

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

For Academic Year:	2025-2026
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School of Arts and Sciences Mission
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Psychology, Sociology, and Anthropology 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 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 study of Psychology is designed to develop students' capacities to explore, conceptualize, explicate and interpret past and present human experience by understanding truth as it is revealed in God's word (Scripture) and God's world (the sophisticated scientific study and well-reasoned theoretical understanding of humans).

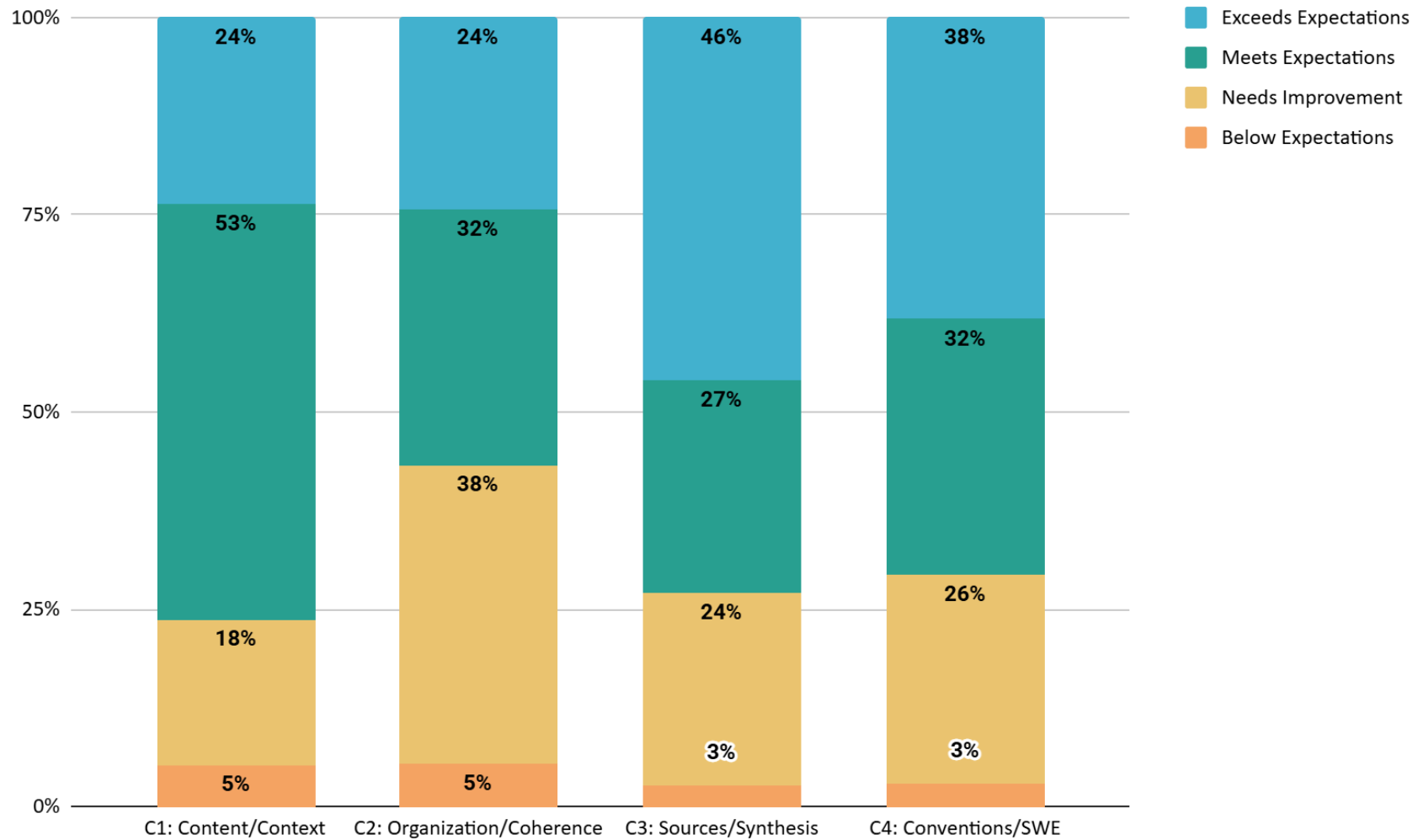
The Behavioral Sciences major utilizes the tools of anthropology, psychology and sociology to explore the complex nature of the human experience. An interdisciplinary approach will create a foundation within which students will investigate the dynamic between self and society, agency and structure and 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.

