



SAINT LOUIS
UNIVERSITY

Saint Louis University
Program Assessment Plan

Program (Major, Minor, Core): Associate of Arts degree

Department: Prison Program

College/School: College of Arts and Sciences

Person(s) Responsible for Implementing the Plan: Mary Gould (Prison Program Director) and Scott Berman (Prison Program Academic Director)

Date Submitted: November 2015

Program Learning Outcomes	Curriculum Mapping	Assessment Methods	Use of Assessment Data
<i>What do you expect all students who complete the program to know, or be able to do?</i>	<i>Where is the outcome learned/assessed (courses, internships, student teaching, clinical, etc.)?</i>	<i>How do students demonstrate their performance of the program learning outcomes? How does the program measure student performance? Distinguish your direct measures from indirect measures.</i>	<i>How does the program use assessment results to recognize success and "close the loop" to inform additional program improvement? How/when is this data shared, and with whom?</i>

<p>Students will use research to sustain an argument and conduct analysis through an academic essay.</p>	<p>ENGL 1900, ENGL 2xxx, ENGL 3xxx PHIL 1050, PHIL 2050, PHIL 3xxx THEO 1000, THEO 2xxx, THEO 3xxx HIST 1100, HIST 1120 Social Science required/elective courses (3 of 10 possible courses)</p>	<p>Direct: Artifacts from courses across the humanities and social sciences at 1000, 2000, 3000 levels. Major writing assignments, as identified by the instructors will be assessed by using a common rubric.</p> <p>Indirect: admission essays and exit essays/surveys to students at the end of the program.</p>	<p>Data are shared with faculty at annual meeting prior to the start of the semester and then discussed throughout the following year.</p> <p>Data are used to inform decisions about improvements and changes to the program and/or assessment strategies.</p> <p>Data are used to assess courses in the curriculum specific to this measure.</p> <p>Data are used to celebrate successes of the program and shared with</p>
<p>Students will apply logical and analytical problem-solving through effective methods of inquiry.</p>	<p>MATH 1200 or higher BIO 2010 Science elective (1 of 4 possible courses)</p>	<p>Direct: Major assignments as identified by the instructor as being representative of a “final” or “culminating” assignment. A common rubric will be used to assess the measure across the courses selected.</p>	<p>Data are shared with faculty at annual meeting prior to the start of the semester and then discussed throughout the following year.</p> <p>Data are used to inform decisions about improvements and changes to the program and/or assessment strategies.</p> <p>Data are used to assess courses in the curriculum.</p> <p>Data are used to celebrate successes of the program and shared with various program stakeholders.</p>

<p>Students will utilize intentional reflection.</p>	<p>Capstone Course ART 2000, FPA 1000, MUSC 1100, THR 1500 PHIL 1050, PHIL 2050, PHIL 3xxx THEO 1000, THEO 2xxx, THEO 3xxx</p>	<p>Direct: Artifacts from courses at 1000, 2000, 3000 levels. Major writing assignments, as identified by the instructors will be assessed using a common rubric. Direct: Capstone course short reflection essays and extended final essay will be assessed using a common rubric. Indirect: Final program reflection and exit interview.</p>	<p>Data are shared with faculty at annual meeting prior to the start of the semester and then discussed throughout the following year. Data are used to inform decisions about improvements and changes to the program and/or assessment strategies. Data are used to assess courses in the curriculum. Data are used to celebrate successes of the program and shared with</p>
<p>Students will apply theories and/or practices of social justice and civic engagement in the Ignatius spirit.</p>	<p>Capstone Course Community Participation; extracurricular activities</p>	<p>Direct: Capstone course short reflection essays and extended final essay using a common rubric. Direct: Personal Essay (entrance essay) and Personal Reflection Essay (end of program assessment) using a common rubric. Indirect: Program exit interview</p>	<p>Data are shared with faculty at annual meeting prior to the start of the semester and then discussed throughout the following year. Data are used to inform decisions about improvements and changes to the program and/or assessment strategies. Data are used to assess courses in the curriculum. Data are used to celebrate successes of the program and shared with</p>

- 1. It is not recommended to try and assess (in depth) all of the program learning outcomes every semester. It is best practice to plan out when each outcome will be assessed and focus on 1 or 2 each semester/academic year. Describe the responsibilities, timeline, and the process for implementing this assessment plan.**

A new cohort for the Prison Program will begin in January 2016. We will begin by collecting baseline data for assessment pt. 3 prior to the start of the semester (admission essay question) and then again return to this learning outcome at the two year and four year points. Because our students move through the curriculum in a cohort we will not have any students with advanced material to assess for two to three years.

After each subsequent year we will assess one learning outcome: In 2016 we will begin with question 1 and then in 2017 we will address question 2.

- 2. Please explain how these assessment efforts are coordinated with Madrid (courses and/or program)?**

We are not coordinated with Madrid because there is not parallel version of our program on the Madrid campus.

