# Annual Assessment Report

**Program: General Education**
**Academic Year: 2023**
**Date of Submission:**
**Department Chair: Dr. Felicia Song, Chair of the GE Committee**

### I. Response to the previous year PRC's recommendations

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| ● **Item:** The PRC agrees with the GE committee that the instructors teaching Reasoning Abstractly courses should collaborate prior to the next assessment; it will be important to discuss the implementation and expectations for the assessment, as well as the data and results. | **Response:** Thank you for your support. The current criteria and definition of the Reasoning Abstractly area is being revised by the GE Committee this academic year. |
| ● **Item:** In future reports, the PRC suggests providing additional detail and elaboration about collaborative interpretations and discussions. For example, did only instructors participate in these discussions? Will there be additional departmental and cross-disciplinary discussions? | **Response:** That is a valuable suggestion, which is addressed in the current annual report. |
| ● **Item:** For future assessments of this SLO, the PRC encourages conversation about ways to assess inter-rater reliability. | **Response:** This is another excellent suggestion. The Committee is going to dedicate some time to discuss this issue in detail and make recommendations regarding inter-rater reliability for future GE assessments. |
| **Notes:** | |

## II A. Program Learning Outcome (PLO) assessment

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| **Program Learning Outcome** | **Working Artistically:** Students will demonstrate artistic processes and interpretive understanding in an artistic production. |
| **Who is in Charge /Involved?** | Dr. Felicia Song, GE Working Artistically Coordinator, and faculty teaching WS GE courses. |
| **Direct Assessment Methods** | Design and Implementation: In the 2022-2023 academic year, faculty teaching WA courses agreed to use the WA GE rubric, which was revised during the last 2015 assessment to include both interpretive and productive components (Appendix A). Each instructor chose prompts appropriate to their course and specific department (Appendix B). The following courses were included in the sample: ▪ ART-010: 2-D Design (Stirling) ▪ ART-015: Drawing I (Huff) ▪ MUS-020: Survey of Western Music (Hodson) ▪ MUS-123: History of Western Music I (Reichwald) ▪ TA-001: Great Literature of the Stage (Blondell) ▪ TA-051: Acting the Song (Thomas). <br> Each department determined what counted as "strong competency" in their respective disciplines. Because the 2015 assessment process involved different departments and courses using different rubrics, the proposal to work from a common rubric that could then be "translated" appropriately for each department (and for each course) was discussed and agreed upon. Instructors embedded in their course design and syllabus an assignment that could be used for WA GE assessment purposes. Each instructor evaluated the assessment assignment according to the same Working Artistically rubric and submitted their results at the end of the academic year. <br> In May 2023, student assessment results were sent to Dr. Nazarenko for analysis. Analysis involved disaggregating by gender, race/ethnicity, first-generation status, major, lower/upper division courses, class standing, and transfer status (Appendix 3). Overall, 109 student works were collected and assessed, which represents 53.3% (n=204) of students enrolled in the courses fulfilling the Working Artistically requirement in Spring 2023 or 27% (n=405) of all students who completed this requirement in the 2023-2203 academic year (Fall 2022, n=191, Spring 2023, n=204, Mayterm 2023, n=10). |
| **Indirect Assessment Methods** | In the fall 2022 the GE Committee conducted an audit of the following WA GE course syllabi: ART-001 (2 sections), ART-010, ART-015, ART-121, ENG-06WA, MU-020, MU-120, TA-001, TA-010, TA-35. The audit found that seven courses needed minor updates (e.g., align syllabus with online template criteria). GE Committee Chair Dr. Steve Hodson reached out to respective faculty and department chairs regarding necessary revisions. |
| **Major Findings** | Overall, while most students who participated in the WA assessment demonstrated a "developed" capacity in their learning, the interpretive average score was slightly higher in general than was demonstrated in the 3 artistic score. Instructors largely felt the results reflected what they saw in their courses and were satisfied with student performance. It was noted that most of these GE classes include wide ranges of majors and non-majors, thus demonstrating a wide range of aptitude and motivation. Also, while most students were assessed for end-of-semester assignments, some courses (ART-010, ART-015 and TA-001) involved assessments based on whole-semester critiques. <br> Noteworthy results and discussion included (Appendix 3): <br> • Even though male students scored lower than female students, this result is unsurprising as it reflects broader trends in the college. |

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| • While first generation students scored slightly lower that non-first gen students—the marked difference was in the "highly developed" (4) category. It is worth noting that the sample size for first-gen students was only 11 students. One question was raised about whether instructors can receive information about students' first-gen status in order to be more proactive in providing support in the classroom. | | |

• While first generation students scored slightly lower that non-first gen students—the marked difference was in the "highly developed" (4) category. It is worth noting that the sample size for first-gen students was only 11 students. One question was raised about whether instructors can receive information about students' first-gen status in order to be more proactive in providing support in the classroom.

• Regarding race/ethnicity, there was more parity among students in the interpretive skills and less parity in the artistic. One instructor wondered if, while emphasis might be placed on being more mindful about adequate representation of racial/ethnic diversity in classroom examples, would it be worth considering how assignment prompts might prime or be more accessible to certain students over others?

• While lower scores were not surprising among the "undeclared majors" (more likely first-year students), the question of whether there is also a "COVID effect" being captured was discussed, wondering if this lower score might be different in 6-7 years when high school preparation for college presumably normalizes?

• One last note regarding analysis of upper- and lower-division class levels: the only department that offers upper-div courses in this GE is the music department.

• A brief inquiry and discussion was held about the impact of introducing choir and orchestra into the WA GE on the enrollment in non-music department WA GE courses. The results of the assessment activities were as follows:

**Summary statistics for the group as a whole, disaggregated by course**

| | n | Average Interpretive Score | Average Artistic Score |
|---|---|---|---|
| ART-010 | 32 | 2.969 | 3.375 |
| ART-015 | 15 | 3.333 | 3.200 |
| MU-020 | 11 | 2.455 | 2.000 |
| MU-123 | 20 | 3.050 | 2.950 |
| TA-001 | 27 | 3.556 | 3.407 |
| TA-051 | 4 | 3.750 | 3.250 |
| **Total** | **109** | **3.156** | **3.138** |

**Closing the Loop Activities**

Conclusions and recommendations: Much of the hard work invested during the previous assessment paid off. Instructors from all departments were satisfied with how the shift to Working Artistically was a clear improvement over the earlier iteration of this GE. Instructors felt that the new rubric was flexible, not onerous, and functioned as an ample measurement tool for student learning. No new language for the rubric, certification criteria or SLO was requested or discussed.

Final recommendation for closing the loop activities: Given the satisfaction about how the new WA GE emphasizes the value of

| | making/performing (not just appreciation or critique), one remaining question concerned the one Working Artistically GE course that falls outside the art, music and theatre arts department: ENG006 taught by Dr. Paul Delaney. Concerns were raised about whether the course (which had been approved under the PIA GE) is now able to adequately meet the criteria for the WA GE. Questions concerning this course included: How much performance is required by students? What kind of performance teaching/learning takes place in that course? It was determined that more information was needed. In particular, it was recommended that requests be made to Dr. Delaney for the course syllabus, relevant assignment prompts, and a brief discussion of how the course fulfills the new WA GE. It was noted that this iteration of ENG006 was approved at a time when there were significantly fewer courses in this GE being offered. However, after learning that Dr. Delaney will be retiring at the end of AY2023- 2024, the decisions was made to delist his section of ENG006 from the WA. |
| --- | --- |
| | Overall, the results of the assessment were consistent with expectations from instructors and departments are content with the new rubric and the course assignments used for the assessment. When seeking to identify categories of students who are struggling, it was recommended that there may be wisdom in having the departments in this GE be patient in order to observe if/how the possible effects of COVID on student skill level, discipline, and research skills wear off or linger. |

| **Collaboration and Communication** |
| --- |
| The WA group met twice in Spring 2023. Instructors and department chairs had the opportunity to review assessment tools and assessment results, participate in the discussion, and contribute to the development of recommendations. Drs. Song and Nazarenko participated in all WA meetings. The GE Committee discussed WA assessment more than once at their regular meetings. |

## II B. Program Learning Outcome (PLO) assessment

| Program Learning Outcome | **Understanding Society:**   Students will apply foundational theories to analyze social, political economic, and/or cultural phenomena. |
| --- | --- |
| Who is in Charge /Involved? | Drs. Carmel Saad, Andrey Gurney, and David Hunter (GE Coordinators for Understanding Society), faculty teaching Understanding Society GE courses. |
| **Direct Assessment Methods** | <u>Design and Implementation</u>: In November of 2022 eight faculty teaching Understanding Courses, as well as GE Understanding Society Coordinator Drs. Saad and Nazarenko met to discuss Understanding Society assessment tools, namely the rubric and the prompt, which were created for the 2015 round of the Understanding Society assessment (Appendix 4). The group introduced minor changes to the rubric and prompt. Soon after this meeting, Dr. Saad requested to be removed from the GE Committee and stopped communicating with the Understanding Society group.  Her replacement Dr. Andrew Gurney was assigned to the GE Committee in February 2023 and attended only one GE Committee meeting. Her coordination of the Understanding Society assessment was limited to sending a message about data collection to the faculty teaching Understanding Society courses in Spring 2023. The understanding Society assessment data |

