

Program-Level Assessment: Annual Report

Program: Criminology and Criminal Justice	Department: School of Social Work
Degree or Certificate Level: Master of Arts in Criminology & Criminal Justice (MACCJ)	College/School: College for Public Health and Social Justice
Date (Month/Year): October 2022	Primary Assessment Contact: Joseph Schafer
In what year was the data upon which this report is based collected? AY 2021-2022	
In what year was the program's assessment plan most recently reviewed/updated? AY 2017-2018	

1. Student Learning Outcomes

Which of the program's student learning outcomes were assessed in this annual assessment cycle?

We identified two SLOs for the MACCJ program that were assessed during this annual assessment cycle (SLOs #4 & #5).

- 4) Students will articulate CCJ explanations/arguments to a disciplinary/professional audience in both written and oral formats.
- 5) Students will evidence scholarly/professional integrity (ethics) in CCJ.

Additionally, we assessed students' self-perceptions of learning across two MACCJ learning outcomes (SLOs 4 & 5) through self-report via our MACCJ Exit Survey in May 2022. All three graduating students completed this survey and provides self-perception data.

2. Assessment Methods: Artifacts of Student Learning

Which artifacts of student learning were used to determine if students achieved this outcome? Please identify the course(s) in which these artifacts were collected. Clarify if any such courses were offered a) online, b) at the Madrid campus, or c) at any other off-campus location.

Individual student data was collected from two CCJ courses: CCJ 5100 (Ethics in the Administration of Justice; fall 2021) and CCJ6200 (Issues in Jurisprudence; spring 2022). The instructors of record for each course provided assessments of each student's terminal course project using the relevant program assessment rubrics. We also gathered self-perception data from students graduating the MACCJ degree program in spring 2022.

No online, off-campus, or Madrid student artifacts were included in our assessment activities.

3. Assessment Methods: Evaluation Process

What process was used to evaluate the artifacts of student learning, and by whom? Please identify the tools(s) (e.g., a rubric) used in the process and include them in/with this report.

Individual student data was collected from the two MACCJ courses our program offered during the 2021-2022 academic year. CCJ 5100 (Ethics in the Administration of Justice) was offered in fall 2021 by Professor Kenya Brumfield-Young and CCJ6400 (Issues in Jurisprudence) was offered in spring 2022 by Dr. Dyan McGuire. The terminal writing assignments in each course were used as the basis for the assessment data provided by the relevant faculty member,

who evaluated each student's submission using the approved rubrics indicated in our current assessment plan.

Rubrics are included with this report.

4. Data/Results

What were the results of the assessment of the learning outcomes? Please be specific. Does achievement differ by teaching modality (e.g., online vs. face-to-face) or on-ground location (e.g., STL campus, Madrid campus, other off-campus site)?

The MACCJ Program Director reviewed the rubric scores submitted for CCJ5100 and CCJ6400. The summary findings and a draft copy of this report were presented to the CCJ committee for discussion regarding how to improve student performance for these specific learning objectives.

Core courses in the MACCJ program are only offered as face to face, on-ground STL courses.

SLO #4 Students will articulate CCJ explanations/arguments to a disciplinary/professional audience in both written and oral formats.

Direct Measures

- All seven students enrolled in CCJ5100 were assessed to have performed at the "graduate level" in their final course paper in terms of articulating CCJ explanations/arguments to a disciplinary/professional audience. All seven students were assessed to have performed at the "graduate level" in applying CCJ theories to address problems in broader context.
- Eight of the nine students enrolled in CCJ6400 were assessed to have performed at the "graduate level" in their final course paper in terms of articulating CCJ explanations/arguments to a disciplinary/professional audience. Six of the nine students enrolled in CCJ6400 were assessed to have performed at the "graduate level" in their final course paper in terms of applying CCJ theories to address problems in broader context.

SLO #5 Students will evidence scholarly/professional integrity (ethics) in CCJ.

Direct Measures

- All seven students enrolled in CCJ5100 were assessed to have performed at the "graduate level" in their final course paper in terms of analyzing ethical implications of CCJ and applying ethical principles.
- This SLO is only assessed in CCJ5100 and was not assessed in CCJ6400.

