

## Diplomacy's Assessment Process: Everything You've Always Wanted to Know

- **Process (since 2013)**
  - **Specific Student Learning Outcomes**
    - Diplomacy/IR & UG Proficiencies
  - Representative sample of capstone course papers
  - Common 20-Point Rubric for 5 Standards
- **Results**
- **Conclusions & Programmatic Actions**

### Process 1: Student Learning Outcomes (Diplomacy)

1. Knowledge and Understanding of:
  - ★ a. The key concepts, models, theories and debates involved in the study of contemporary international relations and diplomacy;
  - b. The interaction between politics and economics in the international system;
  - c. The institutional backdrop underpinning international politics, including international organizations and international law;
  - d. The normative aspect of international relations as reflected in international law, including human rights;
  - e. The prevailing global issues, such as international conflict, global health, and environmental challenges;
  - ★ f. An in-depth knowledge of a particular functional area and/or region of the world;
  - ★ g. The social science research process.
- ★ 2. Skills to:
  - a. Collect, sort, and evaluate information;
  - b. Analyze complex situations and synthesize information;
  - c. Integrate different fields of study in analysis of a complex world;
  - d. Communicate effectively in oral and written form.
3. A sense of global citizenship that will enable students to:
  - a. Recognize and understand differences among a diversity of cultures and viewpoints;
  - b. Interact effectively with people of other cultures, backgrounds and countries, in both national and international contexts;
  - c. Employ a global perspective and self-awareness regarding their own culture and responsibility as world citizens;
  - d. Demonstrate leadership qualities and other essential skills of diplomacy.

## Process 1: Student Learning Outcomes (Proficiencies)

- Information Fluency (SHU Proficiency Infusion Guidelines, 1)
  - Identify, find, understand, evaluate, & use info
- Reading and **Writing** (AACU Values Rubrics, 30)
  - Understanding audience & purpose of a research paper
  - Illustrating mastery of a subject
  - Organizing & presenting ideas
  - Appropriate citations, syntax & mechanics
- Critical Thinking (SHU Proficiency Infusion Guidelines, 12)
  - Identify arguments, assumptions, types of reasoning
  - Evaluate evidence, analyze text & information
  - Connect ideas and data, understand forms of analysis
  - Critically evaluate ideas (w/in IR field) and find conclusions

## Process 2: Representative Sample

- Determine # of students in Senior Research Project, Diplomacy Honors Thesis, and Masters Research Project
- Determine sample size for 90% confidence interval
- Use random # generator to pick papers
- Ask professors to number their papers and send selected papers to dept. chair
- Secretary anonymizes papers
- Chair distributes ~4 papers to each faculty member to assess

## Process 2: Representative Sample

Assessment 2018:

Graduate:

Fall 6311: 16 Spring 6311: 25 Total = 41

Total = 41 → 26 for random sample (90% CI, 10% margin of error)

Set: 2, 3, 5, 6, 8, 10, 11, 12, 13, 14, 15, 17, 18, 19, 22, 23, 24, 27, 31, 34, 35, 36, 37, 39, 40, 41

Omer = 1-16; Assefaw = 17-41

Undergraduate:

Fall DIPL4101: 16 Spring DIPL4101: 40 Total 4101 = 56

Fall DIPL5101: 3 Spring DIPL5101: 4 Total 5101 = 7 Total 4101/5101 = 63

4101 Total = 56 → 31 for random sample (90%, 10% confidence interval)

5101 total = 7 → 7 for random sample OR → merge together? = 63 → 33 for random sample (90% CI, 10% margin of error)

Set for 4101: 4, 6, 8, 9, 11, 17, 18, 19, 20, 21, 23, 27, 28, 29, 30, 31, 32, 39, 40, 41, 42, 44, 46, 47, 49, 50, 52, 53, 54, 55, 56

Margarita = 1-16; Brian = 17-56

Set for 5101: all 7

Margarita = 3 Brian = 4

Goldfrank, Gokcekus, Balmaceda, Miller, Bartoli, Huang, Murphy, Muzas, Bariagaber, Edwards, Wang, Moller, Alam, M'Cormack-Hale, Smith, Tinker = 16

## Process 3: Common 20-Point Rubric for 5 Standards

**Five standards for evaluating final papers in DIPL 6311: Master's Research Project:**

- 1. Does the student develop an international relations research question (or one that is related to one of the program's areas of study) and show that it is relevant for theory and/or policy?
- 2. Does the student effectively review the relevant academic literature on this topic, showing depth of knowledge of the subject matter?
- 3. Does the student utilize an appropriate research strategy and methodology to answer the question she or he poses (for example, operationalize variables, discuss case selection, and justify testing strategy)?
- 4. Does the student provide a convincing answer to the research question? That is, does the student present his or her findings effectively and draw out relevant theoretical and/or policy implications from the study?
- 5. Is the student's paper effectively organized, well written, and logically argued, and does it appropriately cite its sources?

