

# Peace and Conflict Studies (BA)

 Program-94

## Annual Assessment Plan

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2 **4.1 A - Social conflict**

Describe fundamental characteristics of social conflict

## Outcome(s)

- 1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

- 2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

Selected Outcomes:

- o ULO 2 - Breadth and Depth of Knowledge

- 3 **Please Enter The Following Information Below:**

**Measures** - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

**Targets** - Percentage of students expected to earn a particular score on the measure.

**Timeline** - The frequency with which the department will analyze and report student performance on the PLO.

Measures	Targets	Timeline
The Final Exam	80% of PACS majors will score "B" or higher	All data is collected when the course is taken by the PACS major
The measure is the entirety of the final exam.	The target is clearly and accurately stated.	Since this course is offered every Spring, data will be collected every Spring.

- 4 **Results** - Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. \*Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.



4/4 and 100% of students met the target. Discussion centered around questions about the relevance of the measure for this objective.

- 5 **Action Plans** - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.

Even though the target was met, next year we'll explore using a rubric related to a specific question on the final exam for a more specific and relevant measure.

- 6 **Closing the Loop** - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

In developing the course for next year, course assignments will be reviewed and possibly revised to more relevantly assess the objective. We will also consider raising the target score given institutional grade inflation. The final exam was revised to more accurately address the objective and the objective was also reviewed and confirmed.

3 **4.1 B - Conflict transformation**

Trace continuities and discontinuities between historically situated approaches to conflict transformation.

## Outcome(s)

- 1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

- 2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

Selected Outcomes:

- o ULO 2 - Breadth and Depth of Knowledge

**3 Please Enter The Following Information Below:**

**Measures** - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

**Targets** - Percentage of students expected to earn a particular score on the measure.

**Timeline** - The frequency with which the department will analyze and report student performance on the PLO.

Measures	Targets	Timeline
HIST 391 (Sphere 5) -- Case Study 3	80% will score a B or higher	All data is collected when the course is taken by the PACS major
This measure is accurately stated.	The target is accurately stated.	Since this course is offered every other year, data is collected then.

**4 Results** - Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. \*Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.

9/9 for 100% of students meeting the target. This course has been discontinued, so discussion centered on identifying an alternative course.

**5 Action Plans** - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.

We will explore the use of a rubric related to a specific part of an assignment to more accurately measure student learning.

- 6 **Closing the Loop** - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

No specific action plan was developed for this course because it will no longer be offered. An alternative course, HIST 248, was identified and approved. This course was embedded into our Assessment Plan.

4 **4.2 - Produce original research**

Produce original research that demonstrates the application of foundational content in the field of Peace and Conflict Studies.

## Outcome(s)

- 1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

- 2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

Selected Outcomes:

- o ULO 4 - Specialized Skills and Scholarship
- o ULO 5 - Self-Awareness

- 3 **Please Enter The Following Information Below:**

**Measures** - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

**Targets** - Percentage of students expected to earn a particular score on the measure.

**Timeline** - The frequency with which the department will analyze and report student performance on the PLO.

Measures	Targets	Timeline

Measures	Targets	Timeline
PACS 495 – Project and presentation	95% of PACS majors will score a “B” or higher and 85% will score an “A” on the senior project	All data is collected when the course is taken by the PACS major
The measure is the final	This target is accurately	This course is offered every

- 4 **Results** - Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. \*Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.

11/11 for 100% of students meeting the target. Discussion focused on the need to revise the PLOs related to this course to make them more consistent with the relevant ULOs.

- 5 **Action Plans** - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.

We will revise the course and the PLOs related to this course to make them more consistent with relevant ULOs. If necessary, we'll also revise the measure and target.

- 6 **Closing the Loop** - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

The instructor will review the course assignments in light of the objective and consider if a process assignment is the best measure. He also welcomes a conversation with the Assessment Office about this. The course objective and measures were revised and approved by the Committee with the assistance of the Assessment Office.



5 **4.3 - Conflict transformation and mediation**

Demonstrate foundational skills in conflict transformation and mediation.

