



OFFICE OF ACADEMIC ASSESSMENT
The UNIVERSITY of OKLAHOMA

Nuventive Improvement Platform

USER GUIDE

July 2026

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WELCOME

Welcome to the *Nuventive Improvement Platform Help Guide* for the University of Oklahoma. The purpose of this help guide is to walk you through the navigation of the Nuventive Improvement Platform (a.k.a., “**the Platform**”). If at any time you have questions about the Platform, please email Felix Wao, Associate Provost for Academic Assessment, at wao@ou.edu.

BASIC NAVIGATION

Accessing the Platform is simple and straightforward. It is supported on Apple Mac iOS as well as Microsoft Windows. **The Platform is most compatible with Google Chrome, Safari, or Firefox Web browsers. It is not compatible with Internet Explorer or Microsoft Edge.**

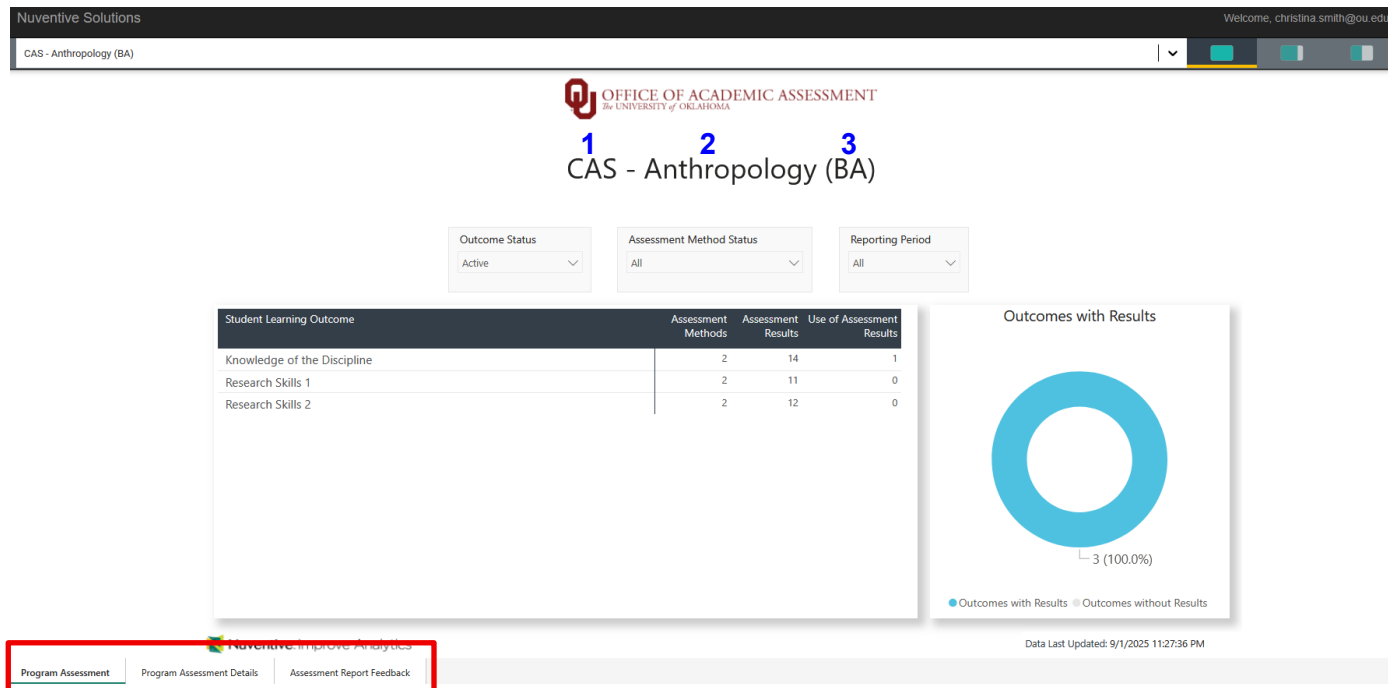
To access the Platform, simply use your OU Net ID (4x4) and password via the link below (please bookmark the link as that'll make it easier for you to access it whenever you need to).

- ⇒ Go to <https://solutions.nuventive.com/Account/SSOInit/b03a7f23-59d4-4b42-b881-131cf38ba852>
- ⇒ Enter your 4x4 and password.

A screenshot of the University of Oklahoma's Nuventive login interface, enclosed in a red rectangular border. At the top center is the red 'OU' logo. Below it, the text reads 'One account. One university.' followed by 'Sign in to Nuventive using your OU Email or OUNetID.' There are two input fields: the first is labeled 'OU Email or OUNetID' and the second is labeled 'Password'. Both fields have a small 'x' icon on the right side. Below these fields is a prominent blue button with the text 'Sign In'. Underneath the button are two links: 'Forgot password?' on the left and 'Forgot OUNetID?' on the right. At the very bottom, a light blue bar contains the text 'New to OU? Setup your OU account.'

ANALYTICS DASHBOARD

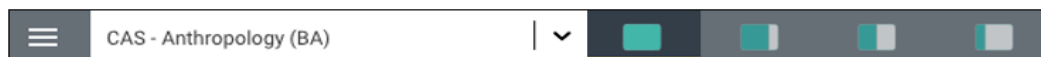
Once you are logged in, the first thing you see should be the analytic dashboard for your program with the (1) college acronym (e.g., College of Arts & Sciences = CAS), (2) name of the program (e.g., Anthropology), and (3) degree level (BA; see example below).



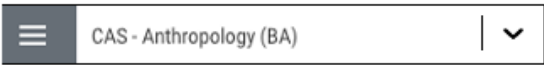
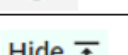
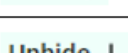
At the bottom of this page, there are two tabs in addition to the **Program Assessment** tab: **Program Assessment Details**, which displays the assessment information from all available reporting periods, and **Assessment Report Feedback**, which displays color-coded feedback based on each step of the program assessment process. **NOTE: This is simply a landing page, and there's really nothing that needs to be done on any of these 3 tabs.**

TOP NAVIGATION BAR & ICONS

At the top of each screen, you will find two sets of icons (to the left and right) and a drop-down in the middle. **This is the primary navigation bar throughout the platform.**



Below are the primary icons that will be utilized throughout the present Help Guide.

Hamburger Menu	
Unit Drop- down	
Data View/Split Screen/ Documents & Reports	
Instructions	
Ellipsis	
Plus (+) Sign	
Hide	
Unhide	



The hamburger menu button helps users navigate around the Platform from *Program General Information*, to *Program Assessment*, *Reports*, and *Documents Library*.



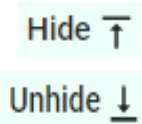
Throughout the Platform, wherever you see this icon, instructions may have been provided for that specific field, item, or area. Clicking on the icon will reveal any instructions that are available.



Throughout the Platform, wherever you see this icon, options will be presented by clicking on the ellipsis. Typical options include *Open*, *View/Print*, *Copy*, and/or *Delete*.



Throughout the Platform, wherever you see this icon is where you will click to **Add NEW** information on that screen regarding any of the steps of the program assessment process (i.e., *Student Learning Outcome*, *Methods of Assessment*, *Assessment Results* and *Use of Assessment Results*).



In several places throughout the Platform, you will find these icons. Clicking on the icon allows you to choose between leaving the highlighted information available as you enter information, or you can click the Hide icon to hide the information. Unhide allows you to uncover the highlighted information.

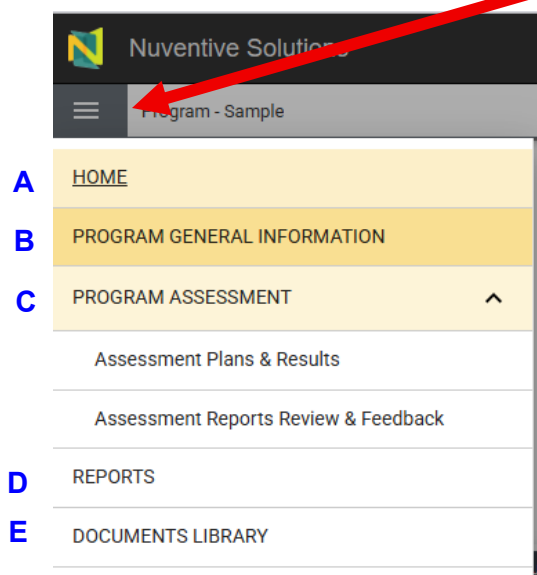
THE UNIT DROP-DOWN

The center unit drop-down is where you will locate your program(s) in the Platform. By clicking the down arrow to the right in the drop-down you will be able to locate the program(s) assigned to you. The name/title of each certificate or degree program is preceded by college initials where that program resides. For instance, in the diagram below, “CAS” simply means “College of Arts and Sciences” as the BA in Anthropology program is within that college.



