**Feedback on Pathways Assessment**

**Data Submitted for Fall 2018**

**Areas for Improvement**

1. Measure the same student learning outcomes that were approved in the official Pathways course proposal.
2. Measure individual student performance on each Pathways student learning outcome independently from other Pathways student learning outcomes addressed in the course.
3. Explain how student competency was determined.
4. Use all three rating categories (i.e., Below Competent, Competent, and Above Competent) when determining student competency on Pathways student learning outcomes.
5. Report data for an appropriate number of students when submitting data for multiple course sections.

**Area for Improvement #1: Measure the same student learning outcomes that were approved in the official Pathways course proposal.**

Instructors are responsible for assessing **ALL** of the Pathways concepts and student learning outcomes specified in the official course proposal. The Pathways concepts and student learning outcomes that have been approved for your specific course are included in the Office of General Education’s searchable [Pathways table](https://www.apps.provost.vt.edu/pathways/table.html) (you will need to scroll to the right to see information on each concept). More information about each Pathways concept and its associated student learning outcomes is available [here](https://www.pathways.prov.vt.edu/content/dam/pathways_prov_vt_edu/8pdf/PathwaysConcepts_2018-19.pdf).

**Area for Improvement #2: Measure individual student performance on each Pathways student learning outcome independently from other Pathways student learning outcomes addressed in the course.**

Each Pathways student learning outcome should be assessed individually even if the same piece of student work is used to measure multiple student learning outcomes. For example, what was student competency for Reasoning in the Social Sciences student learning outcome #1? For student learning outcome #2? For student learning outcome #3, etc.? Utilizing the [Pathways Rubrics](https://www.pathways.prov.vt.edu/content/dam/pathways_prov_vt_edu/8pdf/PathwaysRubricsFor2018-2019.pdf) can help instructors assess each Pathways student learning outcome independently by outlining separate criteria for each student learning outcome in a concept area.

Utilizing one assignment or exam to measure multiple student learning outcomes can be a great strategy for Pathways assessment. However, this is only appropriate if the specific components of the paper, presentation, exam, etc. that align with a specific student learning outcome are used to assess student competency on that outcome.

* For example, one component of a paper could be used to assess Reasoning in the Social Sciences student learning outcome #1, a different component of the paper could be used to assess student learning outcome #2, yet another component of the paper could be used to assess student learning outcome #3, etc.
* For an exam or quiz, one set of items (e.g., items 1, 3, 5, 6, 7, 8, and 10) could be used to assess Reasoning in the Social Sciences student learning outcome #1, a different set of items (e.g., items 2, 4, 9, 11, and 12) could be used to assess student learning outcome #2, etc.

**Area for Improvement #3: Explain how student competency was determined.**

In the Assessment Criteria column of the Pathways Assessment Reporting Form, please provide information on how you determined whether student performance was Below Competent, Competent, or Above Competent.

* For example, if you utilized the Pathways Rubric for Ethical Reasoning to measure a particular student learning outcome, you could type in “Used the Pathways Rubric for Ethical Reasoning” into the Assessment Criteria box.
* For exam or quiz questions, you could enter in how many items students needed to answer correctly (or how many points they needed to earn) in order to be considered Below Competent, Competent, or Above Competent.

A sample Pathways Assessment Reporting Form that includes a few different examples of how an instructor might determine Below Competent, Competent, and Above Competent performance is available [here](https://www.pathways.prov.vt.edu/content/dam/pathways_prov_vt_edu/8pdf/PathwaysAssessmentReportingFormCompletedExample.xlsm) (this form may download to your computer).

**Area for Improvement #4: Use all three rating categories (i.e., Below Competent, Competent, and Above Competent) when determining student competency on Pathways student learning outcomes.**

For Pathways assessment, instructors are asked to rate student performance using three different categories: Below Competent, Competent, and Above Competent. This means that for exam or quiz items that are marked either “correct” or “incorrect,” instructors will need to utilize a set of items (not just one) to measure a specific student learning outcome.

* For example, if 5 exam or quiz items were used to measure a particular student learning outcome, then answering 3 or fewer items correctly could be considered Below Competent; answering 4 items correctly could be considered Competent; and answering all 5 items correctly could be considered Above Competent.
* For an assignment assessed with a [Pathways Rubric](https://www.pathways.prov.vt.edu/content/dam/pathways_prov_vt_edu/8pdf/PathwaysRubricsFor2018-2019.pdf), all three rating categories should be considered by the instructor when assessing student competence.

A sample Pathways Assessment Reporting Form in which an instructor has considered all three rating categories for each student learning outcome is available [here](https://www.pathways.prov.vt.edu/content/dam/pathways_prov_vt_edu/8pdf/PathwaysAssessmentReportingFormCompletedExample.xlsm) (this form may download to your computer).

**Area for Improvement #5: Report data for an appropriate number of students when submitting data for multiple course sections.**

While instructors may choose to report results from a sample of students from their Pathways courses, the minimum sample is 20 randomly selected students **per course section**. Thus, if an instructor submits data for two different course sections in one reporting form, the minimum number of students we would expect to receive data from is 40 students.

Please note that there is an alternative data collection and reporting option for large, multi-section courses that use the **exact same Pathways assessment measures** across sections. For these courses, departments may choose to collect Pathways assessment data from a larger random sample of students pulled from the entire population of students enrolled in the course (i.e., across the multiple course sections) rather than 20 students per course section.

More detailed information about sampling for Pathways assessment, including suggested sample sizes for large courses, is available [here](https://www.pathways.prov.vt.edu/content/dam/pathways_prov_vt_edu/8pdf/Pathways%20Assessment%20Sampling%20FAQs%202018.pdf).