

JRD GE Assessment Report
September 2025

Student Quantitative Data

The following comments are initial thoughts based on quantitative analysis of the student responses to the survey given to students who completed a JRD course in the Spring 2025 semester.

Students across all JRD courses in Spring 2025 were given surveys to assess how well the course addressed each of the two student learning outcomes:

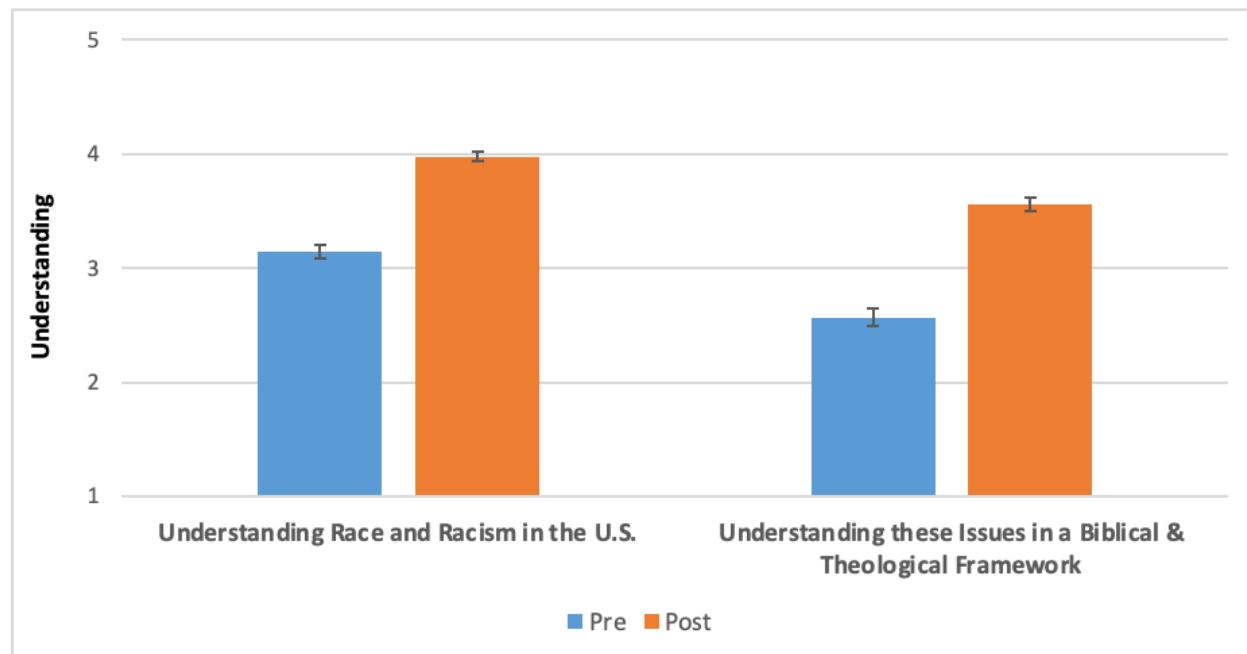
Outcome 1: Students will analyze issues of justice and injustice involving race and racism in the United States in biblically and theologically grounded ways.

Outcome 2: Students will identify Christian responsibilities to pursue justice and reconciliation in diverse relationships, practices, and structures according to the character of God's loving reign expressed in the life and ministry of Jesus Christ.

The first two questions asked students "how well they would rate their level of understanding of justice and injustice involving race and racism in the US" using the following scale prior to taking the course ("pre") and having completed the course ("post"):

