

JRD GE Assessment Report October 2025

At the end of Spring semester 2025, students in all JRD GE courses were given a survey to assess how they perceived the course. The following is an initial report based on analyses of both the quantitative and qualitative data collected from this survey. The data in this report is based on the responses for the 162 students who completed the survey.

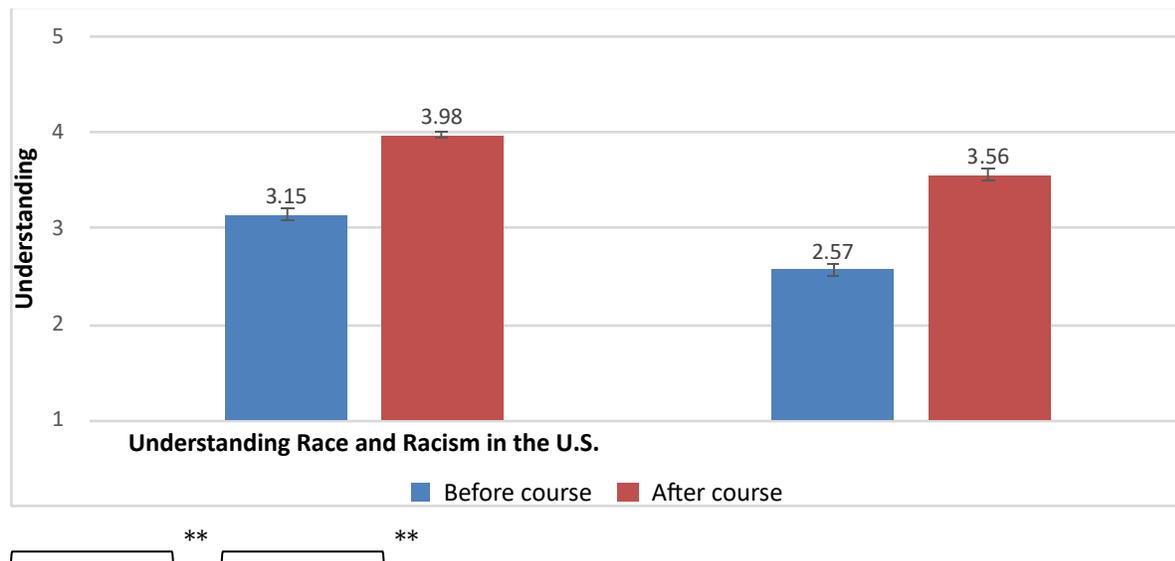
Student Quantitative Data

The first two questions asked students about their perception of “how well they would rate their level of understanding of justice and injustice involving race and racism in the US” prior to taking the course (“before course”) and having completed the course (“after course”). They recorded their responses using the following scale:

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

Students then used the same scale to rate their perceived “level of understanding on how to ground these issues in a biblical and theological framework”.

As can be seen from the graphs below, students’ perception of their own growth in understanding on both of the following increased significantly: (a) justice and injustice involving race and racism in the U.S. and (b) how to ground these issues in a biblical and theological framework.



