

No More Hiroshimas! Assessing Personal Narratives of Survivors of Hiroshima on a Campus Community Using University-Wide Goals and an Applied Project in a Graduate Research Methods Course

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Guest speakers are a common feature in institutions of higher learning. Being so common, we might assume that exposure to individuals discussing a distinctive life experience has a positive impact on students. However, there is virtually no research on assessing the impact of guest speakers intended for the entire campus community. This paper offers a framework to assess campus-wide co-curricular initiatives aligning with overarching institutional goals and/or mission, rather than specific course outcomes. The assessment framework was applied to a large scale university-wide co-curricular project. In September 2010, three atomic bomb survivors from Hiroshima, Japan and their interpreters completed a 10-day residency at a mid-sized, Midwestern university. The speakers shared their stories of survival and pleas for peace to over 1,000 members of the campus and community. A survey assessed the impact on students who saw the speakers in terms of two university goals: “engaged” student experiences and developing a “worldly perspective.” Students in a graduate research methods class aided in the creating, administering, and analyzing results of the survey. Results included both an increase in worldly perspective and a high level of engagement with the speakers. This framework provides a foundation for assessment of campus-wide co-curricular programming that could be used by both faculty and administrators.

At 8:15 a.m. on August 6, 1945, the world’s first nuclear weapon was used on a human population in Hiroshima, Japan. This single blast immediately killed approximately 70,000 individuals and by December

1945 was responsible for another 70,000 deaths, bringing the total to 140,000. The blast occurred 580 meters above the ground creating a trifecta of disaster: a wind blast, a heat blast, and a radiation blast that leveled the city. Since 1945, tens of thousands of other people have died as a result of long term effects of radiation poisoning and other wounds (Damage from an Atomic Bomb, n.d.). A similar event occurred three days later in Nagasaki, Japan when a second nuclear bomb was dropped on August 9, 1945, with similar results on those exposed to the blast. These are the only two times in history when a nuclear weapon was intentionally used on a human population during a time of war.¹

Lifton (1967) provided an in-depth account of the physical and psychological problems the survivors encountered, including becoming pariahs in their own country. Little was known about radiation poisoning at the time. When seemingly healthy survivors of the initial blast began to mysteriously die about six weeks after the explosion, survivors were seen as diseased and potentially contagious. Many hid their survivor status so they would not be discriminated against in job opportunities and potential marriage offers. However, some did not have the opportunity to hide their survivor status as they were burned so badly that their visible scars could not be hidden; they have been discriminated against and ridiculed for much of their lives.

Yet, there were, and still are, survivors who have chosen to tell their personal stories in hopes that another atomic weapon will never be used again on humans. In the summer of 2009, I had the opportunity to travel to Hiroshima, Japan and go to the Memorial Peace Museum and Memorial Peace Park. The experience was life-changing. I realized I knew so little about what had actually occurred, in particular, the impact on the civilian population. Perhaps it sounds clichéd, but as an educator I had the overwhelming feeling that I *had* to share this information with my campus community. I wanted to give everyone a chance to know this historical event that is not given adequate coverage in high school and even college history textbooks (Selden, 2005). This was not about placing blame or arguing the decision to drop the bomb, or even the ethics of war. It was to share the truly awesome power of an atomic weapon and its horrific impact. It was to make sure that we as Americans understood what it meant to casually say, “Just Nuke ‘Em.” I took to heart the mantra of so many survivors (also known as

Hibakusha) when they are speaking to a group about their experience. The Hibakusha invariably finish their personal stories with “let there be *No More Hiroshimas.*”

The World Friendship Center (WFC) is a non-profit organization dedicated to aiding the survivors of the atomic blasts, based in Hiroshima, Japan. One of their missions is to be an education outlet for those who are interested in learning more about the atomic bombings. The volunteers give tours of the Memorial Peace Park in English and set up hour-long presentations by Hibakusha telling their personal stories of what happened to them on August 6, 1945 and in subsequent years.

