

University of the Pacific Core Competency Assessment

Quantitative Reasoning (2023-2024)

Learning Outcome

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

Assessment Process

The Quantitative Reasoning core competency was assessed in Spring 2024 through an 11-question, multiple choice instrument developed by Pacific faculty to observe quantitative reasoning with relevant, real-world scenarios. The instrument focused on analyzing data, interpreting graphs, and identifying patterns.

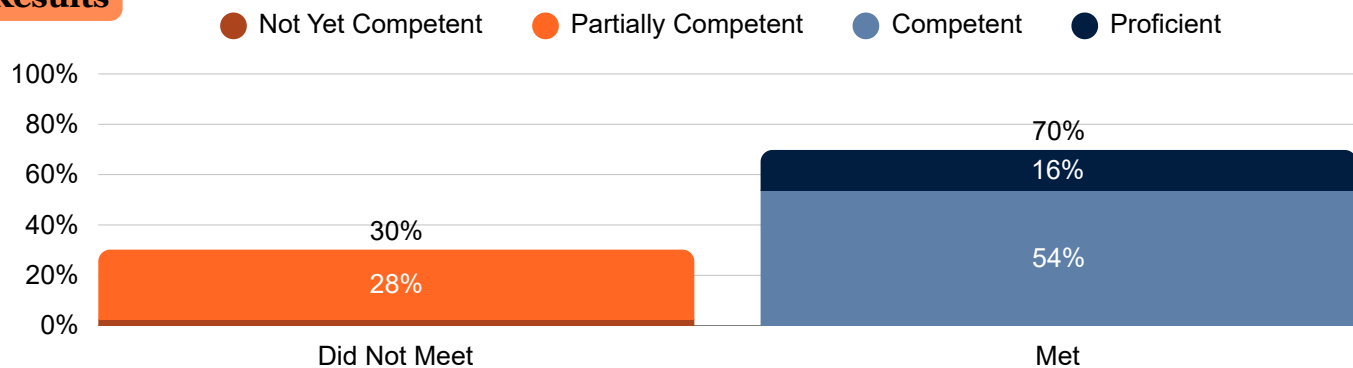
Participating instructors asked or required students to take the quiz in-class, while other students volunteered to take the quiz at an on-campus computer lab during March 20-28, 2024.

Student Sample

The final sample included 119 junior and senior students, with 78% of the sample in senior standing.

By college: 61% College of the Pacific, 27% Eberhardt School of Business, 8% School of Engineering and Computer Science, 2% T.J. Long School of Pharmacy, 1% Conservatory of Music, and 1% School of Health Sciences.

Results



Performance levels are based on the number questions answered correctly (out of 11):

Not Yet Competent: 0-2

Partially Competent: 3-5

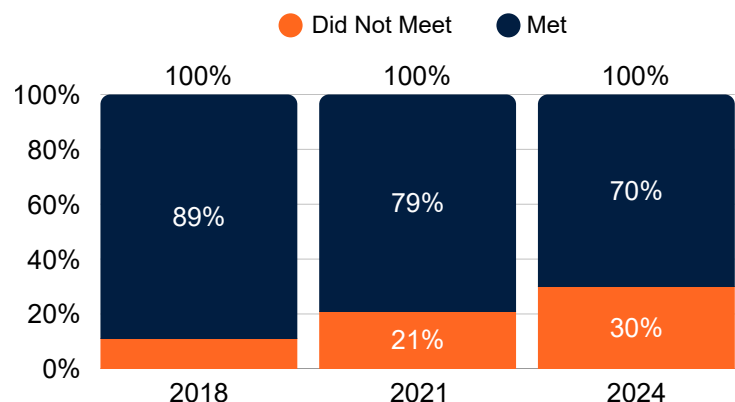
Competent: 6-8

Proficient: 9-11

Historical Trends

The 2021 assessment data (n=85) were collected remotely and under unproctored conditions during the pandemic. The 2018 data (n=98) were collected in person under proctored conditions.

Compared to Quantitative Reasoning assessments administered in 2018 and 2021, a somewhat smaller proportion of the students assessed in 2024 met the threshold for this learning outcome (performance level of competent or proficient).



University of the Pacific Core Competency Assessment

Information Literacy (2023-2024)

Learning Outcome

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.

