

**Report of Student Learning and Achievement
Concordia University Irvine
School of Arts and Sciences – History and Political Thought Program**

For Academic Year:	2024-2025
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School of Arts and Sciences Mission
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History and Political Thought Program Purpose
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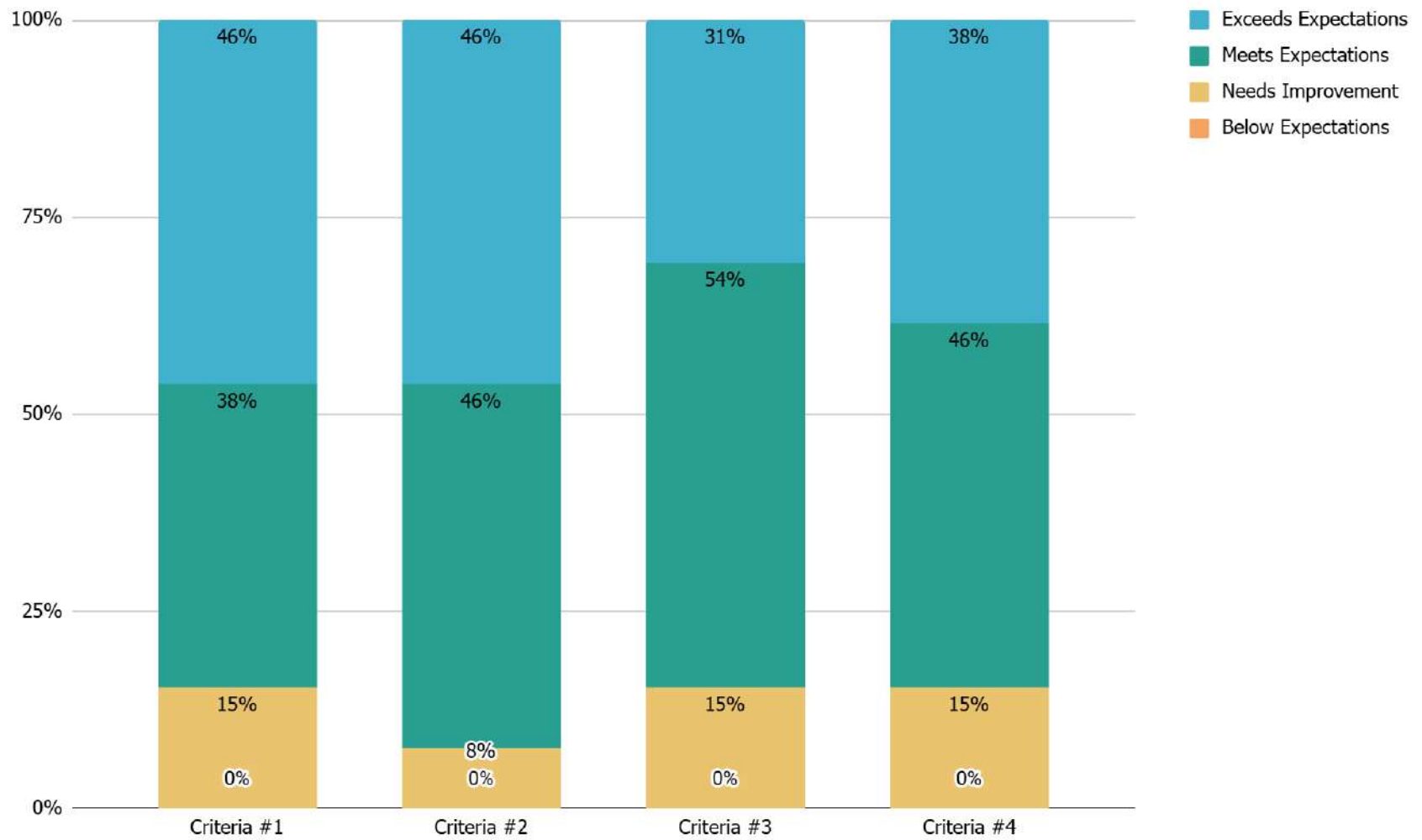
The School of Arts and Sciences strives to educate its students within the multi-faceted context of the liberal arts. Firmly rooted in the Christian tradition of Concordia University Irvine, the School confidently and freely explores both the riches of the past and the knowledge of today. The School cultivates within all students a disciplined and coherent worldview to prepare them to be active and effective leaders in today's world.

