



Manual for Community Colleges Developing Programs in Peace and Conflict Studies

Assessing the Need for a Certificate Program in Peace and Conflict Management

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Many colleges and universities require that a formal needs assessment or market survey research study be conducted prior to approving proposed courses, certificates, degree programs, or other curriculum. The purpose of a needs assessment (also referred to within as “market research”) is to determine the feasibility of newly proposed curriculum. Specifically, a curriculum needs assessment should determine: 1) whether potential students are indeed interested in enrolling in the proposed curriculum and 2) whether potential students completing such curriculum would be viewed as more marketable by professionals in the field compared to students who do not complete this curriculum.

The present needs assessment was conducted to determine the market feasibility of a proposed certificate program in Peace and Conflict Management at Cuyahoga Community College (Tri-C) in Cleveland, Ohio. The creation of this needs assessment began by first determining the market for students earning a certificate in Peace and Conflict Management. Next, separate surveys were created to assess student interest in enrolling in the curriculum and whether community market professionals would view these students as marketable. After administering the surveys to community professionals and current Tri-C students, the data were analyzed and reported to the administrative committee responsible for approving the proposed curriculum. The checklist below outlines each of the steps in assessing the need for a proposed certificate in Peace and Conflict Management.

Seek Administrative Support and/or Approval

Prior to beginning the vast undertaking of creating a market survey, it is important to consult with the college or university administration for guidance and approval. There are many beginning questions that could be addressed early on that can prevent problems and facilitate the process of conducting a needs assessment. Thinking it through early on can save a lot of time and create a smooth and efficient research study. Each and every institution is unique and has its own set of policies, procedures, and standards for conducting market research. Depending on the answers to the following questions, the needs assessment may take on different forms or procedures.

Institutional Expectations

Are there available guidelines from the institution for conducting a needs assessment? What are the expectations of the administration for specific aspects of the survey, e.g., how many surveys are necessary to be representative, how should the survey be conducted, to whom should the results be reported and in what format (e.g., written, oral, etc)?

Institutional Approval

Are there individuals who must approve the materials prior to conducting the needs assessment? Specifically, is there a specific administrator who must approve or oversee this process? Must this market research be formally approved by the Institutional Review Board that oversees research conducted by members of the institution?

Institutional Precedents or Prototypes

Are there other programs that have conducted needs assessments prior to their approval? If so, would these programs be willing to share their materials to aid in the planning process?

Institutional Support

Are there administrative offices that can be of assistance in the various stages of the market survey such as identifying a market (e.g., Marketing Office or Community Relations), collecting and/or entering the data (e.g., administrative offices, work-study students, interns) and analyzing the data (e.g., Institutional Planning Office or statistical tutors)?

Team Members

Who will direct and coordinate the research? Are there faculty and/or staff that could be enlisted to help who possess specific expertise in survey creation, data collection, data analysis, and data reporting? Who will collect the data, enter the data, analyze/interpret the data, and summarize the data in written format? Are there faculty who would be willing to assist by simply collecting data in their classes? Will these team members volunteer their services or will they receive compensation (see below)?

Financial Resources

How will the survey materials be paid for and produced? Will survey participants be compensated or volunteer? Will the team members receive compensation or release time for their efforts? How will funds be procured for the creation and administration of the survey materials?

Curricular Support

Could the market research project be used as a hands-on learning experience for students engaged in business, marketing, statistics, behavioral sciences or research courses? For example, participating faculty may integrate the market research project into their courses to teach students how to develop and administer survey research as well as and analyze data. Advanced students could earn independent study credit while learning about the process of conducting research.

Every institution is different, and in the case of the needs assessment conducted at Tri-C, this particular trajectory toward completing the needs assessment was based on the fact that needs assessments were a relatively new expectation of the curriculum office. Indeed, an informal survey of other peace and conflict management programs yielded very little precedent for conducting this type of market survey at other institutions. Only two other programs at Tri-C had conducted prior needs assessments, and one of these programs was kind enough to share materials and information to assist in the process. There were few explicit expectations for approving the survey, conducting the survey, and reporting the results of the survey. Faculty,

staff, and administration volunteered their time and efforts to assist in the process of conducting the formal needs assessment described hereafter.

Determine the Market

The market for any proposed curriculum in peace and conflict management has at least two segments. The first segment involves the market for students who will actually enroll in the curriculum and develop the peace and conflict management knowledge and skills gained through the curriculum. The second segment involves the market for the knowledge and skills gained through completing the certificate. In other words, the second segment involves the professional community that will then employ students completing the certificate.

At Tri-C, an Advisory Committee for the Proposed Certificate in Peace and Conflict Management was formed, and the members met to brainstorm potential markets for this curriculum. Members of this committee were faculty, staff, administrators, and interns representing a diversity of disciplines. The first market segment was easily identifiable: any Tri-C student could be a potential student in the certificate program. Indeed, the student market survey was ultimately completed by students in primarily introductory courses with a wide range of intended majors. Future market surveys may be directed specifically toward students intending to major in disciplines that are specifically aligned with peace and conflict management.

The second market segment was much broader than the first. The committee brainstormed a list of potential professional careers and disciplines that could benefit from possessing a skill set in peace and conflict management. This involved brainstorming the names of individual contacts, professional organizations, businesses, social service agencies, public or government organizations, and community nonprofit organizations. This process was aided by a job outlook assessment conducted by two undergraduate interns from the Kent State University Center for Applied Conflict Management who worked with the advisory committee as part of their internship with Tri-C's Global Issues Resource Center.

Once the market segments are identified, consider how participants will be recruited and who will comprise the participant sample. Having a clear idea of how exactly participants will be selected and recruited should aid in the next step of designing the assessment. The assessment content, length, and mode of delivery may depend on the available participant pool.

Create the Assessment

The next step in conducting the market survey is to create the actual assessment to determine the market for the proposed curriculum among students and community professionals. The advisory committee met to brainstorm key variables to be assessed on the student survey and the community professional survey. The following lists the key variables identified by the committee to determine the market feasibility of this curriculum. The assessments were constructed by a volunteer faculty member with expertise in survey construction and research methodology. The actual assessments can be viewed in the attached Appendix 1 (Community Professional Survey) and Appendix 2 (Student Survey).

❖ Student Market Survey: Key Variables

- ✓ Demographics such as age, sex, ethnicity, highest level of educational attainment, enrollment status, and intended major or future career path

- ✓ Level of conflict present in students' daily life, family life, intimate relationships, work environment, and school environment
- ✓ Students' perception of the importance of possessing skills to understand and resolve conflicts
- ✓ Students' interest in taking classes for credit and/or a certificate program that would teach about conflicts and the skills and strategies for resolving them
- ✓ Students' perception that a certificate in peace and conflict management would increase their chance of employment

❖ **Community Professional Market Survey: Key Variables**

- ✓ Demographics such as age, sex, ethnicity, highest level of educational attainment, county of residence
- ✓ Occupational status such as employee or employer and position title
- ✓ Information about the organization of employment such as the services the organization provides and what positions in the organization deal most with conflict as part of the job responsibilities
- ✓ Information about the organization's professional development opportunities such as whether employees are reimbursed for professional development, how professional development is conducted, and the resources the organization utilizes for employee trainings and professional development
- ✓ The degree of importance for conflict management skills in the respondent's field or profession including the skills of: treating conflict as neutral, ability to identify functional vs. dysfunctional conflict, reappraising conflict through emotional awareness, identifying alternatives to agreement, active listening, ability to take different perspectives, understanding of nonverbal communication, sensitivity to cultural differences in communication (verbal and nonverbal), positively and constructively asserting oneself in interaction, using effective questioning to work through conflict, non-defensive communication, de-escalating verbal aggression, negotiating competitively, achieving consensus, strategic planning, and effective decision making
- ✓ The importance of possessing the conflict management skill set for a potential employee in the respondent's field
- ✓ Respondents' interest in professional development offered by Tri-C in enhancing the conflict management skills of his- or herself or his or her employees
- ✓ Respondents' interest in a variety of potential opportunities for professional development in conflict management skills (e.g., for credit courses, noncredit courses)

Each proposed program in peace and conflict management, social justice, or peace studies will be different. It is the responsibility of the advisory committee proposing such curriculum to have a clear idea of the proposed program, its vision, objectives, and outcomes prior to creating the market survey. The particular variables of interest included on the market survey should reflect and align with the particular vision, objectives, and outcomes of the proposed program. At Tri-C, the survey designed for community professionals directly assessed the marketability of the particular skill set to be offered by the proposed certificate program. Future student market surveys should be similar in this regard. Students would benefit greatly from a clear explanation of the meaning of "conflict" and "conflict management" embedded in the survey instructions. Students could be provided with a list of skills or objectives that the proposed program would be teaching so as to make a better judgment of their willingness to enroll in these programs.