I knew that I could not bring the entire campus community to Hiroshima, but realized that I could bring the Hibakusha and their interpreters to the university to share their personal stories. Over the next year, with the support of the university, a Greer-Oppenheimer grant, and the World Friendship Center, we were able to support a 10-day residency for three survivors and their interpreters to share their stories and experiences of the atomic bombing, from September 26 to October 4, 2010.

As the Hibakusha began to go to classes to tell their stories, I began to realize the multi-faceted impact of these survivors on the students and teachers. I had always planned to document how many presentations were given, to how many people, to report to the grant authorities and the university administrators that had funded the project. When I looked for research on how to go about assessing campus-wide co-curricular initiatives, there was no example that I could find. However, I recognized this was a unique educational experience for our students that seemed to reinforce overarching goals at our institution including students having an “engaged” educational experience and to have an increased “worldly perspective” by the time they graduate. In addition, I saw how I could incorporate this project into an applied learning project for my graduate research methods class. I wanted to make sure that we collected data related to the impact the presentation had on the students and give my graduate students a “real world” opportunity to construct a survey, gather and analyze survey data, and prepare executive summaries of findings.

This paper serves two purposes. First, the primary purpose is to offer the framework of using university goals to assess the impact of a university-wide co-curricular opportunity (the 10-day Hibakusha residency) and second, to explain how this co-curricular event was linked to a graduate level research methods course, creating an opportunity for an applied learning experience. The paper links the co-curricular and applied learning research experiences by summarizing the Hibakusha

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¹ There have been other people who have been affected by above ground nuclear weapons testing explosions, such as the Marshall Islanders.

residency, discussing the applied learning of graduate quantitative research methods students, reporting the findings of the survey on the impact of the Hibakusha presentations on the campus community, and offering a framework for assessing campus-wide educational initiatives that are not part of a single course or program.

REVIEW OF LITERATURE

There are multiple ways that universities can engage in experiential or applied learning (e.g., internships, study abroad, undergraduate research, service-learning). Much research in the past two decades has focused on how to implement and assess these types of experiential or applied learning (Ash & Clayton, 2009; Boyer, 1990; Eyer & Giles, 1999). However, one area that appears to have flown under the radar is the co-curricular inclusion of the impact of inviting guest speakers to campus.

Guest speakers are a longstanding characteristic of higher education. Many institutions of higher education have formal committees tasked with inviting individuals with unique and distinguished qualifications to speak to the campus community, or administrative support offices where individuals or groups on campus can apply for funding to bring a speaker to campus. Yet a search of the literature on the assessment of guest speakers on campus activities and assessing the impact of guest speakers, in particular, resulted in very limited findings.

The few studies that were found (Costello, 2012; Kamoun & Selim, 2007; Robinson & Kakela, 2006) assessed the impact of guest speakers used in a specific class to complement course-specific outcomes. I could find no literature assessing the impact of guest speakers for a campus-wide initiative. Perhaps this is because guest speaking co-curricular experiences are often developed *for* campus-wide consumption rather than being part *of* a specific curriculum. In addition, these opportunities may not be initiated by a faculty member or department, but rather in a student support office (e.g., Student Affairs, Office of Diversity, or Student Government Association).

However, it may be wise to begin to discuss the best ways to assess such guest speaker events. Support of a vast majority of public institutions by state governments is shrinking, sometimes dramatically (Jaschik, 2011). Institutions of higher education are under tremendous stress to account for monetary expenditures and performance-based funding is part of the budget equation (Rabovsky, 2012). At this point, the most recent state pressure to assess has emerged in the traditional curriculum. However, at my own institution we have seen officials require assessment of traditional *and* co-curricular activities initiated by both academic *and* student support groups of the campus community to make university budget decisions.

