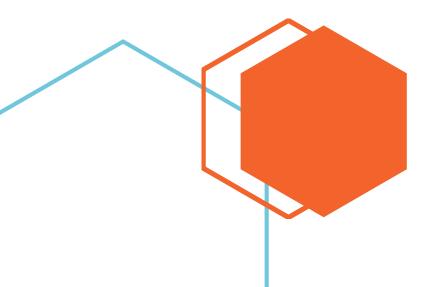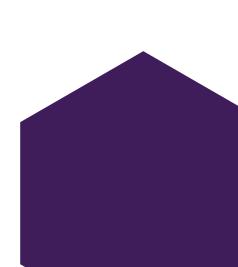# COM-FSM Nuventive (formerly TracDat)

Technical Working Group
Responses

This report is a consolidation of the findings of the technical working group established under the initiative of the VP-IA and the VP-IEQA to look into the numerous issues and/or concerns pertaining to TracDat's usage across com-fsm's administrative and instructional units.

PREAMBLE

After careful revision of all past minutes, we were able to group concerns into the following five categories:

- **Configuration Issues and Concerns:**

- **Assessment Needs and Concerns:**

- **Reporting Needs**

- **Training Needs and Concerns**

- **Infrastructure and Connectivity Concerns**

The report will cover each of the above categories and at the end of the report provide some conclusive recommendations.

Some Concerns
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o Many features in the assessment management system are not used

o Adoption and Usage across state campuses is constrained by inadequate IT infrastructure and/or connectivity

o Incorrect specification of learning outcomes, goals, strategic directions, and objectives

o Inconsistencies in specification of assessment strategies – i.e. inconsistencies with stated outcomes and ensuring all active strategies have measurable targets

o Missing related documents/artifacts (i.e. rubric for grading performance

o Data entry should be user friendly (i.e. made easy)

o Inconsistencies in mappings of data schemas – e.g. mapping of goals to strategic directions, and ISLO->PSLO->CSLO

o Many features in the assessment management system are not used

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		IMPROVEMENT PLAN	
CATEGORY	ISSUES AND/OR CONCERNS RAISED	TWG FINDINGS OR OBSERVATIONS	RECOMMENDATIONS
Training Needs and Concerns	▪ Many features in the assessment management system are not used	▪ The said features are actually usable and if well applied can provide means for assessing continuous improvements within and across identified academic and non-academic units.	▪ The requires preparation of custom tailored training materials and workshops to address literacy issues from both old and new employees across our various units. ▪ Attend yearly Nuventive conferences to avail updates and learn some best practices from other institutions to enhance the current use of the platform.
	▪ Incorrect specification of learning outcomes, goals, strategic directions, assessment strategies, and objectives.	▪ This is due to the fact that our staff come from different background and training with varying assessment orientations.	▪ There is need for regular/routine "outcome based" curriculum assessment training provisions to complement system orientated trainings. Equally important is the need to train academic staff in the correct use of our LMS since crucial assessment data can be exchanged across from Schoology to Nuventive.
	▪ Missing related documents/artifacts (e.g rubric for grading performance and presence of ghost assignments (i.e. active assignments with missing person in charge)	▪ The inclusion of important assessment artifacts is left to the discretion of staff members and there are no internal mechanisms for flagging non-conformities.	▪ There needs to be some internal mechanisms for non-conformity checks. Crucial to this is the presence of a clear set of guidelines (i.e. policies and procedures) setting the scope on the dos and don'ts .
Configuration Issues and Concerns	▪ Data entry should be user friendly (i.e. made easy for the average user)	▪ The perceived difficulty can be attributed to (i) redundant entries across the various modules of the system, (ii) lack of familiarity, and (iii) lack of adequate user training.	▪ There is need for routine training/workshops to emphasize on important usage aspects of Nuventive specific to the different user roles. In addition to this, there is need to institute guidelines (i.e. policies and procedures) specific to the assessment mandate of the institution for internal processes policing. ▪ Proper reconfiguration will also make things easier.
	▪ Inconsistencies in data mappings – e.g. mapping of	▪ The working group recognizes the importance of consistence	▪ There is need to conduct an in-depth training on Nuventive data mappings (e.g.

