

Annual Assessment Report

Program: General Education
Academic Year: 2018-2019
Date of Submission: 2019
GE Committee Chair: Paul Delaney

I. Response to the previous year PRC’s recommendations

| | |
|---|---|
| <p>Item: The PRC shares the GE Committee’s assumption that the Life and Physical Science faculty will make some curriculum adjustments to ensure that students know the definitions and use of the terms ‘hypothesis,’ ‘theory,’ and ‘law.’</p> | <p>Response: Steve Rogers, GE Assessment Coordinator for the Exploring Physical/Life Sciences GE SLOs, is working with faculty teaching in these areas on implementing change informed by assessment.</p> |
| <p>Item: The PRC also agrees that instructors in Physical and/or Life Sciences ought to follow some of the suggestions in the report to help students in their ability to understand and make use of arguments and conclusions in scientific articles.</p> | <p>Response Steve Rogers, GE Assessment Coordinator for the Exploring Physical/Life Sciences GE SLOs, is working with faculty teaching in these areas on implementing change informed by assessment.</p> |
| <p>Notes:</p> | |

II A. Program Learning Outcome (PLO) assessment

If your department participated in the ILO assessment you may use this section to report on your student learning in relation to the assessed ILO. The assessment data can be requested from the Dean of Curriculum and Educational Effectiveness.

| | |
|-----------------------------------|---|
| <p>GE Learning Outcome</p> | <p><i>Students will demonstrate literacy in Christian scripture and Christian doctrine.</i></p> <p>This outcome was assessed as part of Christian Understanding, Practices and Affections ILO.</p> |
| <p>Who is in</p> | <p>Jana Mullen, OT, NT and CD Assessment Coordinator, Lisa DeBoer, CUPA Lead Assessment Specialist, Sandra Richter, the</p> |

| | |
|------------------------------------|---|
| Charge /Involved? | CUPA Consultant, Caryn Reeder, a CUPA team member, and other Religious Studies faculty; Tatiana Nazarenko. |
| <u>Direct Assessment Methods</u> | <p>Methodology</p> <p>Student learning in relation to the aforementioned outcome was assessed in RS GE Senior Survey (Appendix A), as well as in pre/post-test administered in all RS-01 (144 students) and RS-10 (168 students) sections in the fall of 2018.</p> <p>Questions for the three content sections of the survey (OT, NT, CD) were developed by the RS faculty who regularly teach these three classes. Students with senior standing were invited to take the survey over the course of four weeks, from Monday, November 12 to Thursday, December 6, 2018. The vast majority of students (106/114) took the survey between the November 12 and 19.</p> <p>The same Old Testament and New Testament questions were used as part of a pre- and post-course exercise in all RS-01 and RS-10. Students in those classes were invited to take the pretest in the first two weeks of the semester, and then retake it in the final weeks of the semester. Because the assessors were particularly interested in gaining a picture of students’ grasp of basic bible knowledge rather than knowledge of theology and doctrine, the pre/post-test was not administered in RS-20: Christian Doctrine classes.</p> <p>It’s important to note that respondents to these assessment exercises were different: the pre/post-test respondents consisted of students currently taking RS-01 and RS-10 during the Fall of 2018 (thus, generally first and second year students). The RS Senior Survey respondents consisted of students with senior standing as of Fall 2018.</p> <p>The Response Pool</p> <p>The senior survey was sent to 291 students; 114 students responded to the survey, a 39.2% response rate. 67.0% (71/106) Respondents were women. 33% (35/106) were men. Average scores for men and women were the same. There were 7 (6.1%) transfer students in the pool of respondents. 6 transfers had one RS class waived. One came to Westmont Spring of 2017 and had two RS classes waived. 106 students completed the survey responsibly. Useable responses represent a 34.6% response rate. (Incomplete surveys, and surveys showing a response pattern were excluded from analysis.) Of 106 responses analyzed four (4.8%) were transfer students. One waived OT. Two waived CD. And one late arrival waived both NT and CD. Those students’ answers to those sections of the survey were excluded from analysis for each of those classes.</p> <p>Christian Doctrine results and survey cumulative results were calculated with 72 complete responses. A formatting problem that we caught early meant that the CD responses for the first 18 respondents yielded garbled data. Additionally, 14 of the remaining 88 respondents had yet to take RS 20, and 2 were transfers who waived the class. Their responses to the CD portion of the survey were excluded from the Christian Doctrine analysis and from the cumulative results.</p> |
| <u>Indirect Assessment Methods</u> | <p>1) “Range of Belief” and “Temperature Taking” questions were developed and added to the RS Survey (Appendix A, Q 50-52, 54-56). Students in RS-001 and RS-10 did not answer those questions. Below are the results of the “Range of Belief” and “Temperature Taking” questions”:</p> <ul style="list-style-type: none"> • 87.7% (93/106) currently identify as Christian. • 72.7% (77/106) agree or strongly agree that they “have a personally meaningful relationship with the God of the Bible.” |

| | |
|-----------------------|---|
| | <ul style="list-style-type: none"> • 66.0% (70/106) agree or strongly agree that “Westmont has (on balance) positively contributed to my development as a Christian.” • 8.5% (9/106) responded that they don’t currently identify as Christians. • 3.8% (4/106) responded “Prefer not to answer” to whether they identify as Christian. (4 of 13 who replied “no” or “prefer not to answer” did, however, in a subsequent question identify themselves with a religious tradition: 1 Non-denominational; 1 Lutheran; 1 Roman Catholic and 1 “Ancient.”) <p>2) Additionally, in the spring of 2018, the GE Committee developed and administered the GE Senior Survey. A total of 158 seniors, which constitutes 48% of that year 327 graduates, completed the survey and shared their perspectives on the GE program. The survey results were presented to the Academic Senate in the spring of 2019 and provided in Appendix B. Some of the survey results are used for interpreting the Fall 2018 OT, NT and CT assessment.</p> |
| Major Findings | <p>The major finding of the Senior Survey and pre-/post test results were not unexpected (see Appendix C). To the extent that we judge the difficulty of the questions sets to be equal (the CD questions seemed to me more complicated than the OT and NT questions), the breakdown on how sequencing of classes may affect performance seems noteworthy. Students who took OT their first semester at Westmont far outperformed those who took it later. Students who took NT before OT struggled in NT. Those who took it later did better. The later students took CD, the better they scored, which makes sense insofar as it is often easier to recall more recent material.</p> <p>The comparison of the Fall 2018 RS GE post-test results and the Senior Survey results suggest that granular details get lost over time, but facts that undergird a larger narrative arc or a “big picture” concept are better retained. This observation brings the question of the big skills, concepts and commitments we want students to have from these classes by the time they leave the college.</p> <p>To a certain extent, the Fall 2018 results echo senior students’ perception of the GE curriculum -- and required RS courses in particular -- as reflected in 2018 Senior Student GE survey administered in the spring of 2018. For example, the GE Senior Survey respondents expressed concerns that the required RS courses – along with other Common Context courses -- are more time consuming than their major courses, predominantly due to the amount of information and reading or writing assignments that make it “hard to keep up.” Out of 145 responses to this question, 24% named OT as an “unreasonably difficult” course, 10% named NT, and 15% -- CD. In response to the question, “Did you ever take a GE class that seemed more geared toward prospective majors than to the education of students not planning to major in that field?”, out of 59 respondents, 12% named CT, and 5% named either OT and NT. It is possible to assume that students struggling with the course content and material volume may underperform in either or all required RS courses and do not internalize or retain much of the course material. Interestingly, the same courses was also mentioned as favorite courses outside of a major discipline (OT - 5%, NT - 11% and CD - 14% out of 158 responses), and also as courses that stand out as “particularly valuable” (OT - 8%, NT - 19%, CD -27%, and RS courses in general - 19% out of 146 respondents). It seems plausible that these responses were provided by students who did relatively well in GE RS classes or majored in RS.</p> <p>When the Religious Studies department chair met with the GE Committee in the fall of 2018 to discuss the GE Senior Student survey results, it was communicated to the committee that, overall, “the findings were not surprising to the Religious Studies department as</p> |

| | |
|--|--|
| | <p>they have heard, that similar things from students before. The department is actively working to dispel the myth that students can't be successful in RS courses unless they have prior knowledge of the Bible. All of the faculty try their best to assume their students have no prior knowledge about the Bible as they are teaching, and work on appropriate pacing of the material through the course. There are still some pedagogical differences within the Religious Studies faculty that the department is aware of and is actively working on."</p> |
| Closing the Loop Activities | <p>The GE Committee shared the assessment results with the RS department. The RS department had an initial discussion about the GE RS survey on September 17th 2019 and reported back to the GE Committee. It was stated in the report that the department faculty "discussed trends in questions that students did not successfully answer in terms of being too detail-oriented, or skewed towards a particular professor's curriculum." In terms of 'big picture' themes, goals, and skills, the department faculty discussed "specific pedagogical practices that help students grasp the big picture and fit details into it (in-class techniques, reminders of frameworks, essay and exam questions)," as well as "ways to incorporate earlier themes into current material." The department also discussed the value of a conversational classroom style as a supplement to lecturing. The discussion will be continued on November 27th with the focus on the area learning outcomes, desirable student accomplishments in OT, NT and CD courses, and the development of those courses with the aim to help students attain the established learning goals. All RS faculty members are preparing their contribution to this critical conversation.</p> |
| <p>Collaboration and Communication</p> <p>Jana Mullen, who coordinated the OT, NT and CT assessment and worked closely with the RS department as their liaison, presented the GE RS assessment to the Committee and walked them through the report. The Committee is currently collaborating with the RS department on interpreting the assessment results and acting upon them. The RS department chair submits progress reports to the Committee, which are discussed by the Committee members at their regular meetings.</p> | |

| | |
|---|---|
| GE Learning Outcome | <p>Students will be able to manage successfully a number of uncomplicated communicative tasks in straightforward social situations in a foreign language.</p> <p>The focus of assessment was Written Competency in Modern Languages, which reads, "Students from first-semester language will perform at the <i>novice high</i>* level in writing, using the ACTFL Standards."</p> |
| Who is in Charge/Involved? | <p>Drs. Collier and Elías</p> |
| <u>Direct Assessment Methods</u> | <p>In the Fall of 2018, the department of Modern languages assessed the Written Competency of their FR 1 (1 section) and SP 1 (2 sections) classes respectively. They used a rubric (Appendix D) for the First Semester Language Assessment, based on national guidelines established by the American Council on the Teaching of Foreign Languages (ACTFL). According to ACTFL, after one semester (45 contact hours), students should be at the novice-mid level. The Department of Modern Languages set their</p> |