Assessment Process

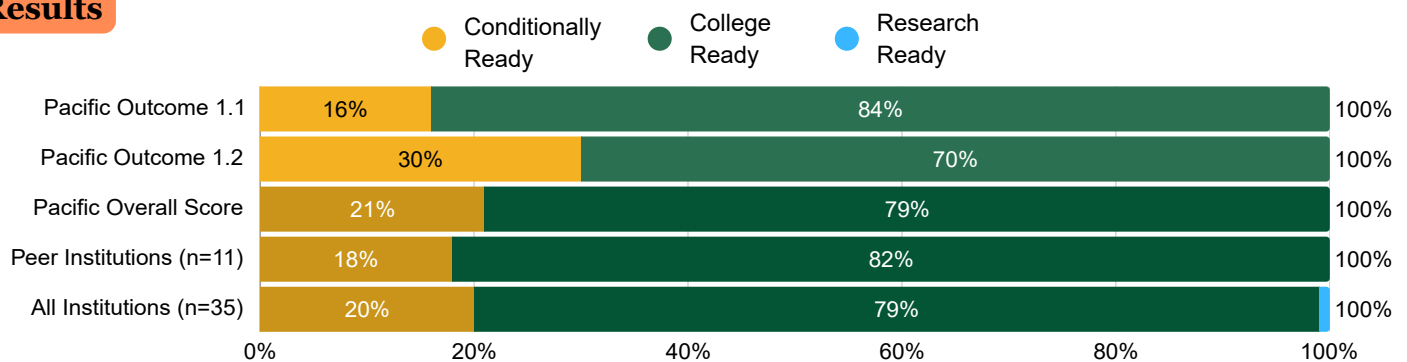
The Information Literacy core competency was assessed through the ACRL Threshold Achievement Test for Information Literacy (TATIL). Participating instructors asked or required students to take the TATIL in-class, while other students volunteered to take the TATIL at an on-campus computer lab during March 20-28, 2024.

Student Sample

In total, 101 students completed the TATIL. Of these, one student did not have a Pacific ID on file and three students were not in junior or senior standing.

The final sample included 97 junior and senior students.

Results



Definitions

Outcome 1.1: Apply knowledge of source creation processes and context to evaluate the authority of a source.

Outcome 1.2: Apply knowledge of authority to analyze others' claims and to support one's own claims.

Conditionally Ready: Able to use familiar types of information but without consideration for how the sources were created.

College Ready: Able to select and define basic differences between sources' authority when told about the processes used to create them. This performance level is the threshold/standard for meeting the learning outcome.

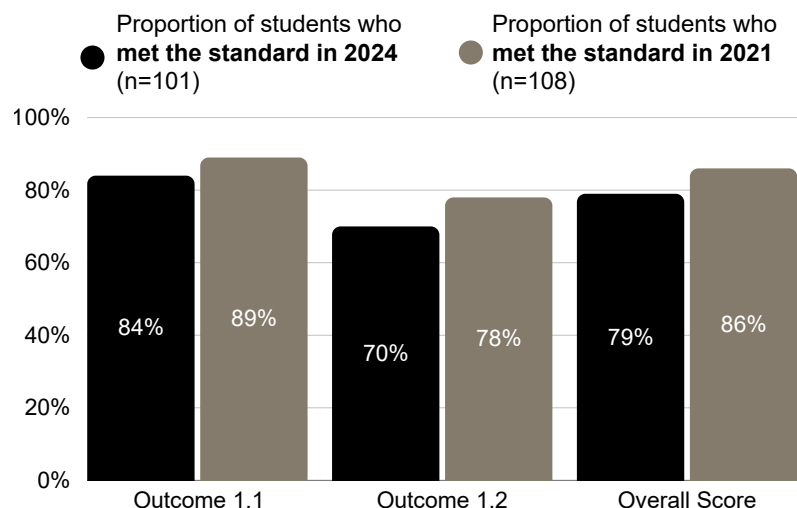
Research Ready: Can determine if a source will strengthen one's own authority by considering several factors and one's own field or audience.

Historical Trends

The 2021 sample consisted of 108 senior-level students enrolled in PACS 003 who took the TATIL in Spring 2021.

Meeting the learning outcome standard means that students achieved a level of "college ready" or "research ready."