Assessment of curricular pedagogy has been centered on class, program, and/or department outcomes. However, university funds allotted for guest speakers are likely to encourage or even to require the presentation to address a gamut of students from various majors. So how does one assess the impact of guest speakers on the students attending? One thought to consider for assessment of campus-wide co-curricular activities would be to link the presentation to a general institution-wide mission, goal, or value. For example, the University of Central Missouri (UCM) has adopted a platform (approved by the Board of Governors) that describes what students will experience through their time at Central. The platform includes: Engaged Learning, Future-Focused Academics, Culture of Service, and Worldly Perspective. By linking the assessment of the presentation to one or more of these central goals of the university it allows for what we intuitively know is a good educational experience to be given a context for assessment.

The next two sections of this paper describe the Hibakusha residency at UCM and the implementation of an applied learning project in a graduate research methods course. The two university goals of engaged learning and worldly perspective served as the context for assessing the presentation. The ultimate goal was to ascertain:

- RQ1: What impact, if any, did the Hibakusha residency have on students' knowledge of nuclear weapons and their impact on humans?
- RQ2: Were attitudes about the use of nuclear weapons influenced by the presentations?
- RQ3: Did the students exhibit behaviors of engaging with the presentation?

Research questions 1 and 2 related to assessing if students who saw the guest speakers increased their worldly perspective. Research question 3 related to assessing if students who saw the guest speakers showed an engagement with the experience. Asking these three research questions applies the concept of assessing campus-wide co-curricular experiences using university goals.

HIBAKUSHA RESIDENCY

The Hibakusha group included three atomic bomb survivors, the interpreters, a WFC office manager, and an American volunteer who had been working at WFC for a year and a half. The survivors included: Kono-san and her daughter Noboko as her interpreter, Kasaoka-san and her niece Sachiko as her interpreter, and Emiko-san and her good friend Michako as interpreter. The Hibakusha were varied in their level

of experience presenting their stories. One had told her story hundreds of times and considered herself an anti-nuclear weapons activist. The other two had less experience telling their story, but like so many Hibakusha, felt a responsibility to tell their story for their family and friends who died as the result of the bombing. These two Hibakusha did not consider themselves activists, but felt it was important to share their story so there might never be another nuclear weapon used again.

During their time on campus, they presented their experience to 26 classes, three dormitory settings, a large lecture hall on campus, and the Truman Presidential Library in Independence, Missouri. In total, they shared their story with over 1,600 students and community members. They also attended campus-wide events such as a peace paper crane origami paper folding session, lunches with students in the campus cafeterias, and a viewing of *White Light, Black Rain* (a documentary about the atomic bombings of Hiroshima and Nagasaki).

The classes visited were from a variety of disciplines including Anthropology, Art, Communication, Education, English, History, Music, Nutrition, Political Science, Social Work, and Theatre. The presentations were approximately 20 minutes long and included PowerPoint slides with maps, photos of the devastation, family photos, and artwork.

The presentations had been practiced and although the speakers/interpreters were clearly not professionals, they were so “real” and so “honest” that the vast majority of the audience members were literally captivated by the presentation. The presentations were primarily personal narratives of their experiences and at the end of the presentation, they each ended with, “I tell my story in hopes that there will be *No More Hiroshimas*.” After the presentation ended there was a Question and Answer session (time permitting). However, only a few questions were typically asked, instead, most of the students in class tended to line up to thank the Hibakusha for coming and shook their hand or gave them a hug. The reactions were heartening—such positive reactions, not just one time, but in class after class.

The large campus and community presentation brought approximately 600 people to listen to their stories and the Hibakusha received a line of people to meet them that took at least an hour to go through after the presentation. They were interviewed by local and campus news outlets and even made the front page of the local newspaper.

Finally, in association with the residency, one of the campus Art Galleries had a show that ran from September 23-October 15 and included Kono-san’s watercolor prints telling the story of her experience; several prints from Jane Smith Bernhardt, an American artist and pacifist who painted portraits of many Hibakusha from Hiroshima; and a series of photos depicting the devastated cities of Hiroshima and Nagasaki and its inhabitants that were on loan from the Hiroshima

Peace Memorial Museum. The art gallery had over 1,500 visitors during the showing.