| | |
|---|---|
| | benchmark higher, however: 75% of students will finish first semester language courses at the novice-high level. |
| <u>Indirect Assessment Methods</u> | |
| Major Findings | <p>In June 2019, Collier and Elías reported the results to the department and shared examples of student writing. FR 1 assessed 18 students. Of these students, 83% (15 students) placed in the novice high category (4 were not as good, but still fulfilled the rubric’s requirements); 17% (3 students) placed in the novice-mid category. SP 1 assessed 27 students. Of these students, 81% scored in the novice high category, and 19 % placed in the novice-mid category.</p> <p>The department concluded that in both Spanish and French, students consistently met their benchmark and 100% performed at or above the national average. Putting national averages aside, however, and despite the fact that there were a handful of students that did commendable work and met or exceeded expectations, in general the majority of students performed at lower levels than in previous years. Data shows that our students today have greater difficulty learning a new language. This general trend, which all Modern Languages members have noted in all language-learning skills, has been a frequent topic of discussion in the departmental meetings. Drs. Cardoso, Docter and Elías have had to reduce material in their grammar courses that they were able to include successfully in the past. There remains little time left in class to include a satisfying amount and depth of cultural components. In addition, the faculty note that in some sports, athletes have been missing an inordinate number of classes, which has affected learning.</p> |
| Recommendations | <p>The GE Committee is pleased that student met the established benchmark in Modern Languages and that 100% performed at or above the national average. In this light, the committee encourages the department to continue their good work.</p> <p>Regarding one-semester GE requirement of Modern Languages, the Committee agrees that it should be discussed by the entire faculty body. The Department of Modern Languages communicated explicitly that one semester of language instruction does not produce students who can go to a country and function as expected in the language. After one semester of language instruction, students can merely use the present tense and very basic vocabulary on six general topics, such as telling time, going shopping, and talking about the family and the weather. Even achieving novice high or intermediate low will not permit intercultural communication at a deeper level. While other colleges require one or two-years of a foreign language (Appendix E), Westmont one-semester GE language requirement falls short: it does not provide enough instruction for students to engage in the target language in meaningful ways or to understand anything beyond very basic aspects of culture. This limitation has been further compounded by the difficulty our current students are having understanding very elemental grammar concepts. The department look forward to sharing these results with the Westmont faculty as part of a broader conversation about the modern language GE requirements as they relate to the mission of Westmont College. The department strongly believes that Westmont current GE requirement is insufficient since other comparable liberal arts colleges require 3-4 semesters of language. The GE Committee would like to review the program review team’s report before bringing the issue to the attention of the</p> |

| | |
|--|---|
| | Academic Senate and the entire body of faculty. Further discussions of the issue or actions are tabled until the spring semester of 2020. |
|--|---|

Collaboration and Communication
 All members of the Modern Language department discussed the assessment results and shared their findings with the GE Committee. The GE Committee discussed the results and decided to table the item until the spring semester of 2020.

III. Follow-ups

| | |
|---|--|
| Program Learning Outcome or Key Question | |
| Who was involved in implementation? | |
| What was decided or addressed? | |
| How were the recommendations implemented? | |
| Collaboration and Communication | |

IV. Other assessment or Key Questions related projects

| | |
|---------|---|
| Project | <p>The GE Senior Student Survey</p> <p>The GE Committee developed and administered the GE Senior Survey in the spring of 2018. The WCSA officers were involved in administering the survey to their peers. A total of 158 students, which constitutes 48% of 327 graduates, completed the survey. The survey results were presented to the Academic Senate in the spring of 2019 and provided in the Appendix B.</p> |
|---------|---|

| | |
|---|---|
| Who is in Charge /Involved? | The GE Committee |
| Major Findings | Overall, graduating seniors demonstrated positive views of our General Education curriculum. A strong majority of students (69%) agreed or strongly agreed that skills and competencies acquired in the GE program supported their major studies. This does not mean that our GE curriculum cannot be improved to serve Westmont students better. Major student concerns were expressed regarding Common Contexts and PEA courses. The GE Committee continues discussing and making sense of the survey results and identifying actionable items. They also consider the possibility to administer the same survey to sophomores this year in order to gather additional information and triangulate the results. |
| Action | The Committee will identify actionable items this academic year. |
| Collaboration and Communication | |
| The entire Committee discussed the Senior Student Survey more than once and presented the major findings to the Senate. | |

V. Adjustments to the Multi-year Assessment Plan (optional)

| Proposed adjustment | Rationale | Timing |
|----------------------------|------------------|---------------|
| | | |
| | | |

VI. Appendices

- Appendix A
- Appendix B
- Appendix C
- Appendix E
- Appendix D

Fall 2018 Sr. Survey

1. In the Gospels in the New Testament, the Sadducees question and critique Jesus's teachings. From your understanding of the Sadducees, what is the best explanation of their rejection of Jesus?

- Jesus did not keep the laws of Moses necessary for getting into heaven.
- Jesus's disciples did not include any Gentiles like the Sadducees.
- The Sadducees thought the messiah would be divine.
- Jesus condemned the temple as a place of corruption.
- I don't know.

2. Why were the books of the New Testament written in Greek?

- From the time of Alexander the Great, Greek was the common language of the Mediterranean.
- Hebrew, the language of the Old Testament, was considered a sacred language.
- Scribes were only trained to write in Greek, so other languages could not be used.
- The Romans spoke Latin, so writing in Greek protected the authors from imperial persecution.
- I don't know.

3. Which of the following is true of Paul?

- As a Pharisaic convert to Christianity, Paul insisted that Gentiles should be circumcised.
- Born in Tarsus and educated in Jerusalem, Paul was comfortable with Greek and Jewish cultures.
- Since he was a Diaspora Jew, Paul had to study under Gamaliel to become a priest.
- Though Paul was a disciple of Jesus early in his life, he later persecuted the church.
- I don't know.

4. Jews in Roman Palestine (like Jesus and the disciples) regarded the Samaritans:

- as idolaters, because the Samaritans refused to worship with the Jews
- as historic allies, since the Samaritans helped rebuild the temple in Jerusalem in 515 BCE.
- as polytheists; Samaritans taught the Jews to worship many gods.
- as religious and political rivals who challenged Jewish identity in the land.
- I don't know.

5. Like most people in the Roman Empire, the authors of the New Testament books used scribes:

- because illiteracy rates were very high.
- to write even short documents like letters.
- sometimes, as amanuenses (or ghost writers).
- because it was the custom, even for the literate.
- all of the above.
- I don't know.

6. When the author of the Gospel of Matthew sat down to write a book about Jesus,

- he chose to publish under the name “Matthew” to gain authority for his book.
- he had access to oral tradition in addition to written sources like the Gospel of Mark.
- he had no need of secondary sources because he was an eyewitness to Jesus’s ministry.
- he worked mainly at Starbucks to support his coffee habit.
- he simply told what happened in Jesus’ life, without bias or interpretation.
- I don’t know.

7. Which of the following best represents Jesus’s messianic job description in Mark?

- As messiah, Jesus wrests political power away from Rome.
- As messiah, Jesus is called to suffer and die.
- As messiah, Jesus came to be served by all Jews.
- As messiah, Jesus keeps the laws of the Sabbath perfectly.
- I don’t know.

8. In comparison with the other Gospels, Luke’s gospel is more likely to:

- include stories that highlight Jesus’s interaction with women.
- explain the Jewish customs necessary for entry into the temple.
- encourage baptism in the name of the Father, Son, and Holy Spirit.
- discourage obedience of the Roman laws and traditions.
- I don’t know.

9. The church in Acts:

- incorporated Gentiles into the community without question.
- gathered once a week in local temples for a worship service.
- continued to carry out the ministry and teaching of Jesus.
- quickly gained acceptance from the Jewish and Roman authorities.
- quit growing when the persecutions began in Jerusalem.
- I don’t know.

10. Markan priority refers to:

- the assumption that Mark is theologically more significant than the other gospels.
- the theory that Mark was written before Matthew and Luke were composed.
- the Gospel of John’s use of Mark instead of Matthew or Luke as sources.
- Augustine’s explanation of Mark’s adaptation of Matthew’s gospel.
- I don’t know.

11. “We ourselves are Jews by birth and not Gentile sinners; yet we know that a person is justified not by the works of the law but through faith in Jesus Christ.” In interpreting this text from Paul’s letter to the Galatians, it is important to know that:

- Paul’s opponents in Galatia thought the return of Christ was imminent.
- According to the teachings of Jesus, Jewish Christians no longer have to keep the law to be saved.
- Paul believed that Moses saves Jews, and Jesus saves Gentiles.
- Paul is arguing against the teaching that Gentiles have to convert to Judaism to follow Jesus.
- I don’t know.

12. “Conduct yourselves honorably among the Gentiles, so that, though they malign you as evildoers, they may see your honorable deeds and glorify God when he comes to judge.” To understand this verse from 1 Peter, it’s important to know that the letter was written to Christians who were viewed by their Roman neighbors as:

- Holy, because they worship the Jewish God alone.
- Dangerous threats, because they do not worship Roman gods.
- Respectable, honest, hard-working members of the community.
- Patriotic citizens who protect the emperor by their prayers.
- I don’t know.

13. At the Jerusalem Council, James decided that:

- Gentiles must be circumcised in order to become Christians.
- The church should send missionaries to Rome to preach the Gospel.
- The four Gospels should be canonized in the New Testament.
- Gentiles do not have to convert to Judaism in order to follow Jesus.
- I don’t know.

14. A slave in the New Testament world (like Rhoda or Onesimus) could expect:

- To be under the absolute authority of the owner.
- To perform only menial household tasks.
- To be married and raise his or her own family.
- To come originally from Africa.
- I don’t know.

15. In the New Testament, the “kingdom of God” refers to:

- The political nation-state of Israel.
- The true home of Christians in heaven.
- The rule of God brought to this world by Jesus.
- The Roman Empire.
- I don’t know.

16. Put the following biblical characters in their correct chronological order:

- Abraham, Noah, Adam, David, Moses
- Moses, Adam, Noah, Abraham, David
- Adam, Noah, Abraham, Moses, David
- Adam, Moses, Noah, Abraham, David
- I don't know.

17. One would expect to find the narrative of "the fall of humanity" in the Book of ...

- Genesis
- Lamentations
- Psalms
- Exodus
- I don't know.

18. In what book of the Bible would you find the Ten Commandments?

- Genesis
- Exodus
- Leviticus
- 1 Kings
- I don't know.

19. Who was the first king of Israel?

- Solomon
- David
- Saul
- Hezekiah
- I don't know.

20. The Temple was built ...

- By David in Jerusalem
- By Solomon in Jerusalem
- By Jeremiah in Shiloh
- By Hezekiah in Arad
- I don't know.

21. Israel and Judah were:

- Twin brothers who became rivals and eventually nations
- The two kingdoms of Israel during the divided monarchy
- Two of Jacob's twelve sons who made up the 12 tribes of Israel
- Two names for the same person
- I don't know.

