

**CALIFORNIA STATE UNIVERSITY, CHICO**  
**ANNUAL PROGRAM ASSESSMENT STATUS UPDATE**

**PROGRAM: BA in International Relations**

	<b>Student Learning Outcomes</b>	<b>Assessment Activity</b>	<b>Findings</b>	<b>Based on results, what action was taken regarding program improvement?</b>
<b>2018-2019</b>	<b>Informational Literacy</b> This SLO will be assessed across the college. (This will become the 5 <sup>th</sup> SLO of the International Relations Program. The current SLO listed competency in foreign language, and with a curriculum revision beginning in Fall 2018, this SLO is no longer relevant).	To be determined by the College of Behavioral and Social Sciences	N/A	N/A
<b>2017-2018</b>	<b>SLO #4</b> – Students write and speak with sufficient clarity to convey their ideas and arguments. (This assessment will focus on oral communication. The college as a whole is assessing oral communication).	Analysis of a sample of oral presentations from POLS 441. Presentations will be evaluated according to a rubric, and will be evaluated by three assessment coordinators.	N/A	N/A

<p><b>2016-2017</b></p>	<p><b>SLO #3</b> – Students can use the appropriate analytical and research skills to address topics and issues in international relations and comparative politics (SLO #3 was re-assessed in 16-17, as the college chose to assess a similar SLO across departments).</p>	<p>A sample of 13 papers was drawn from the final papers submitted by 32 students in POLS 417: Politics of Post-Industrial Society. Professors Haerle, Viotti and Irish evaluated the performance of students on SLO #3 in the final paper.</p>	<p>82% of students scored “good” or higher on <b>content</b>  59% of students scored good or higher on <b>organization</b>  59% of students scored good or higher on <b>use of sources and evidence</b>  82% of students scored good or higher on <b>grammar and style</b></p>	<p>The results suggest that we are meeting SLO #3. We plan to incorporate use of bibliographic software into our classes to help students use sources more effectively, and all classes will begin emphasizing organization of ideas in student written and oral communication.</p>
<p><b>2015-2016</b></p>	<p><b>SLO #3</b> – Students can use the appropriate analytical and research skills to address topics and issues in international relations and comparative politics</p>	<p>Eleven final research papers from POLS 417: Politics of Post-Industrial Society were assessed by Professors Wilking and Irish, according to a rubric based on the AACU’s Inquiry and Analysis rubric. Indicators included topic selection, knowledge, theory, analysis, conclusions, and use of evidence.</p>	<p>72% of students were assessed as performing above average based on the AACU’s Inquiry and Analysis rubric.</p>	<p>Results suggest we are meeting our goals for SLO #3. No actions are planned.</p>
<p><b>2014-2015</b></p>	<p><b>SLO #2</b> – Students demonstrate an awareness and understanding of other countries and cultures, as well as current events in international relations.</p>	<p>SLO 2 was assessed through 3 metrics: 1) grades on an embedded course essay on the Democratic Republic of the Congo 2) an embedded presentation assignment on a country-case study and 3) bi-</p>	<p>1) 90% of students received a 70% or better on the DRC essay 2) 90% of students received a 70% or better on the case presentation 3) students scored an</p>	<p>The assessment coordinator recommends systematic measurement of current events knowledge across IR courses, in order to increase our</p>

		weekly current events quizzes. All of the metrics were administered in POLS 413.	average of 72% on the current events quizzes.	sample size on this aspect of SLO 2. We plan to reassess this goal in five years.
<b>2013-2014</b>	SLO #1 – Students can understand and apply the basic concepts and theories of International Relations and Comparative Politics	SLO #1 was assessed through a multiple choice exam in two upper-division courses, POLS 441 and POLS 446A. (POLS 446A was used in order to increase our sample size). Our sample size was 24. The exam consisted of 30 questions.	70% of the students examined received a 60% or greater on the exam.	The IR faculty convened to discuss the core concepts and theories essential for majors. We have also revised our curriculum to insure that all students are taking courses that cover this complete list of concepts and theories.
<b>2012-2013</b>	SLO #4 – Students write and speak with sufficient clarity to convey their ideas and arguments."	Professor Wilking used an embedded assessment of student work in her POLS 413 course (Politics of Internal Political Economy) to assess SLO 4. The final project used to assess student writing and speaking required students to write a 10 page paper, and to make a 7-10 minute presentation of their research.	Over 84% of students received either an A or B on their combined final project and paper. Additionally, 95% of students demonstrated a marked improvement in their written communication from the rough draft to the final paper.	No actions necessary.