

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

For Academic Year:	2025-2026
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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 & 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.

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.

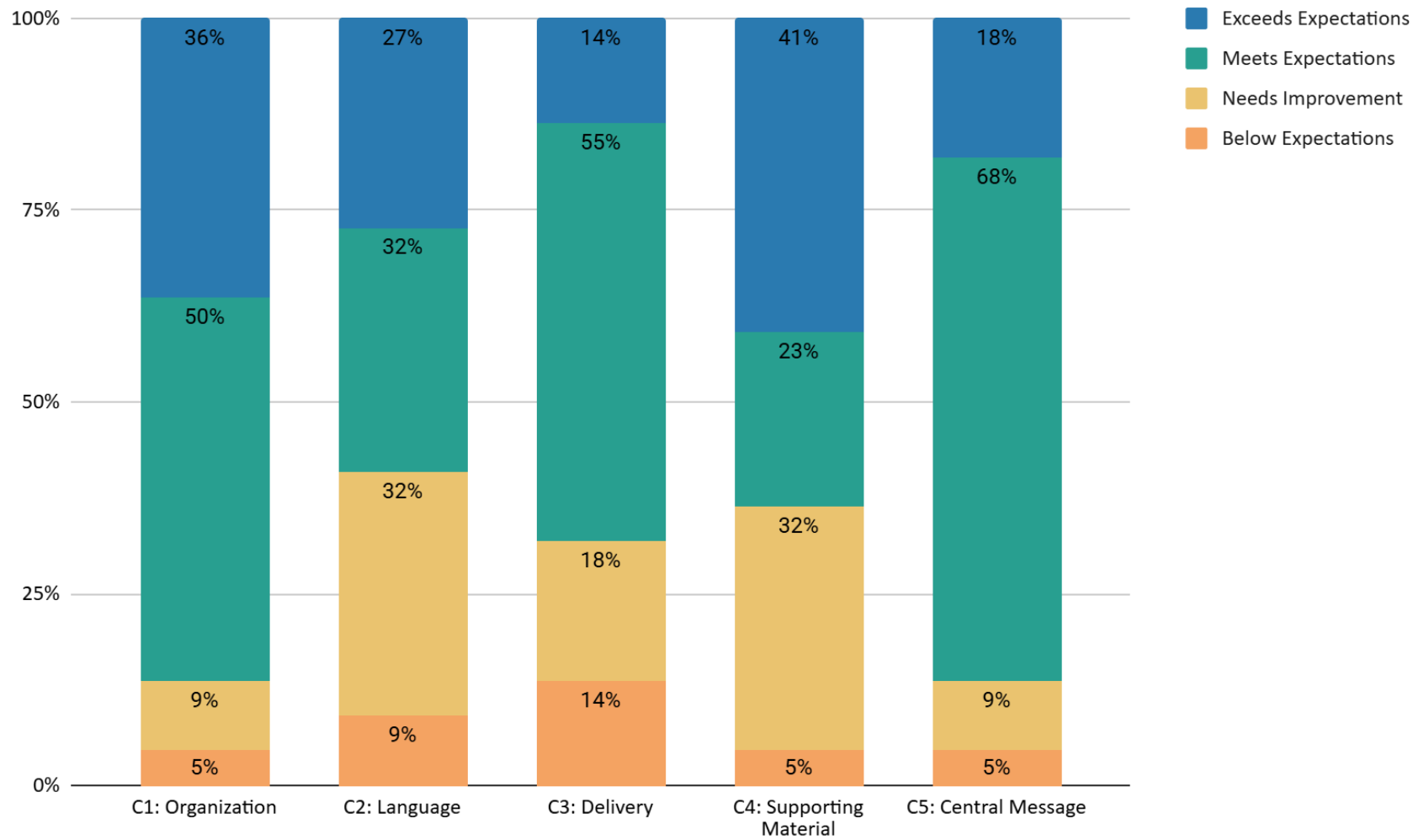
Program Learning Outcomes (PLOs)

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| 1. Explain and conduct empirical research to study human experience and behavior of past and present cultures of the world. |
| 2. Utilize primary and secondary sources to demonstrate knowledge of past and present cultures of the world and issues affecting the global community. |
| 3. Examine major concepts, models and theories to interpret human experience within the context of historical, political, sociocultural, and economic life. |

4. Conceptualize and articulate important elements of selected disciplines within the Humanities through persuasive written and oral communication.
5. 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.
6. Recognize and explain that documents and artifacts are art forms that record cultural change and serve as a moralizing influence.
7. Apply examples from the social sciences of heroic actions, humility and grace to their own lives.

