

**NEWLY IMPROVED:
TRANSITIONING ASSESSMENT
REPORTING TO THE NUVENTIVE
IMPROVEMENT PLATFORM**

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OUTCOMES

- Attendees will be able to
 - Identify ways in which an outcomes assessment management system can be leveraged to improve the quality of outcomes assessment
 - Identify ways in which an outcomes assessment management system can be leveraged to improve the efficiency of outcomes assessment reporting processes
 - Apply lessons learned in implementing a transition to a new assessment reporting system

FOUNDED IN 1889
PUBLIC, RESEARCH
DOCTORAL
11,624 STUDENTS
A&M UNIVERSITY SYSTEM
190+ ASSESSMENT UNITS

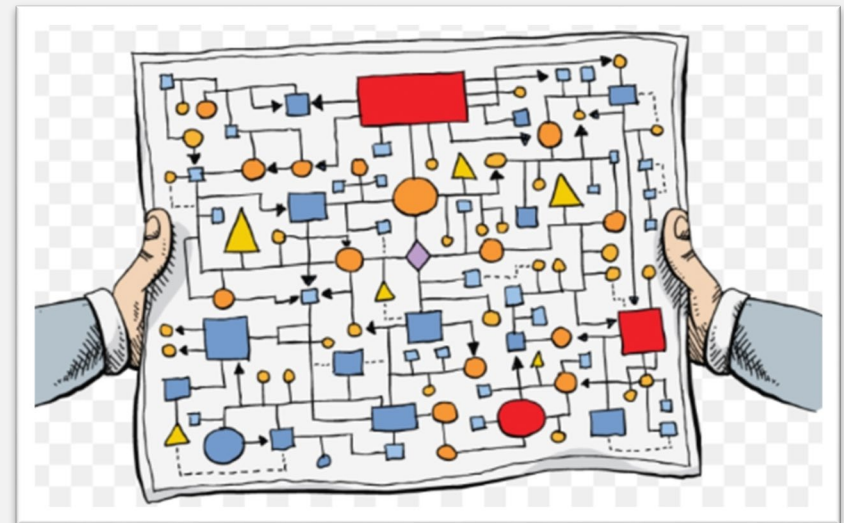


IDENTIFYING A NEED



DRAWBACKS OF PRIOR SYSTEM

- PDF form reporting format
- Out-dated approval and signature collection
- System of network shared drives and folders for shared access
- Movement of forms via email and storage on shared drive
- Manual checking for form completion
- No central repository of assessment data



Strategic Planning Alignment

Which institutional priorities of the TAMUC Strategic Plan are supported by this support unit? (0.a)

	Choose all that apply
Priority: Student Preparedness & Employability - Provide a transformative and experiential education - Pursue innovative pedagogies and an engaging environment for learning - Collaborate with external partners to increase student career readiness	<input type="radio"/>
Priority: Elevate Research - Build infrastructure for research and creative activity - Gain distinction as a high research activity institution by identifying and advancing targeted research initiatives - Encourage interdisciplinary collaboration	<input type="radio"/>
Priority: An inclusive community characterized by respect and collaboration - Enhance civility and collegiality of administrators, faculty, staff, and students - Recruit, develop, and retain diverse students, faculty, staff, and administrators - Create opportunity for meaningful interactions across campus	<input type="radio"/>
Priority: Align university initiatives to bolster our unique rural-urban identity - Serve as the hub of educational opportunities for Northeast Texas - Leverage the assets of the university for the economic, cultural, and social benefit of the region - Cultivate and strengthen partnerships that address regional needs	<input type="radio"/>
Priority: Transform our operations to serve the mission of a contemporary university - Increase organizational effectiveness by developing sound business practices that are intentional, collaborative, and data-informed - Diversify sources of funding and allocate resources strategically to promote innovation and effectiveness - Invest in student recruitment, retention, graduation, and continued engagement	<input checked="" type="radio"/>

Now that the priorities supported by this support unit have been chosen, describe how the support unit is connected to, and supports, the TAMUC Strategic Plan. (0.b)

The IE unit's mission to support strategic planning and continuous data-driven improvement directly aligns with the strategic plan priority of transformed operations and contributes to organizational effectiveness by promoting a data-informed culture. As the unit works to support faculty and staff on campus documenting evidence of seeking improvement based on analysis of results, organizational effectiveness will be increased.

Support unit's mission statement. (0.c)

IER Mission Statement:
 The Department of Institutional Effectiveness and Research (IER) serves Texas A&M University-Commerce in a variety of capacities to improve.
IE Mission Statement:

Goals for 2019-2020

This form contains 10 goal entries. Only the first entry is required and all other entries are optional. An appendix may be submitted for additional goals, if needed.

Goal #1 (1.a)

The Program Approvals area will coordinate the Program Review process, including Self Study drafting and review, in an efficient manner.