22. The "exile" of Israel is . . .

- The era when Egypt enslaved the Israelites
- The era preceding the monarchy
- The era when Babylon captured the citizenry of Judah
- The era when the Romans drove the Jews out of Palestine
- I don't know.

23. In the Jewish canon, the Old Testament is divided into three sections:

- the Torah (Law); the Writings; the Traditions
- the Torah (Law); the Prophets; the Writings
- the Torah (Law); the Former Prophets; and the Psalms
- the Torah (Law); Wisdom Literature; and the Former Prophets
- I don't know.

24. Which of these prophets confronted Ahab of the Northern Kingdom in the great showdown on Mt. Carmel?

- Hosea
- Amos
- Elijah
- Joel
- I don't know.

25. The Northern Kingdom of Israel was destroyed by:

- Babylon
- Persia
- Egypt
- Assyria
- I don't know.

26. The Southern Kingdom of Israel was destroyed by:

- Babylon
- Persia
- Egypt
- Assyria
- I don't know.

27. In which book would we find the following verse: "Vanity of vanities, says the Teacher, vanity of vanities! All is vanity!"?

- Proverbs
- Job
- Ecclesiastes
- Psalms
- I don't know.

28. In what book would you expect to find the hymns, liturgies, and responsive readings of ancient Israel?

- Proverbs
- Job
- Ecclesiastes
- Psalms
- I don't know.

29. Abraham was . . .

- Called to build the Ark
- Called to leave his home in Ur of the Chaldees and move to Canaan
- The great lawgiver of Israel
- The paradigmatic king of Israel
- I don't know.

30. Which of these is one of the Ten Commandments?

- Do this in remembrance of me.
- Honor the Sabbath.
- Love one another as I have loved you.
- Love your neighbor as yourself.
- I don't know.

31. Christians came to express God as being one _____ in three _____.

- person (persona); substances (essentiae)
- substance (hypostasis); forms (morphai)
- nature (phusis); entities
- substance (*ousia*); persons (*hypostases*)
- I don't know

32. The Father, Son, and Holy Spirit are best distinguished according to

- the divine attributes possessed by each (mind, word, power)
- their primary roles in salvation (Creator, Redeemer, Sustainer)
- their primacy in "ages" of revelation (OT = Father, NT = Son, Church = Spirit)
- their relations of origin (source, begottenness, procession)
- I don't know

33. The "incarnation" is the doctrine that the person of Jesus is

- God laying aside his divinity to take on human form for us
- the divine mind of the Son taking up residence in a genuinely human body
- the divine person of the Son taking up our human nature to save it
- an ordinary human person whom the Spirit empowered to save us
- I don't know

34. Roman Catholics believe that in justification we receive Christ's _____ righteousness, while Lutherans believe we receive Christ's _____ righteousness.

- infused; imputed
- alien; infused
- imparted; alien
- alien; imputed
- I don't know

35. Personal sanctification conforms us to the character of Christ, and includes not only virtues that can be shared by non-Christians (e.g., kindness, patience, etc.), but also the theological virtues of _____, which are uniquely given by God's saving grace.

- mercy, faith and love
- faith, mercy and justice
- faith, hope, and love
- justice, mercy, humility
- I don't know

36. Baptism is the Church's outward sign of the inward grace of _____.

- atonement
- justification
- sanctification
- glorification
- I don't know

37. According to Eastern Orthodox and Roman Catholics, the outward signs of redemption in the church are sacramental in the sense that they are _____.

- necessary instruments for conveying their inward grace
- reminders that points us toward the grace they signify
- ways of experiencing the grace conveyed by faith alone
- none of the above
- I don't know

38. Which of the following people was condemned as a heretic?

- Arius of Alexandria
- Athanasius of Alexandria
- Augustine of Hippo
- Thomas Aquinas
- I don't know

39. Most churches understand Jesus Christ to be one _____ in two _____.

- essence, personalities
- nature, parts
- person, natures
- substance, forms
- I don't know

40. God the Son:

- was the first creation of God the Father
- is inferior only to God the Father
- is the same person as God the Father, only in a different mode or form
- created all things along with God the Father
- I don't know

41. Belief in the resurrection of Jesus:

- became popular among Christians only when the emperor Constantine made Christianity Rome's official religion
- is displayed among the first disciples
- originated when missionaries like Paul brought the good news to Gentiles
- was part of conventional Jewish expectation of the Messiah
- I don't know

42. The best synonym for "catholic" is:

- diverse
- Roman
- sinless
- universal
- I don't know

43 Augustine taught that we are sinners:

- because humans are sinful by nature
- because we freely choose to disobey God
- because we inherit Adam's guilt
- only in the sense that we do not appreciate our goodness
- I don't know

44. The Holy Spirit:

- is a part of God
- is an appendage of the Father
- is impersonal whereas the Son and Father are personal
- relates to God in ways over which different Christians have long disagreed
- I don't know

For the following questions, choose from these responses:

- I know it's false
- I think it's false
- I am unsure
- I think it's true
- I know it's true

45. God is so beyond our conception that trying to describe God is useless or idolatrous.

46. Before creation there was no God the Son, only God the Father.

47. God made all things in the universe, including sin.

48. People lack the power to keep themselves from sinning.
49. To be a healthy disciple requires more than accepting Jesus Christ as Lord and personal savior, namely active participation in activities such as worship, service, prayer, and study.
50. At any time, believers could be “raptured” to heaven while the earth undergoes a seven-year tribulation, after which Jesus will return and establish a millennial kingdom.
51. For women to lead churches is biblically appropriate
52. All human beings will eventually be saved.
53. The Great Schism came before the Reformation.
54. I have a personally meaningful relationship with the God of the Bible.
55. I can articulate my faith to someone who doesn’t share it.
56. Westmont has (on balance) positively contributed to my development as a Christian.

For Questions D1-D4, from the following options:

F 2015, S 2016, F 2016, S 2017, F 2017, S 2018, F 2018, S 2019

- D1. What semester did you begin your time at Westmont?
- D2. When did you take New Testament (RS-020)?
- D3. When did you take Old Testament (RS 001)?
- D4. When did you take Christian Doctrine?
- D5. What is your gender?
- D6. What is your major?
- D7. Do you currently self-identify as a Christian?
- D8 (a) If you currently self-identify as a Christian, in what Christian tradition or denomination do you place yourself?
- D8. (b) If you do not currently self-identify as a Christian, how would you describe your religious identity?

The 2018 Westmont College General Education Senior Survey

In the spring of 2018, all graduating seniors were invited to complete a survey regarding their experiences with the General Education program. A total of 158 students, which constitutes 48% of 327 graduates, completed the survey. Amazon gift cards were used as incentives for completing the survey and were given to ten randomly selected students.

In order to make sense of the responses to some questions, the Committee solicited assistance from faculty in Philosophy, Religious Studies, History, and Kinesiology. They received the results relevant to their departments in the summer of 2018.

Following departmental meetings dedicated to the analysis of the survey results, the chairs of these departments met with the GE Committee to present departmental interpretations of the results and answer the Committee's questions. Comments and explanations offered by the department chairs are included in this report.

Demographics

In order to verify that the responding sample represents the graduating class as a whole, the respondents were asked to identify their major(s), and whether or not they came to Westmont as a transfer student. The respondents represented all college majors except for Data Analytics, English-Modern Languages, European Studies, French and Physics (Engineering Physics seniors did, however, complete the survey). Eighteen percent of respondents identified more than one major. Major distribution of the survey participants is presented in *Chart 1*, which includes double and triple majors:

Chart 1. Distribution of Majors among students who took the 2018 GE Senior Survey

| Characteristics | Survey percentage | Class percentage (graduated) |
|-----------------------|-------------------|------------------------------|
| Economics & Business | 13.3 | 12.9 |
| Kinesiology | 12.0 | 11.2 |
| Psychology | 12.0 | 9.6 |
| Biology | 11.4 | 9.1 |
| English | 11.4 | 5.7 |
| Communication Studies | 8.8 | 7.4 |
| Liberal Studies | 8.2 | 3.0 |
| Art | 4.4 | 5.9 |
| Sociology | 4.4 | 3.7 |
| History | 3.2 | 3.7 |
| Computer Science | 3.2 | 2.8 |
| Mathematics | 3.1 | 1.3 |
| Music | 1.9 | 2.0 |
| Philosophy | 1.9 | 1.1 |
| Religious Studies | 1.9 | 2.8 |
| Spanish | 1.9 | 2.0 |
| Theatre Arts | 1.9 | 1.4 |
| Social Science | 1.3 | 1.0 |

| | | |
|---------------------|-----|-----|
| Engineering Physics | 1.3 | 1.7 |
| Art History | 0.6 | 0.4 |
| Music Education | 0.6 | 0 |

If we look at divisional representation, it would appear that the humanities were slightly overrepresented, while two other divisions were fairly represented in the survey. It would also appear that transfer students were slightly underrepresented in the survey.

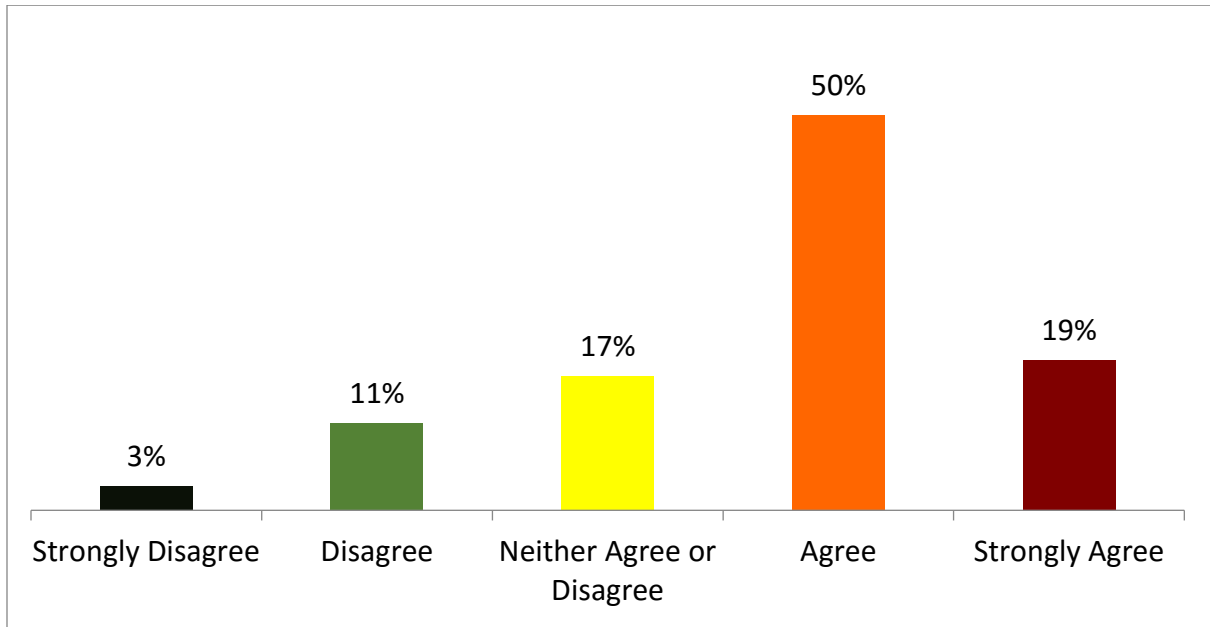
| Characteristics | Survey Percentage | Class percentage |
|-------------------|-------------------|------------------|
| Humanities | 33.9 | 28.7 |
| Social Sciences | 30.4 | 29 |
| NBS | 43 | 42.6 |
| Transfer students | 11.4 | 15.6 |

Based on the major and divisional representation, it is possible to conclude that the responding sample reasonably represents the graduating class as a whole.

