

Program-Level Assessment: Annual Report

Program Name (no acronyms): Masters in Criminology & Criminal Justice	Department: Criminology & Criminal Justice
Degree or Certificate Level: MA	College/School: School of Social Work
Date (Month/Year): Sept 2023	Assessment Contact: Dyan McGuire
In what year was the data upon which this report is based collected? 2022/23	
In what year was the program's assessment plan most recently reviewed/updated? 2020	
Is this program accredited by an external program/disciplinary/specialized accrediting organization or subject to state/licensure requirements? No	
If yes, please share how this affects the program's assessment process (e.g., number of learning outcomes assessed, mandated exams or other assessment methods, schedule or timing of assessment, etc.):	

1. Student Learning Outcomes

Which of the program's student learning outcomes were assessed in this annual assessment cycle? (Please provide the complete list of the program's learning outcome statements and **bold** the SLOs assessed in this cycle.)

We will review the following SLOs: 1-2

- #1 Students will assess relevant criminology literature/scholarly contributions.
- #2 Students will apply CCJ theories, practices, policies, or research methodologies.

2. Assessment Methods: Artifacts of Student Learning

Which artifacts of student learning were used to determine if students achieved the outcome(s)? Please describe the artifacts in detail, identify the course(s) in which they were collected, and if they are from program majors/graduates and/or other students. Clarify if any such courses were offered a) online, b) at the Madrid campus, or c) at any other off-campus location.

Our program has experienced some changes in personnel that have adversely affected our ability to complete this assessment report. Our program coordinator, program director (I am the new one) and one of our faculty members who taught CCJ 5000 all left at the last semester. The departing faculty member left the assessment data but unfortunately he did not use all the right rubrics called for in our plan and he did not leave any exemplary artifacts (assignments or sample test questions). I was unable to find any data related to CCJ 5200 Research Methods. Our former program director thinks it may have slipped his mind to request assessment materials since the class wasn't being taught by a CCJ faculty member. The instructor for CCJ 5200 last Fall was an adjunct and the email I have on file for him is no longer valid. I do not believe Research Methods was assessed. Fortunately, SLOs 1 and 2 overlap significantly and are both assessed using rubric 3 so despite the significant data deficits we can still glean some useful information in terms of assessment. If data from CCJ 5200 is located I will file an amendment to this report. We have exit survey data from 3 graduates from 2022 (our program is small). The exit survey was voluntary and self-administered. The survey is in the appendix.

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 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 3.

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 the appropriate rubrics based on his assessment of relevant materials, presentations, and examinations but as detailed above that did not happen. MACCJ rubrics 2, 3, and 5 should have used (Rubrics 2, 3, and 5 are attached).

4. Data/Results

What were the results of the assessment of the learning outcome(s)? 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)?

Students in CCJ 5000	Rubric 1 - Effective Messaging	Rubric 2 - Conducting & Evaluating CCJ Research	Rubric 3 - Applying CCJ Theories to Address Problems in Broader Context
1	4	Not applicable to course	4
2	4	Not applicable to course	3
3	3	Not applicable to course	3
4	4	Not applicable to course	4
5	4	Not applicable to course	3
6	2	Not applicable to course	3
7	3	Not applicable to course	3
8	4	Not applicable to course	4
9	2	Not applicable to course	2
10	2	Not applicable to course	2
11	3	Not applicable to course	3
12	2	Not applicable to course	3

MA CCJ Exit Interview data is attached. N=3 All data is reported. Questions 11 part 1 and 2 are relevant to the SLOs being evaluated here. Look at Survey to determine content of questions referenced as Q 11 etc. All data and all questions are provided for your review.

5. Findings: Interpretations & Conclusions

What have you learned from these results? What does the data tell you? Address both a) learning gaps and possible curricular or pedagogical remedies, and b) strengths of curriculum and pedagogy.

As you can see most of our students in the Theory class were assessed to be at the 3 and 4 levels on both assessed rubrics, suggesting advanced abilities in these domains. All students achieved at least 2,

indicating a competent level of proficiency. No students received a 1 or 0 (see rubrics attached as 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:

SLO #1 Students will assess relevant criminology literature/scholarly contributions.

Q11-1 – All students were very comfortable with their ability to do so.

SLO #2 Students will apply CCJ theories, practices, policies, or research methodologies.

Q11-2 All students were very comfortable with their ability to do so.

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

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

These results as well as how we can improve on assessment will be discussed at the October 2023 meeting.

