Program-Level Assessment Plan

SAINT LOUIS UNIVERSITY.

Program: Masters of Arts in Criminology & Criminal Justice (MACCJ)	Degree Level (e.g., UG or GR certificate, UG major, master's program, doctoral program): MA
Department: Criminology & Criminal Justice	College/School: School of Social Work
Date (Month/Year): 12/2023	Primary Assessment Contact: Dyan McGuire, MACCJ Program Director

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)**
	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).	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.).	1. What artifacts of student learning will be used to determine if students have achieved this outcome? 2. In which courses will these artifacts be collected?	1. What process will be used to evaluate the artifacts, and by whom? 2. What tools(s) (e.g., a rubric) will be used in the process? Note: Please include any rubrics as part of the submitted plan documents.
1	Students will have a sufficient understanding of methods to be able to evaluate/interpret existing research and apply it appropriately in their professional lives.	This content is primarily delivered in and will also be assessed in *CCJ 5200: Research Methods.* This learning outcome is expected to be achieved in this class.	1. Written material(s) created by students including assignments and tests will serve as direct measure(s) of this SLO. The MACCJ Graduate exit survey will provide an indirect measure (student self-assessment) of this SLO. **2.** *CCJ 5200: Research Methods*	1. Instructors of record for *CCJ 5200* will assign one of more projects or tests to all students in the course and will complete the appropriate rubric based on their assessment of relevant materials, presentations, and/or examinations. 2. MACCJ Rubric 2 will be used.
2	Students will understand and be able to analyze and apply CCJ theories to problems of crime and justice.	This content is primarily delivered in and will also be assessed in *CCJ 5000: Criminological Theory.* This learning outcome is expected to be achieved.	1. Written materials created by students including assignments and tests will serve as direct measure(s) of this SLO. The MACCJ Graduate exit survey will provide an indirect measure (student	1. Instructors of record for *CCJ 5000* will assign one of more projects or tests to all students in the course and will complete the appropriate rubric based on their assessment of relevant materials,

			self-assessment) of this SLO. **2.** *CCJ 5000: Criminological Theory*	presentations, and/or examinations. 2. MACCJ Rubric 3 will be used.
3	Students will demonstrate an understanding of how race, gender, social class, sexual orientation and/or sexual identity impacts people who come into contact with the CJ system and will demonstrate an ability to address those problems within the context of the CJ system to further social justice.	This content is primarily delivered in and will also be assessed in *CCJ 5300: Foundations of Criminal Justice.* This learning outcome is expected to be achieved.	1. Written work and/or oral presentations created by students will serve as direct measures of this SLO. The MACCJ Graduate exit survey will provide an indirect measure (student self-assessment) of this SLO. 2. *CCJ 5300: Foundations of Criminal Justice.*	1. Instructors of record for CCJ 5300 will assign one of more projects or tests to all students in the course and will complete the appropriate rubric based on their assessment of relevant materials, presentations, and examinations. 2. MACCJ Rubric 4 will be used.
4	Students will competently articulate their analyses of CCJ explanations/arguments to a disciplinary/professional audience in written and oral formats.	Preparation and training to communicate with disciplinary-specific audiences will primarily be delivered in and will also be assessed in *CCJ 6400: Issues in Jurisprudence.* This learning outcome is expected to be achieved.	1. Oral presentation(s) and articles written by students for submission to professional journals will serve as direct measures of this SLO. The MACCJ Graduate exit survey will provide an indirect measure (student self-assessment) of this SLO. **2.** *CCJ 6400: Issues in Jurisprudence.*	1. Instructors of record for CCJ 6400 will assign at least one oral presentation and one article to all students and will complete the appropriate rubric based on their assessment of these materials. 2. MACCJ Rubric 1 will be used.
5	Students will demonstrate scholarly/professional integrity (ethics) in CCJ.	This content is primarily delivered in and will also be assessed in *CCJ 5100: Ethics in Administration of Justice.* This learning outcome is expected to be achieved.	1. Written materials will serve as direct measures of this SLO. The MACCJ Graduate exit survey will provide an indirect measure (student self-assessment) of this SLO. 2. *CCJ 5100: Ethics in Administration of Justice.*	1. Instructors of record for CCJ 5100 will assign one of more projects or tests to all students in the course and complete the appropriate rubric based on their assessment of relevant materials, presentations, and examinations. 2. MACCJ Rubric 5 will be used.

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?

   The faculty obviously desire all students to achieve a meets expectations rating or higher. However, we recognize that through no fault of the Program, not all students can succeed in a rigorous MA program. The faculty will consider the Program to be a success if 80% of students achieve a meets expectations rating or better across all 5 of our rubrics.

   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 of Social Work and will be used to acknowledge successes of our program.

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

   Because the data from any one year may not be a reliable indicator, the annual review process conducted by the CCJ faculty will include consideration of data from at least the 3 prior assessments. As assessment-informed changes are made, this will allow the faculty to evaluate the impact of such changes to ensure desired objectives are being met.

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.)