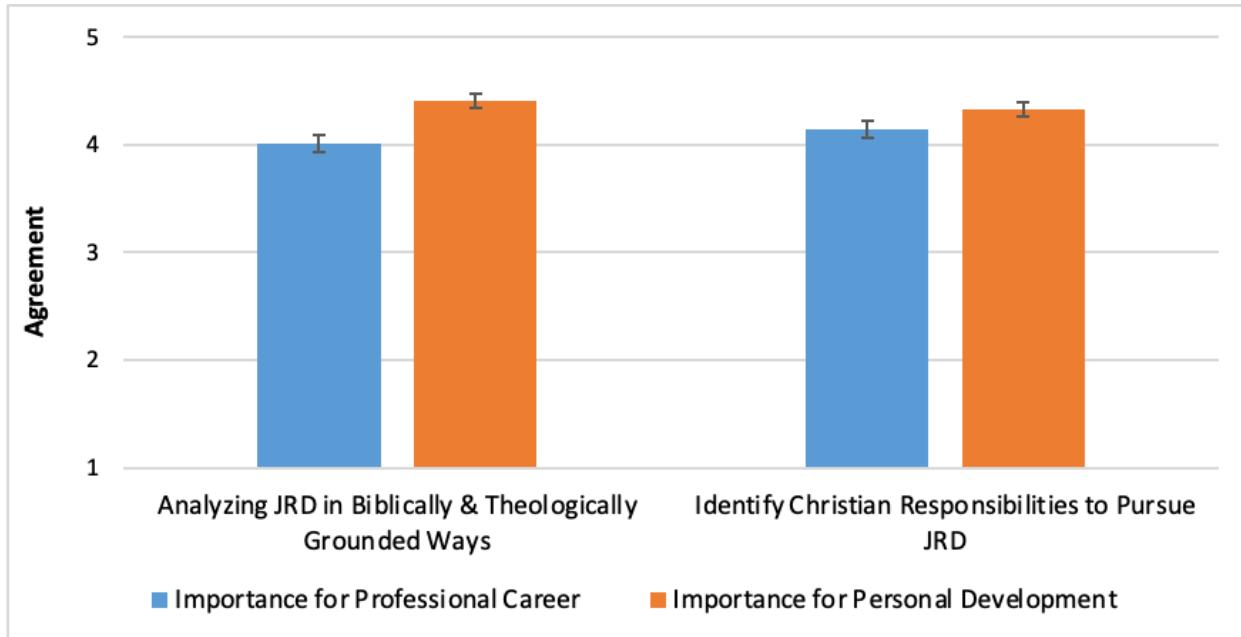
1 = No understanding | 2 = Some understanding | 3 = Moderate understanding | 4 = Substantial understanding | 5 = Expert understanding

The next two questions asked students to use the same scale to rate their "level of understanding on how to ground these issues in a biblical and theological framework".



Additionally, the survey assessed how important students perceived each of these student learning outcomes (skills and competencies) were for their professional career and personal development using the following scale:

a = Strongly disagree | b = Moderately disagree | c = Neutral | d = Moderately agree |
e = Strongly agree



Student Qualitative Data

What new insights did you gain from the course?	
Theme	Sample Quote
Diversity of Value Systems	<p><i>"We framed the entire class with the weighty responsibility and recognition of the divine gifts of naming, taxonomy and curation God has given us to steward. It is important to realize our finitude and ways we've both faithfully and unfaithfully stewarded these gifts, and still remain open and curious about other value systems..."</i></p>

Personal Growth & Awareness	<i>"I had little to no understanding of how theology could be related to racism in the US, but this course gave me a very solid insight into how we can use theology to fight racism."</i>
Historical Context & Education	<i>"Some insight that I learned from this class are that racism is a big part of theological history. I had no idea that race was a significant matter in the Bible prior to this class. Taking this class, I feel like I am more equipped to talking about racism in a theological sense."</i>

Did the course provide biblical or theological grounding for JRD that you didn't already have?	
Theme	Sample Quote
New Theological Understanding	<i>"I had little to no understanding of how theology could be related to racism in the US, but this course gave me a very solid insight into how we can use theology to fight racism."</i>
Christian Responsibility & Action	<i>"Yes, it has taught me how as a Christian I am to see other cultures and learning about them allows me, and others, to be better stewards of the world."</i>

Would you recommend this course to a fellow student? Why or why not?	
Theme	Sample Quote
Strong Recommendation & Impact	<i>"Most definitely. I believe it's important to be informed in how race affects all aspects of our society, whether you agree or not. This course offers a broad but informational understanding to why we see major societal issues today."</i>

Relevance to Christian Mission	<i>"Yes. If Christians want to show the character of Jesus and promote equality take this class."</i>
Necessary for Westmont Students	<i>"I would. Westmont students specifically I believe would benefit from a class where issues that are not often talked about among their peers or families can talk about them in a safe/non-judgmental place."</i>

REPORT CAVEAT

As a survey of students, the pilot assessment is an indirect measure of program outcomes based on the feelings and experiences of the students. The survey is not a direct measure of learning or a direct measure of any other outcome. As a result none of the findings or conclusions should be used as or be seen as an indictment on courses, course content, pedagogy, or faculty members. The results essentially report the perceptions of students based on their experiences in the various courses that were certified to meet the JRD GE requirement.

