

Program-Level Assessment Plan

Program: Masters of Arts in Criminology & Criminal Justice (MACCJ)	Degree Level (e.g., UG or GR certificate, UG major, master’s program, doctoral program): MA
Department: School of Social Work	College/School: College for Public Health & Social Justice
Date (Month/Year): 10/2020	Primary Assessment Contact: Joseph Schafer, MACCJ Program Director

Note: Each cell in the table below will expand as needed to accommodate your responses.

#	Student Learning Outcomes What do the program faculty expect all students to know or be able to do as a result of completing this program? Note: These should be measurable and manageable in number (typically 4-6 are sufficient).	Curriculum Mapping In which courses will faculty intentionally work to foster some level of student development toward achievement of the outcome? Please clarify the level at which student development is expected in each course (e.g., introduced, developed, reinforced, achieved, etc.).	Assessment Methods	
			Artifacts of Student Learning (What) 1. What artifacts of student learning will be used to determine if students have achieved this outcome? 2. In which courses will these artifacts be collected?	Evaluation Process (How) 1. What process will be used to evaluate the artifacts, and by whom? 2. What tools(s) (e.g., a rubric) will be used in the process? Note: Please include any rubrics as part of the submitted plan documents.
1	Students will assess relevant criminology literature/scholarly contributions.	Learning outcome will be assessed for students in <i>CCJ 5000: Criminological Theory</i> . This learning outcome is expected to be achieved.	1. Written materials will serve as direct measures of this SLO. The MACCJ Graduate exit survey will provide an indirect measure (student self-assessment) of this SLO. 2. CCJ5000	1. Instructors of record for CCJ5000 will complete the appropriate rubrics based on their assessment of relevant materials, presentations, and examinations. 2. MACCJ rubrics 2, 3, and 5 will be used.
2	Students will apply CCJ theories, practices, policies, or research methodologies.	Learning outcome will be assessed for students in <i>CCJ 5200: Research Methods</i> . This learning outcome is expected to be achieved.	1. Written materials will serve as direct measures of this SLO. The MACCJ Graduate exit survey will provide an indirect measure (student self-assessment) of this SLO. 2. CCJ52000	1. Instructors of record for CCJ5200 will complete the appropriate rubrics based on their assessment of relevant materials, presentations, and examinations. 2. MACCJ rubrics 2, 3, and 5 will be used.

3	Students will apply knowledge from CCJ to address problems in broader contexts.	Learning outcome will be assessed for students in <i>CCJ 5300: Foundations of Criminal Justice</i> . This learning outcome is expected to be achieved.	1. Oral presentations will serve as direct measures of this SLO. The MACCJ Graduate exit survey will provide an indirect measure (student self-assessment) of this SLO. 2. CCJ5300	1. Instructors of record for CCJ5000 will complete the appropriate rubrics based on their assessment of relevant materials, presentations, and examinations. 2. MACCJ rubrics 1, 3, and 5 will be used.
4	Students will articulate CCJ explanations/arguments to a disciplinary/professional audience in written and/or oral formats.	Learning outcome will be assessed for students in <i>CCJ 6400: Issues in Jurisprudence</i> . This learning outcome is expected to be achieved.	1. Written materials will serve as direct measures of this SLO. The MACCJ Graduate exit survey will provide an indirect measure (student self-assessment) of this SLO. 2. CCJ6400.	1. Instructors of record for CCJ6400 will complete the appropriate rubrics based on their assessment of relevant materials, presentations, and examinations. 2. MACCJ rubrics 1 and 3 will be used.
5	Students will evidence scholarly/professional integrity (ethics) in CCJ.	Learning outcome will be assessed for students in <i>CCJ 5100: Ethics in Administration of Justice</i> . This learning outcome is expected to be achieved.	1. Written materials will serve as direct measures of this SLO. The MACCJ Graduate exit survey will provide an indirect measure (student self-assessment) of this SLO. 2. CCJ5100.	1. Instructors of record for CCJ5100 will complete the appropriate rubrics based on their assessment of relevant materials, presentations, and examinations. 2. MACCJ rubrics 4, 5, and 6 will be used.

Use of Assessment Data

- How and when will analyzed data be used by program faculty to make changes in pedagogy, curriculum design, and/or assessment practices?
Assessment artifacts, rubrics, and examined data will be shared with all CCJ faculty and discussed each fall (early in the semester). Decisions, if appropriate, may be made then to improve/revise program learning outcomes (those assessed in a given year), the CCJ program, and/or our assessment plan. Data will also be shared with the School/College and will be used to acknowledge successes of our program.
- How and when will the program faculty evaluate the impact of assessment-informed changes made in previous years?