Program Assessment Overview Aligns with ULO: Oral Communication			
PLOs Assessed	Evidence and Assessment Instrument	Performance Objectives (Targets/Criteria) Measures:	Results for Measures of Student Learning:
Conceptualize and articulate important elements of selected disciplines within the Humanities through persuasive written and oral communication. *Because History and Political Thought assessed "Written Communication" off-cycle during 2024-2025 (due to our major revision), we have focused only on the ULO Oral Communication for 2025-2026	POL 321: Western Political Thought - Major Formal Oral Presentation	70%	Oral Communication Percentage of students who met or exceed expectations: Organization - 86% Language - 59% Delivery - 68% Supporting Material - 64% Central Message - 86%

Program Assessment Results



Summary of Program Assessment Findings

The course “develops” the PLO, rather than expecting that it is “practiced and developed.” The results of the assessment demonstrate that it is practiced and developed for half of the students (11 of 22). Half of the presentations met or exceeded expectations in all areas; two of them met or exceeded expectations for all criteria except one area (Language); several students were below expectations in several or all areas. Faculty members will address specific issues from this assessment in areas of deficiency, especially in the areas of delivery, supporting material and language. Faculty will seek the advice of communications faculty on how to address student shortcomings regarding future oral presentations, as well as other resources.

For criterion #1 (Organization - skillfully organize main ideas and supporting materials), 19 out of 22 student presentations met or exceeded the expectations (8 exceeded). These results demonstrate a good understanding among a vast majority of students regarding how to properly structure an oral presentation in terms of its main ideas and supporting materials. Most students demonstrated an ability to organize a presentation with a beginning, middle and conclusion, providing transitions from one point to the next. A few students did not organize their presentations effectively; they did not structure their presentations either at all or with a sense of logical coherence. We will continue to reinforce organization for oral presentations, and utilize any campus resources available for students in the future.

For criterion #2 (Language - employ appropriate language for the topic and audience), 13 of 22 student presentations met or exceeded expectations (6 exceeded). These presentations demonstrated a solid grasp of the subject matter and the use of specific academic terms relevant to the presentation. Many of these successful presentations employed useful terms and explained them as they communicated to the audience. However, 11 of the 22 student presentations did not meet or exceed expectations. There were a variety of reasons; some students employed vague language and had difficulty clarifying their central message or the points they wanted to make. Faculty will address these shortcomings for future oral communication assignments and stress that clarity of language is just as important as other aspects of an oral presentation.

For criterion #3 (Delivery - utilize delivery techniques that enhance the effectiveness of the presentation), 15 of 22 student presentations met or exceeded expectations (3 exceeded). Most students demonstrated solid delivery techniques as public speakers. They made eye contact, exhibited good posture, spoke clearly, and displayed confidence. However, 7 students did not meet expectations. Some of them simply seemed quite unprepared in delivering an oral presentation; others seemed nervous and stumbled over their words; a few made little to no eye contact for their entire presentation. We will stress the importance of rehearsing beforehand oral presentations as well as seek the advice of campus resources that might have some insight on how to overcome these deficiencies.

For criterion #4 (Supporting Material - integrate reliable and appropriate supporting materials to establish a speaker’s credibility), 14 of 22 student presentations met or exceeded expectations (9 exceeded). Many of these students effectively supported their presentations with good examples from the texts that were covered in the course. They engaged with the ideas of political thought from these texts, and integrated them in service of their central message or thesis. They demonstrated a good understanding of the ideas covered in the course. 8 students, however, did not meet

expectations; some of them did not engage with supporting materials either at all or with an expected level of analysis or understanding of the ideas of the course. We will seek solutions to these deficiencies for future assignments as a faculty group.

For criterion #5 (Central Message - clearly articulate a central message), 19 of 22 student presentations met or exceeded expectations (4 exceeded). A vast majority of students presented a central message or thesis for their presentations; they understood that their presentations had to have a clear, central message and they presented these rather effectively. 3 students did not meet expectations; they did not present a compelling, central message effectively. We will continue to stress that oral presentations must have a central message or point as we continue in the future.

Overall, the expected standard was met or exceeded by 11 of 22 students for all criteria of the assignment, half of the class. The other half of the class had one or more criteria that did not meet or exceed expectations. This means that there is room for improvement regarding our students' ability to effectively communicate through a formal oral presentation. We will meet as a faculty to discuss how to address student performance in areas that a significant minority of students need improvement. We realize that every class or group of students is different; these five criteria have been invaluable in helping faculty in helping faculty address the standards and expectations of History and Political Thought for signature assignments. One addition to courses that require a formal oral presentation is to have a required meeting with the professor beforehand to discuss the student's presentation and ideas.

Summary of Achievement Outcomes Aligns with ULO: Oral Communication		
2025-2026 PLO Assessed: Oral Communication	Student Evidence: POL 321: Western Political Thought - Major Formal Oral Presentation	Student Evidence: N/A
Criterion Measured	Performance Target Was...	Performance Target Was...
Organization	Met	
Language	Not Met	
Delivery	Not Met	
Supporting Material	Not Met	
Central Message	Met	

Program Proposed Course of Action for Improvement in Learning Outcomes

The results of the assessment will be distributed to our department faculty. They will also be shared with the EEC. The next iteration of the class in which the signature assignment will be evaluated will be Spring 2026. We will not aim to adjust anything in the course curriculum, but encourage all faculty to be aware of student shortcomings in particular Areas for this signature assignment. We will meet as a faculty to discuss the results of this signature assignment in the Fall 2025 semester and take appropriate action.