

Report of Student Learning and Achievement
Concordia University Irvine
Christ College – Graduate Program

For Academic Year:	2025-2026
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Christ College Mission

Graduate Program Purpose

Grounded in Scripture and the Lutheran Confessions, **Christ College** cultivates students to know God in Christ for lives of service to church and world.

The Master of Arts in Church Leadership prepares, equips, and forms Christian students for ministry leadership in Christian congregations as pastors and other ministry leaders. Through academic course work, spiritual and ministry formation, and hands on ministry experience, students will be prepared to serve in ministry in our ever-changing world. Students may choose an emphasis in Christian Ministry or in Teaching and Biblical Interpretation.

The Master of Arts in Theology offers a core curriculum in advanced theological study for students who desire to be well prepared biblically and theologically, combined with flexibility for specific student emphases. Students can pursue goals including acquisition of advanced skills for Christian ministry. The Master of Arts (MA) in Theology degree is designed to stand alone for research and education or prepare students for doctoral programs at other major universities or graduate schools in the United States and abroad.

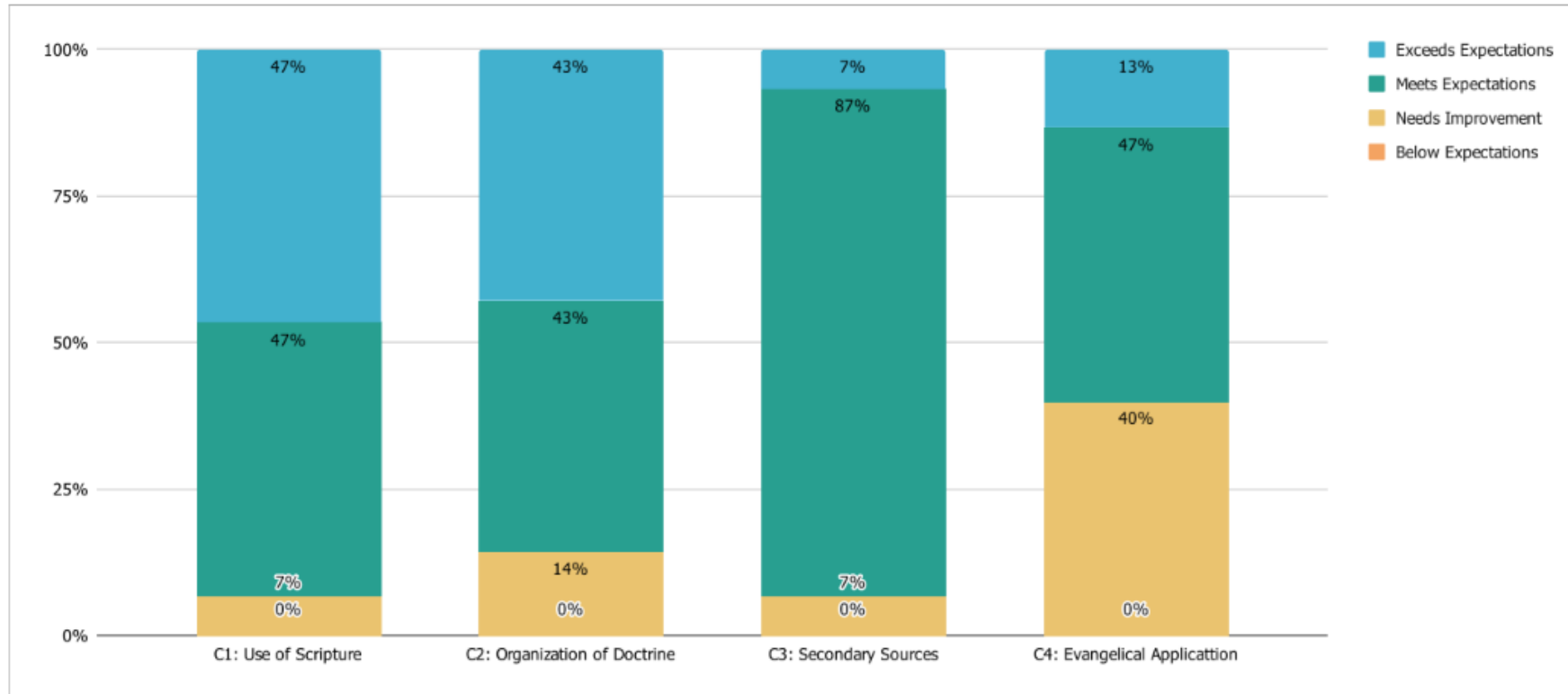
Program Learning Outcomes (PLOs)

