2021–2023

CRITICAL THINKING

Critical thinking is a purposeful and self-regulated process involving cognitive, affective, and ethical tools to analyze, comprehend, and respond to complex ideas or situations.

UAC offers a critical thinking rubric and Canvas Outcome for import, and academic programs may have their own related rubrics or measures.

PROCESS
DEFINING THE STANDARD

1.

Programs assessed their own learning outcome and mapped to critical thinking (referred to as Program). Each program decided the level demonstrating competence "met" (yes, no).
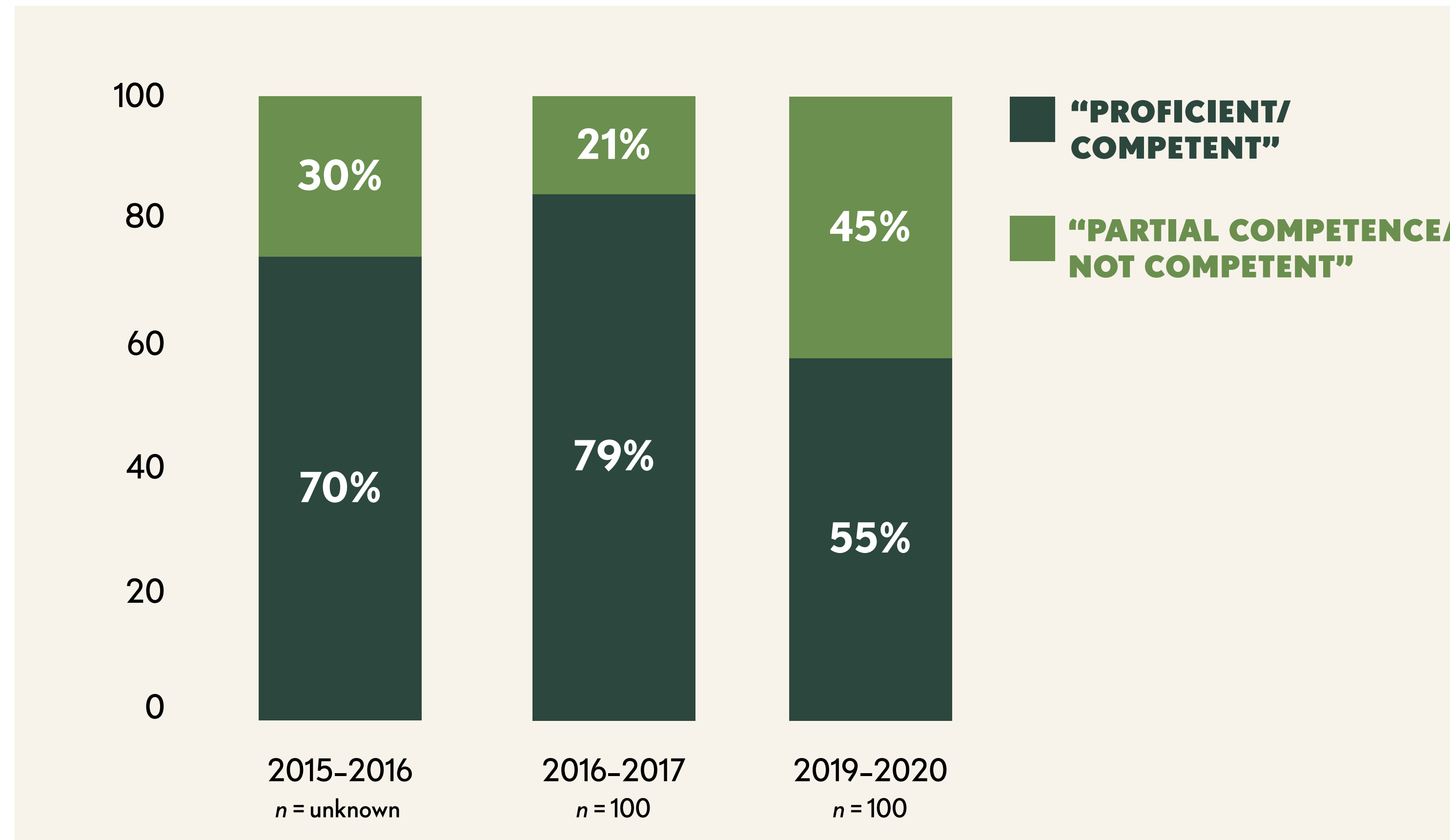
2.

Faculty assessed student assignments aligned with core competencies using the UAC written communication rubric. Scores of "proficient" and "competent" = "met" ("Partial competence" and "not competent" = "not met").

FOR CRITICAL THINKING:
68% PROGRAM, 32% UAC RUBRIC

RESULTS

HISTORICAL

100
80
60
40
20
0

30%
70%
2015–2016
n = unknown

21%
79%
2016–2017
n = 100

45%
55%
2019–2020
n = 100

■ "PROFICIENT/ COMPETENT"

■ "PARTIAL COMPETENCE/ NOT COMPETENT"

CURRENT

100
80
60
40
20
0

18%
51/285
82%
234/285
2021–2023
n = 285

■ MET

■ DID NOT MEET
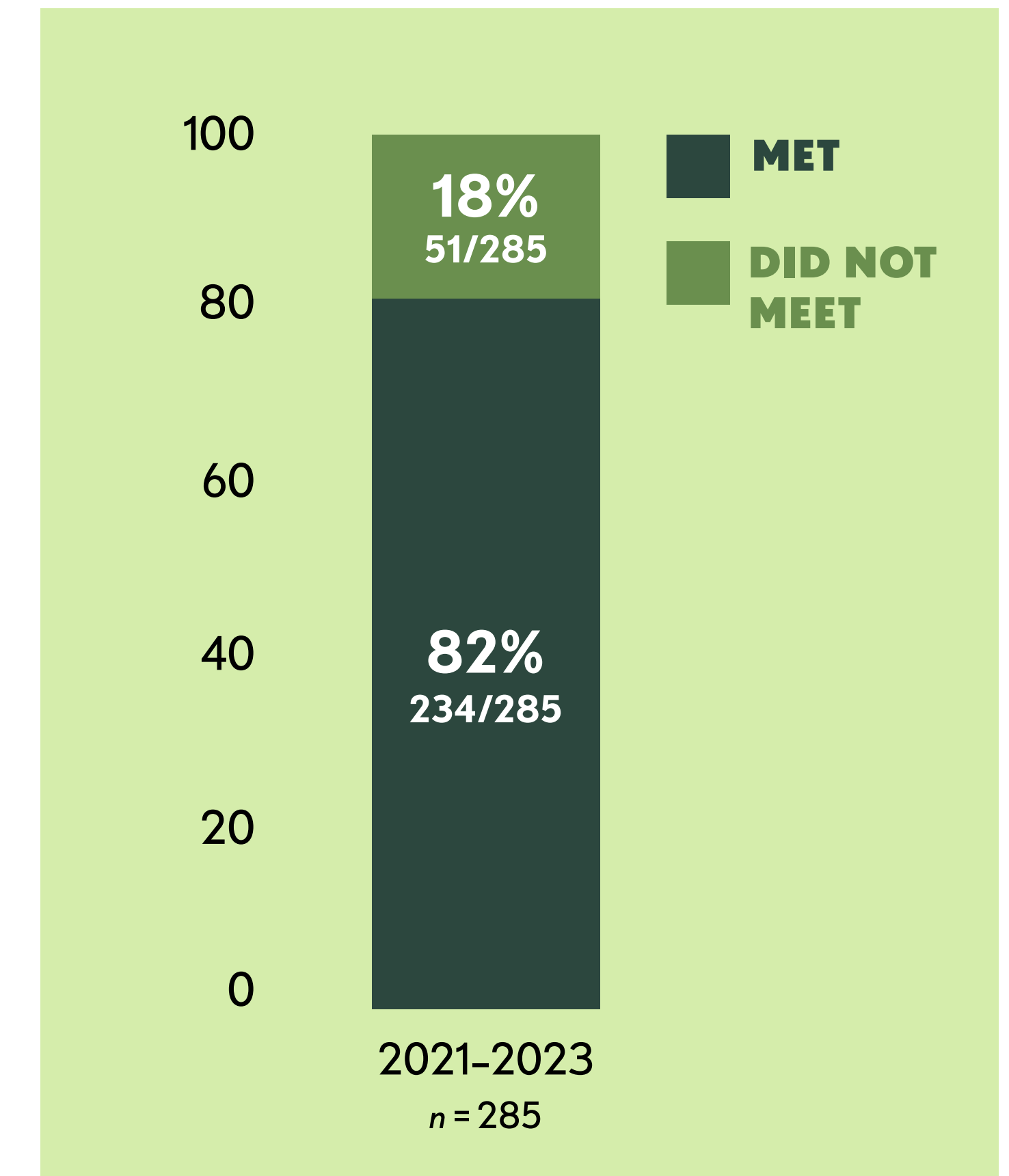
*Please note the historical data were collected with different methodology, only using the UAC rubric and using the terms proficient and competent.

CRITICAL THINKING 2021–2023

CONSIDERATIONS
FOR 2021–2023 DATA

DECENTRALIZED
Programs provided evidence through their own classes, whose faculty assessed student work for criteria aligned with critical thinking.

