

**Saint Louis University Prison Program**  
**Spring 2018 Program Assessment Report –**  
**Incarcerated and Staff Student Cohort**  
**Overview**

**Learning Objectives**

In spring 2018, The Saint Louis University Prison Program identified and assessed the cohort of incarcerated and staff students for a key learning objective:

**Reflection Rubric:** *Students will utilize intentional reflection.*

**Spring 2018 Assessment: Direct Measure**

For the above measure, the Program has identified four direct measures, including:

- **Identifies Action;**
- **Awareness of his/her own thinking;**
- **Analyzing differing perspectives; and**
- **Synthesizing information.**

Each dimension above has a different form of evaluation criteria. The following are the indicators of achievement, referred to as the “capstone” measurement on the assessment forms.

- *Demonstrates critical and thoughtful insights or analysis about the aims and accomplishments of one’s actions. (Identifies Action)*
- *Explains in masterful detail the sequence of thought he or she used when facing a task or problem. Provides a detailed analysis of how an awareness of his or her thinking has enhanced performance. (Awareness of his/her own thinking)*
- *Critically aware of the reasoning behind differing points of view and considers and discusses alternative views rationally and impartially. Student thinks flexibly and objectively. (Analyzing differing perspectives)*
- *Articulately identifies and explains the social, political, and/or professional implications of the information and insights. (Synthesizing information)*

### Direct Measure Methodology – Incarcerated Cohort

Data were collected from 18 students in the incarcerated cohort using their PHIL 2050 final essay assignment.

### Direct Measure Data

The following charts contain the evaluations of student work along the five indicators of achievement for writing.

#### Identifies Action\*

| Level of Achievement | Capstone | Milestones |   | Benchmark | Average |
|----------------------|----------|------------|---|-----------|---------|
|                      | 4        | 3          | 2 | 1         |         |
|                      | 3        | 11         | 4 | 0         | 2.94    |

- *Demonstrates critical and thoughtful insights or analysis about the aims and accomplishments of one's actions.*

#### Awareness of his/her own thinking\*

| Level of Achievement | Capstone | Milestones |   | Benchmark | Average |
|----------------------|----------|------------|---|-----------|---------|
|                      | 4        | 3          | 2 | 1         |         |
|                      | 0        | 12         | 6 | 0         | 2.69    |

- *Explains in masterful detail the sequence of thought he or she used when facing a task or problem. Provides a detailed analysis of how an awareness of his or her thinking has enhanced performance.*

**Analyzing differing perspectives\***

| <b>Level of Achievement</b> | <b>Capstone<br/>4</b> | <b>Milestones<br/>3      2</b> |   | <b>Benchmark<br/>1</b> | <b>Average</b> |
|-----------------------------|-----------------------|--------------------------------|---|------------------------|----------------|
|                             | 0                     | 9                              | 7 | 0                      | 3.08           |

- *Critically aware of the reasoning behind differing points of view and considers and discusses alternative views rationally and impartially. Student thinks flexibly and objectively*

**Synthesizing differing perspectives\*\***

| <b>Level of Achievement</b> | <b>Capstone<br/>4</b> | <b>Milestones<br/>3      2</b> |  | <b>Benchmark<br/>1</b> | <b>Average</b>     |
|-----------------------------|-----------------------|--------------------------------|--|------------------------|--------------------|
|                             |                       |                                |  |                        | Data not collected |

- *Articulately identifies and explains the social, political, and/or professional implications of the information and insights.*

\* When the assessment included a range score, the final average was calculated using the mean of the reported range. (Ex: A range score of 3-4 was recorded as 3.5.)

\*\* Data was not collected for this measure for the incarcerated cohort because the faculty member conducting the assessment did not feel that they had accurate information/content from the data collected (essay) to answer the question. While the faculty member engaging the assessment for the staff cohort did provide feedback for this question, they also felt that the question was difficult to respond to and assess. Moving forward, we will consult these faculty as well as our faculty advisory board to reassess the questions/rubric and will make adjustments, if needed.

### Direct Measure Methodology – Staff Cohort

Data were collected from 9 students in the staff cohort using their PHIL 2050 final essay assignment.

### Direct Measure Data

The following charts contain the evaluations of student work along the five indicators of achievement for writing.