Method of assessment (1.b)

Program Review Submission and Review Process
 Schedule of time frames for completion of program review stages

There are 2 undergraduate program reviews are scheduled for the current year:
 1. Liberal Studies
 2. Communication Studies

Method of assessment (1.d)

Standard of success (1.c)

100% of the stand alone undergraduate program reviews will occur and be completed within the appropriate time frames proposed in the attached Appendix A.

Standard of success (1.e)

Assessment Results

This form contains 5 assessment results entries. Only the first entry is required and all other entries are optional. An appendix may be submitted for additional assessments, if needed.

Total number of assessments on the 18-19 IE Plan

5

Assessment 1

Components of Assessment 1

Name of the assessment as listed on the 18-19 IE Plan (1.a)

Program Review Submission and Review Process

Which goal(s) by # are measured by this assessment? Choose all that apply. (1.b)

- Goal #1 Goal #2 Goal #3 Goal #4 Goal #5
 Goal #6 Goal #7 Goal #8 Goal #9 Goal #10

Did any aspect or component of assessment 1 change from how it was outlined on the 18-19 IE Plan? (1.c)

No

Results for Assessment 1

List the IE cycles that this data have been collected. (1.e)

In the larger box below (or included in an appendix), provide multiple years of data for comparison over time.

18-19

Describe the results for assessment 1. If this assessment assesses multiple goals, label the results accordingly. In addition to this narrative, an appendix may be submitted separately with images, tables, or charts as a visual representation of the results. (1.f)

The standard of success as detailed on the 2018-2019 plan is "As the conducting of stand-alone undergraduate academic programs is a new task for the unit and this is a new assessment, the standard of success will be the establishment of a baseline measurement for time to complete, against which to evaluate future program review submission and review processes. " While this particular piece will change, a general baseline of time needed to complete this task was established in Appendix item D.



OUR MISSION

EDUCATE. DISCOVER. ACHIEVE.

Increase organizational effectiveness by developing sound business practices that are intentional, collaborative and data-informed.

SELECTING A SOLUTION

1. Collaborative process
2. Collective goals
3. Comprehensive requirements

COLLABORATIVE PROCESS

- Formed exploratory committee inclusive of IE Leadership Team Members (faculty/staff members or administrators) from academic colleges and administrative divisions across campus
- Met periodically over the course of Summer 2019
- Provided our team with feedback on collective goals and comprehensive requirements for transition to assessment management system
- Attended product demos and provided post-demo feedback
- Acted as advocates for the selected system within their areas during transition



COLLECTIVE GOALS

Reporting Format

PDF forms

Other available
template format

Assessment tool

Reporting Timeline

Move report
submission date

Introduce multiple
submission dates

Quality Review

Assessment
committee

Rubric

COMPREHENSIVE REQUIREMENTS

- ✓ Price
- ✓ Customer support – initial and ongoing
- ✓ Ease of use
- ✓ Train the trainer or train the user training set up
- ✓ Integration with other university systems and services
- ✓ Ability to control user permissions and access (SSO, LMS, etc.)

COMPREHENSIVE REQUIREMENTS

- ✓ Customizable reporting template
- ✓ Review, approval, and feedback mechanism
- ✓ Ability to map unit-level goals/learning outcomes to higher order goals/learning outcomes (strategic planning, institutional goals/SLOs, etc.)
- ✓ Uploading of supporting documentation
- ✓ Ability to easily monitor report submission and approval



NUVENTIVE IMPROVEMENT PLATFORM

The screenshot displays the Nuventive Improve Analytics SLO/Goal Summary dashboard. At the top, the header includes the Nuventive Solutions logo, the product name 'Nuventive Improvement Platform Essential Edition', and a user welcome message 'Welcome, Alison Soeder@tamuc.edu! Sign out'. Below the header, the main content area is titled 'SLO/Goal Summary' and includes a refresh status: 'Refreshed twice daily at 12:30 a.m. and 12:30 p.m.'. A green banner provides a link to an instructional video: 'Reporting Unit Menu Navigation and Reports'. A 'FILTERS' section contains three dropdown menus: 'Reporting Unit' (set to 'All'), 'Academic & Support Plans' (set to 'All'), and 'Planned Assessment Cycle(s)' (set to 'All'). The dashboard features two key metrics: 'Plans Without SLOs/Goals (%)' at 4.0% and 'Plans Without SLOs/Goals' at 5. A table titled 'SLOs/Goals by Plan' lists various academic and support plans with their corresponding SLO/Goals counts. A bottom navigation bar includes tabs for 'SLOs/Goals Summary', 'Assessment Method Summary', 'Results Summary', 'Standards of Success Summary', and 'Actions/Use of Results Summary'. The footer contains the copyright notice '© 2021 - Nuventive, LLC - All rights reserved' and a 'Privacy Policy' link.

