

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

For Academic Year:	2024-2025
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School of Arts and Sciences Mission
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Visual Arts 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 Art Department offers majors and minors in art and graphic design with emphases in art graphic design or studio art. In both majors, students create art and design that utilizes the elements and principles of design, strong drawing skills, and composition while they also build aesthetic and communication capabilities. The relationship of technique and content is further explored while students are introduced to art history, contemporary practices, and a distinct cultural awareness. Each major empowers students to follow an exciting vocational path in the visual arts. Students leave the program equipped for a successful future in their chosen field.

Program Learning Outcomes (PLOs)

Art Major

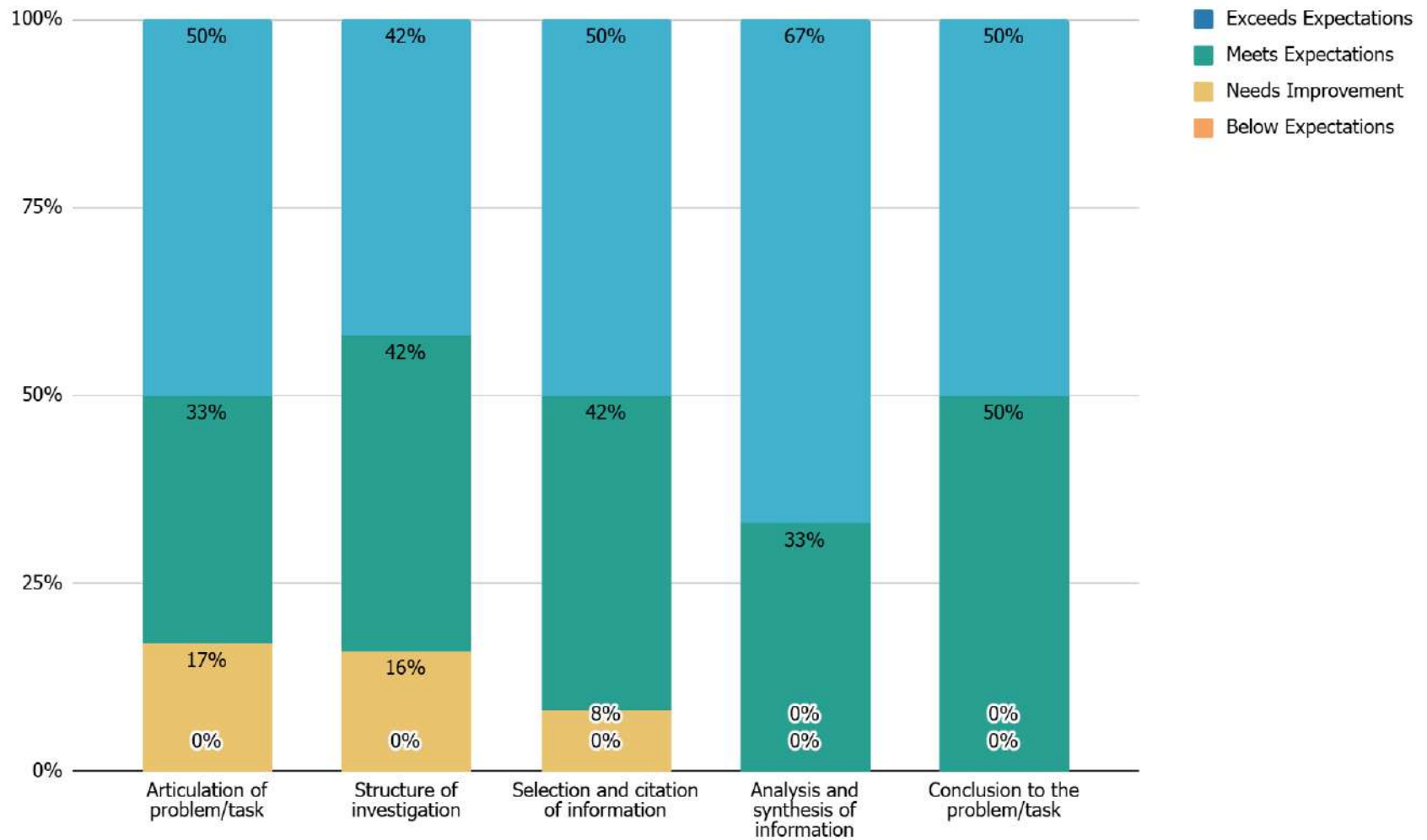
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| 1. Describe and apply elements and principles of art to critique a work of art. |
| 2. Examine the symbolic or metaphorical meaning of a work of art. |
| 3. Develop conceptual, visual, and creative techniques in the art planning process |
| 4. Examine contemporary and historical art to enhance one's own artwork. |
| 5. Produce creative artwork that demonstrates diversity and multicultural themes. |
| 6. Generate projects that apply elements and principles of art, utilizing a variety of media. |

