

## Program Assessment Plan

Program Bachelor of Arts in Criminology and Criminal Justice (BACCJ)

Department: Criminology & Criminal Justice Program

College/School School of Social Work

Date: March 2024

Primary Assessment Contact: Ryan McGuire, JD, PhD

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

#	Program Learning Outcomes  Note: These should be measurable, and manageable in number (typically 4-6 are sufficient).	Assessment Mapping  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.	Assessment Methods  What specific artifacts of student learning will be analyzed? How, and by whom, will they be analyzed?  Note: the majority should provide direct, rather than indirect, evidence of achievement.  Please note if a rubric is used and, if so, include it as an appendix to this plan.	Use of Assessment Data  How and when will analyzed data be used by faculty to make changes in pedagogy, curriculum design, and/or assessment work?  How will the data be applied to the program to appropriate to the BA level.

CCJ 215  
CCJ 496

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.

				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 cm proditead (5.6.9) (6) (10) (11) (12) (13) (14) (15) (16) (17) (18) (19) (20) (21) (22) (23) (24) (25) (26) (27) (28) (29) (30) (31) (32) (33) (34) (35) (36) (37) (38) (39) (40) (41) (42) (43) (44) (45) (46) (47) (48) (49) (50) (51) (52) (53) (54) (55) (56) (57) (58) (59) (60) (61) (62) (63) (64) (65) (66) (67) (68) (69) (70) (71) (72) (73) (74) (75) (76) (77) (78) (79) (80) (81) (82) (83) (84) (85) (86) (87) (88) (89) (90) (91) (92) (93) (94) (95) (96) (97) (98) (99) (100) (all 1.3 (e) m)

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

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

Attached to this plan is the Capstone Rubric.

CCJ Capstone Paper Assessment Rubric				
	4—High Competence	3—Above Average Competence	2—Competent	1—Below Average Competence
Theoretical Component	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			

s044cpims sn i ud a snd n9-9.6a (n)J3 (c)-4.pn.. T ad ahcs i rim in