

**Assessment Activities**  
**Graduate Program in International Relations**  
**And the Track in Research Design and Analysis**

<b><i>University Assessment Goals</i></b>	<b><i>Program Outcomes</i></b>	<b><i>Assessment Procedures and Criteria</i></b>	<b><i>Assessment Results</i></b>	<b><i>Use of Assessment Results/Change</i></b>
<b>1. Graduates will demonstrate disciplinary competence and/or professional proficiency.</b>	<p>1. Graduates will demonstrate mastery of the scholarly literature in two of the program's sub-disciplines (American diplomatic history, comparative politics, international economics, and international politics).</p> <p>2. Graduates will be competitive in their chosen professions.</p>	<p>1a. Each year 80% of graduate students will pass their comprehensive examinations on the first attempt.</p> <p>1b. Over time, 75% of graduate students will pass the comprehensive examinations in each sub-discipline on the first attempt.</p> <p>2a. 75% of graduates will report either having received a promotion in their career field or having obtained a new position with a focus on international issues.</p> <p>2b. Virtually all graduates seeking entry into a Ph.D. program in international relations will be accepted.</p>	<p>1a. During the review period, all eleven students taking comps passed on their first effort. That is a 100% success rate.</p> <p>1b. From 2003 to present (data not reported in 2009 and 2010), the success rate in each sub-discipline has been: 1) American Diplomatic History - 100% (9 pass on first effort, 0 no pass), 2) Comparative Politics - 94% (15 pass on first attempt, 1 no pass), 3) International Economics - 100% (11 pass on first attempt, 0 no pass), 4) International Politics - 100% (16 pass on first attempt, 0 no pass).</p> <p>2a. Since May 2003, nine of the twenty-one non-military graduates of the program have found employment. Another six have gone on to pursue the Ph.D. or the J.D. We do not have data on six students. Particularly noteworthy is that six of the nine who have found employment have taken positions requiring competence in research design and statistical/analytical skills. Moreover, seven students</p>	<p>1a. No change needed at this time.</p> <p>1b. Preparation for the comprehensive exams is adequate in all fields. Pass rates do not appear to be significantly different across the sub-disciplines.</p> <p>2a. We intend to encourage INR students to take courses in RDA.</p> <p>2b. We are producing students who compete successfully for entry to the country's top Ph.D. programs in political science. We have developed a particular strength in formal theory, which owes largely to the RDA program. We intend to continue developing the RDA program.</p>

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			<p>who have yet to graduate have also already obtained employment. All seven are in the Track in Research Design and Analysis (RDA).</p> <p>2b. We have placed eight graduate students in top programs since 2003. We are also assisting undergraduates in placements. In 2003 we placed a student in the Ph.D. program at the University of Iowa, in 2004 a student entered the Ph.D. program at the University of Illinois, in 2005 one student entered the Ph.D. program at Duke University, in 2006 the INR program placed a student in the Ph.D. program at The Johns Hopkins University (and an undergraduate at Harvard University), and in 2007 one student placed in the Ph.D. program at Florida State University and another accepted an offer from the University of Utah. (One undergraduate also placed at Washington University in St. Louis that year.) A student who received no offers in 2008 subsequently received offers to Emory University, Florida State University, Indiana University, Rice University, the University of California, San Diego, the University of Illinois at Urbana-Champaign, and Washington University in</p>	

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			St. Louis in 2009. He accepted the offer from Washington University in St. Louis. A student who received an offer from Florida State University in 2010, received offers from Washington University in St. Louis, Florida State University, and the University of Rochester in 2011. He accepted the offer from the University of Rochester.	
2. Graduates will demonstrate critical thinking skills.				
3. Graduates will demonstrate Ignatian values, to include but not limited to a commitment to an exploration of faith and the promotion of justice.				
<b>4. Graduates will demonstrate the ability to communicate clearly and effectively.</b>	Graduates will exhibit effective written communication skills.	<p>1. Each year virtually all theses will be judged by the relevant defense committee to exhibit high standards of written communication.</p> <p>2. Each year 90% of graduate students will pass INR 790 with a B or higher.</p> <p>3. Each year 90% of graduate students will receive a B or higher on major written assignments in required and elective seminars.</p>	<p>1. Six of the eight graduating students successfully defended theses. Two graduated via the non-thesis option.</p> <p>2. 100% of students received a B or higher.</p> <p>3. 100% earned a B or higher.</p>	<p>1. We are happy to see that our efforts to increase the number of students submitting theses (vice opting for the non-thesis option) is paying off. We are convinced the thesis is the stronger option and greater numbers of students choosing to write a thesis argues that both they and we are doing a better job of preparing them.</p> <p>2. None</p> <p>3. None</p>
<b>5. Graduates will demonstrate deliberative reflection for personal and professional formation.</b>	Graduates will demonstrate ethical standards in their professional lives	<p>1. All students will pass the materials on morality and ethics in international relations taught as part of the seminar in INR 602</p>	<p>1. All students passed the module in the current year.</p> <p>2. No student engaged in plagiarism in the current</p>	<p>1. We are satisfied with these results.</p> <p>2. We view this as a critical part of our program and</p>

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		<p>each year.</p> <p>2. No student will engage in plagiarism.</p> <p>3. No student will falsify data or analytical results.</p>	<p>year.</p> <p>3. No student falsified data or analytical results in the current year.</p> <p>.</p>	<p>will continue to monitor it with all seriousness.</p> <p>3. The ethical treatment of data is a critical part of training analysts. We will continue to monitor this, particularly as we focus on increasing student competence in research design and analysis.</p>
6. Graduates will demonstrate the ability to work effectively across race, ethnicity, culture, gender, religion, and sexual orientation.				