Graphic Design Major
1. Generate projects that apply elements and principles of design.
2. Produce symbolic representations.
3. Employ principles of typographic formalism to designs.
4. Create imagery that utilizes studio art and digital illustrations.
5. Apply technology used in the graphic design industry.
6. Develop conceptual, visual, and creative techniques in the design planning process.
7. Write creative briefs that communicate design ideas and expectations.

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:
Studio Art PLO #3 Demonstrate a process of research, development, and revision to produce a generous body of personal work that culminates in a gallery exhibit. (Systematic Inquiry, Specialized Knowledge) Studio Art PLO #4 Develop artworks that create meaningful conversations with artworks across cultures, times, and places, demonstrating their sense of context in art history. (Systematic Inquiry)	ART 496 and ART 497: body of artwork, gallery show, and presentations; student self-assessment as an indirect measure	75% of the sample will score a 3 or higher on the Studio Art Systematic Inquiry rubric criteria.	Percentage of students who met or exceed expectations: Articulation - 83% Structure - 84% Selection - 92% Analysis - 100% Conclusion - 100%
Graphic Design PLO #2 Produce symbolic representations. (Systematic Inquiry)	ARTG 461 - Weekly Creative Project	75% of the sample will score a 3 or higher on the Graphic Design Systematic Inquiry rubric criteria.	Percentage of students who met or exceed expectations: Articulation - 95% Structure - 95% Selection - 89% Analysis - 89% Conclusion - 89%