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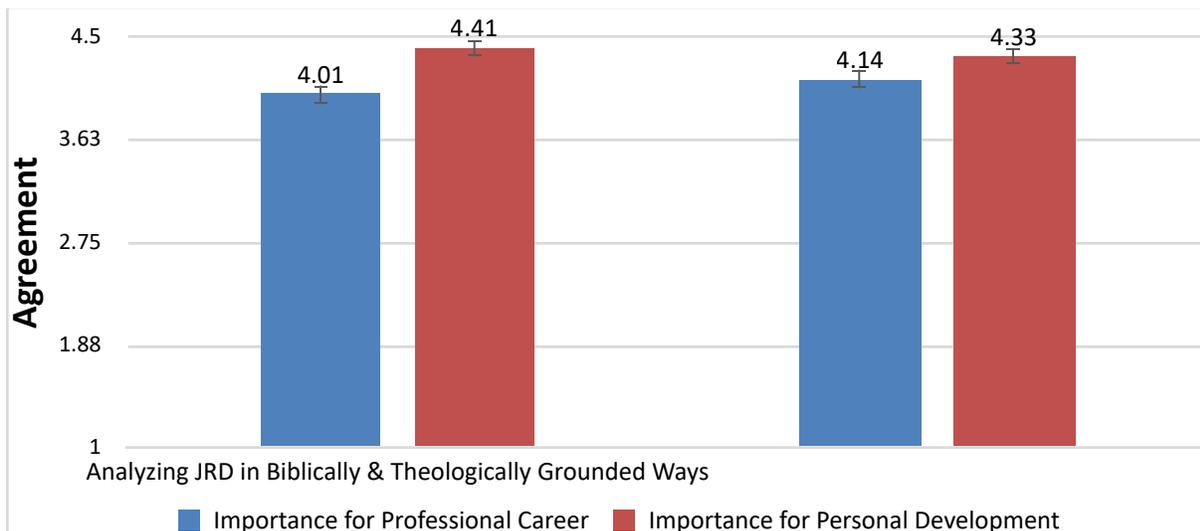
Additionally, the survey assessed how important students perceived each of these topics were for their professional career and personal development using the following scale:

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

This scale was assigned corresponding numbers as follows:

1 = Strongly disagree | 2 = Moderately disagree | 3 = Neutral | 4 = Moderately agree | 5 = Strongly agree

As can be seen below, students' scores fell between "moderately agree" and "strongly agree" on the importance of these topics for both their professional careers and their personal development, with the importance of these topics to their personal development rated more highly than for their professional careers.



Moreover, students were asked the following questions regarding each outcome. Each question was rated on the same scale as above, and numerically converted to the following:

1 = Strongly disagree | 2 = Moderately disagree | 3 = Neutral | 4 = Moderately agree | 5 = Strongly agree

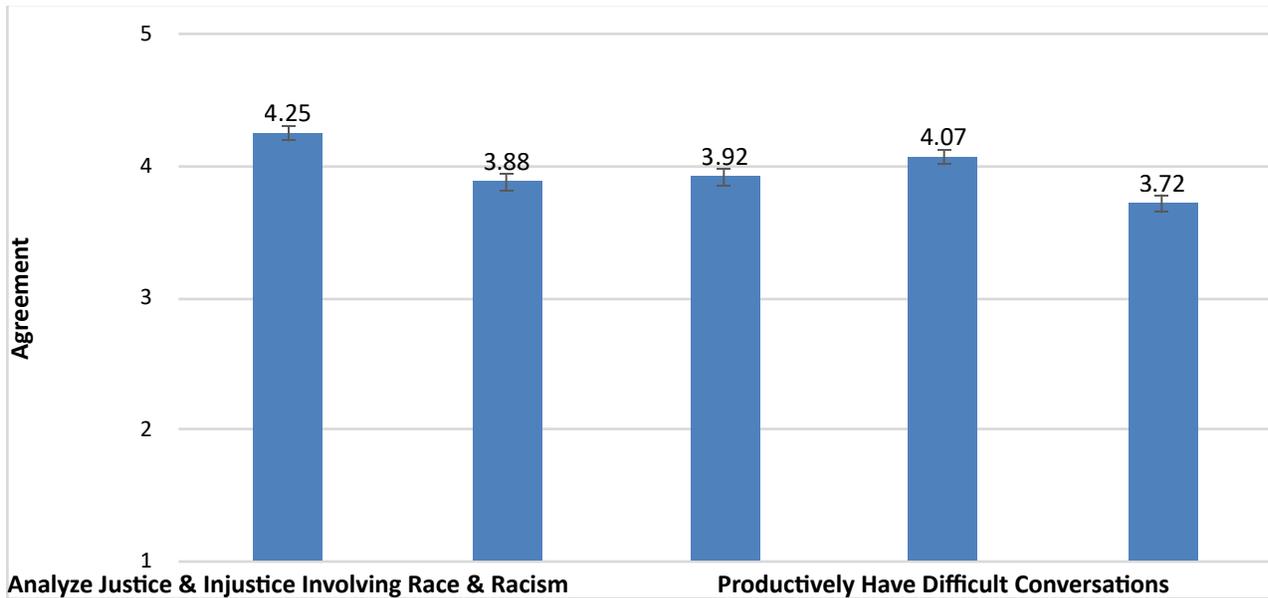
Outcome 1: *Students will analyze issues of justice and injustice involving race and racism in the United States in biblically and theologically grounded ways.*