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| | was collected in the following courses, COM-006: Messages, Meaning and Culture (Dunn), EB-10: Principles of Microeconomics (Noell), ETN-10: Introduction to Ethnic Studies (Knecht and Whitnah), IS-020H: Pilgrim Citizens (Covington and Taylor), IS-020HL-2: Pilgrim Citizens (Rhee and Nelson), SOC-001: Introduction to Sociology (Song), and SOC-177: Interpersonal Violence (Jirek). In May 2023, student assessment results were sent to Dr. Nazarenko for analysis. |
| | Analysis involved disaggregating by gender, race/ethnicity, first-generation status, major, lower/upper division courses, class standing, and transfer status (Appendix 5). Overall, 121 student works were collected and assessed, which represents 42.1% (n=294) of students enrolled in the courses fulfilling the Understanding Society in Spring 2023 or 22.5 (n=537) of all students who completed this requirement in the 2023-2203 academic year (Fall 2022, n=231, Spring 2023, n=294, Mayterm 2023, n=12). |
| | In October 2023, seven faculty teaching US GE courses and GE US Assessment Coordinator Dr. David Hunter met to discuss the Understanding Society data results. Only two faculty members, Drs. Blake Kent and Alastair Su, participated in both Understanding Society meetings; however, their courses did not participate in the Spring 2023 assessment. |
| **Indirect Assessment Methods** | In the fall 2022, the GE Committee conducted an audit of the following US course syllabi: ANT-001, COM-006, EB-010, EB-011, POL-010, SOC-001-1, SOC-001-2, SOC-110; and SOC-180.  The audit found that most courses comply with the GE requirements and four courses need minor updates.  Dr. Steve Hodson, the GE Committee Chair, reached out to respective faculty and department chairs regarding necessary revisions. |
| **Major Findings** | Noteworthy results and discussion. We need to admit that the Understanding Society was not as effective and smooth as the Working Artistically assessment because three different coordinators were in charge of this assessment and it looks that some assessment details were missed because of this turnover. For example, all faculty used the same rubric but not all of them used the same prompt; the COM-006 data was added at the very last moment, right before the October meeting, etc. |
| | One of the major concerns expressed at the October meeting was the absence of check on inter-rater reliability. The GE Committee needs to develop an effective calibration mechanism for the GE assessment. In future assessment, it would be helpful to get over the rubric and discussed in detail all performance levels prior to data collection. |
| | The results of the assessment activities were as follows: |

| | n | Average Knowledge Score | Average Application Score | Average Reflection Score |
|---|---|---|---|---|
| COM-006 | 27 | 2.518 | 2.704 | 2.407 |
| EB-10 | 18 | 3.278 | 3.222 | 3.000 |
| ETN-10 | 5 | 3.600 | 3.400 | 3.200 |
| IS-020H | 15 | 3.800 | 3.667 | 3.733 |
| IS-020HL | 14 | 2.857 | 2.429 | 2.786 |
| SOC-001 | 53 | 3.283 | 3.528 | 3.019 |
| SOC-177 | 16 | 3.125 | 3.000 | 2.750 |
| Total | 121 | 3.289 | 3.298 | 3.050 |

As compared to the 2015 Understanding Society assessment, there are improvements in three categories of the rubric, especially in the Reflection category, which, nevertheless, displays the lowest level of student performance.

| | n | Average Knowledge Score | Average Application Score | Average Reflection Score |
|---|---|---|---|---|
| **Total** | **142** | **3. 190** | **3. 000** | **2.570** |

- No significant differences were observed across most categories, including gender, race/ethnicity and first gender status.
- Transfer students seem to perform at a lower level than regular students.

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| **Closing the Loop Activities** | **Recommendations for acting upon the data (closing the loop activities) in individual courses and the entire area:**<br>- Overall, the assessment results turned out to be satisfactory in all assessed courses; most students demonstrated "developed" or "highly developed" levels of performance. There is noticeable improvement in student performance relevant to all categories of the rubric compared to the previous round of the Understanding Society assessment. For this reason, the GE Committee recognized the results of this assessment as admissible.<br>- It was recommended to further refine the rubric for future assessments. Knowledge, Application, Reflection seem like good categories, but the levels of performance could be defined better. It may be helpful to clarify whether the scores should be relative to all students, mature students, or students in introductory courses. This clarification can be made during the |

calibration session prior to data collection.

- In the future, it would be helpful if all faculty could use the prompt. Perhaps the prompt needs to be refined as well.
- It might be good to consider upper-division courses separately from lower-division courses, especially if we can form a sample with sufficient number of both upper- and lower-division courses, which was not the case in the current assessment.
- It was observed that language of the SLO does not address application of a biblical perspective as mentioned in Certification Criterion #3. It was also mentioned that in Understanding Society courses instructional time is predominantly dedicated to teaching fundamental theories or concepts and their applications. Realistically speaking, little time is allocated for student personal and social applications of various theories informed by a biblical perspective. Student scores in the Reflection category attest to this practice. It may be prudent to treat Certification Criteria # 3 as an aspirational goal without measuring student performance against it. The issue needs to be addressed during the next round of the Understanding Society assessment.
- The language of the Understanding Society area in the GE language is generally acceptable, even though one of the departments would like it to include "human symbolic activity" or "communication" in the interpretive statement or SLO.
- The conversation about inter-rater reliability in GE assessments needs to be the focus of the GE committee's attention in the future. It may be helpful for assessors to discuss the implementation and expectations for the assessment prior to data collection.

**Collaboration and Communication**

In 2022-2023 academic year, communication between GE US Coordinators and the faculty teaching courses in this GE area was neither clear nor timely, which negatively impacted the quality of assessment. It was also detrimental that predominantly different groups of faculty attended Understanding Society meetings in the fall 2022 and fall 2023. In order to rectify the situation, in the fall of 2023 the GE Committee discussed the results of the Understanding Society assessment and their interpretation by the faculty, and contributed to the development of the area recommendations.

## VI. Appendices
A. Working Artistically rubric.
B. Departmental prompts for Working Artistically assessment.
C. Working Artistically statistics.
D. Understanding Society rubric and prompt.
E. Understanding Society statistics.

## Working Artistically Rubric

|  | HIGHLY DEVELOPED (4) | DEVELOPED (3) | EMERGING (2) | INITIAL (1) |
|---|---|---|---|---|
| **ARTISTIC** | The production demonstrates strong competency of skills and methods appropriate to the discipline. | The production demonstrates satisfactory competency of skills and methods appropriate to the discipline. | The production demonstrates passable competency of skills and methods appropriate to the discipline. | The production demonstrates nascent competency of skills and methods appropriate to the discipline. |
| **INTERPRETIVE** | Excellent understanding and contextualization of the material and concept. | Good understanding and contextualization of the material and concept. | Sufficient understanding and contextualization of the materials and concept. | Weak understanding and contextualization of the material and concept. |

1**. ART-010: 2-D Design (Stirling**)

**Otomi Inspired Print**

For this project, we'll be using a relief printing method using pieces of linoleum. You will carve the design in the linoleum and print your design in a repeated pattern. You must make at least three designs that are incorporated into the final repeated pattern.

Why are we doing this?
   • Learn basic relief printmaking skills
   • Demonstrate the use of repetition using the same visual element or effect over and over
   • Develop a visual vocabulary via practicing critique/discussion/reflection
   • Practice technical craftsmanship skills through the creation of artworks

Materials Needed
   • Sketchbook and pencil
   • (2) Linoleum squares
   • Carving tools
   • Stamp pad
   • Printmaking paper

Process

1. You want to begin by doing some research on Otomi Embroidery to find visual inspiration. Based on your research, draw a variety of animal and plant shapes in your sketchbook that you could use for your Otomi inspired print. These shapes will function as stamps. Keep in mind, the animals and plants from traditional Otomi textiles are often simplified or even abstracted, so feel free to incorporate this style into your own designs.

2. Trace your designs on your linoleum using a pencil. And, then cut out your shapes using your relief cutting tools. You can even cut out the shapes/designs from your sketchbook to trace exactly onto the linoleum if that is easier. *Note that everything you carve needs to be down in reverse. Your stamp will be a mirror image of the linocut.

3. Once you've finished carving your design, make some test prints (in your sketchbook) using the stamp pad to ink the lino stamp. Experiment with what a repeated design will look * Note: The prompt used for TA-001 is not included due to instructor's semester leave like in your sketchbook and then make a plan for how you'll go about printing the repeated design onto printmaking paper.

4. Print the repeated design on a sheet of printmaking paper. Make three identical copies of the design (this is called an edition of 3).

**2. ART-015: Drawing I (Huff) ART-015-1, Fall 2023 (Huff)**

 **Sense of Place – Landscape and Ink What?**

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This project is a multi-piece exploration of india ink and mark making strategies on watercolor paper. The finished ICP #5 project will include submission of 2 Items.

