SAINT LOUIS UNIVERSITY.

Program Assessment Plan

Program: Masters of Arts in Criminology and Criminal Justice (MACCJ)

Department: School of Social Work

College/School: College for Public Health and Social Justice

Date: REVISED July 12, 2018; Submitted November 16, 2017

Primary Assessment Contact: Noelle Fearn, PhD, CCJ Programs Director

#	Program Learning Outcomes	Assessment Mapping	Assessment Methods	Use of Assessment Data
	What do the program faculty expect all students to know, or be able to do, as a result of completing this program? ▪ *Note: These should be measurable, and manageable in number (typically 4-6 are sufficient).*	From what specific courses (or other educational/professional experiences) will artifacts of student learning be analyzed to demonstrate achievement of the outcome? Include courses taught at the Madrid campus and/or online as applicable.	What specific artifacts of student learning will be analyzed? How, and by whom, will they be analyzed? ▪ *Note: the majority should provide direct, rather than indirect, evidence of achievement.* Please note if a rubric is used and, if so, include it as an appendix to this plan.	How and when will analyzed data be used by faculty to make changes in pedagogy, curriculum design, and/or assessment work? How and when will the program evaluate the impact of assessment-informed changes *made in previous years*?
1	Students will assess relevant criminology and criminal justice (CCJ) literature/scholarly contributions.	Learning outcome will be assessed for students in required *CCJ 5000: Criminological Theory.*	Written materials/oral presentations/ exams* using MACCJ rubrics 2, 3, and 5 **(direct measures).** Graduate exit survey **(indirect measure).**	Assessment artifacts, rubrics, and examined data will be shared with all CCJ faculty and discussed each fall (early in the semester). Decisions, if appropriate, may be made then to improve/revise program learning outcomes (those assessed in a given year), the CCJ program, and/or our assessment plan. Data will also be shared with the School/College and will be used to acknowledge successes of our program.
2	Students will apply CCJ theories, practices, policies, or research methodologies.	Learning outcome will be assessed for students in required *CCJ 5000: Criminological Theory* and *CCJ 5200: Applied Research Methods.*	Written materials/oral presentations/ exams* using MACCJ rubrics 2, 3, and 5 **(direct measures).** Graduate exit survey **(indirect measure).**	Assessment artifacts, rubrics, and examined data will be shared with all CCJ faculty and discussed each fall (early in the semester). Decisions, if appropriate, may be made then to improve/revise program learning outcomes (those assessed in a given year), the CCJ

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				program, and/or our assessment plan. Data will also be shared with the School/College and will be used to acknowledge successes of our program.
3	Students will apply knowledge from CCJ to address problems in broader contexts.	Learning outcome will be assessed for students in required *CCJ 5000: Criminological Theory.*	Written materials/oral presentations/ exams* using MACCJ rubrics 1, 3, and 5 **(direct measures).** Graduate exit survey **(indirect measure).**	Assessment artifacts, rubrics, and examined data will be shared with all CCJ faculty and discussed each fall (early in the semester). Decisions, if appropriate, may be made then to improve/revise program learning outcomes (those assessed in a given year), the CCJ program, and/or our assessment plan. Data will also be shared with the School/College and will be used to acknowledge successes of our program.
4	Students will articulate CCJ explanations/arguments to a disciplinary/professional audience in both written and oral formats.	Learning outcome will be assessed for students in required *CCJ 5000: Criminological Theory* and *CCJ 6400: Issues in Jurisprudence.*	Written materials/oral presentations/ exams* using MACCJ rubrics 1 and 3 **(direct measures).** Graduate exit survey **(indirect measure).**	Assessment artifacts, rubrics, and examined data will be shared with all CCJ faculty and discussed each fall (early in the semester). Decisions, if appropriate, may be made then to improve/revise program learning outcomes (those assessed in a given year), the CCJ program, and/or our assessment plan. Data will also be shared with the School/College and will be used to acknowledge successes of our program.
5	Students will evidence scholarly/professional integrity (ethics) in CCJ.	Learning outcome will be assessed for students in required *CCJ 5100: Ethics in Administration of Justice* and *CCJ 6400: Issues in Jurisprudence.*	Written materials/oral presentations/ exams* using MACCJ rubrics 1, 2, 3, 4, 5, and 6 **(direct measures).** Graduate exit survey **(indirect measure).**	Assessment artifacts, rubrics, and examined data will be shared with all CCJ faculty and discussed each fall (early in the semester). Decisions, if appropriate, may be made then to improve/revise program learning outcomes (those assessed in a given year), the CCJ program, and/or our assessment plan. Data will also be shared with the School/College and will be used to acknowledge successes of our program.

