

Program-Level Assessment Plan

Program: Prison Education Program	Degree Level (e.g., UG or GR certificate, UG major, master’s program, doctoral program): Associate of Arts
Department: Prison Education Program	College/School: College of Arts & Sciences
Date (Month/Year): June 2022	Primary Assessment Contact: Julie O’Heir

Note: Each cell in the table below will expand as needed to accommodate your responses.

#	Student Learning Outcomes	Curriculum Mapping	Assessment Methods	
			Artifacts of Student Learning (What)	Evaluation Process (How)
	<p>What do the program faculty expect all students to know or be able to do as a result of completing this program?</p> <p>Note: These should be measurable and manageable in number (typically 4-6 are sufficient).</p>	<p>In which courses will faculty intentionally work to foster some level of student development toward achievement of the outcome? Please clarify the level at which student development is expected in each course (e.g., introduced, developed, reinforced, achieved, etc.).</p>	<p>1. What artifacts of student learning will be used to determine if students have achieved this outcome?</p> <p>2. In which courses will these artifacts be collected?</p>	<p>1. What process will be used to evaluate the artifacts, and by whom?</p> <p>2. What tools(s) (e.g., a rubric) will be used in the process?</p> <p>Note: Please include any rubrics as part of the submitted plan documents.</p>
1	<p>Students will use research to sustain an argument and conduct analysis through an academic essay.</p>	<p>INTRODUCED: ENGL 1900, PHIL 1050, THEO 1000</p> <p>DEVELOPED: ENGL 3xxx, PHIL 2050, THEO 2xxx, HIST 1100, HIST 1120, POLS 1xxx, Social Science required/elective courses (2 of 5 possible courses)</p>	<p>1. Major writing assignments that align with the outcome, pre-determined by faculty member in consultation with the academic coordinator.</p> <p>2. POLS 1xxx, HIST 1100 and 2 social science electives</p>	<p>1. Academic Coordinator (a CAS faculty member) will review each artifact after the course is over.</p> <p>2. Artifacts will be assessed across a common rubric</p>
2	<p>Students will apply logical and analytical problem-solving through effective methods of inquiry.</p>	<p>INTRODUCED: CHEM 1050, PHIL 1050</p> <p>DEVELOPED: MATH 1200 or higher, PHIL 2050, Science elective (1 of 3 possible courses)</p>	<p>1. Major writing assignments identified by instructor as being representative of a “final” or cumulative assignment.</p> <p>2. Math 1200 or higher, PHIL 1050</p>	<p>1. Academic Coordinator (a CAS faculty member) will review each artifact after the course is over.</p> <p>2. Artifacts will be assessed across a common rubric</p>

3	Students will utilize intentional reflection.	<p>INTRODUCED: AS 1930, PHIL 1050, FPA 1000 or another Humanities elective</p> <p>DEVELOPED: PHIL 2050, THEO 2xxx, Capstone Course</p>	<ol style="list-style-type: none"> 1. Major writing assignments that align with the outcome, pre-determined by faculty member in consultation with the academic coordinator. 2. PHIL 1050, ENGL 3xxx 	<ol style="list-style-type: none"> 1. Academic Coordinator (a CAS faculty member) will review each artifact after the course is over. 2. Artifacts will be assessed across a common rubric
4	Students will apply theories and/or practices of social justice and civic engagement in the Ignatian spirit.	<p>INTRODUCED: AS1930</p> <p>REINFORCED: Capstone Course</p> <p>ACHIEVED: Community Participation; extracurricular activities</p>	<ol style="list-style-type: none"> 1. Capstone course short reflection essays and extended final essay. 2. Capstone Course 	<ol style="list-style-type: none"> 1. Academic Coordinator (a CAS faculty member) will review each artifact after the course is over. 2. Artifacts will be assessed across a common rubric

Use of Assessment Data

1. How and when will analyzed data be used by program faculty to make changes in pedagogy, curriculum design, and/or assessment practices?

Data will be shared with faculty administrative team after report submitted to Provost’s office. It will be utilized on a rolling basis, as appropriate to course schedule, to make changes in pedagogy. Curriculum design and assessment practices will be evaluated every four years, which is the length of the Associate of Arts degree. Both will include data from assessments, faculty exit interviews, and course evaluations.

2. How and when will the program faculty evaluate the impact of assessment-informed changes made in previous years?

The Prison Education Program moves through its curriculum once every four years, which means each course is offered once per four year period. Assessment-informed decisions will be evaluated according to the cohort schedule.

Additional Questions

1. On what schedule/cycle will program faculty assess each of the program’s student learning outcomes? (Please note: It is not recommended to try to assess every outcome every year.)

See schedule included in assessment plan

2. Describe how, and the extent to which, program faculty contributed to the development of this plan.

The assessment plan was adapted from a plan designed by a former faculty director. It was updated with indirect input from previous faculty who provided feedback after previous assessment periods and through faculty exit interviews. The plan was updated by the staff director and the faculty academic coordinator.

IMPORTANT: Please remember to submit any rubrics or other assessment tools along with this plan.

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 Ignatian 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

	AY 22-23	AY 23-24	AY 24-25	AY 25-26
Measure 1: Students will use research to sustain an argument and conduct analysis through an academic essay.			POLS 1xxx HIST 1100 2 Social Science electives	
Measure 2: Students will apply logical and analytical problem-solving through effective methods of inquiry.		Math 1200 or higher PHIL 1050		
Measure 3: Students will utilize intentional reflection.	PHIL 1050 ENGL 3xxx			
Measure 4: Students will apply theories and/or practices of social justice and civic engagement in the Ignatian spirit.				Capstone course