B. How specifically have you decided to use these 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	<ul style="list-style-type: none">• Course content• Teaching techniques• Improvements in technology• Prerequisites	<ul style="list-style-type: none">• Course sequence• New courses• Deletion of courses• Changes in frequency or scheduling of course offerings
Changes to the Assessment Plan	<ul style="list-style-type: none">• Student learning outcomes• Artifacts of student learning• Evaluation process	<ul style="list-style-type: none">• Evaluation tools (e.g., rubrics)• Data collection methods• Frequency of data collection

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

We are taking no pedagogical actions as a result of these findings given the limitations of this assessment round and the satisfactory performance of our students on the two measured rubrics and the very positive self-assessments. But, we will discuss potentially revising the assessment plan and how we can do better.

If no changes are being made, please explain why.

See above

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 previous assessment data?

We revised our assessment plan in 2020 to focus more on skills-based performance (e.g., effective messaging).

B. How has the change/have these changes identified in 7A been assessed?

Students are performing well on the revised assessment suggesting we are affectively training them for the profession. Both professorial and self-assessments suggest SLO #1 is being achieved and the self-assessment supports the conclusion that we are achieving SLO #2 albeit in an indirect way. These data are insufficient to draw conclusions or support changes.

C. What were the findings of the assessment?

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/append into this Word document. Please do not just refer to the assessment plan; the report should serve as a stand-alone document. Thank you.

MACCI Program Learning Outcomes Assessment Rubrics

MACCI Rubric 1 (Effective Messaging)

Graduate (4)	(3)	Milestones (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.

Rubrics

MACCJ Rubric 2 (Conducting/Evaluating CCI Research)

Graduate (4)	(3)	Milestones (2)	Benchmark (1)
<p>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 CCI research. Provides a sophisticated explanation of ethics associated with research practice.</p>	<p>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 CCI research. Provides a knowledgeable explanation of ethics associated with research practice.</p>	<p>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 CCI research. Provides a more than basic explanation of ethics associated with research practice.</p>	<p>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 CCI research. Provides a basic explanation of ethics associated with research practice.</p>

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

<p>Graduate (4)</p>	<p>(3)</p>	<p>Milestones (2)</p>	<p>Benchmark (1)</p>
<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>

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

<p>Graduate (4)</p>	<p>(3)</p>	<p>Milestones (2)</p>	<p>Benchmark (1)</p>
<p>Gives a sophisticated summarization of social justice and civic engagement that displays a nuanced understanding of how they relate to CCI scholarship and practice. Analyzes both broad and specific CCI 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.</p>	<p>Gives a thoughtful summarization of social justice and civic engagement that displays an understanding of how they relate to CCI scholarship and practice. Recognizes the various ways CCI practices contribute to and detract from justice in society, in a way that articulates possibilities for strategic civic engagement.</p>	<p>Gives an adequate summarization of social justice and civic engagement that displays a basic understanding of how they relate to CCI scholarship and practice. Chooses appropriate, relevant examples to explain social justice and injustice and explains the relationship between CCI and civic engagement.</p>	<p>Gives a summarization of social justice and civic engagement, with some understanding of how they relate to CCI scholarship and practice.</p>

Question

Q11_1 Q11_2 Q11_3 Q11_4 Q11_5 Q12_1 Q12_2 Q13_1 Q13_2 Q13_3 Q13_4 Q13_5 Q14_1

Very Very Very Somewhat Very
 comfortab comfortab comfortab comfortab comfortab Very good Very good Very good Very good Very good Very good Very good Very good satisfied

Very Very Very Very Very Very
 comfortab comfortab comfortab comfortab comfortab Very good Very good Very good Good Good Very good Very good satisfied

Very Very Very Very Very Very
 comfortab comfortab comfortab comfortab comfortab Very good Very good Very good Very good Very good Very good Very good Very good satisfied

MA CCT EXIT Interview

Data

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				Very satisfied	Very satisfied	Very satisfied	Very satisfied	Very satisfied
				Met expectations	Schafer was extremely helpful in assisting with marking						Very satisfied	Very satisfied
											Very satisfied	Very satisfied
											Neutral	Neutral

Q26_6 Q26_7 Q26_8 Q27 QID25 Q28_1 Q28_2 Q28_3 Q29 Q30 Q30_5_TEPQID29

I am continuing my education/training; I am not seeking employment. Additional graduate studies

Very satisfied Very satisfied Very satisfied Yes Strongly agree Strongly agree Strongly agree

Satisfied Very satisfied Satisfied No Strongly agree Strongly agree Strongly agree I am actively seeking employment related to my MACCI degree.