ASSESSING THE IMPACT OF THE HIBAKUSHA RESIDENCY ON THE CAMPUS COMMUNITY

This section will cover experiential learning assignment and experience of students in the Quantitative Research Methods course; and then present the specifics of the methodology used to assess the impact of the co-curricular Hibakusha Residency project.

QUANTITATIVE RESEARCH METHODS EXPERIENTIAL LEARNING ASSIGNMENT

To measure the impact the Hibakusha presentations had on students and other members of the campus community, a survey was constructed by the students in Quantitative Research Methods. This course covers how to create, conduct, and analyze data from content analyses, surveys, and experiments. We also discuss how one can use survey data (in particular) as a method to assess a project; and the importance of assessment when using grant funds for projects. Finally, we discuss the role of research ethics and the Internal Review Board for Human Subjects at research institutions.

While the Hibakusha were on campus, I explained to the class the need for me to keep track of how many presentations were given and how many people saw each presentation to write a report at the end of the event for those who funded the residency. To this end, I had kept a record for each session by having audience members sign a sheet with their name and e-mail address. In addition, all of the students in the Quantitative Research Methods course had seen at least one of the Hibakusha presentations.

Approximately one week after the Hibakusha had completed their residency on campus, we began to cover the survey research methodology in the methods course. The course covered information regarding sampling, questionnaire construction, and data analysis. After covering this information, we applied the concepts of survey methodology to assess the impact of the Hibakusha residency on those who had been at one (or more) of the Hibakusha events. We first created an online questionnaire, which included items measuring demographics, attitudes, and behaviors.

Each of the students was assigned to create 3-4 demographic, attitude, and behavior items using categorical or interval measurements. As a class, we discussed each of the students’ items and which items were most appropriate. In addition, we discussed the importance of keeping the questionnaire to approximately 5-7 minutes (so participants

would actually complete it). The items were entered on our University online survey website (which does not limit the number of items or participants and downloads into an Excel file easily opened by the SPSS statistical software package we use in class to analyze data).

Each of the students was then required to complete the online survey. While completing the survey, they were asked to time how long it took to complete, identify any grammatical/ spelling errors, and identify any unclear wording of the questionnaire directions or items. We found the questionnaire took about 4-6 minutes and edited the questionnaire for grammar and clarity.

The next step was to determine the procedure for contacting the participants. Together, the class drafted an e-mail requesting participation in the survey following up on the Hibakusha residency. In addition, we also drafted a follow-up e-mail to be sent out one week after the initial contact to increase our response rate. We had 530 unique e-mail addresses and decided to send an e-mail invitation to all of the e-mails we had based on the sample size that we had using the guidelines found in our textbook (Frey, Botan, & Kreps, 2000).

Over the next two weeks, all of the data were collected and entered into the SPSS statistical software package. Each of the graduate students was required to analyze the data and create an Executive Summary (ES) appropriate to give to those who funded the project. Finally, each student presented their ES to the class. We discussed the similarities and differences between each of the Executive Summaries and the students saw the art involved in data analysis and presentation. They saw how different pieces of data analysis were used to support similar and different arguments relating to the impact of the program. The students discussed how helpful this assignment was to aid in learning how to create, administer, and analyze a survey.

METHODOLOGY

To answer the RQs, an online questionnaire was developed and conducted to gather quantitative and qualitative data. A description of the survey method follows.

PARTICIPANTS

A total of 530 unique e-mail addresses were collected from the various campus presentations. A total of 117 surveys were completed for a response rate of 22%. Keyton (2006) suggests that response rates will vary depending on the type and scope, but most published research (in the behavioral sciences) ranges between a response rate of 40 and 80%. In addition, the University of Texas Instructional Assessment Resources office (2011) suggests that online surveys average a 30% re-

sponse rate. Although our response rate is a little lower than suggested, this rate was expected given the numbers of e-mails students receive on a daily basis and that data collection occurred during the last part of the semester, when students tend to be very busy. Although the online version of the questionnaire may have negatively affected the response rate, it was the most effective way to collect data from a logistical perspective. This was particularly true because we intentionally waited 2 to 3 weeks to measure the impact speakers on the students. We believed that including a time delay between hearing the guest speaker and completing the questionnaire would provide a stronger argument for the impact of the speaker to not only be immediate, but long lasting.

