



WCU Assurance of Students Learning Nuventive User Guide for ASL Scores Review

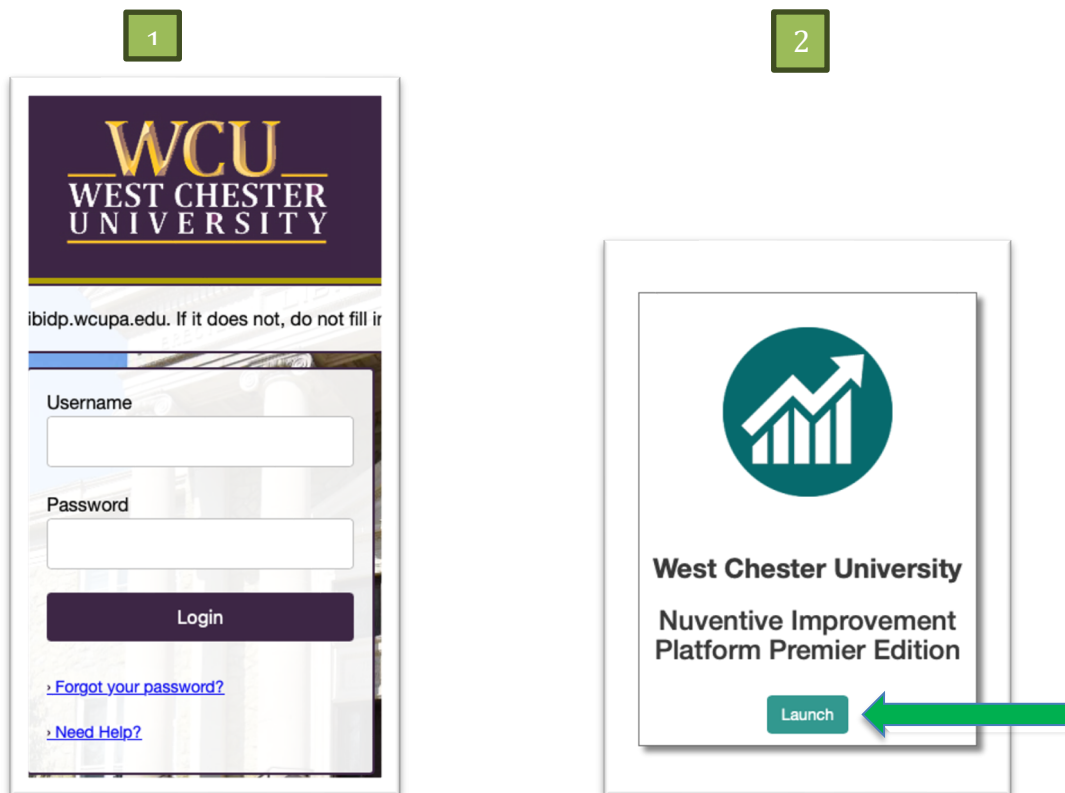
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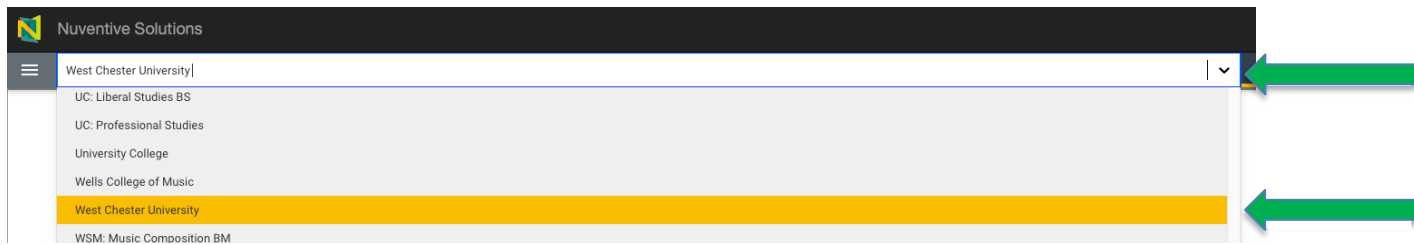
GETTING STARTED

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>
 - Users can also access the Nuventive login through the WCU Assessment website at <https://www.wcupa.edu/admin/provost/assessment/nuventive.aspx>. This webpage also includes a general [Nuventive User Guide for WCU Program Assessment](#) as well as video presentations addressing Nuventive navigation.
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.