Notable Findings

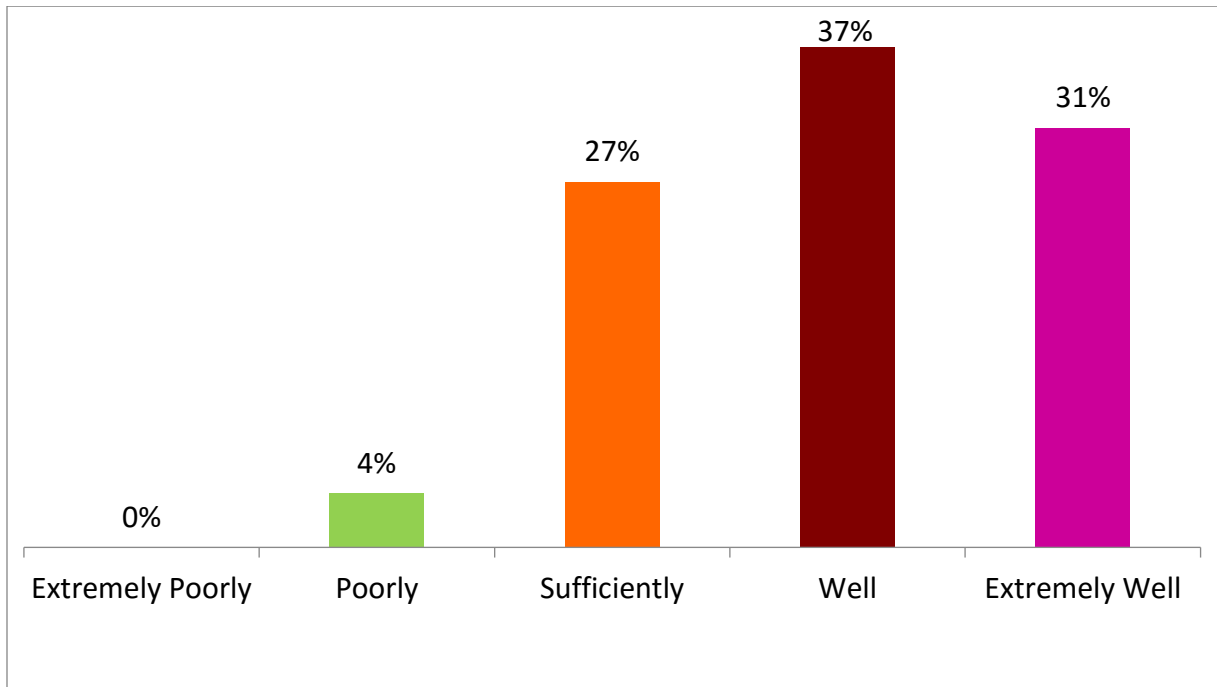
Finding 1. Overall, graduating seniors demonstrated positive views of our General Education curriculum. A strong majority of students (69%) agreed or strongly agreed that skills and competencies acquired in the GE program supported their major studies (see *Table 1*).

Table 1. In our catalog, we say that skills and competencies you acquire in the GE program will support your major studies.



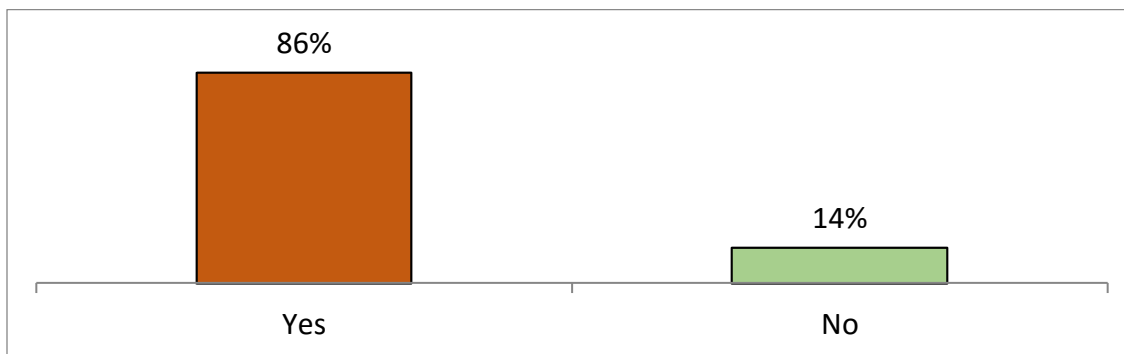
Finding 2. The Committee was also pleased to learn that 68% of respondents indicated that courses fulfilling the General Education Writing Intensive requirements equipped them well or exceptionally well with the ability to write when asked to rate their experience on a five-point scale (see *Table 2*).

Table 2. Have the writing-intensive courses you have taken inside and outside your major equipped you with the ability to write well?



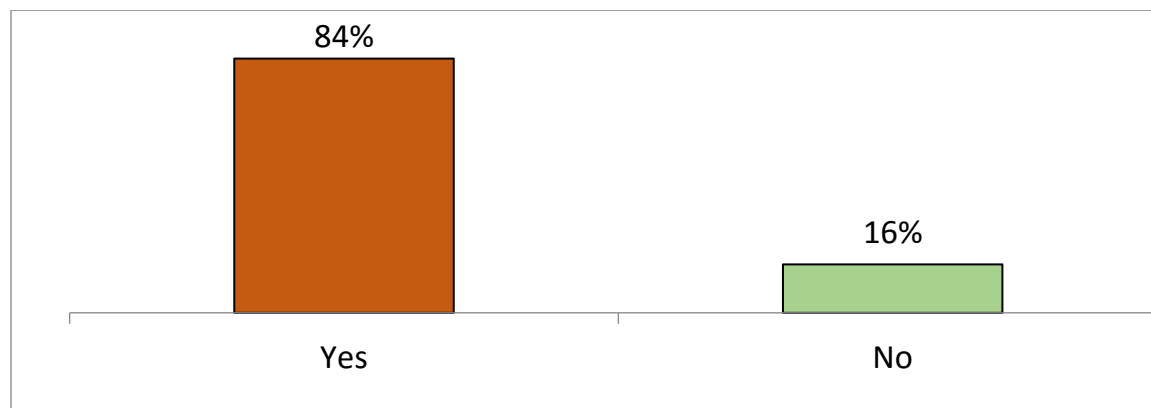
Finding 3. Students appeared to be content with the Liberal Arts curriculum in general as 86% of seniors responded that they would choose a Liberal Arts college if they had to do undergraduate education again. The most common comments of those 14% of students who responded negatively included inadequate job market preparation, lack of specialization, and burdensome GE courses (see *Table 3*).

Table 3. If you could do college again, would you still choose a Liberal Arts college?



Finding 4. Approximately the same number of students or 84% responded that they would choose a Christian liberal arts college again. The most common comments of those 15% of students who responded negatively include a judgmental and restrictive environment, not being a Christian, interest in an alternative experience, and dissatisfaction with Religious Studies courses (see *Table 4*).

Table 4. If you could do college again, would you still choose a *Christian* liberal arts college?



Finding 5. Regarding the content of our GE program, 39% of respondents stated that no General Education areas should be dropped, and 46% noted that nothing should be added.

The remaining students designated particular courses a “waste of time.” Yet there were few areas of consensus on what courses constituted such a “waste.” Indeed, individual responses varied so widely that almost all of the GE courses or content areas were mentioned.¹ Three courses or content areas did have somewhat more representation than the others. These were Philosophical Reflections/Philosophy courses (15% of 148 responses to this question), Fitness for Life (12% of responses), and Physical/Life Science courses (9% of responses).

We have highlighted a sample of students’ critical narrative responses, sorted into categories. (It should be noted that these quotes were drawn from all of the responses, not only those areas listed above.) As is obvious from the category designations alone, these responses sometimes offered direct contradictions.

Advanced content/Difficulty:

- It covers too much ground and requires too much for a GE class;
- I believe the content should be made simpler if the class is to remain a GE;
- the hefty amount of material for something you are not particularly interested in;
- [...] required classes seemed extra difficult for no reason.

Easy content:

- It seemed like a pathetic shadow of the [...] course I took in high school;
- [...] was a pointless class for me. It was really easy, and at the end of the year I wasn’t clear on what I had just learned.

Irrelevance:

- [...] not related to my life at all;
- [...] it is something that is not applicable to everyone.

¹ The list of all General Education areas was provided in the body of the survey for reference; however, not all survey respondents named the GE areas properly in their responses, i.e., they may label “philosophical reflections” as “philosophy” or “perspectives on world history” as “history.” The Committee did not collapse those results into one category.

Pacing of the material:

- [...] had way too many topics to be covered in a short period of time, that I felt very rushed;
- it really felt like beating a dead horse.