The demographic analysis of the participants illustrated that while females ($n = 97$, 83%) were vastly more likely to respond to the survey, the other demographics were consistent with general university population (UCM Fact Book, 2011). Race of participants consisted of: White ($n = 96$, 82.8%), Asian/Pacific Islander ($n = 7$; 6.0%), Black ($n = 4$; 3.4%), Latino/a ($n = 4$; 3.4%), and other ($n = 5$; 4.3%). Age of participants ranged from 18 to 61 with a mean of 25.46 years ($SD = 11.57$). Year in School included: first year ($n = 25$; 22.3%), sophomore ($n = 23$; 20.5%), junior ($n = 24$; 21.4%), senior ($n = 15$; 13.4%), graduate student ($n = 11$; 9.8%), and other ($n = 14$; 12.5%). Finally, Political Affiliation included: Democrat ($n = 32$; 28.3%), Republican ($n = 24$; 21.2%), independent ($n = 14$; 12.4%), none ($n = 38$; 33.6%), and other ($n = 5$; 4.4%). Overall, this set of data is most consistent in representing females of the campus community who saw a Hibakusha presentation.

MATERIALS

The questionnaire was online and included four sections with 48 items total. Section I included 12 demographic items with sex, age, race, year in college, political affiliation, national citizenship, area they currently live in (urban, suburban, rural), where they saw the presentation(s), number of speakers seen, why they came, if they had children, and if they had a close affiliation with a member of the military.

Section II had 15 items which assessed participant's perceptions of the presentation. The first 6 items used a 5-point Likert-type scale ranging from 1 (*strongly disagree*) to 5 (*strongly agree*) to measure the impact of the presenters, the technology employed, and the type of information conveyed in the presentation. The next two items measured the ease of understanding the interpreters (non-native English speakers) on a 6-point scale ranging from 1 (*very difficult*) to 6 (*very easy*) and the importance of the survivors telling their story in Japanese before it was interpreted on a 5-point scale (*very unimportant* = 1; *very*

important = 5). The next two items measured the importance of nuclear weapon disarmament to the participant before and after the presentation, and both were measured using a 5-point scale (*very unimportant* = 1; *very important* = 5). The next two items were related to knowledge: the first regarding the effects of a nuclear bombing (*no effect* = 1; *understanding increased greatly* = 4); the second regarding the impact of war on the civilian population (*hardly ever* = 1; *almost always* = 5). The final three items of Section II measured audience attitudes towards the use of nuclear weapons by the U.S. or other nations and employed a 7-point scale (*strongly disagree* = 1; *strongly agree* = 7).

Section III measured speaker credibility (adapted from McCroskey & Young, 1981) using a 9-item, 7-point, semantic differential scale with bipolar sets of adjectives (e.g., *honest/dishonest*; *expert/inexpert*; *poised/nervous*). The higher score represented the more positive characteristic.

Section IV included 12 items and measured perceptions and behaviors of the participants. The first four items used a 5-point scale (*strongly disagree* = 1; *strongly agree* = 5) to assess if seeing and hearing the stories in person had more of an impact than reading about it, hearing a professor lecture about it, watching a movie about it, or viewing an online version of the presentation. The next item asked participants about their time spent listening to the presentation and used a 5-point scale (*time wasted* = 1; *time very well spent* = 5). Two yes/no items asked if the participants would encourage the University administration to bring these speakers back to campus, and if other international speakers should be brought to the university to give presentations. The next four items related to behaviors of the participants. The first item asked if the participant had talked to anyone who had not seen the presentation about it using a yes/no measurement; a follow up item asked how many people they had spoken to. The next yes/no item asked if the participant had looked up any additional information after seeing the presentation. The final behavioral item asked if they had chosen to go to the campus Art Gallery where there was an exhibition of art relating to Hiroshima and Nagasaki. The last item on the questionnaire was an open-ended item asking participants to share any thoughts on the presentation they saw.