The History and Political Thought Department endeavors to equip students to “see life steadily and see it whole.” The courses required for both the major and minors look at the human experience over the course of the ages. They are approached from the liberal arts tradition of learning for the sake of learning and cover a broad range of topics. Students can expect a rigorous approach to learning through reading, research, and writing. The result for graduates in this program will be a mind that is not only well filled but also well trained.

Program Learning Outcomes (PLOs)	
1. Empirical Inquiry - Explain and conduct empirical research to study human experience and behavior, both past and present; Utilize primary and secondary sources to demonstrate knowledge of past and present cultures of the world and issues affecting the global community.	
2. Theoretical Cognizance - Examine major concepts, models, and theories to interpret human experience within the context of historical, political, sociocultural, and economic life.	
3. Articulate Expression - Conceptualize and articulate important elements of selected disciplines within the social sciences through persuasive written and oral communication.	
4. Historical and Existential Awareness - Gain an appreciation and understanding of the social sciences by which students recognize that “while we do not live in the past, the past lives in us.”	
5. Cultural Understanding - Recognize and explain that documents and artifacts are art forms that record cultural change and serve as a moralizing influence.	
6. Artistic Appreciation - Develop an appreciation of the fine arts through an interdisciplinary approach to the social sciences.	
7. Christian/Western Worldview - Critique the role of the Christian church in molding western thought and law, as well as instances when other regional world-views were adopted, embraced, or discarded by the church.	
8. Historical and Existential Awareness - Apply examples from the social sciences of heroic actions, humility, and grace.	

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:
Utilize primary and secondary sources to demonstrate knowledge of past and present cultures of the world and issues affecting the global community.	HST 336 - Primary Source Analysis	70%	Percentage of students who met or exceed expectations: Criteria #1 - 85% Criteria #2 - 92% Criteria #3 - 85% Criteria #4 - 85%

Program Assessment Results



Summary of Program Assessment Findings

For criterion #1 (Logically traces an argument by establishing a thesis which is traced to a convincing conclusion), 11 out of 13 student papers met or exceeded the expectations (6 exceeded). These results demonstrate a good understanding among a vast majority of students regarding thesis development, with only two students needing improvement in this category. We will continue to reinforce thesis development and clearly articulate how students should develop a thesis and support it in a paper. Furthermore, we will continue to encourage thesis development as a discrete stage of writing and for students to avail themselves of writing resources on campus, e.g. the Writing Studio.

For criterion #2 (Presents solid content and accurate information in support of thesis that reflects broad study and deep thought), 12 out of 13 student papers met or exceeded expectations (6 exceeded). Papers in the category demonstrated a solid grasp of the assignment and were able to deliver a good historical analysis with accurate information, showing both depth of research and breadth of scope. This demonstrates also that what is presented in the history classroom translates into their own work as historical thinkers.

For criterion #3 (Is written fluently in Standard Written English by observing conventions of syntax, spelling, and mechanics, as well as organization and format), 11 out of 13 student papers met expectations (4 exceeded). As a developing skill, a vast majority of student papers reflect an ability to write at an average or above-average level; improvement and continued excellence in this domain comes from reading and writing practice, which is standard in all history coursework.

For criterion #4 (Correctly documents references and citations by observing a consistent style appropriate to the disciplines of History and Political Thought), 11 out of 13 student papers meet expectations (5 exceeded). As with thesis development, writing and presenting final work for submission that observes the conventions of a particular style is a discrete skill that can be practiced and maintained; a significant amount of the students are proficient in this regard.

Summary of Achievement Outcomes Aligns with ULO: Systematic Inquiry		
2024-2025 PLO Assessed	Student Evidence: Primary Source Analysis	Student Evidence: N/A
Criterion Measured	Performance Target Was...	Performance Target Was...
Criteria #1	Met	
Criteria #2	Met	
Criteria #3	Met	
Criteria #4	Met	

Program Proposed Course of Action for Improvement in Learning Outcomes
The next iteration of the class in which the signature assignment will be evaluated will be Fall 2025. We will not aim to adjust anything in the course curriculum, but encourage all faculty to be aware of student shortcomings in particular areas. We will encourage faculty to develop a short assignment to reinforce and assess student understanding of proper citations. We will also encourage faculty to meet with students individually or in a class session on the topic of thesis development. Furthermore, we will continue to encourage students, for all writing assignments, to utilize campus resources such as the Writing Studio. The department aims to solidify assessment cycles over the next year in connection to our recent revision of the history major and our ongoing revision of the history minors. We will aim to assess a different PLO in connection with Oral Communication when the WC/OC assessment year comes up in the cycle.