

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

For Academic Year:	2025-2026
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School of Arts and Sciences Mission
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Visual Art 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.

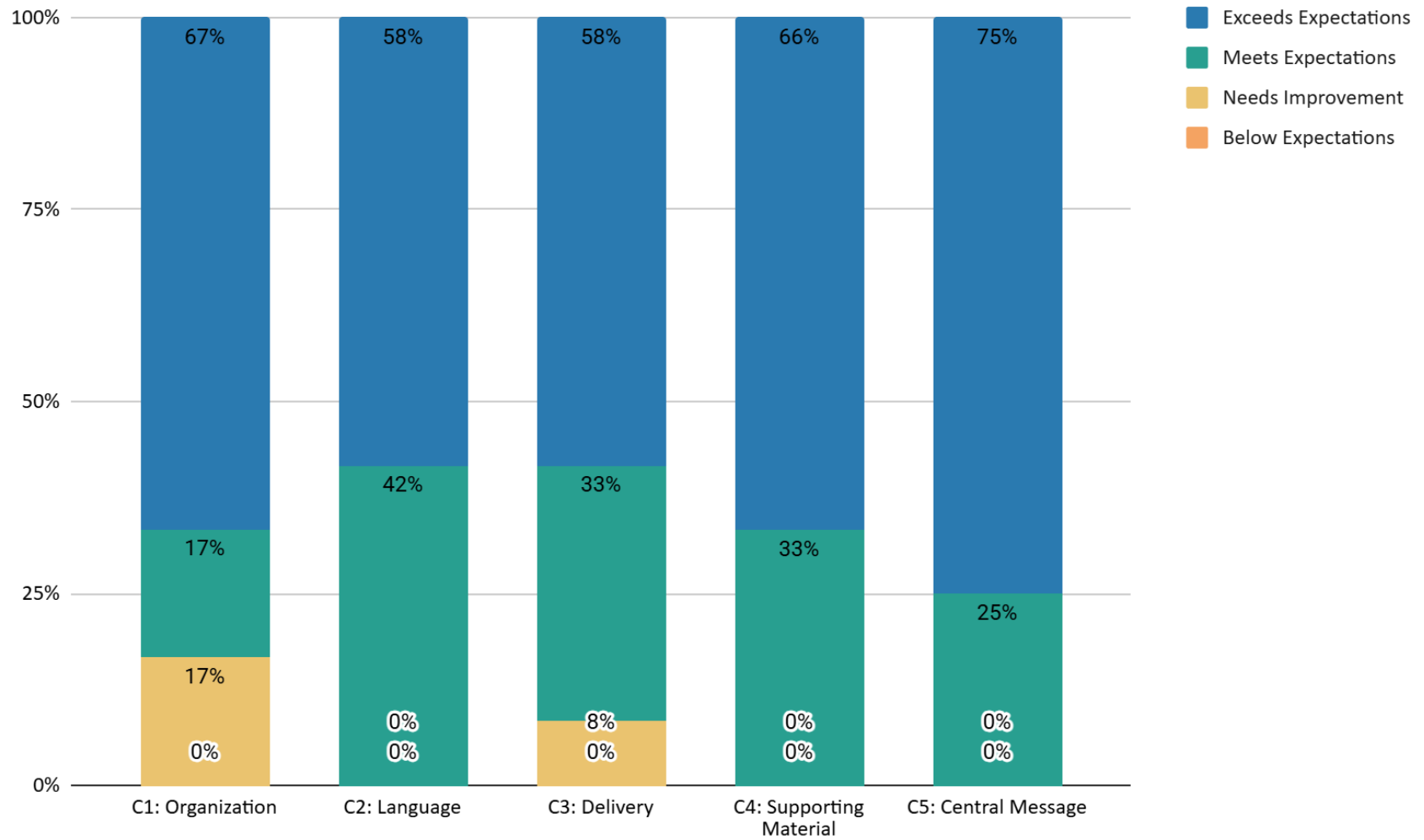
The Art Department offers a major in art with emphases in studio art or graphic design, a major in graphic design, and minors in art or graphic design. In both majors, students create art and design that utilizes the elements and principles of design, strong drawing skills, and composition while they 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)	
Studio Art Major	
1.	Give and receive, in humility, oral and written evaluations that make clear connections between the form and content of their own artwork and of others' artwork.
2.	Demonstrate accurate and empathetic application of Christian, Western, and non-Western symbolic and metaphorical meanings in their art and in their analyses of others' art.
3.	Demonstrate a process of research, development, and revision to produce a generous body of personal work that culminates in a gallery exhibit.
4.	Develop artworks that create meaningful conversations with artworks across cultures, times, and places, demonstrating their sense of context in art history.
5.	Demonstrate hospitable presentations of their artwork to diverse audiences, engaging and responding to viewers' specific experiences of their art presentation.
6.	In each art medium, through disciplined practice, develop technical excellence to communicate visual relationships observed in nature, in a dynamic relationship with imagination, geometry, and compositional conventions.
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.

