|  |  |
| --- | --- |
| **Semester/Year** | Enter Semester and Year Course was Taught |
| **Course Prefix** | Enter Course Prefix |
| **Course Number** | Enter Course Number |
| **Course CRN(s)** | Enter CRN(s) |
| **Course Title** | Enter Course Title |
| **Instructor Name** | Enter Instructor Name |
| **Instructor Email** | Enter Instructor Email Address |

## For which Core Concept(s) will you be submitting data? Please use an “X” to mark each Core Concept that applies. Selected Core Concepts should be consistent with those identified in the official course proposal.

\_\_\_ 1 - [Discourse](#Discourse)

\_\_\_ 2 - [Critical Thinking in the Humanities](#CTH)

­­­\_\_\_ 3 - [Reasoning in the Social Sciences](#RSS)

\_\_\_ 4 - [Reasoning in the Natural Sciences](#RNS)

\_\_\_ 5 - [Quantitative and Computational Thinking](#QCT)

\_\_\_ 6 - [Critique and Practice in Design and the Arts](#CPDA)

\_\_\_ 7 - [Critical Analysis of Identity and Equity in the United States](#CAIEUS)

## For which Integrative Concept(s) will you be submitting data? Please use an “X” to mark each Integrative Concept that applies. Selected Integrative Concepts should be consistent with those identified in the official course proposal.

\_\_\_ [Ethical Reasoning](#Ethical)

\_\_\_ [Intercultural and Global Awareness](#_Please_complete_the_5)

## Below are tables for you to report assessment data for each concept addressed in your Pathways course. Tables for concepts not addressed in your course should be left blank. Please scroll through the document until you locate the correct table OR hold down the control (CTRL) button AND use the mouse to click on the appropriate Core Concept(s) or Integrative Concept(s).

## If you select “See Attached Assignment” as a measure for one or more student learning outcomes, please **REMEMBER TO ATTACH** the file(s) when you submit this document.

For assistance with this reporting form or Pathways assessment in general, please contact Molly Hall ([mrhall@vt.edu](mailto:mrhall@vt.edu); 231-5432) or Bethany Bodo ([bbodo@vt.edu](mailto:bbodo@vt.edu); 231-6003) in the Assessment & Evaluation unit in the Office of Academic Decision Support.

Please complete the following table for **DISCOURSE**. Courses addressing this concept must assess **ALL** of the student learning outcomes.

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Student Learning Outcome** | **Was this student learning outcome measured in your course?** | **Assessment Measure** | **Please give more detail regarding the measure you chose and/or further specify “other” response** | **Assessment Criteria:**  **What criteria did you use to determine whether student performance was Below Competent, Competent, or Above Competent? For example, did you use the Pathways Rubric for this concept?** | **Total Number of Students Assessed** | **Below Competent** | | **Competent** | | **Above Competent** | | **Total Percentage of Students** |
|  |  | Select from drop down list | Enter text description below | Enter text description below | Total Number of Students | Number of Students | Percentage of Students | Number of Students | Percentage of Students | Number of Students | Percentage of Students | Total Percentage |
| 1. Discover and comprehend information from a variety of written, oral, and visual sources. | Measured | Choose assessment |  |  |  |  |  |  |  |  |  |  |
| 2. Analyze and evaluate the content and intent of information from diverse sources. | Measured | Choose assessment |  |  |  |  |  |  |  |  |  |  |
| 3. Develop effective content that is appropriate to a specific context, audience, and/or purpose. | Measured | Choose assessment |  |  |  |  |  |  |  |  |  |  |
| 4. Exchange ideas effectively with an audience. | Measured | Choose assessment |  |  |  |  |  |  |  |  |  |  |
| 5. Assess the product/ presentation, including feedback from readers or listeners. | Measured | Choose assessment |  |  |  |  |  |  |  |  |  |  |

