

Pathways General Education Program: Reporting Data Using Different Types of Assessment Measures



Assessment & Evaluation

The tables below provide examples of how assessment data from Pathways courses will be reported in the Pathways Assessment Reporting Form. For assistance with Pathways assessment, please contact Molly Hall (mrhall@vt.edu; 231-5432) or Bethany Bodo (bbodo@vt.edu; 231-6003) in the Assessment & Evaluation unit in the Office of Academic Decision Support.

Table 1: Two example measures for one student learning outcome in Discourse

Discourse: Student Learning Outcome #1	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 (Applying the Pathways Rubrics)	Total Number of Students Assessed	Below Competent	Competent	Above Competent
						# and % of students	# and % of students	# and % of students
Discover and comprehend information from a variety of written, oral, and visual sources.	X Measured O Not Measured	O Direct Observation O Essay O Multiple Choice X Short Answer O True / False O Other	Short-answer question on essay test requiring students to summarize information from written, oral, and visual texts.	<u>Both measures could be evaluated using the Pathways Discourse Rubric</u> <u>Below Competent:</u> Inconsistently demonstrates the ability to paraphrase or summarize information from written, oral, or visual texts, but not from all three approaches. Insufficiently references sources or neglects to incorporate sources.	30	8 / 27%	15 / 50%	7 / 23%
Discover and comprehend information from a variety of written, oral, and visual sources.	X Measured O Not Measured	X Direct Observation O Essay O Multiple Choice O Short Answer O True / False O Other	Direct observation of an oral presentation requiring students to analyze and explain written, oral, and visual sources from a particular time period.	<u>Competent:</u> Consistently demonstrates the ability to paraphrase or summarize information accurately from written, oral, or visual texts. References sources, such as a list of work cited or examples required. <u>Above Competent:</u> Uses written, oral, and visual sources to draw more complex inferences about the message and attitude of the work. Exhibits a more nuanced understanding of individual sources through comparison and synthesis.	44	9 / 20%	21 / 48%	14 / 32%

Table 2: Two example measures for one student learning outcome in Reasoning in the Natural Sciences

Reasoning in the Natural Sciences: Student Learning Outcome #2	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 (Applying the Pathways Rubrics)	Total Number of Students Assessed	Below Competent	Competent	Above Competent
						# and % of students	# and % of students	# and % of students
Apply principles and techniques of scientific inquiry.	X Measured O Not Measured	O Direct Observation O Essay X Multiple Choice O Short Answer O True / False O Other	Nine multiple choice items embedded on the final exam in the course.	<u>The Pathways Reasoning in the Natural Sciences Rubric could be interpreted here as:</u> <u>Below Competent:</u> Correctly responding to 5 or fewer items <u>Competent:</u> Correctly responding to 6 or 7 items <u>Above Competent:</u> Correctly responding to 8 or 9 items	247	81 / 33%	117 / 47%	49 / 20%
Apply principles and techniques of scientific inquiry.	X Measured O Not Measured	O Direct Observation O Essay O Multiple Choice O Short Answer O True / False X Other	Lab report requiring students to apply principles and techniques of scientific inquiry.	<u>This measure could be evaluated using the Pathways Reasoning in the Natural Sciences Rubric</u> <u>Below Competent:</u> Inaccurately applies principles and techniques of scientific inquiry. <u>Competent:</u> Accurately applies principles and techniques of scientific inquiry. <u>Above Competent:</u> Skillfully applies principles and techniques of scientific inquiry to synthesize reasonable and appropriate conclusions.	20	4 / 20%	11 / 55%	5 / 25%

Table 3: Two example measures for one student learning outcome in Ethical Reasoning

Ethical Reasoning: Student Learning Outcome #3	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 (Applying the Pathways Rubrics)	Total Number of Students Assessed	Below Competent	Competent	Above Competent
						# and % of students	# and % of students	# and % of students
Articulate and defend positions on ethical issues in a way that is both reasoned and informed by the complexities of those situations.	X Measured O Not Measured	X Direct Observation O Essay O Multiple Choice O Short Answer O True / False O Other	Class debate where each student is required to articulate and defend their position on an ethical issue. Faculty directly observe the debate and evaluate using a rubric.	<p><u>Both measures could be evaluated using the Pathways Ethical Reasoning Rubric</u></p> <p><u>Below Competent:</u> May state beliefs or criticize flaws in those of others, but does not present rational argumentation or analyze situations beyond a superficial level.</p> <p><u>Competent:</u> Uses a range of relevant sources, facts, and theories to develop arguments for and against particular approaches to ethical dilemmas.</p> <p><u>Above Competent:</u> Independently develops nuanced, multifaceted, informed, and coherent arguments that indicate effective approaches to address real or realistic ethical issues and practices.</p>	40	0 / 0%	34 / 85%	6 / 15%
Articulate and defend positions on ethical issues in a way that is both reasoned and informed by the complexities of those situations.	X Measured O Not Measured	O Direct Observation X Essay O Multiple Choice O Short Answer O True / False O Other	In their final paper, students are required to articulate and defend an ethical position. The paper is evaluated with a rubric and students are rated on their ability to both articulate and defend the position.		25	9 / 36%	13 / 52%	3 / 12%