Once you have selected a program from the drop-down you should see an automatically displayed dashboard with a summary of basic information/analytics for that program. **If this is your first time logging in, and you do not see your unit, please contact Felix Wao (wao@ou.edu).** If you are in charge of more than one program, simply type the name of the program in the drop-down box to quickly locate it.

THE MAIN MENU (Hamburger Menu)



Now that you have found your program, click the hamburger icon on the left to reveal your platform menu. **The options are:**

- A. HOME:** Main dashboards for the program.
- B. PROGRAM GENERAL INFORMATION:** Contains (1) the mission statement for the program, (2) name of the college and department or school where the program belongs, (4) delivery mode, (5) Program Location (**only needed if Face-to-Face/Blended**) (6) special accreditor, and (7) the name of the Assessment Liaison for the program. **Please make sure to review and update this information regularly.**
- C. PROGRAM ASSESSMENT:**
 - **Assessment Plans & Results:** This is where contents for the 4-step OU program assessment are uploaded.
 - **Assessment Reports Review & Feedback:**
- D. REPORTS:** Where reports for previous years are located.
- E. DOCUMENTS LIBRARY:** Repository for various documents (e.g., rubrics) “attached” or “related” to one or more steps of the assessment process.

SPLIT SCREEN/DIFFERENT VIEW OPTIONS

When you are in the **Program Assessment** section (Section **C** above), the icons on the far right of the navigation bar (referred to as **Split Screen/Documents & Reports**) will become interactive.



The first icon (*Full Layout*) provides information regarding the specific step of the assessment process you’re working on.

The next three icons show the same information as *Full Layout*, but adds a separate window to the right that displays image of a document or documents that can be in various formats (e.g., Word, PDF, Excel, Video, HTML, Power BI Reports). The display area provides you with information that you (or the Office of Academic Assessment) deem necessary to complete your tasks in the Platform. Each of the icons represent the amount of space to be taken up on the screen (split-screen view) when clicking on and opening an item in the list. This expansion allows you to view the information provided in this area from an intelligible viewpoint – **see next two pages for examples of each.**

Below are examples of the expanded *Split Screen/Documents & Reports* areas using the **Program Assessment → Plans & Results** screens (see step C on previous page).

View 1 (Full Layout):

Nuventive Solutions

CAS - Anthropology (BA)

PROGRAM ASSESSMENT > Assessment Plans & Results

Program Student Learning Outcomes

Outcome Status

View All

Enter concise descriptions of what your students should know and/or be able to do upon graduation from your degree or certificate program.

Make sure your SLO is specific, measurable, and understandable. "At the completion of this program, the student will..." or "Upon graduation from this program, the student will..." are common phrases used at the beginning of SLO statements.

Please refer to [Bloom's Taxonomy](#) and use action verbs to define SLOs.

Showing 3 of 3

Knowledge of the Discipline 9/27/18

Student Learning Outcome (SLO)

Students should be able to demonstrate knowledge of key concepts and ideas in the field of Anthropology.

Outcome Status

Active

View 2 (3-Quarter Layout).

Nuventive Solutions

CAS - Anthropology (BA)

PROGRAM ASSESSMENT > Assessment Plans & Results

Program Student Learning Outcomes

Outcome Status

View All

Enter concise descriptions of what your students should know and/or be able to do upon graduation from your degree or certificate program.

Make sure your SLO is specific, measurable, and understandable. "At the completion of this program, the student will..." or "Upon graduation from this program, the student will..." are common phrases used at the beginning of SLO statements.

Please refer to [Bloom's Taxonomy](#) and use action verbs to define SLOs.

Showing 3 of 3

Knowledge of the Discipline 9/27/18

Student Learning Outcome (SLO)

Students should be able to demonstrate knowledge of key concepts and ideas in the field of Anthropology.

Outcome Status

Active

Knowledge

Student results or responses information, ideas, and principles in the appropriate form in which they were learned.

Examples: student results define, describe, enumerate, identify, relate, list, match, name, recall, record, reproduce, select, write, know, write.

Sample Learning Outcome: The student will define the 6 levels of Bloom's Taxonomy of the cognitive domain.

Bloom's Taxonomy

View 3. (Half Layout)

Nuventive Solutions

CAS - Anthropology (BA)

PROGRAM ASSESSMENT > Assessment Plans & Results

Program Student Learning Outcomes

Outcome Status

View All

Enter concise descriptions of what your students should know and/or be able to do upon graduation from your degree or certificate program.

Make sure your SLO is specific, measurable, and understandable. "At the completion of this program, the student will..." or "Upon graduation from this program, the student will..." are common phrases used at the beginning of SLO statements.

Please refer to [Bloom's Taxonomy](#) and use action verbs to define SLOs.

Showing 3 of 3

Knowledge of the Discipline 9/27/18

Student Learning Outcome (SLO)

Students should be able to demonstrate knowledge of key concepts and ideas in the field of Anthropology.

Outcome Status

Active

Knowledge

Student results or responses information, ideas, and principles in the appropriate form in which they were learned.

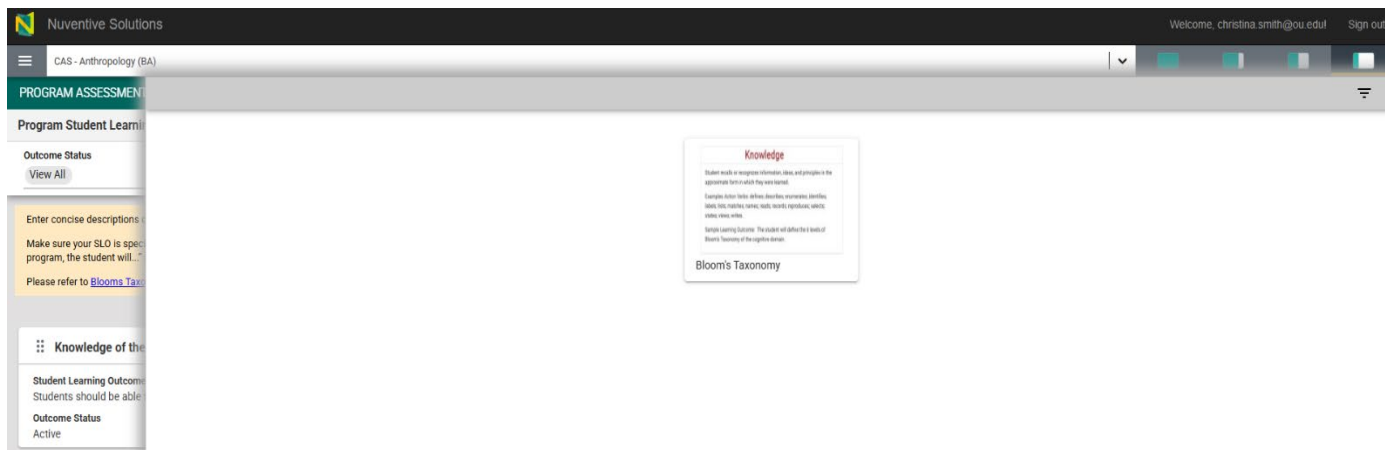
Examples: student results define, describe, enumerate, identify, relate, list, match, name, recall, record, reproduce, select, write, know, write.

Sample Learning Outcome: The student will define the 6 levels of Bloom's Taxonomy of the cognitive domain.

Bloom's Taxonomy

View 4 (Quarter Layout).

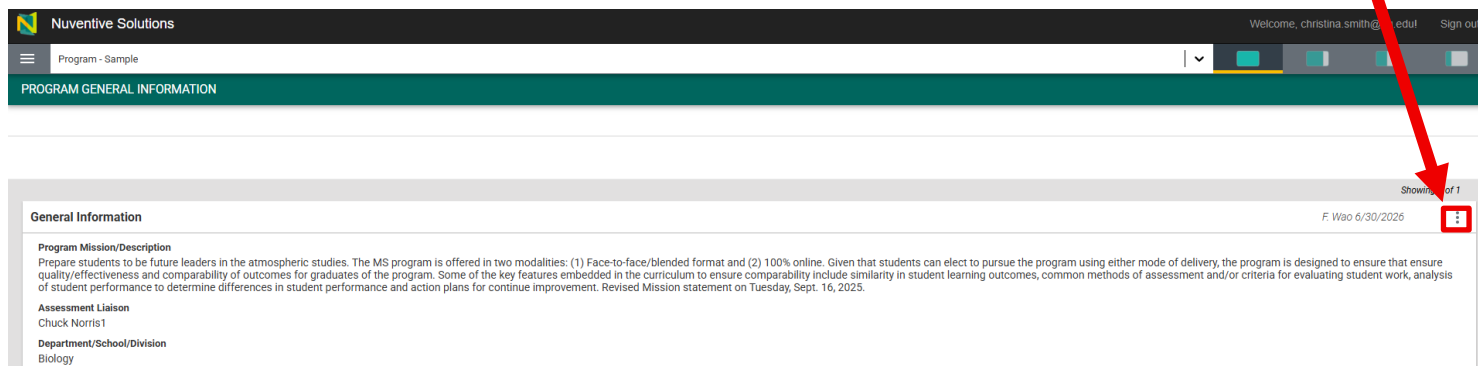
NOTE: The area will also expand to the first level of expansion by clicking on a document/report in the list. You can expand further, or minimize the view of the document/report, by again clicking on one of the icons.