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## Please complete the following table for **CRITICAL THINKING IN THE HUMANITIES.**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Student Learning Outcome** | **Was this student learning outcome measured in your course?** | **Assessment Measure** | **Please give more detail regarding the measure you chose and/or further specify “other” response** | **Assessment Criteria:**  **What criteria did you use to determine whether student performance was Below Competent, Competent, or Above Competent? For example, did you use the Pathways Rubric for this concept?** | **Total Number of Students Assessed** | **Below Competent** | | **Competent** | | **Above Competent** | | **Total Percentage of Students** |
|  | Select from drop down list | Select from drop down list | Enter text description below | Enter text description below | Total Number of Students | Number of Students | Percentage of Students | Number of Students | Percentage of Students | Number of Students | Percentage of Students | Total Percentage |
| 1. Identify fundamental concepts of the humanities. | \*SELECT\* | Choose assessment |  |  |  |  |  |  |  |  |  |  |
| 2. Analyze texts and other created artifacts using theories and methods of the humanities. | \*SELECT\* | Choose assessment |  |  |  |  |  |  |  |  |  |  |
| 3. Interpret texts and other created artifacts within multiple historical, intellectual, and cultural contexts. | \*SELECT\* | Choose assessment |  |  |  |  |  |  |  |  |  |  |
| 4. Synthesize multiple complex sources and create a coherent narrative or argument. | \*SELECT\* | Choose assessment |  |  |  |  |  |  |  |  |  |  |

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## Please complete the following table for **REASONING IN THE SOCIAL SCIENCES**.

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Student Learning Outcome** | **Was this student learning outcome measured in your course?** | **Assessment Measure** | **Please give more detail regarding the measure you chose and/or further specify “other” response** | **Assessment Criteria:**  **What criteria did you use to determine whether student performance was Below Competent, Competent, or Above Competent? For example, did you use the Pathways Rubric for this concept?** | **Total Number of Students Assessed** | **Below Competent** | | **Competent** | | **Above Competent** | | **Total Percentage of Students** |
|  | Select from drop down list | Select from drop down list | Enter text description below | Enter text description below | Total Number of Students | Number of Students | Percentage of Students | Number of Students | Percent of Students | Number of Students | Percentage of Students | Total Percentage |
| 1. Identify fundamental concepts of the social sciences. | \*SELECT\* | Choose assessment |  |  |  |  |  |  |  |  |  |  |
| 2. Analyze human behavior, social institutions, and/or patterns of culture using theories and methods of the social sciences. | \*SELECT\* | Choose assessment |  |  |  |  |  |  |  |  |  |  |
| 3. Identify interconnections among and differences between social institutions, groups, and individuals. | \*SELECT\* | Choose assessment |  |  |  |  |  |  |  |  |  |  |
| 4. Analyze the ways in which values and beliefs relate to human behavior and social relationships. | \*SELECT\* | Choose assessment |  |  |  |  |  |  |  |  |  |  |

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## Please complete the following table for **REASONING IN THE NATURAL SCIENCES**.

|  |  |  |  |  |  |  |  |  |  |  |  |  |
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| **Student Learning Outcome** | **Was this student learning outcome measured in your course?** | **Assessment Measure** | **Please give more detail regarding the measure you chose and/or further specify “other” response** | **Assessment Criteria:**  **What criteria did you use to determine whether student performance was Below Competent, Competent, or Above Competent? For example, did you use the Pathways Rubric for this concept?** | **Total Number of Students Assessed** | **Below Competent** | | **Competent** | | **Above Competent** | | **Total Percentage of Students** |
|  | Select from drop down list | Select from drop down list | Enter text description below | Enter text description below | Total Number of Students | Number of Students | Percentage of Students | Number of Students | Percent of Students | Number of Students | Percentage of Students | Total Percentage |
| 1. Explain the foundational knowledge of a particular scientific discipline. | \*SELECT\* | Choose assessment |  |  |  |  |  |  |  |  |  |  |
| 2. Apply principles and techniques of scientific inquiry. | \*SELECT\* | Choose assessment |  |  |  |  |  |  |  |  |  |  |
| 3. Evaluate the credibility and the use/misuse of scientific information. | \*SELECT\* | Choose assessment |  |  |  |  |  |  |  |  |  |  |
| 4. Analyze the reciprocal impact of science and society. | \*SELECT\* | Choose assessment |  |  |  |  |  |  |  |  |  |  |

