

14. Program Assessment

a. Describe the program's assessment plan, which should include the following elements: serving a distinct student population;

- Multiple performance measures, if necessary, that reflect the uniqueness of the academic program and discipline such as: (1) standardized or other comprehensive examinations; (2) certification/licensure examinations;
- Feedback from key stakeholders (current students, alumni, employers, graduate schools, etc.); and
- Evidence of a formal feedback/improvement mechanism, i.e., that the program/unit has a regular review process in place and that the results of this process are used to improve curriculum, instruction, and learning.
- The program assessment plan should indicate submission of a progress report during the 3rd year of operation and participation in the IBHE's 8-year program review process.

b. Identify measures to be used to assess and improve student learning, curriculum, and instruction. Evidence of success may include such specific outcomes as:

- Percent pass rate of graduates on end-of-program certification/licensure examinations;
- Enrollment of graduates in graduate and/or professional programs or other subsequent education;
- Percent of graduates employed in the field;
- Career advancement achieved by program graduates;
- Graduate/employer satisfaction with the program;
- Retention and graduation rates and time-to-degree completion;
- Percent of students involved in faculty research or other projects; and
- Percent of graduate students presenting or publishing papers.

In order to position the program to compare with other doctoral programs, the program will be assessed using standard criteria applied to doctoral programs in criminology and criminal justice nationally. The Department will follow the recommendations of Steiner & Schwartz (2007) "Assessing the quality of doctoral programs in criminology in the United States," *Journal of Criminal Justice Education* 18 (1): 53-86.

Following Steiner and Schwartz, program quality will be measured in terms of:

1. Counts of faculty publications, including the quality of the journals and books;
2. Counts of faculty presentations, including the quality of the venue;
3. Citation counts of faculty publications, taking into account the quality of the citation sources;
- 4. As the program matures, graduate student publications will be assessed in the same manner, including counts of publications and citation counts, presentations and quality of venue;**
5. The department will also seek periodic outside assessments from highly established doctoral program faculty at peer institutions. This may seem less rigorous, but prior research has indicated a strong relationship between subjective evaluations and other indicators of quality.

Other standard assessment criteria also will be tracked. These include:

1. Counts of funded research and amounts awarded;
2. The ratio of students to program faculty;
3. The program's graduation requirements, which will be assessed alongside requirements of doctoral programs at other universities;
4. The total number of graduates'
5. Once the program matures, the number of graduates per year and their placement;
6. Proportion of graduates active in the discipline (both professionally and academic).

The Department also plans to solicit an external review from faculty in an established doctoral program in year 4.