## Outcome(s)

- 1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

- 2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

Selected Outcomes:

- o ULO 2 - Breadth and Depth of Knowledge

- 3 **Please Enter The Following Information Below:**

**Measures** - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

**Targets** - Percentage of students expected to earn a particular score on the measure.

**Timeline** - The frequency with which the department will analyze and report student performance on the PLO.

Measures	Targets	Timeline
PACS 201 (Sphere 4) -- Class presentation	80% of PACS majors will score a "B" or higher	All data is collected when the course is taken by the PACS major
This measure is accurately stated.	This target is accurately stated.	This class is offered every other year and the data is collected at that time.

4

**Results** - Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. \*Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.

9/9 and 100% of students met the target. Discussion centered on the need to make the measure more specific to the objective through the use of a rubric.

- 5 **Action Plans** - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.

We will explore the use of a rubric to make the measure more specific to the objective.

- 6 **Closing the Loop** - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

As above, we want to review the target score in light of grade inflation. We discussed this and decided to use a rubric for a more accurate measure of student learning.

6 **4.4 - Vocational skills**

Demonstrate awareness of and basic skills in a contemporary vocational setting in peace and conflict studies.

## Outcome(s)

- 1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

- 2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.



Selected Outcomes:

- o ULO 5 - Self-Awareness

**3 Please Enter The Following Information Below:**

**Measures** - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

**Targets** - Percentage of students expected to earn a particular score on the measure.

**Timeline** - The frequency with which the department will analyze and report student performance on the PLO.

Measures	Targets	Timeline
Internship – ELI “deliverable”	90% of PACS majors will receive a “B” grade or higher	All data is collected when the course is taken by the PACS major
This measure is accurately stated.	This measure is clearly and accurately stated.	Since some students complete internships every year, some data is collected every year.

**4 Results** - Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. \*Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.

3/3 or 100% of the target. Discussion confirmed the appropriateness of the measure.

**5 Action Plans** - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.

We will explore the possible use of a rubric score for a more accurate measure.

- 6 **Closing the Loop** - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

We will discuss revising the target score in light of grade inflation. We completed this discussion and will encourage the adjunct professor to use an assignment rubric for a more accurate measure.

7 **4.5 A - Analyze biblical perspectives**

Analyze biblical perspectives on issues of war, peace, and social justice and apply them to contemporary efforts in peacemaking, living nonviolently, and working for justice.

## Outcome(s)

- 1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

- 2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

Selected Outcomes:

- o ULO 3 - Faith Knowledge & Application

- 3 **Please Enter The Following Information Below:**

**Measures** - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

**Targets** - Percentage of students expected to earn a particular score on the measure.

**Timeline** - The frequency with which the department will analyze and report student performance on the PLO.

Measures	Targets	Timeline



Measures	Targets	Timeline
BIBL 291 (Sphere 1) – Final exam	80% of PACS majors will score 80% or higher	All data is collected when the course is taken by the PACS major
The entire final exam is used.	This target is clearly stated.	This course is offered every other year and data is collected when the course is offered.

- 4 **Results** - Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. \*Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.

13/13 or 100% of students meeting the target. We discussed the relevance of the measure.

- 5 **Action Plans** - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.

We will explore the use of an assignment rubric for a more accurate measure.

- 6 **Closing the Loop** - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

The measure will be reviewed and possibly modified. The objective was revised and a new measure was identified.



**8 4.5 B - Theological foundations**

Explain Christian theological foundations for peacemaking, social justice and reconciliation.

## Outcome(s)

- 1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

- 2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

Selected Outcomes:

- o ULO 6 - Social Responsibility

- 3 **Please Enter The Following Information Below:**

**Measures** - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

**Targets** - Percentage of students expected to earn a particular score on the measure.

**Timeline** - The frequency with which the department will analyze and report student performance on the PLO.

Measures	Targets	Timeline
THEO 227 (Sphere 1) -- Original Essay	80% will score a B or higher	All data is collected when the course is taken by the PACS major
A Discussion Board Assignment was used	This target was used.	This course is offered every year so data is collected yearly.

- 4 **Results** - Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. \*Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.

5/5 for 100% of students who met the target. Discussion focused on the relevance of the measure.

- 5 **Action Plans** - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.

We will explore the use of a rubric for a more specific and relevant measure.