NEW
This is the first time we used a decentralized process. Previously, we relied on data from a senior-level general education course (PACS 003: What is an Ethical Life?) taken by all graduating students.
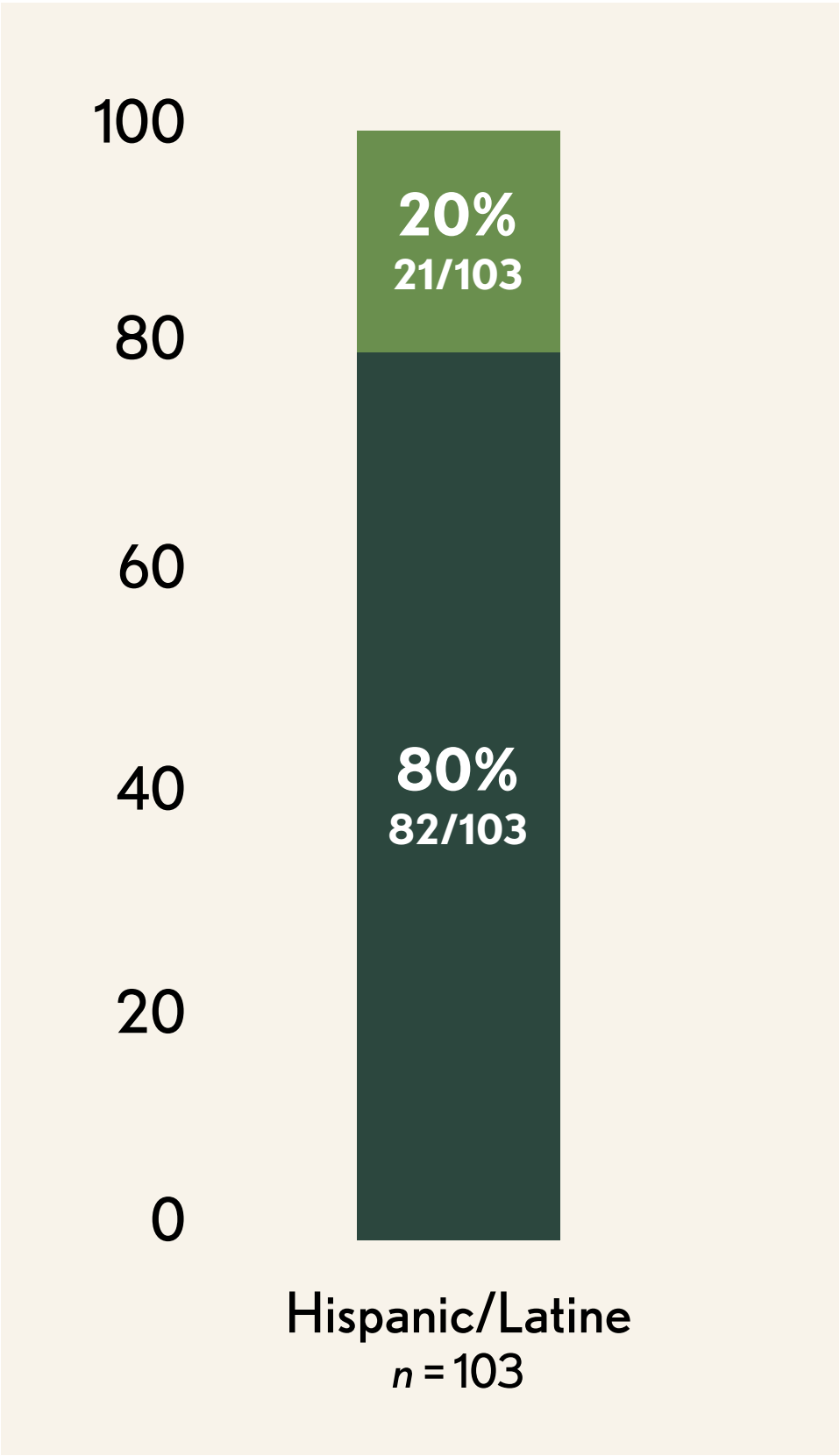
QUANTITATIVE ⟷ QUALITATIVE
How do our quantitative findings connect to ways our students are learning and how we support them?
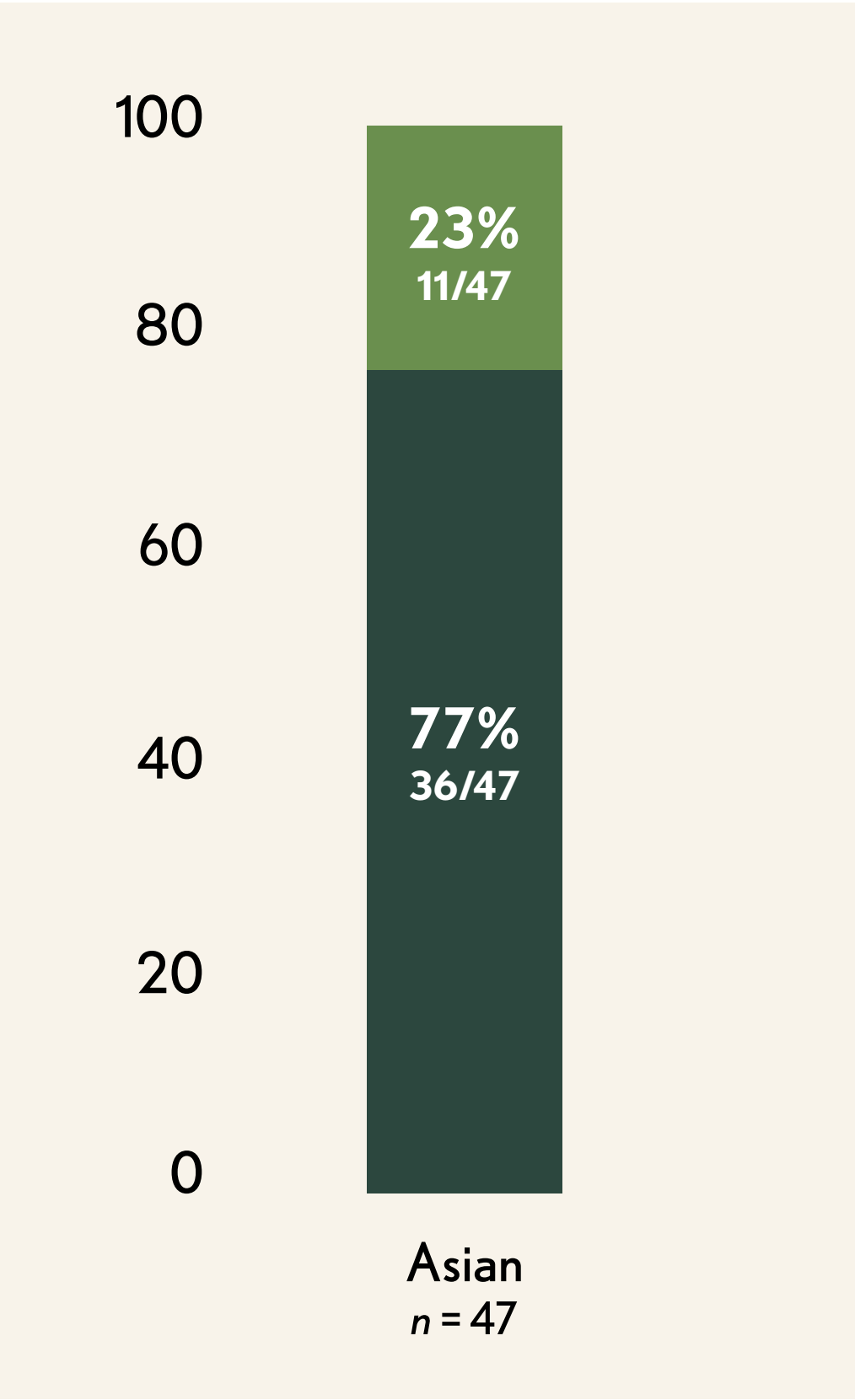
INSTITUTIONAL DATA
For some student attributes, such as housing and admit type, we accessed a complete set of institutional data, whereas our data are only partially complete for other attributes, such as race and ethnicity.