goals to strategic directions, and ISLO->PSLO->CSLO	and accurate mapping of assessment attributes (such as goals and objectives, strategic directions, ISLO, PSLO, CSLO, etc..) as well as the crucial role these mappings have in the accuracy of the generated assessment metrics (such as measures of accomplishments of goals and objectives, strategic directions, ISLO, PSLO, CSLO, etc..) that are in turn used in producing our assessment reports.	how to accurately link outcomes from institutional to course level) and how this relates to the assessment reports specific to a particular academic or non-academic unit. ▪ In addition, more effort should be put in monitoring the entire assessment process in order to be able to identify deficiencies before they become a problem (i.e. affect the quality or the report or the timeliness of the reporting cycle). ▪ Lastly there is a need to identify a resource in charge of coordinating assessment process in a specific academic or non-academic unit.
Nuventive data too messy. E.g. duplication of items at entry level, etc…	▪ Evidence of this is found across the majority of units. A lot of data duplication is present and entries that should not be active are currently seen as active over many years, incomplete tasks remain incomplete over the years, replaced attributes (i.e. strategies, objectives, etc…) remain un-archived in spite of such a provision in Nuventive. ▪ All of this makes Nuventive appear more cumbersome than it should and create room for potential generation of erroneous reports (i.e. all it takes is to inadvertently click on wrong item).	▪ Cleanup the current miss-entries and reconfigure where necessary to address all issues. ▪ Institutional assessment processes need to be standardized for quality across all campuses (i.e. policies and procedures)
▪ Assessment Unit Section/Component of the platform is not properly configured according to the	▪ Some missions not established to the services rendered	▪ Conduct workshop to re-visit all mission statements as part of unit review(unit should establish a mission statement that includes the services that the unit provides)

	data and information needed by COM-FSM		
	▪ The current platform configure only few Reporting units and missing some assessment units	▪ The two main types of Units are Assessment Units and Reporting (Summary) Units. Units can be created to assist with numerous processes such as Program Student Learning Outcomes assessment, Program Review, General Education, Core value assessment, strategic planning, assessment for accreditation, etc.	▪ Configure 'Unit Types' as needed and associate the Assessment and Reporting (Summary) Units to those types.
	▪ Inconsistent and confusing naming convention and mapping of goals.	▪ Wrong configuration of GOAL component -no field for UNIT GOAL name. Only unit goal statement is available ▪ Some goals not aligned to unit mission	▪ Configure to add 2 fields for GOAL name and statement (goal name format must include unit name and goal number, example format:IA_GOAL_1, EMSS_GOAL_1, etc.) ▪ Conduct workshop to re-visit all goal statements(unit should construct goal statement derived from unit mission) Note: missing in the Program Assessment and Program Review manual
	▪ Inconsistent and confusing naming convention and mapping of objectives.	▪ No distinction of objectives/outcomes among units because of no institutional format provided especially in the administrative side ▪ Some PSLO and CSLO names are not using the format naming provided by the institution ▪ Some objectives/outcomes not aligned to unit mission and goals	▪ Modify objective/outcome naming (objective/outcome name format must include unit name and objective number, example format:IA_AUPO_1-Instructional Affair Unit, AP_OUPO_1 Academic Program-, etc.) ▪ Modify the PSLO and CSLO naming ▪ Conduct workshop to re-visit all objective/outcome statements(unit should construct outcome statement derved from unit mission) ▪ Conduct workshop to re-visit all strategy statement as part of program review

		- Some strategies are not aligned to outcomes - Some mapping are incorrect like ISLO -PSLO-CSLO, GOAL - OUTCOME, STRATEGIC DIRECTION, IEMP, ETC	Conduct workshop to re-visit all the mapping
	Missing or misconfigured assessment units.	- Some assessment unit are not configured - (e.g. Academic Program, ISLET, Instructional Coordinator National) These units must have assessment plans and results aligned to the goal of the reporting unit of VPIA. - Some assessment units are available like Counseling services but assessment plans and results are NOT mapped to the reporting unit like EMSS, resulted to manual reporting "Some Reporting Unit has no relationships defined to their assessment unit, resulted to not MAPPED"	- Identify those missing assessment units, configure the system, and conduct training - Configure the Reporting/Summary Unit component of Nuventive to automatically relate the assessment units' results/summaries under the reporting unit like EMSS
	The current master list of all Faculty, Staff, and Administrators is not updated, new instructors and staff are not included yet	The platform can create user roles with specific permissions for each area	Configure the different role of users and collaborate with IT Dept. for the possible uploading of personnel list to the platform, if in case the college uses LDAP,

Infrastructure and Connectivity Concerns			
	▪ Adoption and Usage across state campuses is constrained by inadequate IT infrastructure	▪ The working group recognizes the need for an effective upgrade and actualization of our existing computing resources in order to allow our staff and faculty to execute their assessment related duties.	▪ The identified deficiencies need to be escalated to the IT Department for expedient resolution as it is crucial to the fulfillment of both our accreditation obligations and institutional effectiveness across its academic and non-academic units.
	▪ Adoption and Usage across state campuses is constrained by inadequate connectivity	▪ The working group has been made aware of a current agreement with the local Internet service provider in an effort to address this endemic issue.	▪ This needs to be re-escalated to the IT department to relook for a time-bound resolution or for technical alternatives that may address Internet connectivity issues in these locations (e.g. use of corporate Internet hotspots).