PROGRAM GENERAL INFORMATION

The **Program General Information** section has basic or general information about your program:

If there is no information entered, or, you need to update the information currently reflected on that section (e.g., Assessment Liaison name), simply click the **ellipsis icon to the right...**



...and then select **“Open”**.

Alternatively, you can double-click on any of the white space within the General Information card and the edit page will open.

The form will then open to the following editable view for you to complete the form fields/text boxes, as designated. **NOTE: Where you see an asterisk (*) next to the name of a field, that field is required, and you will not be able to save the form until information has been entered into that field.**

Nuventive Solutions

Welcome, christina.smith@ou.edu | Sign out

Program - Sample

PROGRAM GENERAL INFORMATION

CLOSE SAVE

General Information

1 Program Mission/Description *

Prepare students to be future leaders in the atmospheric studies. The MS program is offered in two modalities: (1) Face-to-face/blended format and (2) 100% online. Given that students can elect to pursue the program using either mode of delivery, the program is designed to ensure that ensure quality/effectiveness and comparability of outcomes for graduates of the program. Some of the key features embedded in the curriculum to ensure comparability include similarity in student learning outcomes, common methods of assessment and/or criteria for evaluating student work, analysis of student performance to determine differences in student performance and action plans for continue improvement. Revised Mission statement on Tuesday, Sept. 16, 2025.

2 College *

Architecture | v

3 Department/School/Division *

Biology

4 Program Delivery Mode *

Traditional Format (Face-to-Face/Blended) | v

5 Program Location *

Norman Campus | v

6 Does the program have an external, specialized accreditor? *

No | v

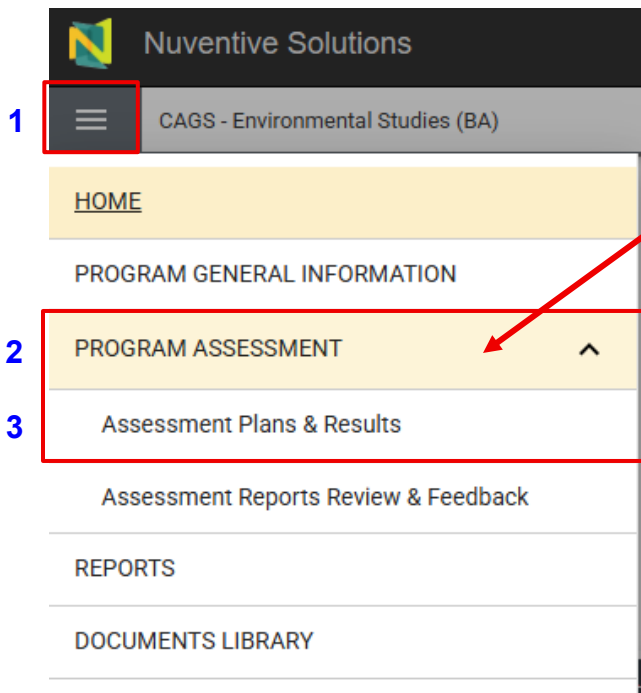
7 Assessment Liaison *

Chuck Norris

1. Program Mission/Description
2. College
3. Department/School/Division
4. Program Delivery Mode (options: **Traditional Format OR 100% Online**)
5. Program Location (Norman or Tulsa; **Note**: This section is ONLY populated for those selecting "Traditional Format")
6. Specialized Accreditor?
7. Assessment Liaison

Once you are satisfied with the information you have entered, select the **SAVE** button first, followed by the **Close** button at the top of the screen.

PROGRAM ASSESSMENT

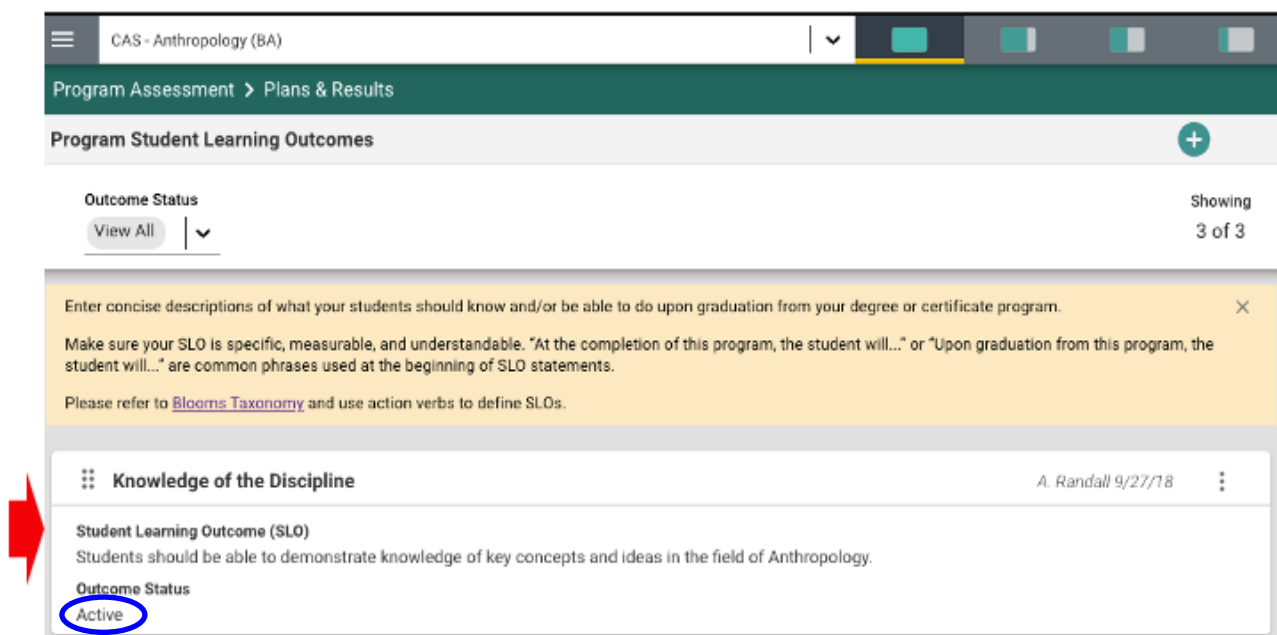


The **Program Assessment** screens are where you will enter contents for the **Assessment Plans & Results** – based on the four steps of the program assessment process:

- **Step 1:** Program Student Learning Outcomes (PSLOs).
- **Step 2:** Methods of Assessment and Performance Targets for each PSLO.
- **Step 3:** Assessment Results for each PSLO.
- **Step 4:** Use of Assessment Results for each PSLO.

Steps 1 and 2 constitute the “**Plans**” while Steps 3

Once you click **Assessment Plans & Results**, you’ll see, as shown in the example below, one or more of the Program’s Student Learning Outcomes (PSLOs) with their respective categories and statements that have been previously articulated and posted (example shown with the red arrow) as well as instructions regarding PSLOs (see the yellow section).

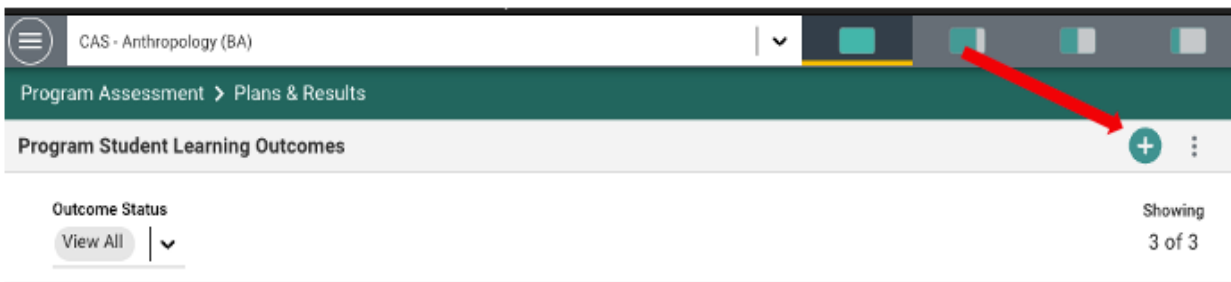


You will also be able to see if it is **ACTIVE** (i.e., requires assessment info) or **INACTIVE** (no longer being taught)

STEP 1: ENTERING PROGRAM STUDENT LEARNING OUTCOMES (PSLOs)

If you need to **add a new PSLO**, simply click the green circle with a (+) sign (See below).