Overall Results from MACCJ Exit Survey

Indirect Measures (self-reported)

All three students graduating from the MACCJ program in spring 2022 completed the exit survey, which included self-assessment of their abilities on the MACCJ SLOs. For SLO #4, all three students self-assessed they were comfortable articulating CCJ explanations/arguments to a disciplinary/professional audience in both written and oral formats. One student self-assessed as "somewhat comfortable" and two students self-assessed as "very comfortable". For SLO #5, all three students self-assessed they were comfortable identifying scholarly/professional integrity (ethics) in CCJ. All three students self-assessed as "very comfortable".

5. Findings: Interpretations & Conclusions

What have you learned from these results? What does the data tell you?

The data indicate we need to continue to improve the ability of our students to applying CCJ theories to address problems in broader context. It bears noting two of the three students assessed as being below expectations on this dimension were first year MA students, so it is possible their abilities were still being developed and that they might score higher on this dimension prior to graduation. The students were assessed to be performing quite well in their written/oral communication, as well as their ability to identify and analyze ethical issues using appropriate scholarly and philosophical frameworks. The self-report data provided by the students reinforces that graduates feel comfortable with their abilities on SLOs #4 and #5. We continue to explore new ways to improve our course offering and pedagogy to create a dynamic and meaningful learning experience for our students.

6. Closing the Loop: Dissemination and Use of Current Assessment Findings

A. When and how did your program faculty share and discuss these results and findings from this cycle of assessment?

Our CCJ faculty meet monthly during the regular academic year to discuss issues and make oversight decisions regarding the BA and MA degree programs. As part of our ongoing assessment work we have added "assessment tasks" as a standing item on our monthly meeting agenda to ensure routine and timely discussion of program assessment tasks and findings. All MACCJ Program areas are appropriate foci for our assessment activities and we make a concerted ongoing effort to discuss assessment, including our plan, its implementation, and the tools (e.g., assignments, rubrics, etc.) used to engage in this important endeavor. This report was reviewed and discussed by the CCJ faculty. A discussion regarding recommendations for change/revision in any program area (or in our assessment activities), took place. The faculty determined the findings contained in this report are largely favorable indicators that learning experiences in graduate courses align with student learning outcomes on direct and indirect measures.

B. How specifically have you decided to use findings to improve teaching and learning in your program? For example, perhaps you've initiated one or more of the following:

Changes to the Curriculum or Pedagogies

- Course content
- Teaching techniques
- Improvements in technology
- Prerequisites
- Course sequence
- New courses
- Deletion of courses
- Changes in frequency or scheduling of course offerings

Changes to the Assessment Plan

- Student learning outcomes
- Student artifacts collected
- Evaluation process
- Evaluation tools (e.g., rubrics)
- Data collection methods
- Frequency of data collection

Please describe the actions you are taking as a result of the findings.

Faculty will continue to explore and discuss ways to improve the ability of students to apply CCJ theories to address problems in a broader context. This might include rethinking when in a student's degree program we make an assessment of their skills on this dimension.

If no changes are being made, please explain why.

7. Closing the Loop: Review of Previous Assessment Findings and Changes

A. What is at least one change your program has implemented in recent years as a result of assessment data?

We have introduced a new required course (CCJ5300 Foundations of Criminal Justice) that we expect will strengthen the ability of students to apply CCJ theories to address problems in a broader context.

B. How has this change/have these changes been assessed?

The exit survey has not been reviewed in several years, so we will be discussing whether changes are needed to that instrument.

C. What were the findings of the assessment?

The program was able to identify the specific needs of the students and the program and implement programmatic and curricular changes to address areas of growth.

D. How do you plan to (continue to) use this information moving forward?

We will continue to utilize the results of our assessment to inform our curricula and program offerings. The assessment has also helped the program to identify faculty needs for future hires.

IMPORTANT: Please submit any assessment tools and/or revised/updated assessment plans along with this report.