- 6 **Closing the Loop** - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

This new measure will be reviewed for permanent inclusion in the assessment plan even after the course is offered F2F. This action was delayed because the professor was unavailable for participation in the discussion because of a sabbatical and personal leave.

- 2 Holistic program improvement goals: Programs are expected to have at least one action plan to improve student learning annually. If you have not yet identified an action plan associated with this year's assessment results, or if the department has identified additional issues that require action plans, describe the specific, measurable action plan and its relation to evidence of student performance.

As mentioned above for each objective, we'll review the use of rubrics for more specific and relevant measures of student learning.

## Assessment Rubric

1



## Process

	1	2	3	4
<b>Is the plan being implemented faithfully and revised as needed?</b>	<p style="text-align: center;"><input type="radio"/></p> <p>Assessment plan is not implemented.</p>	<p style="text-align: center;"><input type="radio"/></p> <p>Most aspects of plan are being implemented or all aspects are implemented to some degree.</p>	<p style="text-align: center;"><input type="radio"/></p> <p>Assessment plan is fully implemented.</p>	<p style="text-align: center;"><input checked="" type="radio"/></p> <p>Plan is faithfully executed and modified/evaluated as needed.</p>

### 2 Explanations:

This year significant revisions were made to the plan.

### 3 Engagement

	1	2	3	4
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	1	2	3	4
<b>Are all relevant parties are meaningfully involved in the creation/revision, implementation, analysis, interpretation and learning improvement process?</b>	 Limited involvement beyond chair/director	 All educators contributing to the curriculum are aware of process and results	 All educators contributing to the curriculum participate in conversations regarding the use of assessment data to improve student learning	 All relevant stakeholders (students, employers, alumni) are meaningfully involved in the creation/revision, implementation, analysis, interpretation, and/or improvement processes associated with this assessment plan.

**4** Explanations:

Because one course used in the assessment plan is taught by an adjunct every other year, and because this year one professor of a course used for program assessment was not available (leave and sabbatical), not all relevant educators were actively involved.

**5** **Program Learning Objectives**

	1	2	3	4

	1	2	3	4
<p><b>Are the program learning objectives clear, measurable, aligned with ULOs/GLOs, and representative of the range of learning for that major/program?</b></p>	<p style="text-align: center;">○</p> <p>PLOs are problematic (vague, abstract, not aligned with ULOs/GLOs) or missing.</p>	<p style="text-align: center;">○</p> <p>PLOs are clear, mostly measurable, partially aligned with ULOs/GLOs.</p>	<p style="text-align: center;">●</p> <p>PLOs are clear, measurable, aligned with ULOs/GLOs, and represent a summary of the knowledge, skills, beliefs, and values that a graduate of this major/program should attain by completing the required curriculum, accounting for variations in learning outcomes due to tracks/concentrations</p>	<p style="text-align: center;">○</p> <p>PLOs are clear, measurable, aligned with ULOs/GLOs, and representative of the range of learning students achieve through completion of the program. The learning objectives provide a comprehensive view of the knowledge, skills, beliefs, and values that are important for a graduate of this major/program and account for variations in learning outcomes due to tracks/concentrations.</p>

**6** Explanations:

Our measures need to more specifically reflect student learning.

**7** Measures

	1	2	3	4

	1	2	3	4
<p><b>Are the instruments used to assess learning relevant to the objective? Do measures yield information/data you can use to drive improvement?</b></p>	<p>○</p> <p>Not all objectives have a measure identified. OR Measures do not directly connect to the objectives.</p>	<p>◐</p> <p>All objectives have at least one direct measure. Measures connect to learning objectives superficially or tangentially and/or include learning other than stated objectives. Relies almost exclusively on the same form of assessment (survey, exam, project). Relies almost exclusively on data from a single source (course, program, activity).</p>	<p>◑</p> <p>All objectives have at least one direct measure. Some objectives have multiple measures. Measures clearly connect to learning objectives. And two of the following four criteria: Objective measures more than one point in time (formative). Indirect measure are used strategically. Plan incorporates different forms of assessment (survey, exam, project). Plan incorporates from a variety of sources (course, program, activity).</p>	<p>●</p> <p>Measures meet all of the following criteria: All objectives have at least one direct measure. Some objectives have multiple measures. Measures clearly connect to learning objectives. Objectives measured more than one point in time (formative). Indirect measures are used strategically. Plan incorporates different forms of assessment (survey, exam, project). Plan incorporates data from a variety of sources (course, program, activity).</p>

**8** Explanations:

As above, we will begin using rubrics for more specific and relevant measures.