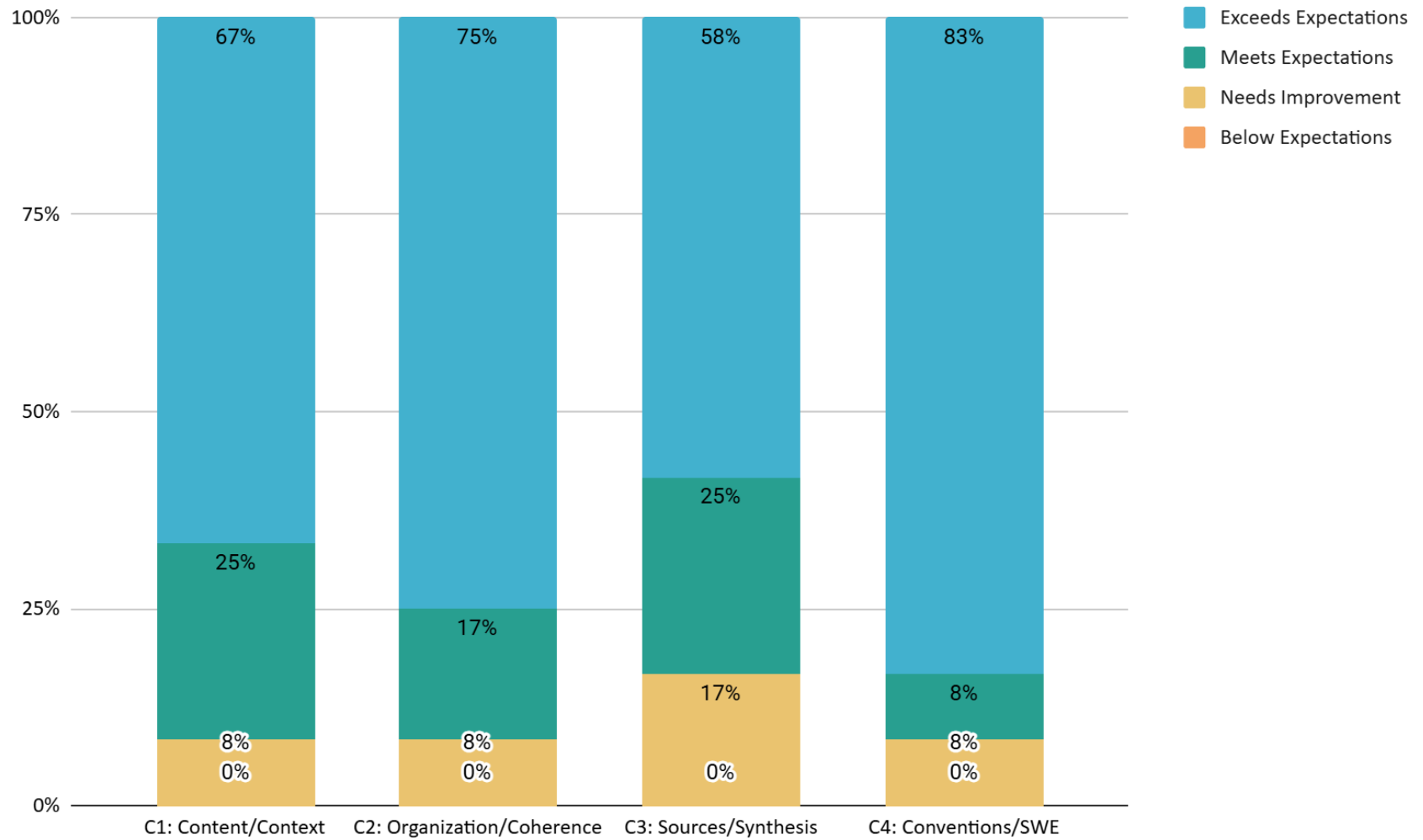
Program Assessment Overview Aligns with ULO: Written Communication / Oral Communication			
PLOs Assessed	Evidence and Assessment Instrument	Performance Objectives (Targets/Criteria) Measures:	Results for Measures of Student Learning:
Art PLO #1: Give and receive, in humility, oral and written evaluations that make clear connections between the form and content of their own artwork and of others' artwork.	ART 496: Senior Project; ART 497 Senior Show Measure 1: Oral communication: Art 496 and ART 497 Senior Project and Senior Art Show Gallery Talk Measure 2: Written communication: ART 497 Senior Show Artist Statement	75% of the sample will score a 3 or higher on the Studio Art's Written Communication and Oral Communication rubric criteria.	Oral Communication Percentage of students who met or exceed expectations: Organization - 83% Language - 100% Delivery - 92% Supporting Material - 100% Central Message - 100% Written Communication Percentage of students who met or exceed expectations: Content / Context - 92% Organization / Coherence - 92% Sources / Synthesis - 83% Conventions / SWE - 92%
Graphic Design PLO #7: Write creative briefs that communicate design ideas and expectations.	ARTG 461: Senior Art Capstone Portfolio Measure 1: Written communication: ARTG 461: Senior Art Portfolio, Artist Statements, and Project Descriptions.	75% of the sample will score a 3 or higher on the Graphic Design's Written Communication criteria.	Written Communication Percentage of students who met or exceed expectations: Content / Context - 100% Organization / Coherence - 94% Sources / Synthesis - 89% Conventions / SWE - 72%

