition

\* Student Learning Outcome Name

\* Student Learning Outcome

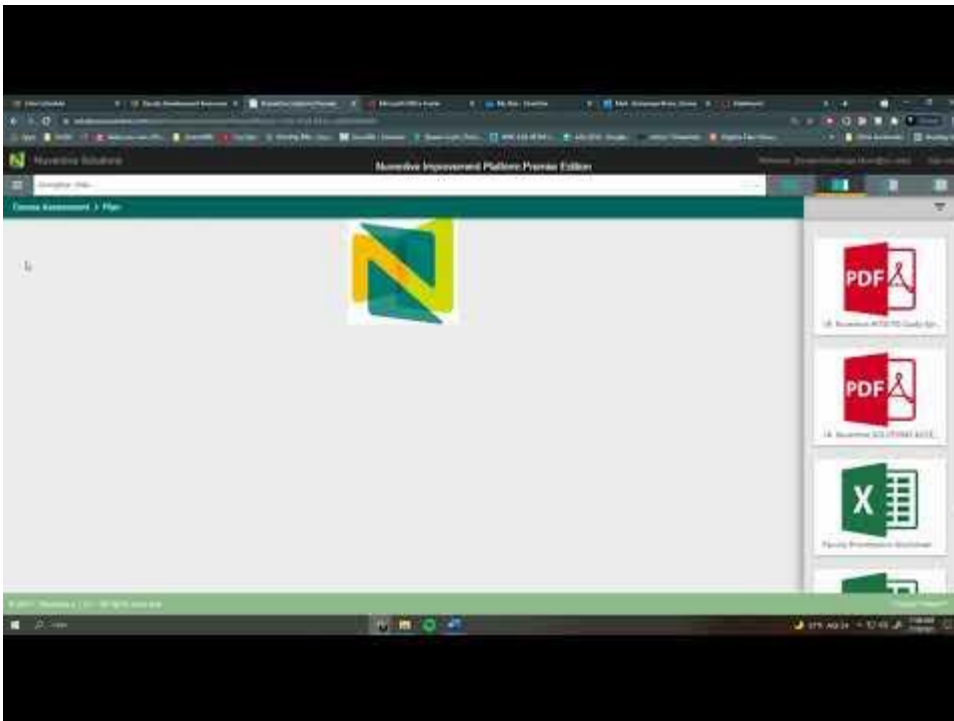
SLO Active

SLO Assessment Cycle

Start Date

Inactive Date

Step 7: Once you have chosen all terms, click “Save” and then “Return.”



Video: How to set a five-year assessment cycle

## 7. PLO Assessment

While there are many different ways to do PLO assessment, the attached checklist and instructions can help you get started. In addition, when you complete your PLO assessment, use [this form](#) to send the results to Institutional Research.

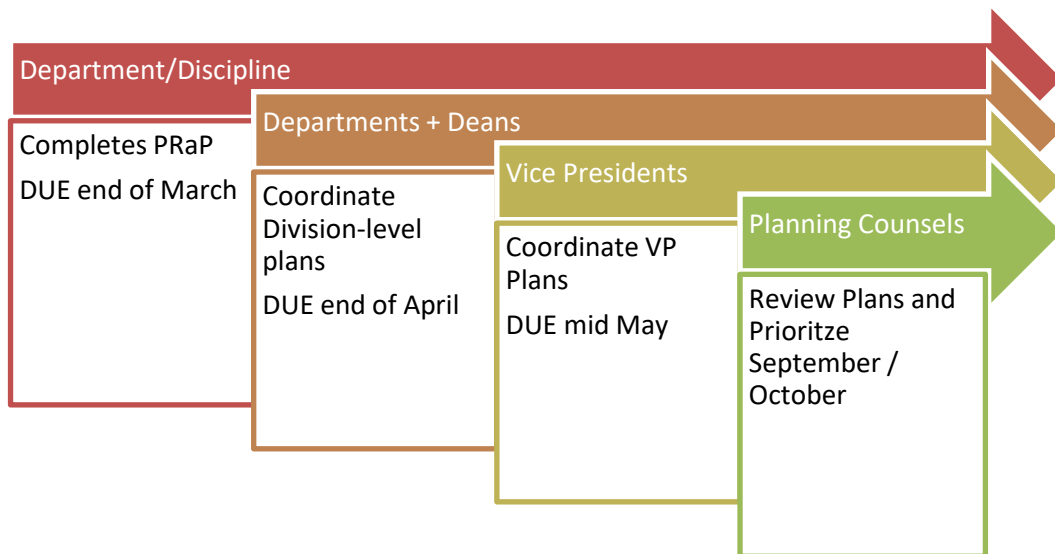
## Program Review

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 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. The page linked above includes a "Quick Start Guide" with step-by-step instructions for completing a Program Review.