CRITICAL THINKING 2021–2023
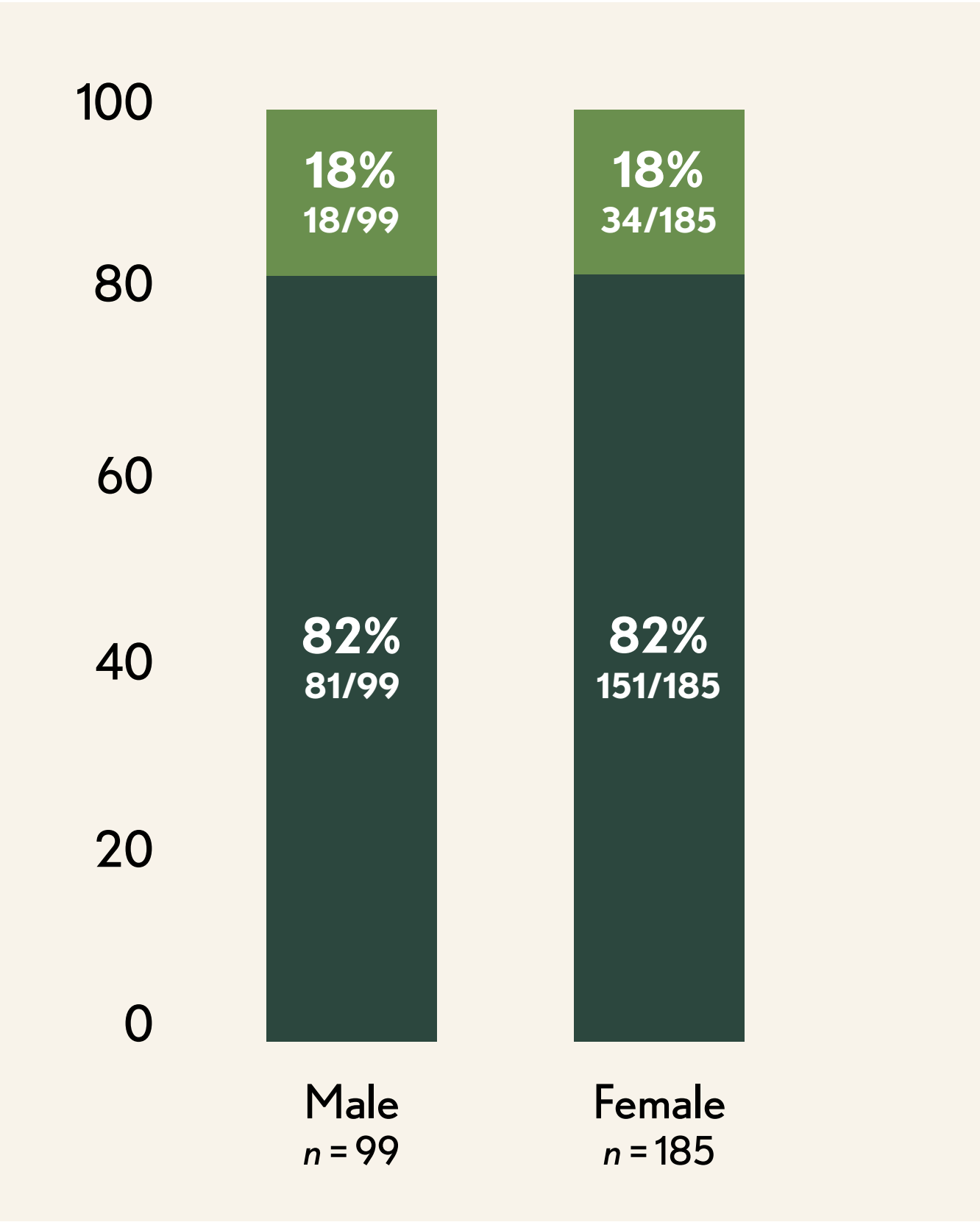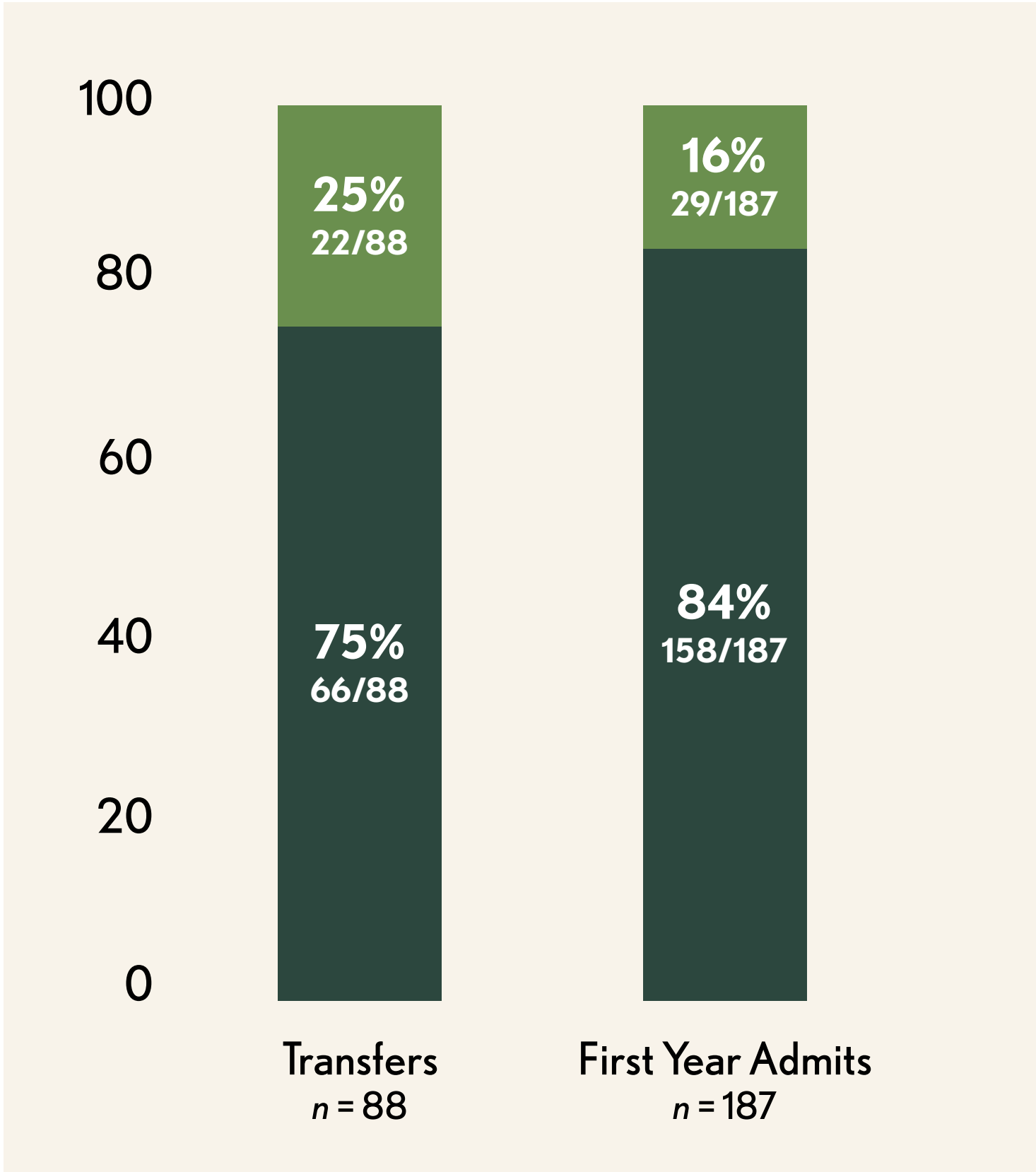
DISAGGREGATED RESULTS

HISPANIC/LATINE

100
80
60
40
20
0

20%
21/103

80%
82/103

Hispanic/Latine
n = 103

ASIAN

100
80
60
40
20
0

23%
11/47

77%
36/47

Asian
n = 47

SEX

100
80
60
40
20
0

18%
18/99

18%
34/185

82%
81/99

82%
151/185

Male
n = 99

Female
n = 185

*Data depicted are descriptive.
Analyses do not compare rates across groups of students.*

MET **DID NOT MEET**

CRITICAL THINKING 2021-2023

DISAGGREGATED RESULTS CONT.

ADMIT TYPE

100
80
60
40
20
0

Transfers	First Year Admits
25% 22/88	16% 29/187
75% 66/88	84% 158/187

Transfers
n = 88

First Year Admits
n = 187

HOUSING

100
80
60
40
20
0

On Campus	Off Campus
16% 15/92	19% 37/193
84% 77/92	81% 156/193

On Campus
n = 92

Off Campus
n = 193

GENERATION

100
80
60
40
20
0

First Generation	Continuing Generation
22% 18/81	17% 30/178
78% 63/81	83% 148/178