Nuventive Solutions Nuventive Improvement Platform Essential Edition Welcome, Alison Soeder@tamuc.edu! Sign out

All Academic Program Plans

Nuventive Improve Analytics SLO/Goal Summary Refreshed twice daily at 12:30 a.m. and 12:30 p.m.

Click the link below to view a brief instructional video:
[Reporting Unit Menu Navigation and Reports](#)

FILTERS

Reporting Unit: All Academic & Support Plans: All Planned Assessment Cycle(s): All

Plans Without SLOs/Goals (%)
4.0%

Plans Without SLOs/Goals
5

SLOs/Goals by Plan

Academic/Support Plans	SLOs/Goals
Academic - Agricultural Science & Technology – Leadership & ...	0
Academic - Human Services (BA/BS)	0
Academic - Public Health (MPH)	0
Academic - Sustainable Agriculture and Food Systems (BS)	0
Academic - Veterinary Biomedical Technology (BS)	0
Academic - Business Administration (BS/BA)	1
Academic - Business Analytics (BBA)	1
Total	570

SLOs/Goals Summary Assessment Method Summary Results Summary Standards of Success Summary Actions/Use of Results Summary

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TRANSITION AND IMPLEMENTATION

- Platform Set Up
- Training and Resources
- Campus Implementation

PLATFORM SETUP

Template
Customization

Review/Approval
and Rubric
Configuration

Addition of Units

Addition of Users

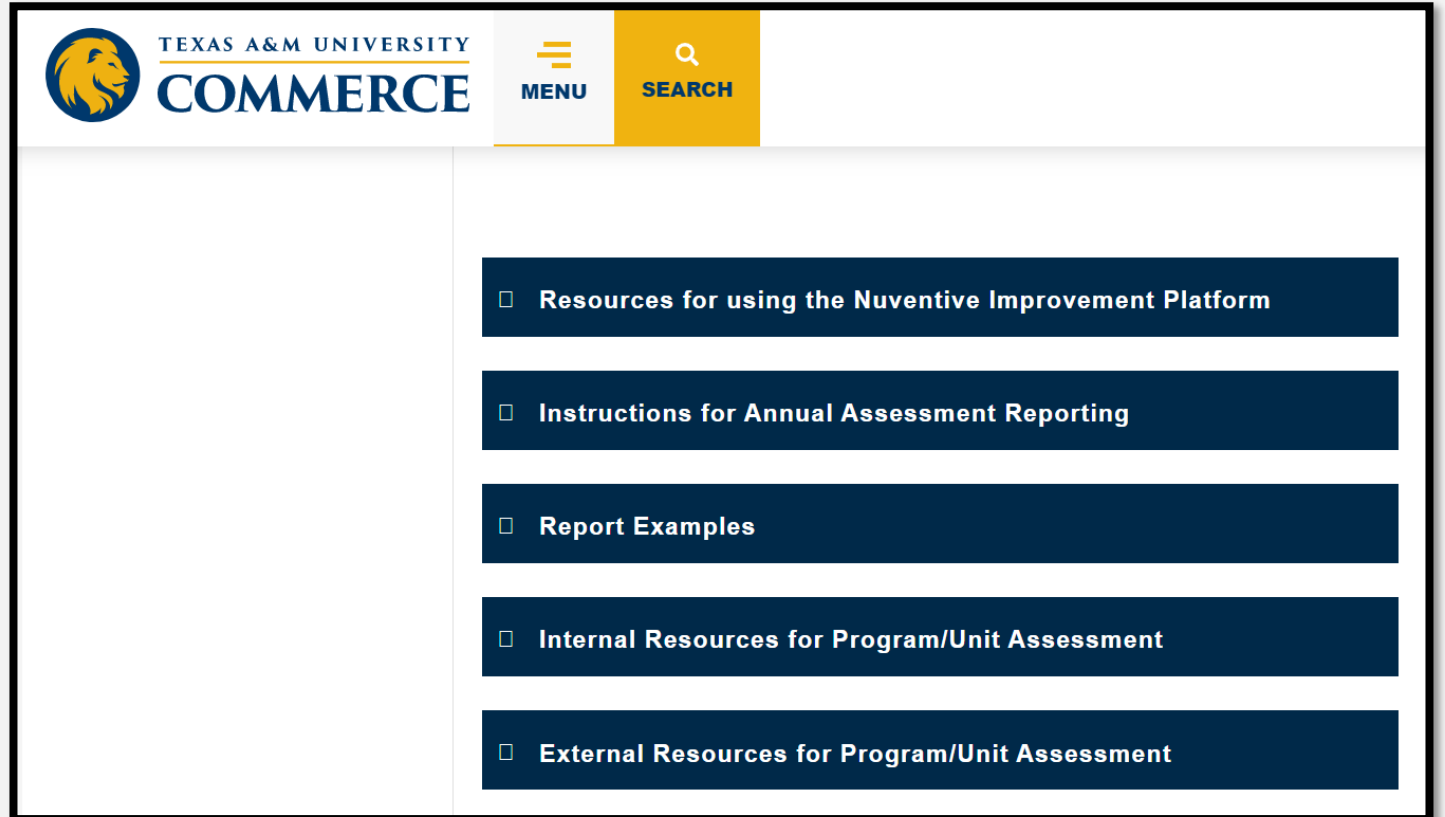
SSO Integration

Importing of
Assessment Data

Analytics Reports
Configuration

DEVELOPMENT OF RESOURCES

- Files in the Platform
 - Definitions of Assessment Methods
 - Blooms Taxonomy
 - Taxonomy of Goals
- Internal Resources
 - User Manual
 - Reviewer Manual
 - Training Videos
- Instruction Guides for User and Reviewers



The screenshot displays the header and main content area of the Texas A&M University Commerce website. The header includes the university logo, the text "TEXAS A&M UNIVERSITY COMMERCE", a "MENU" button, and a "SEARCH" button. The main content area features a list of resource links, each preceded by a square icon:

- Resources for using the Nuventive Improvement Platform
- Instructions for Annual Assessment Reporting
- Report Examples
- Internal Resources for Program/Unit Assessment
- External Resources for Program/Unit Assessment

DEVELOPMENT OF TRAINING

- Basic User Training (Required)
 - On-demand training course developed with Human Resources Training & Development
 - Live, Virtual trainings
- Rubric Training (Optional)