Compared to the results from 2021, a somewhat smaller proportion of the students assessed in 2024 achieved "college ready" on Outcome 1.2, 1.2, and the Overall Score.



The University Assessment Committee and Office of Academic Assessment design and manage core competency assessment efforts. For more information or questions, please email assessment@pacific.edu.

Critical Thinking (2021-2023)

Learning Outcome

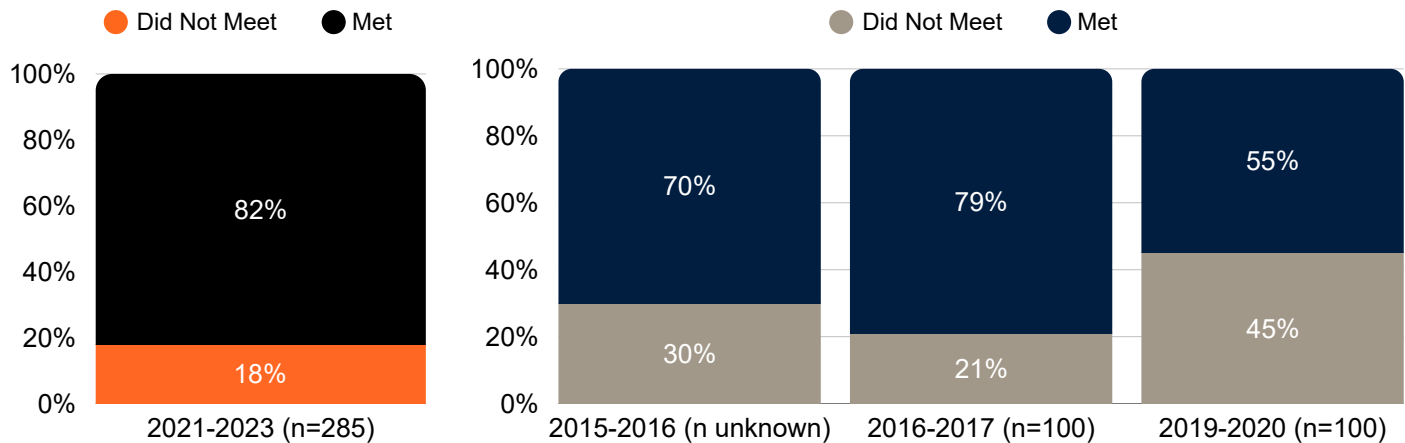
Students will demonstrate the ability to understand and respond to complex ideas or situations utilizing evidence, reflection, and ethically-sound reasoning.

Assessment Process

The Critical Thinking core competency was assessed via direct evidence in a variety of courses offered in 2021-2023. This competency was assessed concurrently with Written Communication, meaning instructors could use the same evidence to assess both skills. The University Assessment Committee developed a rubric that could be utilized via Canvas Outcomes. Alternatively, instructors and programs could assess Critical Thinking according to their own practices and standards, and reported data on the proportion of students who met and did not meet their program-specific standards.

The final sample included 285 students. 91 students (32%) of the students were assessed by participating instructors using the UAC rubric, while 194 students (68%) were assessed according to program- or instructor-specific standards.

Results & Comparison to Historical Trends



Considerations

Prior to 2021, the Critical Thinking competency was assessed using evidence from a required senior-level general education course (PACS 003: "What is an Ethical Life?"). Faculty and staff scored 100 samples of undergraduate work utilizing a standardized rubric.

Following the revision of the GE curriculum, core competency assessment shifted to a decentralized model using instructor-determined embedded evidence of learning from across academic programs. In some cases, students were assessed as part of existing program learning outcome (PLO) assessment efforts. Though instructors and programs could reference a central rubric, the decentralized nature of the assessment complicates norming and comparison.

Compared to Critical Thinking assessments administered in prior years, a somewhat larger proportion of the students assessed in 2021-2023 met the threshold for this learning outcome.