First Generation
n = 81

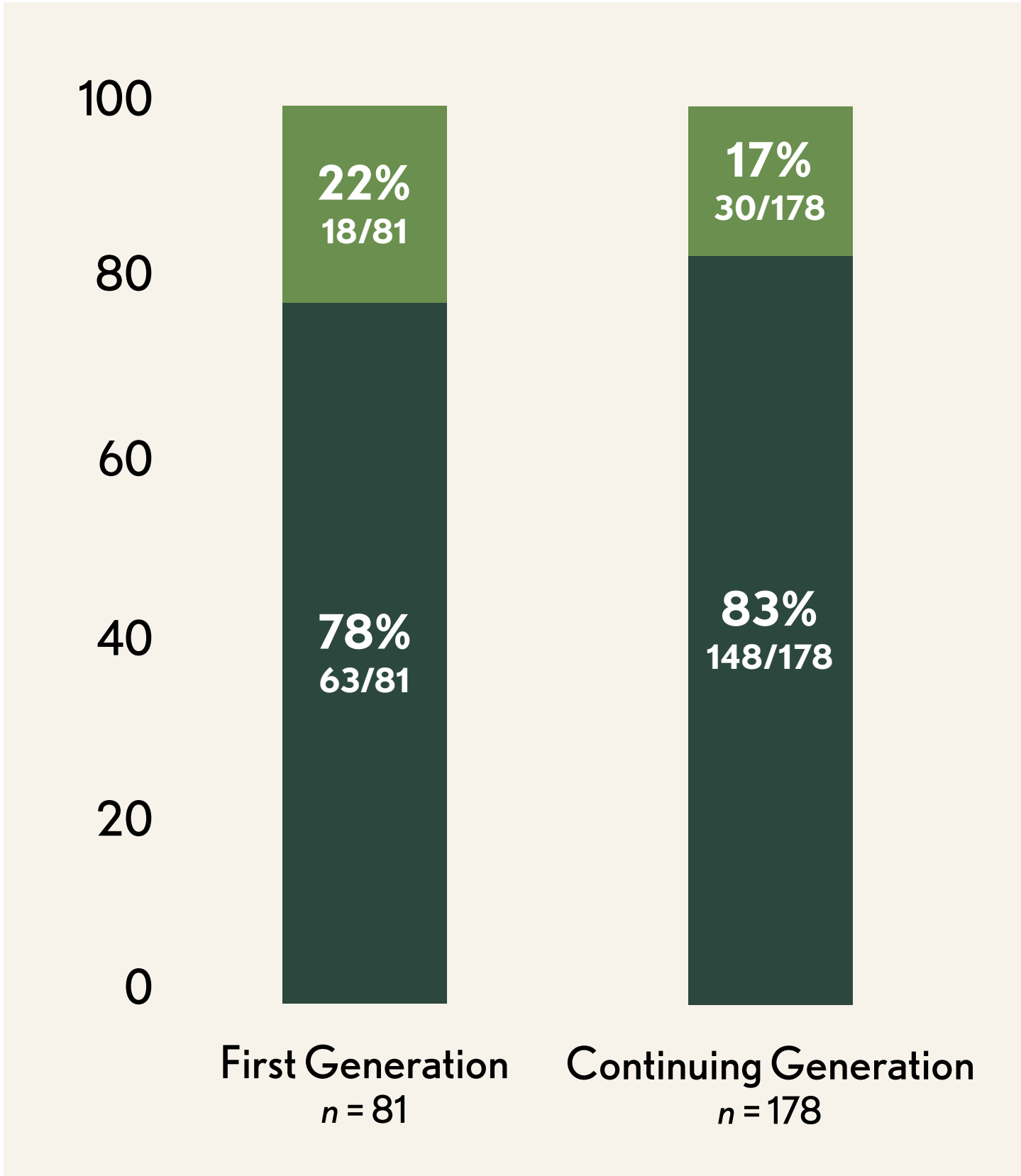Continuing Generation
n = 178

*Data depicted are descriptive.
Analyses do not compare rates across groups of students.*

■ **MET**   ■ **DID NOT MEET**

CRITICAL THINKING 2021–2023

WRITTEN COMMUNICATION

Students will be able to make strategic stylistic choices to engage a reader's attention and advance shared understanding.

UAC offers a written communication rubric and Canvas Outcome for import, and academic programs may have their own related rubrics or measures.

PROCESS
DEFINING THE STANDARD

1.

Programs assessed their own learning outcome and mapped to written communication (referred to as Program). Each program decided the level demonstrating competence "met" (yes, no).
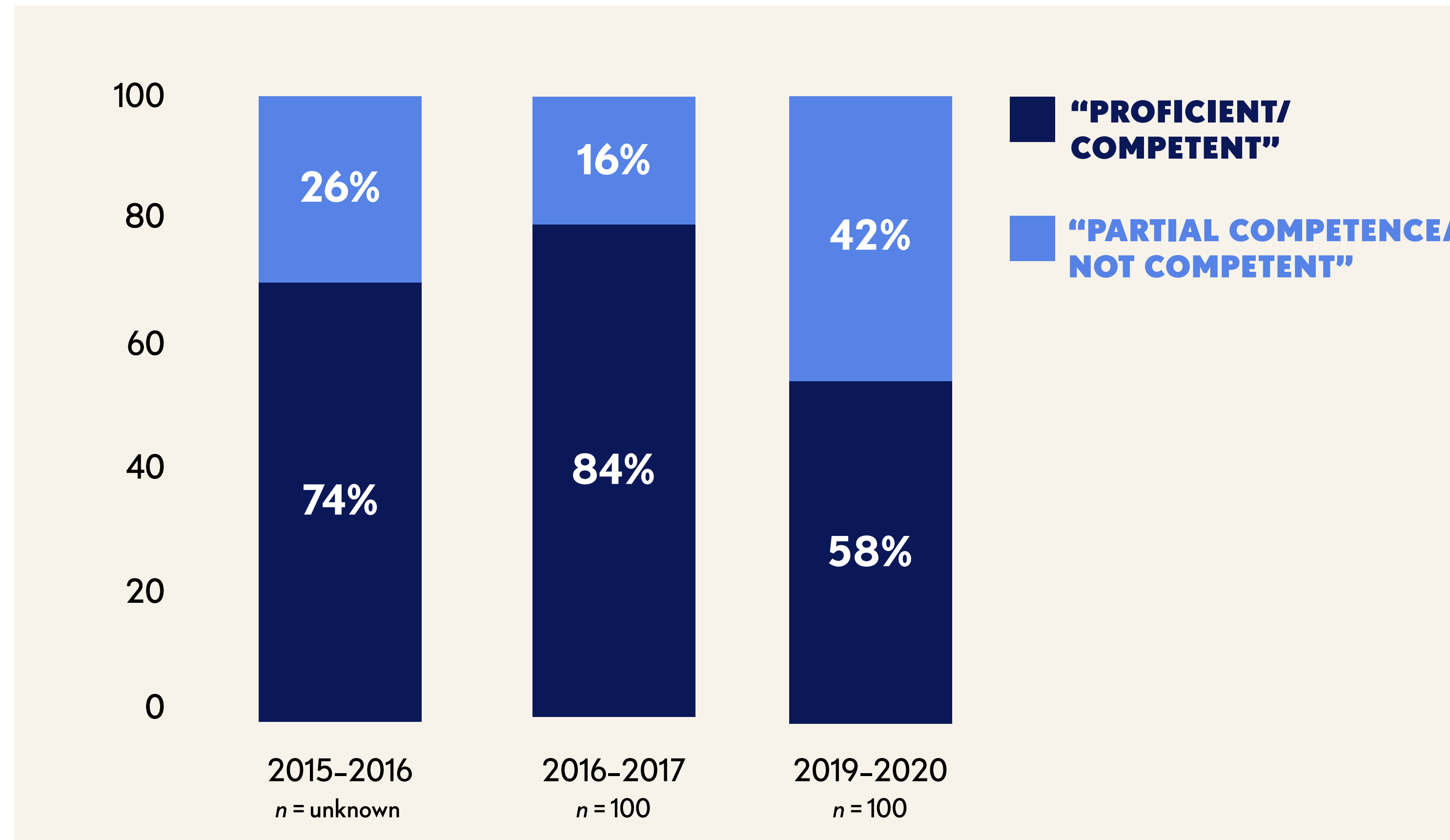
2.

Faculty assessed student assignments aligned with core competencies using the UAC written communication rubric. Scores of "proficient" and "competent" = "met" ("Partial competence" and "not competent" = "not met").

FOR WRITTEN COMMUNICATION:
88% PROGRAM, 12% UAC RUBRIC

RESULTS

HISTORICAL

100
80
60
40
20
0

26%
74%

2015–2016
n = unknown

16%
84%

2016–2017
n = 100

42%
58%

2019–2020
n = 100

■ "PROFICIENT/ COMPETENT"

■ "PARTIAL COMPETENCE/ NOT COMPETENT"