Utilizing the Nuventive Improvement
Platform for Annual Assessment
Reporting

Department of Institutional Effectiveness and Research

IMPLEMENTATION OF THE NUVENTIVE IMPROVEMENT PLATFORM

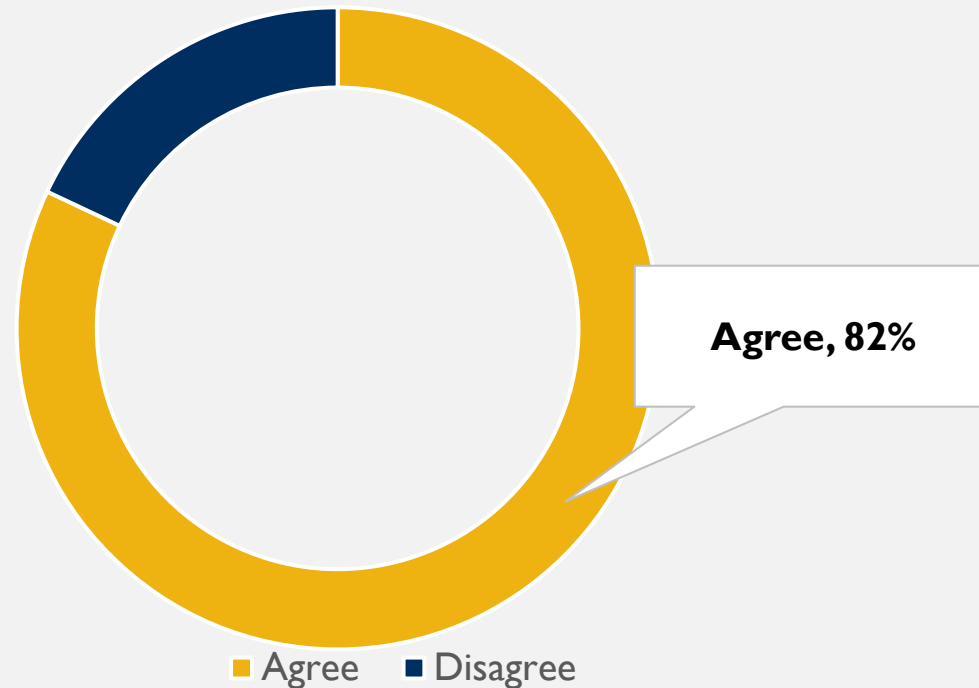
200+ users trained



20+ training resources created

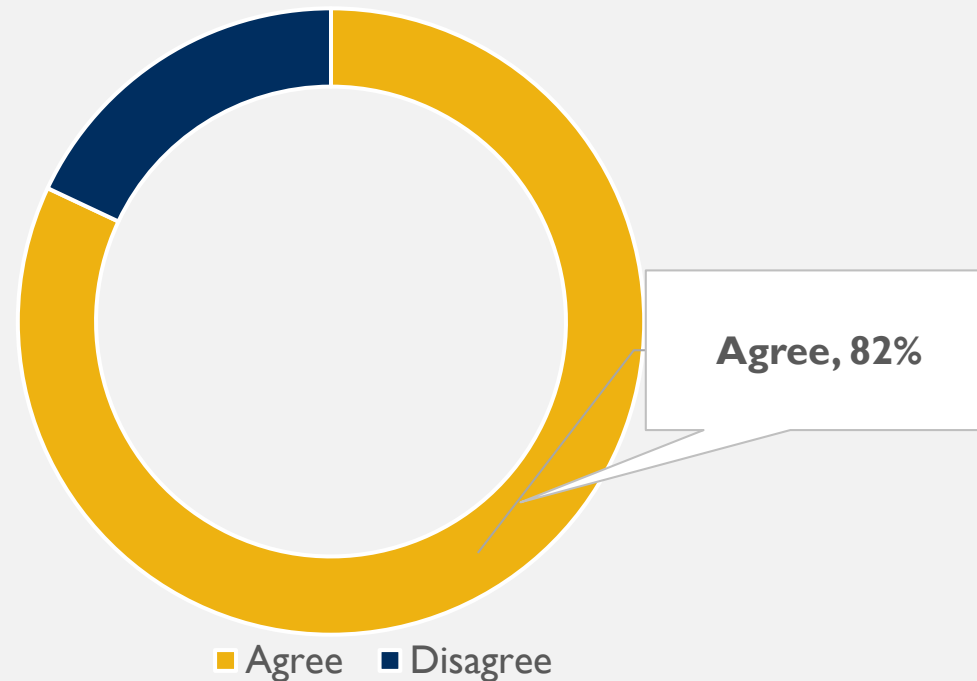
NUVENTIVE USER FEEDBACK

**The Nuventive Improvement Platform was
easy to navigate**



NUVENTIVE USER FEEDBACK

After this training, I feel comfortable using the Nuventive Improvement Platform



