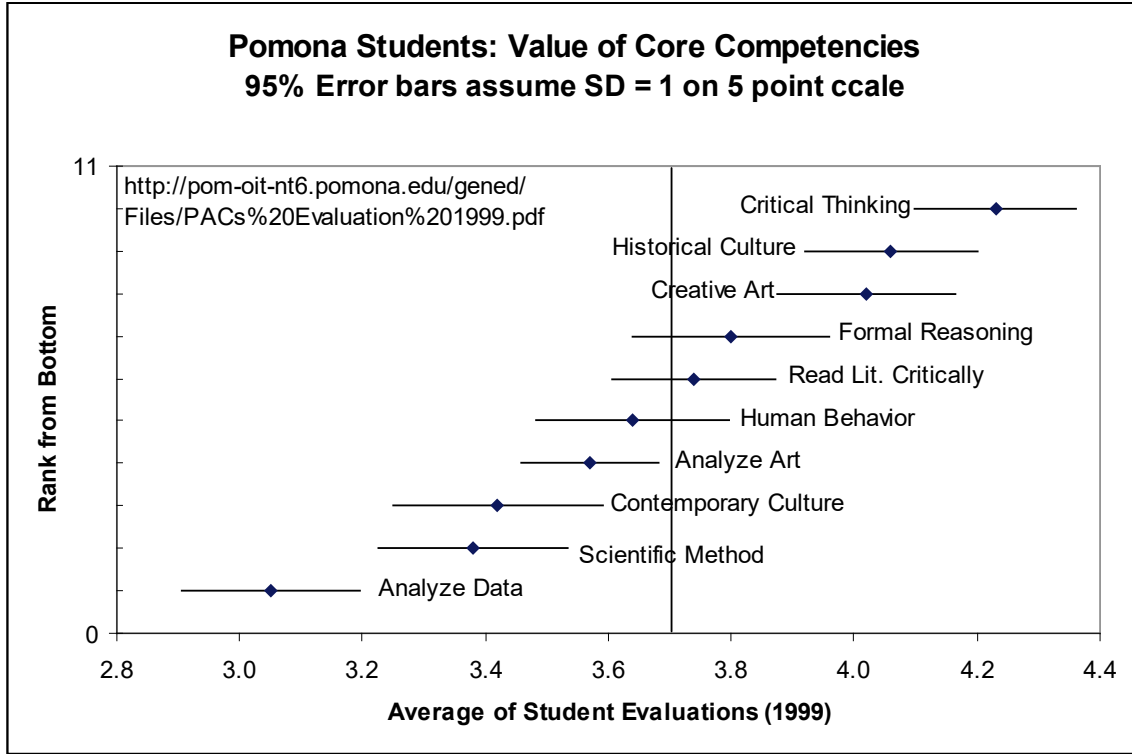
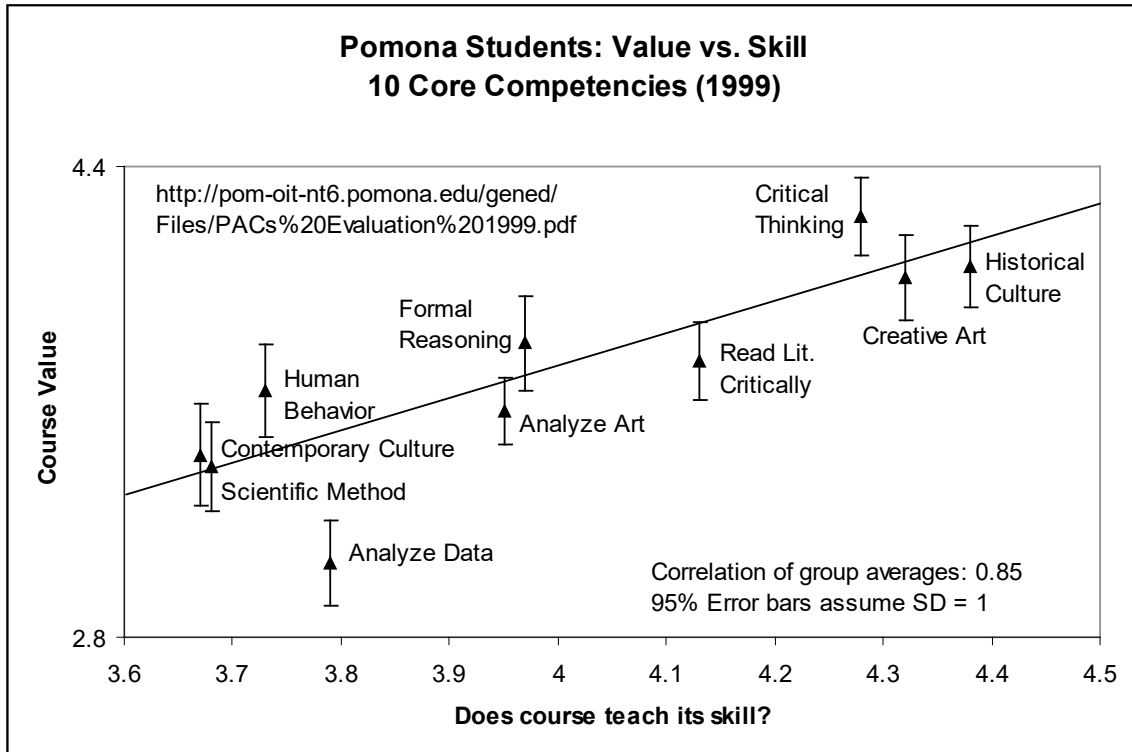