Seek Institutional Approval for the Assessments

The needs assessments should be approved by any regulating body at the institution as per the procedures specified by the institution. In the case of the needs assessment conducted at Tri-C, the community professional survey was reviewed by the Vice President for Planning and Institutional Effectiveness, approved by the Dean of Academic Affairs, and approved and formally endorsed by the Associate Dean of Social Sciences. The advisory committee was informed that prior market research conducted in the community did not need the approval of the Institutional Review Board. However, because the student survey involved student research participants and involved assessing a potentially sensitive subject such as interpersonal conflict, the student survey was reviewed and approved by the Institutional Review Board (IRB). Surveys needing approval by an IRB should be submitted for approval in advance of collecting the data and according to the particular procedures and policies of the institution's IRB committee.

Recruit Participants

Recruitment of Student Participants

Student participants can be recruited in any number of ways, but the exact recruitment procedures will depend on the procedures of the institution. In this case, only students over the age of 18 were legally able to give their informed consent to participate and therefore were eligible to complete the survey. The primary mode of recruiting these students was with the cooperation and assistance of faculty who asked students to complete the surveys during class time. Some faculty offered extra credit, although this was at the discretion of the instructor. It should be noted that if compensation (such as extra credit) is offered, faculty should also offer ineligible students an alternative activity to complete in lieu of the actual survey. Other suggestions for recruiting students may include recruitment through research participant pools offered by behavioral science departments or recruitment in public locations such as student unions, sports events, cafeterias, or lounges. In the case of the research conducted at Tri-C, student research participants were generally recruited in introductory courses and represented a wide array of intended majors and degree programs.

A copy of the email sent to faculty to recruit student participants and instructions for administering the student survey can be viewed in Appendix 3.

Recruitment of Community Professionals

Community professionals were recruited primarily with a convenience sample and using a snowball procedure whereby survey recipients were encouraged to pass on the survey to their friends, colleagues, employees, and associates. Recipients were initially contacted via e-mail from a Tri-C employee with a letter endorsed by the Associate Dean of Social Sciences requesting their participation. Tri-C employees were encouraged by the advisory committee to recruit community professionals particularly in the social services, not-for-profit organizations, business sector, education sector, health careers, and emergency/public safe careers. Survey recipients were recruited in the following ways:

- ✓ The advisory committee members and faculty who attended a college-wide colloquium on the certificate program volunteered to send the survey via e-mail to their personal and professional contacts.
- ✓ The Global Issues Resource Center sent the survey via e-mail to its e-mail list serve.
- ✓ The Office of the President at the Western Campus and the Metro Campus sent the survey via e-mail to the college's list of key community organizations and affiliations.

- ✓ Other suggestions for recruiting community professionals include: sending out mailings obtained from the Better Business Bureau, local World Trade Center, local marketing agencies, and obtaining a convenience sample at local professional conferences or job fairs.

Copies of emails sent to recruit community professionals can be viewed in Appendix 4, and a list of potential organizations from which recruited recipients belonged can be viewed in Appendix 5.

Administer the Assessment and Analyze the Data

Surveys were administered in both paper-and-pencil format and via the Internet. The student survey was administered only in paper-pencil format in the classroom at the discretion of the supervising instructor. Instructions for administering the surveys adhered to the approved IRB protocol and can be viewed in Appendix 3. Completed surveys were returned to the principal investigator, kept in a locked filing cabinet, and only handled by the principal investigator and other research assistants responsible for entering and analyzing the data. The community professional survey was administered via Survey Monkey (www.surveymonkey.com). A research analyst in the Department of Institutional Research created the survey in Survey Monkey, and provided the advisory committee with a link to view the compiled survey results online. Collecting the data online was an excellent way to cost-effectively disseminate the survey and view immediate results. It is recommended that future surveys institute an online data collection system such as Survey Monkey or other online forms.

The data were entered by a team of interns and the project director. Data were analyzed using descriptive statistics in Microsoft Excel and the Statistical Package for the Social Sciences (SPSS). Data analysis should be conducted by an individual familiar with statistics and research methodology.

Report the Assessment Results

Following data analysis, the research results must be reported in a clear, concise, and easily digested fashion. Before writing the research report, identify the intended audience and the format in which results will be reported (e.g., oral, written, visual). Administrators and curriculum committees are overburdened with work and have little time to spend devising their own interpretations of complicated graphs, charts, statistics, and language.

In the case of the need assessment for the proposed certificate program in Peace and Conflict Management conducted at Tri-C, the administration requested a short executive summary with clear language, graphs, and charts to be presented along with the formal written proposal. Past needs assessments at Tri-C were presented as an oral presentation with visual representations of the data. The executive summary should be a focused and concise explanation of the key findings discovered from the needs assessment. The executive summary should include:

- ❖ One-to-two pages including:
 - ✓ A short abstract (5-7 sentences) of what was done and what was found
 - ✓ Two-to-three findings that are clearly worded and visibly identifiable
 - ✓ A concise written explanation of the key statistical findings accompanied by clear visual displays of the data
 - ✓ A short (one paragraph) conclusion reiterating the key findings and making a recommendation for future action

- ❖ Additional pages with follow-up appendices of additional information such as how participants were recruited and demographic data for the samples

A copy of the executive summary prepared for the Tri-C proposal can be viewed in Appendix 6.

Conclusions

In summary, assessing the need for a certificate program in Peace and Conflict Management is a process that involves a great deal of planning, resources, and institutional commitment. The process begins by seeking administrative support and approval to move forward with the market research. Once the target markets have been identified, the survey assessments must be created and approved by the institution. Participants are then recruited, the survey is administered, and the data are analyzed. The results of the market research can then be reported to the administration and curriculum committees in support of the new curriculum. The most crucial element to facilitating successful market research throughout this entire process is to engage a team of players (including faculty, staff, administrators, students, and community professionals). By working together, this diverse team can accurately assess the need for curriculum that will better prepare students for their future careers.

Please visit the web site www.CREducation.org for additional chapters of the *Manual for Community Colleges Developing Programs in Peace and Conflict Studies*.