PROCEDURE

After the university human subjects committee approved the research proposal, the e-mails were collected from the audience members who chose to write their e-mail addresses on an attendance sheet at the presentation (the vast majority of the e-mail addresses were collected at the smaller presentation venues). During the last week of October 2010, all 530 e-mails collected were sent an invitation to

participate in the follow-up survey and given a URL link to click on, or cut and paste into a browser search bar, to start the questionnaire. One week later a follow up e-mail was sent as a reminder. The survey was closed for data collection at the end of the second week. The data were downloaded from the university survey website to SPSS and analyzed.

SURVEY RESULTS

Although the graduate students did conduct analyses, those reported here have been conducted by the author to insure the data were analyzed in the correct manner and interpreted from the perspective of the university goals of engaged education and worldly perspective.

The primary goal of the survey was to measure the impact of the residency on the campus community (primarily students) identifying a level of engagement and an understanding of other cultures and experiences. Therefore, this analysis will be organized into four areas: participants attitudes towards the presentation (relating to worldly perspective), their knowledge gained (engaged education), behaviors that were influenced by the presentation (engaged education), and the themes that arose from the open-ended item (engaged education/worldly perspective).

ATTITUDES TOWARDS THE PRESENTATION

The first area of analysis focused on the delivery of the presentations; and specifically if the fact that the Hibakusha were here in person telling their stories and using a visually strong PowerPoint to support

Table 1. Perception of Presentation Delivery and Content

	Mean	Standard Deviation
The following items enhanced the presentation:		
Personal stories of Hibakusha	4.83	.42
Stage presence of Hibakusha	4.64	.66
Facts/information about nuclear bombing/effects	4.50	.63
PowerPoint visuals	4.46	.64
Brief introduction before Hibakusha presentation	4.25	.85
Stage presence of Interpreters	4.14	.97

* Note. The items were on a 5-point Likert scale (5 = strongly agree; 1 = strongly disagree).

their presentation had an impact. Table 1 illustrates that the participants believed that all parts of the presentation enhanced the overall presentation. This was especially true for the personal stories and stage presence of the Hibakusha.

Similarly, the level of importance of having the survivors tell their story themselves and in person had the mean score of 4.24 and a $SD = .90$ (*very unimportant* = 1; *very important* = 5). Both of these analyses suggest the impact of having an actual nuclear bomb survivor here in person and telling their story in Japanese before it was interpreted. An appreciation or at least exposure to those from other cultures was therefore supported.

Another aspect measured was, “what were the audience’s attitudes towards the use of nuclear weapons and did it change?” First, a dependent samples *t*-test, $t(110) = 8.80, p < .001$, was conducted on the mean scores (*very unimportant* = 1; *very important* = 5) of participant’s attitude toward nuclear weapon disarmament before hearing the presentation ($M = 3.45, SD = .92$) and after hearing the presentation ($M = 4.18, SD = .96$). The analysis illustrated there was a statistically significant increase in the importance of nuclear weapon disarmament and that it increased from being a little more than neutral to important. A second analysis was conducted on items asking if the United States and other countries that have nuclear weapons should consider them as a military option. On a 7-point scale (*strongly disagree* = 1; *strongly agree* = 7) the results for the United States ($M = 2.47, SD = 1.67$), and other countries ($M = 2.10, SD = 1.45$) even considering the use of nuclear weapons was quite low, and reflected a disagreement more than a neutral answer.

The last set of analyses looked at if the participants thought that this was an appropriate program for the university and was it a good use of their personal time. When asked, “what are your feelings toward your personal time spent listening to the speeches?” ninety-two percent ($n = 109$) reported that it time very well/well spent. They were also asked, “Overall, how important was this experience for you?” and the mean score was 6.06 ($SD = 1.12$) on a 7-point scale (*very unimportant* = 1; *very important* = 7). These participants appear to have valued the Hibakusha presentations. More support for this assumption occurs in the next two items as well. When asked if the university should invite these speakers back in the future, 94.7% ($n = 108$) said “yes.” And when asked if the university should invite other individuals with unique historical experiences to speak 98.3% said “yes.” The evidence is very strong that these participants valued this presentation and even wanted more. Overall, there is strong support that the participants acknowledged they were witnessing an event that provided them with a broader perspective of the world.