MACCJ Program Learning Outcomes Assessment Rubrics

MACCJ Rubric 1 (Effective Messaging)

Graduate (4)	Milestones		Benchmark (1)
	(3)	(2)	
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 3 (Applying CCJ Theories to Address Problems in Broader Context)

Graduate (4)	Milestones (3)		Benchmark (1)
	(2)		
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 6 (Analyzing Ethical Implications of CCJ/Applying Ethical Principles)

Graduate (4)	Milestones (3)		Benchmark (1)
	(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.

Final Paper Assignment in Issues in Jurisprudence:

Students will write a publishable quality article that you will submit to the peer-reviewed journal of your choice. Your topic must relate to your area of concentration (Administration of Justice, Treatment and Rehab or Emergency Management). The topic you choose will determine the appropriate journal to submit to and various journals have differing requirements in terms of citation style, format requirements and the like so you will need to check what the requirements are for the journal you want to try to publish in and then follow those directions in writing your article.

However, **at a minimum**, your article **must** contain

At least **20 pages of text** (excluding graphs, charts, references etc.) (be alert to page maximums, for most journals in CCJ its 30 pages including graphs, charts, references etc. but check the journal you are interested in)

Reference at least **20 sources**

15 of these must be scholarly which means they are articles in peer-reviewed journals, law review articles or books from *academic presses*.

Scholarly sources should be preceded by an * in the reference list e.g., *Smith & Jones (2004) . . . on the version you submit to me (use the citation system required by your journal, do not include the * in the version you submit to journal).

Up to 5 sources may be government documents (e.g. Court cases, Statutes, Government publications like the UCR, OJJDP Fact Sheets, the FBI Bulletin and other Government reports) or non-peer reviewed professional publications like the *Journal of the American Bar Association*, *Corrections Today* or *Police Chief*.

While you may cite the popular press (e.g. newspapers) and other “soft” sources (e.g., web pages), **they do not count toward your source total**.

You may, of course, use more scholarly sources and less of the other as long as in total you have at least 20 different sources.

While your article doesn't have to actually get published to earn a grade in the class, **you are required to submit proof that the article was submitted for review**.

You will choose your own topic, but be advised that your paper will be graded according to the following rubric and it is your responsibility to ensure that your selected topic allows you to succeed in each of the core areas identified in the following rubric:

Technically Sufficient (25%). Project must meet page and source limits discussed above as well as the requirements of your selected journal. You **must** turn in a copy of the author guidelines for your journal when you submit your paper (a link where I can access them electronically is fine).

Topically Appropriate and Sophisticated Understanding (25%) . Student must select a topic that relates to their area of concentration (*you must indicate on the title page what your area of concentration is*). Paper must demonstrate a sophisticated knowledge of your area of concentration appropriate to the Master's level. For example, does your suggested policy make sense in the context of the CJ system? Does the issue you selected reflect a sophisticated understanding of the field?

Theory (25%). Paper must demonstrate appropriate understanding of criminological theory. You may **not** do an a-theoretical project so be sure you consider theory in making a topic selection. If you can't find an applicable theory, you need a new project.

Research Literacy (25%). Paper must demonstrate an appropriate understanding and use of relevant literature as well as methodological literacy appropriate to a practitioner. You need to identify the most salient current research as well as "classics" with continuing relevance. You need to be able to evaluate and critique the existing literature appropriately.

Issues in jurisprudence Rubric

Technically Sufficient.

At least 20 pages of text (excluding graphs, charts, references etc.), use a minimum of 20 sources (15 of these must be scholarly)

You **must** turn in a paper copy of the author guidelines for your journal or send me a link where I can access it electronically.

You must turn in evidence of submission to a peer-reviewed journal.

Topically Appropriate. Student must select a topic that relates to their area of concentration (you must indicate on the title page what your area of concentration is). Paper must demonstrate sophisticated knowledge of your area of concentration appropriate to the Master's level.

Theory. Paper must demonstrate appropriate understanding of criminological theory. You may **not** do an a-theoretical project so be sure you consider theory in making a topic selection. If you can't find an applicable theory, you need a new topic.

Research Literacy. Paper must demonstrate an appropriate understanding and use of relevant literature as well as methodological literacy appropriate to a practitioner. You need to identify the most salient current research as well as "classics" with continuing relevance. You need to be able to evaluate and critique the existing literature appropriately.