1. To what extent do you agree that this course did a good job in teaching you how to analyze issues of justice and injustice involving race and racism in the United States?
2. To what extent do you agree that this course did a good job in teaching you how to do this 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.*

1. To what extent do you agree that this course showed you how disciples of Jesus are responsible for pursuing justice and reconciliation in our different contexts?
2. To what extent would you agree that this course has helped you productively have difficult conversations around race and racism in the U.S.?
3. To what extent would you agree that this course helped you do this in a biblical and theologically grounded way?

As can be seen below, students’ scores between “neutral” and “strongly agree”, depending on the question.



Student Qualitative Data

What new insights did you gain from the course?	
Theme	Sample Quote
Diversity of Value Systems	<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>
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>

Disaggregation by Race/Ethnicity

The sample consisted of 97 White students and 65 students of color. The pattern of perceived growth in understanding from before vs. after taking the course was the same for White students vs. students of color.

The specific ethnic breakdown was as follows:

Asian = 13

Black or African American = 7

Hispanic/Latino = 20

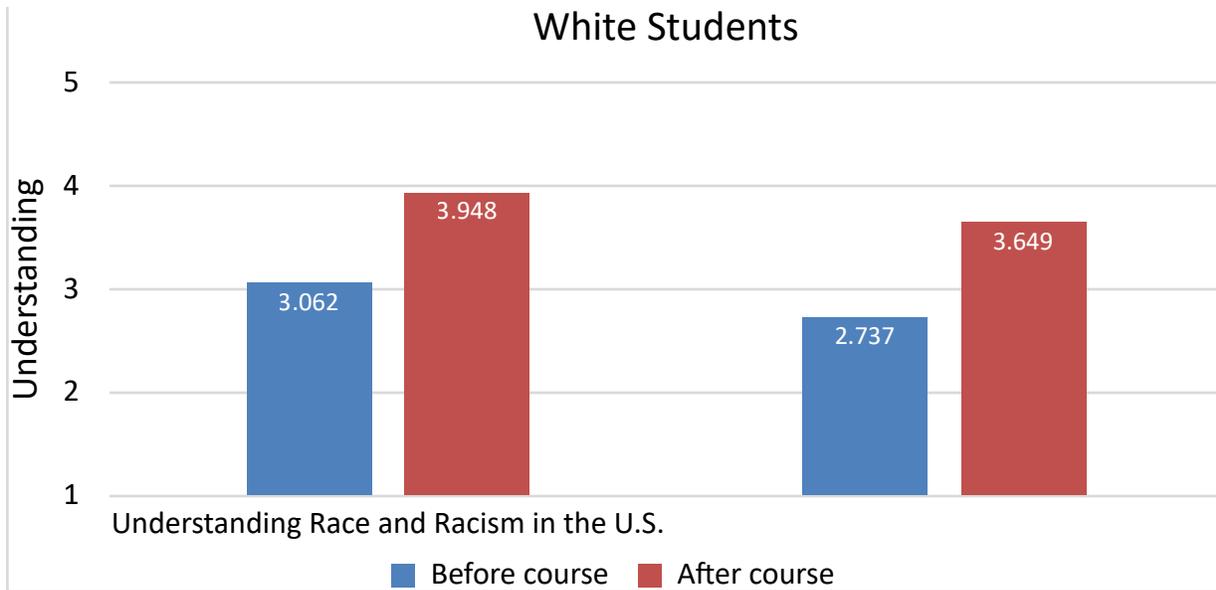
Two or more races = 25

As described above, the first two questions asked students about their perception of “how well they would rate their level of understanding of justice and injustice involving race and racism in the US” prior to taking the course (“before course”) and having completed the course (“after course”). They recorded their responses using the following scale:

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

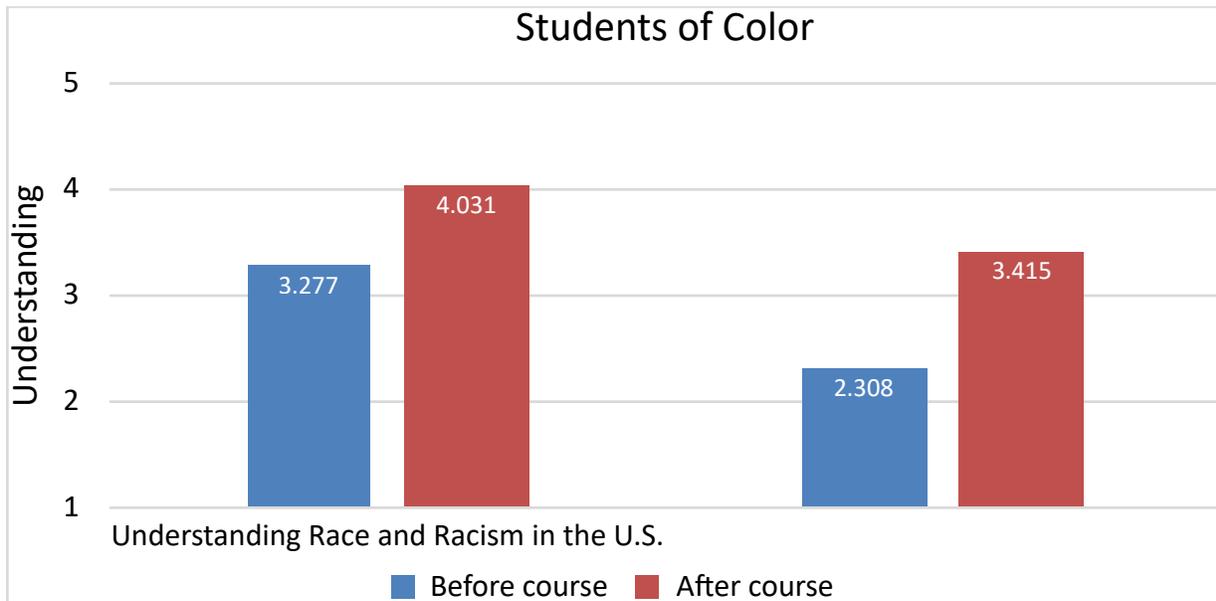
Students then used the same scale to rate their perceived “level of understanding on how to ground these issues in a biblical and theological framework”.

As can be seen in the graphs below, the perceptions of both White students and students of color of their own growth in understanding on both of the following increased significantly: (a) justice and injustice involving race and racism in the U.S. and (b) how to ground these issues in a biblical and theological framework. There were no significant differences between White students vs. students of color on their ratings.