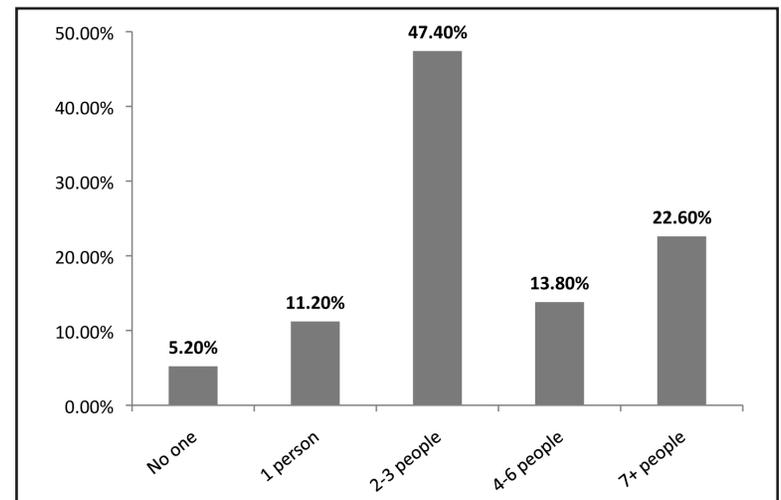
KNOWLEDGE GAINED BY THE PRESENTATION

Two items measured if the participants gained some general knowledge about the impact of nuclear weapons and the impact of war on a civilian population. One item asked participants to rate their understanding of a nuclear bombing after hearing the presentation (*no effect, understanding stayed the same* = 1; *understanding increased a great deal* = 4) and the results showed a high level of new knowledge attained ($n = 77, 61.7\%$ increased knowledge a great deal/a lot, versus only $n = 11, 9.6\%$ who stated the presentation had no effect). The other item asked, “how often civilians are impacted when in a war zone?” (*hardly ever* = 1; *almost always* = 5) and 96 participants (85.3%) responded “Almost always.” Although there were only two items that asked knowledge-based questions, both responses strongly supported that the participants were cognitively engaged and remembered information, expanding their knowledge.

ENGAGED LEARNING BEHAVIORS INFLUENCED BY PRESENTATION

Two questions measured if there were any behavioral impacts on the participants after the presentations. Participants were asked if they had spoken to anyone who had not seen one of the presentations about what they had heard in the presentation. Figure 1 illustrates that the vast majority of participants (94.8%) shared their experience with others.

Figure 1. Number of people participants talked to about what they saw/heard in the presentation



The other item asked if the participants had looked up any additional information relating to the presentation. The results were 37.9% ($n = 44$) had taken the time to look up more information. Again, while there are only two behavioral measurement items, they appear to support what was found with the knowledge, that the presentation was spurring a continuation of the learning experience. The participants talked about the presentation and took it upon themselves to find out more information.

THEMES OF THE OPEN-ENDED ITEM

There was one open-ended item in the questionnaire that asked for any additional comments about the Hibakusha presentations. Several participants chose to answer this item, 31.6% ($n = 37$), and the responses ranged in length from a phrase to paragraphs. There were two major themes that arose from the responses (see Table 2). First, participants recognized that the Hibakusha presentation was a unique/