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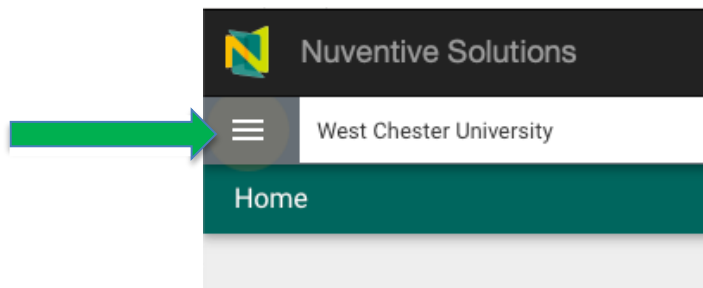
3. From the drop-down menu at the top of the screen, select West Chester University.



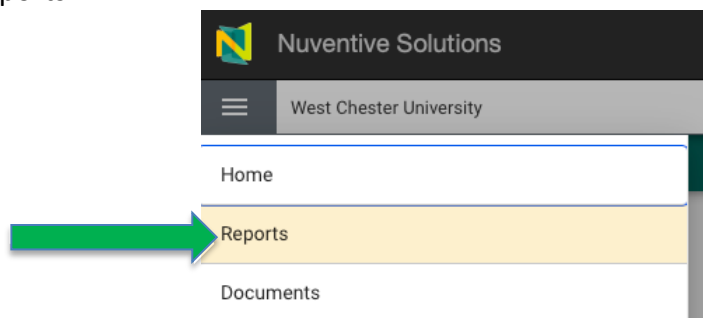
- Depending on account permissions, users will have access to different units within Nuventive. All available units will be listed in alphabetical order in the drop-down menu. If you do not see the desired unit in the menu, please contact SLAssessment@wcupa.edu.

NAVIGATING TO ANNUAL ASL SCORES

1. Once in the West Chester University unit, select the main (hamburger) menu in the top left corner.



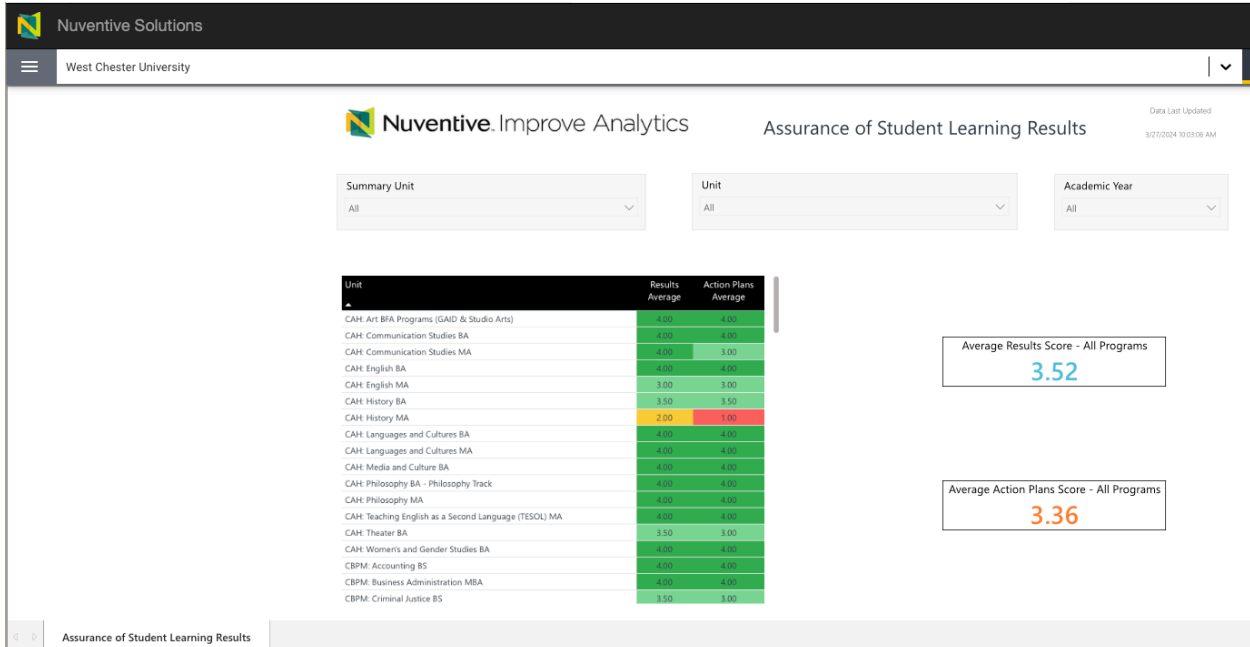
2. Select Reports.



