



[Redacted text]

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 document** (please do not just refer to the assessment plan).

SLO 1: 1. Written materials serve as direct measures of this SLO #1. The MACCJ Graduate exit survey provides an indirect measure (student self-assessment) of this SLO. The instructor of record for CCJ 5000 Theory completed the appropriate rubrics based on his assessment of relevant materials, presentations, and examinations. MACCJ rubrics 2, 3, and 5 should have been used (Rubrics 1, 2, 3, and 5 are attached). For reasons unknown to me, he actually used rubrics 1 and 2.

SLO 2: Written materials will serve as direct measures of this SLO #2. The MACCJ Graduate exit survey provides an indirect

measure (student self-assessment) of this SLO. The instructor of record for CCJ 5200 Research Methods was supposed to complete

appendices). Thus, Dr. St John assessed them as exceeding our expectations for graduates of our program in terms of effective messaging and applying CCJ Theories to Address Problems in Broader Context

Exit survey data shows the following:

We need a much larger N to draw conclusions but the program seems to be on track.

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

We will continue to assess to ensure we are delivering a quality program.

IMPORTANT: Please submit any assessment tools (e.g., artifact prompts, rubrics) with this report as separate attachments or copied and pasted/appendixed into this Word document. Please do not just refer to the assessment

MACCJ Rubric 1 (Effective Messaging)

Graduate (4)	
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 an understanding and purposeful use of relevant sources to understand and convey information to the reader/viewer/listener.

Rubric

MACCJ Rubric 2 (Co

Grad

Demonstrates a sc
understanding of t
between research
methodological ch
sophisticated deci
methods of inquir
address a particul
purpose/question.
Demonstrates an
understanding of
criteria for evalua
Provides a sophist
of ethics associate
practice.

MACCJ Rubric 3 (Applying C)

**Graduate
(4)**

Gives a sophisticated summary of a theory that displays a rich understanding of the conceptual assumptions of the theory and connection to research in the field. Applies a theory to broader contexts in unique ways that yield new knowledge and contribute to expert understanding of a field. Identifies implications and limitations of the theory and suggests possibilities for expanding and enriching the field.

MACCJ Rubric 5 (Applying Theori

**Graduate
(4)**

Gives a sophisticated summariz
of social justice and civic engage
that displays a nuanced
understanding of how they rela
CCI scholarship and practice.
Analyzes both broad and specif
practices in unique ways that yi
new ways of thinking about just
societies. Shows expert
understanding of the principles
social justice and civic engagem
and can imagine novel possibili
for expanding or enriching the

Question #

Q11_1 Q11_2 Q11_3 Q

Very Very Very Si
comfortab comfortab comfortab c

Very Very Very V
comfortab comfortab comfortab c

Very Very Very V
comfortab comfortab comfortab c

MA

Q11_5 Q12_1 Q12_2 Q13_1 Q13_2 Q13_3 Q13_4 Q13_5 Q

what Very
rtab comfortab
le Very good Very good Very good Very good Very good Very good sa

Very
rtab comfortab
le Very good Very good Very good Good Good Good Very good sa

Very
rtab comfortab
le Very good Very good Very good Very good Very good Very good sa

CCJ Exit Info
Data

Q14_2	Q14_3	Q14_4	Q14_5	Q14_6	Q14_7	Q14_8	Q14_9
Very satisfied	Very satisfied	Very satisfied	Very satisfied	Very satisfied	Very satisfied	Very satisfied	Very satisfied

Q15 The intro to qualitative analysis course was particularly useful as I will be continuing my education and utilizing the information learned in this course.

Q16 Advanced statistical analysis would have been a helpful course to prepare students furthering their education.