If you do NOT need to add a new PSLO and simply need to enter in your Assessment Results and Use of Results for existing PSLOs, skip this section.



After clicking the green circle, follow the following steps (also indicated on the diagram below):

- A. Enter the **Outcome Category** (e.g., “Critical Thinking Skills”, “Research Skills”).
- B. Enter the **Program Student Learning Outcome (PSLO)** statement associated with the “Outcome Category”.
- C. Under “Outcome Status”, options will be “**Active**” or “**Inactive**”. Select “Active” if this is a new PSLO and you will be assessing this it. “Inactive” may be chosen if this PSLO will not be assessed.
- D. Now, **save your work** by clicking on the green **SAVE** button in the top right-hand corner of the card.
 - a. By clicking on the **Save** button, **without clicking on the arrow**, your work will be saved, and you can continue working on the plan for this PSLO.
 - b. By clicking on the **arrow** you will be offered the options to either **Save & Add New** or **Save & Close** the card. If you have other PSLOs to enter, you may wish to select **Save & Add New** and continue adding PSLOs. Otherwise, if you have finished adding PSLOs, click the **Save** button to move on to Assessment Methods.

Enter the Student Learning Outcome (SLO) category, SLO statement and Status of each SLO. The description should be directly related to or define the "Outcome Category" entered above.

STUDENT LEARNING OUTCOME (SLO) • ASSESSMENT METHODS • ASSESSMENT RESULTS AND USE OF RESULTS

* denotes a required field.

Outcome Category ⓘ *

Student Learning Outcome (SLO) ⓘ *

Outcome Status *

STEP 2: ENTERING ASSESSMENT METHODS

If you do NOT need to add any new methods and simply need to enter in program assessment results, continue to page 15.

If you would like to proceed with adding new **Assessment Methods** for a new or existing PSLO, simply hit **SAVE** while still on the SLO tab and then click on **Assessment Methods**, where you will be presented with this screen: To begin entering a **NEW** assessment method for that PSLO or a different PSLO, click **one of the two green circles with the plus (+) sign**.

EXAMPLE SCREEN FOR NO PREVIOUS ASSESSMENT METHODS ENTERED

Nuventive Solutions

Welcome, christina.smith@ou.edu! Sign out

CAS - Anthropology (BA)

PROGRAM ASSESSMENT > Assessment Plans & Results

CLOSE SAVE

Q Test

On this page, select the Assessment Method type for each SLO, describe the assessments and provide a statement of the expected performance target.

STUDENT LEARNING OUTCOME (SLO) ASSESSMENT METHODS ASSESSMENT RESULTS AND USE OF RESULTS

Showing 0 of 0

No Assessment Methods has/have been entered. Please click the add button + to create a/n Assessment Methods

EXAMPLE SCREEN w/ EXISTING METHODS, BUT NEED TO ADD NEW ONE(S):

Program - Sample

PROGRAM ASSESSMENT > Assessment Plans & Results

CLOSE SAVE

Q Ethical Reasoning

Assessment Method Type

View All

On this page, select the Assessment Method type for each SLO, describe the assessments and provide a statement of the expected performance target.

STUDENT LEARNING OUTCOME (SLO) ASSESSMENT METHODS ASSESSMENT RESULTS AND USE OF RESULTS

Showing 2 of 2

Essay in BUSN 310 on ethics in corporate competitive intelligence. N. Support 3/10/2023

Assessment Method Type
Direct - Examination

Performance Target
At least 80% of students will score a 3 or above on all dimensions of the Ethical Reasoning rubric.

Course Satisfaction Survey C. Smith 7/27/2026

Assessment Method Type
Indirect - Student Survey

Performance Target
80% students are satisfied w/ course

You will then see the following screen:

CAS - Anthropology (BA)

Program Assessment > Plans & Results

Close Save

Knowledge of the Discipline

Show Details

* denotes a required field.

A Assessment Method Type *

B Assessment Method Description *

C Performance Target *

D Related Documents

Document Name	Document Description
There are no documents attached	

- A. Assessment Method Type (DIRECT ASSESSMENT):** Click the drop-down caret/arrow (see below) to select the appropriate “Direct” assessment method type (see instructions in the yellow section). **Please note that:**
- Each PSLO must be assessed using **at least one direct assessment method**
 - One assessment type can be selected from the list. If the PSLO is assessed using an additional direct assessment method, then that would be entered separately as the second direct assessment method.

CAS - Anthropology (BA)

Program Assessment > Plans & Results

Close Save

Knowledge of the Discipline

Select the most appropriate Assessment Method Type from the drop-down menu. Every SLO must be assessed using a Direct Method first, then results of that can be augmented using outcome of the indirect assessments.

* denotes a required field.

Assessment Method Type *

- Direct - Course Embedded Assessment
- Direct - Dissertation, Literature Review
- Direct - Dissertation/Thesis
- Direct - Oral Dissertation or Thesis Defense
- Direct - Thesis or Dissertation Prospectus
- Direct - Annual Performance Report by Faculty/Adviser
- Direct - Evaluation, Journal
- Direct - Evaluation, Practicum/Internship

- B.** Describe, in detail, the assessment method your program is using to determine how well your students have acquired the skills and/or knowledge described in your SLO. Make sure the assessment(s) you choose is or are linked to the SLO being measured
- C. Assessment Method Description (DIRECT ASSESSMENT):** Enter the text description of the Direct Assessment Method and Performance Target based on the Direct Assessment Method selected in (A).
- D.** You may also attach a document (e.g., exam, grading rubric) using the green circle with the (+) sign. **This step is optional.**

If you have other direct assessment methods to enter, you may select **Save & Add New** and continue adding more direct methods. If you have finished adding assessment methods, click the **Save & Close**.

To enter an **Indirect Assessment Method** (e.g., results of a student survey) repeat the steps outlined on the preceding page, but select an **INDIRECT** method from the drop-down menu instead (see example screenshot below):

Please note that:

1. Indirect methods such as a Student Survey or Focus Group can be used to gather opinions of students about aspects of a given PSLO and results are used only to **augment or supplement** those of direct methods
2. Only one indirect assessment type can be selected from the list. If the PSLO is assessed using an additional indirect assessment method, then that would need to be entered separately as the second indirect assessment method.

Program - Sample

PROGRAM ASSESSMENT > Assessment Plans & Results

Social Contexts of Education

Select the most appropriate Assessment Method Type from the drop-down menu. Every SLO must be assessed using a Direct Method first, then results of that can be augmented using outcome of the indirect assessments.

Assessment Method Type *

- Direct - Project, Exhibition
- Direct - Project, Research/Writing
- Direct - Publication
- Indirect - Student Survey
- Indirect - Interview
- Indirect - Focus Group
- Indirect - G.P.A./Transcript Analysis
- Indirect - Student Course Evaluation
- Indirect - Student Awards

Close Save

If you have other indirect assessment methods to enter once you are done, you may select **Save & Add New** and continue adding indirect assessment methods. If you have finished adding indirect assessment methods, click the **Save & Close**.

Close Save

Save & Add New

Save & Close

Once you have finished adding both “direct” and “indirect” assessment methods for each of the PSLOs, and have clicked the **Save & Close**, the following screen will appear showing the assessment methods that have been entered.

FOR PSLOs WITH EXISTING ASSESSMENT METHODS (i.e., no new methods to enter):

After clicking the **ASSESSMENT METHODS** tab, you will see the following screen only **IF details regarding assessment methods have already been entered for that PSLO** (see **red arrows** below, where there are three different assessment methods for the *Research Skills* PSLO).

If you need to make MINOR edits/changes to an EXISTING method, double-click the white space in the card **OR** click the 3 ellipses on the top right of the card → Open.