PROMPT #1 & 2

Prompt #1 and 2 provided students an opportunity to describe growth in their “level of understanding of justice and injustice involving race and racism in the US” resulting from completing the course. Students were given Likert based response options ranging from 1 (No understanding) to 5 (Expert understanding). The average response to prompt #1 was 3.15, slightly above “moderate understanding.” The average response to prompt #2 was 3.98, slightly below “substantial understanding.”

Treating this as a matched pairs pre and post assessment, the difference between responses to prompt #1 and 2 was computed for each student. The average difference was determined to be 0.833. A simple test to determine if the difference was greater than zero was conducted. The test indicates the difference is significantly greater than zero ($p < 0.0001$) and suggests completing the course helped to move the students from roughly moderate to substantial understanding of justice and injustice involving race and racism in the US.

Disaggregating the difference by race, students who identified as Black reported the lowest average increase (0.21) and students who identified as Asian reported the highest average increase (0.96). This suggests that Black students who took the course felt that completing it had minimal impact on their personal level of understanding while Asian students reported experiencing the most impact. White (0.89), Two or More (0.82), and Hispanic/Latino (0.72) students all seemed to be impacted strongly by the course content.

Males (0.89) and females (0.80) reported similar levels of impact. Transfer students (0.97) reported higher levels of impact than non-transfer students (0.80). Levels of impact varied across the courses with

AN-001 and SOC-200 being on the low end (0.5 and 0.56 respectively) and SOC-001 and POL-113 being on the high end (1.14 and 0.98).

PROMPT #3 & 4

Prompt #3 and 4 provided students an opportunity to describe growth in their “level of understanding on how to ground these issues in a biblical and theological framework.” These prompts used the same Likert scale as the first and second prompts. The average response to prompt #3 was 2.56 (between some and moderate understanding) and the average response to prompt #4 was 3.56 (between moderate and substantial understanding).

The average responses to these prompts were notably lower than those to the first and second prompts, suggesting students felt like they entered the course with lower levels of understanding of “how to ground these issues in a biblical and theological framework” than their “understanding of justice and injustice involving race and racism in the US.” In a future assessment, it may be interesting to ask students if they attended a public or Christian high school, to determine if perhaps this difference is related to experiences in their previous schooling.

Treating this as a matched pairs pre and post assessment, the difference between responses to prompt #3 and 4 was computed for each student. The average difference was determined to be 0.991. A simple test to determine if the difference was greater than zero was conducted. The test indicates the difference is significantly greater than zero ($p < 0.0001$) and suggests completing the course helped to move the students from a level of understanding between some and moderate to a level of understanding between moderate and substantial.

Disaggregating the difference by race, students who identified as Black again reported the lowest average increase (0.86). Students who identified as Hispanic/Latino reported the highest average increase (1.30). This suggests that while Black students felt the course had only a small impact on their understanding of justice and injustice involving race and racism in the US, it had a stronger impact on their understanding on how to ground these issues in a biblical and theological framework. Asian (1.12), Two or More (1.102), and White (0.91) students also reported strong impact from the course.

Males (1.06) and females (0.95) reported similar levels of impact. Transfer students (1.05) again reported higher levels of impact than non-transfer students (0.98). Levels of impact varied across the courses with HIS-008 (0.58) being the lowest and SOC-001-2 (1.78) being the highest. The wide range of average scores by course may suggest further investigation is warranted. Perhaps the focus on biblical and theological frameworks varied from course to course?