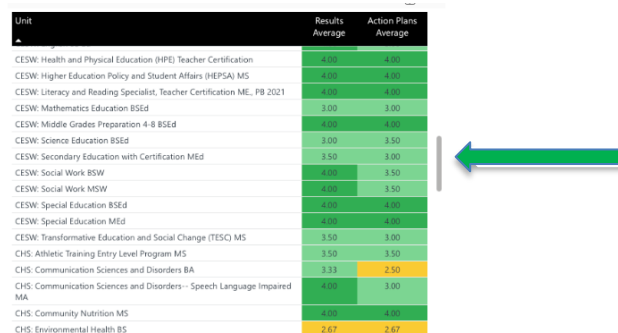
- Steps 1 and 2 above open the heat map display for all colleges and programs and provides average scores for all programs for the rubric components reviewed in the most recent assessment cycle (screen shot below).

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- The annual ASL Review follows a 3-year cycle in which all 7 rubric components are reviewed and scored in Year 1 and Results and Action Plans only are reviewed and scored in Years 2 and 3. The full [ASL Review Cycle](#) is available on the WCU Assessment website.

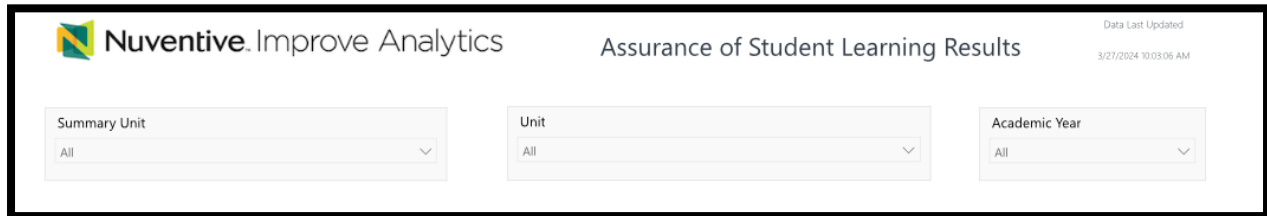


- Heat map scores represent the average of the University Assessment Advisory Committee (UAAC) review and the Associate Dean review. When the variance between reviewers is >1 , a third review is conducted by the Assessment Faculty Associate and averaged with the other scores.
- All assessment units are named according to college acronym, discipline, and degree. For example, the unit for undergraduate Communication Studies is: CAH: Communication Studies BA.
- Assessment units are listed alphabetically in the heat map by college acronym, then discipline.
- Users can scroll down through the full list of units by using the grey scrolling option to the right of the heat map.

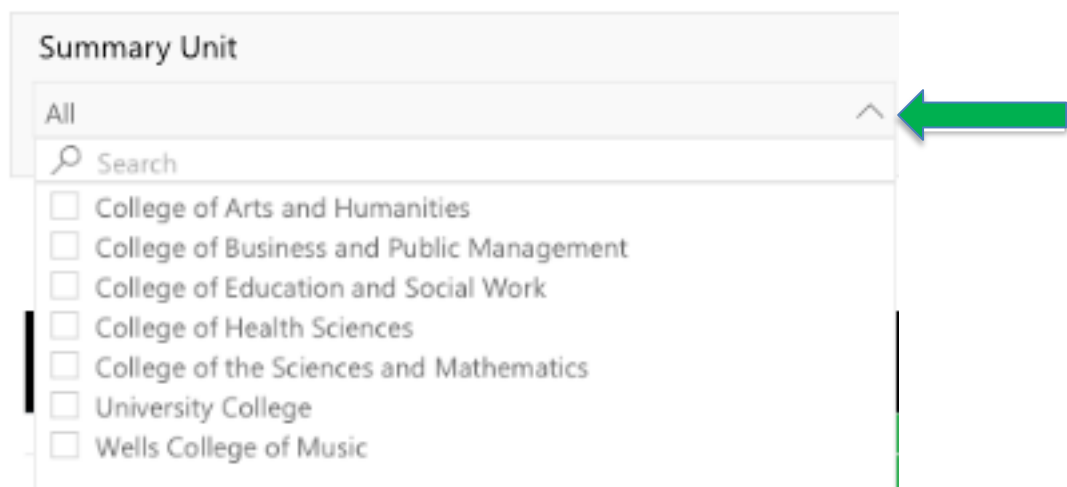


SEARCHING WITHIN ANNUAL ASL SCORES

The heat map display can be sorted by college (i.e., summary unit), assessment unit, and assessment cycle using the drop-down menus at the top of the page (screen shot below).



1. Use the Summary Unit drop-down menu to isolate scores from a specific college or academic unit. Select the "All" carat to open the list of summary units and select the desired unit.



- Once the summary unit is selected, the heat map will adjust to display scores from the selected college.
 - Average rubric component scores to the right will also adjust to represent the average scores of the isolated summary unit.
 - Users must clear any selections to return to the full heat map.
2. Users can use the Unit drop-down menu to isolate average scores for individual assessment units or the Academic Year drop-down menu to isolate scores from a specific assessment cycle.

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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>	