The screenshot shows the 'ASSESSMENT METHODS' tab for the 'Research Skills' PSLO. The interface includes a search bar, a filter dropdown, and a list of assessment methods. Three red arrows point to the first three cards:

- Card 1:** a) Research Paper in PSYC 5008 (Advanced Seminar) – this is a required course: All students (n=34) will be required to write a comprehensive research project (at least 20 pages long) on a topic of their choice. Res... F. Wao 9/20/2024
- Card 2:** b) Comprehensive Examination: All students (N=34) are required to take a comprehensive examination during the last semester of the graduate program. Comprehensive Exams will be evaluated by a team of three ... F. Wao 9/20/2024
- Card 3:** Graduating Survey: All students in the Advanced Seminar (Required course), will be asked to complete a short survey prior to graduation. One of the items in the survey will center on the degree to which they agree ... F. Wao 9/20/2024

STEPS 3 & 4: ASSESSMENT RESULTS & USE OF RESULTS

To enter **Assessment Results** and **Use of Results** (i.e., Steps 3 and 4 of the Assessment Process) click on the **ASSESSMENT RESULTS AND USE OF RESULTS** tab, where you will be presented with (1) each method assigned to the PSLO (noted above), and (2) the previous years' reporting results

The screenshot shows the 'ASSESSMENT RESULTS AND USE OF RESULTS' tab for the 'Research Skills' PSLO. The interface includes a search bar, a filter dropdown, and a list of assessment methods. A blue box highlights the 'ASSESSMENT RESULTS AND USE OF RESULTS' tab. The list shows the following assessment methods:

- Card 1:** a) Research Paper in PSYC 5008 (Advanced Seminar) – this is a required course: All students (n=34) will be required to write a comprehensive research project (at least 20 pages long) on a topic of their choice. Res... F. Wao 9/20/2024
- Card 2:** b) Comprehensive Examination: All students (N=34) are required to take a comprehensive examination during the last semester of the graduate program. Comprehensive Exams will be evaluated by a team of three ... F. Wao 9/20/2024
- Card 3:** Graduating Survey: All students in the Advanced Seminar (Required course), will be asked to complete a short survey prior to graduation. One of the items in the survey will center on the degree to which they agree ... F. Wao 9/20/2024

To begin entering **Assessment Results** and **Use of Results** (i.e., Steps 3 and 4 of the Assessment Process) for the current academic year, click the green (+) sign for the first assessment method:

PROGRAM ASSESSMENT > Assessment Plans & Results

Research Skills

Assessment Method Type: View All | Reporting Period (academic year for assessment results): View All

On this page, for each SLO, be sure to select the correct Reporting Period, provide a simple but detailed summary of the data faculty in the program have collected, describe student achievement in aggregate and make an evaluation of whether students met the expected performance target.

Showing 3 of 3

STUDENT LEARNING OUTCOME (SLO) | ASSESSMENT METHODS | **ASSESSMENT RESULTS AND USE OF RESULTS**

a) Research Paper in PSYC 5008 (Advanced Seminar) – this is a required course: All students [n=34] will be required to write a comprehensive research project (at least 20 pages long) on a topic of their choice...

2023 - 2024: Target Met

Assessment Results

Assessment Results Entry Date: 09/20/2024

Number of Students Assessed: 34

NOTE: If you have more than one assessment method, you will need to enter **Results** and **Use of Results** for EACH method. *That is, in this example, since there are 3 methods associated with the Research Skills PSLO, we will have 3 sets of results and 3 sets of use of results.*

After hitting the (+) button, you will be presented with this screen:

Nuventive Solutions

Program - Sample

PROGRAM ASSESSMENT > Assessment Plans & Results

Research Skills

Student Learning Outcome (SLO): Research Skills II: Upon completion of the program, students will demonstrate understanding and application of basic and advanced research methods in psychology, including research design, data analysis, and interpretation. Specifically, students will be able to:

a) Describe the basic characteristics of the science of psychology.
b) Explain different research methods used by psychologists.
c) Evaluate the appropriateness of conclusions derived from psychological research.
d) Generalize research conclusions appropriately based on the parameters of particular research methods.

Assessment Method Description: a) Research Paper in PSYC 5008 (Advanced Seminar) – this is a required course: All students [n=34] will be required to write a comprehensive research project (at least 20 pages long) on a topic of their choice. Research projects are intended to target their ability to understanding and application of basic research methods in psychology, including research design, data analysis, and interpretation. All Research Papers in the Advanced Seminar will be evaluated by at least two faculty members using a generic department rubric reflecting the four elements of the above outcome as criteria and the following performance scale: 1=Does Not Meet Expectations, 2=Partially Meets Expectations, 3=Meets Expectations, and 4=Exceeds Expectation.

Performance Target: a) ALL research papers will be rated at “adequate” or above.

* denotes a required field.

Delivery Mode *

Traditional Format (Face-to-Face/Blended)

Location *

Norman Campus

Reporting Period (academic year for assessment results) *

Assessment Results Entry Date

07/28/2026

Assessment Results *

Optional Charts, Graphs, Images Press ALT + 0 for accessibility help

Results Status *

Number of Students Assessed *

Related Documents

Note: If your program exists on both Norman AND Tulsa campuses, you will need to fill out **Results AND Use of Results** for EACH campus (i.e., you will go through this process once for Norman, and then again for Tulsa)

- Select the Delivery Mode (Traditional vs. 100% Online).
- If you select “Traditional”, then a new box for “Location” (Norman or Tulsa) will automatically generate; it will not generate for 100% online formats; **see additional note above.**
- Select the “Reporting Period” from the drop-down menu.
- Ignore** the “Assessment Results Entry Date” as the system populates that automatically.
- Enter detailed description of “Assessment Results” – i.e., a short narrative of actual student performance (in aggregate) for that specific PSLO based on the assessment method(s) initially described for the PSLO.
- Upload any charts, graphs, etc., if you wish to – especially if they enhance the already entered narrative of results. **This step is optional.**

- G. Select the “Results Status”.
- H. Enter the number of students assessed for that PSLO during the academic year.
- I. Upload any documents (e.g., detailed reports or graphs reflecting data analysis) if desired. See page 18 for detailed information on how to “relate” or attach a document. *This is also optional – see green (+) sign to upload, if needed.*

Please remember to save your work!

RELATING or ATTACHING A DOCUMENT

If you do not wish to relate/attach a document to the results, please skip ahead to continue with Use of Results on page 21.

The “Related Documents” field (labeled “I”) will allow you to select documents from the Document Library and attach them to the results report.