   The five courses integrated into this assessment plan are normally taught once every two years. The relevant SLOs would be assessed in the following academic year. For example, in odd Falls we offer 5100 and 5300 and in even Springs we offer 6400. In even Falls we offer 5000 and 5200. Consequently, we will review SLOs associated with those courses the following year.

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

   This plan was based upon the previous assessment plan developed and approved by the CCJ faculty in 10/2020. This revised plan was developed, discussed, and approved by CCJ program faculty in December 2023.

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

MACCJ Program Learning Outcomes Assessment Rubrics

MACCJ Rubric 1 (Effective Messaging)

Outstanding (4)	Exceeds Expectations (3)	Meets Expectations (2)	Deficient (1)
Demonstrates a masterful understanding of content, context, audience and purpose. Uses high quality, relevant and compelling content, including rigorous, credible sources to illustrate mastery of the subject. Has an advanced command of professional language that conveys meaning to the reader/viewer/listener in an expert manner.	Demonstrates a highly competent understanding of content, 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. Persuasively uses professional language to convey meaning to the reader/viewer/listener.	Demonstrates an understanding of content, context, audience and purpose. Uses appropriate and relevant content and credible sources to explore ideas and support arguments and/or explain ideas. Demonstrates the use of fluent and professional language that conveys meaning to the reader/viewer/listener.	Fails to demonstrate an understanding of content, context, audience and purpose. Uses inappropriate, irrelevant and unpersuasive content to explore ideas and support arguments. Consistently uses irrelevant sources to support ideas and uses unclear language that conveys ambiguous meaning to the reader/viewer/listener.

MACCJ Rubric 2 (Evaluating CCJ Research)

Outstanding (4)	Exceeds Expectations (3)	Meets Expectations (2)	Deficient (1)
Demonstrates a sophisticated and nuanced understanding of existing research literature commensurate with a working professional. Demonstrates an advanced ability to articulate the relationship between the purpose of the research and methodological choices. Capable of making sophisticated decisions about	Demonstrates a skillful understanding of existing research literature beyond that expected of a graduate student. Demonstrates a strong ability to articulate the relationship between the purpose of the research and methodological choices. Capable of making knowledgeable decisions about	Demonstrates a basic understanding of existing research literature commensurate with a graduate student and demonstrates a basic understanding of the relationship between the purpose of the research and methodological choices. Capable of making reasoned decisions about methods of inquiry that address a	Lacks a basic understanding of the existing research literature and cannot articulate the relationship between the purpose of the research and methodological choices. Is unable to make reasoned decisions about methods of inquiry to address a particular research purpose/question/hypothesis. Fails

| 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. | 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. | 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. | to demonstrate a basic understanding of the appropriate criteria for evaluating CCJ research. Is unable to provide a basic explanation of ethics associated with research practice. |

MACCJ Rubric 3 (Applying CCJ Theories to Address Problems)

Outstanding (4)	Exceeds Expectations (3)	Meets Expectations (2)	Deficient (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.	Fails to demonstrate an ability to summarize a theory or explain how it relates to research in the field. Cannot explain relationships between theory and relevant examples.

MACCJ Rubric 4 (Demonstrating Multicultural CCJ Competence)

Outstanding (4)	Exceeds Expectations (3)	Meets Expectations (2)	Deficient (1)
Demonstrates a masterful understanding of multiple	Demonstrates a highly competent and critically focused understanding	Demonstrates an adequate understanding of multiple	Demonstrates a limited or inadequate understanding of

worldviews, power structures and cultures (both historic and contemporary) and how these factors impact the criminal justice system and the people who come into contact with it. Engages in critical reflection about one's own culture, interacts in in a culturally proficient manner with other cultures, and asks sophisticated questions about other cultures. Seeks/finds multiple answers to complex social, cultural, political questions at a very sophisticated level for a graduate student.	of multiple worldviews, power structures and cultures (both historic and contemporary) and how these factors impact the criminal justice system and the people who come into contact with it. Engages in critical reflection about one's own culture, interacts in in a culturally competent manner with other cultures, and asks insightful questions about other cultures. Seeks/finds multiple answers to complex social, cultural, political questions.	worldviews, power structures and cultures (both historic and contemporary) and how these factors impact the criminal justice system and the people who come into contact with it. Engages in reflection about one's own culture, interacts in respectful ways with other cultures, and asks appropriate questions about other cultures. Attempts to seek/find multiple answers to complex social, cultural, political questions.	multiple worldviews, power structures and cultures (both historic and contemporary) and how these factors impact the criminal justice system and the people who come into contact with it. Engages in little to no reflection about one's own culture, interacts in disrespectful or uninformed ways with other cultures, and asks inappropriate questions about other cultures and fails to seek/find answers to complex social, cultural, political questions.

MACCJ Rubric 5 (Analyzing Ethical Implications of CCJ/Applying Ethical Principles)

Graduate (4)	Exceeds Expectations (3)	Meets Expectations (2)	Deficient (1)
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 an inadequate summarization of CCJ ethics that fails to demonstrate a sufficient understanding of ethical principles and/or how they should be applied.