*Appropriate rubric will be utilized that corresponds to whichever artifact is selected/gathered from the course.

Additional Questions

1. On what schedule/cycle will faculty assess each of the above-noted program learning outcomes? *(It is <u>not recommended</u> to try to assess every outcome every year.)*

> CCJ learning outcomes will be discussed and reviewed each year by all CCJ faculty (and others) to identify necessary updates or revisions. We will use data from our assessment rubrics to thoroughly review 1-2 learning outcomes each academic year (beginning with learning outcomes 1 and 4 this 2017/2018 academic year. We will likely conduct a more detailed review of all of our program learning outcomes during our university-required program review cycle (approximately every 5-7 years).

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

> All CCJ faculty participated in development of our CCJ program's learning outcomes and were invited to participate in the development of our assessment plan. Mostly, the CCJ Program Director found and shared research on assessment, best practices, and content/minutes of meetings with our university assessment person. All CCJ faculty received, reviewed, and discussed initial feedback from university assessment person and agreed the program director would revise/respond to comments/concerns. All CCJ faculty will review, comment, and provide feedback on drafted rubrics to assess our learning outcomes.

3. On what schedule/cycle will faculty review and, if needed, modify this assessment plan?

> Each year CCJ faculty will discuss and review the prior year's data/results and use that to inform the assessment process and plan for the next year. It's anticipated that data will be collected in the spring semester and then be presented/discussed at the beginning of the next fall semester – giving us time to revise, if necessary, our data collection plan for the next spring.

IMPORTANT: Please remember to submit any assessment rubrics (as noted above) along with this report.

MACCJ Rubric 1 (Effective Messaging)

Graduate (4)	Milestones (3)	(2)	Benchmark (1)
Demonstrates a masterful understanding of context, audience and purpose. Uses quality, relevant and compelling content, including rigorous, credible sources to illustrate mastery of the subject. Uses graceful and concise language that conveys meaning to the reader/viewer/listener.	Demonstrates a highly competent understanding of context, audience and purpose. Uses appropriate, relevant and compelling content, including the use of quality, credible sources to illustrate in-depth understanding of the subject. Uses graceful and concise language that conveys meaning to the reader/viewer/listener.	Demonstrates a thorough understanding of context, audience and purpose. Uses appropriate and relevant content and credible sources to illustrate a proficient understanding of the subject. Demonstrates the use of fluent and concise language that conveys meaning to the reader/viewer/listener.	Demonstrates consideration of context, audience and purpose. Uses appropriate, relevant and compelling content to explore ideas. Consistently uses relevant sources to support ideas and uses clear and concise language that conveys meaning to the reader/viewer/listener.

MACCJ Rubric 2 (Conducting/Evaluating CCJ Research)

Graduate (4)	Milestones (3)	(2)	Benchmark (1)
Demonstrates a sophisticated understanding of the relationship between research paradigm and methodological choices. Makes sophisticated decisions about methods of inquiry that expertly address a particular research purpose/question/hypothesis. Demonstrates an expert understanding of the appropriate criteria for evaluating CCJ research. Provides a sophisticated explanation of ethics associated with research practice.	Demonstrates a skillful understanding of the relationship between research paradigm and methodological choices. Makes knowledgeable decisions about methods of inquiry that skillfully address a particular research purpose/question/hypothesis. Demonstrates a knowledgeable understanding of the appropriate criteria for evaluating CCJ research. Provides a knowledgeable explanation of ethics associated with research practice.	Demonstrates a more than basic understanding of the relationship between research paradigm and methodological choices. Makes decisions about methods of inquiry that address a particular research purpose/question/hypothesis, with some skill. Demonstrates a more than basic understanding of the appropriate criteria for evaluating CCJ research. Provides a more than basic explanation of ethics associated with research practice.	Demonstrates a basic understanding of the relationship between research paradigm and methodological choices. Makes decisions about methods of inquiry that address a particular research purpose/question/hypothesis. Demonstrates a basic understanding of the appropriate criteria for evaluating CCJ research. Provides a basic explanation of ethics associated with research practice.