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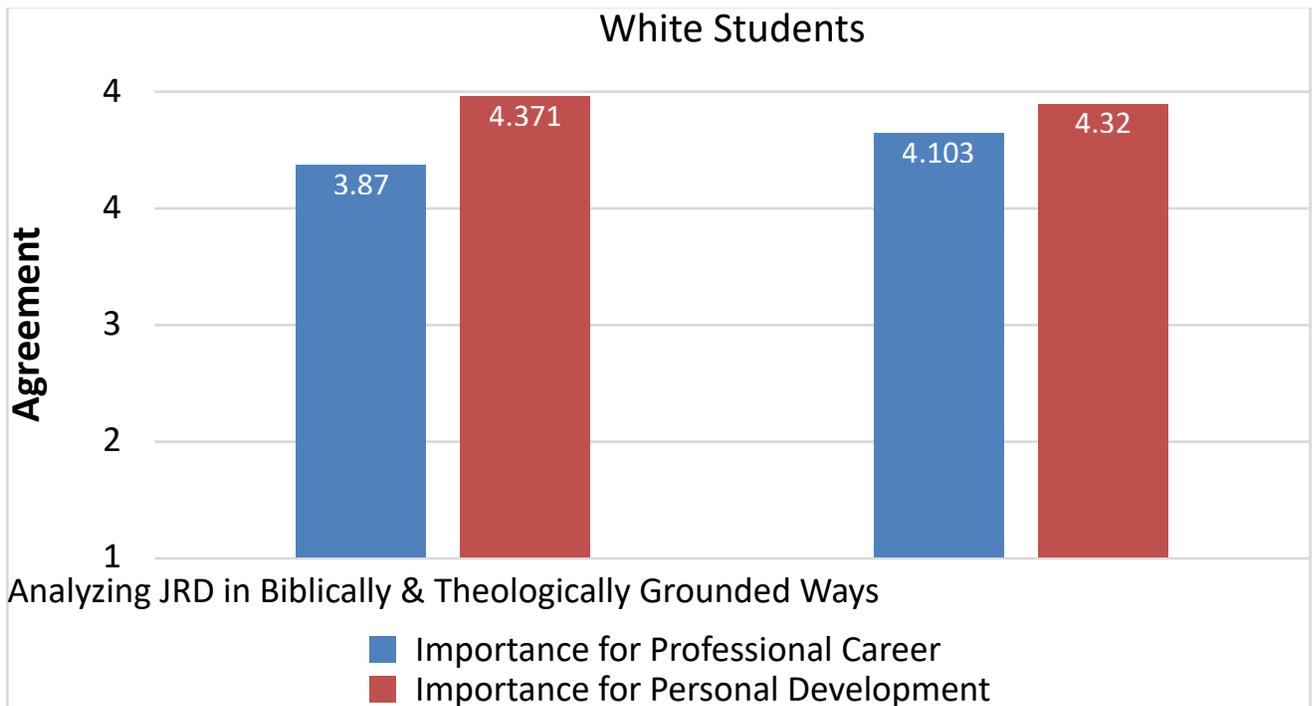
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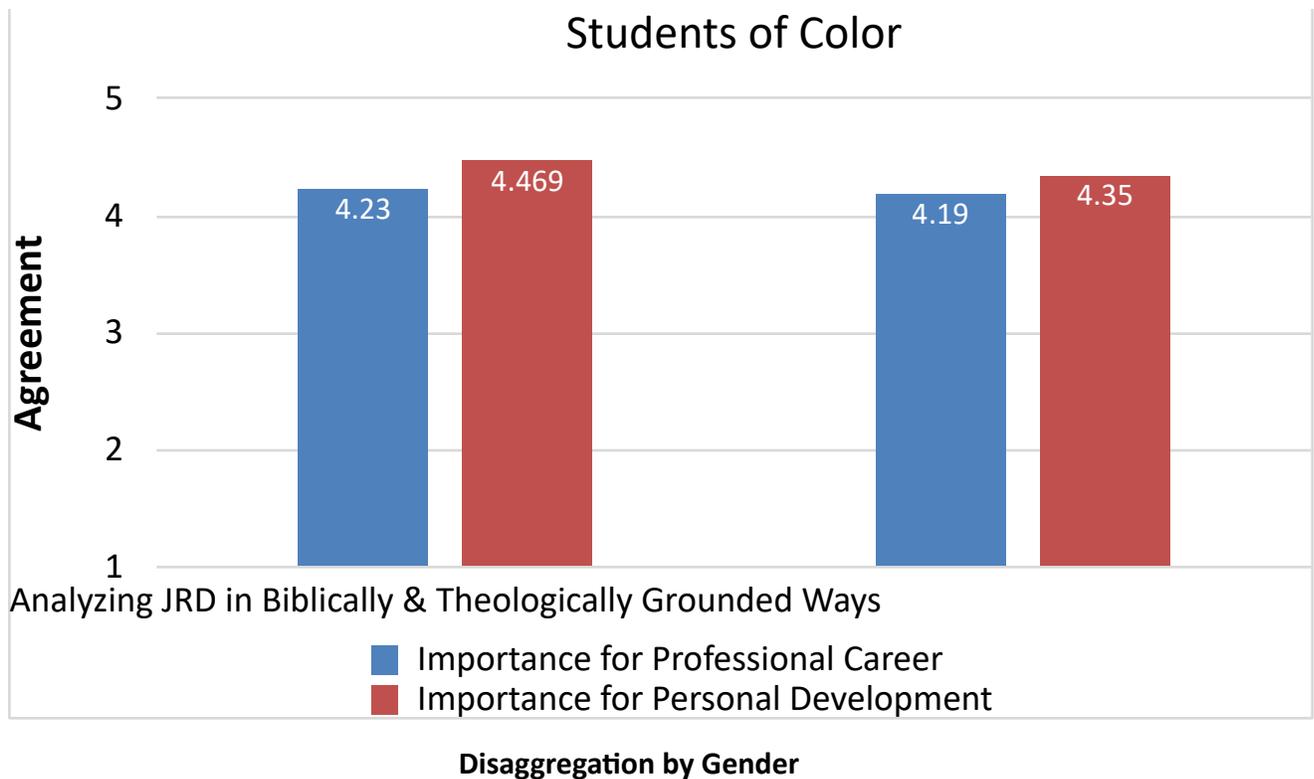
Additionally, the survey assessed how important students perceived each of these student learning outcomes (skills and competencies) were for their professional career and personal development using the following scale:

1 = Strongly disagree | 2 = Moderately disagree | 3 = Neutral | 4 = Moderately agree | 5 = Strongly agree

As can be seen below, White students' scores fell between "neutral" and "strongly agree" on the importance of these topics for their professional careers, and between "moderately agree" and "strongly agree" their personal development.

Students of color exhibited scores that fell between "moderately agree" and "strongly agree" on the importance of these topics for both their professional careers and their personal development, with the importance of these topics to their personal development rated slightly more highly than for their professional careers.





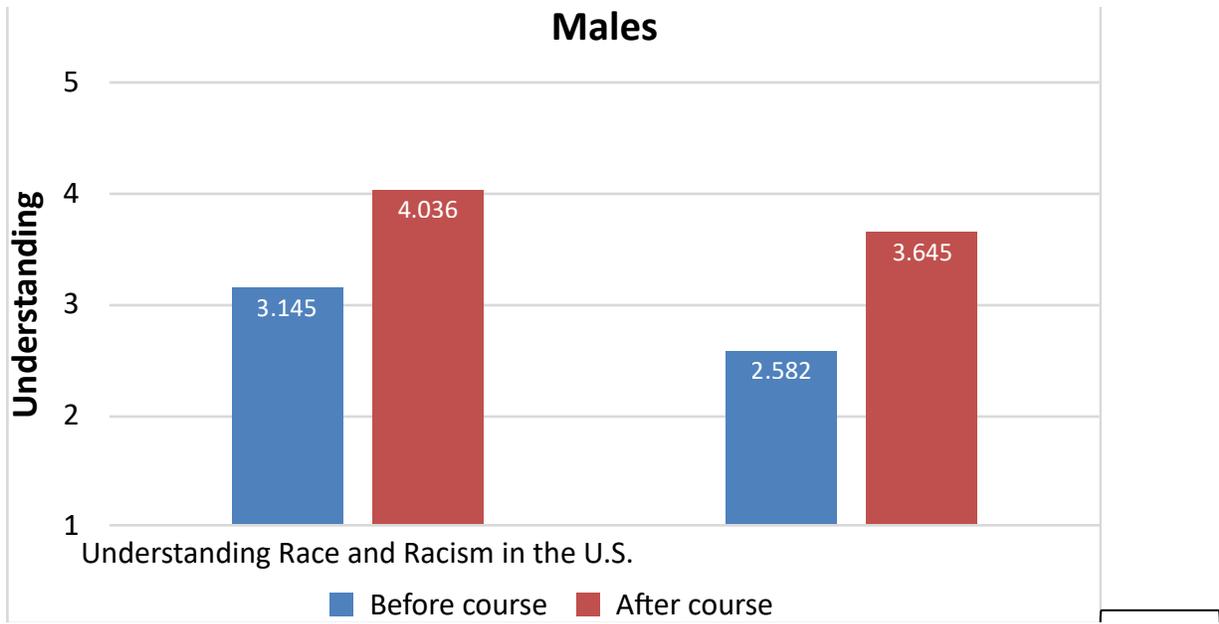
The sample consisted of 55 male students and 107 female students. The pattern of perceived growth in understanding from before vs. after taking the course was the same for male vs. female students.