**DATA ANALYSIS**  
**“Least Valuable” Core Competency**

In 1999, Pomona students evaluated the value provided by each of the core competencies:



Students also evaluated the how well a competency taught the associated skill. Data analysis was evaluated as being below average in teaching the associated skill. The value of most competencies is explained by how well it teaches its associated skill. The value of Data Analysis is significantly below that expected given its skill rating.



## DATA ANALYSIS “Least Valuable” Core Competency

### PAC Skill Guidelines:

1. **Read literature critically.** Exposure to imaginative, non-expository forms of writing. Students learn to read aesthetically and critically.
2. Use and understand the **scientific method.** Develop explicit hypotheses that are consistent with available data and conduct experiments that provide data to test hypotheses. Courses offer substantial laboratory or experimental component, in which students learn to collect and analyze primary data.
3. Use and understand **formal reasoning.** Construct formal models, understand their properties, and derive the logical consequences of these properties. Courses develop formal problem solving and logical reasoning.
4. Understand and **analyze data.** Understand how analytical and graphical techniques can be used to summarize, evaluate and display quantitative and qualitative data. Courses explore sources of bias, common statistical fallacies, and how to use data to confirm or reject hypotheses.
5. Analyze **creative art** critically. Examine specific works, artists, and/or historical movements to develop an understanding of creative art or media productions in terms of their historical context, technical accomplishments, conceptual meanings, and/or cultural implications. Perform or produce creative arts. Experience a process of creative expression by gaining basic technical and conceptual competence in an expression medium. Students must present artworks, performances, or other expressive projects.
7. Explore and understand **human behavior.** Evaluate and apply analytic frameworks for understanding patterns of human behavior in contemporary society, including individual, social, and organizational behavior.
8. Explore and understand and **historical culture.** Examine historical change and the evolving nature of human cultures and societies by immersion in a non-contemporary culture and its historical context.
9. Compare and contrast **contemporary cultures.** Examine experiences and values of different cultures or subcultures by immersion in a different contemporary culture. Examine how different environments socialize people differently.
10. **Think critically** about rationality and values. Develop and informed awareness of the fundamental importance of philosophical, political, and religious values on our lives, and the roots of these values.

In order to assess the efficacy of PAC courses, students were asked to select 5 PAC courses they had taken and rate each course on two dimensions:

1. How well they thought the course taught the designated PAC skill &
2. How valuable they believed the course was, regardless of how much they felt the skill was emphasized.

Source: <http://pom-oit-nt6.pomona.edu/gened/Files/PACs%20Evaluation%201999.pdf>