1. drawing (or several) on non-traditionally shaped rectangular paper (circles, ovals, rhombi...) These will feature species from the Westmont Biodiversity WebsiteLinks to an external site.

2. a small folded book.

> • Create a large wet-into-wet india ink abstraction on a full sheet of paper. It can be color or black and white. Keep the values fairly light so that you'll be able to draw on top of it.
> • From your observations in the landscape, Draw with a range of continuous line drawings over the surface of the entire paper. Consider different ways of making marks and developing a visual vocabulary of textures.
> • After that is dry, fold the paper using one of the single page book-folding templates demonstrated in class.
> • Go back into each page of your book, adding drawings, pulling out shapes, inventing new ideas. You can include text if you like, but are not required to do so. Consider each page and the experience of flipping to the next one. You may use any media (white pens, charcoal, ink, brush, copix markers, collage...) What visual elements and principles are you using in the book. Does it have a narrative or visual flow? Does your book tell a story? Is it a collection of similar images or shapes? Enjoy discovery and your own sense of play in this project!

3. a 1-2 page written reflection on the act of drawing as embodying presence and prayer. How might the act of observing and drawing bring you closer to your deepest held beliefs? Think a bit about your body as you are drawing, how does the embodied movement of drawing (and translation of what you see through your eyes, mind, and hand) 10 change your sense of self in relation to what you are seeing. Which if any of the activities and/or projects that we've done in this class invited you to think about your own spiritual journey?

**3. MUS-020: Survey of Western Music (Hodson)**

SUMMARY: Students learned a hymn and sang it in parts. Evaluation was based on performance both in terms of success in learning the notes to sing in parts and success in singing well as a small choir.
  - For the Artistic dimension, success levels in singing pitches accurately in parts were assessed.
  - For Interpretive dimension, understanding of three elements of choral singing, vowels, balance, and blend were assessed.

The hymn tune is known as Tallis' Canon. It is sung as a round to create parts. This hymn tune has been paired with multiple rhymed and metered hymn poems over the years. Two sets of lyrics were used: "All praise to Thee, my God, this night," and "O God who gives to humankind."

**4. MUS-123: History of Western Music (Reichwald)**

Working Artistically Assignments and Final Rubric MU-123-1 Spring 2023
FROM THE SYLLABUS *Working Artistically*:
        Description of this category as found in the Westmont College Catalogue: Students will expand their understanding of the fine arts and performing arts, including music, visual arts, or theatre. Students will develop and expand perceptual faculties, develop physical practices integral to the art form, and explore the critical principles which guide artists in the area.

While this course focuses on the interpretation of music in the context of culture, performance of music will also be emphasized. Students will perform melodic and rhythmic exercises in class and will learn pieces from non-Western cultures. One element of the final presentation will include the evaluation of performative elements.

[Evaluation]
We will learn how to read music with emphasis on rhythmic notation, using various pieces as exercises in group settings. We will examine our progress in small-group "clapp-offs." Your group presentations and final presentation will include the analysis of a musical work, using correct musical terms; you will also evaluate and contextualize performances representative of specific culture areas.

IMPLEMENTATION
We rehearsed Clapping Music by Steve Reich frequently throughout the semester. At the end of the term, students in groups of 4-5 rehearsed on their own; I then videorecorded their performance. We also videorecorded a whole-class performance. The final project included discussion of specific pieces, describing their artistic and interpretive elements. The scores for the rubric below to both assignments into account.

**5. TA-001: Great Literature of the Stage (Blondell)**
Great Lit Scene Template Spring 2023

As a Working Artistically course, the creation and development of a short piece of theatre is a requirement for the course. As part of this requirement, students participate in a 10-minute scene from one of the plays in the course, for which students rehearse three (3) times for one hour, and then present their scene to the class. Then, with the professor, the scene is further explored, developed, and transformed via a variety of different methods. This is the "making" part of the course, where we learn how plays sound, and how they night be staged, in an exploratory, improvisational atmosphere.

Rehearse three times for one hour in preparation of the performance.

I. First Rehearsal

- Read the scene together and discuss the action of the scene. What happens? What are the crucial events? What are the Events? What are the implications of the action?
- Read the scene again
- Brainstorm about ways that you can stage this scene. What kind of props, scenic elements, levels, objects will you incorporate in the scene?
- Read the scene again.
- Discuss how the scene transformed during your one hour of work, and ask some questions about your unfolding perceptions of the scene. What do you want to try next time?

II. Second Rehearsal
- Decide on a design decision for the scene. What do you want the space to look like? Decide on some easily definable costume decision – everyone in black, black/white, chartreuse shirts, etc. Some simple, doable decision.
- Decide on at least three turning points in the scene and rehearse the scene in relation to what happens at those turning points. How can you make those turning points special or highlighted? Do the scene.

• Decide on at least one moment in the scene that some sort of dynamic turn, change, or explosion happens. Rehearse the scene with that in mind
• Discuss how the scene transformed during your one hour of work.

III. Third Rehearsal

• Do the scene. Ask questions about how the design decisions and atmospheres could be more effective.
• Ask the question: could we incorporate music in some way? Where? How?
• Do the scene. Remind yourselves about turning events and action, turning points, and dynamic explosion. Do the scene.
• Discuss moments that people have trouble, or seem to have problems. Discuss those problem scenes. Do the scene again.

IV. Perform the scene in class on the date indicated. Collaborate with the professor on further development of the scene.

**6. TA-051: Acting the Song (Thomas)**

During Spring 2023, students of TA-051-1 (Acting the Song) prepared final performances that consisted of a performance of both a solo song and a duet from the musical theatre canon. For each of the selections, students completed the following:
- Two sets of written research about their character, the play, and the context for their performance
- Two in-class rehearsal performances where they received both written and oral feedback from the professor.

Students were evaluated using the Working Artistically assessment rubric for their final performances

**DATA**

Two students in the study were enrolled in two courses in the study. As a result, each of these students had two scores for both the Artistic and Interpretive strands. The higher of their scores was used for each student; the second score was eliminated from the data set.

In total, 109 students had scores for the Artistic and Interpretive strands. The courses that provided data included: ART-010, ART-015, MU-020, MU-123, TA-001, and TA-051. The following table displays summary statistics for the group as a whole that is also disaggregated by course.
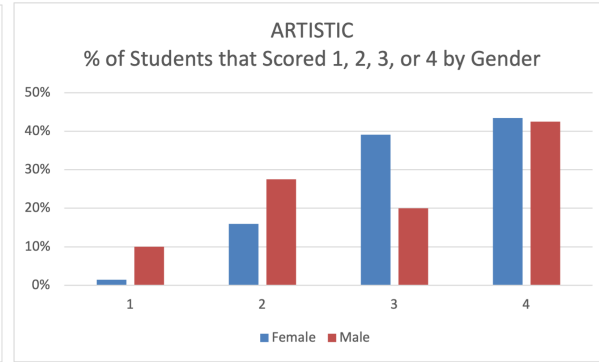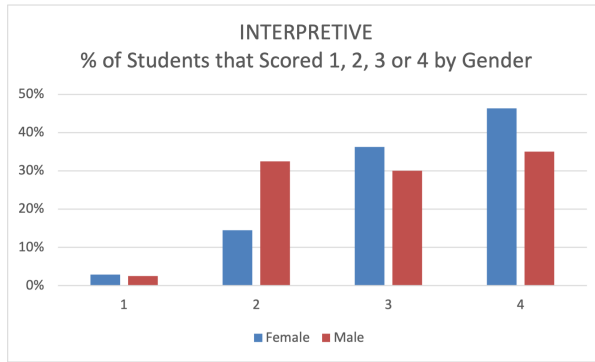
|  | n | Average Interpretive Score | Average Artistic Score |
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| MU-123 | 20 | 3.050 | 2.950 |
| TA-001 | 27 | 3.556 | 3.407 |
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| TOTAL | 109 | 3.156 | 3.138 |

**GENDER**

The table below provides the average scores by gender (female/male) for the Artistic and Interpretive category and sample sizes (n).

| Table 1: Average Score by Gender | | | |
|---|---|---|---|
|  | Interpretive Score | Artistic Score | n |
| Female | 3.261 | 3.246 | 69 |
| Male | 2.975 | 2.950 | 40 |

The graphs below display the percent of students who earned a 1, 2, 3, or 4 on each category by gender.

