



QUANTITATIVE REASONING

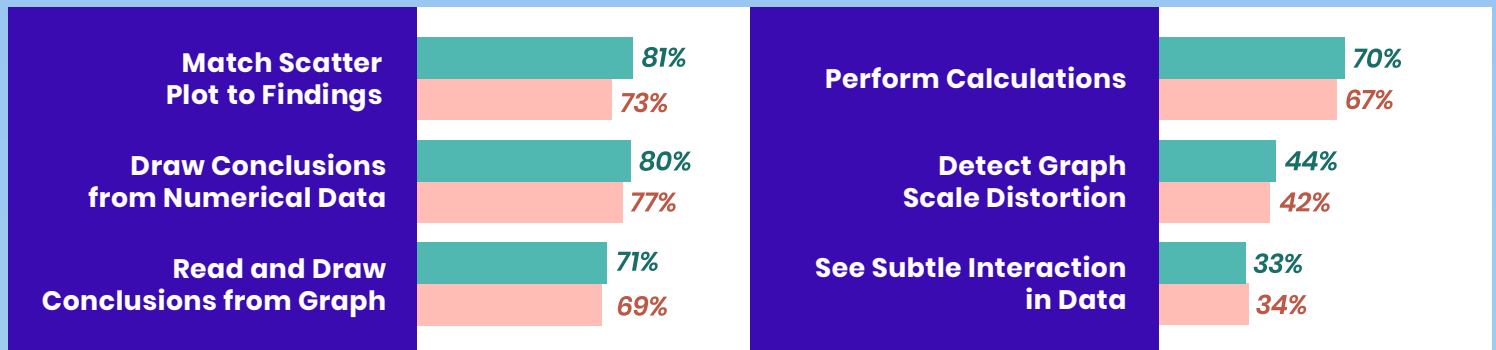
Students will be able to interpret, analyze, and represent graphical and numerical information to make and to justify decisions in everyday, civic, and occupational contexts.

A sample of seniors that proportionally represented academic units across the university completed a measure of quantitative reasoning developed at Pacific.

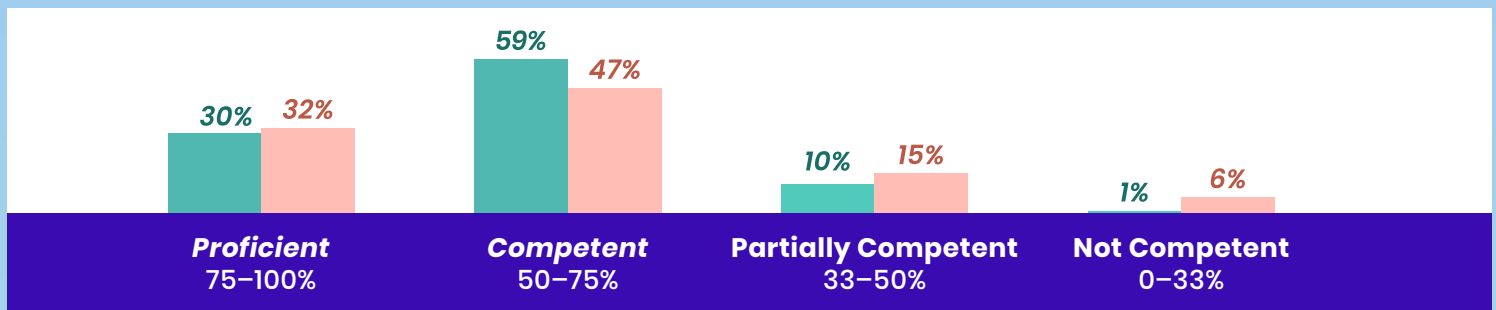
 % out of **98 seniors in 2018**,
tested in-person & proctored