96%

- 2020
- The use of the Nuventive Improvement Platform to submit annual assessment reports was conducive to completing IE reports properly and on time.

79%

- 2016
- The form submission process this year was conducive to filling out the form properly and on time.

92%

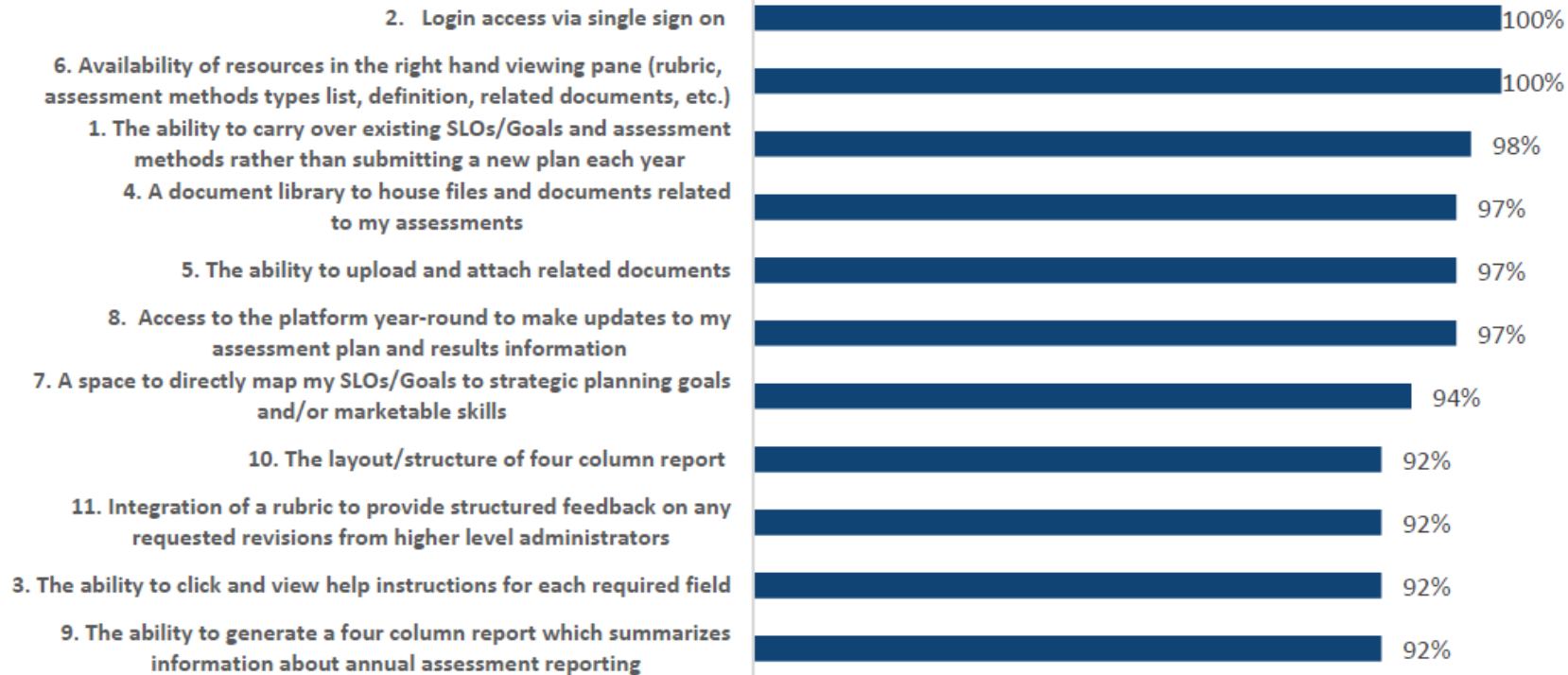
- 2020
- The review and approval process within Nuventive was a productive way for all higher level administrators to review and provide feedback on the reports.