Written Communication (2021-2023)

Learning Outcome

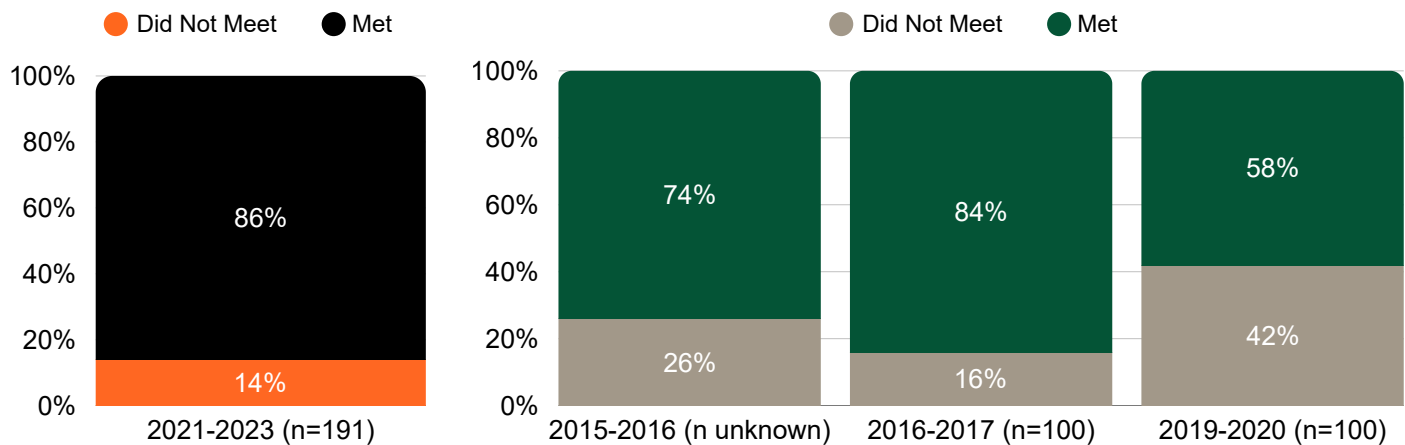
Students will demonstrate the ability to use written language and follow disciplinary conventions to maintain a reader's attention and advance shared understanding.

Assessment Process

The Written Communication competency was assessed via direct evidence in a variety of courses offered in 2021-2023. This competency was assessed concurrently with Critical Thinking, meaning instructors could use the same evidence to assess both skills. The University Assessment Committee developed a rubric that could be utilized via Canvas Outcomes. Alternatively, instructors and programs could assess Critical Thinking according to their own practices and standards, and reported data on the proportion of students who met and did not meet their program-specific standards.

The final sample included 191 students. 22 students (12%) were assessed by participating instructors using the UAC rubric, while 169 students (88%) of the students were assessed according to program- or instructor-specific standards.

Results & Comparison to Historical Trends



Considerations

Prior to 2021, the Written Communication competency was assessed using evidence from a required senior-level general education course (PACS 003: "What is an Ethical Life?"). Faculty and staff scored 100 samples of undergraduate work utilizing a standardized rubric.

Following the revision of the GE curriculum, core competency assessment shifted to a decentralized model using instructor-determined embedded evidence of learning from across academic programs. In some cases, students were assessed as part of existing program learning outcome (PLO) assessment efforts. Though instructors and programs could reference a central rubric, the decentralized nature of the assessment complicates norming and comparison.

Compared to Written Communication assessments administered in prior years, a somewhat larger proportion of the students assessed in 2021-2023 met the threshold for this learning outcome.

University of the Pacific Core Competency Assessment

Oral Communication (2021-2022)

Learning Outcome

Students will make strategic rhetorical choices to engage the listener's attention and advance shared understanding. This outcome has two criteria/performance indicators:

Performance: Speaker displays comfort and confidence, communicates sufficiently, listens actively, and uses appropriate voice and vocabulary.

Organization: Main points are accurate and reliable, and sequence of supporting points are concise and clear.

Assessment Process

The Oral Communication competency was assessed via direct evidence through a variety of sources. Embedded evidence included in-class oral presentations assigned in a number of courses. Students in participating courses were scored by instructors and/or graduate student raters using a central rubric developed by the University Assessment Committee. Evidence also included mock oral interviews with area employers. Raters for mock interviews used a different set of scoring criteria that were later mapped onto the performance and organization criteria in the UAC rubric.

The final sample included 341 students. 248 students (73%) were assessed via in-class presentations using the UAC rubric, while 93 students (27%) were assessed via mock interviews.

Results & Comparison to Historical Trends