- 3. The program assessment plan should be developed and approved by all faculty in the department. In addition, the program assessment plan should be developed to include student input and external sources (e.g., national standards, advisory boards, employers, alumni, etc.). Describe the process through which your academic unit created this assessment plan. Include the following:**

- a. Timeline regarding when or how often this plan will be reviewed and revised. (This could be aligned with program review.)

We will review this data each year, especially since we are a program that is only in it's second full cycle of students. We would be paying close attention in the first few years to the effectiveness of our assessment plan and/or the need to make edits/revisions. We envision this conversation will also be relevant during our program review process.

- b. How students were included in the process and/or how student input was gathered and incorporated into the assessment plan.

We used feedback about the current curriculum and program from our students to guide our thinking about program outcomes; in effect, this feedback helped us to shape the assessment measures we are using.

- c. What external sources were consulted in the development of this assessment plan?

We looked at other Jesuit institutions that offer an A.A. degree (the A.A. program at Creighton was especially helpful). We also researched assessment plans for other higher education in prison programs at accredited programs. We used rubrics from the Association of American Colleges and Universities to serve as the model for a number of our rubrics.

d. Assessment of the manageability of the plan in relation to departmental resources and personnel

Given that we are a very small group of faculty who all have appointments in other departments, we will need to pay close attention to the time and resources needed to complete the assessment program. We will be drawing upon an internal advisory board of faculty as well as our instructors to help in this process.

Writing Rubric

Measure: Students will use research to sustain an argument and conduct analysis through an academic essay.

	Capstone 4	Milestones		Benchmark 1
		3	2	
Content Development	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding of content and context.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.
Presentation of Argument	Student presents conclusion and all premises, including suppressed ones. All statements are very precise.	Student presents conclusion and all obvious/stated premises. Student may leave some (less-obvious) assumptions suppressed. All statements are precise.	Student presents conclusion and all obvious/stated premises. Student may leave some (less-obvious) assumptions suppressed. Most statements are precise.	Student presents the argument's conclusion and at least one key premise. Some statements are precise.
Sources and Evidence	Demonstrates skillful use of high quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing.	Demonstrates consistent use of credible, relevant sources to support ideas that are applicable to the discipline and genre of the writing.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates an attempt to use sources to support ideas in the writing.
Source Citation	Demonstrates expertise of appropriate style guide (e.g. APA, MLA, AP) with proper in-text source citation and reference page.	Demonstrates understanding expertise of appropriate style guide with proper citations and references.	Demonstrates an attempt to use an appropriate style guide with some citations in the correct form.	Missing or ineffective use of any style guide and incorrect citation form.
Syntax and Mechanics	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some minor errors	Uses language that sometimes impedes meaning because of errors in usage or form.

Logic Rubric

Measure: Students will apply logical and analytical problem-solving through effective methods of inquiry.

	Capstone 4	Milestones		Benchmark 1
		3	2	
Define Problem	Demonstrates the ability to construct a clear and insightful problem statement with evidence of all relevant contextual factors.	Demonstrates the ability to construct a problem statement with evidence of most relevant contextual factors, and problem statement is adequately detailed.	Begins to demonstrate the ability to construct a problem statement with evidence of most relevant contextual factors, but problem statement is superficial.	Demonstrates a limited ability in identifying a problem statement or related contextual factors.
Understanding	Chose procedures that would lead to an elegant solution and representation of the inquiry helped clarify the meaning.	Chose procedures that would lead to a solution and representation of the inquiry was appropriate.	Chose procedure that would lead to a partially correct solution and representation of the inquiry was inefficient or inaccurate.	Chose procedures that would not lead to a correct solution and representation of the inquiry was incorrect.
Explanation	Explanation is detailed and perfectly clear.	Explanation is relatively clear.	Explanation is a little difficult to understand, but includes critical components.	Explanation is not clear and is missing critical components.
Concepts	Explanation demonstrates complete understanding of the concepts used to solve the problem(s).	Explanation demonstrates substantial understanding of the concepts used to solve the problem(s).	Explanation demonstrates some understanding of the concepts used to solve the problem(s).	Explanation demonstrates limited understanding of the concepts used to solve the problem(s) or it is not written.
Strategies and Reasoning	Uses complex, refined and appropriate reasoning.	Uses effective and appropriate reasoning.	Uses some appropriate reasoning.	Little evidence of appropriate reasoning.
Terminology and Notation	Terminology is always used, making it easy to understand what was done.	Terminology is frequently used, making it fairly easy to understand what was done.	Terminology is used, but it not always easy to understand what was done.	There is little use, or inappropriate use of terminology.
Insights	Created a general rule or formula for solving related problems.	Recognized important patterns and relationships in the problem.	Recognized some patterns and relationships in the problem.	Unable to recognize patterns in the problem.

Reflection Rubric

Measure: Students will utilize intentional reflection.