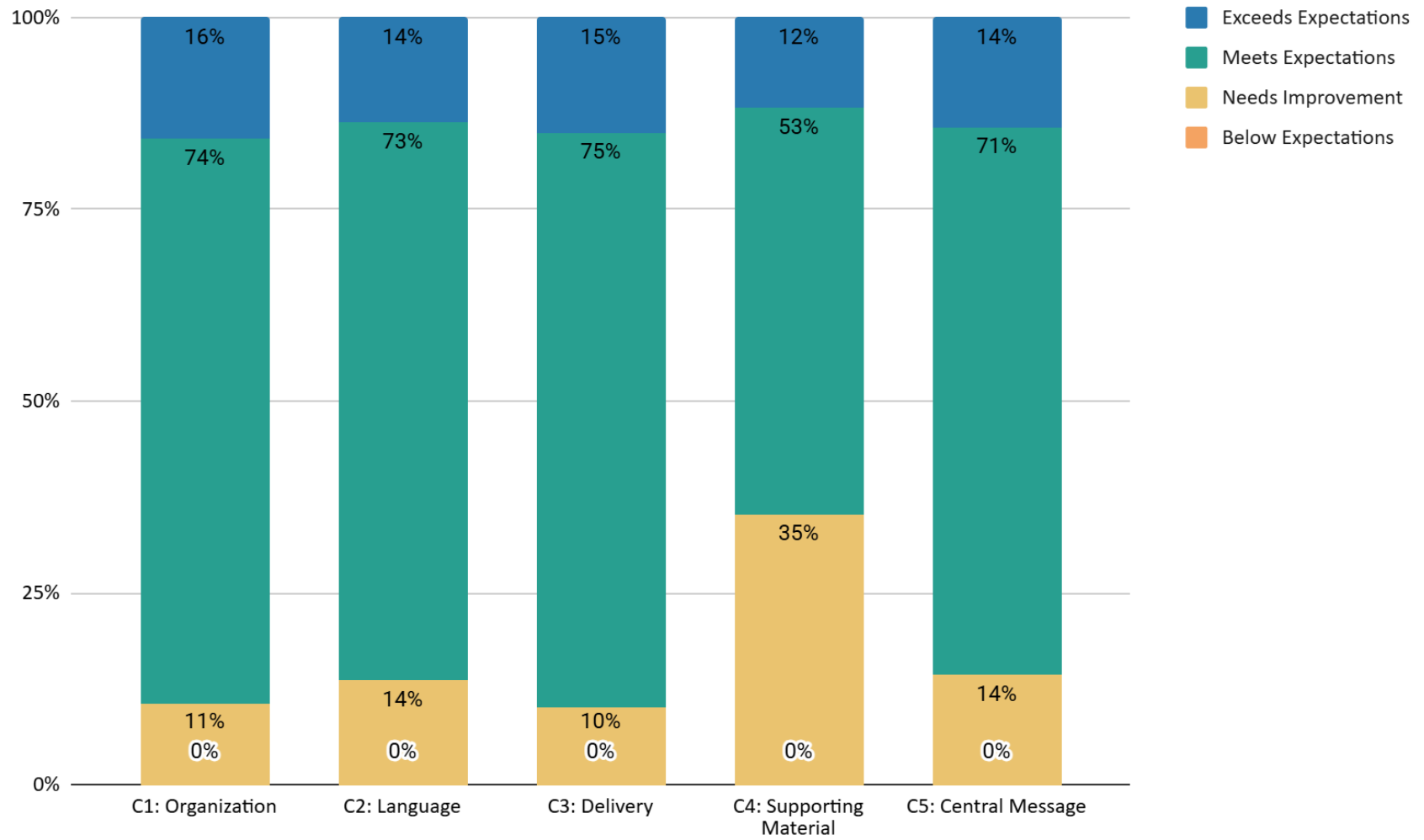
Program Assessment Overview			
Aligns with ULO: Written Communication / Oral Communication			
PLOs Assessed	Evidence and Assessment Instrument	Performance Objectives (Targets/Criteria) Measures:	Results for Measures of Student Learning:
PLO #1 Write and speak in genres appropriate to the behavioral sciences. (Written Communication)	BSC 492 (The Good Society) - Capstone Final Paper (Literature Review)	70% of students should meet the Minimum requirements of the final research paper, utilizing peer reviewed sources to investigate a research question.	Written Communication Percentage of students who met or exceed expectations: Content / Context - 76% Organization / Coherence - 57% Sources / Synthesis - 73% Conventions / SWE - 71%
PLO #1: Write and speak in genres appropriate to the behavioral sciences. (Oral Communication)	BSC 492 (The Good Society) - Capstone Final Presentation	70% of students should meet the Minimum requirement for the presentation of the final paper.	Oral Communication Percentage of students who met or exceed expectations: Organization - 89% Language - 86% Delivery - 90% Supporting Material - 65% Central Message - 86%