Neutral Satisfied Neutral Yes No opinion/n o basis to judge No opinion/n o basis to judge Agree I have secured employment related to my MACCI degree.

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?

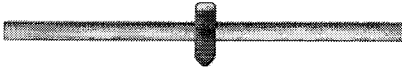


- Administration of Justice (1)
 - Emergency Management (2)
 - Treatment & Rehabilitation (3)
-

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 position while in the MACCJ Program ()	
Employed in a non-criminology/criminal justice position while in the MACCJ Program ()	
Employed as a graduate assistant while in the MSCPP Program ()	

Q8 Were you considered a full- or part-time student in the MACCJ Program?

- Full-time (1)
- Part-time (2)

Q9 What was your commuting distance to SLU's campus (one way)?

- (1)
 - 10-30 Miles (2)
 - 31-50 Miles (3)
 - 51-75 Miles (4)
 - 76-100 Miles (5)
 - Over 100 Miles (6)
-

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)	Neutra l (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"/>

Q12 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 important CCJ issues (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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"/>

Q14 Please indicate your level of satisfaction with the instruction and courses in the MACCJ Program:

	Very satisfied (1)	Satisfied (2)	Neutral (3)	Disatisfied (4)	Very Dissatisfied (5)
Overall quality of teaching in the MACCJ Program (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The level of expertise of professors in course subject matter (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The level of safety, respect, and inclusion you felt in the classroom (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Variety of courses offered in the MACCJ Program (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of courses offered in the MACCJ Program (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of course offerings in the MACCJ Program (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of classroom space (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Level of course-related technology available (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

Q18 Overall, how satisfied are you with your relationship with your MACCJ faculty mentor/advisor?

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

Q19 How often did you typically meet with your faculty mentor/advisor?

- Once a semester (1)
 - More than once a semester (2)
 - Less than once a semester (3)
 - Other (please specify): (4)
-

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)	<input type="radio"/>	<input type="radio"/>
Professional development (6)	<input type="radio"/>	<input type="radio"/>
Skills acquired in class (7)	<input type="radio"/>	<input type="radio"/>
Personal information (e.g., family, hobbies, etc.) (8)	<input type="radio"/>	<input type="radio"/>
Other (please specify): (9)	<input type="radio"/>	<input type="radio"/>

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 describe the most useful aspect(s) of having a faculty mentor/advisor:

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 MACCJ student?

End of Block: Mentoring

Start of Block: SLU Generic

Q26 Please indicate your level of satisfaction with the following broader aspects of being a 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 processes (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of communications and information from the MACCJ Program (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SLU Library (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SLU Librarian services (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SLU graduate writing center (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SLU career counselor & services (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SLU health counseling (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SLU student financial services (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q27 Did you ever visit the School of Social Work Google Site?

- Yes (1)
 - No (2)
-

Display This Question:
If Did you ever visit the School of Social Work Google Site? = Yes

Approximately how many times did you visit the School of Social Work Google Site?

Q28 Please indicate your level of agreement with the following statements:

	Strongly agree (1)	Agree (3)	Disagree (5)	Strongly disagree (6)	No opinion/no basis to judge (8)
There is a commitment to diversity on SLU's campus. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The campus environment is welcoming to students. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I felt safe on campus. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q29 Please provide any additional comments on SLU's commitment to diversity on campus:

End of Block: SLU Generic

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 Which of the following best describes your primary post-graduation plans? = I am continuing my education/training; I am not seeking employment.

If continuing education/training, which of the following best describes your plans?

- Additional graduate studies (1)
- Law school (2)
- Law enforcement training academy (3)
- Fellowship/year of service (4)
- Medical school (5)

Q31 Are you willing to talk to prospective MACCJ students in the future?

- Yes (1)
- No (3)

Display This Question:
If Are you willing to talk to prospective MACCJ students in the future? = Yes

Q31 What is your name?

Display This Question:
If Are you willing to talk to prospective MACCJ students in the future? = Yes

Q31 Best non-SLU e-mail address to contact you in the future:

*This will be used to contact you regarding exciting program news relevant to our alumni.

Display This Question:
If Are you willing to talk to prospective MACCJ students in the future? = Yes

Q31 Best phone number to contact you in the future:

*This will be used to contact you regarding exciting program news relevant to our alumni.

Q32 Any other comments or suggestions about the MACCJ Program?

End of Block: Post-Graduation