**INTERPRETIVE**
% of Students that Scored 1, 2, 3 or 4 by Gender



**ARTISTIC**
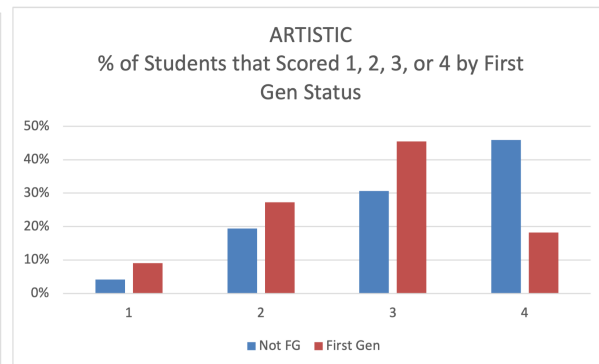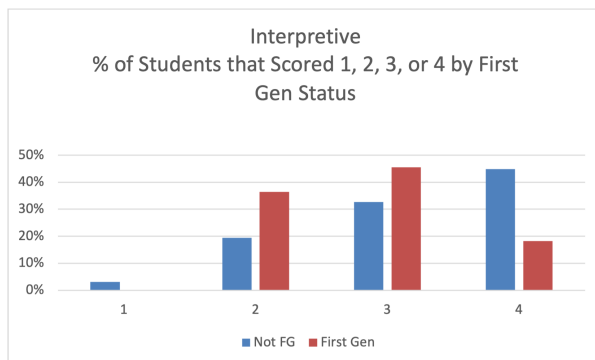% of Students that Scored 1, 2, 3, or 4 by Gender

## FIRST GENERATION

The table below provides the average scores by if the student was first generation or not for the Artistic and Interpretive category and sample sizes (n).

| Table 2: Average Score by First Generation | | | |
|---|---|---|---|
| | Interpretive Score | Artistic Score | n |
| First Gen | 2.818 | 2.727 | 11 |
| Not | 3.194 | 3.184 | 98 |

The graphs below display the percent of students who earned a 1, 2, 3, or 4 on each category by if the student was first generation or not.



Interpretive
% of Students that Scored 1, 2, 3, or 4 by First Gen Status



ARTISTIC
% of Students that Scored 1, 2, 3, or 4 by First Gen Status

## RACE/ETHNICITY (HABH, AWU, OTHER)

Because there were a small number of students represented in the data, some of the race/ethnicity categories had only one or two scores. This led to summary statistics that were unhelpful in displaying the overall trends. As a result, the data were grouped into the HABH, AWU, and Other categories that Westmont College has used in the past when analyzing race/ethnicity data. The table below provides the average scores by HABH, AWU, and for the Artistic and Interpretive category. Note: HABH includes students who self-report as Hispanic, Alaska/American Indigenous, Black or African American, and Hawaiian/Pacific Islander; AWU

includes students who self-report as Asian, White, or Unknown; and Other includes students who self-report as Two or More Races and Non-resident Alien.

| Table 3: Average Score by Race/Ethnicity | | | |
|---|---|---|---|
| | Interpretive Score | Artistic Score | n |
| AWU | 3.281 | 3.297 | 64 |
| HABH | 2.970 | 2.909 | 33 |
| OTHER | 3.000 | 2.917 | 12 |

The graphs below display the percent of students who earned a 1, 2, 3, or 4 on each category by HABH, AWU, and Other.
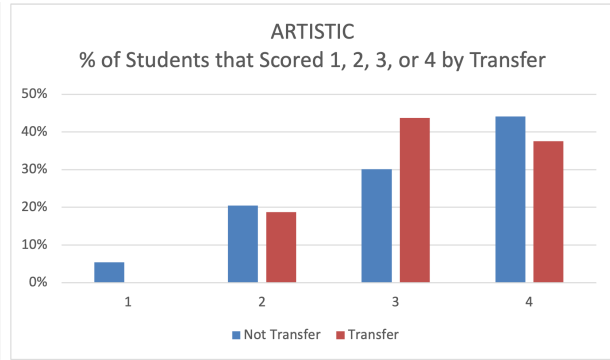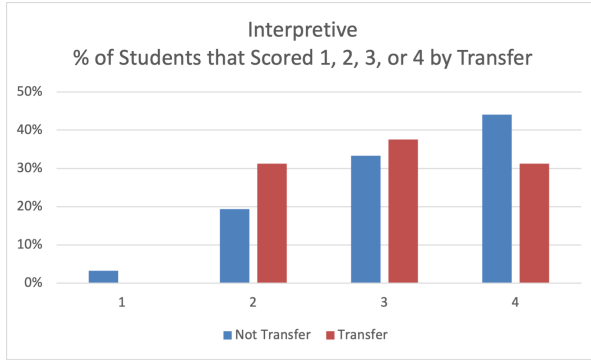


**TRANSFER**
The table below provides the average scores by if the student is a transfer or not for the Artistic and Interpretive category and sample sizes (n).

| Table 4: Average Score by Transfer | | | |
|---|---|---|---|
| | Interpretive Score | Artistic Score | n |
| Transfer | 3.000 | 3.188 | 16 |
| Not | 3.183 | 3.129 | 93 |

The graphs below display the percent of students who earned a 1, 2, 3, or 4 on each category by if the student transferred to Westmont or joined as a first-year, first-time student.
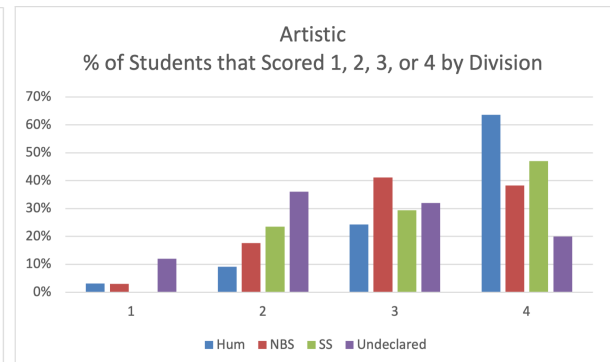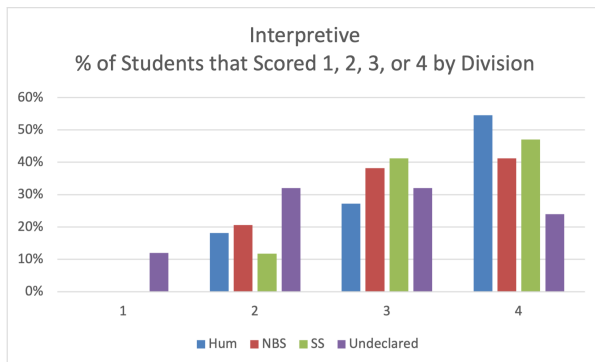
Interpretive
% of Students that Scored 1, 2, 3, or 4 by Transfer

ARTISTIC
% of Students that Scored 1, 2, 3, or 4 by Transfer

**DIVISION**

The table below provides the average scores by division for the Artistic and Interpretive category and sample sizes (n). Note: H stands for Humanities, NBS stands for Natural and Behavioral Sciences, SS stands for Social Sciences, and UM stands for Undeclared Major.

| Table 5: Average Score by Division | | | |
| --- | --- | --- | --- |
| | Interpretive Score | Artistic Score | n |
| H | 3.364 | 3.485 | 33 |
| NBS | 3.206 | 3.147 | 34 |
| SS | 3.353 | 3.235 | 17 |
| UM | 2.680 | 2.600 | 25 |

The graphs below display the percent of students who earned a 1, 2, 3, or 4 on each category by division.



Interpretive
% of Students that Scored 1, 2, 3, or 4 by Division

Artistic
% of Students that Scored 1, 2, 3, or 4 by Division

**UPPER/LOWER**

The table below provides the average scores by upper and lower division class level for the Artistic and Interpretive category and sample sizes (n).

| Table 6: Average Score by Upper/Lower | | | |
|---|---|---|---|
| | Interpretive Score | Artistic Score | n |
| Upper Div | 3.050 | 2.950 | 20 |
| Lower Div | 3.180 | 3.180 | 89 |

The graphs below display the percent of students who earned a 1, 2, 3, or 4 on each category by upper and lower division class level.
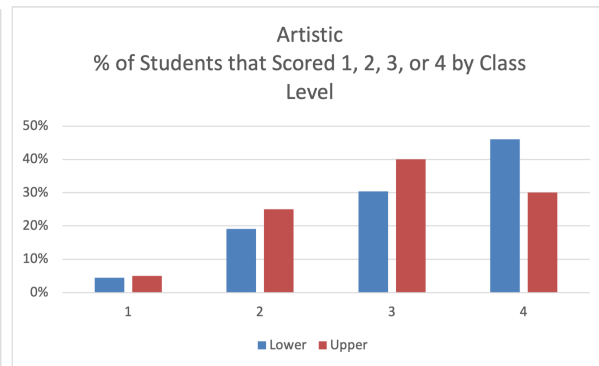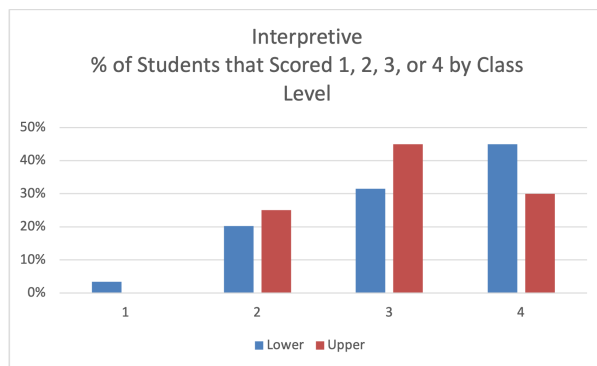


**CLASS STANDING**

The table below provides the average scores by class standing for the Artistic and Interpretive category and sample sizes (n). Note: 1 stands for Freshman, 2 stands for Sophomore, 3 stands for Junior, and 4 stands for Senior.

| Table 7: Average Score by Class Standing | | | |
|---|---|---|---|
| | Interpretive Score | Artistic Score | n |
| 1 | 2.750 | 3.000 | 20 |
| 2 | 3.000 | 2.846 | 26 |
| 3 | 3.241 | 3.207 | 29 |
| 4 | 3.441 | 3.382 | 34 |

The graphs below display the percent of students who earned a 1, 2, 3, or 4 on each category by class standing.