Pedagogy:

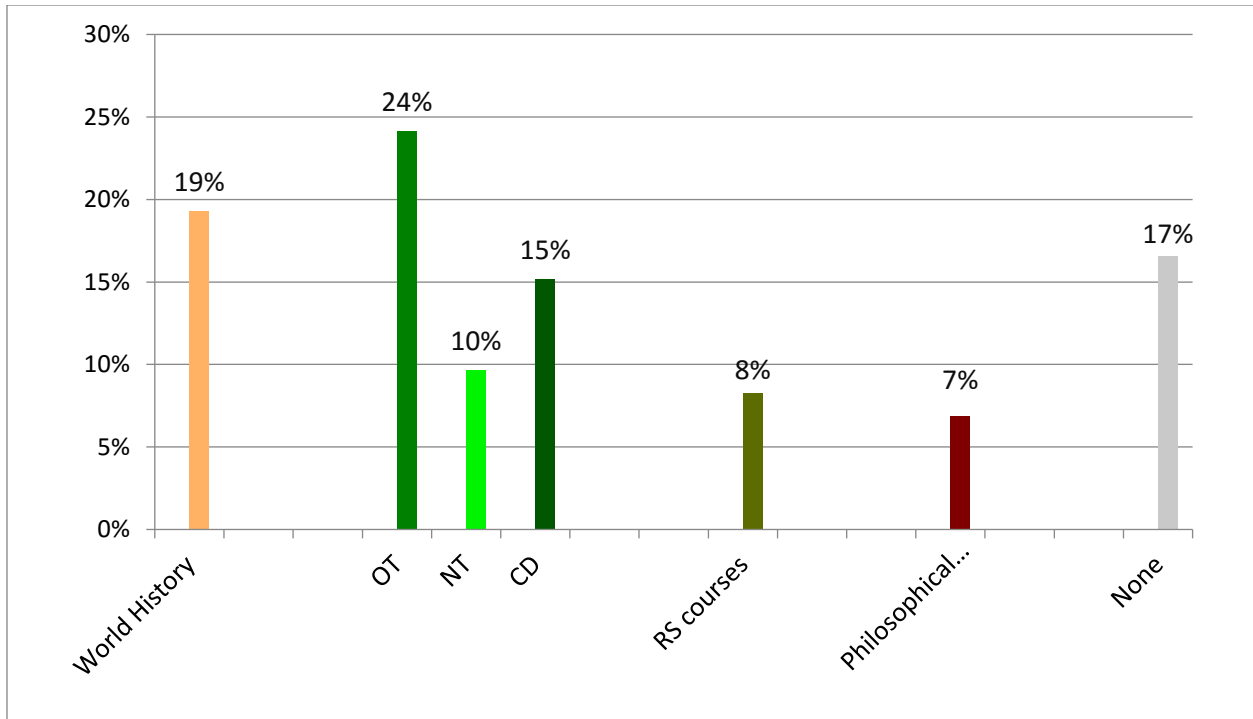
- it was all about rote memorization [and] dull;
- more worthwhile applications would help;
- [...] was not taught with enthusiasm and didn't offer application for today.

As mentioned in the report introduction, the GE Committee solicited meetings with the departments responsible for the classes with the highest concentrations of critical responses. While meeting with the General Education Committee, the chair of the Philosophy department, Mark Nelson, stated that those results were a little disappointing for the department faculty, but not unexpected given the national trend away from humanities enrollments. He also noted that the respondents might well give a different answer in five years or ten years, when they have matured and the value of philosophical education might have become clearer.

The chair of the Kinesiology department, Gregg Afman, informed the committee that two years ago the department revamped the Fitness for Life course and the overall PEA requirement within the GE. The students who took this survey likely had the older version of Fitness for Life when they were first-year students or sophomores and would not have benefited from the course revamp. One of the comments in the senior survey was that students felt like the course was a repeat of information they already knew. The Kinesiology department tested this by developing a 25-point pre-assessment quiz on information covered in the revised Fitness for Life course. As students scored less than 50% on the quiz, the department is confident that this course is, indeed, necessary.

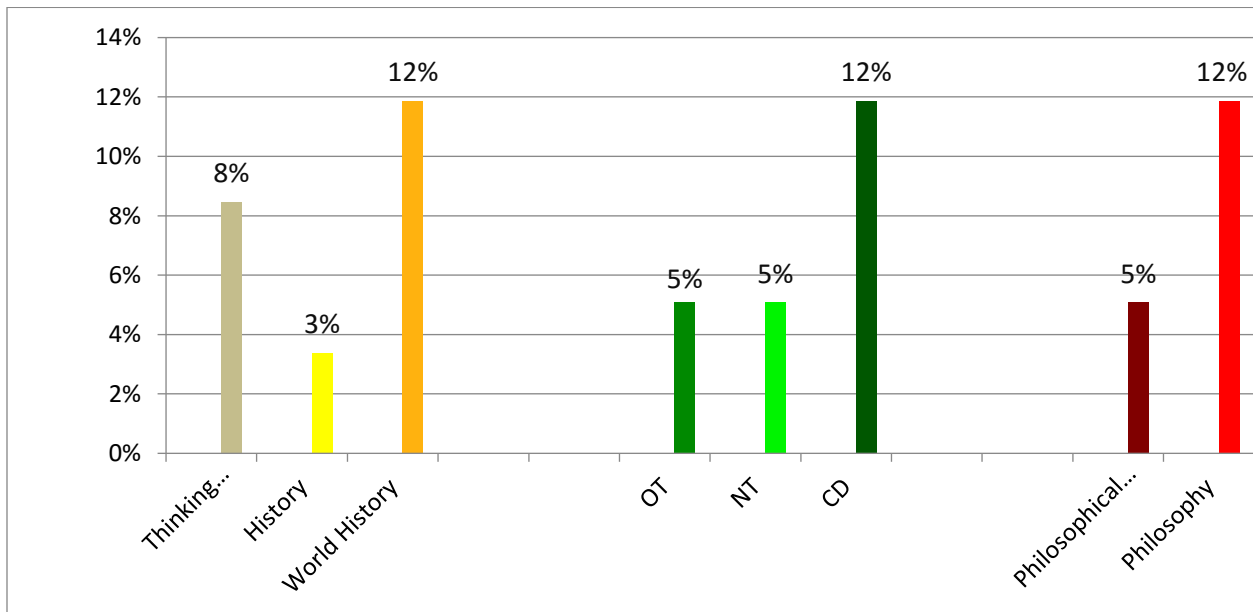
Finding 6. Survey respondents identified Common Contexts courses as unreasonably difficult (see *Table 5*). Students expressed concerns that those GE courses are more time consuming than their major courses, predominantly due to the amount of information and reading or writing assignments that make it “hard to keep up.”

Table 5. Which GE courses, in your opinion, were unreasonably difficult? (n=145)



Finding 7. Additionally, Common Contexts courses were perceived as courses that seemed more geared toward prospective majors than to the education of students not planning to major in that field (see *Table 6*).

Table 6. Did you ever take a GE class that seemed more geared toward prospective majors than to the education of students not planning to major in that field? (n=59)



Finding 8. Significantly, these courses were also recognized as the most valuable GE courses (see *Table 7*) or the favorite courses taken outside of a student's major discipline (*Table 8*).

Table 7. Which GE courses, if any, stand out in your mind as particularly valuable? (n=146).

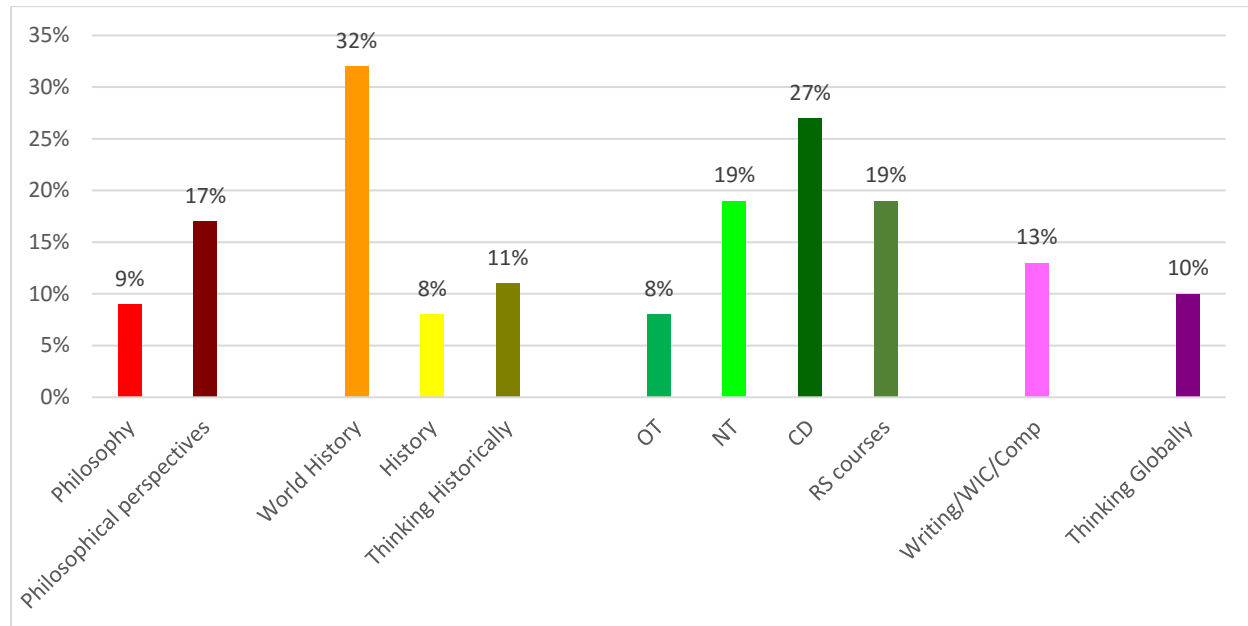
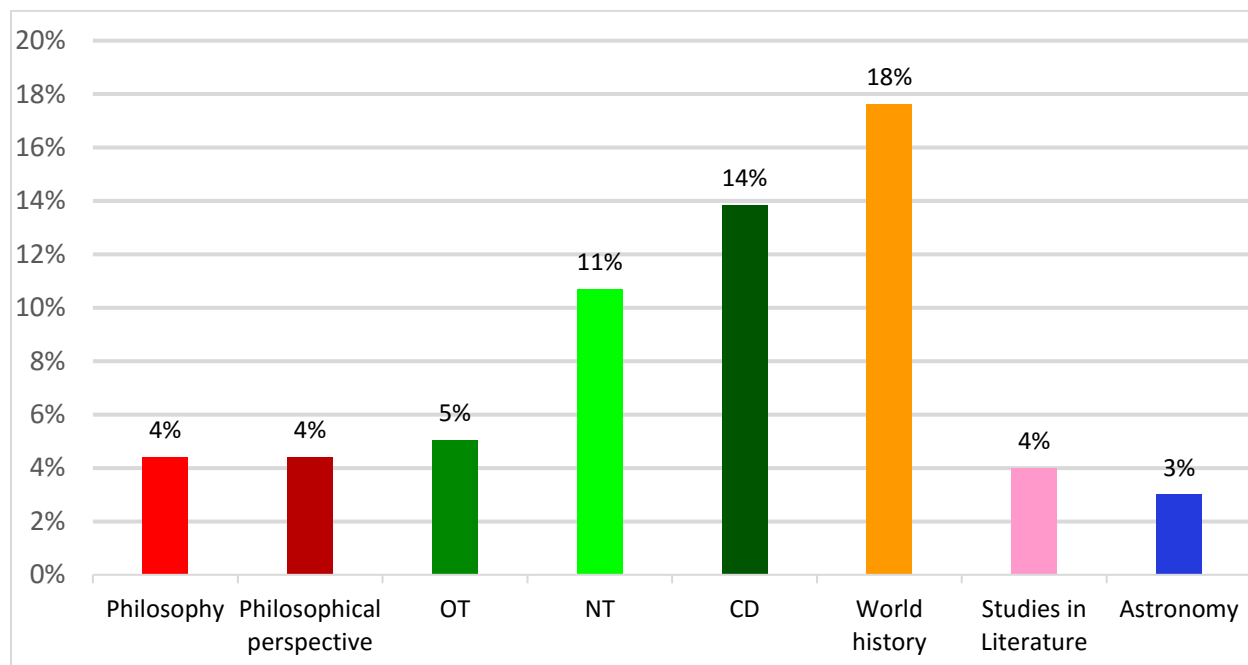