Your participation in this survey is very valuable to us. Completing the survey should take no more than 10-15 minutes of your time. Your responses will help CCC design curriculum that will enhance the workforce in your field. The information that you provide will be kept strictly confidential and private. In any report of this survey, we will not include any information that will make it possible to identify a participant; only summaries will be reported. No names or identifying information will be included. Every effort will be made to ensure confidentiality of your responses. Questions concerning this survey can be directed to: Dr. Kate Catanese at kate.catanese@tri-c.edu

1. Age: _____ 2. Sex:

- Male
- Female

3. What is your ethnicity?

- American Indian or Alaskan Native
- Asian or Asian American
- Black or African American
- Native Hawaiian or other Pacific Islander
- Hispanic or Latino(a)
- Caucasion/White
- Arab or Arab-American
- Multi-ethnic
- Other

4. What is your highest level of education attained?

- Some high school
- High school graduate
- Some college
- Associate's degree
- Bachelor's degree
- Master's degree
- Doctoral degree
- Professional degree or certification

5. What is your County of Residence?

- Cuyahoga County
- Lake County
- Geauga County
- Portage County
- Summit County
- Medina County

- Lorain County
- Other (please specify): _____

6. Based on your position in this organization, how would you describe yourself?

- Employer
- Employee

7. What is your position title? _____

8. Briefly describe the services that your organization provides:

9. What positions in your organization deal most with conflict as part of the job responsibilities?

10. Does your organization reimburse employees for professional development?

- Yes
- No
- I'm not sure

11. How is your organization's professional development conducted?

- Distance learning (online)
- In-person
- Both distance learning and in-person
- Other

12. What resources does your organization utilize for employee trainings and professional development?

- Internal resources
- Specially trained internal resources
- External resources
- Both internal and external resources

13. Using the scale below, indicate the degree of importance of each of the following conflict management skills for your field or profession.

- 5 = Very important**
- 4 = Important**
- 3 = Slightly important**
- 2 = Not important**
- 1 = Not applicable to my profession**

Treating conflict as neutral	5	4	3	2	1
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Ability to identify functional vs. dysfunctional conflict	5	4	3	2	1
Reappraising conflict through emotional awareness	5	4	3	2	1
Identifying alternatives to agreement	5	4	3	2	1
Active listening	5	4	3	2	1
Ability to take different perspectives	5	4	3	2	1
Understanding of nonverbal communication	5	4	3	2	1
Sensitivity to cultural differences in communication (verbal and nonverbal)	5	4	3	2	1
Positively and constructively asserting oneself in interaction	5	4	3	2	1
Using effective questioning to work through conflict	5	4	3	2	1
Non-defensive communication	5	4	3	2	1
De-escalating verbal aggression	5	4	3	2	1
Negotiating competitively	5	4	3	2	1
Achieving consensus	5	4	3	2	1
Strategic planning	5	4	3	2	1
Effective decision making	5	4	3	2	1

14. For hiring decisions, how important would it be for a potential employee in your field to possess a conflict management skill set (see table above for listing of skills)?

- Very important
- Important
- Somewhat important
- Not important
- Not applicable

15. If you are an EMPLOYER and are interested in professional development to enhance your EMPLOYEES' conflict management skills, which of the following potential opportunities at Cuyahoga Community College would best benefit YOUR EMPLOYEES? (Please check all that apply.)

- Courses for credit toward an Associate's degree.
- Courses for credit toward transfer to a four-year college or university.
- Courses for credit toward a certificate program in conflict management.
- Noncredit courses toward Continuing Education or professional development.
- Noncredit courses toward a certificate program in conflict management.
- None of the above.
- Not applicable – I am not an employer.
- I am not interested in enhancing my employees' conflict management skills at this time.

16. If you are interested in professional development to enhance your OWN conflict management skills, which of the following potential opportunities at Cuyahoga Community College would best benefit you? (Please check all that apply.)

- Courses for credit toward an Associate's degree.
- Courses for credit toward transfer to a four-year college or university.
- Courses for credit toward a certificate program in conflict management.
- Noncredit courses toward Continuing Education or professional development.
- Noncredit courses toward a certificate program in conflict management.
- None of the above.
- Not applicable.
- I am not interested in enhancing my own conflict management skill set at this time.

17. Is there anything you would like to add or comment on?

Thank you for taking the time to complete this survey and help Cuyahoga Community College shape the development of new curriculum in Peace and Conflict Management. Your participation is invaluable to us, and we greatly appreciate your input.



The aim of this student survey is to explore the possibility of Cuyahoga Community College developing a certificate program in Peace and Conflict Management.

The survey should take approximately 5 minutes to complete.

Participation in this survey is completely voluntary and may be discontinued at any time. Do not write your name or any other identifying information on the survey. Your answers to this survey are completely anonymous, and your responses can not be linked to you. There are no risks involved in completing this survey. Please be as accurate and honest as possible.

Questions regarding this survey can be addressed to Dr. Kate Catanese at 216-987-5491 or kate.catanese@tri-c.edu

Age: _____

Sex: Male Female

What is your ethnicity? (Circle one)

1. American Indian or Alaskan Native
2. Asian or Asian American
3. Black or African American
4. Native Hawaiian or other Pacific Islander
5. Hispanic or Latino(a)
6. Caucasion/White
7. Arab or Arab-American
8. Multi-ethnic
9. Other: _____ (Please specify)

What is your highest level of education attained? (Circle one)

1. Some high school
2. High school graduate / GED
3. Some college
4. Associate's degree
5. Bachelor's degree
6. Master's degree
7. Doctoral degree
8. Professional degree or certification

What is your enrollment status at Cuyahoga Community College? (Circle one)

1. Full-time (12 credit hours or more per semester)
2. Part-time (less than 12 credit hours per semester)
- 3.

What is your intended major or future career path? _____

OVER FOR MORE QUESTIONS →

For the following questions, please respond on a scale from 0 (never) to 4 (very often).

- 0 = Never
 1 = Almost never
 2 = Sometimes
 3 = Fairly often
 4 = Very often

	Circle One:				
How often do you deal with conflict in your <u>daily life</u> ?	0	1	2	3	4
How often do you deal with conflict in your <u>family relationships</u> ?	0	1	2	3	4
How often do you deal with conflict in your <u>intimate relationships (significant others)</u> ?	0	1	2	3	4
How often do you deal with conflict in your <u>work environment</u> ?	0	1	2	3	4
How often do you deal with conflict in your <u>school environment</u> ?	0	1	2	3	4

How important do you think it is to possess skills to understand and resolve conflicts?

0	1	2	3	4
Not applicable	Not important	Slightly important	Important	Very important

How interested would you be in taking classes for credit at CCC that would teach you about conflicts and the skills and strategies for resolving them?

0	1	2	3
Not interested	Slightly interested	Interested	Very interested

How interested would you be in a certificate program at CCC that would teach you about conflicts and the skills and strategies for resolving them?

0	1	2	3
Not interested	Slightly interested	Interested	Very interested

Do you believe that you would have an increased chance of employment with a certificate in peace and conflict management?

Yes	No	Not sure
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Please list any additional comments/suggestions/recommendations for development of a peace and conflict management program at Cuyahoga Community College:

ALL STUDENTS COMPLETING THE SURVEY SHOULD RECEIVE THIS DOCUMENT:**Survey Debriefing**

Thank you for your participation in this survey. The aim of this student is to explore the possibility of Cuyahoga Community College developing a certificate program in Peace and Conflict Management.

