Expected Outcome 1: Students in our major will be assessed properly
We want to improve our ability to assess our student's learning in our major and the preparation for the future they have gained from our classes.

Assessment Method 1: Indirect Assessment

Assessment Method Description
Senior survey to some 200 graduating seniors. An email is sent to graduating seniors instructing them to access an online site to take the survey.

Findings
Only 19 students answered the survey, although 13 were POLI majors. The rest were Health Administration and Public Administration majors (also in our department). While still helpful, especially in the open ended question section, the low response rate does not give us an accurate picture of what our graduate students have learned or plan to do in the future.

How did you use findings for improvement?
As a department we are committed to revising this survey to capture more information about our POLI graduates. Because HADM majors have their own senior survey, we will exclude them. There is a great deal of overlap between POLI and PA majors and courses, so we can still probably use the same instrument for both.

We want to redesign the survey to capture student assessment of the writing, critical thinking, and oral communication opportunities they had in the major. We also want to get a better idea of what their immediate plans are upon graduation and how the major prepared them for those. While all of this will be anonymous, we also hope to incorporate a separate section that will give us contact information by which we can track our graduating seniors going forward.
We have not yet designed it, but plan to administer it (as it used to be before it went online) as an in-class exercise for seniors before the last day of class. We think that will offer us a much more complete picture of what we have and haven't done well.

**Additional Comments**

**Assessment Method 2: Direct Assessment of Senior Survey**

**Assessment Method Description**

Faculty assessment of senior survey. In the Fall of 2014, department faculty were provided, for the first time, with the results of our senior survey. Heretofore, that information was not made available to the department.

**Findings**

Several things became apparent to faculty:
1) Abysmal response rate; 2) grouped our three majors together which made the results less then helpful; 3) Likert-scale questions do not focus on skills developed; 4) several questions seem designed to learn more about students' news and information gathering practices outside of the classroom; 5) student compliments and complaints in the open-ended comments section had not been made available to faculty; 6) few ways to follow up on either the students or on what they wrote.

**How did you use findings for improvement?**

Beginning in the fall of 2014, we will be revising the survey to 1) help it tell us more about our department, faculty teaching, courses, and student skill development and 2) get more widespread response.

**Additional Comments**

**Expected Outcome 2: Students will be informed about world geopolitical systems**

Students in our International Relations subfield classes will be informed about the interaction between world geopolitical systems.

**Assessment Method 1: Indirect Assessment**

**Assessment Method Description**

We administered our traditional senior survey at the end of Spring 2014 to some 200 graduating seniors. The survey consists of some 19 questions about their major, GPA, plans after graduation, etc. The link to the online survey is sent in an email to graduating seniors. This year, only 19 students
responded.

Findings
Typically a response rate of less than 10 percent would not be very valuable, but we think we gleaned several important things from this survey. First and foremost is that we need to change the format and distribution in order to get a higher response rate. More directly to the point of this assessment, however, were the answers to several open-ended questions. The few who responded specifically mentioned the lack of IR courses

How did you use findings for improvement?
The survey results were made available to faculty at the same time they were considering a search for an instructor and putting the Spring 2015 schedule together. In response, we hired two adjuncts for the Spring 2015 semester who will greatly broaden our International Relations offerings. We also received permission to hire an instructor for three years. His or her specialty, as voted upon by the faculty, will be International Relations so that this void can be filled.

Additional Comments
Assessment Method 2: Direct Accessment

Assessment Method Description
With the help of our department adviser, we considered a comprehensive list of International Relations courses that our department has offered over the past several years during the semesters and summer terms.

Findings
In looking over our offerings over the past several years, we noticed a severe contraction in offerings in this area as faculty retired or moved away. We were clearly able to see that we had little to offer our students outside of courses related to Latin America and the Middle East. In reality, our students simply cannot achieve the learning outcome above because we didn't have the ability to help them achieve it, outside of a couple of regions in the world.

How did you use findings for improvement?
Using this information as well as the results of our senior survey, we were able to make a strong case to hire two IR adjuncts for the Spring 2015 semester who will greatly broaden our International Relations offerings. We also received permission to hire an instructor for three years. His or her specialty, as voted upon by the faculty, will be International Relations so that this void can be filled.

Additional Comments