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

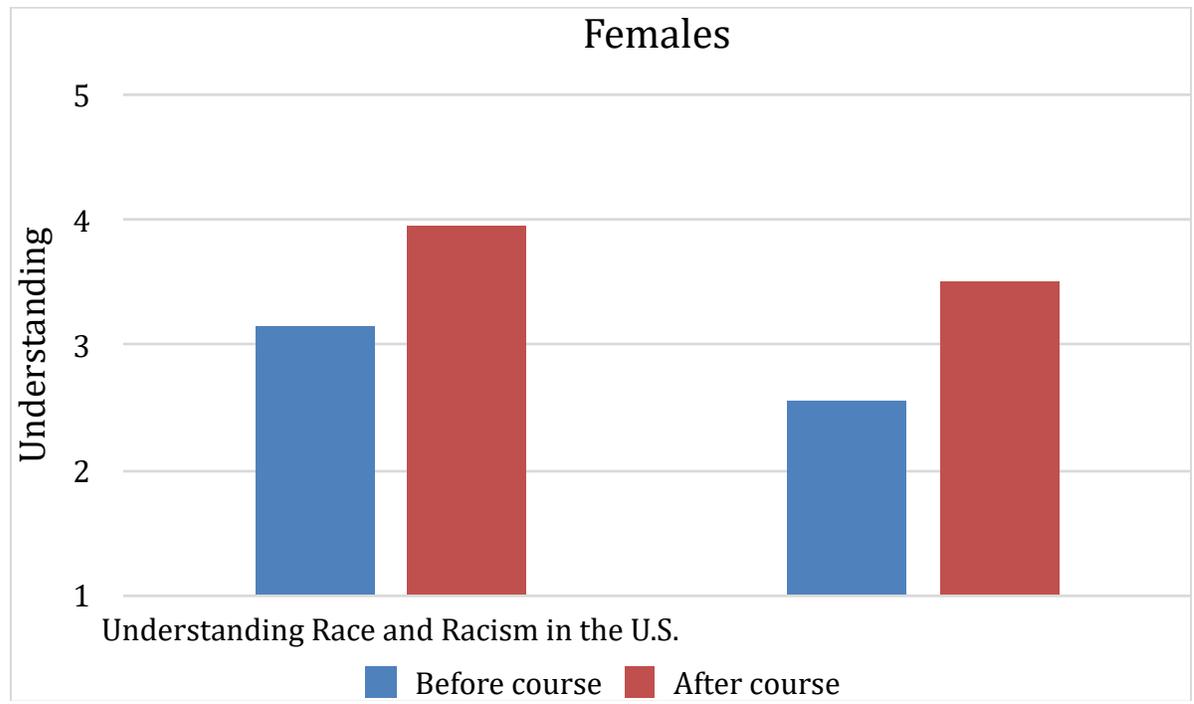
The next two questions asked students to use the same scale to rate their” level of understanding on how to ground these issues in a biblical and theological framework”.

As can be seen from the graphs below, both male and female students rated the perception of their own growth in understanding on both of the following increased significantly: (a) justice and injustice involving race and racism in the U.S. and (b) how to ground these issues in a biblical and theological framework. There were no significant differences between male vs. female students on their ratings.



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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:

1 = Strongly disagree | 2 = Moderately disagree | 3 = Neutral | 4 = Moderately agree | 5 = Strongly agree

As can be seen below, male students' scores fell between "neutral" and "moderately agree" on the importance of these topics for their professional careers, and between "moderately agree" and "strongly agree" their personal development.

Female students' scores fell between "moderately agree" and "strongly agree" on the importance of these topics for both their professional careers and personal development, with the importance of these topics to their personal development rated slightly more highly than for their professional careers.