**Interpretive**
**% of Students that Scored 1, 2, 3, or 4 by Class Standing**

**Artistic**
**% of Students that Scored 1, 2, 3, or 4 by Class Standing**
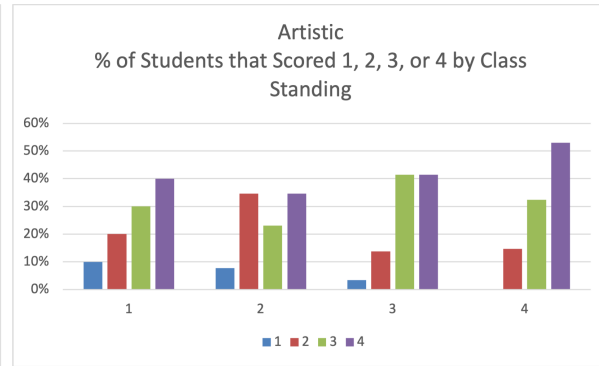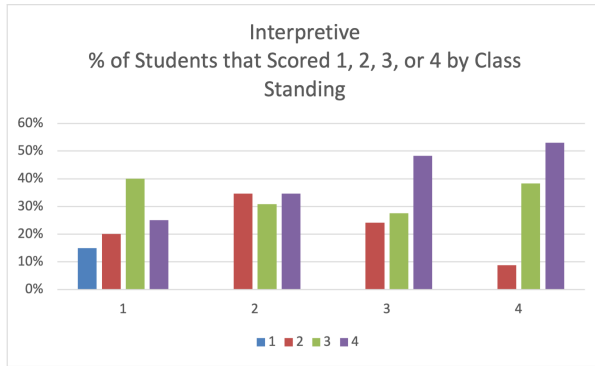
## Understanding Society Rubric
## Fall 2022

| Categories | Highly Developed A | Developed B | Emerging C | Initial D |
|---|---|---|---|---|
| **Knowledge of concepts or theories** | Demonstrates highly developed knowledge of two different concepts or theories to offer explanations of social, political, historical, economic, or cultural phenomena. | Demonstrates developed knowledge of two different concepts or theories to explain social, political, historical, economic, or cultural phenomena. | Demonstrates basic understanding of two different concepts or theories. | Limited or incorrect understanding of concepts or theories. |
| **Application of concepts or theories** | Provides strong arguments and evidence for applying two concepts or theories to analyze historical or contemporary problems. | Provides arguments and evidence for applying two concepts or theories to analyze historical or contemporary problems. | Demonstrates the ability to form arguments and apply concepts or theories. | None or marginal ability to apply concepts or theories. |
| **Reflections on engagement with concepts or theories from a Christian framework** | Makes compelling and insightful engagement with concepts and theories as it relates to a Christian framework. | Makes adequate engagement with concepts and theories as it relates to a Christian framework. | Demonstrates the ability to make engagement with concepts and theories as it relates to a Christian framework. | Limited ability to make engagement with concepts and theories as it relates to a Christian framework. |

**Prompt:**

1. After reading this article/material, explain what you think are the key issues. In your answer, describe the social or historical phenomena that are reflected in the story.

2. Identify TWO concepts or theories you would use to analyze the problems presented in the article/material according to them. Provide your rationale for using these concepts or theories and then thoroughly apply one concept/theory before you apply the second concept/theory.

3. Explain the issue raised in the readings as it relates to a Christian framework.

**DATA**
Three students in the study were enrolled in two courses in the study. As a result, each of these students had two scores for Knowledge, Application, and Reflection strands. The higher of their scores was used for each student; the second score was eliminated from the data set.

An individual t-test was conducted for each "strand(knowledge, application, and reflection)" for gender, first generation, HABH/AWU, and transfer. The p-values are provided for the reader with significant differences noted when the p-value was lower than 0.05

In total, one-hundred and forty-nine students had scores for the Knowledge, Application, and Reflection strands. The courses that provided data included: COM-006, EB-10, ETN-10, IS-020H, IS-020HL, SOC-001, and SOC-177. The following table displays summary statistics for the group as a whole that is also disaggregated by course.

| | n | Average Knowledge Score | Average Application Score | Average Reflection Score |
|---|---|---|---|---|
| COM-006 | 27 | 2.518 | 2.704 | 2.407 |
| EB-10 | 18 | 3.278 | 3.222 | 3.000 |
| ETN-10 | 5 | 3.600 | 3.400 | 3.200 |
| IS-020H | 15 | 3.800 | 3.667 | 3.733 |
| IS-020HL | 14 | 2.857 | 2.429 | 2.786 |
| SOC-001 | 53 | 3.283 | 3.528 | 3.019 |
| SOC-177 | 16 | 3.125 | 3.000 | 2.750 |
| Total | 121 | 3.289 | 3.298 | 3.050 |

**GENDER**

The table below provides the average scores by gender (female/male) for the Knowledge, Application, and Reflection category and sample sizes (n).

| Table 1: Average Score by Gender | | | | | | | |
|---|---|---|---|---|---|---|---|
| | Knowledge Score | StdDev Knowledge | Application Score | StdDev Application | Reflection Score | StdDev Reflection | n |
| Female | 3.101 | 0.920 | 3.182 | 0.952 | 2.939 | 0.935 | 99 |
| Male | 3.245 | 0.902 | 3.204 | 0.816 | 2.918 | 0.886 | 49 |

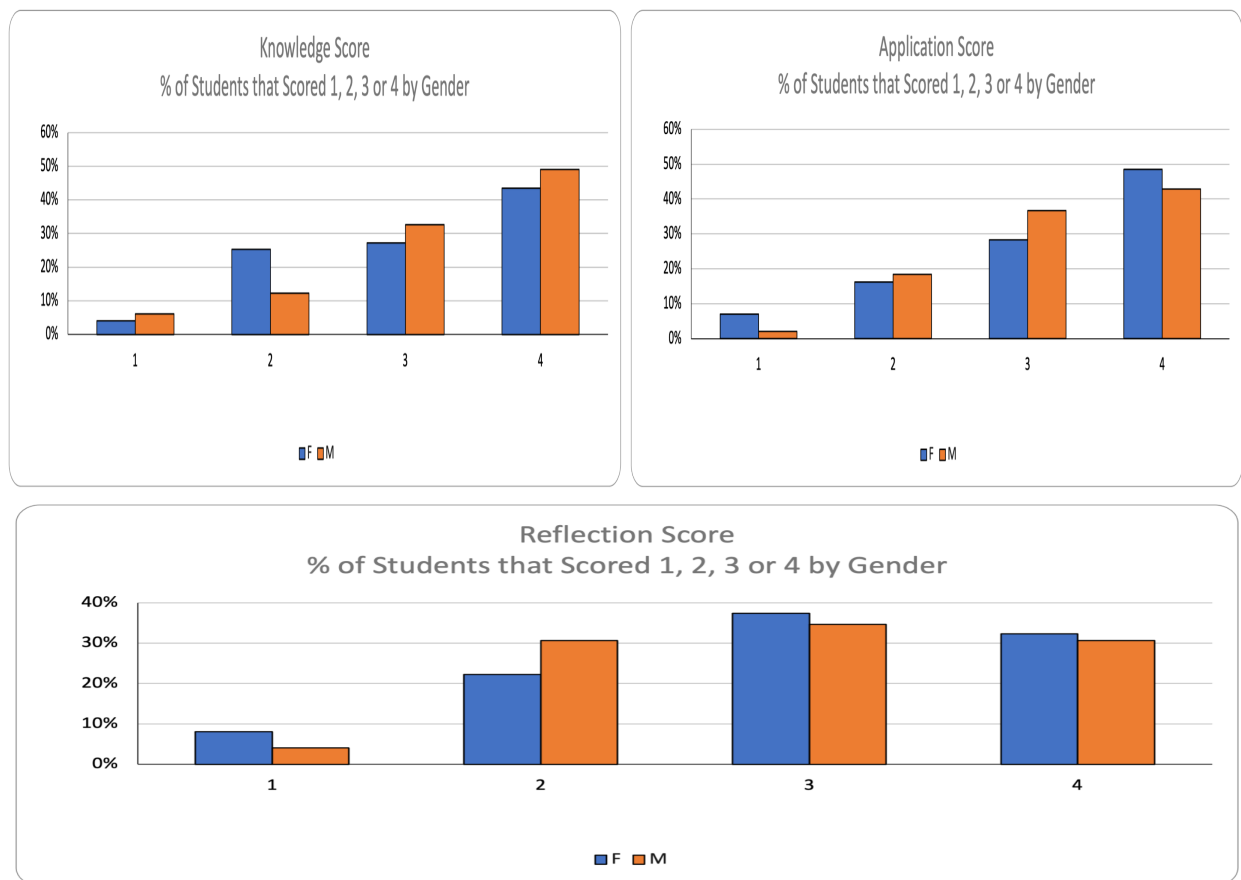The average knowledge score for males and females did not differ significantly ($p = 0.3686$). The difference between the average knowledge score was 0.144.
The average application score for males and females did not differ significantly ($p = 0.8901$). The difference between the average application score was 0.022.
The average reflection score for males and females did not differ significantly ($p = 0.8961$). The difference between the average reflection score was 0.021.

