

## Program Assessment Plan

**Program:** Bachelor of Arts in Criminology and Criminal Justice (BACCI)

**Department:** Criminology & Criminal Justice Program

**College/School:** School of Social Work

**Date:** March 2024

**Primary Assessment Contact:** Dyan McGuire, JD, PhD

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

#	<b>Program Learning Outcomes</b> What do the program faculty expect all students to know, or be able to do, as a result of completing this program? <ul style="list-style-type: none"> <li>▪ <i>Note: These should be measurable, and manageable in number (typically 4-6 are sufficient).</i></li> </ul>	<b>Assessment Mapping</b> From what specific courses (or other educational/professional experiences) will artifacts of student learning be analyzed to demonstrate achievement of the outcome? Include courses taught at the Madrid campus and/or online as applicable.	<b>Assessment Methods</b> What specific artifacts of student learning will be analyzed? How, and by whom, will they be analyzed? <ul style="list-style-type: none"> <li>▪ <i>Note: the majority should provide direct, rather than indirect, evidence of achievement.</i></li> </ul> Please note if a rubric is used and, if so, include it as an appendix to this plan.	<b>Use of Assessment Data</b> How and when will analyzed data be used by faculty to make changes in pedagogy, curriculum design, and/or assessment work?  How and when will the program evaluate the impact of assessment-informed changes <i>made in previous years</i> ?
1	Students will demonstrate a basic understanding of the major criminological theories and will be able to apply criminological theory, appropriate to the BA level.	CCJ 2150 Criminology: Nature of Crime CCJ 4960 CJ Capstone	Master Measure questions developed by the instructor in CCJ 2150.  Capstone Paper	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 (including course-wide enhancements and/or assignment/evaluation revisions), and/or our assessment plan. Data will also be shared with the School/College and will be used to acknowledge successes of our program.

2	Students will demonstrate a basic understanding of CCJ research and will be able to understand, use and apply appropriate research methods and statistical tools, appropriate to the BA level.	CCJ 3700 Research Methods and CCJ 3750 Statistics. CCJ 4960 CJ Capstone	Master Measure questions developed by instructors in CCJ 3700, CCJ 3750. Capstone Paper	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 (including course-wide enhancements and/or assignment/evaluation revisions), and/or our assessment plan. Data will also be shared with the School/College and will be used to acknowledge successes of our program.
3	Students will demonstrate multicultural awareness and competence.	CCJ 2050	Master Measure questions developed by the instructor in CCJ 2050.	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 (including course-wide enhancements and/or assignment/evaluation revisions), and/or our assessment plan. Data will also be shared with the School/College and will be used to acknowledge successes of our program.
4	Students will demonstrate an understanding of how the CJ system (policing, corrections, courts) operates.	CCJ 1010 Intro, CCJ 2200 Policing & Society, CCJ 2250 Corrections and CCJ 4050 Criminal Law & Procedure	Master Measure questions developed by the instructors for CCJ 1010 Intro, CCJ 2200 Policing & Society, CCJ 2250 Corrections and CCJ 4050 Criminal Law & Procedure	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 (including course-wide enhancements and/or assignment/evaluation revisions), and/or our assessment plan. Data will also be shared with the School/College and will be used to acknowledge

				successes of our program.
5	Students will demonstrate an understanding of ethical principles and will be able to apply ethical principles to criminal justice practice.	CCJ 3200 Ethics in CJ.	Master Measure questions developed by the CCJ 3200 instructor.	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 (including course-wide enhancements and/or assignment/evaluation revisions), and/or our assessment plan. Data will also be shared with the School/College and will be used to acknowledge successes of our program.

1. On what schedule/cycle will faculty assess each of the above-noted program learning outcomes? (*It is not recommended to try to assess every outcome every year.*)

CCJ learning outcomes will be discussed and reviewed each year by all CCJ faculty to identify necessary updates or revisions. We will use data from our master measure and assessment rubric to thoroughly review (or re-review) at least two learning outcomes each academic year. We plan to review SLO #1 and #2 in the Fall of 2024 and SLO 3-5 in Fall of 2025.

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

All CCJ faculty participated in development of our CCJ program's learning outcomes and participated in the development of our assessment plan. The BACCJ committee meets monthly to review curriculum and discuss changes to the assessment plan and outcome results. All BACCJ faculty have reviewed, commented, and provided feedback on the rubric to assess our learning outcomes and the master measure.

3. On what schedule/cycle will faculty review and, if needed, modify this assessment plan?

Each year CCJ faculty will discuss and review the prior year's data/results and use that to inform the assessment process and plan for the next year. It is anticipated that data will be collected in the spring semester and then be presented/discussed at the beginning of the next fall semester – giving us time to revise, if necessary, our data collection plan for the next spring. Through our faculty discussion it was determined that the Capstone project does not

explicitly assess competence for all of our learning objectives thus we developed the mater measure.

**IMPORTANT:** Please remember to submit any assessment rubrics (as noted above) along with this report.

Attached to this plan is the Capstone Rubric.

<b>CCJ Capstone Paper Assessment Rubric</b>				
	<b>4—High Competence</b>	<b>3—Above Average Competence</b>	<b>2—Competent</b>	<b>1—Below Average Competence</b>
<b>Theoretical Component</b>	Student engaged in a sophisticated and nuanced discussion of no more than three criminological theories. Student discussed to whom the theory was attributed, the development of the theory and modifications of the theory, especially those that impact the student's topic. The selected theory (theories) clearly integrated into and informed the student's work.	Student engaged in a high quality and relevant discussion of criminological theory as it pertains to the argument being made. Student was able to address the advantages and disadvantages of the theory or theories being discussed and why they were relevant to the topic. However, minor errors in understanding/application were evident that did not have a substantial impact on the argument being proposed.	Student engaged in a functional discussion of criminological theories. Student discussed some but not all of the following: to whom the theory was attributed, the development of the theory, or modifications of the theory, especially those that impact the student's topic.	Student engaged in a vague discussion of criminological theories. Student discussed some but not all of the following: to whom the theory is attributed, the development of the theory, and modifications of the theory, especially those that impact the student's topic.
<b>Methodological Component</b>	Student is able to locate and incorporate sophisticated empirical studies, correctly interpret them, and apply their findings to advance the argument being proposed.	Student is able to locate high quality empirical studies, but has difficulty in interpreting their results in all cases. Although logic is clear and the level of support for the argument being made is more than sufficient, the student's understanding of methods or their implications could be improved.	Student provides adequate support for the argument being made, but the sources incorporated are of low quality, are interpreted/applied in ambiguous ways, or are underdeveloped.	Student is unable to locate or incorporate sophisticated empirical studies. Student cannot correctly interpret findings and/or apply them to advance the argument being proposed. The work contains multiple flaws in logic or unfounded assumptions that contradict widely evidenced field knowledge.
<b>Totals</b>				