

Report of Student Learning and Achievement
Concordia University Irvine
School of Arts and Sciences – General Education Program

For Academic Year:	2024-2025
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School of Arts and Sciences Mission
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General Education Program Purpose
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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. Concordia University Irvine's (CUI) Enduring Questions & Ideas (Q&I) general education curriculum is the foundation for all academic work at the university. Composed of Core and Exploration courses, Q&I provides the essential knowledge an educated person should possess and the intellectual habits and skills necessary to use it well in every area of life. Through this broad intellectual experience, students pursue the general education learning outcomes that CUI faculty have identified as crucial for achieving excellence in academics and being prepared to serve society and the church as "wise, honorable, and cultivated citizens."

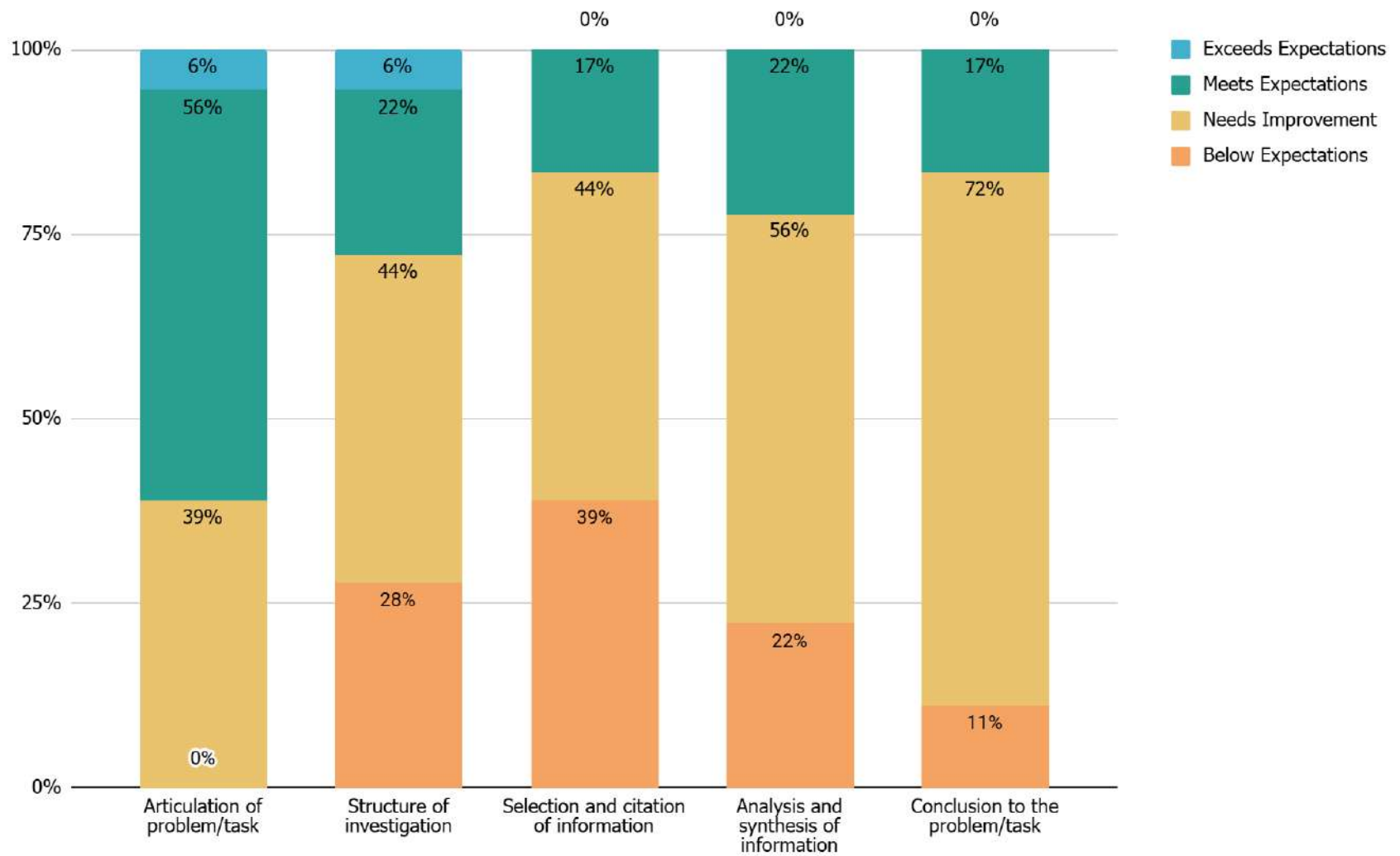
Program Learning Outcomes (PLOs)

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| 1. Written Communication (WC): Students compose focused and coherent written content; organize and logically develop their ideas; find, analyze, and integrate appropriate sources; and demonstrate facility in discipline- or genre-specific conventions of writing. |
| 2. Oral Communication (OC): Students make verbal presentations in which they articulate a central message, organize main ideas, integrate appropriate supporting information, employ language appropriate for the topic and audience, and utilize delivery techniques that enhance the presentation. |
| 3. Systematic Inquiry (Critical Thinking [SI:CT] & Information Literacy [SI:IL]): 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. |
| 4. Quantitative Reasoning (QR): Students interpret and analyze quantitative information in order to solve a wide range of problems, from those arising in research to everyday issues and questions. |

5. Christian Literacy and Faith (CLF): Students describe the contents and contexts of the Bible, Christianity's major teachings, how the Christian faith connects to their academic discipline(s) and vocation(s) in life, and have many opportunities to receive instruction in the Christian faith.
6. Service to Society and Church (SSC): Students serve society in ethical and merciful ways, examining benefits gained and challenges encountered, and Christian students have many opportunities to serve the church.
7. Informed and Responsive Citizenship (IRC): Students explain, from a disciplinary perspective, how the university's vision of preparing "wise, honorable and cultivated citizens" has influenced their understanding of and response to social, cultural, spiritual, scientific, health, economic, political, and ethical issues in their community, their country, and throughout the world.
8. Specialized Knowledge (SK): Students apply knowledge in a specific field that draws on current research, scholarship and/or techniques in the field.

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 (Critical Thinking): 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.	CPHL 200 - Paper #1: Case Study, and Paper #2: Philosophical Book Report	60% achieving a 3 or 4 on the Systematic Inquiry Rubric	Percentage of students who met or exceed expectations: Articulation - 61% Structure - 28% Selection - 17% Analysis - 22% Conclusion - 17%

Program Assessment Results



Summary of Program Assessment Findings

1. Articulation of problem / task: 62%
2. Structure of investigation: 28%
3. Selection and Citation of Information: 17%
4. Analysis and synthesis of information: 22%
5. Conclusion to the problem / task: 17%

This gives us a picture of where the transfer students are when they enter our Transfer Core program. The results are a bit surprising, given that all of these students have taken college courses at other colleges.

Summary of Achievement Outcomes

Aligns with ULO: Systematic Inquiry

2024-2025 PLO Assessed	Student Evidence: Case Study and Paper Philosophical Book Report	Student Evidence: N/A
Criterion Measured	Performance Target Was...	Performance Target Was...
Articulation of Problem / Task	Met	
Structure of Investigation	Not Met	
Selection and Citation of Information	Not Met	
Analysis and Synthesis of Information	Not Met	
Conclusion to the Problem / Task	Not Met	

Program Proposed Course of Action for Improvement in Learning Outcomes

Instructors will need to take more time with explaining the requirements for this type of paper, not assuming that their students are prepared. Next year, we will assess Systematic Inquiry again, this time using a paper or exam from the end of the semester; we will then be able to see how or if the students are improving in this area.