88%

- 2016
- The "Form Participants" section was a productive way for all higher level administrators to review and provide feedback on the form.

Participants rated their satisfaction with features of the Nuventive Improvement Platform. The highest-rated features included **login access via single sign on** and **availability of resources in the right hand viewing pane**.

% Satisfied or Extremely Satisfied



LESSONS LEARNED

- Efficiency
- Quality
- Process

LESSONS LEARNED

Efficiency

Reports monitoring submission status

Built-in contact lists

Access for administrators

Quality

Assessment resources available in right hand panel

Rubric structured feedback

Central access for quality review

Report format easy to review & compare over time

Process

Involve others in the planning

Get input on training materials needed

Provide a variety of formats & access points

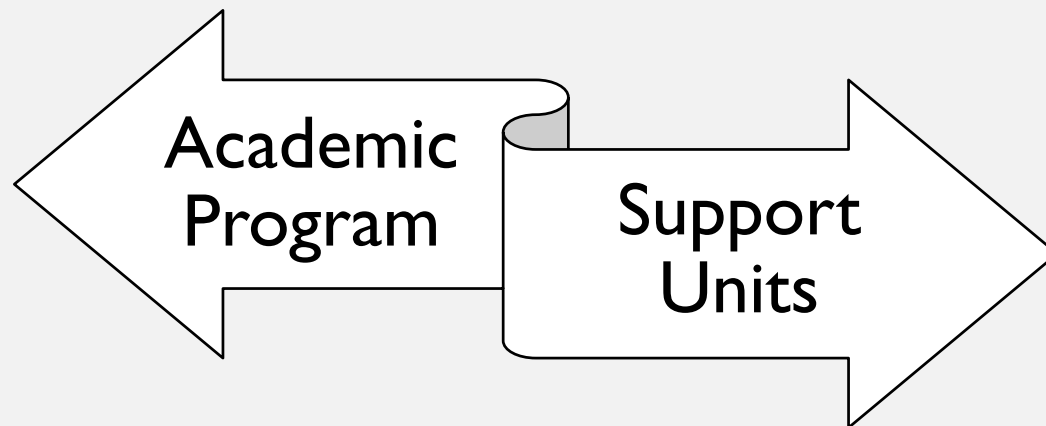
Allow plenty of time

NUVENTIVE (DR. NATALIE KISTNER)

Definitions of Assessment Meth...

Bloom's Taxonomy

Academic Program Rubric



Definitions of Assessment Meth...

Taxonomy of Goals

Support Unit Rubric

ANALYTICS REPORT- SLO/GOAL SUMMARY

Click the link below to view a brief instructional video:

[Reporting Unit Menu Navigation and Reports](#)

FILTERS

Reporting Unit

All

Academic & Support Plans

All

Planned Assessment Cycle(s)

2019 - 2020

Plans Without SLOs/Goals (%)

0.0%


Plans Without SLOs/Goals

0

SLOs/Goals by Plan

Academic/Support Plans	SLOs/Goals
Academic - Honors College	2
Academic - Regents Scholar Program	2
Support - Dual Credit	2
Support - TRIO/Student Support Services	2
Academic - QEP	3
Support - Academic Success Center	3
Total	14

ANALYTICS REPORT- RESULTS SUMMARY



Results Summary

Refreshed twice daily at 12:30 a.m. and 12:30 p.m.

FILTERS

Reporting Unit

All ▼

Academic & Support Plans

All ▼

Reporting Period

All ▼

Assessment Methods Without Results (%)

1.6%

Assessment Methods Without Results

1

Assessment Methods and Results by Plan

Academic/Support Plans	Assessment Methods	Results
Support - Accounting Services	9	9
Support - Associate VP/Comptroller	2	2
Support - Budget Office	6	6
Support - Bursar's Student Accounts	4	4
Support - Campus Operations & Safety	4	6 ◆
Support - Center for IT Excellence	4	4
Support - Facilities Services	2	2
Support - Human Resources (HR)/Training & Development	8	9
Total	61	64

CONTACT LIST

Nuventive. Improve Analytics Direct Supervisor/Department Head Review Refreshed twice daily at 12:30 a.m. and p.m.