CURRENT

100
80
60
40
20
0

14%
27/191

86%
164/191

2021–2023
n = 191

■ MET

■ DID NOT MEET
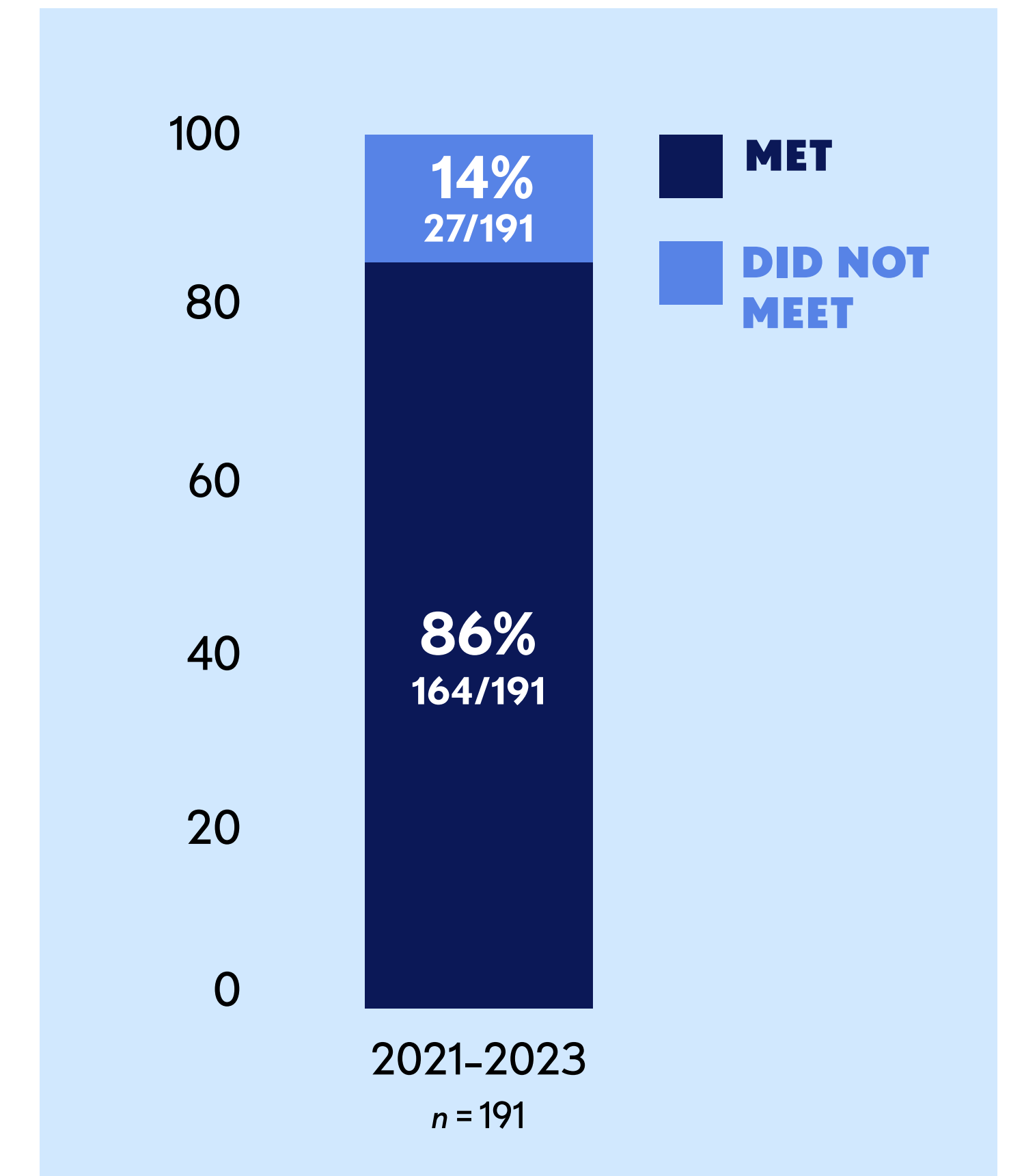
*Please note the historical data were collected with different methodology, only using the UAC rubric and using the terms proficient and competent.

CONSIDERATIONS
FOR 2021–2023 DATA

DECENTRALIZED
Programs provided evidence through their own classes, whose faculty assessed student work for criteria aligned with written communication.

NEW
This is the first time we used a decentralized process. Previously, we relied on data from a senior-level general education course (PACS 003: What is an Ethical Life?) taken by all graduating students.
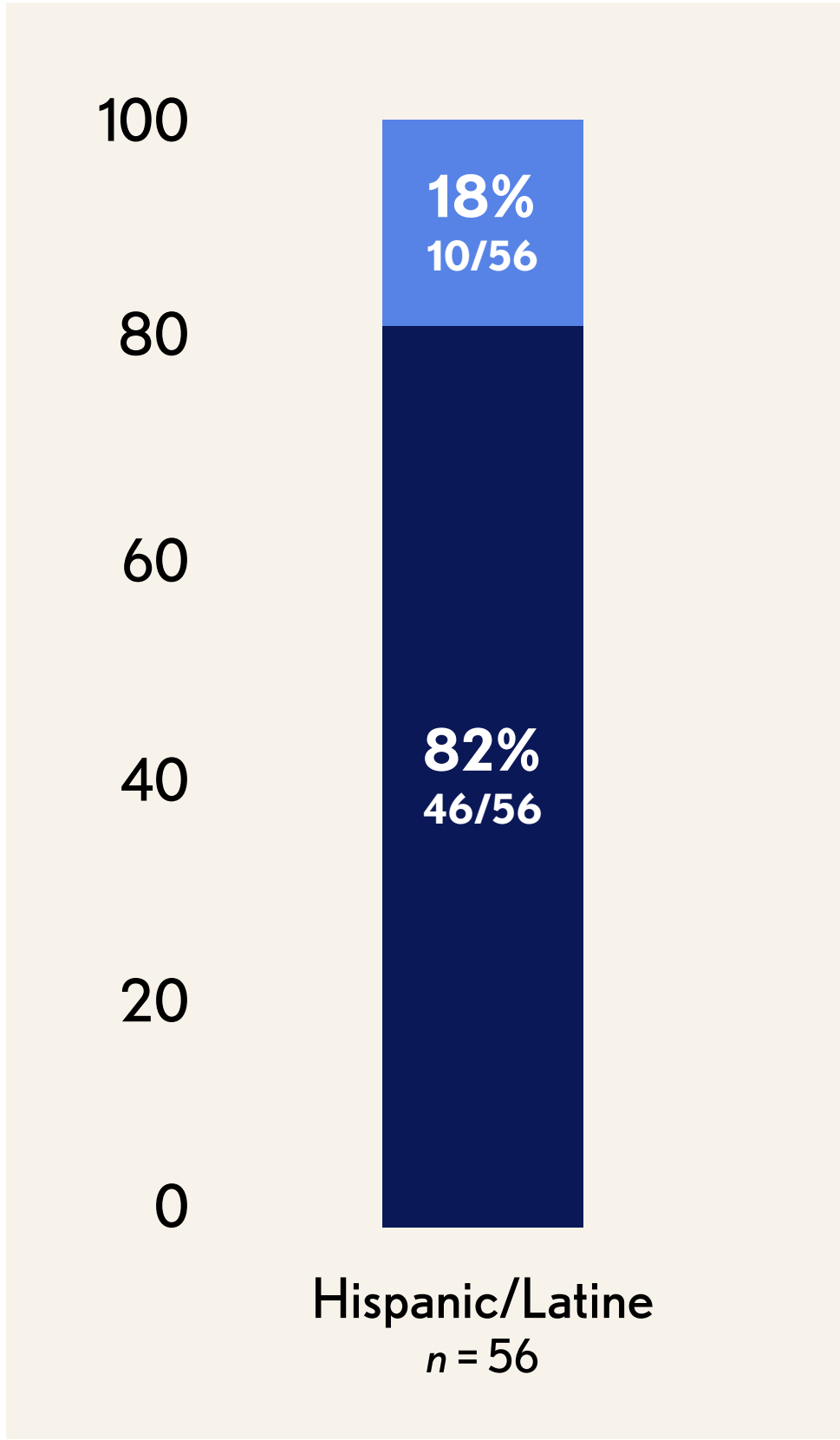
QUANTITATIVE ↔ QUALITATIVE
How do our quantitative findings connect to ways our students are learning and how we support them?
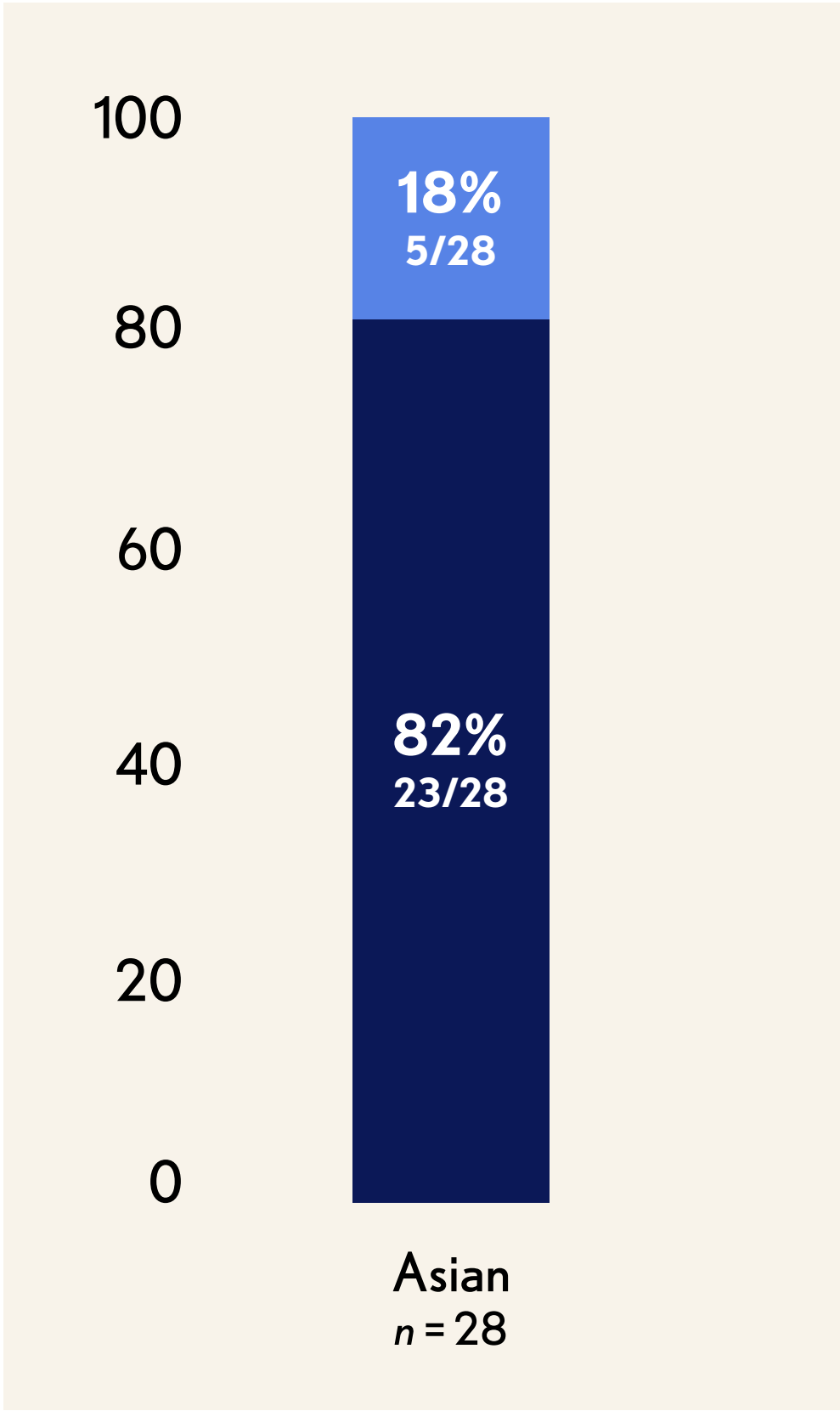
INSTITUTIONAL DATA
For some student attributes, such as housing and admit type, we accessed a complete set of institutional data, whereas our data are only partially complete for other attributes, such as race and ethnicity.

