A. Undergraduate Assessment by Degree/Certificate Program

1. List in detail your Student Learning Outcomes (SLOs) for each undergraduate degree/certificate offered.
   - Undergraduate Peace Studies Certificate students learn:
     - Critical thinking related to issues of justice, conflict resolution, security and peace;
     - Knowledge of ways to effect desired outcomes and goals through strategies and skills for peacemaking at all levels, local to international;
     - Knowledge of the creation and evaluation of policies relevant to the fields of peace and conflict resolution;
     - Knowledge of the major theoretical foundations of the fields of conflict resolution and peace studies.

2. Where are these SLOs published (e.g., department web page)?
   - They are in the Certificate brochure and on the Matsunaga Institute for Peace webpage.

3. Explain how your SLOs map onto your curriculum, i.e., how does your curriculum produce the specific SLOs in your students?
   - The SLO of critical thinking related to issues of justice, conflict management and resolution, security and peace is mapped onto the Undergraduate Peace Studies Certificate in the following ways:
     - A flexible structure and the interdisciplinary nature of the program broadens and strengthens student perspectives for analysis;
     - The survey courses are designed to foster discussion and debate;
     - Critical essays demonstrate critical thinking;
     - Students reflect on their own values and experience in relation to the course content through journaling;
     - Guest speakers introduce a variety of experience, careers and perspectives;
     - An array of electives creates student-centered choices to address specific issues of justice, conflict, security, and peace and many also develop tools and skills to effect the desired certificate outcomes;
     - Practical peacemaking courses utilizing simulations and contemporary training methodologies drawn from current international practice in the fields of peacemaking and conflict resolution, taught by practitioners.
The SLO of learning how to effect justice, conflict, security, and peace is met through:
- Practicum placements in local, regional and international organizational setting;
- An array of courses give students the skills and ability to effect changes in of justice, conflict, security and conflict, justice, security, and peace;

The curriculum produces these specific SLOs in the Peace Studies Certificate students by:
- Simulations
- Peer assessments of simulated peacemaking activities
- Guest practitioners
- Service learning and practicum placements in working peace and conflict resolution agencies, locally, regionally and internationally.

4. What specific methodologies were used to collect data? In developing your response, consider the following questions:

- What was the nature of the instruments or methods used? e.g., “Paper/pencil” survey; essay/writings; recording (video, audio); Capstone class, course, or project;
  - Semi annual reviews by all peace studies certificate faculty of student learning progress;
  - Final oral and capstone presentations integrating peace theories and practices;
  - An exit survey conducted;
  - Some skill-building classes use video pre and post;
  - Professional assessment instruments completed by both the students, peers, and instructors: i.e. mediation and facilitation rating the students’ improvement as they progress through the certificate practice-oriented courses.

– What was the nature of the data obtained in your assessment? There are a variety of forms of data you might get from or about your students, including:

  - Perceptual/attitudinal indicators that tell us about students’ perceptions of the program/department; their experience in the program/department; their attitude toward the program/department; their attitude toward the faculty;
    - Perception of the Peace Studies Certificate program;
    - Experience in the program;
    - Student’s attitude toward the program is probed;
    - Student’s attitude toward the faculty is checked.
• **Performance indicators** that tell us something about the level of competence with skills or content that students attained as a result of going through your program.
  √ Student’s objective scaled mastery of professional skills;
  √ Performance data is collected from students in the conflict resolution concentration, as indicated in sections above.

- **When** were the data collected? e.g., end of semester; multiple points in semester (for time-based comparisons);
  • Data was collected during the exit interview;
  • At annual faculty reviews;
  • At multiple points during the certificate courses and progress towards the certificate.

- What **population(s)** is covered by your assessment(s)? This question helps us identify what student group you are trying to make statements about. For instance, are you attempting to ask questions about a) only majors in your department; b) both majors and minors; c) “service” students (those students taking your classes to satisfy requirements imposed from outside your program – general education needs, gate keeping or entry classes required for other colleges, departments, programs, etc.); or d) general student population taking your classes as electives.
  √ Peace certificate students

  – **Who** were your actual subjects and how were they used in the assessment?
    • This question tells us who you actually collected data from and how the data from these students helped you answer questions about your program. For example, did you randomly select students to participate? Did you collect data from pre-existing classes? Were they assigned to single groups; did you compare across multiple groups (e.g., cross sectional comparisons across incoming freshman; transfer students; graduating seniors);
    √ All Peace Certificate students

  – What is the size of your assessment sample relative to the possible student population your are drawing from (e.g., you sampled 30 majors out of a population of 100 majors)?
    √ All Peace Certificate students

  – How many students were actually sampled? The whole population? A subset of the population?
    √ All Peace Certificate students

  – How many students provided data vs. how many were solicited for data (i.e., What was your response rate?). For example, you might have asked all 20 graduating seniors to complete a survey but only 12 did so.
    √ All Peace Certificate students were solicited for data and sampled. ___% did not respond.
– Who examined or assessed the data? e.g., were raters/assessors/coders/graders used? Were the raters graduate students (if so, how many were used? Was reliability established?); Were the raters faculty members? (if so, how many were used? Was reliability established?); Were ratings provided by internship supervisors?

√ Peace Studied faculty were the raters.

– Where were the data collected? e.g., in class settings; scheduled outside of class; off campus.

√ Data collection was scheduled outside of class.

5. How were the assessment data/results used to inform decisions concerning the curriculum and administration of the program?

√ This is early and in process. When data is collected and the faculty and Peace Studies administrators meet to discuss student progress, the data influences needed changes.

– Was pedagogy changed?

√ Pedagogy has been in a continual state of review. New courses are being added to the certificate curriculum (four in the last few years) and all courses are being constantly reviewed and updated based on the assessment data described earlier.

√ Further changes are currently underway with both e-mail surveys and agenda-setting for a Fall ‘05 meeting of all Peace Studies Faculty.

– Did you make administrative changes? Yes we have.

– Were there changes in interactions with students? Advising, counseling, etc?

√ Student feedback has resulted in changes to advising, course content, and pedagogy throughout the certificate offerings.

– Were degree requirements changed?

√ Changes are in progress as of this writing.

– Were courses changed?

√ Courses are being changed as of this writing.

6. General Education Assessment Within the Major:

Not applicable- will be covered in the Inter-Disciplinary Studies (IDS) Assessment submissions. The Peace Studies Major is offered through IDS.