Related Documents

Document Name

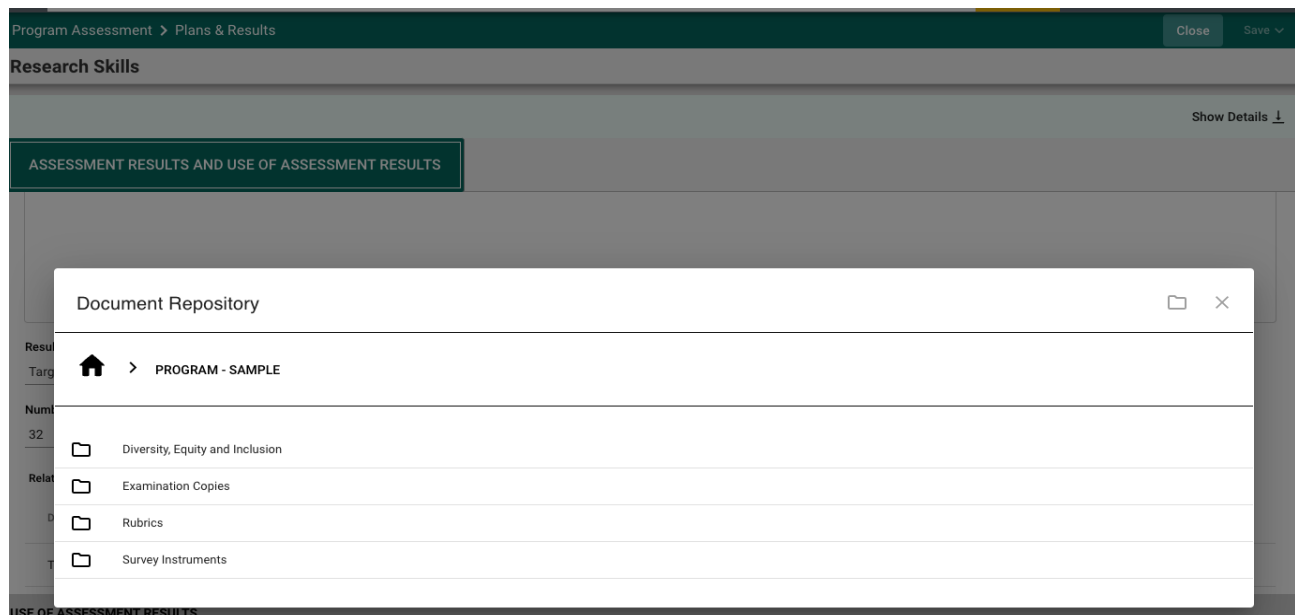
Document Description



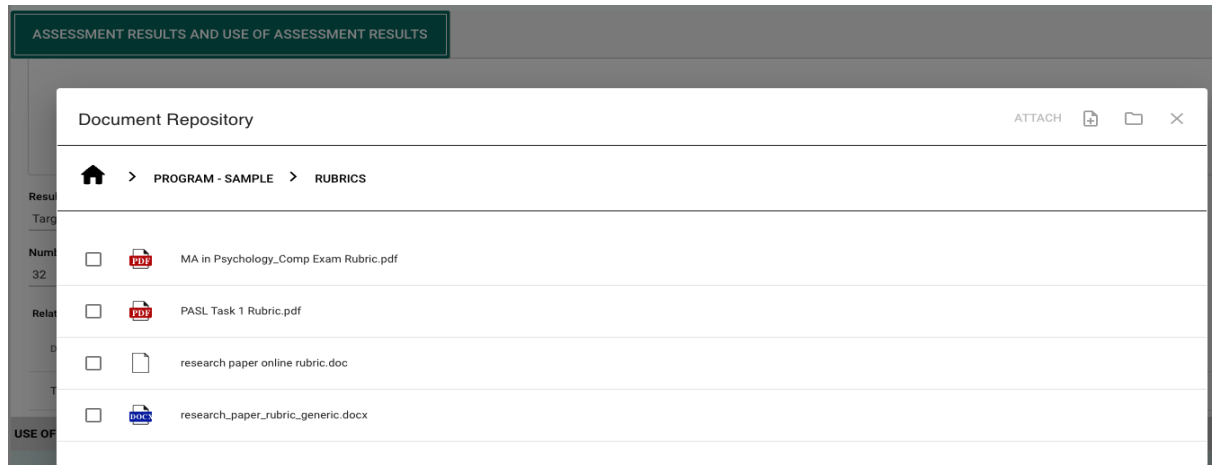
There are no documents attached

To add an item from the Document Library, begin by clicking the green circle with the plus (+) sign. 

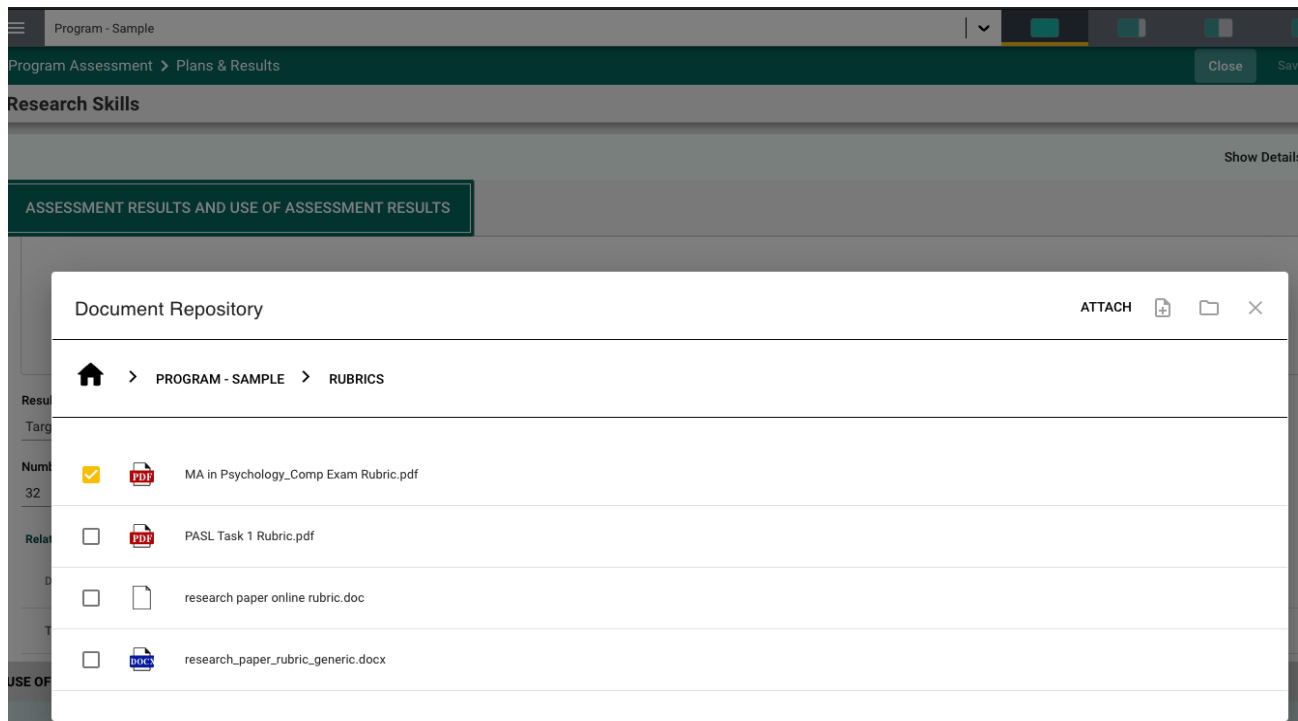
The following screen will open and allow you to select a folder.



Select a folder where you have stored the file by clicking on the folder. The folder will open and allow you to select a file. Locate the file that you would like to include in your **Assessment Results**. You may select more than one file by clicking on the check box next to each file.



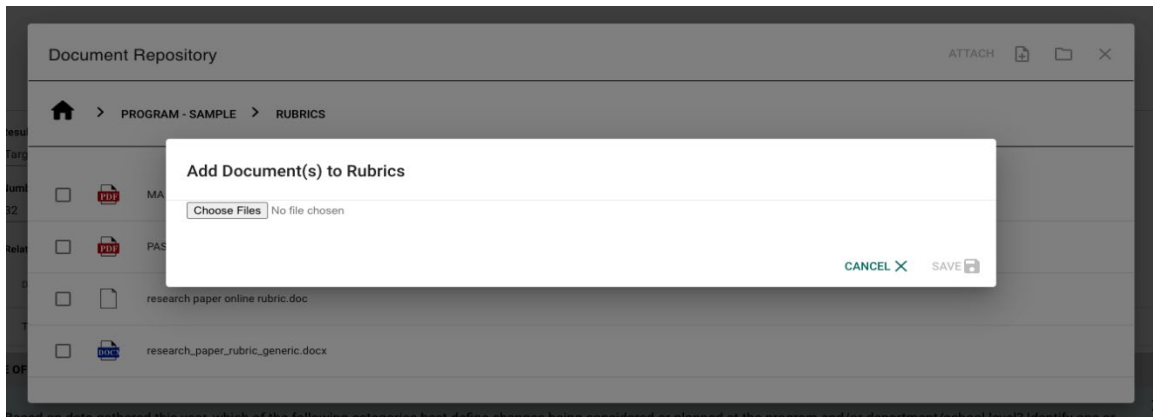
Once you have selected the file(s) that you would like to include, click on the **Attach** icon in the top right-side of the card. Notice that the **Attach** icon turns yellow.



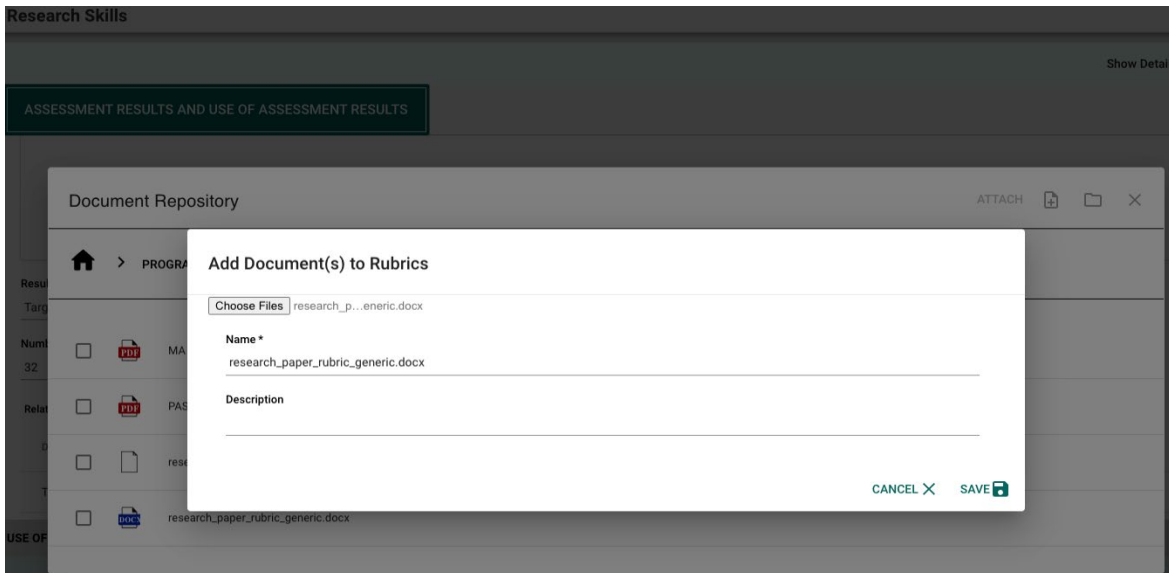
Note: If the file you are wanting to include in your results is not among the files listed, you can add a file to the library from your computer by clicking on the file + icon to the right of the “**Attach**” icon.



