

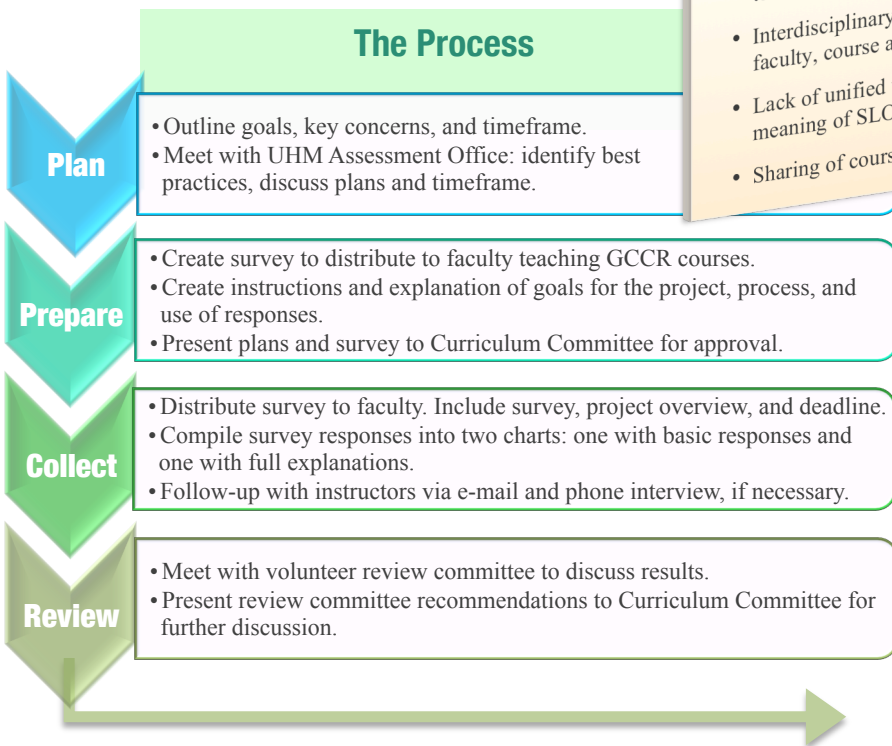
# Starting the Curricular Conversation through Mapping: A Curriculum Review of the Graduate Certificate in Conflict Resolution, Matsunaga Institute for Peace and Conflict Resolution

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## Program Review Goals

The 2013 Matsunaga Institute for Peace and Conflict Resolution (MIPCR) program review aimed to identify the extent to which courses approved for the Graduate Certificate in Conflict Resolution (GCCR) addressed program-level Student Learning Outcomes (SLOs) in order to guide improvements to program design and program-level SLOs. Three questions guided the in-depth look at program goals, how these goals translated into SLOs and how these SLOs are covered through curriculum and student experiences:

1. Does the program have a clear purpose to guide program-level SLOs?
2. Are program-level SLOs clearly and uniformly understood and adequately addressed through approved GCCR courses?
3. Should any changes be made to the current curriculum to enhance student learning and ensure students have opportunities and resources to meet program-level SLOs?



## Challenges

- Faculty participation, buy-in and getting timely responses to the survey
- Interdisciplinary nature of program limiting access to faculty, course availability, and oversight of course content
- Lack of unified understanding among all faculty of the meaning of SLOs
- Sharing of course syllabi

## SLO Results

Student Learning Outcomes with the most “No” and “Somewhat” responses were SLO nos. 3 and 6. This suggests a lack of coverage of these SLOs by GCCR courses.

## Program Recommendations

- Clarify program goals to guide program-level SLOs
- Clarify program-level SLOs to ensure unified understanding by all instructors
- Ensure there are opportunities for students to focus on professional conduct and ethics
- Ensure instructor and staff training for, and ownership of, the review process through transparency and collaboration

## MIPCR SLOs

1. Describe and explain the dynamics of different types of conflicts and the range of dispute resolution alternatives
2. Assist parties to analyze their issues or problems, identify their interests and options and choose an appropriate problem-solving process
3. *Work with parties to design culturally appropriate problem-solving processes that are attentive to their substantive, relational, and procedural interests*
4. Assist parties in a problem-solving process to identify and articulate their interests, to hear and be heard, to clarify options, identify and apply objective criteria for analyzing options and to understand the implications of the choices they are making
5. Assist parties to evaluate the degree to which the processes in which they have engaged were efficient, fair, effective, culturally appropriate, and set a good precedent
6. *Critically analyze ethical issues arising in specific problem-solving processes*

## Next Steps

1. Complete survey with remaining instructors for 100% participation. Survey two instructors of newly added courses.
2. Meet with faculty and lecturers to:
  - a. discuss and come to unified understanding of SLOs
  - b. discuss positioning and branding of program—practitioner or scholarly
3. Convene meetings with instructors to discuss & compare course content
4. Include SLO review as agenda item for semi-annual curriculum committee meetings.
5. Establish method and schedule for ongoing SLO review:
  - a. program changes and new course additions