Table 8. What was your favorite GE course outside your major discipline? (n=158)



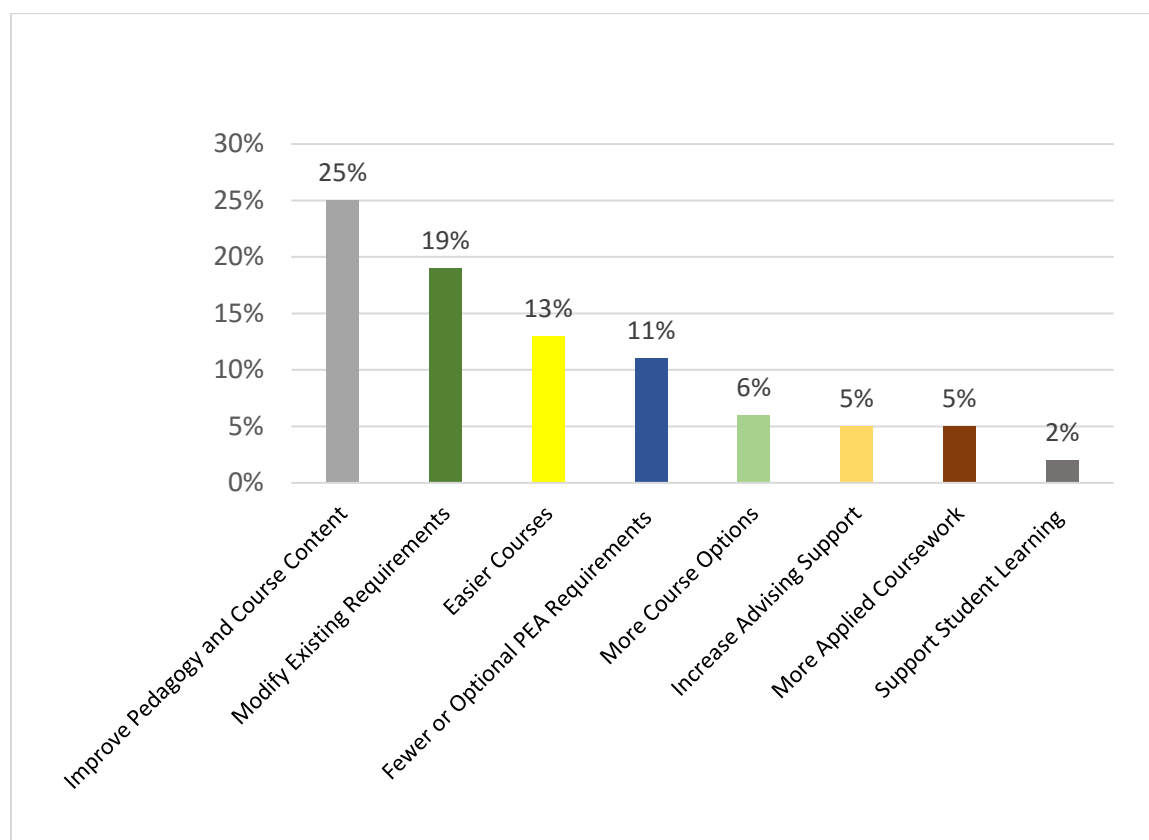
In their comments, students praised courses that were “intellectually stimulating,” “engaging,” and “challenging.” Students also valued courses that “invited the students to participate,” “exposed [them] to new ways of thinking,” helped them to “reassess the ways they view the world,” gave them a “basis for learning more about the world, not just the West,” and applied to “current, real-life experience.”

In sum, they widely appreciated courses that required critical thinking and contained discussions. Students commended many faculty members for their excellent teaching and mentoring.

Finding 9. The survey also included a series of questions about availability of the GE courses. 22% of students admitted that they had had to delay taking a GE class because the class they wanted was not offered during the year they wanted to take it, while 27% of students reported that they had had to delay taking a GE course because no space was available in any section of the class by the time they registered.

Finding 10. Finally, students were asked about possible improvements in the Westmont General Education program. Their responses are presented in *Table 9*.

Table 9. What changes would you suggest to improve the General Education program at Westmont? (n=128)



Departmental Responses to the Survey

Chairs from the departments of History, Religious Studies, Kinesiology, and Philosophy were invited to respond to the survey results. Rick Pointer, Caryn Reeder, Gregg Afman, and Mark Nelson respectively came to GE Committee meetings in the Fall of 2018 and presented the following reflections.

History. The History department was gratified by the number of students who identified Christian Perspectives on World History as a course that had a strong impact on them. They would hope that all of the Common Context courses would have a profound impact on student's thinking and living. They recognize that some of the students in the survey were dissatisfied with the course, but the department's overarching concern is whether they are offering and teaching a quality course. In this light, the department is not inclined to put too much weight in students' feelings or perceptions of the difficulty of the course. The job of the faculty is to set the standards for the curriculum within the major and within the General Education program. The History faculty are always modifying their courses to make them better. The department could take some time to determine if a recalibration is needed, but it is possible that the end result of that analysis would be that the course stays as it is currently offered.

In considering modifications to Christian Perspectives on World History, the department is focusing more on the findings from the 2016-2017 GE assessment of this area. The data from this assessment was based on multiple input types, not just student opinion. The department faculty admitted that the results of direct assessment of student learning in HIS-010 were also somewhat discouraging for them. Even though there was the increase in mean scores of student responses to 20 multiple choice questions, it was not significant—from 56% on the pre-test, to 66% on the post-test—while the department faculty would like 60% of students to score 70% or higher on the test.

History faculty, including those teaching HIS-010: World History, feel that they need to be more explicit about the workload that is expected in each course. If the campus culture has the sense that lower division GE courses should be easy, then students should be educated on appropriate expectations for their GE courses. The faculty also need to explain why the World History in a Christian Perspective and the Thinking Historically GE areas are separate and distinct requirements.

Religious Studies. The Religious Studies faculty were pleased to see that quite a number of students identified Religious Studies courses as strengthening student's personal faith commitment; foundational to a Westmont education, and helping in establishing an "adult worldview." These results are what the department faculty want for students. The negative evaluations of the RS GEs come from a significantly smaller segment of the total respondents. Overall, the findings were not surprising to the Religious Studies department as they have heard similar things from students before. The department is actively working to dispel the myth that students can't be successful in RS courses unless they have prior knowledge of the Bible. All of the faculty try their best to assume their students have no prior knowledge about the Bible as they are teaching, and work on appropriate pacing of the material through the course. There are still some pedagogical differences within the Religious Studies faculty that the department is aware of and is actively working on. The department faculty are currently engaged in conversations around the following issues:

- The first year Bible seminar as a way for students who fear the Bible to get a basic introduction before diving into the GE classes (and the possibility of making this available for upper class students)
- In-class educational strategies such as placing the students with some familiarity in groups with students who know little.

Philosophy. According to the chair of the Philosophy Department, Philosophy faculty do not think that the survey results require a major overhaul of PHI-006: Philosophical Reflections course but they are open to examining what they teach and how they teach it. They may wish to help students more to consider whether philosophy is "relevant" and (whether or not it is) whether perceived relevance is an appropriate criterion by which to evaluate the study of

philosophy. However, they could do more within their courses to explain the rationale of a liberal arts education in general and the role of philosophical thinking within the liberal arts, especially in a Christian liberal arts college setting.

The faculty are also open to exploring ways to improve their teaching methods but feel any changes would be reflective of individual issues rather than universal issues within the course. They could also examine the types of assignments they give to make sure the pace of grading and returning work to the students is at a rate that allows students to receive a benefit from the work on future assignments and exams. The faculty could compare syllabi to make sure that the amount and type of reading assigned across the professors teaching the course was appropriate based on the department's expectations for the course. Finally, the department agreed that it would be wise to continue (or even increase) some of their new measures for recruiting philosophy majors and minors and for generally raising the profile of the major among the student body.

Kinesiology. The department of Kinesiology was concerned that there were comments in the survey that physical fitness courses shouldn't be required at all. College is often thought of as a place to develop the mind, but development of the physical body may not be required. Based on the latest obesity and diabetes data, we are living a more sedentary lifestyle and this is taking a toll on our physical health and well-being. Students should be equipped with good habits and physical skills now, which is why the physical fitness GE requirements were maintained as a requirement within the current GE program.

In 2001, there was some talk of reducing the requirement from 4 units to 2 units. Instead, the decision was made to stay at 4 units and allow students to use up to 8 units of PEA credit towards their degree requirements. For changes to the PEA GE requirements, the department could see dropping from 4 required courses to 3, where one was Fitness for Life, one was a leisure activity and one was a physical activity course.

Future Responses

Overall, we thought the senior survey demonstrated the College's excellent General Education offerings, strong curriculum, and accomplished faculty. Although most of the feedback was quite positive, the Committee does want to pay attention to the critiques as these provide us with potential avenues for strengthening our program. Indeed, the senior survey is a component of the broader General Education program review, which is currently underway. We intend to complete the GE program review within the next two years.

As such, the Committee is asking, Should the institution consider the modification of the GE curriculum by reducing particular GE requirements and increasing others?

The GE Committee would like to hear from the Senate on these specific lines of inquiries. But we also want to hear from senators what additional key questions they think need to be included in the exploration of the quality of the GE program.

Supplementary Information

Westmont's high-unit majors.

BS in Biology (64 units)
BS in Chemistry (up to 69 units)
BS in Movement & Medical Sciences (79 units)
BA in Liberal Studies (up to 116 units)
BME (78 units)
BA in Physics (68 units)
BA in Political Science (68 units)
BS in Behavioral Neuroscience (64 units)
The recently approved BS in Engineering (89 units).

Peer institutions' maximum GE course loads (with no overlaps). An environmental scan in the fall of 2018 of the GE coursework at peer institutions revealed the following:

Westmont (22 courses)
Wheaton (20 courses)
Houghton (17 courses)
Gordon (16 courses)
Pomona (10 courses with 3 competencies that overlay)
Occidental (10 courses)
Swarthmore (10 courses)

Foreign language requirements. Westmont has the weakest language requirements of any of the comparison schools.

