



S. A. Assessment Report

Program

BA in Peace and Conflict Studies

Program Contact and Title

Dr. B. L. Sisko, Worf-Son-of-Maug Chair of Peace and Conflict Studies (blsisko@ds9.edu)

Assessment Contact and Title

Dr. D. Troi, Peace and Conflict Studies Assessment Coordinator (dtroi@ds9.edu)

Date: -307212.6712328768

Learning outcomes for the program

1. Knowledge about theories, research, and controversies in Peace and Conflict Studies
 - a. Students in the Worf Program of Peace and Conflict Studies will demonstrate proficiency in knowledge of the theories and research in the three core areas of Peace and Conflict Studies:
 - i. Conceptions of Peace and Peace Theories (PEACN 315)
 - ii. The Conflict Triangle (PEACN 316)
 - iii. The Cost of Conflict (PEACN 317)
 - b. Students majoring in Peace and Conflict Studies take PEACN 315, PEACN 316, and PEACN 317 in their Junior year. These advanced level courses in the program are prerequisites for the senior seminar (PEACN 490), and they were implemented four years ago when the program revised its curriculum.
2. Critical thinking in Peace and Conflict Studies
 - a. Students in the Worf Program of Peace and Conflict Studies will demonstrate their capacity to engage in critical thinking in this field by completing a research paper in the capstone senior seminar, PEACN 490, in which they demonstrate proficiency in the following skills:
 - i. Clearly stating and comprehensively describing the key issues.
 - ii. Using information from an appropriate range of sources to develop a comprehensive analysis of the issues.
 - iii. Systematically evaluating their assumptions and those of key theorists and researchers who have worked on the issues they are addressing.
 - iv. Adopting a position on important issues that takes into account the complexities of those issues and acknowledges the limitations of their position on these issues.
 - v. Developing a conclusion that is logical, reflects an informed evaluation, and places the evidence and perspectives discussed in priority order.



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Round 1

Evidence the program gathered to determine whether the learning outcomes have been achieved

1. Review of students' performance on the comprehensive course finals in PEACN 315, PEACN 316, and PEACN 317.
2. Review of students' performance on research papers from the program's senior seminar, PEACN 490.

In what venues has the program discussed the assessment results?

The faculty discussed the grade distributions at their annual retreat at the end of the spring semester.

To what extent are your students achieving the program learning outcomes?

1. Students' performance on the comprehensive course finals in PEACN 315, PEACN 316, and PEACN 317
 - a. 83% of the students in PEACN 315, PEACN 316, and PEACN 317 scored 80 or better on their comprehensive exams in these courses. This was higher than the 75% rate the program proposed in its assessment plan.
2. Students' performance on research papers in the program's senior seminar, PEACN 490
 - a. Only 38% of the students in the senior seminar scored 80 or better on their final papers. This was well below the program's target rate of 75%. Not only were students upset with their final grades, but faculty found most of the papers to be tedious and challenging to read. This is the third year running in which the quality of the students' final research papers was far below faculty expectations. Faculty have become concerned that students who enter the program are less well-prepared and intellectually engaged than other students at the university.