C4: Connections: incorporate computer science and skill into a wider interdisciplinary framework and especially into a personal faith and its accompanying worldview

What we learned about our students' learning

The rubric that was established in 2010 proved to be overly complex and unwieldy for our purposes. A revised rubric in use for the past year looks at two areas – interactions between faith and academics and interactions between computer science and other academic disciplines – and for both areas it assesses students' work as lacking, adequate, or superior. Students lacking a quality in one or both areas are unable to identify (let alone develop) any interactions or relationships. Students deemed to have an adequate level of ability will perhaps identify, but not develop, an insightful interaction or relationship. Alternatively, some students demonstrating an adequate level may identify and carefully develop superficial relationships. Either of these levels of performance are assessed as adequate. Finally, students may identify and develop *insightful* interactions and relationships and are soaid to have acquaried a superior level with respect to the area of this learning outcome. Our initial benchmark with respect to this rubric is that 70% of our students will demonstrate adequate or superior performance in articulating their thinking about interactions between faith and learning as well as CS and other disciplines. Over the last two years, 2 students were evaluated as lacking in both areas, 3 students as superior in both areas, and the remaining 10 students as adequate or superior in both areas.

Changes made or planned to improve student learning
None at this time.