Program Assessment Results

Written Communication



Oral Communication



Summary of Program Assessment Findings

Each assessor used the CUI Written Communication ULO Rubric to evaluate thirteen research papers. This rubric measures performance across four primary domains: Content and Context, Organization and Coherence, Sources and Synthesis, and Conventions and Standard Written English. These categories were specifically designed to align with the university's learning outcomes for written communication.

Performance data for each criterion was sourced from the UG APLO Data & Results Written Communication Google Sheet to provide a comprehensive view of student achievement. These aggregate results illustrate how effectively students demonstrated written competency in their capstone papers and serve as the basis for evaluating program and university level goals. The aggregate APLO results for Written Communication indicate that most students meet expectations across the four assessed criteria (Appendix E).

For the criterion of Content and Context (n=13), 24% exceeded expectations by thoroughly exploring the context and purpose of their research, while 53% met expectations by adequately doing so. The remaining 23% fell into the needs improvement or below expectations categories. In total, 76% of students met or exceeded expectations in this criterion, indicating that a significant majority could effectively establish the scope of their investigation within behavioral science perspectives.

For the Organization and Coherence criterion (n=13), 24% of students exceeded expectations by clearly and skillfully structuring their arguments, while 32% met expectations by providing a coherent structure that supported the thesis. The remaining 43% fell below the expected threshold. These results indicate that 57% of students demonstrated an acceptable or strong grasp of how to organize a complex professional paper, suggesting an area for continued instructional focus.

For the Sources and Synthesis criterion (n=13), 46% of students exceeded expectations by integrating high-quality, peer-reviewed sources and synthesizing them to support original arguments, while an additional 27% met expectations. The remaining 27% fell below expectations. Overall, 73% of students met or exceeded expectations in this area, suggesting that most students effectively engage with scholarly literature to support their research claims.

For the Conventions and Standard Written English criterion (n=13), 38% of students exceeded expectations by demonstrating mastery of APA or Chicago style and maintaining high levels of grammatical precision. Another 32% met expectations by following the required formatting and style guidelines. The remaining 29% fell below the met threshold. These results indicate that 71% of students demonstrated competency in the formal writing standards required for the behavioral sciences.

Data from the UG APLO Data & Results Written Communication (2026) Google Sheet (Appendix E) suggests that graduating seniors in the Department of Psychology, Sociology, and Anthropology generally demonstrate competency in articulating content, organizing research, synthesizing scholarly sources, and adhering to professional writing conventions. These results affirm that the capstone research paper effectively supports the development and assessment of written communication skills aligned with the program and university level learning outcomes.

Each assessor utilized the CUI Oral Communication ULO Rubric to evaluate eight student presentations. With the students' permission, each session was recorded using the Zoom presenter function, allowing assessors to review the recordings alongside the accompanying presentation materials. Due to the inadvertent deletion of a data file, only two of the three recording days were available for review, resulting in the assessment of 8 out of the 13 students. Despite this reduced sample size, the aggregate APLO results for Oral Communication indicate that most students meet or exceed expectations across all five assessed criteria.

For the criterion of Organization (n=8), 16% of students exceeded expectations by delivering a cohesive and clearly sequenced presentation, while 74% met expectations by providing an adequate structural framework. The remaining 11% were identified as needing improvement. In total, 89% of students met or exceeded expectations in this criterion, demonstrating a strong ability to organize complex research for an audience.

For the Language criterion (n=8), 14% of students exceeded expectations through the use of compelling and appropriate terminology, while 73% met expectations by using language that was clear and suited to the context. The remaining 14% fell into the needs improvement category. Overall, 86% of students met or exceeded expectations, indicating that the majority of students can effectively communicate behavioral science concepts orally.

