

4-8-2011

Making the Connection: Conflict Resolution Education, Learning Outcomes Assessment, and Student Conduct

Judy Rashid

Making the Connection: Conflict Resolution Education, Learning Outcomes Assessment, and Student Conduct

An assessment study conducted
by

Dr. Judy Rashid

For

The Annual Conference of the
Association for Student Conduct Administration
St. Pete, Florida
February 6, 2010

THE FRAMEWORK

- **Learning - a “a comprehensive, holistic, transformative activity that integrates *academic learning and student development*”**
- **A campus is a “learning system”.**

Learning Reconsidered, (2004)

As a result.....

- **“The entire community must be embedded in efforts to achieve or inspire progress towards writing learning goals and assessing learning outcomes”.**

Fried (2006, pg. 6)



- **The assessment of student learning outcomes, however, is not program evaluation.**

Foundations of Negotiation and Conflict Resolution

The *goals of the course* are to:

- Provide a forum for the student to acquire new skills, knowledge, and/or attitudes through the examination of two forms of conflict resolution, namely negotiation and mediation.
- Enhance students' ability to work with people whose personality, backgrounds, expectations, and values differ from their own.
- Increase student awareness of the types of conflict management styles through self-assessment
- Serve as an interdisciplinary model in conflict resolution education for college students of all majors

Learning Outcomes:

- 1. Understand the value of diversity in managing and resolving conflict**
- 2. Demonstrate the basic elements of cooperative learning**
- 3. Describe the nature of conflict**
- 4. Articulate the components of negotiation and mediation**
- 5. Know the types of conflict management styles**
- 6. Relate the importance of assessing one's own conflict management style**
- 7. Recognize the influence of personality on conflict management style**
- 8. Explain the importance of good communication skills; the influence of gender and cultural differences, persuasion, perception, and power in conflict resolution**
- 9. Explain the link between effective negotiation skills and effective leadership**

In 2003, the Council for the Advancement of Standards in Higher Education (CAS) identified the following among 16 individual Learning and development outcome domains:

- **Intellectual growth**
- **Effective communication**
- **Realistic self appraisal**
- **Leadership development**
- **Meaningful interpersonal relationship**
- **Collaboration**
- **Social Responsibility**
- **Appreciating diversity**

Komives and Schoper (2006)

Problem Statement

- What do students learn after course completion of a conflict resolution class?

Purpose of Study

- The purpose of this study is to assess student learning outcomes after completion of a collegiate course entitled, ***The Foundations of Negotiation and Conflict Resolution***

Research Questions

This study will examine the following questions:

1. What are the skill ability levels of students before and after course completion?
2. How did the course change students' perception of conflict management and resolution?

■ ***Population***

Participants of this study were Coed undergraduate students of all classifications and majors at a public 4 yr. university.

Methodology

■ RESEARCH DESIGN

This assessment project used a **pre and post self assessment survey** designed by the professor and administered to the students before and after taking the course . In addition, using an **open - ended survey question**, the students were asked to answer this question in writing: "How has taking the course changed you?"

■ DATA COLLECTION

The nine learning outcomes of the course was used as items in the written pre-post survey to which the students responded using a skill rating scale of 1 (least ability) to 5 (most ability).

In addition, written responses to the question " how has the course changed you?" were collected and published in a class newsletter.

Data Analysis

- The first step in analyzing the data was to record the descriptive student responses from the **pre-post survey** of learning outcomes before and after taking the course. A bar chart was used to display the range of skill responses with 1 being the least to 5 being the most in terms of skill level acquisition of the learning outcome.
- The responses to the **open ended survey question** were examined for re-occurring themes