The annual review process conducted by the CCJ faculty will include consideration of data from at least the 3 prior assessments. As assessment-informed changes are made, this will allow the faculty to evaluate the impact of such changes to ensure desired objectives are being met.

Additional Questions

1. On what schedule/cycle will program faculty assess each of the program's student learning outcomes? (Please note: It is not recommended to try to assess every outcome every year.)

The five courses integrated into this assessment plan are normally taught once every two years. The relevant SLOs would be assessed in the following academic year. For example, in odd Falls we offer 5100 and 5300 and in even Springs we offer 6400. In even Falls we offer 5000 and 5200. Consequently, we will review SLOs associated with those courses the following year.

2. Describe how, and the extent to which, program faculty contributed to the development of this plan.

This plan was based upon the previous assessment plan developed and approved by the CCJ faculty in July 2018. The plan was developed, discussed, and approved by CCJ program faculty in November 2020.

IMPORTANT: Please remember to submit any rubrics or other assessment tools along with this plan.

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 2 (Conducting/Evaluating CCJ Research)

<p align="center">Graduate (4)</p>	<p align="center">Milestones</p>		<p align="center">Benchmark (1)</p>
	<p align="center">(3)</p>	<p align="center">(2)</p>	
<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 CCJ 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 CCJ 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 CCJ 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 CCJ research. Provides a basic explanation of ethics associated with research practice.</p>

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

<p align="center">Graduate (4)</p>	<p align="center">Milestones</p>		<p align="center">Benchmark (1)</p>
	<p align="center">(3)</p>	<p align="center">(2)</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 4 (Demonstrating Multicultural CCJ Competence)

Graduate (4)	Milestones		Benchmark (1)
	(3)	(2)	
<p>Demonstrates a masterful understanding of multiple worldviews, power structures and experiences of multiple cultures historically or in contemporary contexts. Engages in critical reflection about one’s own culture, interacts in respectful ways with other cultures, and asks sophisticated questions about other cultures. Attempts to seek multiple answers to complex social, cultural, political questions, and uses mastery in disciplinary specific theory and practice, to be at the forefront of efforts to solve relevant contemporary problems.</p>	<p>Demonstrates a highly competent and critically focused understanding of multiple worldviews, power structures and experiences of multiple cultures historically or in contemporary contexts. Engages in reflection about one’s own culture, interacts in respectful ways with other cultures, and asks sophisticated questions about other cultures. Attempts to seek multiple answers to complex social, cultural, political questions, and uses proficiencies in disciplinary specific theory and practice, to be part of the effort to solve relevant contemporary problems.</p>	<p>Demonstrates a thorough understanding of multiple worldviews, power structures and experiences of multiple cultures historically or in contemporary contexts. Engages in reflection about one’s own culture, interacts in respectful ways with other cultures, and asks deep and insightful questions about other cultures and attempts to seek multiple answers to complex social, cultural, political questions.</p>	<p>Demonstrates a substantial understanding of multiple worldviews, power structures and experiences of multiple cultures historically or in contemporary contexts. Engages in reflection about one’s own culture, interacts in respectful ways with other cultures, and asks deep questions about other cultures and attempts to seek answers to complex social, cultural, political questions.</p>

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

<p align="center">Graduate (4)</p>	<p align="center">Milestones</p>		<p align="center">Benchmark (1)</p>
	<p align="center">(3)</p>	<p align="center">(2)</p>	
<p>Gives a sophisticated summarization of social justice and civic engagement that displays a nuanced understanding of how they relate to CCJ scholarship and practice. Analyzes both broad and specific CCJ 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 CCJ scholarship and practice. Recognizes the various ways CCJ 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 CCJ scholarship and practice. Chooses appropriate, relevant examples to explain social justice and injustice and explains the relationship between CCJ and civic engagement.</p>	<p>Gives a summarization of social justice and civic engagement, with some understanding of how they relate to CCJ scholarship and practice.</p>

MACCJ Rubric 6 (Analyzing Ethical Implications of CCJ/Applying Ethical Principles)

<p align="center">Graduate (4)</p>	<p align="center">Milestones</p>		<p align="center">Benchmark (1)</p>
	<p align="center">(3)</p>	<p align="center">(2)</p>	
<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>Gives a summarization of CCJ ethics with some understanding of ethical principles and their application.</p>