

Graduates of Westmont College will:

- demonstrate literacy in biblical and orthodox Christian faith (Christian Understanding)
- demonstrate faithfulness in Christian service (Christian Practices/ Affections)

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**2012-2013 CUPA Assessment** \*Comments on reliability and representation come from the 2013 report.

<b>Mechanisms</b>	<b>Direct Assessment</b>	<b>Indirect Assessment</b>
Taylor’s Christian Life Survey		40% response (reliable)
Senior Survey	25% response (*not reliable)	
“Joel-Walking” Video	*Useful for generating discussion	
Focus Groups		*Not necessarily representative
...and the resulting essays	*Not necessarily representative	

Major Findings: less biblical literacy than we want  
 less hermeneutical and theological proficiency than we’d want  
 less liturgical facility than we’d want  
 a high degree of stated Christian commitment  
 sustained engagement with faith in and out of the classroom

**2018-2019 CUPA Assessment**

	<b>Direct Assessment</b>	<b>Indirect Assessment</b>
Understanding	CUPA Capstone Essay  RS GE Biblical/Theological Literacy Survey data * RS 1 & 10 survey for students in those classes * RS 1, 10 & 20 survey for seniors	NSSE Data (S 2017) Taylor Christian Life Survey 2018 CCCU Alumni Survey Student life reflective essays
Practices	CUPA Capstone Essay  Numbers from Student Ministries * Emmaus Road/Potter’s Clay/Urban Initiative * Capax Dei participation	NSSE Data Taylor Christian Life Survey 2018 CCCU Alumni Survey Student life reflective essays
Affections	CUPA Capstone Essay	NSSE Data Taylor Christian Life Survey 2018 CCCU Alumni Survey Student life reflective essays

<b>Direct Assessment Instruments</b>	<b>Indirect Assessment Instruments</b>
CUPA Capstone Essay (S 2019)	NSSE Data (S 2017)
RS GE Biblical/Theological Literacy Survey data * RS 1 & 10 survey (F 2018 & S 2019) * RS 1, 10 & 20 survey for seniors (F 2018)	Taylor Christian Life Survey (S 2019)  CCCU Alumni Survey (S 2018)
Numbers from Student Ministries participation	Student feedback/reflection essays resulting from participation in student ministries

**Capstone Essay: Draft CUPA Rubric**

	<b>Highly Developed</b>	<b>Developed</b>	<b>Emerging</b>	<b>Initial</b>
<b>Christian Understanding (Head)</b>	The essay makes nuanced use of use of the most relevant biblical and theological and theological themes in a highly synthesized manner	The essay discusses biblical and theological themes, but not the ones most central to the discipline	The essay mentions relevant biblical and theological themes, but does not develop the discussion.	The essay lacks sufficient biblical and theological grounding.
<b>Christian Affections (Heart)</b>	The essay acknowledges and develops the relationship between biblically and theologically grounded convictions, and inner dispositions, virtues and desires.	The essay acknowledges there is a relationship between biblically and theologically grounded convictions, and inner dispositions, virtues and desires, but lacks sufficient development.	The essay gestures toward a relationship between biblically and theologically grounded convictions, and inner dispositions, virtues and desires, but does not develop the discussion.	The essay lacks sufficient acknowledgement of any relationship between biblically and theologically grounded conviction, and inner dispositions, virtues and desires.
<b>Christian Practices (Hands)</b>	Where relevant, the essay ties Christian convictions to lived actions and choices with a clear, compelling, and committed voice.	Where relevant, the essay ties Christian convictions to lived actions and choices in a speculative way.	The essay implies there may be actions and choices that result from Christian conviction, but does not develop the discussion.	The essay lacks sufficient recognition of any connection between Christian conviction and lived actions and choices.