Click the link below to view a brief instructional video:
[Monitoring, Submission and Approval Status](#)

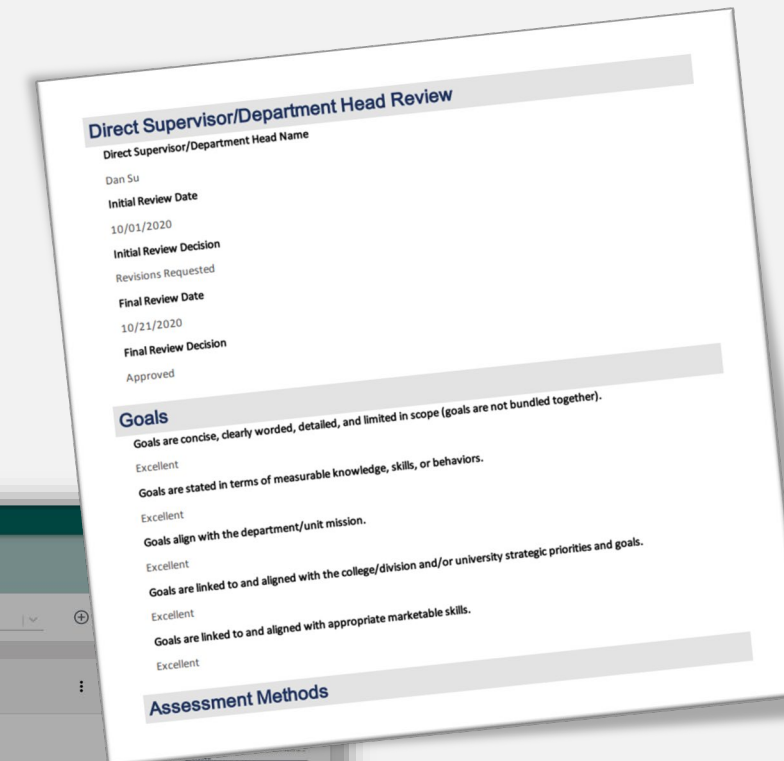
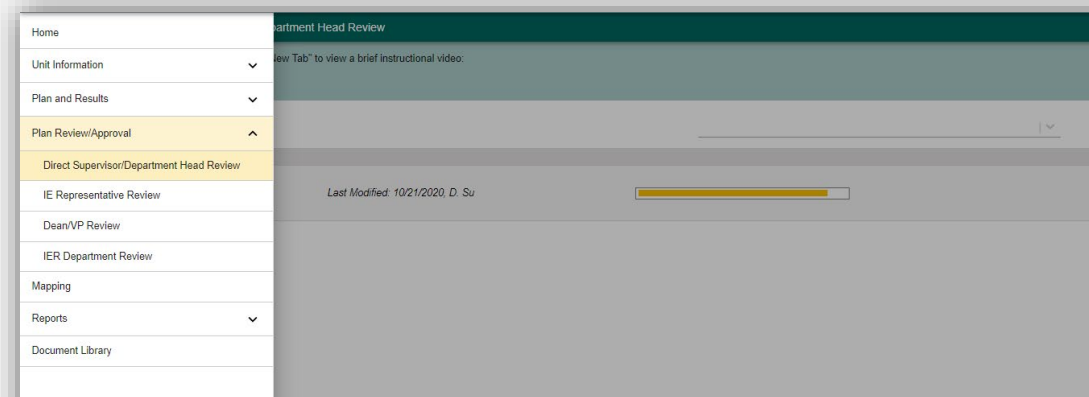
FILTERS Initial Review Decision: All Final Review Decision: All Has Review: All

Academic Plans	Last Name	First Name	Email Address	Initial Decision	Initial Review Date	Final Decision	Final Review Date
Academic - Accounting (BBA)	Hamill	James	James.Hamill@tamuc.edu				
Academic - Accounting (BBA)	Hamill	James	James.Hamill@tamuc.edu	Approved	9/17/2020	Approved	9/17/2020
Academic - Accounting (MS)	Hamill	James	James.Hamill@tamuc.edu				
Academic - Accounting (MS)	Hamill	James	James.Hamill@tamuc.edu	Approved	9/17/2020	Approved	9/17/2020
Academic - Agribusiness (BS)	LaVergne	Doug	Doug.LaVergne@tamuc.edu				
Academic - Agribusiness (BS)	LaVergne	Doug	Doug.LaVergne@tamuc.edu	Approved	9/15/2020	Approved	9/15/2020
Academic - Agricultural Science & Technology - Ornamental Horticulture (BS)	LaVergne	Doug	Doug.LaVergne@tamuc.edu				
Academic - Agricultural Science & Technology - Ornamental Horticulture (BS)	LaVergne	Doug	Doug.LaVergne@tamuc.edu	Approved	9/15/2020	Approved	9/15/2020

- Developed a contact list for reports
- List created from IE leadership information on file
- Running a report and having contact information available right away has made follow-up communications much easier.