PROMPT #5 & 6

These prompts were worded to gauge the extent to which the course advanced learning related to the JRD GE SLO#1. Students were again presented with Likert scale options that varied from “Strongly disagree” to “Strongly agree.” Responses were coded from 1 to 5 with 1 = Strongly disagree and 5 = Strongly agree (3 = Neutral).

The average response to Prompt #5 was 4.25, indicating that on average students responded between moderately agree and strongly agree to the prompt suggesting the “course did a good job in teaching you how to analyze issues of justice and injustice involving race and racism in the United States.”

The average response to Prompt #6 was 3.88, indicating that on average students responded between neutral and moderately agree to the prompt suggesting the “courses did a good job in teaching you how to do this in biblically and theologically grounded ways.”

These outcomes might suggest that students felt like these courses had more of a focus on race and racism within the United States and less of a focus on how to analyze these issues in biblically and theologically grounded ways.

Disaggregating these results by race/ethnicity, gender, and course revealed some small differences between groups. Perhaps the most notable was the average response from HIS-008 on prompt #6 (3.6) which seemed to match the difference in scores on prompts #3 and 4.

PERSONAL & PROFESSIONAL - PROMPTS #7, 8, 12 & 13

Prompts #7, 8, 12, and 13 were similar in asking students to gauge the extent to which “these skills will be important for your professional career (p#7 & 12) / personal development (p#8 & 13). Students were again presented with Likert scale options that varied from “Strongly disagree” to “Strongly agree.” Responses were coded from 1 to 5 with 1 = Strongly disagree and 5 = Strongly agree (3 = Neutral).

The average response to prompts #7 & 12 were 4.02 and 4.14 respectively, suggesting students roughly moderately agreed that the skills related to GE SLO#1 and 2 will be important to their professional career. The average response to prompts #8 and 13 were 4.41 and 4.34 respectively, suggesting that on average students were between moderately agree and strongly agree regarding the skills related to GE SLO#1 and 2 being important for their personal development.

Both of these are positive findings, suggesting that students see both personal and professional value to the skills related to GE SLOs that were developed through the courses.

Interestingly, Black students (4.57, 4.71, 4.43, & 4.57) had the highest average responses to prompts 7, 8, 12, and 13, suggesting this group sees a much greater value in the development of these skills than the other groups. White students (3.87 & 4.10) expressed the lowest level of value for their professional career while Hispanic/Latino students (4.30 & 4.25) expressed the lowest level of value for their personal development. Across the board, while average results were well above 3.0 (neutral), suggesting at least close to moderate agreement that the skills were important, males, on average, expressed lower levels of value than females to each prompt.

PROMPT #9

Prompt #9 was written to assess a specific aspect of JRD GE SLO#2: the extent to which students “agree that this course showed you how disciples of Jesus are responsible for pursuing justice and reconciliation in our different contexts.” The average response (3.92) was just below “moderately agree.”

Black students had the lowest average response (3.17) with the other race/ethnicity groups having averages closer to 4 (4, 3.8, 4, and 3.96). This suggests a different response from the group of Black students than the others. Males and females responded similarly (3.87 v 3.94). Some differences were present by course with SOC-200 having the lowest average (3.20) followed by HIS-008 (3.67).

PROMPT #10 & 11

The wording of prompts #10 and 11 do not directly align with JRD GE SLO#2 even though they are included in the section of prompts related to this SLO. Prompt #10 addresses “difficult conversation around race and racism in the U.S.” and prompt #11 addresses how the course helped students develop “in a biblical and theologically grounded way.”

The average response to prompt #10 (4.07) suggests students moderately agreed that the course helped them “have difficult conversations around race and racism in the U.S.” Results did not differ widely based on race/ethnicity or gender. There was some variability by course with AN-001 having the lowest average (3.25). This might suggest that the degree to which holding difficult conversations was addressed within the courses varied.

The average response to prompt #11 (3.72) suggest students were between neutral and moderately agree regarding the course helping “you do this in a biblical and theologically grounded way.” Again the results did not differ widely based on race/ethnicity or gender and there was some variability by course with SOC-200 and HIS-008 having the lowest averages (3.21 and 3.29).

Comparing the results from prompts #10 and 11 might suggest the courses tended to focus more on race and racism than on biblical and theological grounding.