For the Delivery criterion (n=8), 15% of students exceeded expectations with polished and engaging delivery techniques, while 75% met expectations by appearing comfortable and maintaining a professional presence. The remaining 10% needed improvement. These results indicate that 90% of students demonstrated competency in the physical and vocal delivery of their research.

For the Supporting Material criterion (n=8), 12% of students exceeded expectations by using highly relevant and illustrative evidence to bolster their claims, while 53% met expectations by providing sufficient support for their points. The remaining 35% were marked as needing improvement. In total, 65% of students met or exceeded expectations in this area, suggesting that while most are successful, this is a specific area for potential instructional growth.

For the Central Message criterion (n=8), 14% of students exceeded expectations by delivering a presentation focused on a clear and memorable primary argument, while 71% met expectations by maintaining a consistent focus throughout. The remaining 14% fell into the needs improvement category. Overall, 86% of students met or exceeded expectations, showing that the majority can effectively synthesize their research into a coherent central message.

Data from the UG APLO Data & Results Oral Communication (2026) Google Sheet (Appendix E) suggests that graduating seniors in the Department of Psychology, Sociology, and Anthropology are proficient in organizing presentations, using appropriate language, and delivering their findings with confidence. These results affirm that the capstone presentation effectively assesses oral communication skills aligned with both program and university level learning outcomes.

Summary of Achievement Outcomes Aligns with ULO: Written Communication / Oral Communication		
2025-2026 PLO Assessed: Written Communication	Student Evidence: BSC 492 (The Good Society) - Capstone Final Paper	Student Evidence: N/A
Criterion Measured	Performance Target Was...	Performance Target Was...
Content / Context	Met	
Organization / Coherence	Not Met	
Sources / Synthesis	Met	
Conventions / SWE	Met	
2025-2026 PLO Assessed: Oral Communication	Student Evidence: BSC 492 (The Good Society) - Capstone Final Presentation	Student Evidence: N/A
Criterion Measured	Performance Target Was...	Performance Target Was...
Organization	Met	
Language	Met	
Delivery	Met	
Supporting Material	Not Met	
Central Message	Met	

Program Proposed Course of Action for Improvement in Learning Outcomes

The three evaluators met to discuss the assessment results and identify strategies for enhancing the written and oral communication skills of students within the capstone course and the broader department. These findings were subsequently shared with the Department Chair, ensuring the involvement of four out of the five full-time faculty members in the Department of Psychology, Sociology, and Anthropology. The final research paper and formal presentation served as the cornerstone assignments for this evaluation, effectively highlighting departmental strengths and identifying areas for continued growth. Ultimately, the aggregate data suggests that the majority of students are graduating with demonstrated competency in both written and oral communication, affirming that the capstone experience successfully prepares students to meet program and university-level learning outcomes.

Among the assessed criteria for written communication, organization and coherence had the lowest percentage of students meeting expectations, with 43% falling below the expected threshold. Qualitative notes from the evaluators highlighted specific concerns regarding organizational structure, such as the need for stronger topic sentences and the tendency for paragraphs to become excessively long. While students generally produced strong abstracts and clear thesis statements, there was a noted need for better transitions to reduce choppy writing and more effective synthesis of multiple sources rather than relying on direct quotes. In response, the instructor of record, Kristen Koenig, will integrate these suggestions into the existing capstone paper rubric beginning in the Fall 2026 semester. Additionally, the department will consider developing a formal list of suggestions for capstone papers and build more scaffolding into the course to guide students through the research process, including continued collaboration with the writing studio.

In the oral communication assessment, supporting material was identified as a primary area for growth, with 35% of students needing improvement. Evaluators observed that while students successfully mapped out their research problems, many struggled to transition seamlessly between sections, resulting in a delivery that felt formulaic. There was a consensus that students should first establish the broader societal context of their issue before moving into the specific literature review. To improve future performance, faculty recommend that students move personal reflections to an appendix or a dedicated final slide, rather than weaving personal elements throughout the formal academic Presentation.

Overall, these findings indicate that while students have a strong foundational grasp of behavioral science research, further emphasis is needed on the nuances of academic synthesis and professional delivery. By implementing scaffolded drafting phases and encouraging a more natural, integrated approach to presentations, the department will ensure that students continue to develop the high level communication skills required for their future professional careers. This iterative assessment process remains vital for closing the loop between student performance and curriculum design.