ASSESSMENT RUBRIC REVIEW

- Ability to provide multi-layered and structured feedback
- Complete a rubric designed by IE to provide quality review and guidance
- Ability to create reports to monitor approval status



Academic Program Assessment Review Rubric

Program Reviewed _____

Report Year _____

Reviewer's Name _____

Rate each item below using the scale E=Excellent, A=Acceptable, R=Revise.	E = Excellent A = Acceptable R = Revise	Comments and Notes
STUDENT LEARNING OUTCOMES (SLOs)		
SLOs are concise, clearly worded, detailed, and limited in scope (outcomes are not bundled together).	E A R	
SLOs are stated in terms of measurable knowledge, skills, or behaviors.	E A R	
SLOs align with the department/program mission.	E A R	
SLOs are linked to and aligned with the college/division and/or university strategic priorities and goals.	E A R	
SLOs are linked to and aligned with appropriate marketable skills.	E A R	
ASSESSMENT METHODS		
Provide specifics about how results are obtained (i.e., what is assessed, who administers, who is assessed, description of measure, when administered, where assessed).	E A R	
Assessment types selected align with descriptions of assessment methods.	E A R	
Methods are clearly aligned and matched with SLOs.	E A R	
Use at least one direct assessment method. (e.g., essay, exam, etc.)	E A R	
Standards of success are clearly aligned with SLOs and assessment methods.	E A R	
Clear and reasonable targets and desired levels of achievement are specified for each assessment method.	E A R	
RESULTS		
Results are dated during the reporting year.	E A R	
Results are aligned with SLOs, assessment methods, and standards of success.	E A R	
Provide sample/population size (number assessed).	E A R	
Provide descriptive data (e.g., headcount, percentage, average, median, mode, etc.).	E A R	
Discussions of results are clear, concise, objective, and substantive.	E A R	
Results conclusions identified (e.g., Standard of Success Met, Standard of Success Not Met, Inconclusive) are aligned with results provided.	E A R	
Essential, relevant documents utilized to support the results discussion and analysis are attached, as	E A R	

ACTIONS/USE OF RESULTS

Action plans are presented when standards of success are not met, there are inconclusive results, or when standards are met but data indicate changes are needed to curriculum or pedagogy.	E A R	
Actions are clearly based on assessment results, and assessment results are cited in the action.	E A R	
Actions are aligned with the learning outcomes.	E A R	
Action plans are specific and clear (i.e., who is responsible, what is to be done, when implemented, where implemented, and how implemented).	E A R	
The report clearly demonstrates "closing the loop."	E A R	

Support Unit Assessment Review Rubric

Unit Reviewed _____

Report Year _____

Reviewer's Name _____

Rate each item below using the scale E=Excellent, A=Acceptable, R=Revise.	E = Excellent A = Acceptable R = Revise	Comments and Notes
GOALS		
Goals are concise, clearly worded, detailed, and limited in scope (goals are not bundled together).	E A R	
Goals are stated in terms of observable, measurable outcomes (i.e., represent a quality improvement rather than a task).	E A R	
Goals align with the department/unit mission.	E A R	
Goals are linked to and aligned with the college/division and/or university strategic priorities and goals.	E A R	
Goals are linked to and aligned with appropriate marketable skills.	E A R	
ASSESSMENT METHODS		
Provide specifics about how results are obtained (i.e., what is assessed, who administers, who is assessed, description of measure, when administered, where assessed).	E A R	
Assessment types selected align with descriptions of assessment methods.	E A R	
Methods are clearly aligned and matched with goals.	E A R	
Standards of success are clearly aligned with goals and assessment methods.	E A R	
Clear and reasonable targets and desired levels of achievement are specified for each assessment method.	E A R	
RESULTS		
Results are dated during the reporting year.	E A R	
Results are aligned with goals, assessment methods, and standards of success.	E A R	
Provide sample/population size (number assessed).	E A R	
Provide descriptive data (e.g., headcount, percentage, average, median, mode, etc.).	E A R	

Discussions of results are clear, concise, objective, and substantive.	E A R	
Results conclusions identified (e.g., Standard of Success Met, Standard of Success Not Met, Inconclusive) are aligned with results provided.	E A R	
Essential, relevant documents utilized to support the results discussion and analysis are attached, as applicable (e.g., charts, tables, rubrics, meeting minutes, etc.)	E A R	
ACTIONS/USE OF RESULTS		
Action plans are presented when standards of success are not met, there are inconclusive results, or when standards are met but data indicate changes are needed in operations or services.	E A R	
Actions are clearly based on assessment results, and assessment results are cited in the action.	E A R	
Actions are aligned with the goals.	E A R	
Action plans are specific and clear (i.e., who is responsible, what is to be done, when implemented, where implemented, and how implemented).	E A R	
The report clearly demonstrates "closing the loop."	E A R	

Department
Head/Direct
Supervisor
Rubric Review



IE
Representative
Rubric Review

Dean/VP
Rubric
review

THANK YOU!

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Natalie Kistner: nkistner@nuventive.com

