General Education Annual Course Assessment Form

Course Number/Title: POLS 04, Introduction to International Relations  
GE Area D3

Results reported for AY 2018-2020  
# of sections 4  
# of instructors 3

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Department Chair: Melinda Jackson  
College: Social Sciences

Instructions: Each year, the department will prepare a brief (two page maximum) report that documents the assessment of the course during the year. This report will be electronically submitted to <curriculum@sjsu.edu>, by the department chair, to the Office of Undergraduate Studies, with an electronic copy to the home college by October 1 of the following academic year.

Part 1

To be completed by the course coordinator:

(1) What GELO(s) were assessed for the course during the AY?

During the AY 2018-2019, GELO 1 was assessed:

Students will be able to place contemporary developments in cultural, historical, environmental, and spatial contexts.

(2) What were the results of the assessment of this course? What were the lessons learned from the assessment?

With three instructors teaching the class, their approaches to assessing GELO1 were different.

One instructor used take-home and in-class essays to assess the learning outcome. The assignments required students to evaluate the relationship between the United States and Israel through one international relations theory, to apply just war theory to terrorism through a contemporary example such as cyber terrorism or the 9/11 attacks on the World Trade Center, and similar. In Fall 2018 (section 2), 83% of students achieved GELO1, while in Spring 2019 (section 1), 75% of students achieved GELO1.

Two instructors used in-class exams and quizzes to assess GELO1, with a combination of multiple choice and essay questions that asked students to demonstrate knowledge of international relations concepts and apply them to current events, such as by evaluating international organizations' inability to enforce decisions, finding solutions to contemporary collective action problems consistent with different international relations theories, and
similar. In Fall 2018 (section 1), 85% of students achieved GELO1. In Spring 2019 (section 2), 77% of students achieved GELO1.

While different instructors have taken different approaches to measuring GELO1, it is clear from the data that majority of students are meeting the learning outcome. Through written assignments and exams, most students demonstrated their ability to place contemporary events in cultural, historical, and environmental, contexts. Even with different approaches to measuring the learning outcome taken by different instructors, the results across sections show little variation, ranging from 75% to 85% of students meeting GELO1.

(3) What modifications to the course, or its assessment activities or schedule, are planned for the upcoming year? (If no modifications are planned, the course coordinator should indicate this.)

As current assessment mechanisms are appropriate, no changes are planned.

Part 2

To be completed by the department chair (with input from course coordinator as appropriate):

(4) Are all sections of the course still aligned with the area Goals, Student Learning Objectives (GELOs), Content, Support, and Assessment? If they are not, what actions are planned?

(5) If this course is in a GE Area with a stated enrollment limit (Areas A1, A2, A3, C2, D1, R, S, V, & Z), please indicate how oral presentations will be evaluated with larger sections (Area A1), or how practice and revisions in writing will be addressed with larger sections, particularly how students are receiving thorough feedback on the writing which accounts for the minimum word count in this GE category (Areas A2, A3, C2, D1, R, S, V, & Z) and, for the writing intensive courses (A2, A3, and Z), documentation that the students are meeting the GE GELOs for writing.