#### Identifies Action\*

| Level of Achievement | Capstone<br>4 | Milestones |   | Benchmark<br>1 | Average |
|----------------------|---------------|------------|---|----------------|---------|
|                      |               | 3          | 2 |                |         |
|                      | 2             | 2          | 5 | 0              | 2.94    |

- *Demonstrates critical and thoughtful insights or analysis about the aims and accomplishments of one's actions.*

#### Awareness of his/her own thinking\*

| Level of Achievement | Capstone<br>4 | Milestones |   | Benchmark<br>1 | Average |
|----------------------|---------------|------------|---|----------------|---------|
|                      |               | 3          | 2 |                |         |
|                      | 1             | 3          | 3 | 2              | 2.69    |

- *Explains in masterful detail the sequence of thoughtful he or she used when facing a task or problem. Provides a detailed analysis of how an awareness of his or her thinking has enhanced performance.*

#### Analyzing differing perspectives\*

| Level of Achievement | Capstone<br>4 | Milestones |   | Benchmark<br>1 | Average |
|----------------------|---------------|------------|---|----------------|---------|
|                      |               | 3          | 2 |                |         |
|                      | 1             | 4          | 1 | 3              | 3.08    |

- *Critically aware of the reasoning behind differing points of view and considers and discusses alternative views rationally and impartially. Student thinks flexibly and objectively*

### **Synthesizing information**

| <b>Level of Achievement</b> | <b>Capstone<br/>4</b> | <b>Milestones</b> |          | <b>Benchmark<br/>1</b> | <b>Average</b> |
|-----------------------------|-----------------------|-------------------|----------|------------------------|----------------|
|                             |                       | <b>3</b>          | <b>2</b> |                        |                |
|                             | 1                     | 4                 | 2        | 2                      | 2.56           |

- *Articulately identifies and explains the social, political, and/or professional implications of the information and insights.*

\* When the assessment included a range score, the final average was calculated using the mean of the reported range. (Ex: A range score of 3-4 was recorded as 3.5.)

### **Cohort Comparison (Incarcerated and Staff Cohort)**

The following is a chart comparing the averages for each learning objective between the incarcerated and prison staff cohorts.

| <b>Learning Objective</b>                | <b>Incarcerated Student Average</b> | <b>Prison Staff Student Average</b> |
|--|-------------------------------------|-------------------------------------|
| <b>Identifies Action</b>                 | 2.94                                | 2.67                                |
| <b>Awareness of his/her own thinking</b> | 2.69                                | 2.33                                |
| <b>Analyzing differing perspectives</b>  | 3.08                                | 2.56                                |
| <b>Synthesizing Information</b>          | Data not collected                  | 2.56                                |

## **Evaluation and Future Action**

The pattern of data in the evaluations of intentional reflection for the incarcerated student cohort suggests that all students have a similar skill level across the three direct measures where feedback was provided. Based upon the data collected are no outliers in the data.

The pattern of data in the evaluations of analyzing differing perspectives between the incarcerated and prison staff cohorts suggests that there is noticeable difference between the averages of each direct measure between cohorts.

The pattern of data suggests that the staff cohort ranked lowest in the category of awareness of his/her own thinking (as did the incarcerated cohort) as well as in the lower end of the milestone category in analyzing different perspectives. The first indicator (awareness of his/her own thinking) for both cohorts suggests that this is an area of development for all students in the program and that we can work to address globally, specifically through ensuring that faculty teaching future classes are incorporating more self-reflection, etc., into the course. Additionally, the outcomes for the staff cohort suggest that the program needs to continue to pay attention to the progress of students in these categories and should ensure that faculty teaching future classes are encouraged to help students build a more stable foundation in these areas. At this time it is not the opinion of the program that significant adjustments need to be made to the curriculum, but that there are significant opportunities, in upcoming classes (particularly 3000-level theology and philosophy classes) for students to have deeper engagement and exposure to opportunities for synthesizing information and analyzing different perspectives.

For the incarcerated students the opportunity to engage in activities and exercises inside and outside of class that allow for more opportunities to explore or develop an awareness of their own thinking would be beneficial. Similar to our assessment of the approach to supporting staff in their continued academic development, we believe this is a matter of keeping future faculty members informed of the assessment outcomes and continuing to assess these measures following another class (or two) in that fits with this assessment category (intention reflection). For the incarcerated students we are pleased to see outcomes at the higher end of the milestone scale for the identifies action and analyzing differing perspectives indicators and because this

was an assessment of a 2000-level course we are hopeful to see advancement in later courses (3000-level).