MACCJ Rubric 3 (Applying CCJ Theories to Address Problems in Broader Context)

Graduate	Milestones		Benchmark
(4)	(3)	(2)	(1)
Gives a sophisticated summarization of a theory that displays a nuanced understanding of the concepts and assumptions of the theory and its connection to research in the field. Applies a theory to broader contexts in unique ways that yield new knowledge and contributions. Shows expert understanding of a theory's implications and limitations and possibilities for expanding or enriching the field.	Gives a thoughtful summarization of a theory that displays an understanding of the concepts and assumptions of the theory and its connection to research in the field. Recognizes implications of theory in a way that articulates possibilities for differing contexts and applications of the theory.	Gives an adequate summarization of a theory that displays a basic understanding of the concepts and assumptions of the theory and its connection to research in the field. Chooses appropriate, relevant examples to demonstrate a theory's applicability and explains the relationship between theory and examples, with more analysis.	Gives a summarization of a theory with some understanding of how it relates to research in the field. Locates and explains relationships between theory and relevant examples.

MACCJ Rubric 4 (Demonstrating Multicultural CCJ Competence)

Graduate (4)	Milestones (3)	(2)	Benchmark (1)
Demonstrates a masterful understanding of multiple worldviews, power structures and experiences of multiple cultures historically or in contemporary contexts. Engages in critical reflection about one's own culture, interacts in respectful ways with other cultures, and asks sophisticated questions about other cultures. Attempts to seek multiple answers to complex social, cultural, political questions, and uses mastery in disciplinary specific theory and practice, to be at the forefront of efforts to solve relevant contemporary problems.	Demonstrates a highly competent and critically focused understanding of multiple worldviews, power structures and experiences of multiple cultures historically or in contemporary contexts. Engages in reflection about one's own culture, interacts in respectful ways with other cultures, and asks sophisticated questions about other cultures. Attempts to seek multiple answers to complex social, cultural, political questions, and uses proficiencies in disciplinary specific theory and practice, to be part of the effort to solve relevant contemporary problems.	Demonstrates a thorough understanding of multiple worldviews, power structures and experiences of multiple cultures historically or in contemporary contexts. Engages in reflection about one's own culture, interacts in respectful ways with other cultures, and asks deep and insightful questions about other cultures and attempts to seek multiple answers to complex social, cultural, political questions.	Demonstrates a substantial understanding of multiple worldviews, power structures and experiences of multiple cultures historically or in contemporary contexts. Engages in reflection about one's own culture, interacts in respectful ways with other cultures, and asks deep questions about other cultures and attempts to seek answers to complex social, cultural, political questions.

MACCJ Rubric 5 (Applying Theories/Practices of Social Justice/Civic Engagement)

Graduate (4)	Milestones		Benchmark (1)
	(3)	(2)	
Gives a sophisticated summarization of social justice and civic engagement that displays a nuanced understanding of how they relate to CCJ scholarship and practice. Analyzes both broad and specific CCJ practices in unique ways that yield new ways of thinking about just societies. Shows expert understanding of the principles of social justice and civic engagement and can imagine novel possibilities for expanding or enriching the world.	Gives a thoughtful summarization of social justice and civic engagement that displays an understanding of how they relate to CCJ scholarship and practice. Recognizes the various ways CCJ practices contribute to and detract from justice in society, in a way that articulates possibilities for strategic civic engagement.	Gives an adequate summarization of social justice and civic engagement that displays a basic understanding of how they relate to CCJ scholarship and practice. Chooses appropriate, relevant examples to explain social justice and injustice and explains the relationship between CCJ and civic engagement.	Gives a summarization of social justice and civic engagement, with some understanding of how they relate to CCJ scholarship and practice.

MACCJ Rubric 6 (Analyzing Ethical Implications of CCJ/Applying Ethical Principles)

Graduate (4)	Milestones		Benchmark (1)
	(3)	(2)	
Gives a sophisticated summarization of CCJ ethics that displays a nuanced understanding of ethical principles and their application. Applies (and critiques) ethical principles to broader contexts in unique ways that yield novel opportunities for ethical action. Shows an expert understanding of ethics, action, and possibilities for expanding or enriching human experiences in CCJ.	Gives a thoughtful summarization of CCJ ethics that displays an understanding of ethical principles and their application. Articulates (and critiques) ethical principles and their applications across differing contexts.	Gives an adequate summarization of CCJ ethics that displays a basic understanding of the ethical principles and their application. Chooses appropriate, relevant examples to demonstrate ethical principles and explains how they play out, in context.	Gives a summarization of CCJ ethics with some understanding of ethical principles and their application.