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

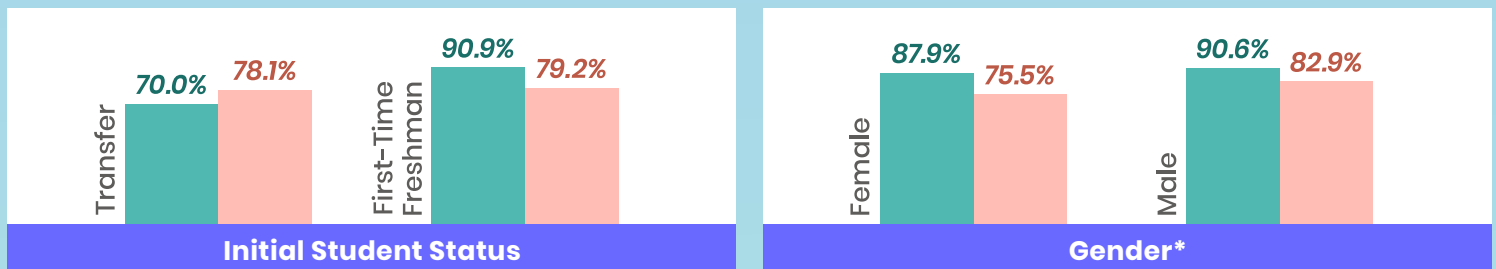
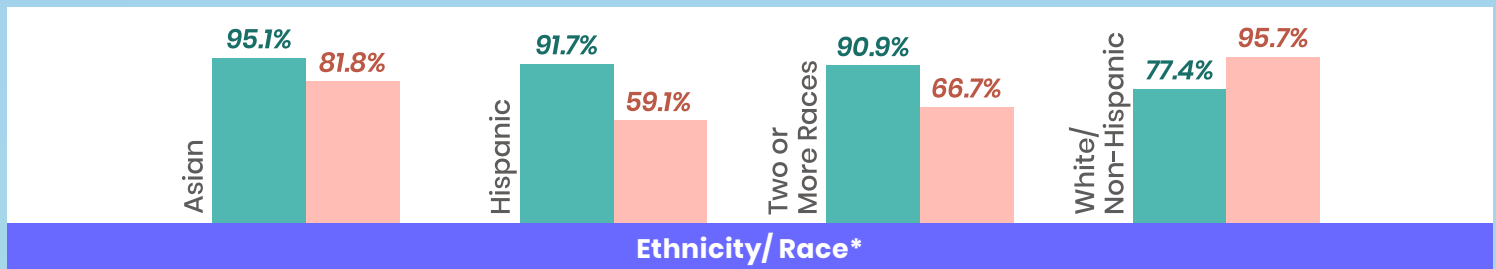
Performance Across Types Of Problems(% correct)



Overall Scores



Students Who Scored *Proficient or Competent* by Student Attributes



*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.

