Program: Peace and Conflict Resolution Minor

Department: Interdisciplinary Minor

Number of students enrolled in the program in Fall, 2011: NA (At any given time I would estimate that there are 5-6 students pursuing the minor requirements)

Faculty member completing template: David Andersen

Period of reference in the template: 2006-07 to present

1. Please describe your program’s learning-outcomes trajectory since 2006-07: Has there been a transformation of organizational culture regarding the establishment of learning outcomes and the capacity to assess progress toward their achievement? If so, during which academic year would you say the transformation became noticeable? What lies ahead; what is the next likely step in developing a learning-outcomes organizational culture within the program?

   [Please limit your response to 200 words or less]

The Peace and Conflict Resolution Minor is an interdisciplinary minor that is currently housed within the Government Department. Dr. David Andersen became the coordinator of the minor in 2007. During that time the core requirements for the minor were changed. This included adding Government 143: Causes of War, Causes of Peace as a required course for all minors and eliminating courses from minor requirements that were no longer being taught and adding new courses. Required courses are housed in the Government, Anthropology, Communications, Environmental Science, and Journalism Departments. These changes took effect in 2008 and 2009. In the upcoming academic years, I plan to make further refinements of the offered courses.

2. Please list in prioritized order (or indicate no prioritization regarding) up to four desired learning outcomes (“takeaways” concerning such elements of curriculum as perspectives, specific content knowledge, skill sets, confidence levels) for students completing the program. For each stated outcome, please provide the reason that it was designated as desired by the faculty associated with the program.

   According to the University’s catalog the minor’s goals are to (in no particular order):

   a) Develop the knowledge base, skills, and political courage necessary for effective leadership in a democratic society.

   b) Educate adults to be responsible and courageous citizens and professional peace workers.

   There has not been a recent formal re-evaluation of the minor’s learning outcomes since at least 2006-07. However, the creation of Government 143: Causes of War, Causes of Peace was done to give each minor a common course in which they could explore the ideas of peace studies and conflict resolution. It is assumed that courses in the minor are being assessed by their individual departments.
3. *For undergraduate programs only*, in what ways are the set of desired learning outcomes described above aligned with the University’s Baccalaureate Learning Goals? Please be as specific as possible.

**[Please limit your response to 400 words or less]**

Competence in the Disciplines: As an interdisciplinary minor, PCR provides students with the opportunity to explore a common theme through a variety of disciplinary lenses.

Knowledge of Human Cultures and the Physical and Natural World: A key component of this minor is to better understand human cultures. The interdisciplinary requirements of the minor mean that a student completing the minor is exposed to a wide range of ideas and perspectives.

Intellectual and Practical Skills: The required courses for the minor improve skills in research, writing, communication and critical thinking.

Personal and Social Responsibility: The minor attracts students focused on personal and social responsibility and gives them a way to apply this interest to their academic studies. Minors are often active participants in the campus club Peace and Conflict International.

4. For **each** desired outcome indicated in item 2 above, please:
   a) Describe the method(s) by which its ongoing pursuit is monitored and measured.
   b) Include a description of the sample of students (e.g., random sample of transfer students declaring the major; graduating seniors) from whom data were/will be collected and the frequency and schedule with which the data in question were/will be collected.
   c) Describe and append a sample (or samples) of the “instrument” (e.g., survey or test), “artifact” (e.g., writing sample and evaluative protocol, performance review sheet), or other device used to assess the status of the learning outcomes desired by the program.
   d) Explain how the program faculty analyzed and evaluated (will analyze and evaluate) the data to reach conclusions about each desired student learning outcome.

**[Please limit your response to 200 words or less per learning outcome]**

*(If the requested data and/or analysis are not yet available for any of the learning outcomes, please explain why and describe the plan by which these will occur. Please limit your response to 500 words or less.)*

This is a very small minor and has no formal assessment process. Students that are pursuing the minor receive individualized and focused advising from Dr. Andersen.

5. Regarding each outcome and method discussed in items 2 and 4 above, please provide examples of how findings from the learning outcomes process have been utilized to
address decisions to revise or maintain elements of the curriculum (including decisions to alter the program’s desired outcomes). If such decision-making has not yet occurred, please describe the plan by which it will occur.

**[Please limit your response to 200 words or less per item]**

In 2008 the minor underwent requirement changes that took into account the fact that some courses were no longer being taught and that new courses had been developed that would be good additions to the minor (Government 143 and CRJ 116: Restorative Justice and Conflict Resolution). In addition, Dr. Andersen put together a list that would be appropriate electives for the minor.

As stated earlier, this has not been a formal process. The PCR coordinator plans to sit down with relevant faculty to discuss how this process could be formalized considering the difficulty of coordinating across disciplines.

6. Has the program systematically sought data from alumni to measure the longer-term effects of accomplishment of the program’s learning outcomes? If so, please describe the approach to this information-gathering and the ways in which the information will be applied to the program’s curriculum. If such activity has not yet occurred, please describe the plan by which it will occur.

**[Please limit your response to 300 words or less]**

No

7. Does the program pursue learning outcomes identified by an accrediting or other professional discipline-related organization as important? Does the set of outcomes pursued by your program exceed those identified as important by your accrediting or other professional discipline-related organization?

**[Please limit your response to 300 words or less]**

No

8. Finally, what additional information would you like to share with the Senate Committee on Instructional Program Priorities regarding the program’s desired learning outcomes and assessment of their accomplishment?

**[Please limit your response to 200 words or less]**

The PCR minor is a small, but important minor for the university. While no formal assessment process has been carried out for the minor, the students that I advise (whether they end up completing the minor or not) say that they get a lot out of the minor and appreciate the chance to
explore a common theme across disciplines. This minor has a lot of potential, particularly in light of the new one world initiative.