DISAGGREGATED RESULTS

HISPANIC/LATINE

ASIAN

SEX

Hispanic/Latine chart:
- 18% 10/56 (DID NOT MEET)
- 82% 46/56 (MET)

Hispanic/Latine
n = 56

Asian chart:
- 18% 5/28 (DID NOT MEET)
- 82% 23/28 (MET)

Asian
n = 28

Sex chart:
- Male: 18% 15/85 (DID NOT MEET), 82% 70/85 (MET)
- Female: 11% 11/99 (DID NOT MEET), 89% 88/99 (MET)

Male
n = 85

Female
n = 99

*Data depicted are descriptive.
Analyses do not compare rates across groups of students.

■ **MET** ■ **DID NOT MEET**

DISAGGREGATED RESULTS CONT.

ADMIT TYPE

	Transfers	First Year Admits
DID NOT MEET	18% 9/49	13% 17/131
MET	82% 40/49	87% 114/131

Transfers *n* = 49

First Year Admits *n* = 131

HOUSING

	On Campus	Off Campus
DID NOT MEET	7% 4/61	18% 22/124
MET	93% 57/61	82% 102/124

On Campus *n* = 61

Off Campus *n* = 124

GENERATION

	First Generation	Continuing Generation
DID NOT MEET	4% 2/52	16% 21/126
MET	96% 50/52	83% 105/126

First Generation *n* = 52

Continuing Generation *n* = 126

*Data depicted are descriptive.
Analyses do not compare rates across groups of students.

■ MET   ■ DID NOT MEET

WRITTEN COMMUNCATION 2021–2023

PARTNER WITH US

What expertise and evidence can your program bring to this campus-wide conversation?

We need collaboration from faculty and programs throughout the university to improve how this process represents all Pacific juniors and seniors. Please contact the Director of Academic Assessment or the University Assessment Committee to learn about how you can partner with us and make sure your program is represented!

Email us at: assessment@pacific.edu
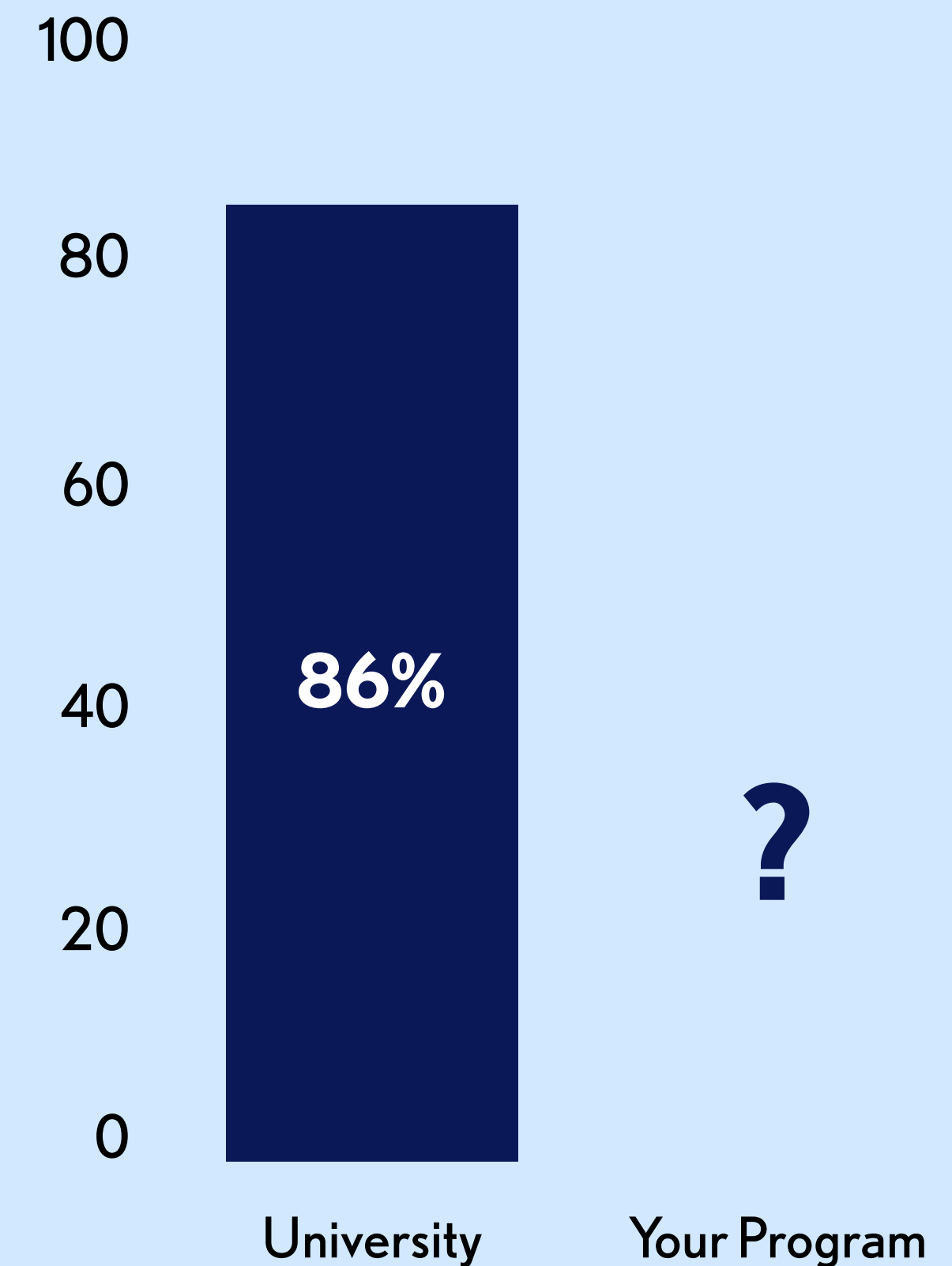
ORAL COMMUNICATION 2021 2022

The speaker makes strategic rhetorical choices to engage the listener's attention and advance shared understanding.

Junior- and senior-level students' proficiency in oral communication was assessed in 2021-22 using instructor and expert ratings of class presentation assignments (*n* = 248) and area employer impressions of mock interviews (*n* = 93).

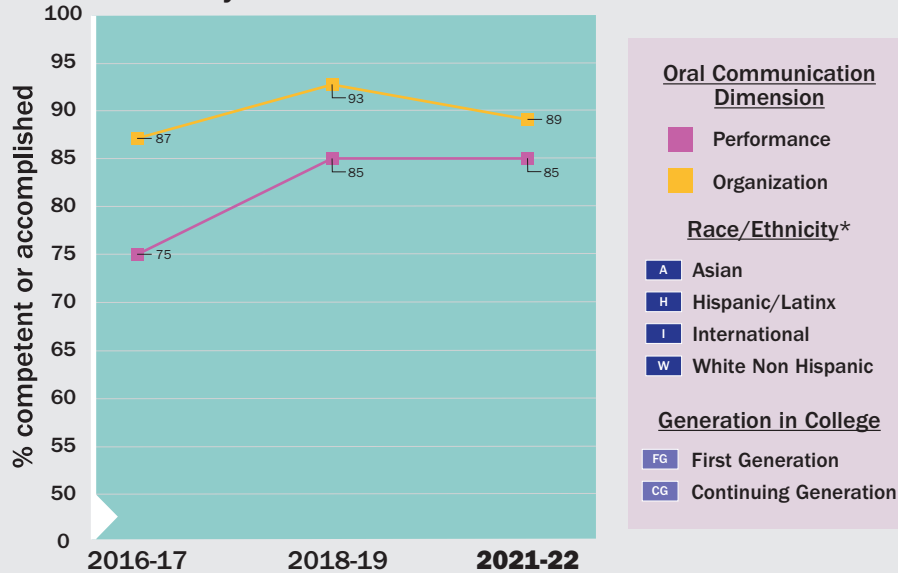## Instructor and Expert Ratings of Class Presentation Assignments

85% Student work that was rated as competent or accomplished for **Performance**:
Speaker displays comfort and confidence, communicates sufficiently, listens actively, and uses appropriate voice and vocabulary.
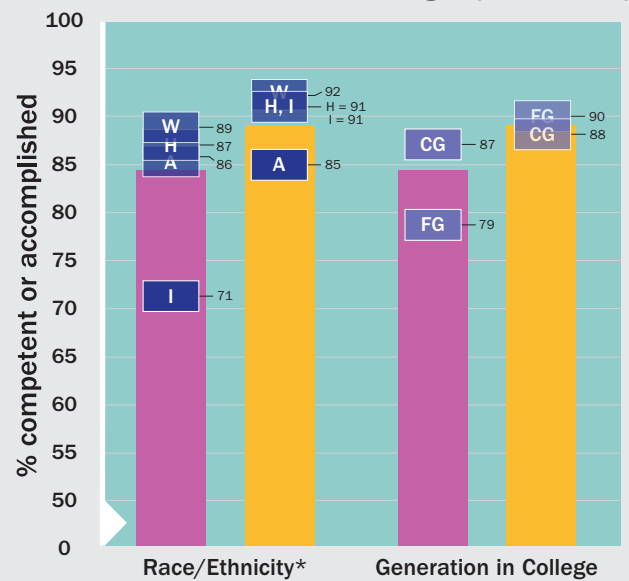
89% Student work that was rated as competent or accomplished for **Organization**:
Main points are accurate and reliable, and sequence of supporting points are concise and clear.

