

**Report of Student Learning and Achievement
Concordia University Irvine
School of Arts and Sciences – English Program**

For Academic Year:	2024-2025
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School of Arts and Sciences Mission
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English Program Purpose

The School of Arts and Sciences strives to educate its students within the multi-faceted context of the liberal arts. Firmly rooted in the Christian tradition of Concordia University Irvine, the School confidently and freely explores both the riches of the past and the knowledge of today. The School cultivates within all students a disciplined and coherent worldview to prepare them to be active and effective leaders in today's world.

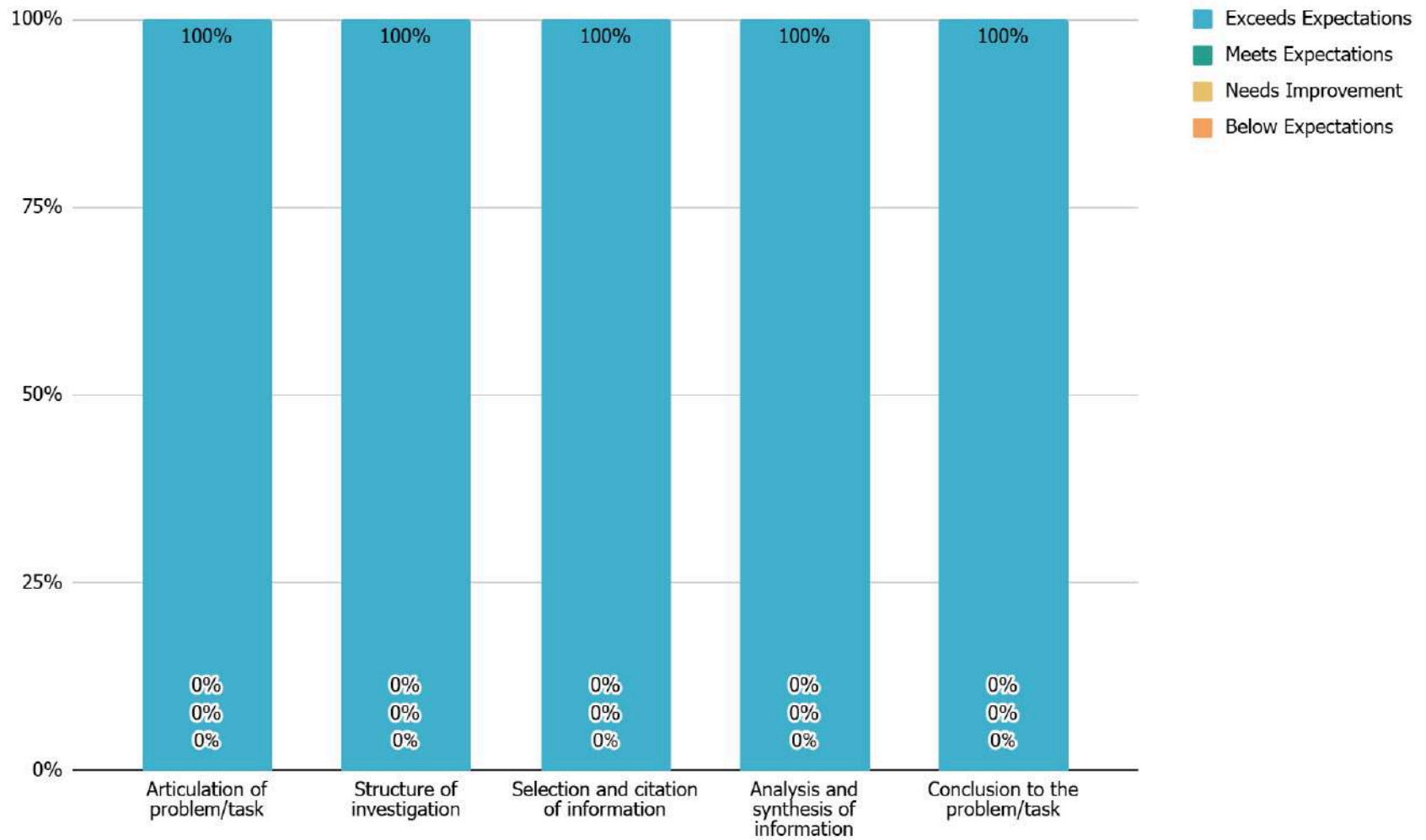
The English, Writing and Modern Language Department, guided by the Great Commission and inspired by the traditions of the liberal arts, empowers students to cultivate their God-given gifts for human thought and expression. Students of all backgrounds are welcomed into the study and practice of the aesthetic, cultural and mechanical excellences of literature, writing and language(s) for lives of leadership and service.

Program Learning Outcomes (PLOs)

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| 1. Create a sustained argument employing the writing process and context-appropriate conventions. |
| 2. Analyze and assess literary texts and contexts using appropriate research tools and methods. |
| 3. Recognize and evaluate Christian themes, tropes, hallmarks of Christian confession or struggle, and other religious distinctives in literature. |
| 4. Identify and differentiate literary periods, major writers, critical theories, and genres. |
| 5. Serve society in ethical and merciful ways, examining benefits gained and challenges encountered. |
| 6. Engage and analyze literary arts by recognizing and critiquing elements of literature including literary types, forms, and figurative language in both written and oral presentations. |
| 7. Modern Languages: Develop an increased appreciation for different cultures and societies through language learning - etymological, structural, pronunciation, or literary exempla in the student's main chosen language. |

Program Assessment Overview Aligns with ULO: Systematic Inquiry			
PLOs Assessed	Evidence and Assessment Instrument	Performance Objectives (Targets/Criteria) Measures:	Results for Measures of Student Learning:
Systematic Inquiry: Students explain a problem, articulate a (hypo)thesis, investigate using appropriate sources, analyze the information, and craft logical conclusions and creative solutions to the problem.	ENG 421: Final Exam	70%	Percentage of students who met or exceed expectations: Articulation - 100% Structure - 100% Selection - 100% Analysis - 100% Conclusion - 100%

Program Assessment Results



Summary of Program Assessment Findings

The standard was met. Faculty learned that starting a systematic inquiry with inductive reasoning (like a research/exploratory question) is better than starting it with deductive reasoning (like a finished thesis).

Summary of Achievement Outcomes

Aligns with ULO: Systematic Inquiry

2024-2025 PLO Assessed	Student Evidence: Final Exam	Student Evidence: N/A
Criterion Measured	Performance Target Was...	Performance Target Was...
Articulation of Problem / Task	Met	
Structure of Investigation	Met	
Selection and Citation of Information	Met	
Analysis and Synthesis of Information	Met	
Conclusion to the Problem / Task	Met	

Program Proposed Course of Action for Improvement in Learning Outcomes

An area for improvement would be to emphasize inductive reasoning when starting a systematic inquiry. Even though quantitative reasoning is not a primary focus in literature, we plan to occasionally implement quantitative reasoning in class lectures, discussions, and presentations in upper level English courses. We've shared EEC's Commendations and Recommendations in a faculty meeting in Spring 2025, and we plan to initiate another conversation in Fall 2025 as a follow-up on how these recommendations are being implemented.