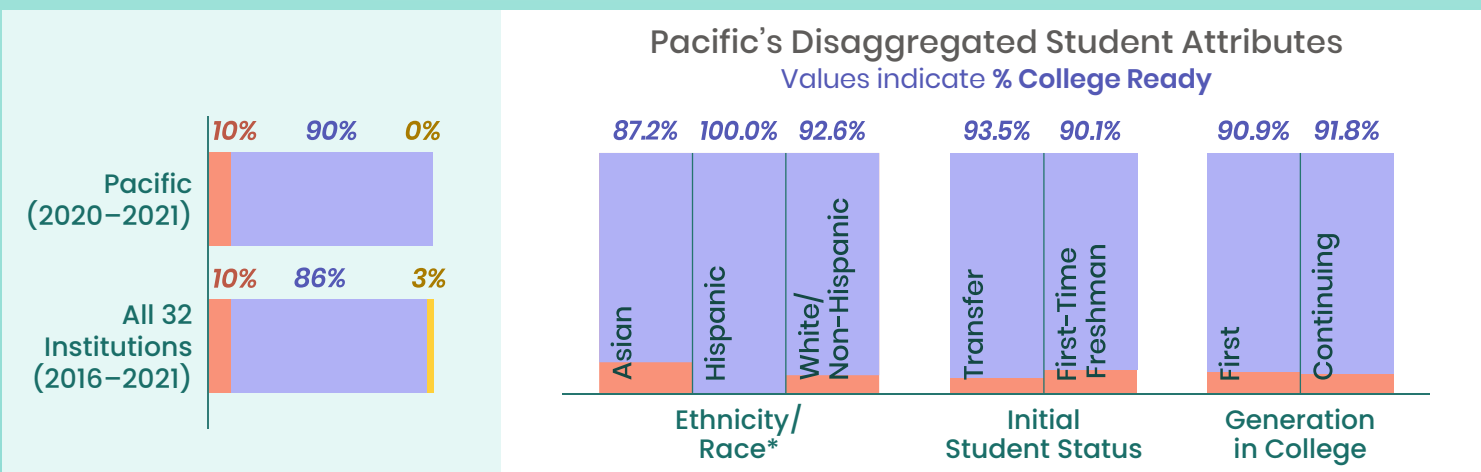
2020-2021 INFORMATION LITERACY

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

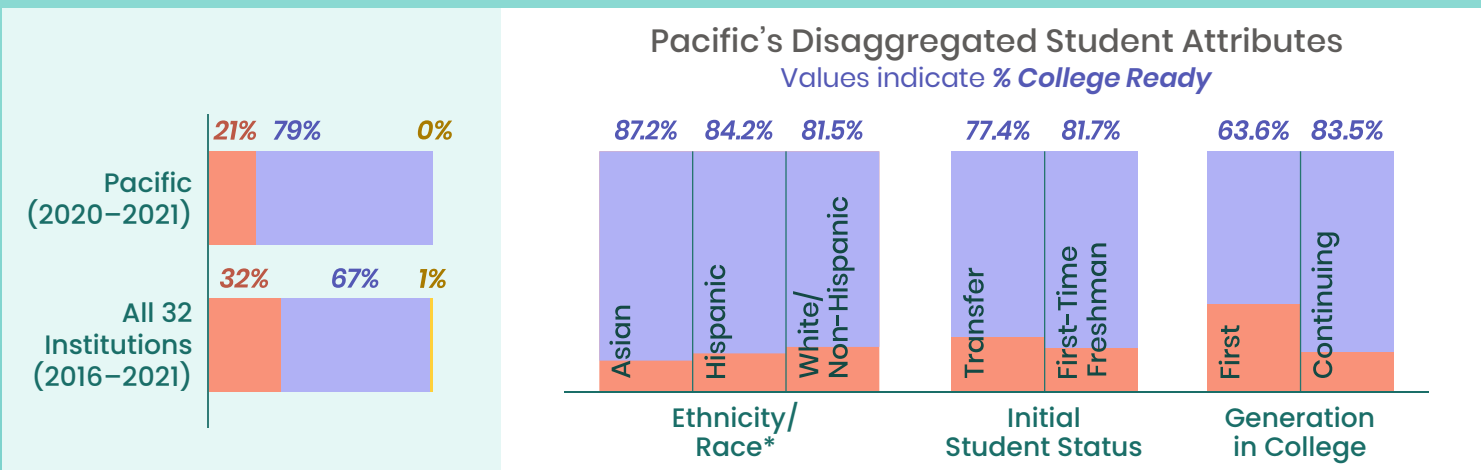
Apply Knowledge Of Source Creation Processes & Context to *Evaluate a Source’s Authority*



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*



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)

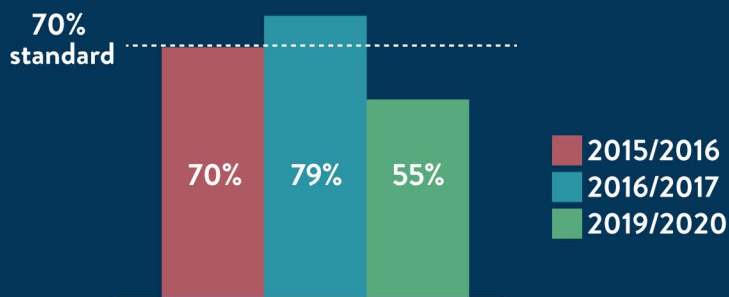
*Sample sizes of four groups (African American or Black, Native American, Two or More Races, and Unknown/ Other) were too small to include in the disaggregated comparison. Future sampling will correct for this issue.

CRITICAL THINKING

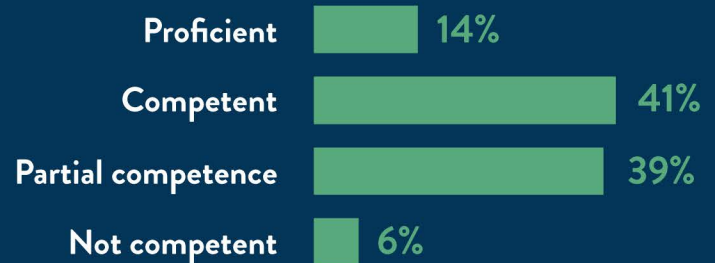
Upon graduation, students will demonstrate the ability to understand and respond to complex ideas or situations utilizing evidence, reflection, and ethically-sound reasoning.

Faculty and staff scored 100 samples of undergraduate student work from PACS III classes. Each sample was scored by two members using a rubric. Scorers discussed differences in scores until a consensus for each paper was reached.