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Please complete the following table for **QUANTITATIVE AND COMPUTATIONAL THINKING.**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
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| **Student Learning Outcome** | **Was this student learning outcome measured in your course?** | **Assessment Measure** | **Please give more detail regarding the measure you chose and/or further specify “other” response** | **Assessment Criteria:**  **What criteria did you use to determine whether student performance was Below Competent, Competent, or Above Competent? For example, did you use the Pathways Rubric for this concept?** | **Total Number of Students Assessed** | **Below Competent** | | **Competent** | | **Above Competent** | | **Total Percentage of Students** |
|  | Select from drop down list | Select from drop down list | Enter text description below | Enter text description below | Total Number of Students | Number of Students | Percentage of Students | Number of Students | Percentage of Students | Number of Students | Percentage of Students | Total Percentage |
| 1. Explain the application of computational or quantitative thinking across multiple knowledge domains. | \*SELECT\* | Choose assessment |  |  |  |  |  |  |  |  |  |  |
| 2. Apply the foundational principles of computational or quantitative thinking to frame a question and devise a solution in a particular field of study. | \*SELECT\* | Choose assessment |  |  |  |  |  |  |  |  |  |  |
| 3. Identify the impacts of computing and information technology on humanity. | \*SELECT\* | Choose assessment |  |  |  |  |  |  |  |  |  |  |
| 4. Construct a model based on computational methods to analyze complex or large-scale phenomenon. | \*SELECT\* | Choose assessment |  |  |  |  |  |  |  |  |  |  |
| 5. Draw valid quantitative inferences about situations characterized by inherent uncertainty. | \*SELECT\* | Choose assessment |  |  |  |  |  |  |  |  |  |  |
| 6. Evaluate conclusions drawn from or decisions based on quantitative data. | \*SELECT\* | Choose assessment |  |  |  |  |  |  |  |  |  |  |

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Please complete the following table for **CRITIQUE AND PRACTICE IN DESIGN AND THE ARTS**.

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Student Learning Outcome** | **Was this student learning outcome measured in your course?** | **Assessment Measure** | **Please give more detail regarding the measure you chose and/or further specify “other” response** | **Assessment Criteria:**  **What criteria did you use to determine whether student performance was Below Competent, Competent, or Above Competent? For example, did you use the Pathways Rubric for this concept?** | **Total Number of Students Assessed** | **Below Competent** | | **Competent** | | **Above Competent** | | **Total Percentage of Students** |
|  | Select from drop down list | Select from drop down list | Enter text description below | Enter text description below | Total Number of Students | Number of Students | Percentage of Students | Number of Students | Percentage of Students | Number of Students | Percentage of Students | Total Percentage |
| 1. Identify and apply formal elements of design or the arts. | \*SELECT\* | Choose assessment |  |  |  |  |  |  |  |  |  |  |
| 2. Explain the historical context of design or the arts. | \*SELECT\* | Choose assessment |  |  |  |  |  |  |  |  |  |  |
| 3. Apply interpretive strategies or methodologies in design or the arts. | \*SELECT\* | Choose assessment |  |  |  |  |  |  |  |  |  |  |
| 4. Employ skills, tools, and methods of working in design or the arts. | \*SELECT\* | Choose assessment |  |  |  |  |  |  |  |  |  |  |
| 5. Produce a fully developed work through iterative processes of design or the arts. | \*SELECT\* | Choose assessment |  |  |  |  |  |  |  |  |  |  |

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Please complete the following table for **CRITICAL ANALYSIS OF IDENTITY AND EQUITY IN THE UNITED STATES**.