	Capstone 4	Milestones		Benchmark 1
		3	2	
Identifies Action	Demonstrates critical and thoughtful insights or analysis about the aims and accomplishments of one's actions.	Demonstrates thoughtful insights or analysis about the aims and accomplishments of one's actions.	Describe how actions may relate to one's experiences and perspectives.	Shows little internalized understanding of their aims or actions.
Awareness of his/her own thinking	Explains in masterful detail the sequence of thought he or she used when facing a task or problem. Provides a detailed analysis of how an awareness of his or her thinking has enhanced performance.	Student is very aware of his or her own thinking: provides a general, sequential description of how a task or problem was solved. Student provides a few ideas about how the new information could influence his or her performance.	Student is somewhat aware of his or her own thinking: provides a general, sequential description of how a task or problem was solved. Student provides a few ideas about how the new information could influence his or her performance.	Student has a limited awareness of his/her own thinking but communicates this in a confusing or disorganized description of thinking used to solve a problem or complete a task; student does not explain how the new information will influence personal behavior.
Analyzing differing perspectives	Critically aware of the reasoning behind differing points of view and considers and discusses alternative views rationally and impartially. Student thinks flexibly and objectively.	Aware of the reasoning behind differing points of view and attempts to consider and discuss alternative views rationally and impartially. Student thinks flexibly and objectively.	Identifies and articulates issues that are not points of disagreement as important issues of disagreement. Shows unexplained bias in discussion of alternative views.	Defends his or her dominant and privileged beliefs, expectations, and values without sufficiently considering alternative points of view. Ignores explicit and implicit points of disagreement.
Synthesizing information	Articulately identifies and explains the social, political, and/or professional implications of the information and insights.	Able to identify and explain the social, political, and/or professional implications of the information and insights.	Inconsistent or incomplete explanations of how the information will effect personal practice and the practice of others.	Does not address how information will effect personal practice and the practice of other.

Community Engagement Rubric

Measure: Students will apply theories and/or practices of social justice and civic engagement in the Ignatius spirit.

	Capstone 4	Milestones		Benchmark 1
		3	2	
Diversity of Communities and Cultures	Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures.	Exhibits curiosity about what can be learned from diversity of communities and cultures.	Exhibits little curiosity about what can be learned from diversity of communities and cultures.	Expresses attitudes and beliefs as an individual, from a one-sided view.
Reflection	Reflects on how own attitudes and beliefs are different from those of other cultures and communities.	Has awareness that own attitudes and beliefs are different from those of other cultures and communities.	Has little awareness that own attitudes and beliefs are different from those of other cultures and communities.	Is indifferent or resistant to what can be learned from diversity of communities and cultures.
Civic Identity and Commitment to Social Justice	Provides evidence of experience in civic-engagement and social justice activities. Describes what she/he has learned about her or himself as it relates to a reinforced and clarified sense of civic identity and continued commitment to public action.	Provides evidence of experience in civic-engagement and social justice activities. Describes what she/he has learned about her or himself as it relates to a growing sense of civic identity and commitment.	Evidence suggests involvement in civic-engagement and social justice activities is generated from expectations or course requirements rather than from a sense of civic identity.	Provides little evidence of her/his experience in civic-engagement and social justice activities and does not connect experiences to civic identity.
Civic Action, Social Justice, and Reflection	Demonstrates independent experience and accompanied by reflective insights or analysis about the aims and accomplishments of one's actions.	Demonstrates independent experience and some reflective insights or analysis about the aims and accomplishments of one's actions.	Has participated in civically focused actions and begins to reflect or describe how these actions may benefit individual(s) or communities.	Has experimented with some civic activities but shows little internalized understanding of their aims or effects and little commitment to future action.
Civic Contexts/Structures	Demonstrates ability and commitment to collaboratively work across and within community contexts and structures to achieve a civic aim.	Demonstrates ability and commitment to work actively within community contexts and structures to achieve a civic aim.	Demonstrates experience identifying intentional ways to participate in civic contexts and structures.	Experiments with civic contexts and structures, tries out a few to see what fits.

Annual Assessment Plan

	Summer 2017	Fall 2018	Fall 2019	Fall 2020
<p>Measure 1: Students will use research to sustain an argument and conduct analysis through an academic essay.</p>	<p>ENGL 1900</p> <p>Social Science (2000-level)</p>			<p>ENGL 2000/3000-level</p> <p>PHIL 3000-level</p> <p>THEO 2000/3000-level</p>
<p>Measure 2: Students will apply logical and analytical problem-solving through effective methods of inquiry.</p>			<p>BIO 2010</p> <p>MATH 1200 (or higher)</p>	
<p>Measure 3: Students will utilize intentional reflection.</p>		<p>PHIL 2050</p> <p>THEO 1000</p>		<p>Capstone</p> <p>PHIL 2000/3000-level</p> <p>Exit Interview/Exit Survey</p>
<p>Measure 4: Students will apply theories and/or practices of social justice and civic engagement in the Ignatius spirit.</p>				<p>Capstone</p> <p>Exit Interview</p> <p>Final Program Survey/Reflection Essay</p>