Overall Competence Rates by Academic Year

Y-axis: % competent or accomplished (0 to 100)
X-axis: 2016-17, 2018-19, 2021-22

Performance: 75, 85, 85
Organization: 87, 93, 89

Oral Communication Dimension
- Performance
- Organization

Race/Ethnicity*
- A   Asian
- H   Hispanic/Latinx
- I   International
- W   White Non Hispanic

Generation in College
- FG   First Generation
- CG   Continuing Generation

Competence Rates by Race/Ethnicity and Generation in College (2021-22)

Y-axis: % competent or accomplished (0 to 100)
Race/Ethnicity (Performance): W 89, H 87, A 86, I 71
Race/Ethnicity (Organization): W 92, H=91, I=91, A 85
Generation in College (Performance): CG 87, FG 79
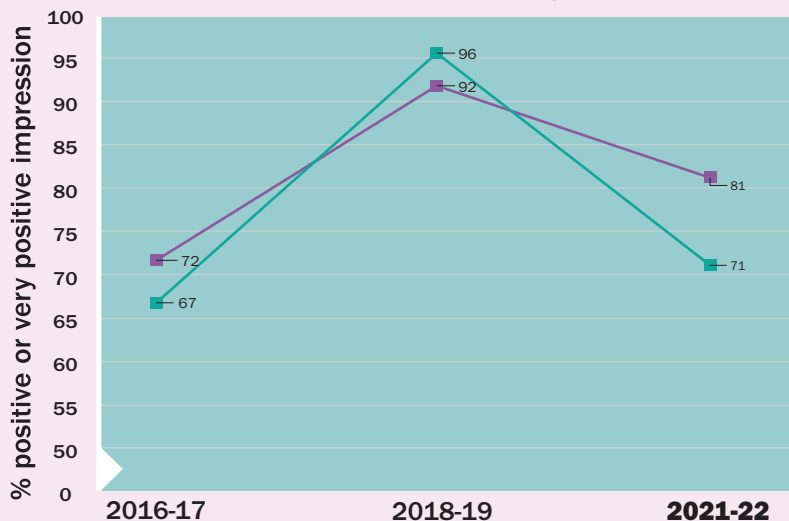Generation in College (Organization): FG 90, CG 88

Employers Impressions of Mock Job Interviews

Area employers rated their impression of student interview performance during Career Services' Meet Your Future event.
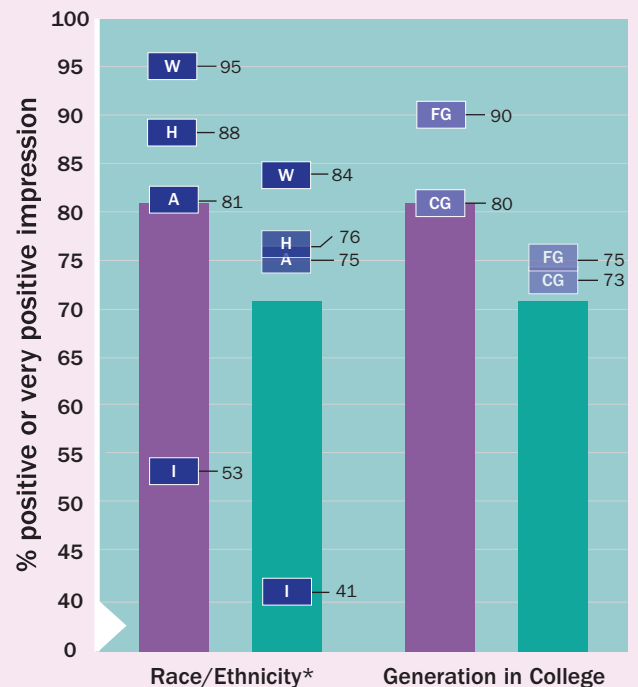
Oral Communication Dimension
- Vocal clarity/tone/pitch
- Expresses ideas clearly, concisely

Interview Impression Ratings Over Time

Y-axis: % positive or very positive impression (0 to 100)
X-axis: 2016-17, 2018-19, 2021-22

Vocal clarity/tone/pitch: 72, 92, 81
Expresses ideas clearly, concisely: 67, 96, 71

Interview Impression Ratings by Race/Ethnicity and Generation in College (2021-22)

Y-axis: % positive or very positive impression (0 to 100)
Race/Ethnicity (Vocal): W 95, H 88, A 81, I 53
Race/Ethnicity (Expresses): W 84, H 76, A 75, I 41
Generation in College (Vocal): FG 90, CG 80
Generation in College (Expresses): FG 75, CG 73

*Sample sizes of four racial/ethnic groups (African American or Black, Native American, Native Hawaiian and other Pacific Islander, or Two or more Races) were too small (*n* < 10) to include in disaggregated analyses.
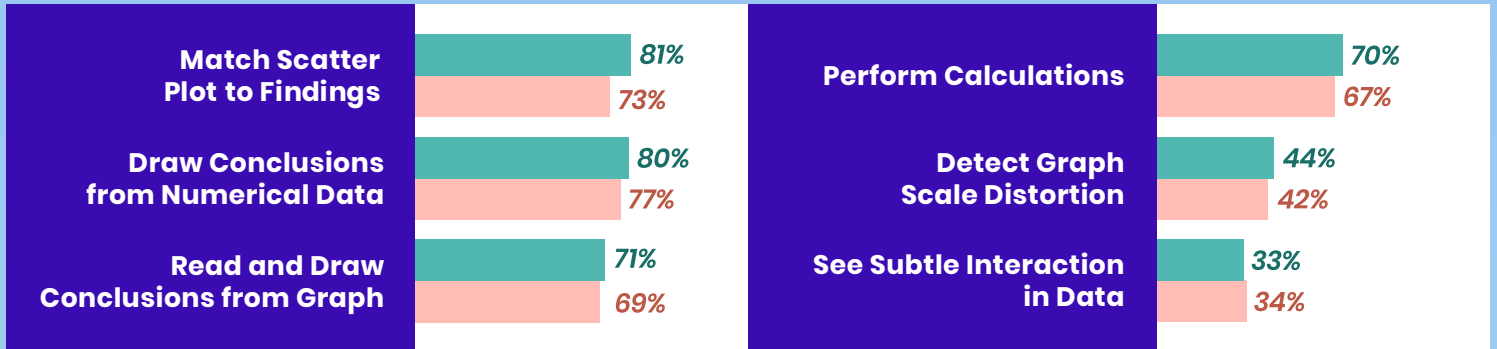
QUANTITATIVE REASONING

Students will be able to interpret, analyze, and represent graphical and numerical information to make and to justify decisions in everyday, civic, and occupational contexts.

A sample of seniors that proportionally represented academic units across the university completed a measure of quantitative reasoning developed at Pacific.
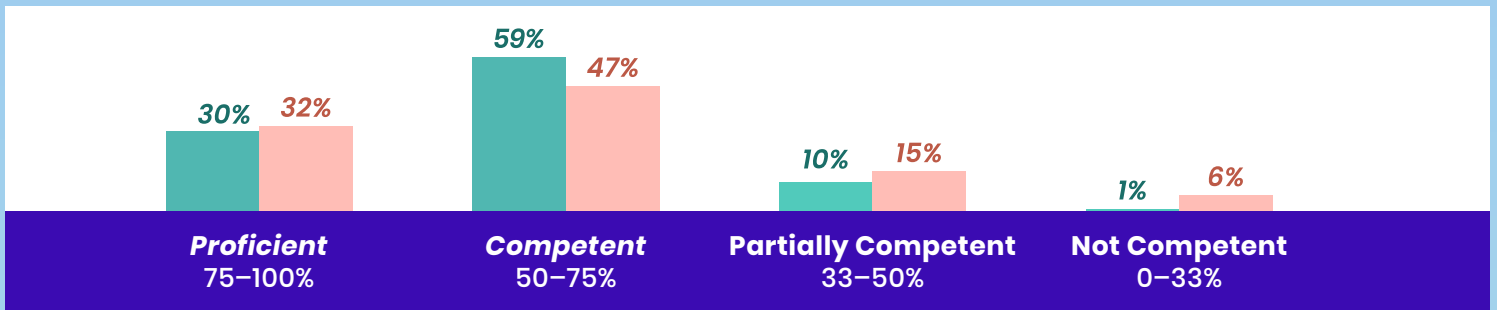
% out of 98 seniors in 2018, *tested in-person & proctored*