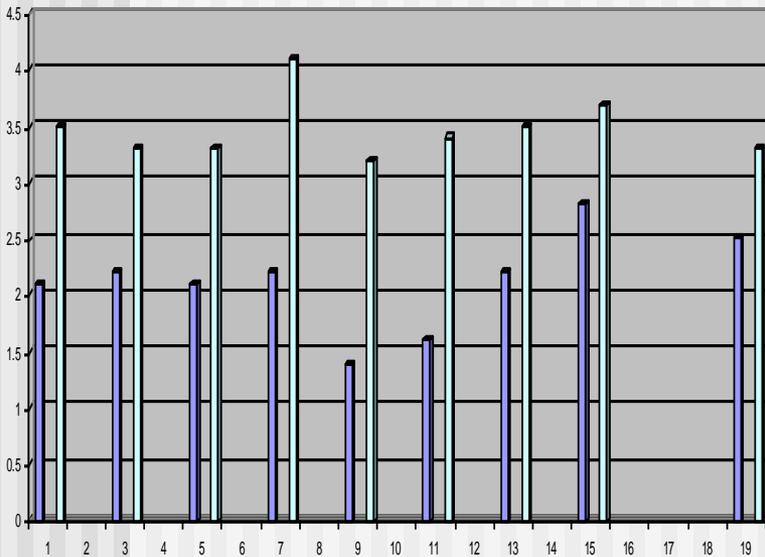
■ **VIEW DATA RESPONSE SUMMARY SHEETS**

- Fall 2007 and
- Spring 2008

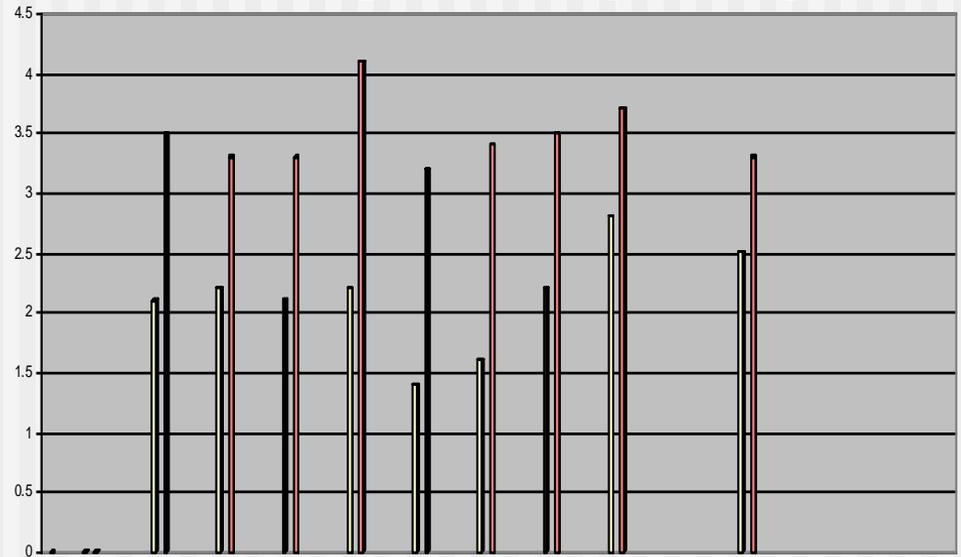
RESULTS

Learning Outcomes **Before** (left bar) and **After** (right bar) Taking the Course

FALL 2007 (n=9)



Spring 2008 (n=16)



RESULTS

In both groups.....