The graphs below display the percent of students who earned a 1, 2, 3, or 4 on each category by gender.



Knowledge Score
% of Students that Scored 1, 2, 3 or 4 by Gender



Application Score
% of Students that Scored 1, 2, 3 or 4 by Gender



Reflection Score
% of Students that Scored 1, 2, 3 or 4 by Gender

**FIRST GENERATION**

The table below provides the average scores by if the student was first generation or not for the Knowledge, Application, and Reflection category and sample sizes (n).
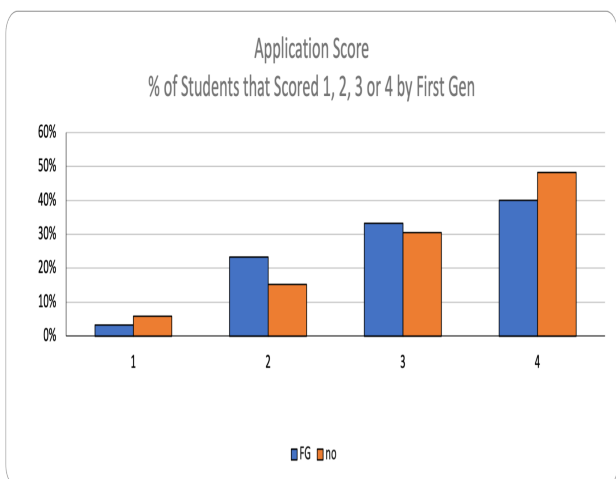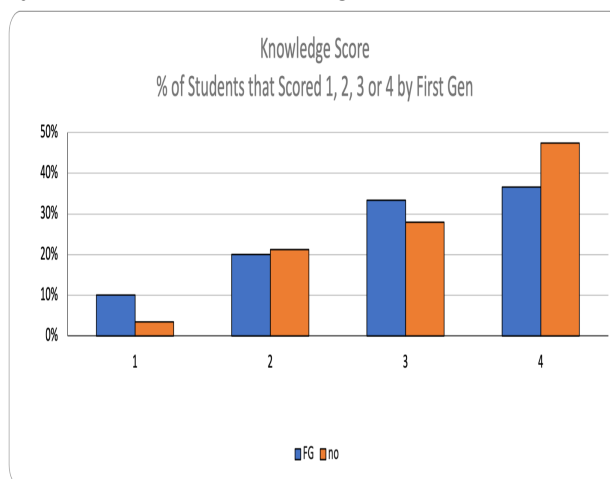
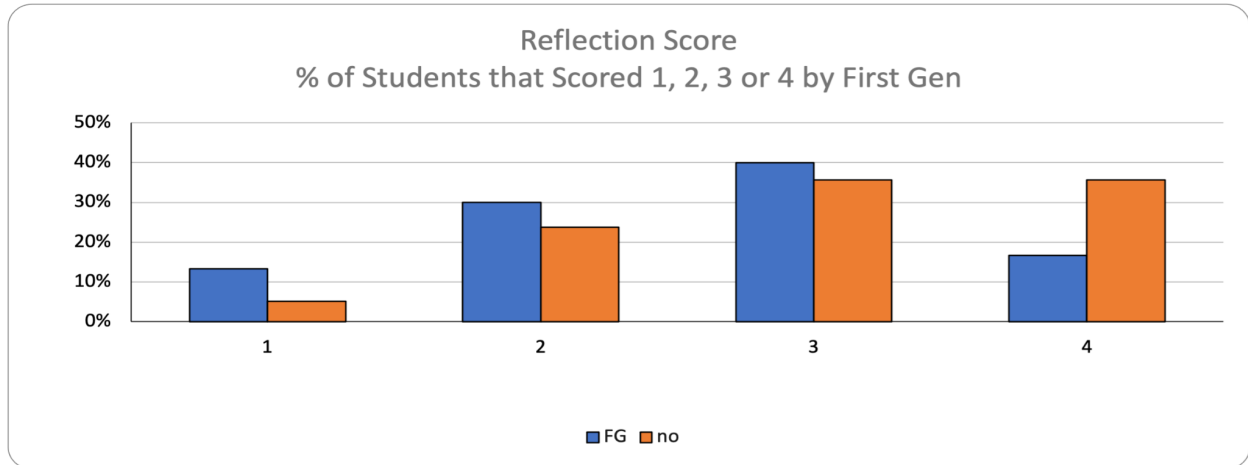| Table 2: Average Score by First Generation | | | | | | | |
|---|---|---|---|---|---|---|---|
| | Knowledge Score | StdDev Knowledge | Application Score | StdDev Application | Reflection Score | StdDev Reflection | n |
| First Gen | 2.967 | 0.999 | 3.100 | 0.885 | 2.600 | 0.932 | 30 |
| Not | 3.195 | 0.889 | 3.212 | 0.914 | 3.017 | 0.896 | 118 |

The average knowledge score for first generation students did not differ significantly (p = 0.2234) from their non-first generation peers. The difference between the average knowledge score was 0.228.

The average application score for first generation students did not differ significantly (p = 0.5474) from their non-first generation peers. The difference between the average application score was 0.112.

The average reflection score for first generation students differed significantly (p = 0.0254) from their non-first generation peers. The difference between the average reflection score was 0.417.

The graphs below display the percent of students who earned a 1, 2, 3, or 4 on each category by if the student was first generation or not.
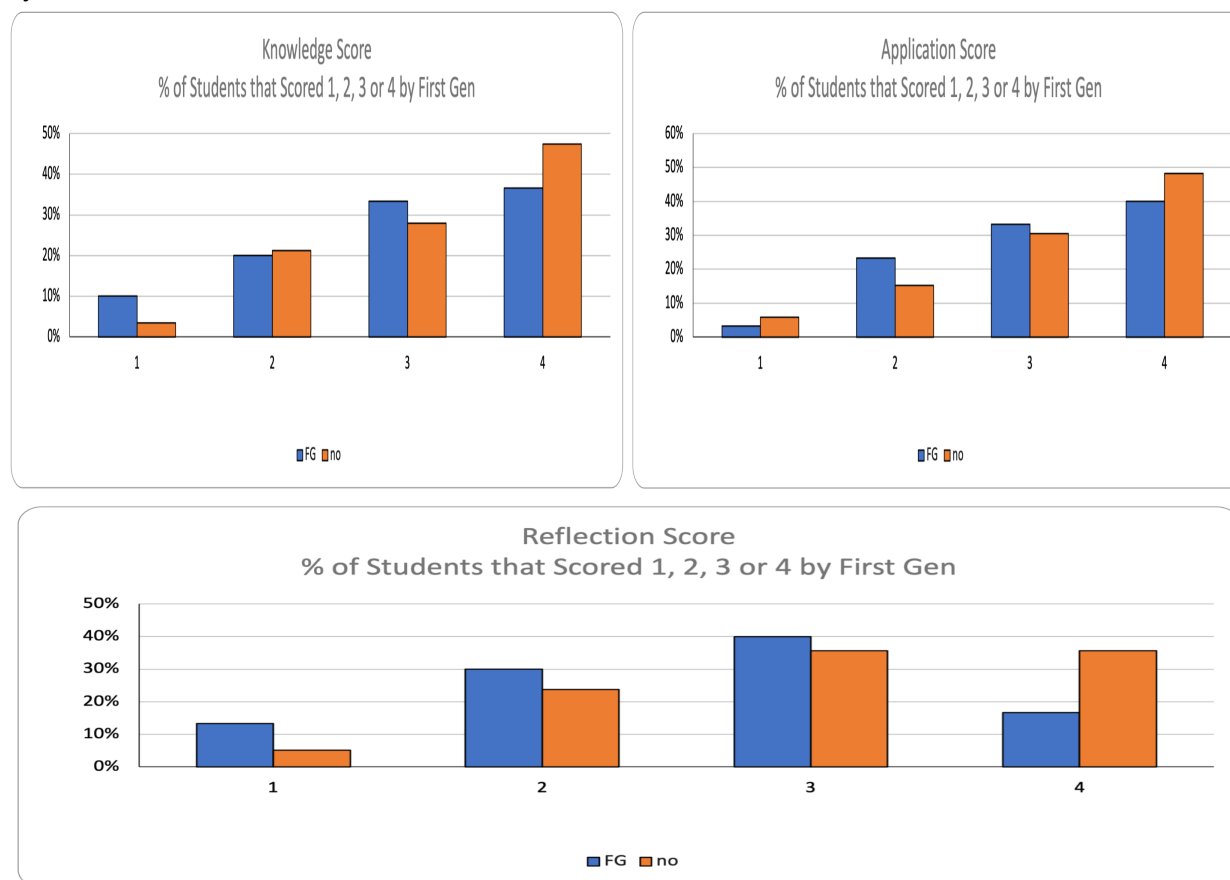