Azusa Pacific – 2 semesters
Cal Lutheran – 2 semesters
Pepperdine – pass one course as second-year level
PLNU – 2 semesters
Pomona – pass one course as second-year level
Swarthmore – pass one course as second-year level
Middlebury – 1 year with an additional proficiency requirement for study abroad
Gordon – 1 year

Physical education requirements. Westmont has the highest PEA requirement of 4 courses.

Occidental – 0
Houghton and Wheaton – 1
Swarthmore and Pomona – 2
Gordon – 3

Diversity: There were no questions about diversity in the GE curriculum, however, in response to the question “Are there any General Education areas that should be added?” 7% of respondents (n=129) requested classes “on race and ethnicity,” “racial social justice,” “gender studies,” classes like “Race and Theology,” or “Sociology of Race,” the latter being characterized as “an extremely important class that teaches basic knowledge and skills in terms of dealing with race and ethnicity, one of the most important issues of American history.” One respondent made the following comment, “I don't feel like students have a whole perspective on

Christianity until they have learned about its deep connections to the current racialized world.” We recognize that only 9 students asked for more diversity education. While this doesn’t appear statistically significant, we determined that it was meaningful given that students volunteered this information without being primed to do so.

We have several GE and major courses with the focus on Diversity and the list of those courses is available in WebAdvisor; however, there is no the Diversity requirement in our GE curriculum. As a result, in some majors students can graduate from Westmont without taking a single course with an emphasis on Diversity. We wonder how this issue might be addressed in light of our current GE program and our desire to create a positive learning experience for both students and the faculty teaching the Diversity courses.

RS GE Senior Survey

The Format

| | | |
|--------------------|-----------------|---------------------------------------|
| Old Testament | Questions 1-15 | 15 questions |
| New Testament | Questions 16-30 | 15 questions |
| Christian Doctrine | Questions 31-53 | 23 questions (20 objective questions) |
| Temperature Taking | Questions 54-56 | 3 questions |
| Demographics | Questions 57-65 | 8 questions |

Methodology

Questions for the three content sections of the survey (OT, NT, CD) were developed by the RS faculty who regularly teach these three classes (Nelson and Richter, Beers and Reeder, Work and Yadav). Students with senior standing were invited to take the survey over the course of four weeks, from Monday, November 12 to Thursday, December 6, 2018. The vast majority of students (106/114) took the survey between the November 12 and 19.

The same Old Testament and New Testament questions were used as part of a pre- and post-course exercise in all RS 01 (144 students) and RS 10 (168 students) sections in the fall. Students in those classes were invited to take the pretest in the first two weeks of the semester, and then retake it in the final weeks of the semester. Because we were particularly interested in gaining a picture of students' grasp of basic bible knowledge rather than knowledge of theology and doctrine, we did not do the pre/post course exercise in RS 20—Christian Doctrine classes.

It's important to note that the audiences for these exercises are different: the pre/post-test audience consisted of students currently taking RS 01 and RS 10 during the Fall of 2018 (thus, generally first and second year students). The Sr. Survey audience consisted of students with senior standing as of Fall 2018.

The Response Pool

The senior survey was sent to 291 students; 114 students responded to the survey, a 39.2% response rate. There were 7 (6.1%) transfer students in the pool of respondents. 6 transfers had one RS class waived. One came to Westmont Spring of 2017 and had two RS classes waived.

106 students completed the survey responsibly. Useable responses represent a **34.6%** response rate. (Incomplete surveys, and surveys showing a response pattern were excluded from analysis.) Of 106 responses analyzed four (**4.8%**) were transfer students. One waived OT. Two waived CD. And one late arrival waived both NT and CD. Those students' answers to those sections of the survey were excluded from analysis for each of those classes.

Christian Doctrine results and survey cumulative results were calculated with 72 complete responses. A formatting problem that we caught early meant that the CD responses for the first 18 respondents yielded garbled data. Additionally, 14 of the remaining 88 respondents had yet to take RS 20, and 2 were transfers who waived the class. Their responses to the CD portion of the survey were excluded from the Christian Doctrine analysis and from the cumulative results.

67.0% (71/106) Respondents were women. **33%** (35/106) were men. Average scores for men and women were the same.

87.7% (93/106) currently identify as Christian. **72.7%** (77/106) Agree or strongly agree that they “have a personally meaningful relationship with the God of the Bible.” **66.0%** (70/106) Agree or strongly agree that “Westmont has (on balance) positively contributed to my development as a Christian.”

8.5% (9/106) responded that they don’t currently identify as Christians. **3.8%** (4/106) responded “Prefer not to answer” to whether they identify as Christian. (4 of 13 who replied “no” or “prefer not to answer” did, however, in a subsequent question identify themselves with a religious tradition: 1 Non-denominational; 1 Lutheran; 1 Roman Catholic and 1 “Ancient.”)

The Results

| | Old Testament | New Testament | Doctrine | Total |
|---------------------------|-----------------|----------------|-----------------|-----------------|
| Students in sample | 105 | 105 | 72 | 72 |
| % Xian ID | 88.5% | 88.5% | 90.3% (65/72) | 90.3% (65/72) |
| % prefer not to ID | 3.8% | 3.8% | 2.8% (2/72) | 2.8% (2/72) |
| % Non-Xian ID | 7.6% | 7.6% | 6.9% (5/72) | 6.9% (5/72) |
| | | | | |
| Average % Correct | 66.4% | 62.2% | 47.5% | 55.9% |
| Average # Correct | 9.96 | 9.33 | 9.04 | 27.94 |
| St. Deviation | 3.25 | 3.21 | 4.12 | 8.66 |
| | | | | |
| Ave for X-ian ID | 67.3% (10.1/15) | 64.6% (9.7/15) | 48.4% (9.68/20) | 57.2% (28.6/50) |
| Ave for non X-ian ID | 57.3% (8.6/15) | 45.1% (6.8/15) | 38.9% (7.8/20) | 43.3% (21.6/50) |

Timing of OT/NT for Students Starting Westmont Fall 2015

| Semester | Old Testament | | New Testament | |
|-----------------|---------------------------|------------------|-----------------|-------------------------|
| | # Students | Average Score | # Students | Average Score |
| F '15 | 29.52% (31/105) | 72.5% (10.87/15) | 20.9% (22/105) | 59.7% (8.95/15) |
| S '16 | 27.62% (29/105) | 66.2% (9.93) | 27.62% (29/105) | 58.7% (8.83) |
| | | | | |
| F '16 | 8.57% (9/105) | 61.48% (9.22) | 6.67% (7/105) | 62.7% (9.43) |
| S '17 | 3.81% (4/105) | 68.3% (10.25) | 13.33% (14/105) | 69.1% (10.7) |
| | | | | |
| *F '17 | 4.76% (5/105) | 41.3% (6.2) | 3.8% (4/105) | 81.7% (12.2) |
| *S '18 | 1.90% (2/105) | 46.7% (7) | 6.67% (7/105) | 63.8% (9.57) |
| | | | | |
| | Christian Doctrine | | | |
| F '15 | 0 | 0 | | |
| S '16 | 1.39% (1/72) | 55.0% (11/20) | | |
| | | | | |
| F '16 | 19.44% (14/72) | 43.6% (8.7) | | |
| S '17 | 15.28% (11/72) | 42% (8.4) | | |
| | | | | |
| *F '17 | 13.89% (10/72) | 39.5% (7.9) | | <i>*Fire disruption</i> |
| *S '18 | 20.83% (15/72) | 55.7% (11.1) | | <i>*Mudslides</i> |
| | | | | |
| Fall '18 | 8.33% (6/72) | 47.5% (9.6) | | |

* Because the population for this snapshot includes only traditional four-year students who began their college career at Westmont, fall 2015, the percentage/number of column will not add up to 100% or 105/72 students.

Distribution of results by course

| Old Testament (105) | | | | New Testament (105) | | | |
|-------------------------|-----------|------------|------------|---------------------|-----------|------------|------------|
| Score | % correct | # students | % students | Score | % correct | # students | % students |
| 15 | 100% | 7 | 6.7 | 15 | 100% | 2 | 1.9 |
| 14 | 93.3 | 9 | 8.57 | 14 | 93.3 | 7 | 6.67 |
| 13 | 86.7 | 11 | 10.47 | 13 | 86.7 | 15 | 14.28 |
| 12 | 80.0 | 14 | 13.33 | 12 | 80.0 | 8 | 7.62 |
| 11 | 73.3 | 11 | 10.47 | 11 | 73.3 | 11 | 10.47 |
| 10 | 66.7 | 10 | 9.52 | 10 | 66.7 | 7 | 6.67 |
| 9 | 60.0 | 6 | 5.71 | 9 | 60.0 | 10 | 9.52 |
| 8 | 53.3 | 8 | 7.62 | 8 | 53.3 | 14 | 13.33 |
| 7 | 46.7 | 8 | 7.62 | 7 | 46.7 | 6 | 5.71 |
| 6 | 40.0 | 10 | 9.52 | 6 | 40.0 | 15 | 14.28 |
| 5 | 33.3 | 6 | 5.71 | 5 | 33.3 | 3 | 2.86 |
| 4 | 26.7 | 4 | 3.81 | 4 | 26.7 | 5 | 4.76 |
| 3 | 20.0 | 1 | 0.95 | 3 | 20.0 | 1 | .95 |
| 2 | 13.3 | 0 | 0.00 | 2 | 13.3 | 1 | .96 |
| 1 | 6.7 | 0 | 0.00 | 1 | 6.7 | 0 | |
| Christian Doctrine (72) | | | | | | | |
| Score | % correct | # students | % students | | | | |
| 20 | 100 | 0 | 0 | | | | |
| 19 | 95 | 1 | 1.39 | | | | |
| 18 | 90 | 4 | 5.56 | | | | |
| 17 | 85 | 0 | 0 | | | | |
| 16 | 80 | 0 | 0 | | | | |
| 15 | 75 | 3 | 4.17 | | | | |
| 14 | 70 | 6 | 8.33 | | | | |
| 13 | 65 | 4 | 5.56 | | | | |
| 12 | 60 | 4 | 5.56 | | | | |
| 11 | 55 | 8 | 11.11 | | | | |
| 10 | 50 | 8 | 11.11 | | | | |
| 9 | 45 | 5 | 5.56 | | | | |
| 8 | 40 | 7 | 9.72 | | | | |
| 7 | 35 | 5 | 5.56 | | | | |
| 6 | 30 | 5 | 5.56 | | | | |
| 5 | 25 | 3 | 4.17 | | | | |
| 4 | 20 | 4 | 5.56 | | | | |
| 3 | 15 | 3 | 4.17 | | | | |
| 2 | 10 | 2 | 2.78 | | | | |
| 1 | 5 | 0 | 0 | | | | |

