

## Assessment of Christian Orientation

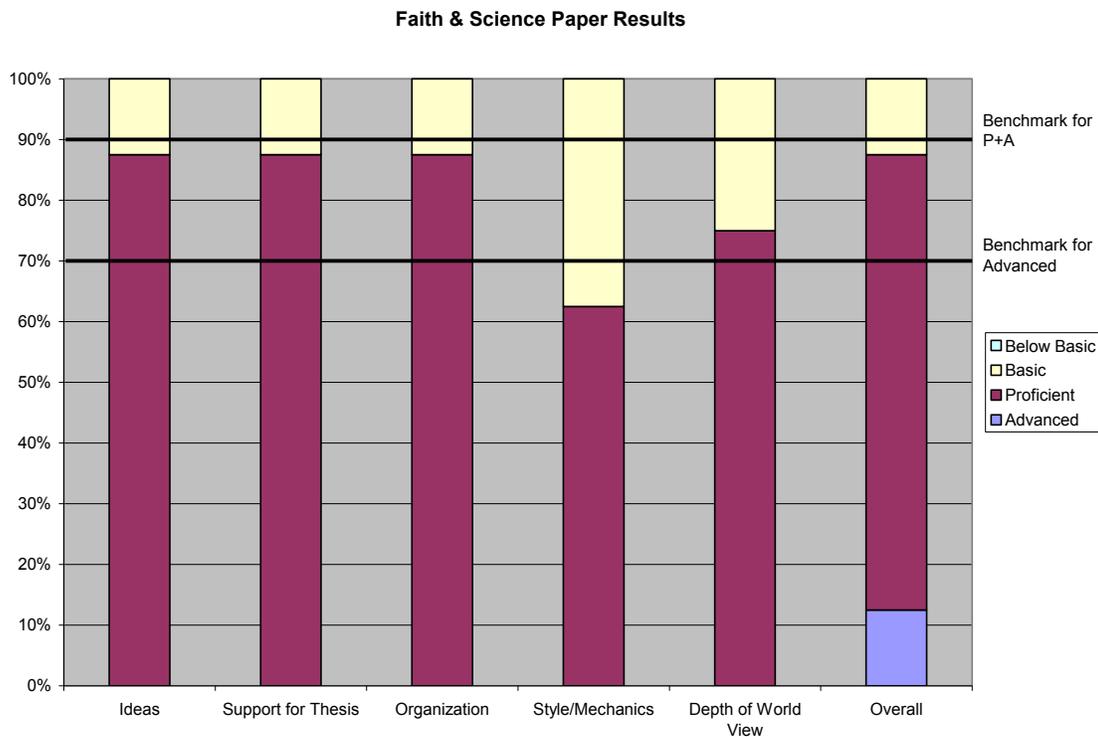
Christian Orientation (Goal): Students will be able to express an informed understanding of the interactions of the Christian faith and natural science that honors both.

We do not require our students be Christian, nor expect our graduates agree with us on particular issues. But we do encourage them to develop a worldview that is both knowledgeable about and charitable in the interactions between faith and science. The primary way we measure this is by a paper in the senior seminar. This is evaluated by the following rubric:

|                            | Below Basic   | Basic  | Proficient   | Advanced   |
|----------------------------|---|--|--|--|
| <b>Ideas</b>               | <input type="checkbox"/> Shows minimal engagement with the topic,<br><input type="checkbox"/> fails to recognize multiple dimensions & perspectives;<br><input type="checkbox"/> lacks even basic observations                                | <input type="checkbox"/> Shows some engagement with the topic but without elaboration;<br><input type="checkbox"/> offers basic observations but without original insight  | <input type="checkbox"/> Demonstrates engagement with the topic, recognizing multiple dimensions and/or perspectives;<br><input type="checkbox"/> offers some insight  | <input type="checkbox"/> Demonstrates engagement with the topic, recognizing multiple dimensions and/or perspectives with elaboration and depth;<br><input type="checkbox"/> considerable insight  |
| <b>Support for Thesis</b>  | <input type="checkbox"/> Little or no evidence provided   | <input type="checkbox"/> Some evidence but not enough to develop argument in a unified way. Evidence may be inaccurate, irrelevant or inappropriate for the purpose of the essay   | <input type="checkbox"/> Evidence accurate, well documented, and relevant but not complete, well integrated, and/or appropriate for the purpose of the essay   | <input type="checkbox"/> Evidence accurate, well documented, relevant, complete, well integrated, and appropriate for the purpose of the essay   |
| <b>Organization</b>        | <input type="checkbox"/> Organization is missing both overall and within paragraphs,<br><input type="checkbox"/> Introduction and conclusion may be lacking or illogical.   | <input type="checkbox"/> Organization, overall and/or within paragraphs, is formulaic or occasionally lacking in coherence;<br><input type="checkbox"/> few evident transitions.<br>Introduction<br><input type="checkbox"/> conclusion may lack logic | <input type="checkbox"/> Few organizational problems on any of the three levels (overall, paragraphs, transitions).<br><input type="checkbox"/> Introduction and conclusion are effectively related to the whole.        | <input type="checkbox"/> Organization is logical and appropriate to assignment; paragraphs are well-developed and appropriately divided;<br><input type="checkbox"/> ideas linked with smooth and effective transitions.<br><input type="checkbox"/> Intro. and conclusion are effectively related to the whole. |
| <b>Style and Mechanics</b> | <input type="checkbox"/> Multiple and serious errors of sentence structure;<br><input type="checkbox"/> frequent errors in spelling, capitalization, punctuation hindering communication.<br><input type="checkbox"/> No sign of proofreading | <input type="checkbox"/> Sentences show errors of structure and little variety;<br><input type="checkbox"/> errors of spelling, capitalization, punctuation cloud meaning.<br><input type="checkbox"/> Insufficient proofreading                       | <input type="checkbox"/> Effective and varied sentences;<br><input type="checkbox"/> some errors in sentence construction;<br><input type="checkbox"/> minor and rare errors in spelling, capitalization and punctuation | <input type="checkbox"/> Each sentence structured effectively;<br><input type="checkbox"/> rich and well-chosen variety of sentence styles and lengths;<br><input type="checkbox"/> virtually free of mechanical errors  |

|                            |   |  |  |   |
|----------------------------|---|--|--|---|
| <b>Depth of World View</b> | <input type="checkbox"/> Addresses neither faith nor science with personal or intellectual insight beyond platitudes or the trivial | <input type="checkbox"/> Shows some insight in either faith or science but not both.<br><input type="checkbox"/> Overly relies on the personal or intellectual to the expense of the other | <input type="checkbox"/> Competently address both science and faith with insight and maturity.<br><input type="checkbox"/> Displays knowledge of faith/science literature but brings own perspective | <input type="checkbox"/> Provides a truly integrated view of science and faith, honoring both realms.<br><input type="checkbox"/> Is able to support personal insights with wisdom from published literature. |
| <b>Overall</b>             | <input type="checkbox"/> In both content and writing quality the work is substandard  | <input type="checkbox"/> There is potential quality demonstrated but not sustained.  | <input type="checkbox"/> The writing and ideas combine to make an informative paper.   | <input type="checkbox"/> The insights demonstrated are remarkable and the writing is a pleasure to read.  |

The first time we assess this it did not go well. The benchmark we set was that 90% attain our second highest rating while 70% would reach the top rating. When we analyzed the results it was clear the students missed the point of the paper (they wrote more a personal faith statement and didn't do that particularly well). The results are below:



The less said, the better. We have revised the prompt to the following:

A 2-3 page paper reflecting on how your faith has developed in interaction with your education in physics and more broadly in science during your time at Westmont, Think of this along three lines: 1) How has your faith evolved during your years at Westmont, as a function of your education in

physics and engineering, 2) What is your current world view, and how do faith and science contribute to this current view, and 3) name any particular individuals (authors, speakers, mentors ...) who have been influential in your faith development, and describe how.

We will be doing an assessment of this in the spring.