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| 1. Comprehension of Scripture - Express an understanding of the language, contents, history, culture, and themes of the Bible. |
| 2. Understanding of Doctrine - Integrate and articulate biblical doctrine in systematic constructs. |
| 3. Acquaintance with Other Theological Thought and Expression - Accurately describe prominent religions, denominations, and philosophies of the past and present. |
| 4. Development of Faith in Christ - Christian students shall articulate a personal faith in Christ that is well informed from a biblical perspective. |
| 5. Mission-oriented Church Leadership - Christian students, whether preparing for called ministry or lay leadership in the church, will demonstrate skills and attitudes to effectively live out and lead the church in the Great Commission and lives of service. |

Program Assessment Overview Aligns with GLO: Effective Communication			
PLOs Assessed	Evidence and Assessment Instrument	Performance Objectives (Targets/Criteria) Measures:	Results for Measures of Student Learning:
Understanding of Doctrine (Effective Communication)	TSYS 513 Systematics III + THL 573 Systematic Doctrinal Theology - Doctrine Project	80%	Percentage of students who met or exceed expectations: Use of Scripture - 93% Organization of Doctrine - 86% Secondary Sources - 93% Evangelical Application - 60%

Summary of Program Assessment Findings
The expected standard was met for each criterion except Evangelical Application. The strongest area was the use of Scripture, where students consistently demonstrated the ability to incorporate multiple relevant passages effectively to support doctrinal claims. This strength likely reflects the instructor's emphasis. The weakest area was the evangelical application of doctrine. The average score was 2.73, but only 60% of artifacts scored 3 or 4. This suggests that while students are competent in this area, it has not been emphasized to the same degree within the assignment or instruction. The results reveal that students are capable of engaging deeply with complex doctrinal issues and are developing strong competencies in theological reasoning. In particular, they demonstrate a clear ability to support arguments with Scripture, often drawing on multiple passages with accuracy and relevance. At the same time, the data suggest that students tend to prioritize areas that are most clearly emphasized by the instructor or assignment guidelines. As a result, evangelical application—while present—receives comparatively less attention. This indicates that student performance is closely aligned with perceived instructional priorities. Overall, the students exhibit strong academic and theological skills, with clear evidence of effective teaching and assignment design.

Program Assessment Results



Summary of Achievement of Program Learning Outcomes

Aligns with GLO: Effective Communication

2025-2026 PLO Assessed	Student Evidence: TSYS 513 Systematics III + THL 573 Systematic Doctrinal Theology - Doctrine Project	Student Evidence: N/A
Criterion Measured	Performance Target Was...	Performance Target Was...
Use of Scripture	Met	
Organization of Doctrine	Met	
Secondary Sources	Met	
Evangelical Application	Not Met	

Program Proposed Course of Action for Improvement in Learning Outcomes

The overall quality of student work was high, reflecting effective instruction, clear assignment design, and strong student engagement. The results suggest that the course instructor successfully communicated expectations and supported student learning, contributing to the positive outcomes observed in this assessment cycle. Nevertheless, several opportunities for improvement emerged:

- Rubric alignment and clarity:
Continued attention should be given to aligning assignment instructions, grading rubrics, and program learning outcomes to ensure that all targeted competencies are consistently reinforced. Faculty should be given access to and guidance on using the program rubric to ensure balanced emphasis across all criteria, rather than selective prioritization.
- Review of the “secondary sources” rubric:
Current performance descriptors may require revision. Specifically, misusing or mischaracterizing sources may represent a more serious deficiency than not using sources at all, and the rubric should reflect this distinction.