**9** **Targets**

	1	2	3	4

	1	2	3	4
<p><b>Are the targets based on professional standards and/or analysis of past student work? Are targets challenging and achievable?</b></p>	<p style="text-align: center;"><input type="radio"/></p> <p>Some targets are missing.</p>	<p style="text-align: center;"><input type="radio"/></p> <p>Targets are arbitrarily chosen or reflect minimal expectations.</p>	<p style="text-align: center;"><input type="radio"/></p> <p>Targets are challenging and achievable based on prior student performance, and reflect an appropriate level of performance.</p>	<p style="text-align: center;"><input checked="" type="radio"/></p> <p>Targets are challenging and achievable. Targets are based on professional standards and/or prior student performance. Targets are set at a level to inspire program improvement.</p>

**10** Explanations:

Even though we consistently meet our targets, we believe they are challenging and based on professional standards.

**11** **Timeline**

1	2	3	4

	1	2	3	4
<p><b>Is the timeline for data collection manageable with sufficient data points to effectively inform decision making and program review?</b></p>	<p>Not identified clearly for all measures.</p>	<p>Clearly states semester/year for each objective/measure. Data analysis delayed from data collection. Time between collection points may not facilitate informed decision making.</p>	<p>Clearly stated and manageable schedule. At least two data points for each objective per review cycle.</p>	<p>Timeline for data collection is manageable and allows for continuous improvement with timely and meaningful decision making even before program review.</p>

12 Explanations:

Even though a small amount of data is available in any given year, the data is sufficient to inform decision making and program review.

13 Action Plan

	1	2	3	4

	1	2	3	4
<p><b>Is the department effectively examining and using assessment data to revise curriculum and pedagogy to support student learning?</b></p>	<p>Assessment data not collected/analyzed/used for decisions and/or results not documented in AEFIS.</p>	<p>Data collected, documented and discussed by department. Department reviewed confidence in measures and data as sufficient indicators of student performance. If data indicated changes were needed, action plans were developed in consultation with dean (e.g. improving outcomes, measures, targets, curriculum or pedagogy).</p>	<p>Data collected, documented and discussed by department. Department and dean confirmed confidence in measures and data as sufficient indicators of student performance. Action plans (e.g. improving outcomes, measures, targets, curriculum or pedagogy) developed in consultation with dean. If prior year data warranted action plans, the department implemented the changes.</p>	<p>Department collected and discussed follow-up data after the implementation of action plans in order to determine whether changes resulted in improvement or whether additional action is necessary. Data confirms effective curriculum and pedagogy for learning outcomes. Score of 4 should be assigned only if objectives, measures, targets and timeline all score a 4.</p>

14 Explanations:

We effectively implemented our action plans from last year.

15 **Dissemination**

	1	2	3	4

	1	2	3	4
<p><b>Is the department communicating learning objectives, results and improvements related to student learning to a wide audience?</b></p>	<p><input type="radio"/></p> <p>No record of assessment results and changes made as a result of assessment findings.</p>	<p><input checked="" type="radio"/></p> <p>The department/program retains records of assessment results and positive changes made as a result of assessment findings, and results are entered in assessment software system.</p>	<p><input type="radio"/></p> <p>The department/program retains records of assessment results and changes made as a result of assessment findings, results are entered in assessment software system, and assessment results and improvements are publicly posted.</p>	<p><input type="radio"/></p> <p>The department/program retains records of assessment results and changes made as a result of assessment findings, and results are entered in assessment software system. Assessment results and improvements are publicly posted and shared proactively with faculty, prospective students, employers and alumni in ways that facilitate their discussion.</p>

**16** Explanations:

We don't make our assessment results available to a wide audience because we're not sure how/why this would be helpful for our program.

**Additional Feedback**

**1** Please enter any additional feedback for changes that should be made:

CLOSE AND EXIT