Program Assessment Results

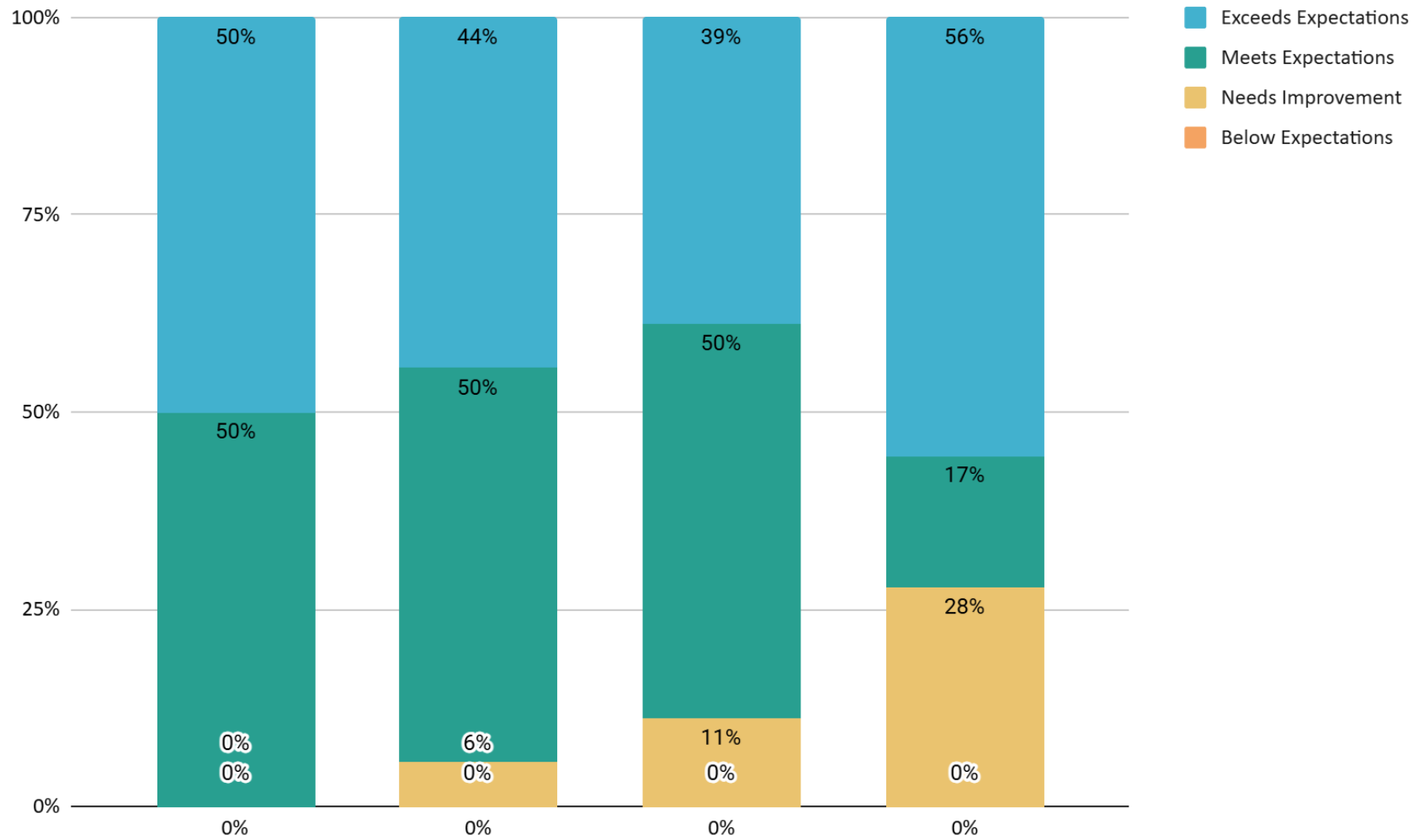
Studio Art: Oral Communication



Studio Art: Written Communication



Graphic Design: Written Communication



Summary of Program Assessment Findings

Studio Art: The expected standard was met for each criterion. The results are a confirmation that stretching the Senior Art Capstone over two semesters rather than one is helping them to learn, and verbally share their learning with others, better. There is still room for growth in the area of connecting form with content.

Graphic Design: The expected standard was met for three of the four criteria. The score for Conventions/SWE was slightly below at 72%. The students are competently organizing content to align with the visual designs. Their coursework leading up to the capstone has well prepared them for this. They can be trusted to continue revising their designs close to the exhibition date, and to be able to describe, content-wise, what they are aiming towards.

Summary of Achievement Outcomes

Aligns with ULO: Written Communication / Oral Communication

2025-2026 PLO Assessed: Written Communication	Student Evidence: ART 497 Senior Show: Written Statement (Studio Art Major)	Student Evidence: ARTG 461: Senior Art Capstone Portfolio (Graphic Design Major)
Criterion Measured	Performance Target Was...	Performance Target Was...
Content / Context	Met	Met
Organization / Coherence	Met	Met
Sources / Synthesis	Met	Met
Conventions / SWE	Met	Not Met
2025-2026 PLO Assessed: Oral Communication	Student Evidence: ART 496: Senior Project; ART 497 Senior Show (Studio Art Major)	Student Evidence: N/A

Criterion Measured	Performance Target Was...	Performance Target Was...
Organization	Met	
Language	Met	
Delivery	Met	
Supporting Material	Met	
Central Message	Met	

Program Proposed Course of Action for Improvement in Learning Outcomes

In both Graphic Design and Art, we see a need to build in even more official time to help review our students' verbal as well as visual work before it goes to the public. In the Senior Art Capstone, several speaking practice sessions and iterations of the artist statement are built into the course, so there is room for review. However, the form and content connections could be