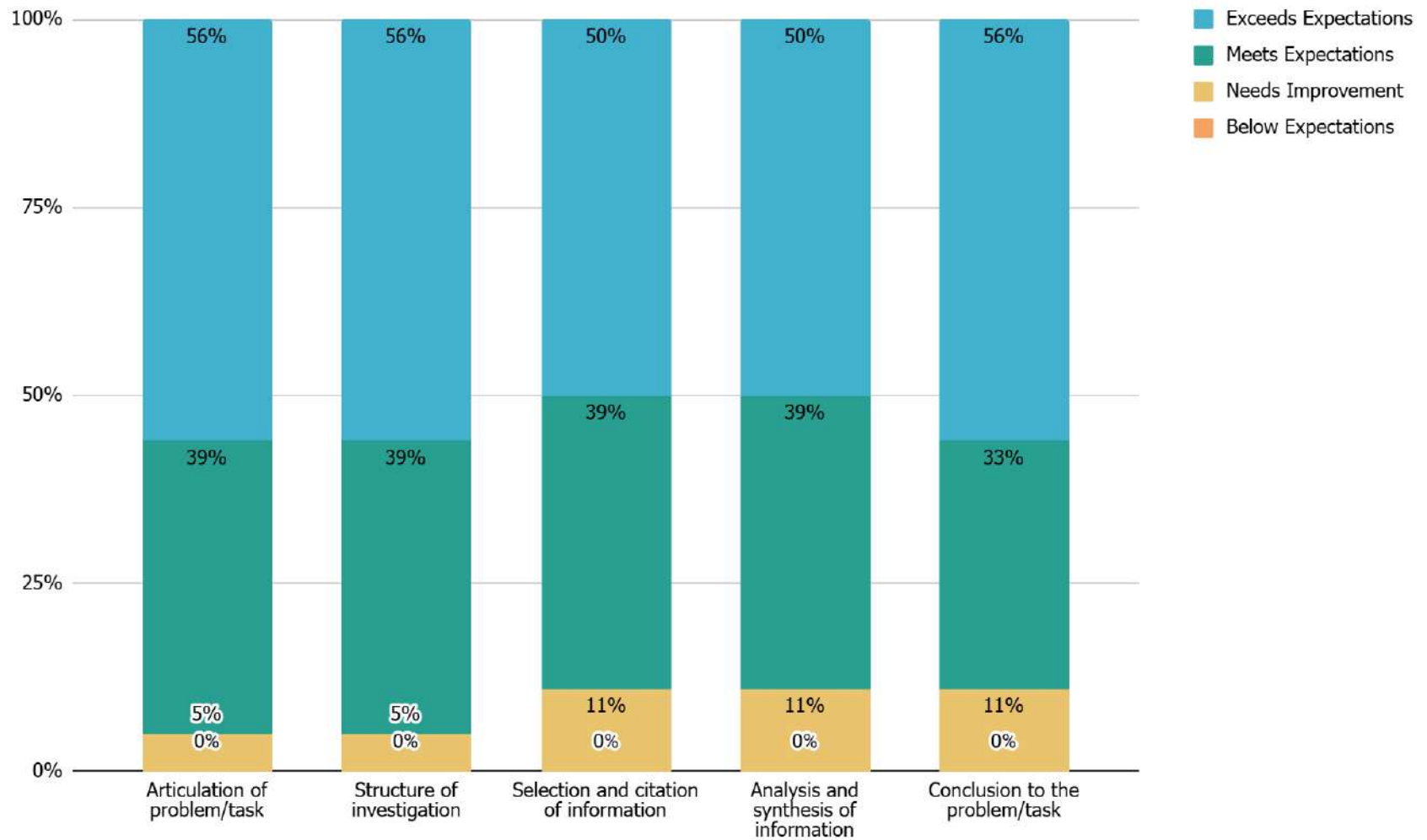
Program Assessment Results

Studio Art



Program Assessment Results

Graphic Design



Summary of Program Assessment Findings

Art Major

The students did well overall. They performed the very highest in the categories of the proposal and the structure of the investigation. After reviewing the samples, we discussed that the proposal for the assignment needs to be more specific regarding methods of collecting research, such as collecting image sources, online tutorials, and thumbnail sketches. This may include developing an outline with more specific requirements while still allowing students the freedom that they value in the assignment—this expands the systematic inquiry aspect of this project.

Graphic Design Major

The students did well overall. Students performed the most highly in the analysis and synthesis of information. We practice analysis and synthesis in every studio art course, and analysis as well in the art history courses

Summary of Achievement Outcomes

Aligns with ULO: Systematic Inquiry

2024-2025 PLO Assessed	Student Evidence: Studio Art - Body of artwork, gallery show, and presentations	Student Evidence: Graphic Design Weekly Creative Project
Criterion Measured	Performance Target Was...	Performance Target Was...
Articulation of Problem / Task	Met	Met
Structure of Investigation	Met	Met
Selection and Citation of Information	Met	Met
Analysis and Synthesis of Information	Met	Met
Conclusion to the Problem / Task	Met	Met

Program Proposed Course of Action for Improvement in Learning Outcomes

For both Graphic Design and Studio Art, we discover we have common plans and areas for improvement that we can work on to address together. Students need more coaching for writing a useful proposal and outline at the outset. We expect these to be revised through the research and development process, but the students with the most specific hypotheses tended to have more to dig their teeth into, whether to fully develop the idea or to see that it needed a change in direction. We'll collect or make samples of good and bad proposals and outlines to share with students at the start of their capstone project. We do this with the artist or project statements, and this has yielded written and verbal work so far this year. We hope for it to guide the thoughts of the student artist throughout their investigation. Student feedback collected in our Google form from May 2025 and discussions with students reveal that they appreciate having the capstone project stretched over a full year instead of compressed into a semester. This was our first year with this change, and that is encouraging to continue with this plan. One piece of helpful student feedback we received from the Google form was: "The pressure of crafting a whole show forced me to make decisions that informed my design and creative process. Using that pressure earlier on would have made for better decisions and less stagnation." It is a big leap to go from typical classes to a year of independent investigation. As students build muscles for how to pursue a disciplined inquiry (muscles which they need when they graduate), they could use more external pressure at the start (more than weekly homework deadlines; they need a percentage of the body of artwork for the show to be complete at each quarter of the year). Through modeling discipline, they can more gradually be given responsibility to monitor their working schedule. Another piece of student feedback from the Google form was: "The problems I encountered were from a paralysis of options- time being utilized to make faster decisions would have been better. Working hypotheses are better than fully fleshed-out ideas." This relates directly to the Systematic Inquiry ULO and future structuring of the investigation, with helpful limits balanced with freedom of exploration.