Percentage of Students Scoring
“Competent” or “Proficient” Near Exit

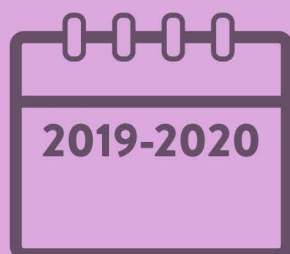


Percentage of Students Scoring
on Rubric Levels in 2019/2020

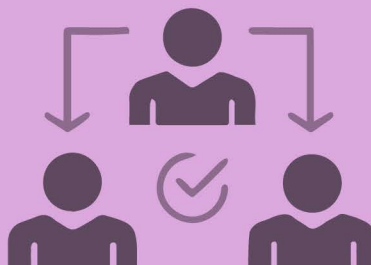


Considerations

Student papers from Spring 2020 were scored slightly higher than Fall 2019, but for both terms, students scored lower than prior years.



Students papers were scored across nine different prompts in 2019/2020, versus the same prompt used prior years.



Aspects of prompts were related to whether students met the standard of “competent” or “proficient.”

Students were more likely to meet the standard when:



writing longer papers



prompted to use evidence

Students were less likely to meet the standard when:



prompted to integrate personal experience

SCAN TO SIGN UP FOR THE CORE COMPETENCIES FORUM ON 10/27! →

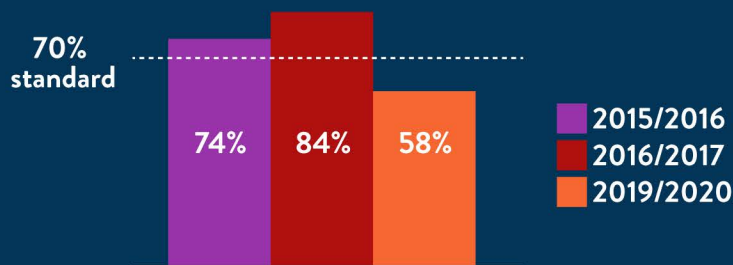


WRITTEN COMMUNICATION

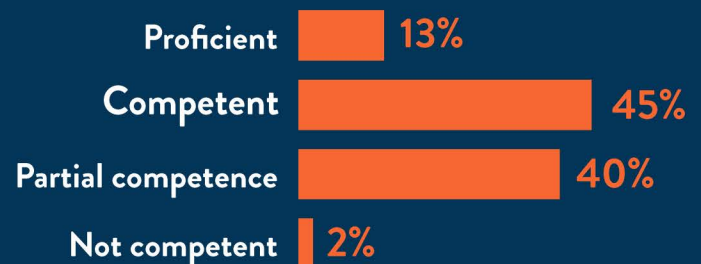
Upon graduation, students will demonstrate the ability to use written language and follow disciplinary conventions to maintain a reader's attention and advance shared understanding.

Faculty and staff scored 100 samples of undergraduate student work from PACS III classes. Each sample was scored by two members using a rubric. Scorers discussed differences in scores until a consensus for each paper was reached.

Percentage of Students Scoring
"Competent" or "Proficient" Near Exit

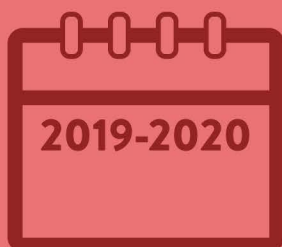


Percentage of Students Scoring
on Rubric Levels in 2019/2020

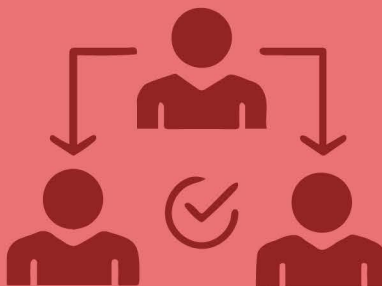


Considerations

Student papers from Spring 2020 were scored slightly higher than Fall 2019, but for both terms, students scored lower than prior years.



Student papers were scored across nine different prompts in 2019/2020, versus the same prompt used prior years. Prompt differences had no measurable impact on performance.



The definition and scoring rubric were changed to apply more broadly across disciplines.