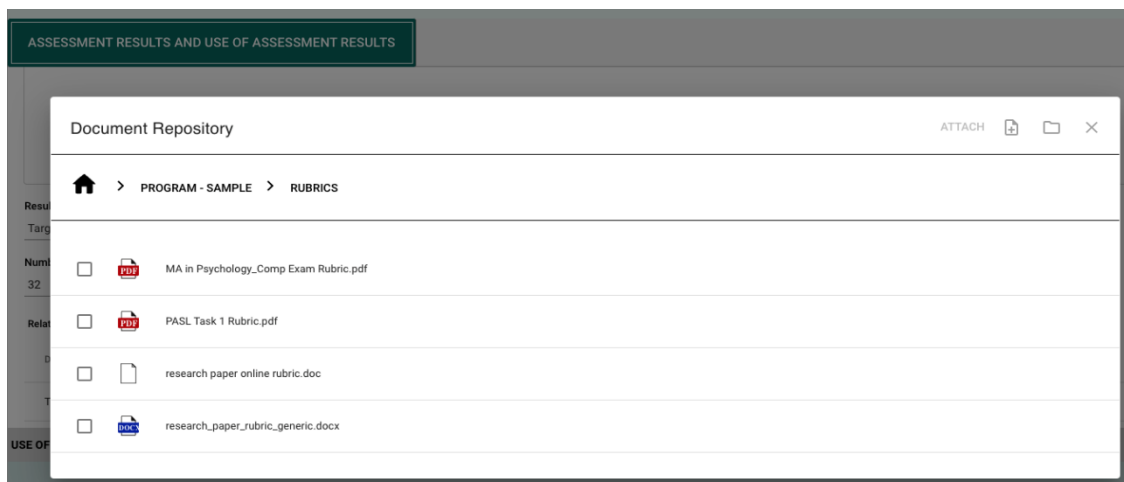
Once you have clicked on the icon, the following dialog box will open. Click on the Choose Files button and select a file from your computer.



The file will now appear in the in the dialog box. Now click **Save** to upload the file.



The file will now appear in the list of files and is ready for you to attach to your Assessment Results.



Again, once you have selected the file(s) that you would like to include, click on the **Attach** icon in the top right-side of the card. Notice that the **Attach** icon turns yellow as you click on it.

As shown below, the files are now “related” or attached to the Assessment Results for the above the Research Skills PSLO.

Related Documents

Document Name	Document Description	
research paper online rubric.doc		
research_paper_rubric_generic.docx		

The **Assessment Results** are now complete (but don't forget about the **Use of Results** on the second half of this page; see page 21 for details):

ASSESSMENT RESULTS AND USE OF ASSESSMENT RESULTS

* denotes a required field.

Reporting Period ⓘ *

2022 - 2023 | ▾

Assessment Results Entry Date

06/29/2023

Assessment Results ⓘ *

90% of research papers were rated “adequate” and above with the remaining rated as “needs work” due to weaknesses in most of the criteria reflected in the rubric. More than half of the research papers reflected solid application of various theories of psychology to real life situations.

Optional Charts, Graphs, Images [Press ALT + 0 for accessibility help](#)

Results Status *

Target Met | ▾

Number of Students Assessed *

23

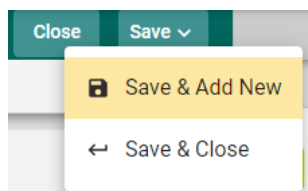
Related Documents

Document Name	Document Description	
research_paper_rubric_generic.docx		

First, save your work by clicking on the green **Save** button in the top right-hand corner of the card.

By clicking on the **Save** button, ***without clicking on the arrow***, your work will be saved, and you can continue working on entering information for another PSLO or enter information for the “Use of Assessment Results” for this PSLO.

By clicking on the caret/arrow you will be offered the options to **Save & Add New** or **Save & Close** the card. If you have other Assessment Results info to enter, you may select **Save & Add New** and continue adding Assessment Results. If you have finished, click the **Save & Close**.



You have now completed the Assessment Results! The next and final step is entering information for “**Use of Assessment Results**”.

Given that “Assessment Results” and “Use of Assessment Results” are on the same window, **do not close the current window** after saving “Assessment Results” info. Simply scroll down and you’ll see **USE OF ASSESSMENT RESULTS** section.

REMINDER (see page 16): *If your program exists on **both** Norman AND Tulsa campuses, you will need to fill out **Results AND Use of Results** for **EACH** campus (i.e., you will go through this process once for Norman, and then again for Tulsa).*

USE OF ASSESSMENT RESULTS

Based on data gathered this year, which of the following categories best define changes being considered or planned at the program and/or department/school level? Identify one or more, then describe briefly. ×

Note: Selecting "No Changes Needed" for every outcome every year is NOT acceptable. There is *always* room for improvement, even in situations where students are doing very well.

See further details on the next pages.

STEP 4: ENTERING “USE OF ASSESSMENT RESULTS” INFORMATION

The “**Use of Assessment Results**” section has been enhanced to make it easier for faculty to determine specific/appropriate areas (see below) they deem necessary to modify as part of using results to improve aspects of the degree or certificate program. Given that **this is the most important step of the assessment process**, faculty should select **at least one area of improvement** based on assessment results of each PSLO and describe the **recommendations, modifications** as well as **action plan(s)** for improving aspects of the PSLO.

Please note that while it is ok to select “**No Changes Needed**”, that option should **NOT** be selected (1) for **all** PSLOs in a single report and (2) for the same PSLO every year. This is because there is **always room for improvement** even when assessment results are favorable.

Once you’ve scrolled down to the “USE OF ASSESSMENT RESULTS” section (shown on previous page), you’ll see the following. Included in the diagram below are instructions/examples (see the section in yellow) for each element that can be seen by clicking the instructions icon ⓘ

USE OF ASSESSMENT RESULTS

Based on data gathered this year, which of the following categories best define changes being considered or planned at the program and/or department/school level? Identify one or more, then describe briefly.

ⓘ Note: Selecting “No Changes Needed” for every outcome every year is NOT acceptable. There is always room for improvement, even in situations where students are doing very well.

Curriculum ⓘ (e.g., changes in course sequencing, program modality, course content, improving academic advisement) process)

Faculty Development ⓘ (e.g., recommending faculty workshops at CFE, conference attendance)

Learning Outcomes ⓘ (e.g., revising learning outcomes, articulating new learning outcomes)

Methods of Assessment ⓘ (e.g., modifying major assignments, changes in general exam procedures or dissertation defense process, adopting or developing a

Assessment Process/Procedures ⓘ (e.g., changes in course sequencing, program modality, course content, improving academic advisement) process)

Overall Program Effectiveness ⓘ (e.g., modifying admission standards seeking new faculty lines)

Other ⓘ (e.g., Please select this option if changes proposed by faculty do not fit any of the areas above)

No Changes Needed ⓘ (e.g., Please select this option if faculty have determined that, based on the results of student performance in a given outcome, no changes are needed. It is crucial that a rationale is included in this section to indicate, for instance, that faculty will continue to monitor student performance for that outcome in future semesters and make modifications as needed)

To enter information on Use of Assessment Results for a given PSLO, simply click the space beneath each **appropriate element** (e.g., Curriculum) that corresponds to the recommendations, modifications and/or action plans discussed by faculty based on assessment results for that PSLO. Then enter contents for the PSLO. You can select more than one element for any given PSLO.

Below is an example of a completed “**Use of Assessment Results**” section. This example (see info in the red brackets) shows recommendations and actions undertaken or to be undertaken to enhance, in this case, aspects of the “**Methods of Assessment**”.

USE OF ASSESSMENT RESULTS

Based on data gathered this year, which of the following categories best define changes being considered or planned at the program and/or department/school level? Identify one or more, then describe briefly.

Note: Selecting “No Changes Needed” for every outcome every year is NOT acceptable. There is always room for improvement, even in situations where students are doing very well.