Assessment Needs and Concerns			
	• Inconsistencies in specification of assessment strategies – i.e. inconsistencies with stated outcomes and ensuring all active strategies have measurable targets	• The assumption is that quality approved documents (e.g. newly approved & updated course outlines) from which most of this information is supposed to be extracted from are found on the com-fsm web-portal. The observed challenge is that a big ration of these are not updated and thus giving a huge margin of discretion to the staff entering this data.	• Coupled with adequate system based training (i.e. how to's training), we need to ensure that data entered into Nuventive conforms to that on quality approved documents. • In addition to this it would help if all assessment based documents are quality approved prior to the assessment reporting cycle deadlines (e.g. and not partly completed as we would be reporting on incorrect outcomes).
	• Assessment strategies' assignments missing person in charge and difficulties in involving part-timers in this work.	• There is a feature within Nuventive for red-flagging incomplete, overdue, or unassigned assignments. This system based feature can work together with our internal mechanisms for flagging non-conformities as well. • Findings show that part-timers did not input any assessment of their courses in Nuventive.	• There need for some internal mechanisms for non-conformity checks. Crucial to this is the presence of a clear set of guidelines (i.e. policies and procedures) setting the scope on the dos and don'ts . • Part-time instructors need to be either involved in reporting on their course(s) assessments or this work can be assigned within Nuventive for someone to do.
	• User access levels are not properly aggregated (i.e. do the right people have access to manage the input of the information?)	• The working group is made aware of a current person in charge of managing and administering access rights in Nuventive.	• There needs to be a consistent revision of different access rights assigned to users to ensure that this coincides with their function on the platform.
	• Assessment plan requires a lot of work before it goes into Nuventive. A group needs to decide on the assessment plan for the year before it goes into Nuventive.	• There is no evidence of collaborative work being done at program level due the absence of an assessment lead person (e.g. program coordinator) to lead and coordinate the assessment as recommended by ACCJC guidelines.	• Identify a dedicated and qualified person to lead, coordinate, and monitor deficiencies in the specification and assessment of PSLO and CSLO to ensure a collaborative effort with concerned faculty.

	▪ ISLO assessment plans and results are not entered, resulted to inaccurate reporting based from the findings in the institutional assessment. e.g. report 2016-17 and 2017-18	▪ The working group has identified a number of issues in the existing state of our assessment processes as some tasks were left to discretion. This "discretion" in turn has created a number of assessment and reporting issues over the years leading to the current state of things.	▪ Conduct training on how to enter assessment plan and result, how to upload and relate documents, artifacts, etc. how to assess the artifacts using the entered AACU value rubric inside the platform
	▪ The goals, objectives, and outcomes of the Assessment Units are not linked to the goals of Reporting Units (Summary) Units.	▪ The goals, objectives, and outcomes of the Assessment Units can be linked to the goals of Reporting Units so that reports can be run to demonstrate how assessment and planning efforts from an Assessment Units support the higher-level goals of a Reporting (Summary) Units.	▪ Conduct training on how to link objectives, and outcomes of the Assessment Units to the goals of Reporting Units so that reports can be run to include assessment and planning from an Assessment Units support the higher-level goals of a Reporting (Summary) Units.
	▪ Assessment cycles of different assessment units need to be following the same schedule.	▪ The working group reviewed the created Nuventive platform assessment units and observed a number of inconsistencies in the assumed reporting schedules observed in each.	▪ Institutional assessment processes need to be standardized for quality across all campuses (i.e. policies and procedures)
Reporting Needs	▪ Lengthy illegible reports spanning hundreds of pages	▪ The working group has observed that the lack of skill in generating Nuventive reports (i.e. let alone consistent ones) is shared across all com-fsm campuses.	▪ There is need for more training on generating ad hoc and/or standard report; and how to selectively include/exclude un-wanted information from them.
	▪ Produced information is not properly structured and/or organized	▪ The working group has identified a number of issues in the existing state of our assessment processes as some tasks were left to discretion.	▪ Institutional assessment processes need to be standardized for quality across all campuses (i.e. policies and procedures)