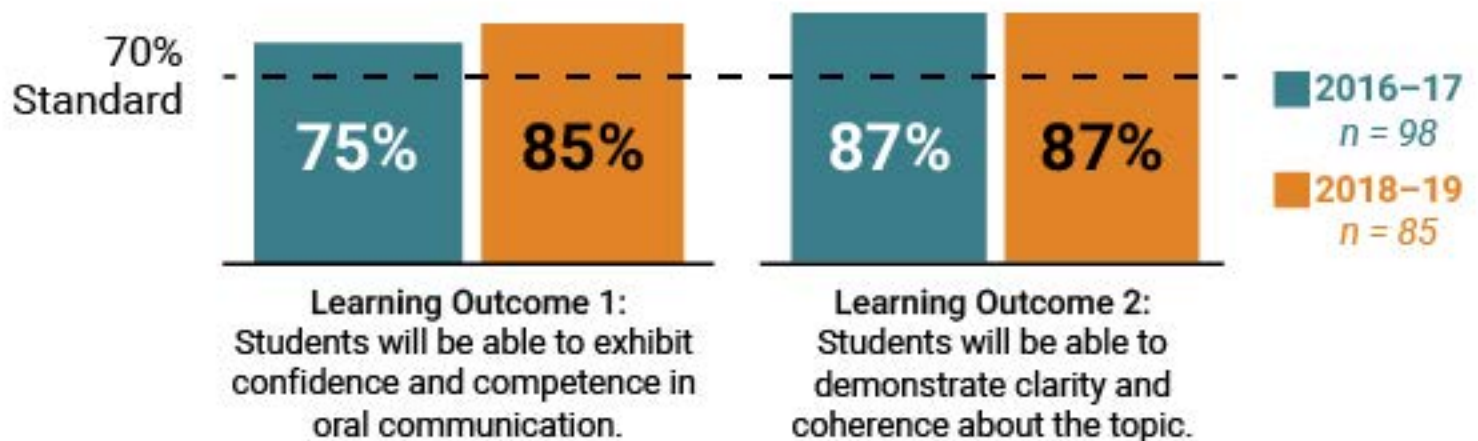


ORAL COMMUNICATION 2018-19

85 ORAL PRESENTATIONS IN UNDERGRADUATE CLASSES ACROSS COLLEGES/SCHOOLS WERE SCORED AS FOLLOWS:

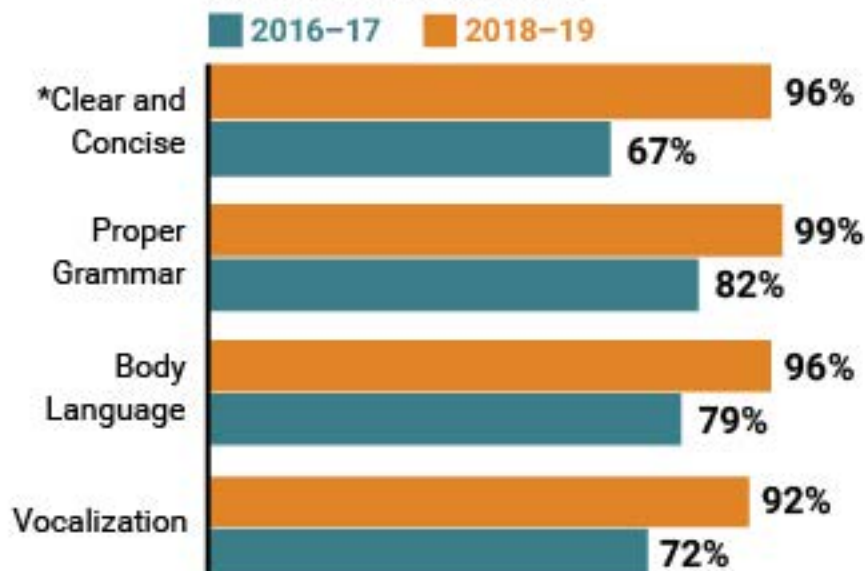
CLASSROOM ORAL PRESENTATION

PERCENTAGE OF STUDENTS PROFICIENT / COMPETENT NEAR EXIT



AREA EMPLOYERS RATED 122 SENIOR STUDENTS DURING MOCK INTERVIEWS AND REPORTED THE FOLLOWING:

EMPLOYER'S RATINGS



**Example of closing the loop: Intervention made 2018-19 resulting in 29% improvement in this set of behaviors.*

EMPLOYERS' COMMENTS

Qualitative Analysis of Employers' Feedback indicates:

Student Strengths

49% Articulate
20% Confident
12% Professional

Improvements Needed

31% How To Interview
28% Nothing to Improve
21% Confidence
16% Articulation

Join us for the 4th Annual Core Competencies Forum on Oct. 29 at the Verschagin Alumni House from Noon to 2 PM
RSVP by Oct. 24 to sevans3@pacific.edu

