Welcome.

What Will We Learn About Our Students?

NSE Assessment (Session 2):
The Final Story Project
Overview

- Overview of General Education Assessment
- Overview of the Final Story Project
- Instruction using the Final Planning Document
- Final Story Project Norming
- Assessing for Interpersonal Communication
- Final Story Project Assessment
- The Tool to Assess (Blackboard Rubric)
There are concrete outcomes that should result from this two-hour workshop. Upon completion, you should feel confident with all of these. If you still have questions or are unsure how to meet the outcomes, contact the lead NSE faculty member on your campus or Nichole Jackson, Assistant Director, Learning Assessment njackson18@valenciacollege.edu.
This is the list of the General Education Outcomes at Valencia College. All students should experience learning that supports these outcomes within their 36 General Education credit hours.

Students in the New Student Experience Course are assessed for Interpersonal Communication Skills and Oral Communication Skills.

Any division that is documented as supporting an outcome is expected to assess for that outcome so that they have evidence of student learning which guides improvement processes for learning. Since all General Education courses have to assess for Critical Thinking, the learning is shown in the highlighted sections across all disciplines.

The close-up image of the new map shows the New Student Experience assessing for the same two Communication Outcomes as Speech. Since students exercise and improve their skills over time, it is expected that students will be at different levels of mastery when they begin learning the skills and when they later improve them.

AT THIS POINT IN THE WORKSHOP YOU SHOULD BE ABLE TO—
✓ State your role as NSE faculty in General Education
We want students to get to touches at each of the outcomes. Every student will have critical thinking skills being assessed across the five areas of General Education.

It also means that with the Gordon-Rule and the writing component, students will have 4 different opportunities—
2 in English, 1 in Humanities, 1 in a Social Science where they will be assessed for Gordon-Rule writing and they will be assessed for Information Literacy.
They will have 2 opportunities to be touched by Cultural and Historical Understanding through Humanities,
2 opportunities for exposure to and be assessed for Quantitative Reasoning through Mathematics,
and 2 assessments in qualitative reasoning through the Science courses.
So they will have met all of the General Education Outcomes.
What we’re able to do on Assessment Day is then go through to determine how well our students are doing in all of these General Education Areas, and how we can improve to ensure our students are successful in these areas and how we can demonstrate that they are.
Assessment work may lead to recognizing areas that need improvement. Outcomes-Based Assessment requires a commitment to learning goals. Assessment Cycles become about creating and using the rubrics and assessment tools that anyone in any field can use to assess for mastery of stated outcomes.
AT THIS POINT IN THE WORKSHOP YOU SHOULD BE ABLE TO—

✓ Identify the goal of the Final Story Project
✓ Explain the importance of faculty feedback on the planning document
✓ Apply the rubric to a Final Story Project presentation
Assessing for Interpersonal Communication

- An example with evidence of skills
- An example lacking evidence of skills

AT THIS POINT IN THE WORKSHOP YOU SHOULD BE ABLE TO—

✓ Differentiate Interpersonal Communication skills
AT THIS POINT IN THE WORKSHOP YOU SHOULD BE ABLE TO—

✓ Assess the Final Story Project for all Student Learning Outcomes
Final Story Project - Rubric

- Import into Blackboard

AT THIS POINT IN THE WORKSHOP YOU SHOULD BE ABLE TO—

✔ Use the digital rubric uploaded within Bb to grade
Wrap-up and Questions