Your participation in this study is extremely important to us because it is helping us to study something that affects everyone's lives – conflict. We are interested in assessing the level of conflict that students' experience in their personal lives so that we can develop curriculum to help people understand and manage conflicts in everyday life. Everyone can recall a time in their life when they experienced conflict. As a result of participating in this study, you may find yourself thinking about conflicts that you have experienced. This is normal, and you should know that everyone at some time or another experiences conflict and the emotions that accompany it. If for any reason you should have concerns about conflict that you are experiencing in your life, I want to make you aware of some resources that are available to you. Although you can feel free to contact the researcher conducting this study about these concerns, they are not trained in counseling. However, Cuyahoga Community College's Counseling Services offers short-term individual and confidential counseling to discuss any personal concerns relating to conflicts, relationship problems, stress, depression, or other personal matters. If you want to talk to someone trained to handle these kinds of issues, you can make an appointment by contacting any of the three Counseling Centers:

East 216-987-2280
 Metro 216-987-4900
 West 216-987-5200

In addition, if you are interested in learning more about this proposed curriculum, you can contact the researcher listed below. If you would like to be informed if and when courses in conflict management are available at Cuyahoga Community College, you can return the form at the bottom of this page to:

Dr. Kate Catanese
 11000 Pleasant Valley Road B-242
 Parma, OH 44111
 kate.catanese@tri-c.edu
 216-987-5491

I am interested in being notified if and when courses in conflict management are available:

Name: _____

Address: _____

Telephone Number: _____

Email address: _____

To be contacted in the future,
 complete and return this form to:

Dr. Kate Catanese
 11000 Pleasant Valley Road B-242
 Parma, OH 44111
 kate.catanese@tri-c.edu
 216-987-5491

-----Original Message-----

From: Catanese, Kathleen

To: Advisory Committee Members

Subject: PCM Certificate Student Survey

The student survey for the certificate program has been APPROVED today by the CCC Institutional Review Board for the use of human participants in research, just in time to give out at your final exams if you wish.

If you would like to distribute this survey to your students, please carefully follow the protocol listed below. The survey and debriefing form are attached.

FAILURE TO COMPLY with this protocol may JEOPARDIZE our relationship with the IRB and will violate federal regulations for the use of human participants in research (because I am the principal investigator associated with this research, I am legally responsible). So please follow directions closely:

INSTRUCTIONS FOR ADMINISTRATION:

- 1) Students under the age of 18 are INELIGIBLE to participate because they cannot legally consent to participate in research.
- 2) All students who complete the survey MUST BE GIVEN the debriefing form (Attached) after their participation is complete. This is absolutely essential because the debriefing form that they will receive allows us to waive the formal informed consent process (that would have taken longer to receive consent than to complete the survey itself).
- 2) Compensation can be extra credit, if you desire to award it. Extra credit will be awarded at the discretion of each faculty member who administers the survey. When extra credit is awarded, students will receive alternative activities to earn extra credit. (You cannot discriminate against students who do not wish to participate in this particular activity or who are ineligible to participate due to age limitations). Comparable alternative activities will be determined at the discretion of the faculty member. (I will give my students an alternative survey regarding what they liked/disliked about the course if I decide to award extra credit).
- 3) Completed surveys are to be returned to me (WEST B-242) and will be kept in a locked filing cabinet in my office.

Thanks for your help in administering this survey.

Kate

INSTRUCTIONS FOR FACULTY ADMINISTERING THE PCM SURVEY

FAILURE TO COMPLY with this protocol may JEOPARDIZE our relationship with the Tri-C Institutional Review Board and will violate federal regulations for the use of human participants in research (because I am the principal investigator associated with this research, I am legally responsible). So please follow directions closely.

HOW LONG DOES IT TAKE?

The survey takes approximately FIVE MINUTES for students to complete.

WHO CAN ADMINISTER THE SURVEY?

Any faculty or staff may administer the survey as long the protocol posted below is adhered to EXACTLY AS INDICATED.

WHO IS ELIGIBLE TO TAKE THE SURVEY?

ONLY STUDENTS OVER THE AGE OF 18 ARE ELIGIBLE. Students under the age of 18 are not eligible because they cannot legally consent to participate in research. Please do not give them this survey.

CAN I GIVE EXTRA CREDIT TO COMPLETE THE SURVEY?

Yes. Extra credit can be awarded at the discretion of each faculty member who administers the survey. When extra credit is awarded, students should receive alternative activities to earn extra credit. (You cannot discriminate against students who do not wish to participate in this particular activity or who are ineligible to participate due to age limitations). Comparable alternative activities can be determined at the discretion of the faculty member. I will give my students an alternative survey about the course.

SEQUENCE OF EVENTS – MUST BE FOLLOWED EXACTLY

STEP ONE: Students over the age of 18 complete the survey & turn it in. (Less than 5 minutes).

STEP TWO: Students MUST BE GIVEN a copy of the Debriefing Form after the survey has been completed and turned in. This is absolutely essential because the debriefing form that they will receive allows us to waive a formal informed consent process (that would have taken longer to receive consent than to complete the survey itself). Debriefing is a fundamental part of any research study, and always takes place AFTER the data have been collected. The purpose of the debriefing is to reveal additional information about the purpose of the study and to provide contact information for anyone wishing to learn more. In the case of this particular research study, the debriefing is **ESSENTIAL** because this study asks students to think about conflict in their personal lives, and the debriefing form provides information about counseling services. There is also a place that the student can cut off and return if they would like to be notified about courses that are offered in the PCM program. The debriefing form is just a piece of paper. You don't even have to read it to them. Just hand it to them when they turn in the survey. You can tell them "This form will tell you more about the study, and if you'd like to know when the courses are offered, complete the bottom portion and return it to me."

STEP THREE: Return completed surveys (and contact info for students wishing to be notified when the courses are offered) to Kate Catanese at Western Campus B-242. Completed surveys will be kept in a locked filing cabinet in my office.

Thanks for your help in administering this survey.

Questions can be addressed to:

Kate Catanese
Western Campus B242
kate.catanese@tri-c.edu
216-987-5491

-----Original Message-----

From: Franklin, Carol

To: Catanese, Kathleen

Subject: Cuyahoga Community College Educational Opportunity Survey

At Cuyahoga Community College, we are committed to providing high quality, accessible and affordable educational opportunities and services -- including university transfer, technical, and lifelong learning programs -- that promote individual development and improve the overall quality of life in a multicultural community.

We are writing to request your input on the development of educational opportunities that are particularly applicable to an individual working in your field or profession. Please help us by completing the attached survey regarding the knowledge and skill set that would most benefit an individual in your field or profession working with conflict.

Your participation in this survey is very valuable to us. Completing the survey should take no more than 10-15 minutes of your time. Your responses will help Cuyahoga Community College design curriculum that will enhance the workforce in your field. The information that you provide will be kept strictly confidential and private. In any report of this survey, we will not include any information that will make it possible to identify a participant; only summaries will be reported. No names or identifying information will be included. Every effort will be made to ensure confidentiality of your responses. A copy of the survey results will be made available to you upon your request.

Please take a moment to complete the survey thoughtfully and thoroughly by following the links below:

https://www.surveymonkey.com/s.aspx?sm=VIqSjXLH5CmSn3HttSMYHA_3d_3d

This is an opportunity for you to help Cuyahoga Community College shape the development of new curriculum that could positively impact your field or profession.

Please feel free to forward this link to other individuals or organizations that could provide feedback to us regarding the occupational usefulness of conflict management knowledge and skills.

Thank you for your time and participation.

