

Report of Student Learning and Achievement
Concordia University Irvine
School of Arts and Sciences – Psychology, Sociology, and Anthropology Program

For Academic Year:	2024-2025
---------------------------	-----------

School of Arts and Sciences Mission
--

Psychology, Sociology, and Anthropology 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 Department of Psychology, Sociology and Anthropology explores, explicates, conceptualizes, and interprets the human experience. Through social science methodologies students will discover how individuals think about, construct, act upon and relate to themselves and others.

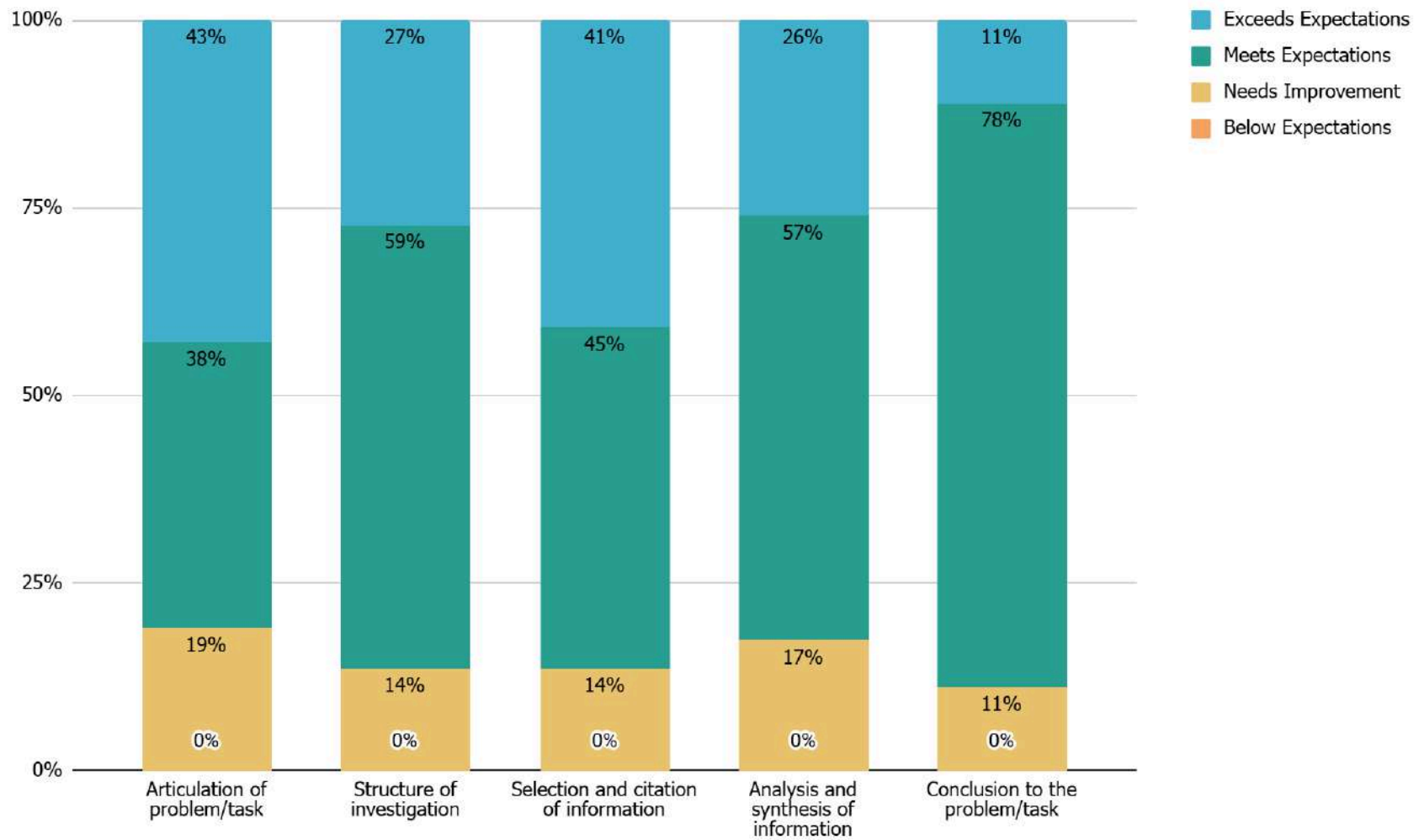
The Behavioral Sciences major utilizes the tools of anthropology, psychology and sociology to explore the complex nature of the human experience. An interdisciplinary approach will create a foundation within which students will investigate the dynamic between self and society, agency and structure and nature and culture. Students can choose an emphasis that further explores one of the dimensions of the Behavioral Sciences, such as culture (Anthropology emphasis), the individuals (Psychology emphasis), or society (Sociology emphasis).

