

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

For Academic Year:	2025-2026
---------------------------	------------------

School of Arts and Sciences Mission
--

General Education Program Purpose
--

The School of Arts & Sciences fosters the virtues of curiosity, courage, and humility in our students, thereby preparing them for their vocations in service to others. This is accomplished within the Lutheran liberal arts tradition by engaging with many enduring questions while relying upon the truth found in Jesus Christ.

The School of Arts and Sciences teaches a majority of the Q&I general education offerings of the university and monitors the courses, majors, minors, and professional programs through its different departments for the purpose of developing "wise, honorable, and cultivated citizens" in a variety of fields of study.

Concordia University Irvine's 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 Concordia 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)

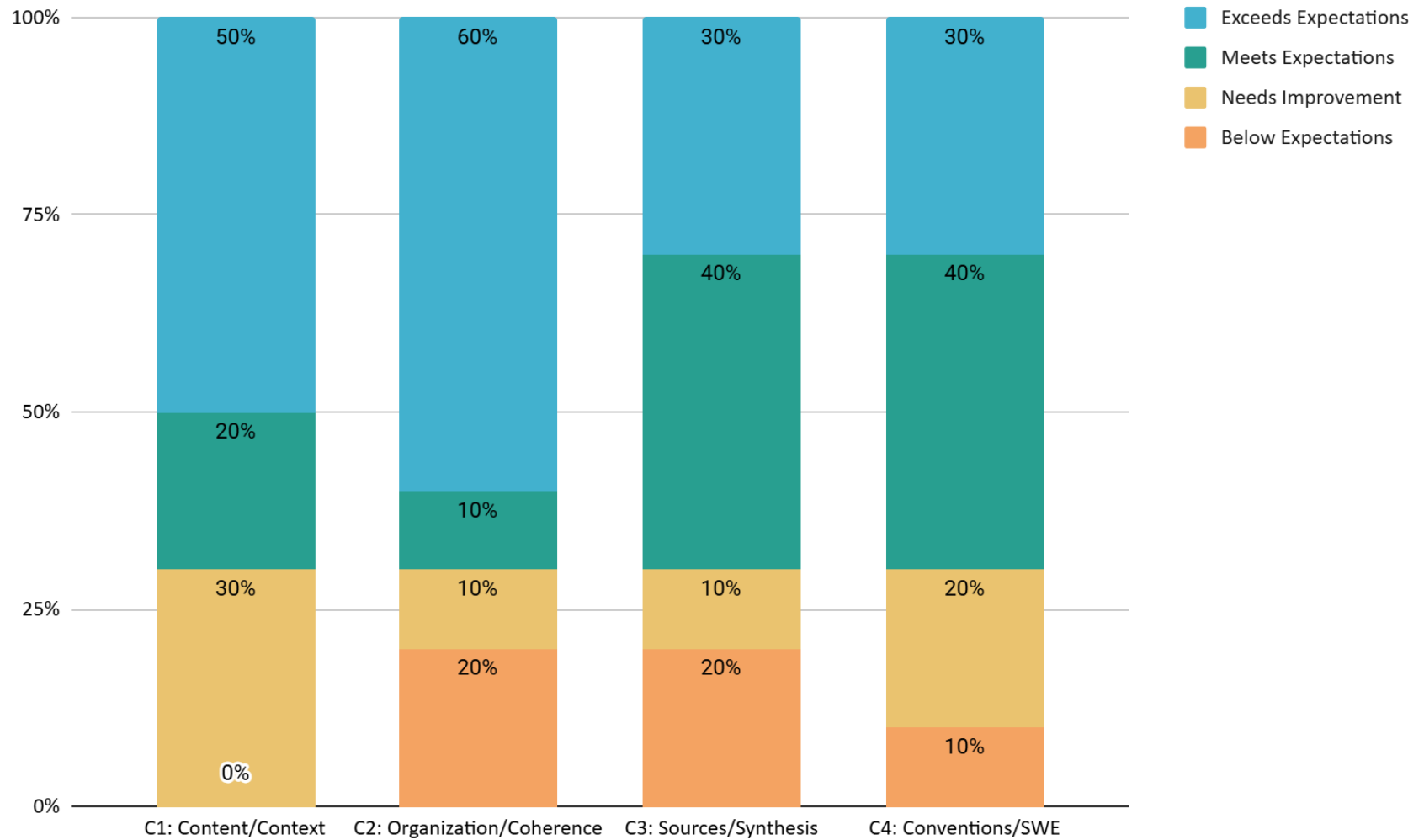
- | |
|---|
| 1. Students compose focused and coherent written content; organize and logically develop their ideas; find, analyze, and integrate appropriate sources; and demonstrate facility in discipline- or genre-specific conventions of writing. |
| 2. Students make verbal presentations in which they 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. 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. 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. 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. 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. 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: Written Communication			
PLOs Assessed	Evidence and Assessment Instrument	Performance Objectives (Targets/Criteria) Measures:	Results for Measures of Student Learning:
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.	Core History (CHST) 203 - Final Essay on Final Exam	60% achieving a 3 or 4 on the Written Communication Rubric	Written Communication Percentage of students who met or exceed expectations: Content / Context - 70% Organization / Coherence - 70% Sources / Synthesis - 70% Conventions / SWE - 70%

Program Assessment Results

Written Communication



Summary of Program Assessment Findings

Seventy percent of the students met or exceeded the expected expectations for each criterion. The expected standard was met or exceeded for each criterion. Just over two-thirds of the sampled students composed coherent written content, logically organized their ideas, integrated appropriate sources, and displayed an understanding of genre-specific conventions. We learned that most students can compose coherent, logical written communication when they are prepared and motivated to do well on an assignment like a final exam. Instructors should take time in class to explain the expectations around the writing process, especially the relationship between claims and textual evidence.

Summary of Achievement Outcomes Aligns with ULO: Written Communication

2025-2026 PLO Assessed: Written Communication	Student Evidence: Core History (CHST) 203 - Final Essay on Final Exam	Student Evidence: N/A
Criterion Measured	Performance Target Was...	Performance Target Was...
Content / Context	Met	
Organization / Coherence	Met	
Sources / Synthesis	Met	
Conventions / SWE	Met	

Program Proposed Course of Action for Improvement in Learning Outcomes

The plan is to raise the success rate to roughly 80%. This plan will be discussed by different Core Leads next academic year. One significant improvement would be more in-class emphasis on teaching students how to incorporate textual evidence into their paragraphs in a way that bolsters their main claim or set of claims.