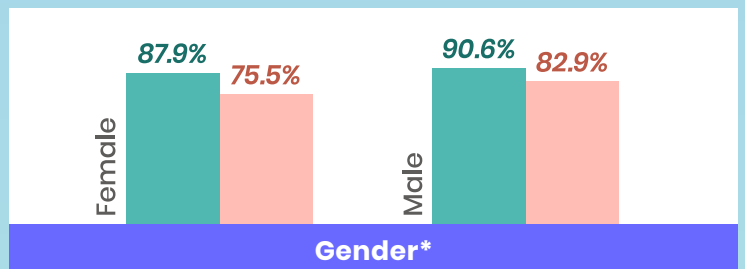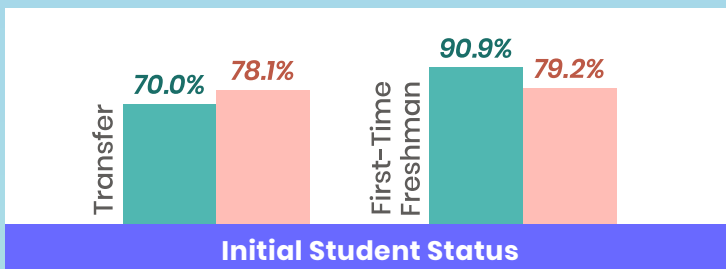**% out of 85 seniors in 2021,** *tested remotely & unproctored*

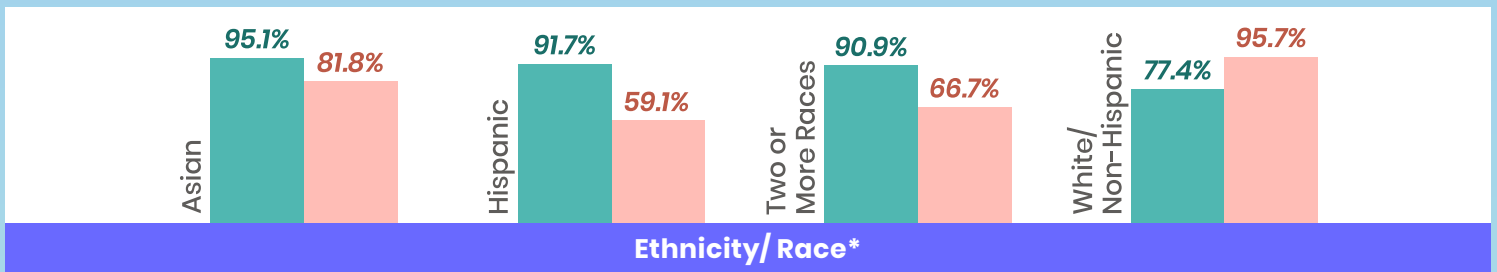## Performance Across Types Of Problems (% correct)

Match Scatter Plot to Findings
81%
73%

Draw Conclusions from Numerical Data
80%
77%

Read and Draw Conclusions from Graph
71%
69%

Perform Calculations
70%
67%

Detect Graph Scale Distortion
44%
42%

See Subtle Interaction in Data
33%
34%

Overall Scores

Proficient
75–100%
30%
32%

Competent
50–75%
59%
47%

Partially Competent
33–50%
10%
15%

Not Competent
0–33%
1%
6%

Students Who Scored *Proficient or Competent* by Student Attributes

Asian
95.1%
81.8%

Hispanic
91.7%
59.1%

Two or More Races
90.9%
66.7%

White/ Non-Hispanic
77.4%
95.7%

Ethnicity/ Race*

Transfer
70.0%
78.1%

First-Time Freshman
90.9%
79.2%

Initial Student Status

Female
87.9%
75.5%

Male
90.6%
82.9%

Gender*

*Sample sizes of 2 racial/ethnic groups(African American or Black, Unknown/Other) and one gender identity(Other) were too small to include in the disaggregated comparisons. Future sampling will correct for this issue.
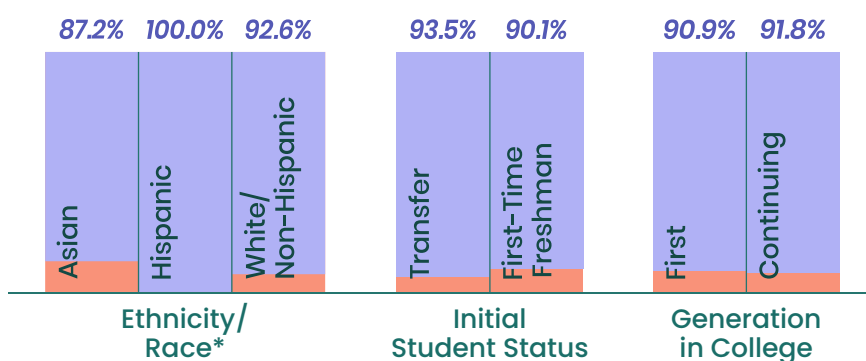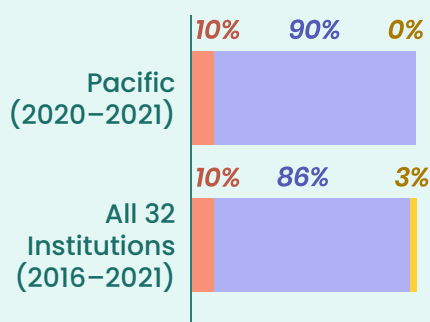
INFORMATION LITERACY

Students will be able to recognize when there is a need for information, identify and locate information, evaluate information effectively, and responsibly use and communicate that information for a variety of purposes.

This year, **108 students taking PACS 003 completed the *Threshold Achievement Test for Information Literacy.*** We tested their ability to evaluate information and effectively and responsibly use information. "College Ready" is ideal at senior level.

- 🟧 Conditionally Ready
- 🟪 College Ready
- 🟨 Research Ready

Apply Knowledge Of Source Creation Processes & Context to *Evaluate a Source's Authority*

Pacific (2020–2021)
10%   90%   0%

All 32 Institutions (2016–2021)
10%   86%   3%

Pacific's Disaggregated Student Attributes
Values indicate **% College Ready**

Ethnicity/Race*
- Asian: 87.2%
- Hispanic: 100.0%
- White/Non-Hispanic: 92.6%

Initial Student Status
- Transfer: 93.5%
- First-Time Freshman: 90.1%

Generation in College
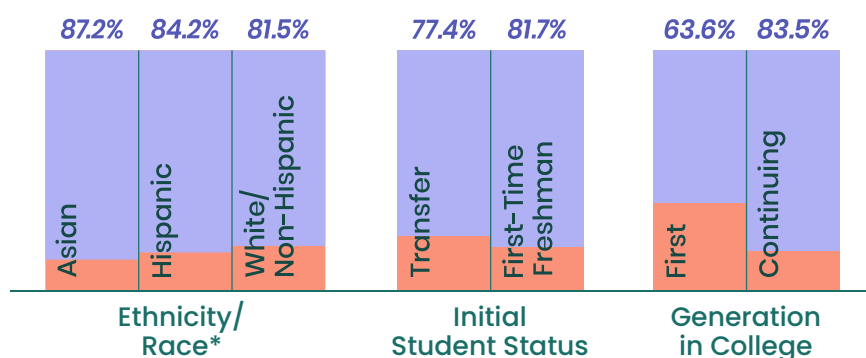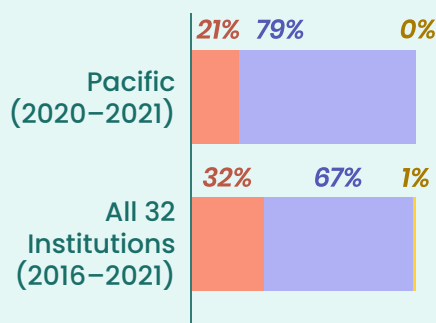- First: 90.9%
- Continuing: 91.8%

Performance was strongest in: Match information need to the most authoritative source type for fulfilling that need

Performance was weaker in: Recognize that information is created to serve varying interests of information consumers

Apply Knowledge Of Authority to *Analyze Others' Claims & Support Own Claims*

Pacific (2020–2021)
21%   79%   0%

All 32 Institutions (2016–2021)
32%   67%   1%

Pacific's Disaggregated Student Attributes
Values indicate **% College Ready**

Ethnicity/Race*
- Asian: 87.2%
- Hispanic: 84.2%
- White/Non-Hispanic: 81.5%

Initial Student Status
- Transfer: 77.4%
- First-Time Freshman: 81.7%

Generation in College
- First: 63.6%
- Continuing: 83.5%

Performance was strongest in: Evaluate the effectiveness of an author's use of different source types to support arguments

Performance was weaker in: Recognize that expertise is contextual and positional (e.g., credentials alone are not an indicator of expertise)

*Sample sizes of four groups(African American or Black, Native American, Two or More Races, and Unknown/Other) were too small to include in the disaggregated comparison. Future sampling will correct for this issue.