Program Learning Outcomes (PLOs)

- | |
|--|
| 1. Write and speak in genres appropriate to the behavioral sciences. |
| 2. Summarize and evaluate literature to demonstrate critical understanding of content, theories and methods. |
| 3. Demonstrate understanding of statistical concepts, perform calculations successfully and apply problem solving strategies to analyze statistical data and draw appropriate conclusions. |
| 4. Illustrate how a Christian world-view interrelates with and complements the scientific study of human behavior. |
| 5. Examine the different components of socio-cultural and international diversity. |

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:
PLO #2: Systematic Inquiry (Critical Thinking and Informational Literacy) Summarize and evaluate literature to demonstrate critical understanding of content, theories, and methods.	BSC 492 (The Good Society) - Capstone Final Paper (Literature Review)	70% of students will meet the 'Systematic Inquiry' criterion on the final research paper rubric by effectively utilizing peer-reviewed sources to investigate a research question.	Percentage of students who met or exceed expectations: Articulation - 81% Structure - 86% Selection - 86% Analysis - 83% Conclusion - 89%

Program Assessment Results



Summary of Program Assessment Findings

Each assessor utilized CUI's ULO Rubric for Systematic Inquiry (Critical Thinking and Information Literacy) to assess at least eight papers each, with four papers reviewed by all three assessors and at least two assessors reviewing seven papers. The rubric evaluates performance across five criteria: articulation of the problem/task, structure of investigation, selection, and citation of information, analysis, and synthesis of information, and conclusion to the problem/task. These categories align directly with the components of systematic inquiry as defined by the university's learning outcomes.

The scores for each criterion are drawn from the UG APLO Data & Results - Systematic Inquiry (2025) Google Sheet and provide a detailed view of student performance. The data offers aggregate insights into how well students demonstrated competency in critical thinking and information literacy through their capstone research papers. These results form the foundation for evaluating how students meet the intended outcomes of the program and the university.

The aggregate APLO results for Systematic Inquiry indicate that most students meet expectations across the five assessed criteria.

For the criterion of articulation of the problem or task (n=11), 43% exceeded expectations by clearly and thoroughly articulating the problem or task, while 38% met expectations by adequately doing so. The remaining 19% fell below expectations, demonstrating minimal articulation of the problem or task. In total, 81% of students met or exceeded expectations in this criterion, indicating that the majority could define their research focus effectively, a foundational component of systematic inquiry.

For the structure of investigation criterion (n=11), 27% of students exceeded expectations by clearly and skillfully expressing a hypothesis and organizing their investigation effectively. 59% met expectations by adequately presenting a hypothesis and coherently structuring their research. The remaining 14% fell below expectations, offering only a minimal or unclear expression of a hypothesis. These results indicate that 86% of students demonstrated an acceptable or strong grasp of how to frame and structure an academic investigation, a key element of systematic inquiry.

For selection and citation information criterion (n=11), 41% of students exceeded expectations by selecting sources highly relevant to their research questions and citing them accurately and consistently. An additional 45% met expectations by using appropriate sources and generally citing them correctly. The remaining 14% fell below expectations, demonstrating inconsistent or infrequent citation practices. Overall, 86% of students met or exceeded expectations in this area, suggesting that most students effectively engage with scholarly sources and adhere to academic citation standards—an essential skill in demonstrating information literacy.

For the analysis and synthesis of information criterion (n=11), 26% of students exceeded expectations by clearly and thoroughly explaining, evaluating, and synthesizing information to support their hypothesis. Another 57% met expectations by adequately analyzing and integrating relevant sources. The remaining 17% fell below expectations, offering minimal explanation, limited evaluation, or insufficient support for their hypothesis. These results indicate that 83% of students demonstrated competency in this critical area of systematic inquiry, showing an overall ability to engage meaningfully with academic material supporting their research claims.

For the conclusion to the problem or task criterion (n=11), 11% of students exceeded expectations by crafting a strong and creative conclusion or solution grounded in their investigation. A majority—78%—met expectations by providing acceptable conclusions or solutions based on the evidence and analysis presented. The remaining 11% fell below expectations, either overstating their findings or offering limited conclusions that were not well supported by their research. Overall, 89% of students met or exceeded expectations in this area, demonstrating the ability to draw meaningful and appropriate conclusions from their systematic inquiry.

Data from the UG APLO Data & Results - Systematic Inquiry (2025) Google Sheet (Appendix E) suggests that graduating seniors in the Department of Psychology, Sociology, and Anthropology demonstrate competency in articulating a research problem, structuring an investigation, selecting and citing appropriate sources, analyzing and synthesizing information, and drawing informed conclusions. These results affirm that the capstone research paper effectively supports developing and assessing critical thinking and information literacy skills aligned with the program and university-level learning outcomes.

Summary of Achievement Outcomes Aligns with ULO: Systematic Inquiry		
2024-2025 PLO Assessed	Student Evidence: Capstone Final Paper	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

Among the assessed criteria, the conclusion to the problem or task had the lowest percentage of students exceeding expectations, with only 11% demonstrating a strong and creative conclusion grounded in their investigation. Additionally, 19% of students needed improvement on the conclusion to the problem or task. In response, the instructor of record, Kristen Koenig, will integrate the Systematic Inquiry rubric into the existing capstone paper rubric beginning in the Fall 2025 semester. This integration is intended to reinforce the importance of critical thinking and information literacy throughout the research process, particularly in developing well-supported, thoughtful conclusions. The updated rubric will also serve as a tool for internal assessment to determine whether student performance on this criterion improves in future semesters.