## Process 3: Common 20-Point Rubric for 5 Standards

**Rubric for each standard:**

- 1. Does the student develop an international relations research question (or one that is related to one of the program’s areas of study) and show that it is relevant for theory and/or policy?

4 – The student both identifies an important research question and clearly justifies this question in terms of **both** theoretical and policy relevance.

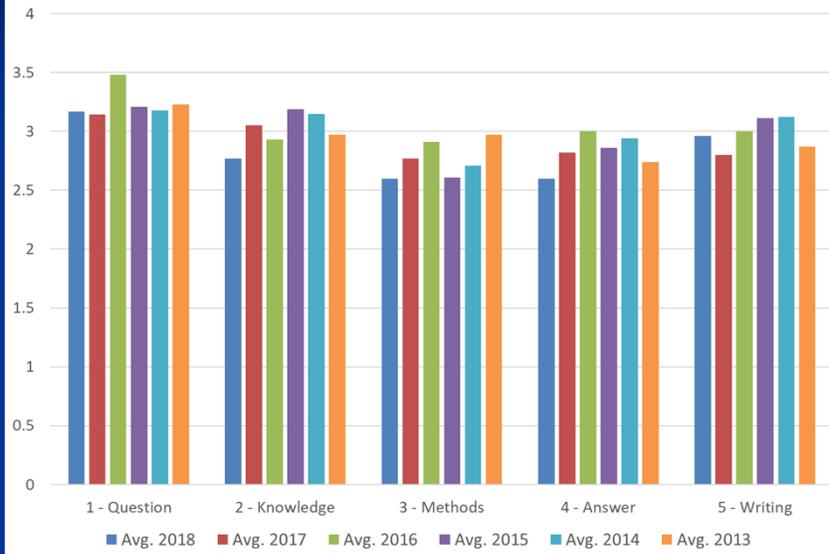
3 – The student identifies an important research question and clearly justifies this question in terms of **either** theoretical or policy relevance.

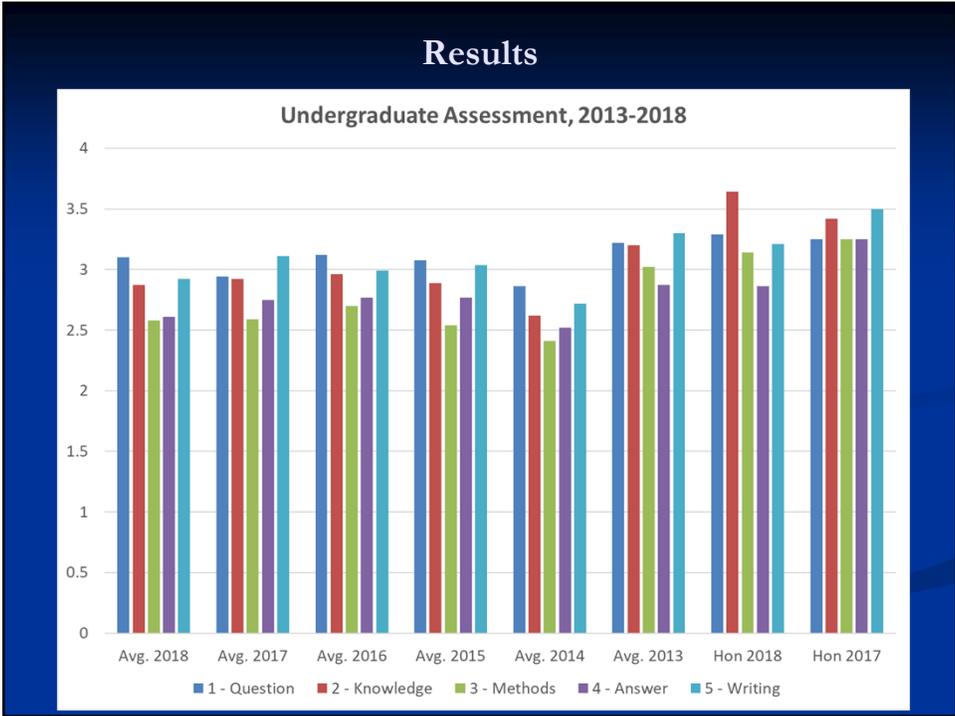
2 – The student **either** identifies a research question, but is unable to answer why this question is an important one for either theoretical or policy reasons, **or** identifies a general topic of either theoretical or policy relevance, but is unable to present a clear specific question.

1 – The student neither identifies a research question nor justifies its theoretical or policy relevance.

## Results

Graduate Assessment, 2013-2018





## Conclusions & Programmatic Actions

- **Conclusions**
  - Avg. scores consistently 13-15 pt. range over time
  - Students generally proficient, but small minority needs to improve analytical & writing skills
- **Programmatic Actions Taken**
  - Made DIPL 6000 a writing-intensive course
  - Added workshops on writing, citations, statistics, & micro & macro
  - Prioritized Research Methods hire
  - Creation of Diplomacy Honors Thesis course
    - If we add Hons & BS scores, higher than MA scores