Curriculum ⓘ (e.g., changes in course sequencing, program modality, course content, improving academic advisement) process)

Faculty Development ⓘ (e.g., recommending faculty workshops at CFE, conference attendance)

Learning Outcomes ⓘ (e.g., revising learning outcomes, articulating new learning outcomes)

Methods of Assessment ⓘ (e.g., modifying major assignments, changes in general exam procedures or dissertation defense process, adopting or developing a

Results of the comprehensive exams were better this year than they were last year. Faculty will introduce peer assessment activities among students to boost their overall performance in the comprehensive exams.

Student perceptions are regarded as extremely important by the department. Faculty will begin to seek student opinions as part of self-assessment at the end of each course in addition to course evaluations. This is intended to gather adequate longitudinal data upon which faculty may begin discussing strategies for continuous improvement.

Assessment Process/Procedures ⓘ (e.g., changes in course sequencing, program modality, course content, improving academic advisement) process)

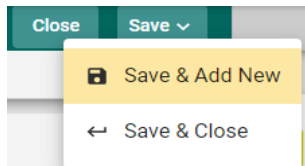
Overall Program Effectiveness ⓘ (e.g., modifying admission standards seeking new faculty lines)

Other ⓘ (e.g., Please select this option if changes proposed by faculty do not fit any of the areas above)

No Changes Needed ⓘ (e.g., Please select this option if faculty have determined that, based on the results of student performance in a given outcome, no changes are needed. It is crucial that a rationale is included in this section to indicate, for instance, that faculty will continue to monitor student performance for that outcome in future semesters and make modifications as needed)

Now, save your work by clicking on the green **Save** button in the top right-hand corner of the card. By clicking on the **Save** button, **without clicking on the arrow**, your work will be saved, and you can continue entering “use of Assessment Results” information for another PSLO.

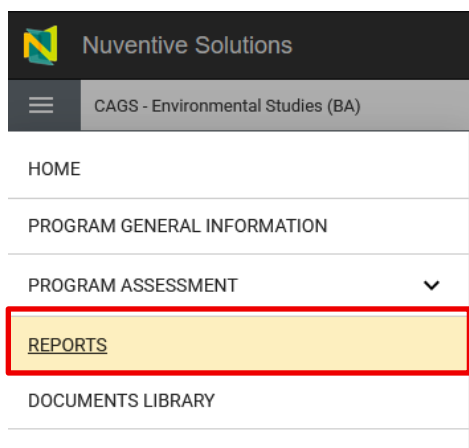
By clicking on the caret/arrow you will be offered the options to **Save & Add New** or **Save & Close** the card. If you have other “Use of Assessment Results” information to enter, you may select **Save & Add New** and continue adding “Use of Assessment Results”. If you have finished, simply click the **Save & Close**.



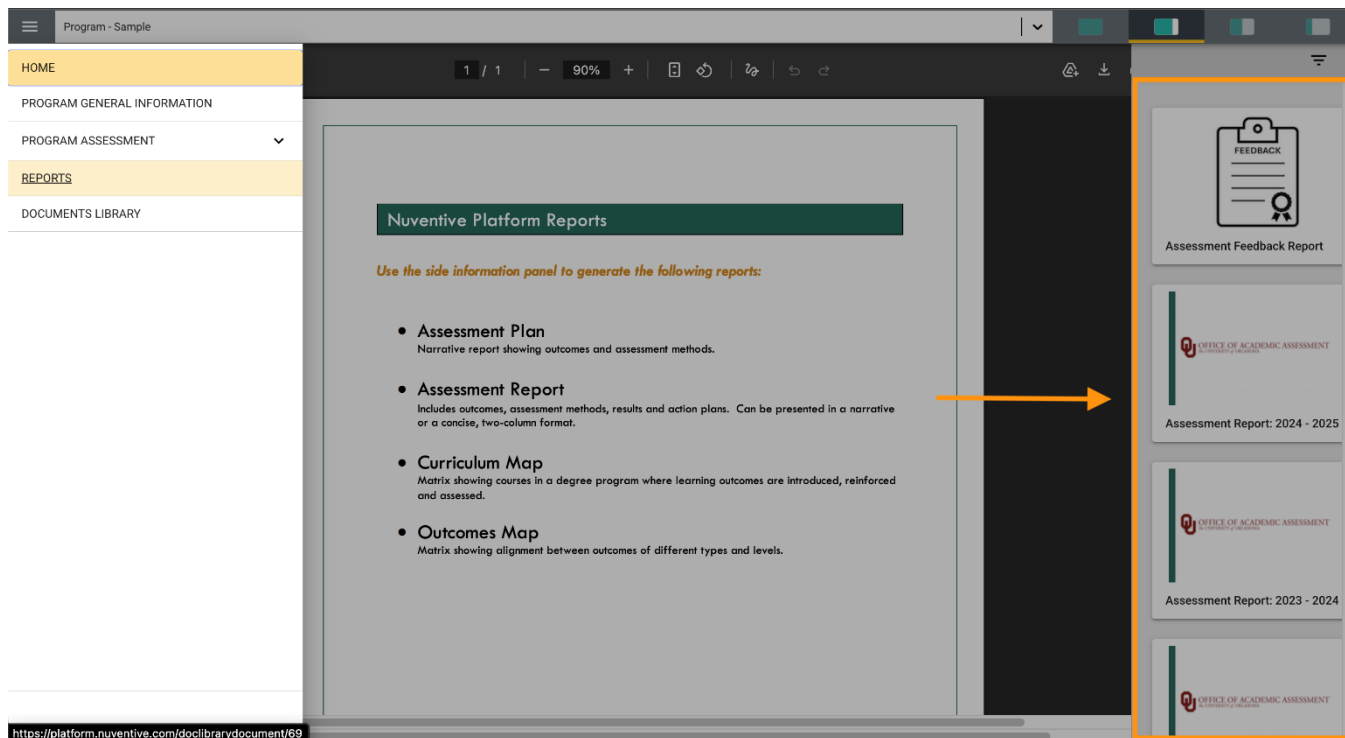
You have now completed entering contents for the **Use of Assessment Results**!

DOWNLOADING ASSESSMENT REPORTS

From time to time, Assessment Liaisons may need to download an assessment report or reports to share with the department's faculty in Curriculum and/or Assessment Committees. This is especially common when faculty need to discuss student performance to determine recommendations for using the results to modify aspects of the curriculum as part of the continuous improvement process. To download a report for any degree or certificate program, first, click on the Hamburger Menu  on the top left side of the page to reveal the Main Menu, then click **REPORTS**.

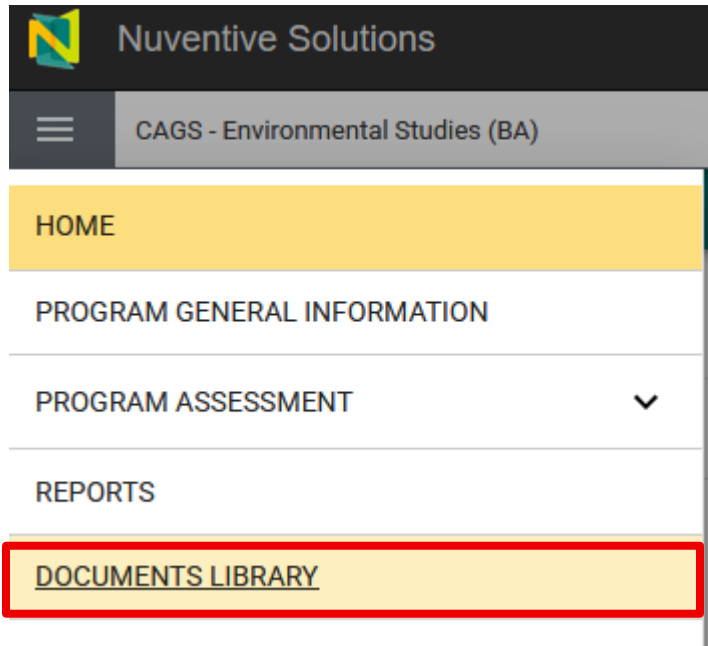


Reports for all available years will now become visible on the right side of the screen for you to scroll and choose the one you are looking for.



DOCUMENTS LIBRARY

The **Documents Library** is where a variety of documents and files can be uploaded and stored for use within the Platform. To find the Documents Library, first, click on the Hamburger Menu to reveal the Main Menu then click DOCUMENTS LIBRARY.



Once selected it will display several document folders where pertinent information can be stored and linked later to information on any step of the assessment process (*e.g., linking a rubric to the Assessment Methods or linking a detailed report of student performance to the Assessment Results*). To add a document, simply click the appropriate folder, then upload the document in that folder. Below is an example of folder within the Anthropology (MA) program's information (this is just an example).