Knowledge Score
% of Students that Scored 1, 2, 3 or 4 by First Gen



Application Score
% of Students that Scored 1, 2, 3 or 4 by First Gen

Reflection Score
% of Students that Scored 1, 2, 3 or 4 by First Gen

**RACE/ETHNICITY (HABH, AWU, OTHER)**

Because there were a small number of students represented in the data, some of the race/ethnicity categories had only one or two scores. This led to summary statistics that were unhelpful in displaying the overall trends. As a result, the data were grouped into the HABH, AWU, and Other categories that Westmont College has used in the past when analyzing race/ethnicity data. The table below provides the average scores by HABH, AWU, and for the Knowledge, Application, and Reflection category. Note: HABH includes students who self-report as Hispanic, Alaska/American Indigenous, Black or African American, and Hawaiian/Pacific Islander; AWU includes students who self-report as Asian, White, or Unknown; and Other includes students who self-report as Two or More Races and Non-resident Alien.

| Table 3: Average Score by Race/Ethnicity | | | | | | | |
|---|---|---|---|---|---|---|---|
| | Knowledge Score | StdDev Knowledge | Application Score | StdDev Application | Reflection Score | StdDev Reflection | n |
| AWU | 3.202 | 0.907 | 3.202 | 0.967 | 3.022 | 0.904 | 89 |
| HABH | 2.978 | 0.954 | 3.152 | 0.816 | 2.696 | 0.891 | 46 |
| OTHER | 3.385 | 0.768 | 3.231 | 0.832 | 3.154 | 0.987 | 13 |

The average knowledge score of HABH students was not significantly lower than that of AWU students (p = 0.1838). The difference between the average knowledge score was 0.224. The average application score of HABH students was not significantly lower than that of AWU students (p = 0.7649). The difference between the average application score was 0.079. The average reflection score of HABH students was significantly lower than that of AWU students (p = 0.0480). The difference between the average reflection score was 0.326.

The graphs below display the percent of students who earned a 1, 2, 3, or 4 on each category by HABH, AWU, and Other.



**Knowledge Score**
% of Students that Scored 1, 2, 3 or 4 by First Gen



**Application Score**
% of Students that Scored 1, 2, 3 or 4 by First Gen



**Reflection Score**
% of Students that Scored 1, 2, 3 or 4 by First Gen

**TRANSFER**

The table below provides the average scores by if the student is a transfer or not for the Knowledge, Application, and Reflection category and sample sizes (n).
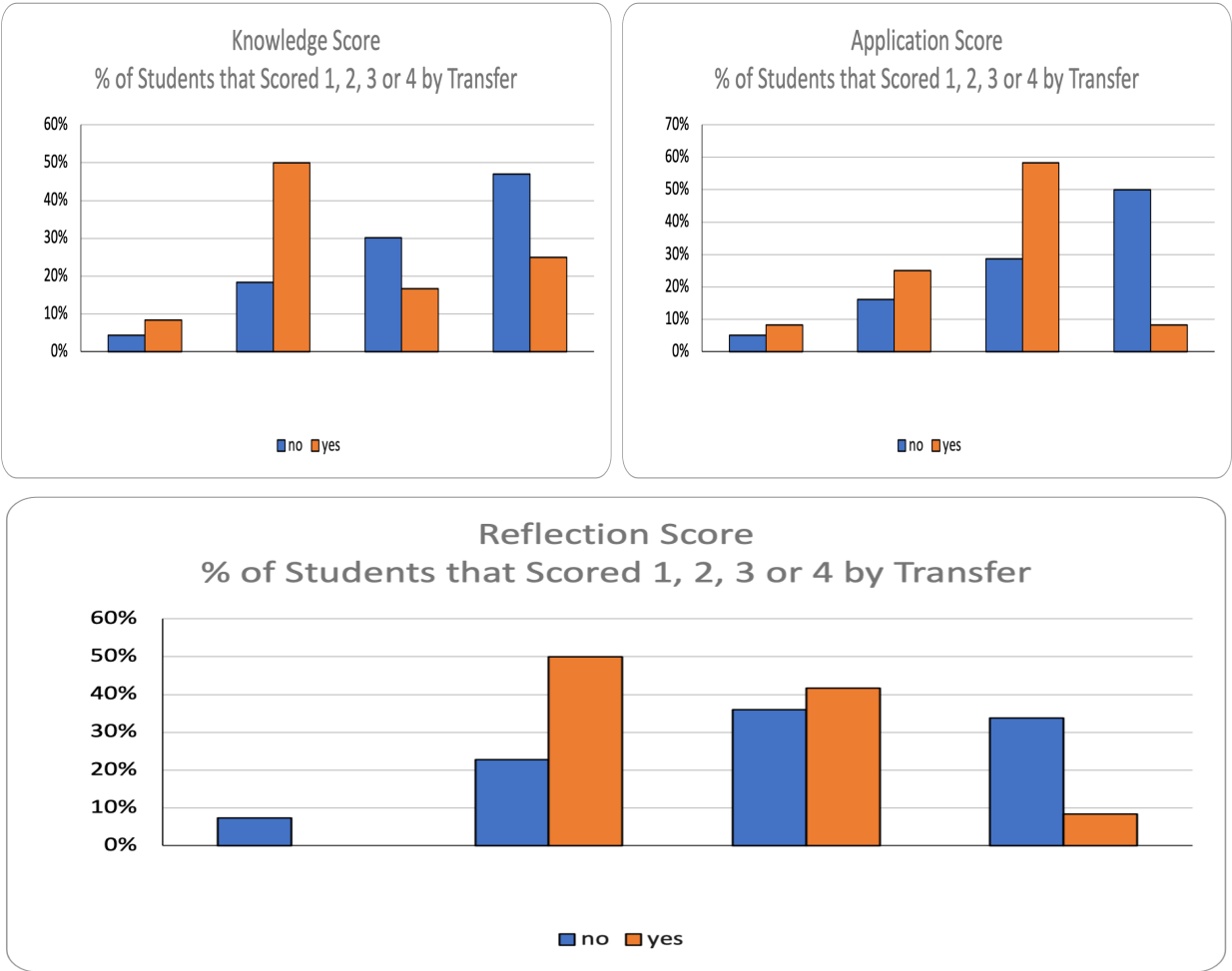
| Table 4: Average Score by Transfer | | | | | | | |
|---|---|---|---|---|---|---|---|
| | Knowledge Score | StdDev Knowledge | Application Score | StdDev Application | Reflection Score | StdDev Reflection | n |
| Not | 3.199 | 0.893 | 3.235 | 0.905 | 2.963 | 0.930 | 136 |
| Transfer | 2.583 | 0.996 | 2.667 | 0.778 | 2.583 | 0.669 | 12 |

The average knowledge score for transfer students did differ significantly (p = 0.0247) from their non-transfer peers. The difference between the average knowledge score was 0.129.
The average application score for transfer students did differ significantly (p = 0.0370) from their non-transfer peers. The difference between the average application score was 0.489.
The average reflection score for transfer students did not differ significantly (p = 0.1679) from their non-transfer peers. The difference between the average reflection score was 0.228.