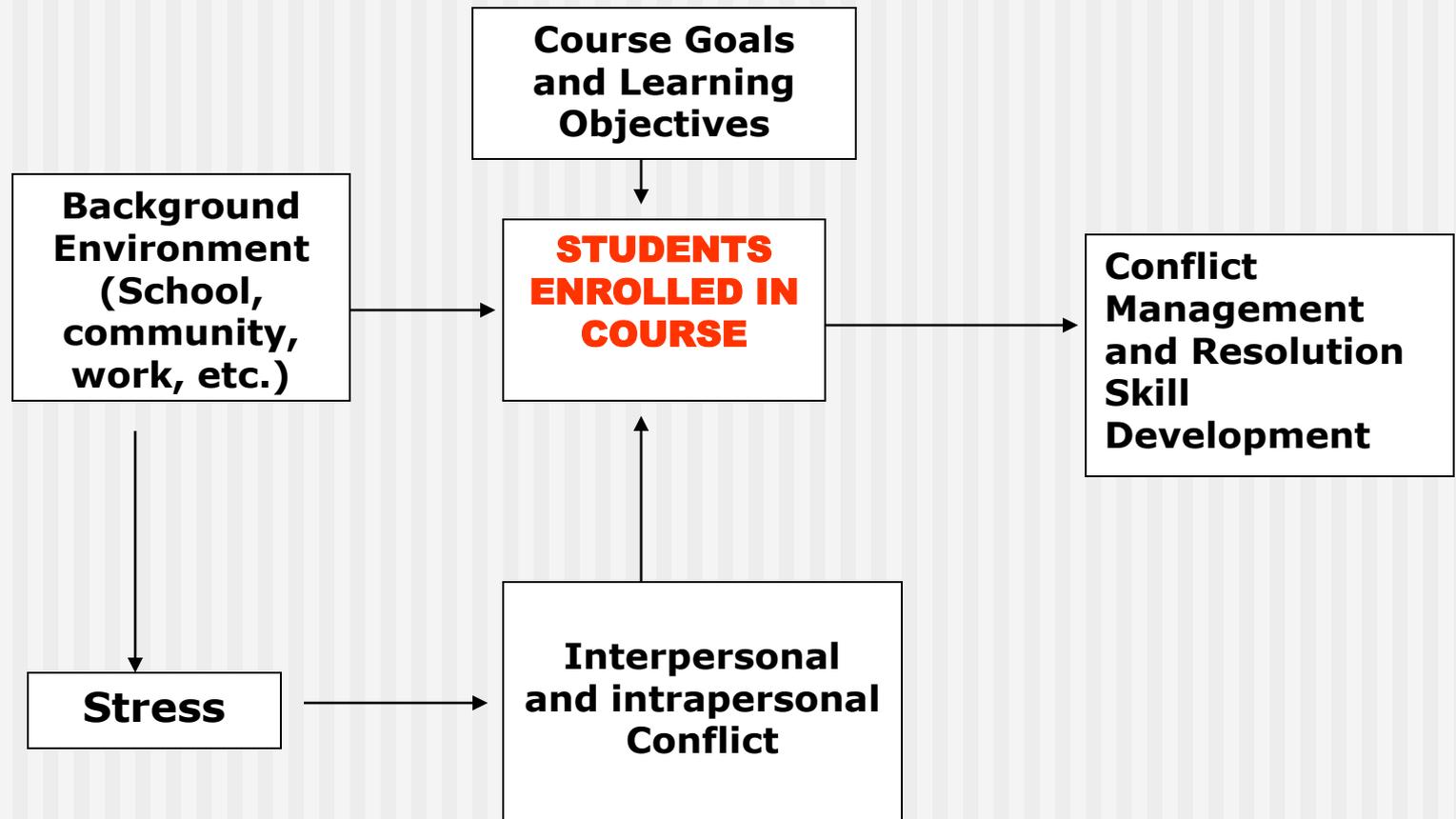
- **The least skill level before taking the course was in the area of **being able to name the types of conflict management styles (#5)** followed by **the inability to relate the importance of assessing one's own conflict management style (#6)**.**
- **The most learning occurred after taking the course relative to **the ability to articulate the components of negotiation and mediation (#4)**, followed by **acquiring the ability to explain the importance of communications skills and the influence of gender and cultural differences, etc. (#8)****
- **See Newsletter for qualitative answers to the open ended survey question**

Conclusions and Recommendations

- Conflict Resolution Education provides a forum for the student to acquire new skills, knowledge, and/or attitudes.
- More research is needed to identify strategies for reviewing student learning outcomes in conflict resolution education and to examine the impact on student behavior

Conceptual Model

The perceived influence of enrollment in a conflict management and resolution class on skill development



Group Discussion

How might Conflict Management and Resolution skill development impact Student Conduct?

REFERENCES

American College Personnel Association and National Association of Student Personnel Administrators (2004). **Learning Reconsidered: A Campus Wide Focus on the Student Experience**. Washington, DC: authors. Available at www.naspa.org and www.acpa.nche.edu

- Fried, J. (2006). *Rethinking Learning*. In R.P. Keeling, (Eds.), **Learning Reconsidered 2: A Practical Guide to Implementing a Campus Wide Focus on the Student Experience** (pp. 3-9). American College Personnel Association, National Association of Student Personnel Administrators, Association of College and University Housing Officers – International, Association of College Unions - International, National Academic Advising Association, National Association for Campus Activities, and National Intramural-Recreational Sports Association.
- Komives, S.R. & Schoper, S.S. (2006). *Developing Learning Outcomes*. In R.P. Keeling, (Eds.), **Learning Reconsidered 2: A Practical Guide to Implementing a Campus Wide Focus on the Student Experience** (pp. 17-41). American College Personnel Association, National Association of Student Personnel Administrators, Association of College and University Housing Officers – International, Association of College Unions - International, National Academic Advising Association, National Association for Campus Activities, and National Intramural-Recreational Sports Association
- Rashid, J.N. (2008). ***Student Learning Outcomes Assessment in Student Affairs: Our Responsibility to the Student***.
 - www.nwlink.com/~donclark/hrd/bllom.html
 - www.cas.edu