Q17

Q21_1	Q21_2	Q21_3	Q21_4	Q22	Q23	Q24	Q25	Q26_1	Q26_2	Q26_3	Q26_4	Q26_5
Very Satisfied	Very Satisfied	Very Satisfied	Very Satisfied	Exceeded expectations	Met expectations	Very Satisfied	Very Satisfied	Very Satisfied	Very Satisfied	Very Satisfied	Very Satisfied	Very Satisfied
Very Satisfied	Very Satisfied	Very Satisfied	Very Satisfied	Exceeded expectations	Met expectations	Very Satisfied	Very Satisfied	Very Satisfied	Very Satisfied	Very Satisfied	Very Satisfied	Very Satisfied
Very Satisfied	Very Satisfied	Very Satisfied	Very Satisfied	Exceeded expectations	Met expectations	Very Satisfied	Very Satisfied	Very Satisfied	Very Satisfied	Very Satisfied	Very Satisfied	Very Satisfied
Very Satisfied	Very Satisfied	Very Satisfied	Very Satisfied	Exceeded expectations	Met expectations	Very Satisfied	Very Satisfied	Very Satisfied	Very Satisfied	Very Satisfied	Very Satisfied	Very Satisfied

Exceeded expectations

Met expectations

Schafer was extremely helpful in assisting with marking

Very Satisfied

Q26_7

Very satisfied

Very satisfied

Satisfied

Q1D25

Q28_1

Q28_2

Q28_3

Q29

Q3

Strongly agree

Strongly agree

Strongly agree

Strongly agree

Strongly agree

Strongly agree

No opinion/n o basis to judge

Agree

I am not

I am not

I am not

Q31 Q31 Q31 Q31 Q32

Yes
Brenna
Dunlap
bdunlap4
@yahoo.c
om
5.03E+09

Yes
grant.uthl
aut@slu.e
du

Yes
Clementin
a Ojo
clementin
ajojo@gm
ail.com
3.14E+09

MACCJ Exit Survey - Spring 2020

Start of Block: Default Question Block

Thank you for taking the MACCJ Exit Survey. The purpose of this survey is to elicit student feedback regarding their experiences in the MACCJ Program.

We value your opinion and your responses are confidential, so please be open and honest with your responses; your name will not be associated with any of your responses.

If you have questions or concerns, please contact Dr. Joseph Schafer at joseph.schafer@slu.edu.

End of Block: Default Question Block

Start of Block: Demographic Information

Q1 What is your current age?

Q2 What is your gender?

- Male (1)
 - Female (2)
 - Prefer not to answer (3)
-

Q3 What is your race?

- Black or African American (1)
 - Asian/Pacific Islander (2)
 - White/Caucasian (3)
 - Multiracial (4)
 - American Indian or Alaska Native (5)
 - Prefer not to answer (6)
-

Q4 What is your ethnicity?

- Hispanic or Latino (1)
 - Non Hispanic or Latino (2)
 - Prefer not to answer (3)
-

Q5 What was your concentration in the MACCJ Program?

- Administration of Justice (1)
 - Emergency Management (2)
 - Treatment & Rehabilitation (3)
-

Q6 Were you employed at any time while in the MACCJ Program?

- Yes (1)
- No (2)

Q7 Please indicate the number of hours you worked per week, in each of the following categories, while in the MACCJ Program:

0 6 12 18 24 30 36 42 48 54 60

Employed in a criminology/criminal justice



Q10 Please rank your preference for course format with 1 being your most preferred format and 4 being your least preferred format. (Please drag and drop your answers in the preferred order)

_____ Traditional Format (2.5 hours a week for 14 weeks during Fall/Spring or 3.5 hours a week for 10 weeks in Summer) (1)

_____ Condensed Weekend (7 hours a day for 5 Saturdays) (2)

_____ Intercession (7 hours a day for one week) (3)

_____ Online or Hybrid (some online and some face to face) classes (4)

End of Block: Demographic Information

Start of Block: Competencies, Curriculum, and Instruction

Q11 How comfortable do you feel about your ability to:

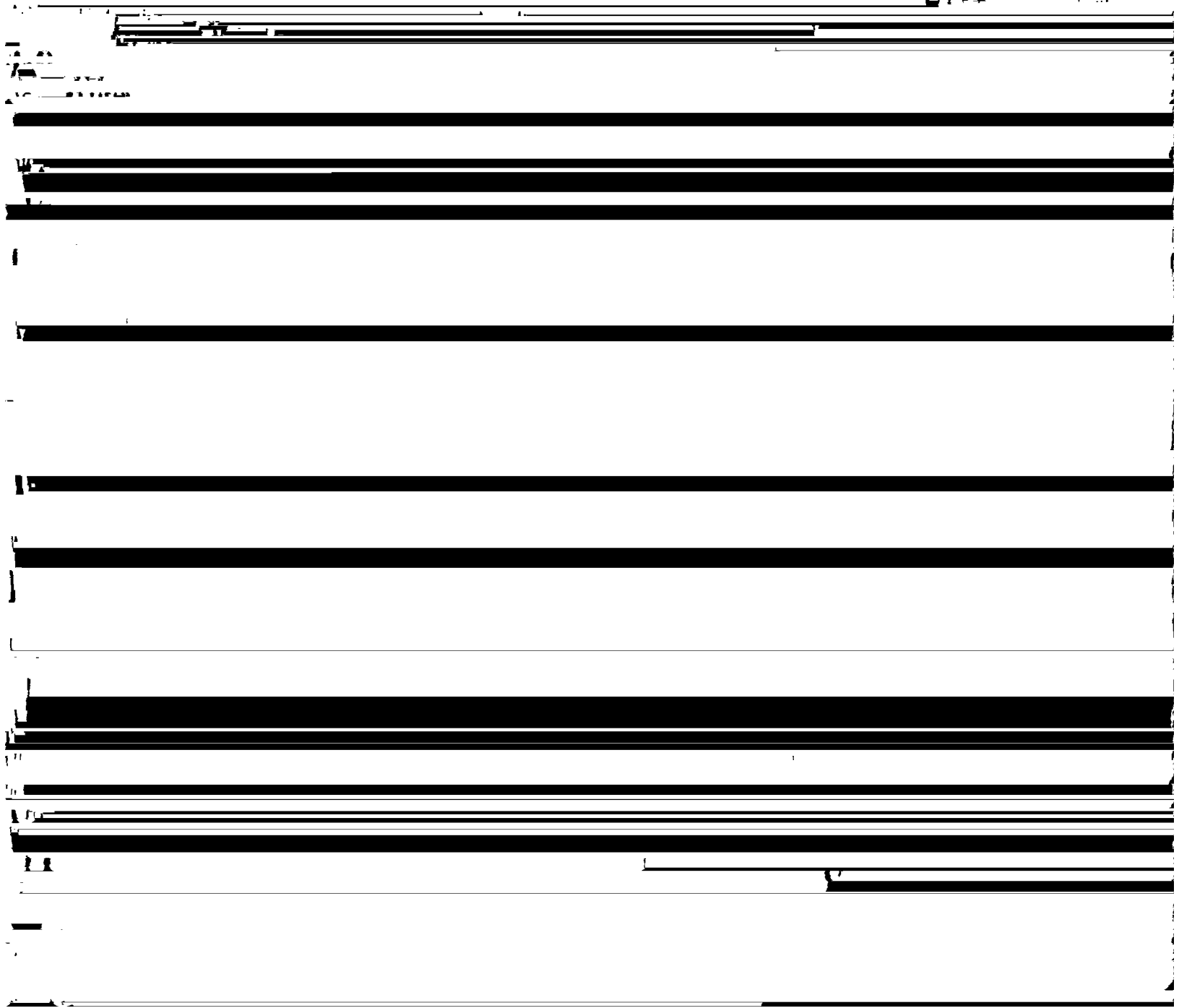
	Very comfortable (1)	Somewhat comfortable (2)	Neutral (3)	Somewhat uncomfortable (4)	Very uncomfortable (5)
Assess relevant CCJ literature/scholarly contributions? (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Apply CCJ theories, practices, policies, or research methodologies? (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Apply knowledge from CCJ to address problems in broader context? (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Articulate CCJ explanations/arguments to a disciplinary/professional audience in both written and oral formats? (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify scholarly/professional integrity (ethics) in CCJ. (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12 Please rate the following items:

	Very good (1)	Good (2)	Fair (3)	Poor (4)	Very poor (5)
The overall quality of the MACCJ course content: (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The overall relevance of the MACCJ course work content to CCJ practice (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q13 Please rate your MACCJ professors, overall, in the following areas:

	Very good (1)	Good (2)	Fair (3)	Poor (4)	Very poor (5)
MACCJ professors' knowledge of course content. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
MACCJ professors' overall teaching skills. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
MACCJ professors' tolerance of different viewpoints on	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
important CCJ issues (3)					
MACCJ professors' engagement of discussion on different positions on important CCJ issues. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
MACCJ professors' overall quality of instruction. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Program:

Very Satisfied (1) Satisfied (2) Neutral (3) Dissatisfied (4) Very Dissatisfied

Overall quality of teaching in the MACCJ Program (1)

The level of expertise of professors in course subject matter (2)

The level of safety, respect, and inclusion you felt in the classroom (3)

Variety of courses offered in the MACCJ Program (4)

Quality of courses offered in the MACCJ Program (5)

Availability of course offerings in the MACCJ Program (6)

Quality of classroom space (7)

Level of course-related technology

Ability of
instructors to
effectively
use
technology in
their courses
(9)

Q15 Please identify any electives that you think were especially useful in your MACCJ education. Why?

Q16 Are there any areas of the MACCJ curriculum that need to be added, enhanced, removed, or changed?

Q17 Please describe any suggestions you may have to improve the MACCJ Program.

End of Block: Competencies, Curriculum, and Instruction

Start of Block: Mentoring

Q19 Overall, how satisfied are you with your relationship with your MAGC I faculty?

mentor/advisor?

- Very satisfied (1)
- Satisfied (2)
- Neutral (3)
- Dissatisfied (4)
- Very dissatisfied (5)

Q20 For each of the following topics, please indicate whether or not it was discussed during

meetings with your MACCJ faculty mentor/advisor:

	Yes (1)	No (2)
Grades/academic performance (1)	<input type="radio"/>	<input type="radio"/>
Satisfaction with classes (2)	<input type="radio"/>	<input type="radio"/>
Scheduling for future semesters (3)	<input type="radio"/>	<input type="radio"/>
Career goals (4)	<input type="radio"/>	<input type="radio"/>
Life ambitions (5)		

Professional development (6)

Skills acquired in class (7)

Personal information (8)

Q21 Please indicate your level of satisfaction with the following aspects of your academic mentoring/advising in the MACCJ Program:

	Very Satisfied (1)	Satisfied (2)	Neutral (3)	Dissatisfied (4)	Very dissatisfied (5)
Overall quality of academic advising and mentoring. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability of your faculty mentor/advisor to help you identify the courses you needed to take in order to graduate. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability of your faculty mentor/advisor to help with career planning and employment/professional opportunities. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Responsiveness of your faculty mentor/advisor to questions or concerns you had while in the MACCJ Program. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q22 How well did your faculty mentor/advisor meet your expectations?

- Exceeded expectations (1)
- Met expectations (2)
- Did not meet expectations (3)
- Well below expectations (4)

Q23 Please indicate your level of satisfaction with the following aspects of your academic mentoring/advising in the MACCJ Program:

Q24 Please describe the least useful aspect(s) of having a faculty mentor/advisor:

Q25 Do you have any additional comments about your mentoring/advising experience as an

End of Block: Mentoring

Start of Block: SLU Generic

student in the MACCJ Program:

Very satisfied (1) Satisfied (2) Neutral (3) Dissatisfied (4) Very dissatisfied (5) Did not use (6)

Quality of School of Social Work admissions

Display This Question:

If Did you ever visit the School of Social Work Google Site? = Yes

Start of Block: Post-Graduation

Q30 Which of the following best describes your primary post-graduation plans?

I have secured employment related to my MACCJ degree. (1)

I have secured employment not related to my MACCJ degree. (6)

I am actively seeking employment related to my MACCJ degree. (2)

I am continuing my education/training; I am not seeking employment. (3)

I am neither seeking employment nor continuing education/training at this time. (4)

Other (please specify): (5)

Display This Question:

If Are you willing to talk to prospective MACC students in the future? Yes

End of Block: Post-Graduation
