

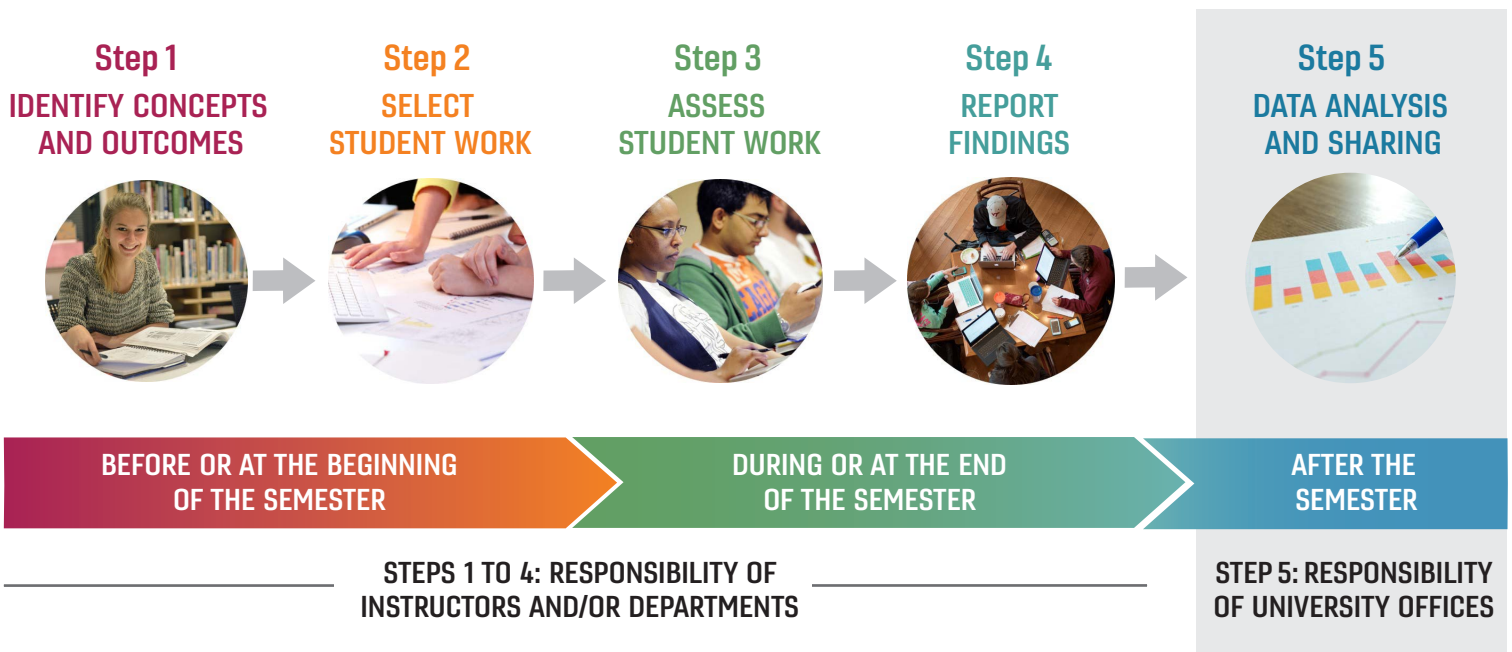
# PATHWAYS TO GENERAL EDUCATION

Pathways assessment data will be used to inform and improve the Pathways curriculum to enhance student learning at Virginia Tech. Each time a Pathways course is taught, instructors will collect and report assessment data.

Submitted data will be aggregated at the student learning outcome level, ensuring that data are not student, instructor, or course identifiable.



## PATHWAYS ASSESSMENT PROCESS



Pathways instructors are expected to complete steps 1-2 either before classes begin or at the beginning of the semester, and complete steps 3-4 during or at the end of the semester. Advance planning will enable instructors to conduct Pathways assessment more efficiently, saving time at the end of the semester.

[www.pathways.prov.vt.edu/assessment](http://www.pathways.prov.vt.edu/assessment)

# PATHWAYS ASSESSMENT PROCESS

## Step 1



## Step 2



## Step 3



## Step 4



## Step 5



### IDENTIFY CONCEPTS AND STUDENT LEARNING OUTCOMES

Instructors teaching a Pathways course should first consult the official course proposal to determine which core and integrative concepts and respective student learning outcomes are addressed in the course. Instructors are responsible for assessing ALL of the Pathways concepts and student learning outcomes specified in the official course proposal. A list of current Pathways courses and minors, either already approved or in governance, is available at [www.pathways.prov.vt.edu/about/table.html](http://www.pathways.prov.vt.edu/about/table.html).

### SELECT STUDENT WORK

Instructors should select a piece of student work (i.e., a direct measure of student learning) to assess EACH student learning outcome addressed in the course. Pathways instructors should select the type of student work that best fits with their course and assessment plans. Each outcome should be assessed independently. However, if appropriate, a single piece of student work can be used to measure multiple Pathways concepts and/or student learning outcomes. Instructors may find it helpful to review the Pathways Rubrics and the Assessment FAQs (consult [www.pathways.prov.vt.edu/assessment](http://www.pathways.prov.vt.edu/assessment)) prior to selecting student work.

### ASSESS STUDENT WORK

Instructors will apply the Pathways Rubrics to the student work to determine student competency levels for each student learning outcome addressed in the course. Instructors may choose to use a Pathways Rubric as is to assess student performance, or the instructor may interpret a Pathways Rubric to determine the extent to which a student has gained the knowledge, skill, or ability articulated in a specific outcome. Access [www.pathways.prov.vt.edu/assessment](http://www.pathways.prov.vt.edu/assessment) for more information on the application of Pathways Rubrics and sampling guidelines for all courses, including large, multi-section Pathways courses.

### REPORT FINDINGS

Instructors will report the number of students at EACH level of competency (e.g. above competent) for EACH student learning outcome addressed in the course. Data will be submitted each time a Pathways course is taught. Go to [www.pathways.prov.vt.edu/assessment](http://www.pathways.prov.vt.edu/assessment) to access the Pathways Assessment Reporting Form. Deadlines for submitting data are January 31st (Fall semester), May 31st (Spring semester), July 31st (Summer session I), and August 31st (Summer sessions II and III).

### DATA ANALYSIS AND SHARING

At the end of each semester, the Assessment & Evaluation unit in the Office of Academic Decision Support will create a summary of assessment data for all Pathways student learning outcomes and concepts. This information will be disseminated by the Office of General Education. Example tables and figures that will be used to share Pathways assessment data are provided at [www.pathways.prov.vt.edu/assessment](http://www.pathways.prov.vt.edu/assessment).

