



## Program Assessment Report (PAR)

**Internat + Compar Politics (ICP) Masters Degree**

**REPORT PREPARED by: Shannon, Vaughn**

**ACADEMIC YEAR COVERED BY THIS REPORT: 2021-2022**

### **I. PROGRAM LEARNING OUTCOMES**

1. Students will have a solid understanding of the knowledge of core theories of international and comparative politics, 2. Students will grasp the design and methods of research. 3. Students will have a grasp of writing, grammar and citation applied in course essays, research papers and the thesis or project track

### **II. PROCEDURES USED FOR ASSESSMENT**

#### **A. Direct Assessment**

1. Students will have a solid understanding of the knowledge of core theories of international and comparative politics \*Demonstrated in passage of PLS 7200, 7300 Assessment: collected sample of papers, essays and thesis/project work to evaluate proper grasp and application of appropriate theories 2. Students will grasp the design and methods of research. \*Demonstrated in passage of PLS 7030 \*Shown in Thesis or Project designs and defenses Assessment: collected sample of ICP Research Design papers (Fall 2022) and Theses to evaluate research design and methods sections for clarity and validity of applied design and methods 3. Students will have a grasp of writing, grammar and citation applied in course essays, research papers and the thesis or project track \*Demonstrated in course papers, essays, and thesis or project work Assessment: collected sample of papers from ICP Instructors, reviewed for grammar, spelling, organization, citation

#### **B. Scoring of Student Work**

The Program Directors assessed the sample of work independently from the relevant instructors (Anderson, Kantha) 1. Knowledge: Low, Medium, High based on judgment of references to realism, liberalism, and other theories in sample papers Low: consistent missing or incorrect interpretations of theory Medium: mix of correct and incorrect interpretations, or mix of vague and clear discussions of theories, concept and literature High: consistent correct and clear interpretations of the theories, concepts, literature, with new or advanced insights 2. Design & Method: Low, Medium, High based on judgment of use of design and methods in submitted thesis and project work Low: lack of clear, cited attention to research methods and design and surrounding literature on such methods Medium: minimal but adequate attention to research methods and design, with minimal surrounding literature High: clear and cited articulation of design, method and related literature 3. Writing: Low, Medium High based on review of papers' spelling errors, punctuation, paragraph construction, and proper citation Low: numerous errors and/or lack of proper citation (few citations and incorrect style) Medium: some grammar and spelling errors but overall well written and largely adequate and proper citation style (with few errors) High: few or no grammar and spelling errors; consistent proper citation and style

### C. Indirect Assessment

none

### III. ASSESSMENT RESULTS/INFORMATION:

Sample Doc Knowledge Design Writing Rus1 n.a. n.a. High (1 correction, 0 cite probs) Rus2 n.a. n.a. Med (several corrections, occasional improper citation, good bibliography) Mov1 High (Good engagement of theory and ethics of realism, with reference to literature) n.a. High (good citation and sourcing, 1 citing of "lecture"; no corrections) Mov2 Med (good engagement of institutionalism but w/o engaging literature) n.a. Med (a few errors and no external references cited) Lit1 High (organized lit review engages theories and lit professionally) n.a. High (great and clean) Lit2 High (good grasp and organization of compliance literature of IR and comparative theory. Noble if flawed Attempt to address each other) n.a. Med (overall good but several corrections and occasional, inconsistent use of & instead of "and") Thesis High (Theoretically innovative, if flawed, in promoting new concept; good grasp of security literature) High (Sophisticated use of quantitative methods and innovative operationalization of concept of convertibility High (great citation and reference; no errors of note)

Overall 7 documents were assessed, 5 on knowledge (outcome 1), 1 on design and method, and 7 on writing. There were no "Low" assessments. In knowledge, 4 High and 1 Medium indicates good grasp of theory and substance of course material. In design and method, the thesis analyzed used sophisticated quantitative analysis

appropriately, and operationalized a novel measure in innovative way suggesting good instruction and oversight of methods. In writing, 4 High and 3 Medium indicates good sense of proper citation but uneven in overall writing skills. improvement in draft feedback or use of writing assistance may be warranted

[Analysis]

#### **IV. ACTIONS TO IMPROVE STUDENT LEARNING**

Sharing the assessment report with ICP faculty, and suggesting syllabus and instructor attention to use of writing center and use of low-stakes assessment in rough draft scaffolding assignments with feedback.

#### **V. SUPPORTING DOCUMENTS**

Additional documentation, when provided, is stored in the internal Academic Program Assessment of Student Learning SharePoint site.