strengthened through more official meeting times in the Spring. There are many unofficial meeting times going on in the Spring to equal a unit of credit in the need for guidance for these seniors as they ready their individual project to share with the public; we propose to discuss organizing these out-of-class, out-of-office-hours meetings through adding one unit to the spring section (currently it is a one-unit course). As we identified that form and content connections were where our Art seniors scored lowest, we propose to include a guided practice of diagram-making into the Senior Art Capstone, in both the Senior Project (ART 496) and Senior Show (ART 497) with the goal of guiding audiences better through the art to enrich their experience of it. A further aim is to give audiences a method they can use in the future to better receive visual meanings and experiences that are informed by but also surpass verbal descriptions. One measurable way to implement this is to require Art capstone students to include a minimum of one effective diagram they have made of their own work and/or one of a work that inspires them at their multi faculty and staff critiques each semester. This would help test whether the diagram is helping to make the visual experience more accessible and linked to the content for audiences in various disciplines.

In Graphic Design, the only area that didn't meet expectations (72% met rather than the 75% aimed for) was Conventions/SWE in the project descriptions. This is a simple issue that can be addressed by more built-in time in the course schedule for proofreading by the student, faculty member, and the Writing Studio. So will reiterate the importance of using tools such as Grammarly during the writing process.

The students, through procrastinating, allowed some language in their statements that sounded like the loose grammar one might use when texting a friend. While they can keep their statements down-to-earth, using relatable language and not too much jargon, they would give themselves more credibility with various audiences by observing grammar conventions. The students met all other standards, reflecting that their words were clear about their designs and the design or client restraints.