In the Fall 2018 semester, Virginia Tech will adopt a new general education curriculum, Pathways to General Education. This curriculum is meant to be flexible and meaningful and includes core and integrated learning outcome areas.

The poster presents an overview of the assessment process for this curriculum.

**Assessment Overview**

- Assessment will focus on the overall effectiveness of the curriculum and will be course-embedded, faculty-led, and improvement-focused
- Currently, faculty members are working to revise and create courses to align to the new curriculum
- In Fall 2018, when Pathways rolls out, each time a course is taught, faculty members will report on the Pathways indicators addressed in the course by interpreting and applying a shared Pathways rubric to student work
- Information for each indicator met in the course should be based on student achievement on one assignment per Pathways indicator

**Tenets for Pathways Assessment**

- Assessment of student learning is based on student work that is required in a course and aligned with the Pathways indicators
- The process will honor the diversity of the disciplinary methodologies
- Faculty teaching Pathways courses will collect data at the assignment level and submit aggregated data on each indicator met in the course at the end of a semester;
- The data gathered will be used to improve teaching and learning
- The assessment process will be dynamic and open to ongoing improvement as needed.

**Learning Outcome Areas**

Each Pathways course is expected to meet 1-2 core outcomes areas and 1-2 integrated outcome areas, which are demonstrated through meeting the majority, or in some cases all, of the learning indicators associated an outcome area.

**Core Outcome Areas**

1. Discourse
2. Quantitative and Computational Thinking
3. Reasoning in the Natural Sciences
4. Critique and Practice in Design and the Arts
5. Reasoning in the Social Sciences
6. Critical Thinking in the Humanities
7. Critical Analysis of Equity and Identify in the United States

**Integrated Outcome Areas**

1. Ethical Reasoning
2. Intercultural and Global Awareness

**Results/Findings**

- After the instructor has categorized students into one of three competency levels for each of the Pathways indicators met in the course, the faculty member will submit this information in a table to the Office of Academic Decision Support
- Each semester the Office of Academic Decision Support will summarize performance data and present overall percentages for each indicator
- Information on indicators will be summarized for each indicator
- Faculty will gather yearly to discuss, reflect and recommend ways to improve the curriculum
- Faculty members will be the only ones with access to student data on their courses and they will therefore have the responsibility to use the data to improve their courses

**Communication**

- Assessment data will not be student, faculty, or course identifiable because they will be aggregated at the level of the learning indicator
- Each semester, assessment data will be published on the Pathways website
- Data will be public and presented through an interactive dashboard
- The Academic Decision Support will facilitate faculty discussions regarding rating students in terms of these three levels of competency

**Challenges**

- Faculty participation
- Limited understanding of assessment and resources for assessment
- Complex curriculum
- Lack of ownership of the curriculum
- Competing institutional initiatives, e.g., performance based funding rewards departments to teach broad courses which can satisfy multiple requirements for students
- Faculty confusion about curricular requirements (according to pilot assessment data)