The graphs below display the percent of students who earned a 1, 2, 3, or 4 on each category by if the student transferred to Westmont or joined as a first-year, first-time student.
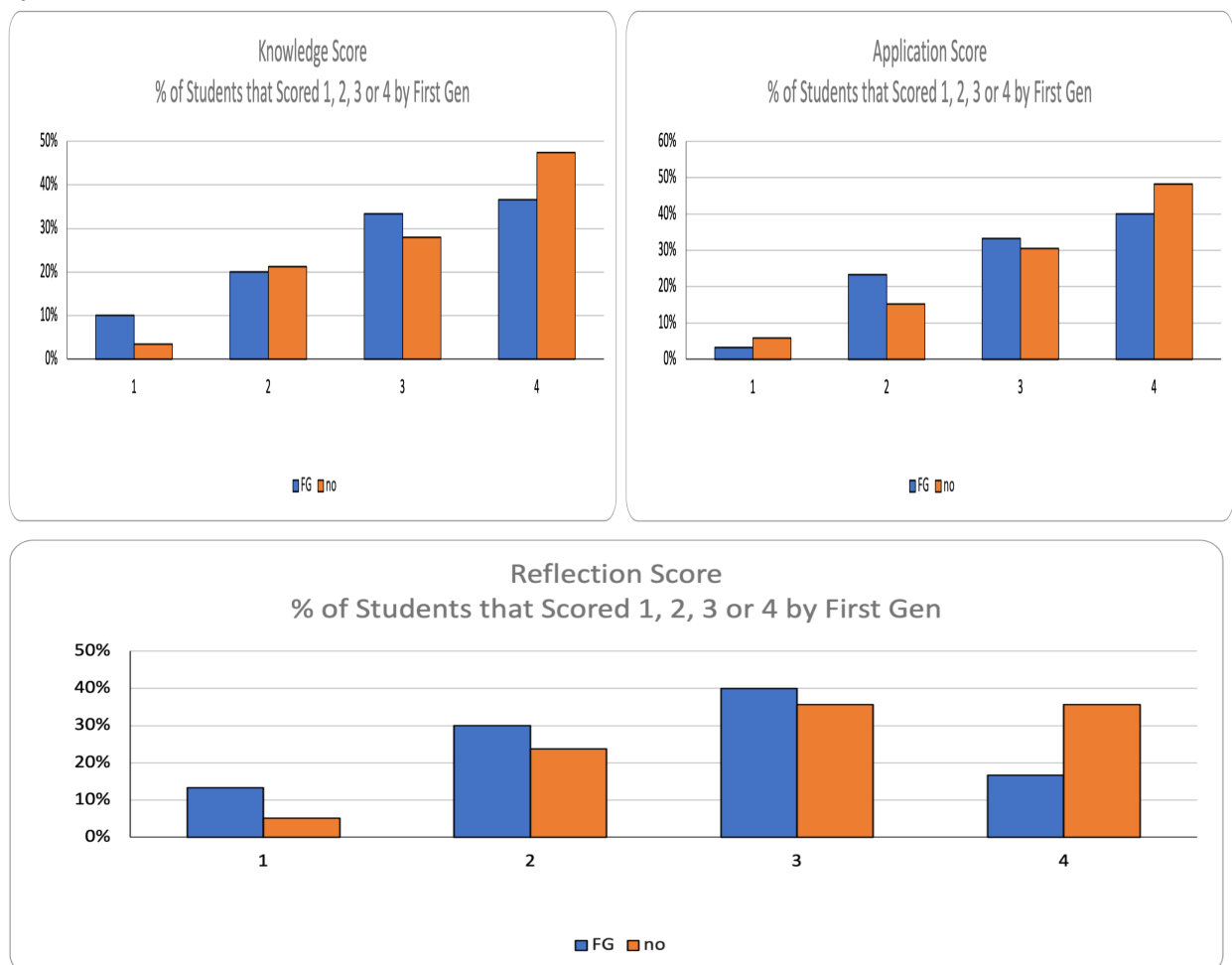


Knowledge Score
% of Students that Scored 1, 2, 3 or 4 by Transfer



Application Score
% of Students that Scored 1, 2, 3 or 4 by Transfer



Reflection Score
% of Students that Scored 1, 2, 3 or 4 by Transfer

**DIVISION**

The table below provides the average scores by division for the Knowledge, Application, and Reflection category and sample sizes (n). Note: H stands for Humanities, NBS stands for Natural and Behavioral Sciences, SS stands for Social Sciences, and UM stands for Undeclared Major.

| Table 5: Average Score by Division | | | | |
|---|---|---|---|---|
| | Knowledge Score | Application Score | Reflection Score | n |
| H | 2.727 | 3.273 | 3.000 | 11 |
| NBS | 3.538 | 3.500 | 3.192 | 26 |
| SS | 3.150 | 3.000 | 2.750 | 20 |
| UM | 3.088 | 3.132 | 2.890 | 69 |

The graphs below display the percent of students who earned a 1, 2, 3, or 4 on each category by division



Knowledge Score
% of Students that Scored 1, 2, 3 or 4 by First Gen



Application Score
% of Students that Scored 1, 2, 3 or 4 by First Gen



Reflection Score
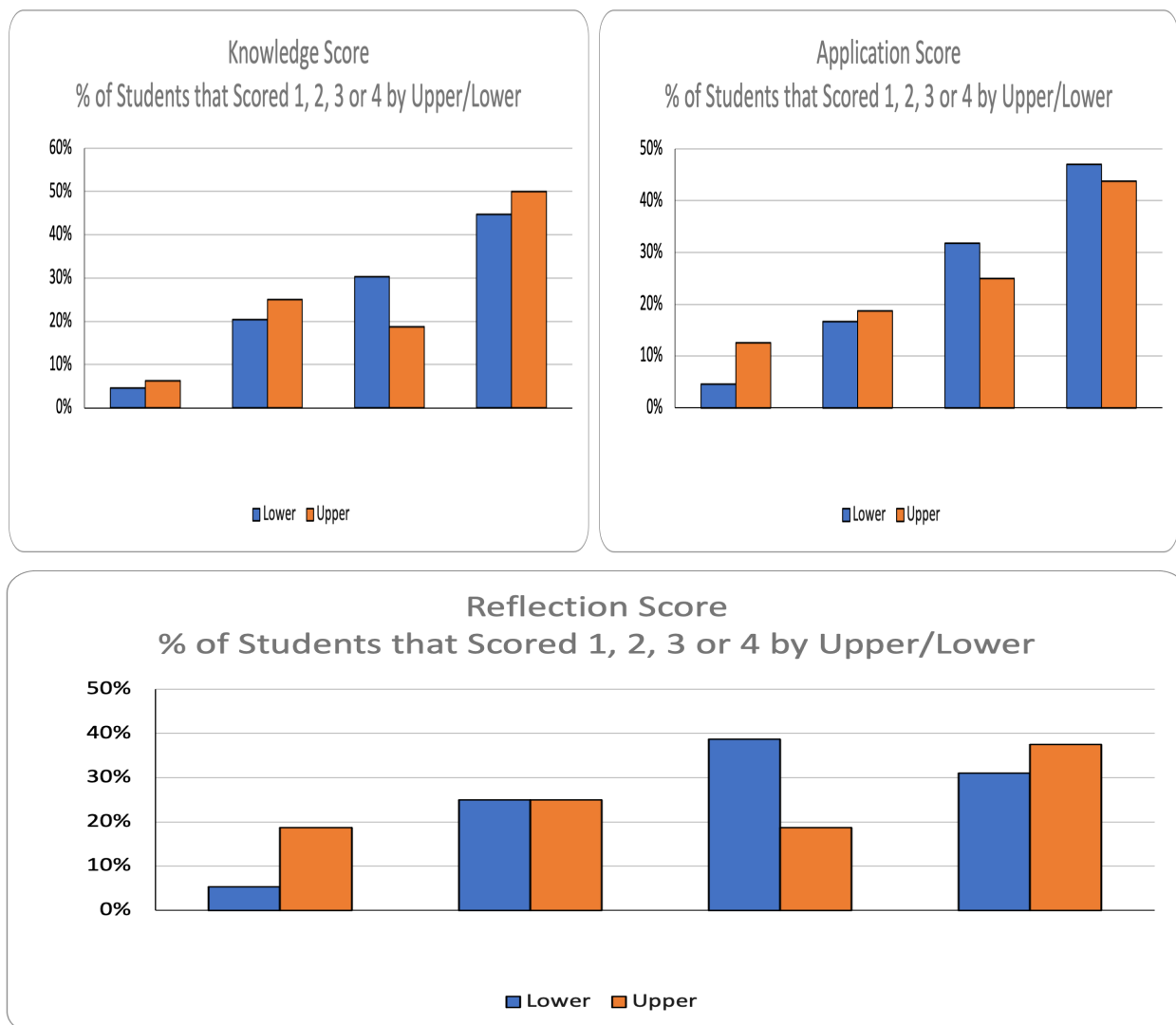% of Students that Scored 1, 2, 3 or 4 by First Gen

**UPPER/LOWER**

The table below provides the average scores by upper and lower division class level for the Knowledge, Application, and Reflection category and sample sizes (n).

| Table 6: Average Score by Upper/Lower | | | | |
|---|---|---|---|---|
| | Knowledge Score | Application Score | Reflection Score | n |
| Upper Div | 3.125 | 3.000 | 2.750 | 16 |
| Lower Div | 3.152 | 3.212 | 2.955 | 132 |

The graphs below display the percent of students who earned a 1, 2, 3, or 4 on each category by upper and lower division class level.



Knowledge Score
% of Students that Scored 1, 2, 3 or 4 by Upper/Lower



Application Score
% of Students that Scored 1, 2, 3 or 4 by Upper/Lower



Reflection Score
% of Students that Scored 1, 2, 3 or 4 by Upper/Lower

**CLASS STANDING**

The table below provides the average scores by class standing for the Knowledge, Application, and Reflection category and sample sizes (n).

| Table 7: Average Score by Class Standing | | | | |
|---|---|---|---|---|
| | Knowledge Score | Application Score | Reflection Score | n |
| Freshman | 3.189 | 3.297 | 2.811 | 37 |
| Sophomore | 3.000 | 3.014 | 2.855 | 69 |
| Junior | 3.611 | 3.444 | 3.167 | 18 |
| Senior | 3.167 | 3.333 | 3.167 | 24 |

The graphs below display the percent of students who earned a 1, 2, 3, or 4 on each category by class standing.