Sincerely,

*Carol S. Franklin, Ph.D.
Associate Dean, Social Science
Western Campus
Cuyahoga Community College
(216)987-5504*

Better Business Bureau
City of Parma Heights Social Service, Police, Fire, and/or EMS Divisions
City of Parma Social Service, Police, Fire, and/or EMS Divisions
City of Seven Hills Social Service, Police, Fire, and/or EMS Divisions
Cleveland Bar Association
Cleveland Community Shares
Cleveland Council on World Affairs
Cleveland Municipal School District
Cleveland NAACP Office
Community Solutions
Cuyahoga County Probation Department
Department. of Biochemistry at CWRU Medical School
Dollar Bank
Golden Ciphers
International Services Center
KIKS Office Partners
Lutheran Metropolitan Ministry
Mental Health Advocacy Coalition
Montgomery Chevrolet
Ohio Bar Association
Parma Area Chamber of Commerce
St. Vincent Charity Hospital
The City Mission
Tri-C Continuing Education
Tri-C International Business Advisory Committee
Tri-C Workforce and Economic Development Division (WEDD)
United Way of Greater Cleveland
Women Safe
YMCA
YWCA

**Proposed Peace and Conflict Management Certificate Program at
Cuyahoga Community College
Market Research Executive Summary**

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Kent State University
Center for Applied Conflict Management

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Metropolitan Campus Market Feasibility.....	In Progress

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Proposed Peace and Conflict Management Certificate Program at Cuyahoga Community College Market Research Executive Summary Community and Western Campus Market Feasibility*

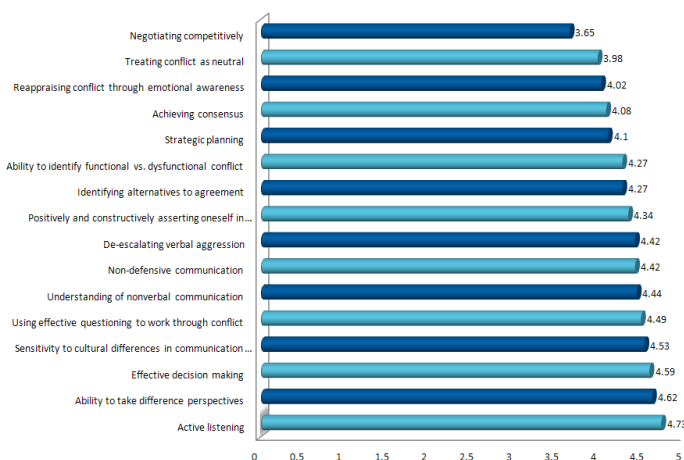
Two independent studies assessed the market feasibility of the proposed Peace & Conflict Management (PCM) Certificate among local community professionals and current Tri-C students at the Western Campus. Local community professionals resided mainly in Cuyahoga County and represented a variety of educational levels, occupations, and personal demographics (see Appendix A). Students surveyed represented a diverse group with a variety of majors (see Appendix B). These results illustrate two key findings that support the market feasibility of the proposed PCM Certificate at Tri-C.

The first key finding is that both community professionals and students view a conflict management skill set as important and marketable for future employment.

The majority of community professionals reported that the conflict management skill set is of significant importance in their respective fields and occupations, and that these skills would increase the marketability of potential employees during the hiring process.

Indeed, 88% of the skills were rated “important” or “very important,” (See Skill Chart) for their field or professions, and 81% of community professionals reported that it would be “important” (50%) or “very important” (31%) in hiring decisions for potential employees to possess these skills.

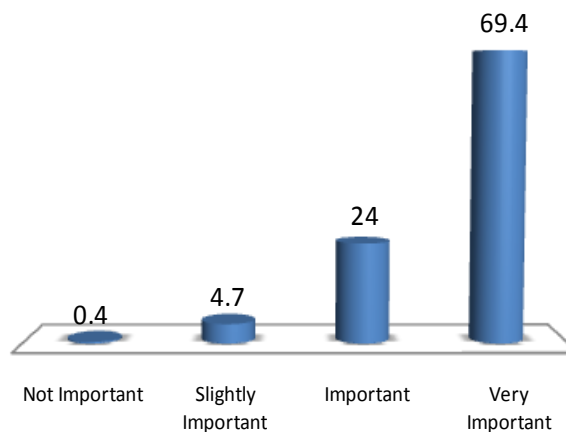
Perceived Importance to Employers of Conflict Management Skills for Potential Employees



Consistent with community professionals’ perceptions, the vast majority of students strongly believed that possessing conflict management skills are “very important” (69.4%), and 48% believed that a certificate in peace and conflict management from Tri-C would increase their chances of employment (41.9% were unsure).

Conflict management skills will benefit students for future employment and also in their daily lives where they report a concerning amount of conflict. Students reported experiencing conflict “fairly often” or “very often” in their daily life (44.6%), family relationships (36.4%), intimate relationships (21.7%), work environment

Importance of Conflict Management Skills to Tri-C Students (Western Campus)



(25.6%), and school environment (12%) (See Appendix C).

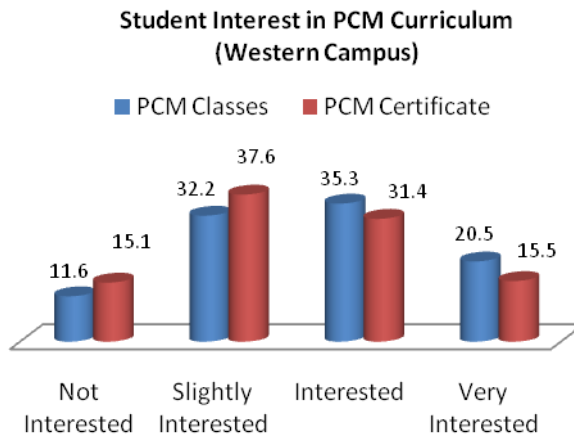
The second key finding is that students and community professionals are interested in enrolling in curriculum to develop skills to understand, manage, and resolve conflicts.

Coinciding with their beliefs that conflict management skills are important in life and for future employment, students showed substantial interest in taking courses for credit and completing a certificate program that would teach them about peace and the skills for resolving conflict. More than half (55.8%) reported that they would be “interested” or “very interested” in taking conflict management courses for credit, and almost half (46.9%) reported that they would be “interested” or “very interested” in completing a certificate program in peace and conflict management.

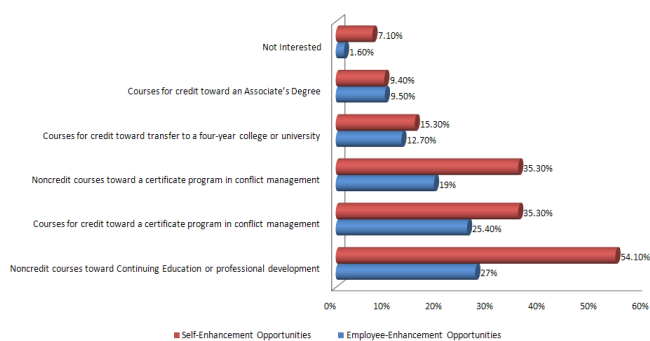
Students are correct to assume that a certificate program in conflict management would be of benefit to them because community professionals strongly endorsed a conflict management skill set for potential employees (as reported earlier), and 25.4% of community professional employers reported that their current employees would benefit from courses for credit toward a certificate program in conflict management.

Surprisingly, even a substantial proportion (35.3%) of these highly educated community professionals (the majority possess a Bachelor’s Degree or higher) reported that they themselves would be interested in taking

courses for credit toward a certificate program in conflict management at Tri-C, although the greatest interest for self-enhancement was for noncredit courses toward Continuing Education or professional development (54%).



Interest in Professional Development Opportunities to Enhance Conflict Management Skills



In Conclusion

This research demonstrates that both community professionals and students believe that a conflict management skill set is important for employment, and both groups indicate an interest in enrolling in curriculum to develop skills to understand, manage, and resolve conflicts. Based on this research, this advisory committee believes that Cuyahoga Community College has the unique advantage of integrating peace and conflict management into our for-credit curriculum in a way that will better prepare students for their future careers and create competitive candidates for employment in the global job market. Additionally, we believe that the skills learned

through this curriculum will empower our students with the knowledge, skills, and abilities to become change agents in their communities and through their careers.

Appendix A: Recruitment and Demographics of Community Professionals

Recruitment of Community Professionals

Community professionals completed an online survey through Survey Monkey to assess the market need for conflict management skills in the workforce. Participants were recruited through a snowball sample technique. Faculty on the certificate Advisory Committee recruited colleagues and community contacts to complete the survey through an e-mail solicitation from Dr. Carol S. Franklin, Associate Dean of Social Sciences, Western Campus. Additionally, the Offices of the Presidents at the Western Campus and the Metro Campus forwarded the survey to representative individuals in their key community organizations. The Global Issues Resource Center also recruited respondents through its e-mail list-serv.