Fall in-class post-tests compared to Sr. Survey results

| | OT Average % correct | NT Average % correct |
|----------------------------------|----------------------|----------------------|
| Fall post-test average % correct | 67.2% | 73% |
| Sr. Survey average % correct | 66.4% | 62.2% |

Results by question: Post-course quiz compared to Sr. Survey

* For the complete wording of each question and the multiple choice possibilities, see Appendix X

| Old Testament | Fall Post Tests | Sr. Survey % correct | % change |
|--|-----------------|----------------------|----------|
| Q 16 Put the following biblical characters in chronological order | 82.6 | 86.7 | 4.10 |
| Q 17 One would find the story of the fall of humanity in the book of | 86.1 | 90.5 | 4.40 |
| Q 18 In what book of the Bible is the Ten Commandments | 87.5 | 85.7 | -1.80 |
| Q 19 Who was the first king of Israel | 72.2 | 62.9 | -9.30 |
| Q 20 The Temple was built by ... | 69.4 | 61.9 | -7.50 |
| Q 21 Israel and Judah were... | 81.9 | 73.3 | -8.60 |
| Q 22 The exile of Israel is.... | 26.4 | 44.8 | 18.40 |
| Q 23 In the Jewish canon, the OT is divided into three sections: | 56.9 | 60.0 | 3.10 |
| Q 24 Which of these prophets confronted Ahab on Mt. Carmel | 58.3 | 53.3 | -5.00 |
| Q 25 The Northern Kingdom of Israel was destroyed by... | 64.6 | 39.0 | -25.60 |
| Q 26 The Southern Kingdom of Israel was destroyed by... | 53.5 | 40.0 | -13.50 |
| Q 27 In which book would you find "Vanity of vanities...." | 72.2 | 54.3 | -17.90 |
| Q 28 In what book would you find hymns and liturgies of Israel | 80.6 | 90.5 | 9.90 |
| Q 29 Abraham was... | 79.7 | 75.2 | -4.50 |
| Q 30 Which of these is one of the Ten Commandments | 59.7 | 78.1 | 18.40 |

| New Testament | Fall Post Tests | Sr. Survey % correct | % change |
|--|-----------------|----------------------|----------|
| Q 1 The Sadducees question and critique Jesus' teachings because... | 32.7 | 31.4 | -1.30 |
| Q 2 Why were the books of the NT written in Greek | 77.4 | 78.2 | 0.80 |
| Q 3 Which of the following is true of Paul... | 73.8 | 64.8 | -9.00 |
| Q 4 Jews in Roman Palestine regarded the Samaritans as... | 57.1 | 64.8 | 7.70 |
| Q 5 The authors of the NT used scribes because... | 67.0 | 65.7 | -1.30 |
| Q 6 When the author of <i>Matthew</i> sat down to write about Jesus... | 55.4 | 55.2 | -0.20 |
| Q 7 Which best represents Jesus' messianic job description in Mark? | 77.4 | 72.4 | -5.00 |
| Q 8 In comparison with the other gospels, Luke is more likely to... | 70.8 | 58.1 | -12.70 |
| Q 9 The church in Acts... | 48.8 | 59.0 | 10.20 |
| Q 10 Markan priority refers to... | 74.4 | 62.9 | -11.50 |
| Q 11 In interpreting <X> in Galatians, it's important to know... | 45.0 | 59.0 | 14.00 |
| Q 12 In interpreting <X> in I Peter, it's important to know... | 71.4 | 73.3 | 1.90 |
| Q 13 At the Jerusalem Council, James decided that... | 57.1 | 54.3 | -2.80 |
| Q 14 A slave in the NT world would expect... | 83.0 | 62.9 | -20.10 |
| Q 15 In the NT, the "Kingdom of God" refers to... | 67.3 | 72.4 | 5.10 |

| Christian Doctrine | Sr. Survey % correct |
|---|----------------------|
| Q 31 Christians came to express God as being one _____ in three | 62.5 |
| Q 32 The Father, Son, and Holy Spirit are best distinguished according to... | 44.4 |
| Q 33 The 'Incarnation' is the doctrine that the person of Jesus is.... | 66.7 |
| Q 34 Terms associated with Roman Catholic vs Lutheran understandings of justification | 33.3 |
| Q 35 The three theological virtues | 52.8 |
| Q 36 Baptism is the Church's outward sign of the inward grace of... | 12.5 |
| Q 37 For Orthodox and Catholics, outward signs of redemption are sacramental in that... | 55.6 |

| | |
|---|------|
| Q 38 Which of the following was condemned as a heretic... | 33.3 |
| Q 39 Most churches understand Christ to be one _____ in two _____. | 63.9 |
| Q 40 God the Son is: | 41.7 |
| Q 41 Belief in the resurrection of Jesus originated... | 66.7 |
| Q 42 The best synonym for "Catholic" is... | 66.7 |
| Q 43 Augustine taught that we are sinners.... | 36.1 |
| Q 44 The Holy Spirit is: | 30.6 |
| Q 45 Trying to describe God is useless or idolatrous | 46.5 |
| Q 46 Before Creation there was no God the Son, only God the Father. | 66.7 |
| Q 47 God made all things in the universe, including sin. | 40.3 |
| Q 48 People lack the power to keep themselves from sinning. | 47.9 |
| Q 49 Healthy discipleship requires worship, service, prayer, study. | 48.6 |
| Q 53 The Great Schism came before the Reformation | 35.4 |

"Range of Belief" questions:

Q 50 At any time, believers could be 'raptured' to heaven while the earth undergoes a seven-year tribulation, after which Jesus will return and establish a millennial kingdom.

| | | |
|--------------------|-------|-------|
| I know it's true | 11.1% | 8/72 |
| I think it's true | 12.5% | 9/72 |
| I don't know | 40.3% | 29/72 |
| I think it's false | 19.4% | 14/72 |
| I know it's false | 16.7% | 12/72 |

Q 51 For women to lead the church is biblically appropriate.

| | | |
|--------------------|-------|-------|
| I know it's true | 41.7% | 30/72 |
| I think it's true | 25.0% | 18/72 |
| I don't know | 16.7% | 12/72 |
| I think it's false | 8.3% | 6/72 |
| I know it's false | 8.3% | 6/72 |

Q 52 All human beings will eventually be saved.

| | | |
|--------------------|-------|-------|
| I know it's true | 8.3% | 6/72 |
| I think it's true | 12.5% | 9/72 |
| I don't know | 26.4% | 19/72 |
| I think it's false | 22.2% | 16/72 |
| I know it's false | 30.6% | 22/72 |

"Temperature Taking" questions:

Q 54 I have a personally meaningful relationship with the God of the Bible.

| | | |
|-------------------|-------|--------|
| Strongly agree | 49.1% | 52/106 |
| Agree | 23.6% | 25/106 |
| I'm not sure | 15.1% | 16/106 |
| Disagree | 4.7% | 5/106 |
| Strongly disagree | 7.5% | 8/106 |

| | | | |
|------|--|-------|--------|
| Q 55 | I can articulate my faith to someone who doesn't share it. | | |
| | Strongly agree | 28.3% | 30/106 |
| | Agree | 28.3% | 30/106 |
| | I'm not sure | 17.0% | 18/106 |
| | Disagree | 16.0% | 17/106 |
| | Strongly disagree | 10.4% | 11/106 |
| Q 56 | Westmont has (on balance) positively contributed to my development as a Christian. | | |
| | Strongly agree | 38.7% | 41/106 |
| | Agree | 27.3% | 29/106 |
| | I'm not sure | 11.3% | 12/106 |
| | Disagree | 17.0% | 18/106 |
| | Strongly disagree | 5.7% | 6/106 |

Appendix D: Modern Languages Assessment rubric

Rubric for First Year GE Assessment

| Functions | <i>Novice Mid</i> | <i>Novice High</i> | <i>Intermediate Low</i> | <i>Intermediate Mid</i> |
|--------------------------|---|---|--|---|
| Content | Supplies limited information on simple forms and documents, and other biographical information, such as names, numbers, and nationality | Is able to meet limited basic practical writing needs using lists, short messages, postcards, and simple notes. | Can create statements and formulate questions based on familiar material. Most sentences are combinations of learned vocabulary and structures. | They can write short, simple communications, compositions, and request for information in loosely connected texts. |
| Context | Can reproduce from memory a modest number of words and phrases in context | Is able to express herself/himself within the context in which the language was learned, relying mainly on practiced material. Their writing is focused on common elements of daily life. | Topics are tied to highly predictable content areas and personal information. Vocabulary is adequate to express elementary needs. | The writing is about personal preferences, daily routines, common events, and other personal topics. |
| Accuracy | The writing only partially communicates the intentions of the writer, due to inadequate vocabulary and grammar | Exhibits a high degree of accuracy when writing on well-practiced, familiar topics using limited formulaic language. With less familiar topics, there is a marked level in accuracy. | There may be basic errors in grammar, word choice, punctuation, spelling, and in the formation and use of nonalphabetic symbols. | The writing is framed in present time, but may contain references to other time frames. The writer shows evidence of control of basic sentence structure and verb forms. |
| Discourse Type | Errors in spelling or in the representation of symbols may be frequent. There is little evidence of functional writing skills. | Is able to combine learned vocabulary and structures to create simple sentences on very familiar topics, but is not able to sustain sentence-level writing all the time. | Most sentences are combinations of learned vocabulary and structures. These are short and simple conversational-style sentences with basic word order. They are written almost exclusively in present time. Writing tends to consist of a few simple sentences, often with repetitive structure. | The writing is best defined as a collection of discrete sentences and/or questions loosely strung together. There is little evidence of deliberate organization. |
| Comprehensibility | The writing may be difficult to understand even by those accustomed to non-native writers. | Is often comprehensible to natives used to the writing of non-natives, but gaps in comprehension may occur. | Writing is understood by natives used to the writing of non-natives, although additional effort may be required. When attempting to write at the Advanced level, the writing deteriorates significantly and the message may be left incomplete. | Writers can be understood readily by natives used to the writing of non-natives. When attempting to write at the Advanced level, the quality and/or quantity declines and the message may be unclear. |

Appendix E: Benchmark Schools for Modern Languages assessment: Requirements and FTEs

| College/University | FL Requirement | Undergrad pop | Languages* | FTE** |
|---------------------------|-----------------------|----------------------|-------------------|--------------|
| Willamette University | 4 semesters | 1950 | 6/3 | 15 |
| Pomona College | 3 semesters | 1650 | 6 | 24 |
| Occidental College | 2 semesters | 2000 | 7/2 | 16 |
| Calvin College | 4 semesters | 3600 | 7/2 | 16 |
| Wheaton College | 3 semesters | 2400 | 4/3 | 12 |
| Pepperdine University | 3 semesters | 3600 | 5/2 | 13 |
| Westmont College | 1 semester | 1300 | 3/2 | 4 |