Table 2. Themes of the open-ended item

Theme 1: Recognition of this being a unique/special experience
In High School you learn about the atomic bomb and the consequences of the aftermath, but to physically be in the presence of a survivor and hear their story is life changing.
This was a truly once in a lifetime experience and it is difficult to put in words the spiritual and emotional affects (<i>sic</i>) hearing and talking with these women has had.
It was very interesting hearing a first-hand account of Hiroshima immediately after the bombings. It's one thing to read or watch something about it, it's another thing to hear from someone who was actually there.
I realize how lucky our class was to meet and hear about an actual historical event... It was unique experience to meet a survivor
It made me feel special that I got to hear first hand stories that many other people will never get to experience in their life.
Learned about an important part of history
Theme 2: Learning
They made what was formally (<i>sic</i>) just a statistic in my mind, a real issue and touching story.
It was powerful and they used images that will stick with me forever about the horror of war.
The experience was very worthwhile. I believe that all the people that went got a very unique and eye opening experience of the dangers of nuclear weapons.
The presentation was very informative beyond a need to know basis. It was personal and gave depth and meaning to the atomic bomb event that we've heard about throughout our education.

special experience, and second, they learned about an area they had little knowledge of previously. Both of these themes mirror the results found in the other analyses in terms of students being cognitively engaged in learning and recognition that this experience was unique and expanded their perspectives.

DISCUSSION

The goal of this study was to assess the impact of a university-wide guest speaker residency of atomic bomb survivors. Impact was assessed through the context of two institutional goals set for students, to experience an engaged education and gain a worldly perspective. In addition, three research questions were used to represent level of engagement, and expansion of worldly perspective, and to guide the data analysis.

An engaged education can be defined in multiple ways. Engagement is often viewed from the perspective of doing an action, hands-on practice or real-world experience. But engagement can be at a cognitive level as well. An engaged student does not only *do*; an engaged student also *thinks*. Of course these concepts of student engagement are not mutually exclusive and they complement each other well. In the case of this event, these participants were cognitively engaged and illustrated this through reporting a change in attitudes and engaging in behaviors related to gathering or sharing more information.

The goal of students gaining a worldly (or global) perspective can also be defined broadly. With the Hibakusha event, the data certainly suggest students were acutely aware that they were experiencing another culture and different side of a historical event.

However, the results of this study are not only important for what was found in this particular case. Guest speakers with unique and diverse ideas and experiences are a tradition at institutions of higher learning. There seems to be an intuitive knowledge that such presentations are a good experience for students and the campus community as a whole. Institutions of higher education may spend thousands of dollars over a given academic year. Yet the assessment is often limited to headcount.

This study can be used as a starting point in thinking about assessment of co-curricular education such as guest speakers and or other campus-wide initiatives. It is important to begin the conversation on the importance of more substantive assessment strategies of these truly unique opportunities.

First, by framing the assessment using an overarching institutional goal, mission, or value, it supports the importance of such events and helps to secure a place in ever-shrinking budgets. Second, because the

institution-wide goals, missions, values are written to be abstract and inclusive, there are many ways to meet or reach those goals, missions, and values. Therefore, any discipline can propose an institution-wide event, keeping the flexibility of those goals in mind when assessing the project.

CONCLUSIONS

As with any research there will be limitations. There were two primary limitations in this project. First, the sampling frame was limited by not having the e-mail addresses from individuals who saw the large lecture presentation. This could have potentially doubled the number of e-mail addresses in the sampling frame. The second limitation was the response rate of 22%. The sample primarily represents female university students rather than male and female. This should be taken into consideration when considering the results of the study.

More research assessing campus-wide initiatives is needed. As most faculty members are housed within a department, the research in applied learning will likely tend to focus on assessing individual classes and programs using course and program outcomes as the comparison. However, university-wide programs are often more costly and highly supported at the same time, creating a scenario where many students participate. The problem may lie within who is responsible for the assessment. The university office sponsoring? The faculty member who was given funding? In either case, the assessment of the program may be best served when placed within the context of institution-wide aspirations, value, and goals.

For me personally, I consider coordinating this event a highlight of my career as an educator. These women who survived a nuclear blast and its after effects shared their personal stories in such an honest and genuine manner that they could not help but have an impact on those who witnessed their narratives. Their willingness to share and ask that this never happen again to anyone was a compelling act of humanitarian diplomacy. Although it was a small part of the experiences students will have in their time here at the university, I feel confident that it added to their growth as students intellectually and as members of the human race.

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