	This "discretion" in turn has created a number of assessment and reporting issues over the years leading to the current state of things. ▪ There needs to be a second look at the delegation of responsibility to LEAD the assessment in each Nuventive created academic or non-academic unit.	▪ A LEAD person (e.g. program coordinator) need to be identified and tied to specific unit.
▪ Need to be able to aggregate demographic data by gender, island of origin, and other demographic attributes tied to students. This allows for disaggregation of demographic data at reporting level and be able to conduct comparative analysis such as comparing performance and needs across campuses, veterans versus traditional student performance, etc…	▪ The working group has observed that the issue is not unavailability of the demographic information but rather the lack of ability in sharing information across our various systems which have thus far been operating in isolation.	▪ Nuventive comes with data importing features that allow of addition of a range of demographic data currently present in our other Information Systems (IS). ▪ There is need to configure the data tools feature of Nuventive to help address this gap (e.g. rosters, and rubric import from Schoology, demographic data import from Myshark and student information system (SIS), etc…). ▪ There may be need to upskill relevant identified resource in this as well.
▪ Difficulties in having assessment information entered in a timely and efficient manner since there are so many people who need to do this.	The working group has identified a number of issues in the existing state of our assessment processes as some tasks were left to discretion. This "discretion" in turn has created a number of assessment and reporting issues over the years leading to the current state of things.	▪ Institutional assessment processes need to be standardized for quality across all campuses (i.e. policies and procedures)
▪ Document repository section is not fully utilized	▪ The platform provides a Document Repository which can store all types of	▪ Conduct training on how to create a hierarchy of folders and sub-folders to store the files, share any folder (and the files they

		assessment and planning documents ■ The user can create a hierarchy of folders and sub-folders to store files within the platform. User can share any folder (and the files they contain) with your Assessment and Reporting/Summary Unit	contain) with the Assessment and Reporting/Summary Unit
	■ The Reporting (Summary) Units Section/Component is not fully utilized	■ The platform can be used to identify Goals that are to be accomplished by one or many Assessment Units. ■ It allows to define as many different types of Reporting Units as you deem necessary.	■ Configure different types of Reporting Units such as ACCJC, ISLO, Strategic Direction, JEMCO, IEMP, Academic Affairs, Campuses, Assessment Team, Committee, etc.
	■ IEMP Reporting Unit is not properly defined	■ The platform can run IEMP	■ Configure the IEMP Reporting unit torun a report linkto the 4 component of the said component

CONCLUDING RECOMMENDATIONS:

After careful look and scrutinizing of the raised issues and concerns on the Nuventive platform, the TWG Configuration subgroup unanimously arrived to the conclusion that while forming a task-group to look into implementing the identified issues may offer a temporary solution in resolving current issues raised; this is not the favored route to follow. Instead and given the continuous nature of the needs inherent to the successful conduct of institutional wide assessments; the common direction is the creation of an office mandated specifically to support and manage the assessment needs of the entire College of Micronesia-FSM.

This office unit shall be tasked with:

- developing a work plan to implement the recommendations to the identified issues/concerns;
- establishing quality standards that can be used to guide and monitor the assessment process;
- developing a logical design of data organization based on the current assessment process and customized to the needs of the college;
- developing strategies for a timely collection of report summaries from the different assessment and reporting units;
- developing policies and procedures to be used as guiding quality standards across all assessment and reporting units at com-fsm;
- validating accuracy and adherence to the set quality standards as guided by the assessment policies and procedures;
- developing a monitoring and self-quality audit mechanism for each of the identified assessment units;
- maximizing the use and effectiveness of the Nuventive platform;
- identify the need for and conduct necessary trainings; and
- continuously work towards the improvement of the institutional assessment process.

The office will provide the requisite support to the college geared towards meeting the ACCJC Standard 1-B, thereby ensuring academic quality and institutional effectiveness by developing a dynamic plan on how assessments should be done at different assessment units be it academic or non-academic.

a) delineating roles, processes, and policies;

b) providing appropriate, timely, and necessary assessment logistics (appropriate configuration, necessary training, platform updating, or any assistance needed);

c) collecting assessment results and validating these according to established standard measures; and

d) processing the results and providing these as inputs as required by upper level management.

The unit needs three (3) positions

- Head of the Unit (Director)
    - ✓ Knowledgeable in course, program, operational, administrative, institutional assessment, etc.
    - ✓ knowledgeable in analyzing and interpreting of data
    - ✓ write quality report

- TracDat(Nuventive) Administrator
    - ✓ knowledge in database programming,
    - ✓ experience in assessment management systems (AMS) with focus on academic institution, etc.
    - ✓ demonstrated proficiency in AMS platform adopted at com-fsm,

- Support Staff
    - ✓ With computer skills and productivity application skills.

    - ✓ Advisory Group – (Unit Level Assessment Teams)