Demographics of Community Professionals

Eighty-eight community professionals completed the survey. The average age was 48.5 years old, and 41 % of the participants were male and 59 % were female. The sample was 83 % Caucasian/White and 17 % ethnic minority, with Black or African American (6.8%) and Hispanic or Latino(a) (3.4%) constituting the next largest proportion of respondents (see Figure A1). Seventy-four % of those responding to the inquiry regarding county of residence reported living within Cuyahoga County. Eleven % reported residing in the nearby counties ranging from Lake County to Lorain County. Fifteen % reported residing elsewhere (see Figure A1).

The majority of respondents (approximately 74%) earned a Bachelor's Degree or higher. Respondents earning a Master's Degree (40%) represented the largest single proportion of respondents (see Figure A2). The majority of respondents self-identified themselves as employees (81%) rather than employers (19%). As Figure A3 demonstrates, position titles ranged anywhere from cashier to CEO. Respondents identified their position title and the services provided by the organization, and these responses were categorized according to the U.S. Bureau of Labor Department's Standard Occupational Classification system. Table A1 displays the frequencies for each occupational classification. The largest proportion of respondents (32%) were Postsecondary Teachers followed by Community and Social Service Occupations (23%). Additional occupations represented included Secondary Education and Special Education professionals, Business and Financial Operations, Management, Arts, Sales, Legal, Law Enforcement and Emergency Personnel, Healthcare Professionals, Office and Administrative Professionals, Engineers, and Maintenance Professionals.

Figure A1 Community Professional Demographics: Ethnicity and County of Residence

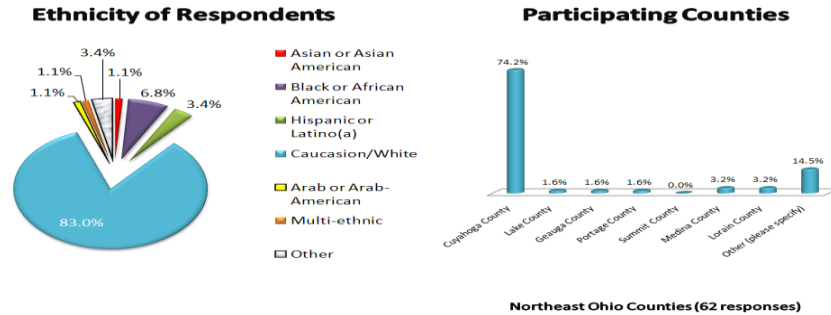


Figure A2: Educational Level

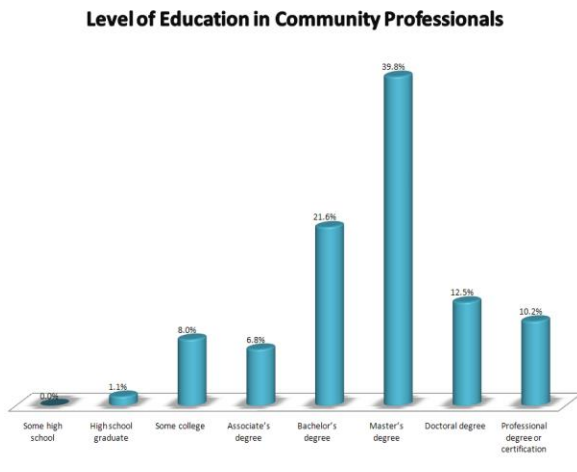


Figure A3: Community Professional Careers

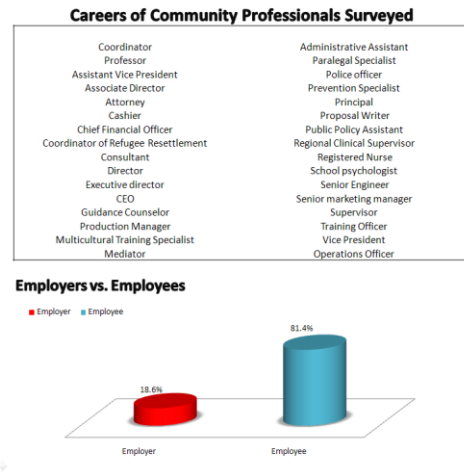


Table A1: Community Professionals Occupational Classification

Occupational Classification	%
Education, Training, and Library Occupations: Postsecondary Teacher	32%
Community and Social Service Occupations	23%
Business and Financial Operations Occupations	6%
Education, Training, and Library Occupations: Other Education, Training, and Library Occupations	6%
Management Occupations	6%
Arts, Design, Entertainment, Sports, and Media Occupations	5%
Sales and Related Occupations	5%
Education, Training, and Library Occupations: Primary, Secondary, Special Ed	3%
Legal Occupations	3%
Protective Service Occupations	3%
Healthcare Practitioners and Technical Occupations	2%

Office and Administrative Support Occupations	2%
No Occupation Given	2%
Architecture and Engineering Occupations	1%
Installation, Maintenance, and Repair Occupations	1%

Appendix B: Recruitment and Demographics of Students (Western Campus)

Recruitment of Students

Students completed a classroom survey to assess the degree of conflict experienced in their lives and their interest in taking courses for credit to understand and resolve conflicts. Students over the age of 18 were recruited through courses at the Western Campus of Cuyahoga Community College in exchange for extra credit. Incomplete surveys were excluded from the analysis.

