### ASSESSMENT REPORT/PLAN

**College/Division:** Academic Affairs  
**Academic Year:** 2010-2011

**Department/Center/Office:** Middle East Peace Studies  
**Submission Date:**

---

### MISSION STATEMENT:

Middle East Peace Studies curriculum exposes students to the history, politics and culture of the Middle East and to the impact of religious, philosophical, and cultural discourses on war and peace in a global context. It combines studies of historical memory and institutional practices to promote ideals of peace and stability. In addition to courses and seminars, MEPS offers cultural events, student conferences, public lectures, and personal contacts with internationally known scholars and conflict resolution experts.

While Peace Studies and Middle East Studies programs exist in a number of institutions, Loyola is unique in combining these two areas into a single academic program. Building on the Jesuit tradition of engaging the world by promoting a value-based education, the Middle East Peace Studies Program seeks to provide an intellectual and practical response to the spread of war in the Middle East and to increased militarism throughout the world. Middle East Peace Studies courses encourage inter-cultural and inter-religious dialogue in a non-partisan fashion.

---

### OBJECTIVES/GOALS:

MEPS embodies the main objectives and goals of the University "Strategic Plan." It is one of the "programs that are distinctive in subject matter and that are cross-disciplinary, inter-departmental, and inter-college programs based on subject matter upon which no other University competes." It could "offer unique programs that transcend traditional college boundaries" and further it could be one of those programs "that are marked by excellence and financial soundness."

To operationalize the above objectives the program is in the process of articulating official Students Learning Outcomes. The following list is taken from the main MEPS courses taken by our students.

a. Students should be able to show their capacity for intellectual and spiritual growth by becoming familiarized with historical developments of an immensely important region from a global perspective.

b. Students should be knowledgeable of the principal forces of change and historical events that have shaped cultural, religious, intellectual, and political imaginations of the people of the Middle East.

c. Students should be able to make informed analytical arguments by making sense of the changing nature of the society, its religious outlooks, cultural norms and political rule, and to better understand the complexities of the today’s world.

d. Students should be knowledgeable about the principal forces of change and adaptation that have marked the cultural, intellectual, religious, social, political and economic development of conflicts and peace in the contemporary world.

e. Students should be able to make informed analytical arguments by making sense of the changing nature of political and religious conflicts.

f. Students should be able to show their fullest capacity for intellectual and spiritual growth by proposing practical solutions for this on-going conflict based on social justice and peace essential to the Jesuit
g. Students should be able to show proficiency in critical reading and develop skills in understanding the complexities of history by devolving in research, writing and presenting written and oral historical argumentations.

**ASSESSMENT (What assessment tools are you using and how do they address the objective/goals cited above?):**

Formal policies and mechanisms of assessment for the minor are still in development. The only available assessments are the college/department teaching evaluations. Planning for similar assessment as separate from that of the department/college could only be addressed if the relationship of minors and departments and the place of minors in the overall organizational structure of the university become clearer.

**WHERE ARE THE ASSESSMENTS LOCATED?**

Formal policies and mechanisms of assessment for the minor are still in development, but course evaluations can be found in the home departments that offer each course.

**EVALUATION METHODS (How were the assessments evaluated?):**

MEPS does maintain a Steering Committee, made up of faculty members from the Colleges of Humanities & Natural Sciences, Music & Fine Arts, and Social Sciences. Current participants represent the departments of History, Religious Studies, English, Philosophy, and Theatre, as well as the Jesuit Social Research Institute. This group of faculty meets as n need to evaluate MEPS courses, processes, and extracurricular activities, as well as to plan and develop initiatives for the program.

The MEPS director constantly consults with faculty members, department chairs and the Dean of the College of Humanities and Natural Sciences in order to evaluate curricular course offerings and new courses for the minor. In addition, the MEPS director participates in the Interdisciplinary Program Directors' committee, an initiative developed by the Office of Academic Affairs in 2010-2011 to address concerns, planning, and assessment development affecting interdisciplinary minors.

**RESULTS/OUTCOMES:**

Despite successfully offering courses, attracting number of new minors, organizing Annual Students Peace Conference and having a visible presence in the campus life; coordinating activities while working with University senior scholars, experienced teachers, and newly hired full-time or part-time faculty; and growing interest among our student population, MEPS lacks an overall strategic plan for better usage of these undeniably important resources. However, such a task is impossible without further clarification of the place of the interdisciplinary minors in the overall organizational structure of the university.

**USE OF RESULTS (What modifications, adjustments were made based upon the evaluation of the assessment materials?):**

Strategic planning and articulation of program goals is directly related to further clarification of the status of interdisciplinary minors in the structure of the university. Upon this clarification the program could
further articulate its plans over the 2011-2012 academic year, and present its formal assessments and develop measures to achieve its plans and goals.

In the short-term we need to find a mechanism of coordination with other minors and departments in having a more visible role in highlighting the need of each minor in hiring (part-time or long-term) and more importantly in creating short-term position(s) directly for minors.

**RESOURCES/TIMELINE/APPROVALS** (Based upon the modifications/adjustments included in the USE OF RESULTS section, identify the timeline, resources and approvals required to implement the change.):

**AY 2011-2012 Upcoming initiatives:**

- Plan a common IDP Open House
- Develop common recruitment plan
- Further clarification of the status of interdisciplinary minors in the University structures
- Conduct a SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis and develop an overall strategic plan with detailed action plans

<table>
<thead>
<tr>
<th>SIGNATURE: DEPT. CHAIR/DIRECTOR</th>
<th>SIGNATURE: DEAN/VICE-PRESIDENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name: BERNARD MOA AMOS</td>
<td>Name: John AM CUG</td>
</tr>
<tr>
<td>Date: 11/11/2011</td>
<td>Date: 11/11/2011</td>
</tr>
<tr>
<td>Final Approval:</td>
<td>Implementation Date:</td>
</tr>
</tbody>
</table>