

VALENCIA COLLEGE

What Will We Learn About Our Students?

NSE Assessment (Session 2):
The Final Story Project

Welcome.

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)

We will be able to...

- Overview of General Education Assessment
 - ✓ State your role as NSE faculty in General Education
- Introduction of the Final Story Project
 - ✓ Identify the goal of the Final Story Project
- Instruction using the Final Planning Document
 - ✓ Explain the importance of faculty feedback on the planning document
- Final Story Project Norming
 - ✓ Apply the rubric to a Final Story Project presentation
- Assessing for Interpersonal Communication
 - ✓ Differentiate Interpersonal Communication skills
- Final Story Project Assessment
 - ✓ Assess the Final Story Project for all Student Learning Outcomes
- The Tool to Assess (Blackboard Rubric)
 - Use the digital rubric uploaded within Bb to grade

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.

General Education Assessment

CULTURAL & HISTORICAL UNDERSTANDING:	Demonstrate understanding of the diverse traditions of the world, and an individual's place in it.
QUANTITATIVE AND SCIENTIFIC REASONING:	Use processes, procedures, data, or evidence to solve problems and make effective decisions.
COMMUNICATION SKILLS:	Engage in effective interpersonal, oral, and written communication.
ETHICAL RESPONSIBILITY:	Demonstrate awareness of personal responsibility in one's civic, social, and academic life.
INFORMATION LITERACY:	Locate, evaluate, and effectively use information from diverse sources.
CRITICAL THINKING:	Effectively analyze, evaluate, synthesize, and apply information and ideas from diverse sources and disciplines.

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.

General Education Assessment

General Education Learning Outcomes		Communications			H
		NSE	English	Speech	
		Critical Thinking			
Quantitative Reasoning					
Scientific Reasoning					
Communication	Written Communication		X		
	Oral Communication	X		X	
	Interpersonal Communication	X		X	

On Friday, Oct. 10th, 2014, Valencia College introduced a new visual of the General Education Outcomes Map.

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

General Education Assessment

Each outcome will be assessed at two touch-points.

Keep in mind as you assess for the outcomes that for many students in the New Student Experience Course, this is their first touch point.



Karen Borglum

AVP, Office of
Curriculum and
Articulation



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.

Faculty Role in Assessment

When we engage in assessment activities we can...

- more readily notice areas in need of improvement.
- commit to emphasizing instruction related to specific outcomes.
- play a critical role in helping establish a community of practice.
- participate in the continuous cycle of improvement which makes us more aware of the successes and necessary improvements.

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.

Final Story Project

- Sample 1
 - Norming

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

Final Story Project

- Sample 2
 - Norming

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

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

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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