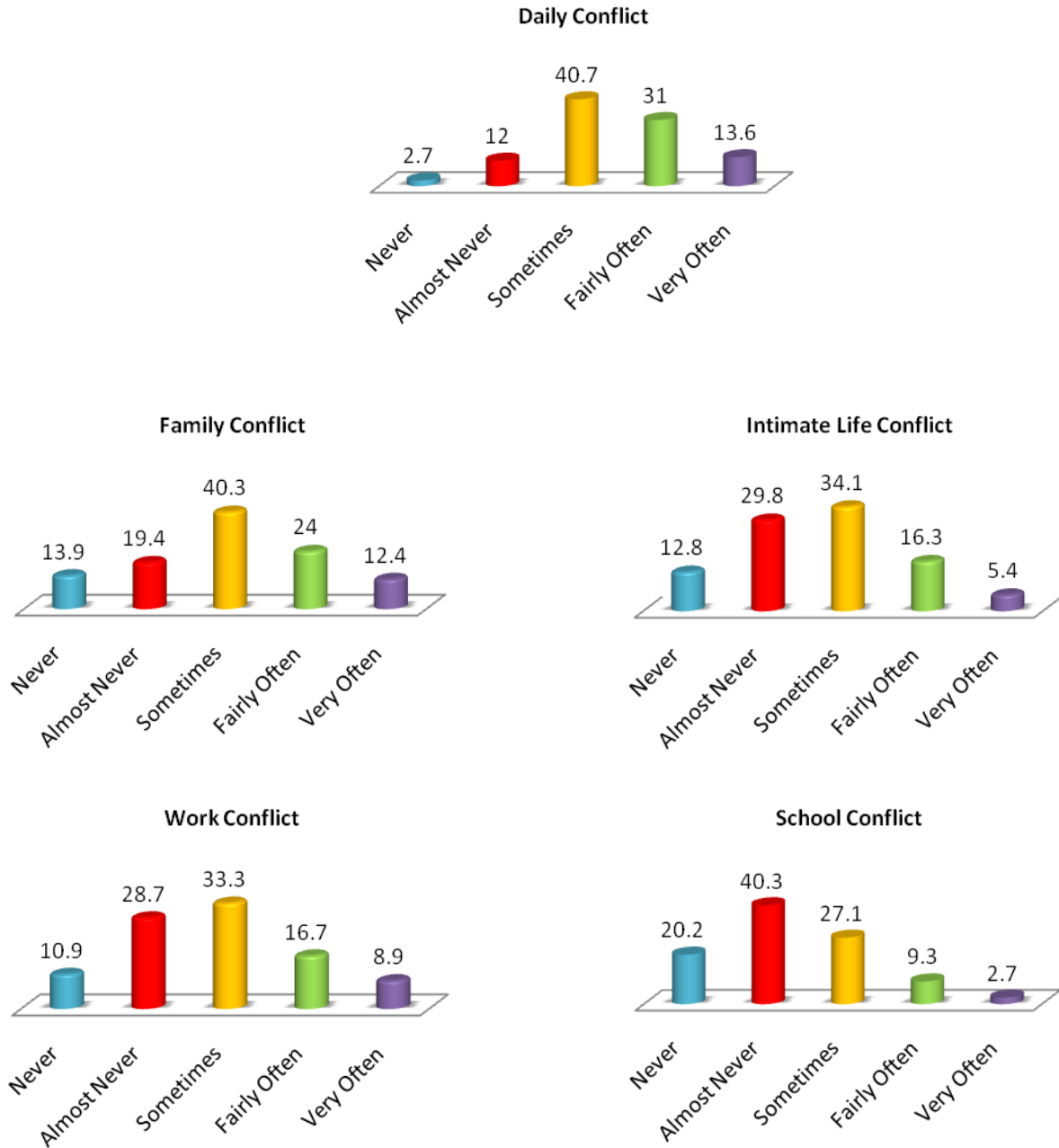
Student Demographics

Two-hundred fifty-eight students completed the survey. The average age was 22.34 years old, and approximately 44 % of the students were male and 53 % were female. Approximately 3 % did not report gender. The sample was 79% Caucasian/White and 20% ethnic minority, with Asian or Asian American (4.7%) and Arab or Arab American (4.7%) constituting the next largest %age of students (see Table B1).

Fewer than 10 % of the students had obtained an Associate's Degree or higher. Students completing some college (54%) or a high school diploma or GED (33.3%) represented the largest proportion of respondents. Most students were enrolled full-time (87%) rather than part-time (13%). Students represented a broad variety of intended majors including health and medicine (e.g., nursing, medical assisting, massotherapy), medical technology (e.g., radiography, diagnostic medical sonography, veterinary technology), undecided, business (e.g., accounting, paralegal), liberal arts (e.g., English, philosophy), social sciences (e.g., psychology, sociology), applied science and technology (e.g., information technology, landscape design), education (e.g., education, early childhood education), law enforcement, visual and performing arts (e.g., dance, graphic design, audio production), mass communications (e.g., journalism, public relations), emergency personnel (e.g., fire science, emergency medical technology), and natural sciences (e.g., biology, chemistry) (see Table B2).

<u>Table B1: Student Ethnicity</u>	<u>%</u>	<u>Table B2: Student Intended Majors</u>	<u>%</u>
Caucasian/White	78.7	Health and Medicine	20.54
Asian or Asian American	4.7	Medical Technology	17.83
Arab or Arab American	4.7	Undecided	13.57
Hispanic or Latino(a)	3.9	Business	11.63
Other	3.5	Liberal Arts and Social Sciences	9.69
Black or African American	2.3	Applied Science and Technology	6.98
Omitted	1.2	Education	5.81
Multi-Ethnic	.8	Law Enforcement	5.81
Native Hawaiian/Pacific Islander	.4	Visual and Performing Arts	3.49
American Indian/Alaskan Native	0	Mass Communications	2.33
		Emergency Personnel	1.55
		Natural Sciences	.78

Appendix C: Level of Conflict Experienced by Tri-C Students (Western Campus)



* Executive Summary prepared by Kathleen R. Catanese, Ph. D., Division of Liberal Arts and Social Sciences, Cuyahoga Community College, Western Campus and Jessica Szabla and Amanda Parker, Kent State University, Cuyahoga Community College Global Issues Resource Center Interns
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Proposed Peace and Conflict Management Certificate Program at Cuyahoga Community College

Market Research Executive Summary

Eastern Campus Market Feasibility*

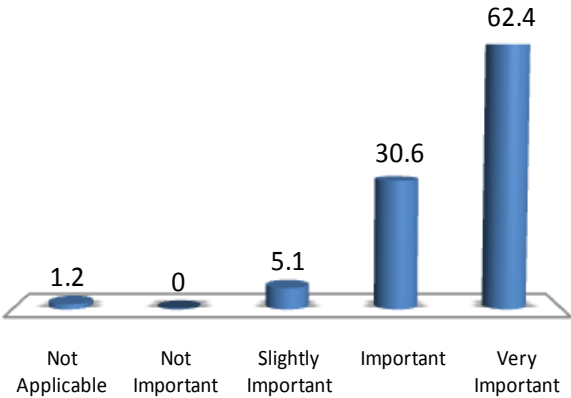
Two prior studies conducted among community professionals and Tri-C students at the Western Campus assessed the market feasibility of the Peace & Conflict Management Certificate at Cuyahoga Community College. These two studies demonstrated that a conflict management skill set was important for employment, and both groups indicated an interest in enrolling in curriculum to develop skills to understand, manage, and resolve conflicts. The present study was designed to replicate these results and assess the market feasibility of the Peace & Conflict Management Certificate among a sample of Tri-C students at the Eastern Campus. Students surveyed represented a diverse group with a variety of majors (see Appendix D). These results illustrate two key findings that support the market feasibility of the proposed Peace & Conflict Management Certificate at Tri-C.

The first key finding is that students view a conflict management skill set as important and marketable for future employment regardless of their proposed future career track.

Consistent with community professionals’ perceptions identified in the prior study (See Executive Summary), the vast majority of students strongly believed that possessing conflict management skills are “very important” (62.4%), and 47.1% believed that a certificate in peace and conflict management from Tri-C would increase their chances of employment (38.4% were unsure).

Conflict management skills will benefit students for future employment and also in their daily lives where they report a concerning amount of conflict. Students reported experiencing conflict “fairly often” or “very often” in their daily life (38.1%), family relationships (32.1%), intimate relationships (23.1%), work environment (30.6%), and school environment (8.3%) (See Appendix E).

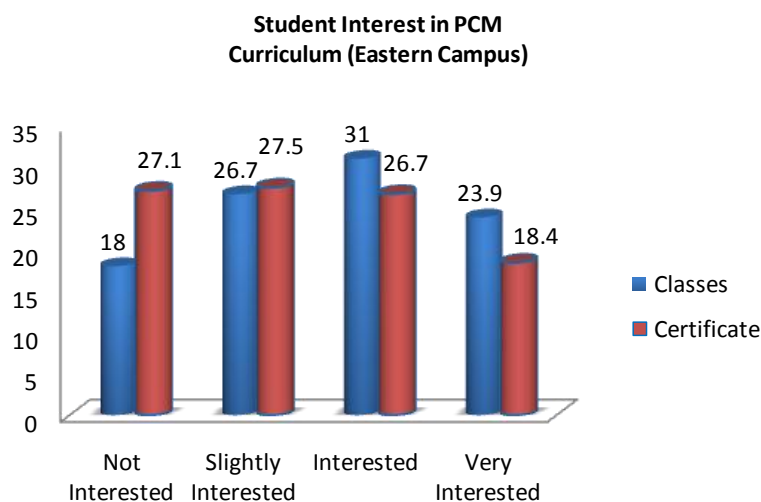
Importance of Conflict Management Skills to Tri-C Students (Eastern Campus)



The second key finding is that students are interested in enrolling in curriculum to develop skills to understand, manage, and resolve conflicts.