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Student Learning Outcome** | **Was this student learning outcome measured in your course?** | **Assessment Measure** | **Please give more detail regarding the measure you chose and/or further specify “other” response** | **Assessment Criteria:**  **What criteria did you use to determine whether student performance was Below Competent, Competent, or Above Competent? For example, did you use the Pathways Rubric for this concept?** | **Total Number of Students Assessed** | **Below Competent** | | **Competent** | | **Above Competent** | | **Total Percentage of Students** |
|  | Select from drop down list | Select from drop down list | Enter text description below | Enter text description below | Total Number of Students | Number of Students | Percentage of Students | Number of Students | Percentage of Students | Number of Students | Percentage of Students | Total Percentage |
| 1. Analyze how social identities, statuses, space, place, traditions, and histories of inequity and power shape human experience in the United States (particularly or in comparative perspective). | \*SELECT\* | Choose assessment |  |  |  |  |  |  |  |  |  |  |
| 2. Analyze social equity and diversity in the United States (particularly or in comparative perspective) through multiple perspectives on power and identity. | \*SELECT\* | Choose assessment |  |  |  |  |  |  |  |  |  |  |
| 3. Demonstrate how creative works analyze and/or reimagine diversity in human experiences in the United States (particularly or in comparative perspective). | \*SELECT\* | Choose assessment |  |  |  |  |  |  |  |  |  |  |
| 4. Demonstrate how aesthetic and cultural expressions mediate identities, statuses, space, place, formal traditions, and/or historical contexts in the United States (particularly or in comparative perspective). | \*SELECT\* | Choose assessment |  |  |  |  |  |  |  |  |  |  |
| 5. Analyze the interactive relationships between place, space, identity formation, and sense of community in the United States (particularly or in comparative perspective). | \*SELECT\* | Choose assessment |  |  |  |  |  |  |  |  |  |  |

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## Please complete the following table for **ETHICAL REASONING**.

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Student Learning Outcome** | **Was this student learning outcome measured in your course?** | **Assessment Measure** | **Please give more detail regarding the measure you chose and/or further specify “other” response** | **Assessment Criteria:**  **What criteria did you use to determine whether student performance was Below Competent, Competent, or Above Competent? For example, did you use the Pathways Rubric for this concept?** | **Total Number of Students Assessed** | **Below Competent** | | **Competent** | | **Above Competent** | | **Total Percentage of Students** |
|  | Select from drop down list | Select from drop down list | Enter text description below | Enter text description below | Total Number of Students | Number of Students | Percentage of Students | Number of Students | Percentage of Students | Number of Students | Percentage of Students | Total Percentage |
| 1. Explain and contrast relevant ethical theories. | \*SELECT\* | Choose assessment |  |  |  |  |  |  |  |  |  |  |
| 2. Identify ethical issues in a complex context. | \*SELECT\* | Choose assessment |  |  |  |  |  |  |  |  |  |  |
| 3. Articulate and defend positions on ethical issues in a way that is both reasoned and informed by the complexities of those situations. | \*SELECT\* | Choose assessment |  |  |  |  |  |  |  |  |  |  |

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## Please complete the following table for **INTERCULTURAL AND GLOBAL AWARENESS**.

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Student Learning Outcome** | **Was this student learning outcome measured in your course?** | **Assessment Measure** | **Please give more detail regarding the measure you chose and/or further specify “other” response** | **Assessment Criteria:**  **What criteria did you use to determine whether student performance was Below Competent, Competent, or Above Competent? For example, did you use the Pathways Rubric for this concept?** | **Total Number of Students Assessed** | **Below Competent** | | **Competent** | | **Above Competent** | | **Total Percentage of Students** |
|  | Select from drop down list | Select from drop down list | Enter text description below | Enter text description below | Total Number of Students | Number of Students | Percentage of Students | Number of Students | Percentage of Students | Number of Students | Percentage of Students | Total Percentage |
| 1. Identify advantages and challenges of diversity and inclusion in communities and organizations. | \*SELECT\* | Choose assessment |  |  |  |  |  |  |  |  |  |  |
| 2. Interpret an intercultural experience from both one’s own and another’s worldview. | \*SELECT\* | Choose assessment |  |  |  |  |  |  |  |  |  |  |
| 3. Address significant global challenges and opportunities in the natural and human world. | \*SELECT\* | Choose assessment |  |  |  |  |  |  |  |  |  |  |

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