Coinciding with their beliefs that conflict management skills are important in life and for future employment, students showed substantial interest in taking courses for credit and completing a certificate program that would teach them about peace and the skills for resolving conflict. More than half (54.9%) reported that they would be “interested” or “very interested” in taking conflict management courses for credit, and almost half (45.1%) reported that they would be “interested” or “very interested” in completing a certificate program in peace and conflict management.

Students are correct to assume that this curriculum would be of benefit to them because community professionals surveyed in the prior study strongly endorsed a conflict management skill set for potential employees (see Executive Summary)



This research converges with the findings of the two prior market surveys designed to determine the marketability of peace and conflict management curriculum among community professionals and students at the Western Campus of Cuyahoga Community College. Similar to the results found at the Western Campus, this present research demonstrated that students at the Eastern Campus of Cuyahoga Community College also believe that a conflict management skill set is important for employment. Students at both campuses indicated an interest in enrolling in curriculum to develop skills to understand, manage, and resolve conflicts. Based on this research, this advisory committee believes that Cuyahoga Community College has the unique advantage of integrating peace and conflict management into our for-credit curriculum in a way that will better prepare students for their future careers and create competitive candidates for employment in the global job market. Additionally, we believe that the skills learned through this curriculum will empower our students with the knowledge, skills, and abilities to become change agents in their communities and careers.

Most importantly, the present research demonstrates that students at the Eastern Campus, similar to those at the Western Campus, are interested in and would benefit from curriculum in peace and conflict management.

Appendix D: Recruitment and Demographics of Students (Eastern Campus)

Recruitment of Students

Students at the Eastern Campus completed a classroom survey to assess the degree of conflict experienced in their lives and their interest in taking courses for credit to understand and resolve conflicts. Students over the age of 18 were recruited through courses at the Eastern Campus of Cuyahoga Community College in exchange for extra credit. Incomplete surveys were excluded from the analysis.

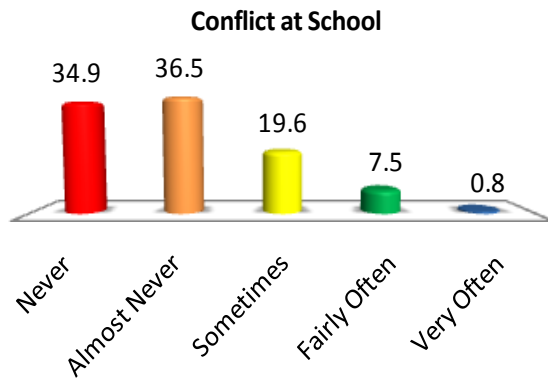
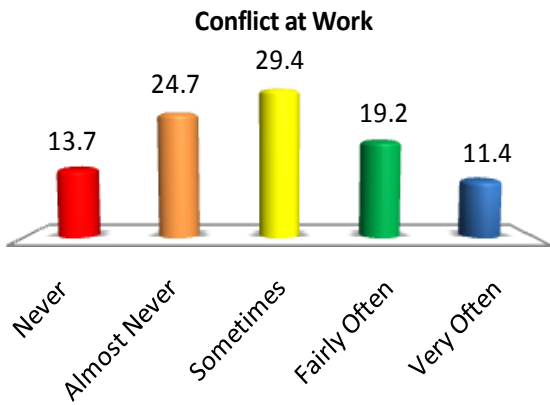
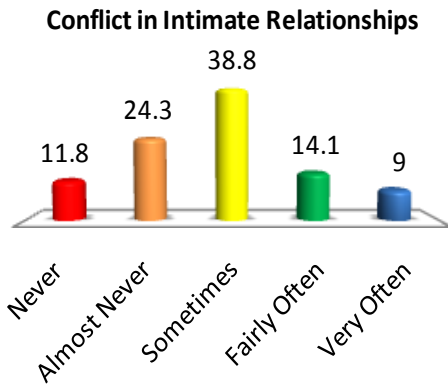
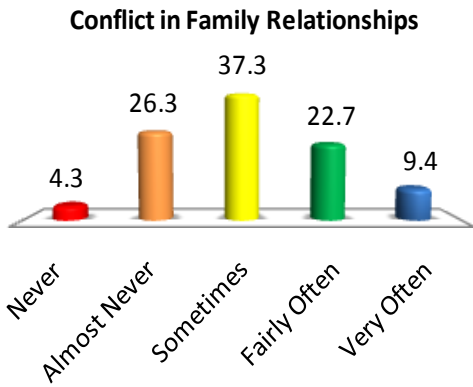
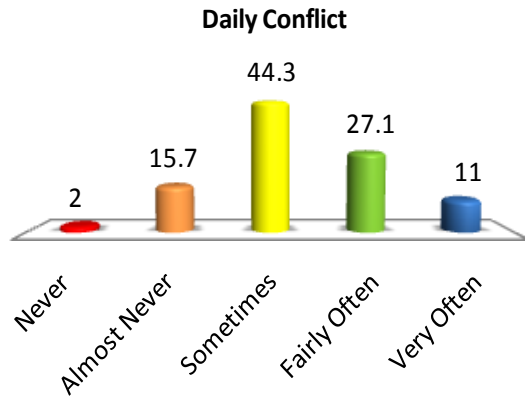
Student Demographics

Two-hundred fifty-five students completed the survey. The average age was 26.22 years old, and approximately 33.7% of the students were male and 65.5% were female. Approximately .8% did not report gender. The sample was 44.7% Black or African American, 41.2% Caucasian/White, and 14.1% other ethnic minorities (see Table C1).

Fewer than 15% of the students had obtained an Associate's Degree or higher. Students completing some college (67.5%) represented the largest proportion of respondents. Most students were enrolled full-time (67.5%) rather than part-time (32.2%). Students represented a broad variety of intended majors including health and medicine (e.g., nursing, medical assisting, massage therapy), medical technology (e.g., radiography, diagnostic medical sonography, veterinary technology), undecided, business (e.g., accounting, paralegal), liberal arts (e.g., English, philosophy), social sciences (e.g., psychology, sociology), applied science and technology (e.g., information technology, landscape design), education (e.g., education, early childhood education), law enforcement, visual and performing arts (e.g., dance, graphic design, audio production), mass communications (e.g., journalism, public relations), emergency personnel (e.g., fire science, emergency medical technology), and natural sciences (e.g., biology, chemistry) (see Table C2).

<u>Table C1: Student Ethnicity</u>	<u>%</u>	<u>Table C2: Student Intended Majors</u>	<u>%</u>
Black or African American	44.7	Applied Science and Technology	4.7
Caucasian/White	41.2	Health and Medicine	26.7
Other	3.9	Liberal Arts and Social Sciences	17.7
Multi-Ethnic	3.9	Law Enforcement	3.5
Asian or Asian American	3.5	Medical Technology	11.0
Arab or Arab American	.8	Undecided	6.7
Hispanic or Latino(a)	.8	Business	10.6
Omitted	.8	Education	6.7
Native Hawaiian/Pacific Islander	.4	Visual and Performing Arts	4.3
American Indian/Alaskan Native	0	Mass Communications	2.7
		Emergency Personnel	0
		Natural Sciences	2.7

Appendix E: Level of Conflict Experienced by Students (Eastern Campus)



* Executive Summary (Eastern Campus) prepared by: Kathleen R. Catanese, Ph. D., Division of Liberal Arts and Social Sciences, Cuyahoga Community College, Western Campus and Jessica Szabla, Kent State University, Cuyahoga Community College Global Issues Resource Center Intern.

Acknowledgements: Special thanks to Jennifer Batton, Director of the Global Issues Resource Center, Dr. Susan Lohwater, Dr. Carol S. Franklin, and members of the PCM Advisory Committee who helped to design the survey, recruit participants, and administer the surveys.