SCHOOL OF PUBLIC AFFAIRS

Contents

Abbreviations:

PSLO – Program Student Learning Outcomes

M1 – Measure 1, Measure 2, Measure 3, etc.

CRIMINAL JUSTICE PROGRAM

Criminal Justice, BA
Approved: Fall 2015
Chair: Mike Martinez, Director of BACJ Program
Departmental Assessment Coordinator: Katy Cathcart

Part I. Assurance of Student Learning Plan

Mission Statement:
The Bachelor of Arts in Criminal Justice (BACJ) program utilizes an interdisciplinary approach to capture both the academic liberal arts emphasis and the professional and policy knowledge required to education criminal justice professionals. Criminal Justice is a broad and increasingly interdisciplinary field. Students who complete the Bachelor of Arts in Criminal Justice degree will:

-be able to draw on multiple disciplines and research traditions to identify and understand the social and behavioral contributors to crime and delinquency

-have a comprehensive understanding of the institutions in the criminal justice system and how politics and policy making affect these institutions

-have effective critical thinking and oral and written communication skills

-have a comprehensive knowledge of the ethical concerns of the criminal justice field

-understand how perceptions of the criminal justice system vary cross-culturally and how such differences influence policy and public perception.

Teaching Goals:

TG 1. Promote interdisciplinary understanding of CJ.
TG 2. Promote understanding of policy and politics in CJ.
TG 3. Prepare broadly for professional practice of CJ.

Program Student Learning Outcomes:

PSLO 1: Demonstrate the ability to draw on multiple disciplines and research traditions to identify and understand the social and behavioral contributors to crime and delinquency (M1, M2, M3, M4, M5, M6, M8, M9, M10).

PSLO 2: Demonstrate a comprehensive understanding of the institutions in the criminal justice system and how politics and policy making affect these institutions (M1, M2, M3, M4, M5, M6, M8, M9).

PSLO 3: Demonstrate effective critical thinking skills (M1, M2 M3, M4, M5, M6, M8, M9, M10).

PSLO 4: Demonstrate a comprehensive knowledge of the ethical concerns of the criminal justice field (M1, M2, M3, M4, M5, M6, M7, M8, M9, M10).

PSLO 5: Demonstrate an understanding of how perceptions of the criminal justice system vary cross-culturally, and how such differences influence policy and public perception (M1, M2, M3, M4, M5, M6, M8, M9).

PSLO 6: Demonstrate effective oral communication skills (M1, M3, M4, M5).

PSLO 7: Demonstrate effective written communication skills. (M2, M3, M4, M5)

Measures:

M1. Oral Presentation Rubric –
    The evaluation rubric for oral presentations evaluates student's ability in domains related to the associated PSLOs. The oral communication evaluation rubric will assess mastery of learning objectives using a 5-category scale: (1)Excellent, (2) Above Average, (3) Average, (4) Below Average, and (5) Unacceptable.

M2. Written Communication Rubric –
    The BACJ faculty will develop an evaluation rubric for written assignments which evaluates student's ability in each of the learning outcomes. The writing evaluation rubric will assess mastery of learning objectives using a 5-category scale: (1) Excellent, (2) Above Average, (3) Average, (4)Below Average, and (5) Unacceptable. An "Not Applicable" category will exist for written assignments that are not designed to relate to a particular learning outcome (i.e. an instructor may not require discussion or evidence of policy making in a given written assignment)

M3. Internship Supervisor Questionnaire –
    The BACJ faculty will develop a questionnaire for BACJ Internship Supervisors to complete at the conclusion of the student internship. The questionnaire will include an evaluation of student performance and skills. At an aggregate level, the department can use this feedback to assess how well students perform in a professional criminal justice setting.

M4. Capstone Evaluation –
    The BACJ Capstone course is meant to assess students' ability to summarize, explain, and synthesize the various functions of criminology and the criminal justice system. Capstone courses include exams and term papers which can be evaluated to assess mastery of

student learning objectives. As a end-of-program course, the measures for capstone course products are seen as summative because student performance is a result of overall completion of the BACJ program requirements.

M5. Senior and Alumni Surveys –
An exit survey of seniors will be created and administered for baseline data in Spring 2015, and will then be annually adminstered. We will use this student feedback to assess to what degree the BACJ program has prepared them for employment and graduate school. An alumni survey will be administered to BACJ graduates beginning in Spring 2016, and will then be annually administered. With this data, we can assess student perceptions of the BACJ program after their graduation and evaluate how our program prepared them for their current employment or graduate school admission.

Other Indicators of Student Learning –

University & Community Engagement Participation and Portfolio.
Students will have the opportunity to participate in University and Community Engagements for credit, which includes, but is not limited to, campus lecture series – video series or sanctioned campus activities or community volunteer service. Students will be informed in advance of activities that count towards University and Community Engagement through posted course calendars. Students will be expected to attend a minimum of 3 events throughout the semester. In addition to attending the events, students will maintain a portfolio of their activities. The portfolio will include a reflection worksheet for each activity, evidence of attendance/sign-in sheets, and an explanation of how the engagement experiences connect to material from class. The intent of the engagement activities is to provide out-of-the classroom experiences for students relevant to the field of criminal justice and public policy.

Part Two: Results of Assessment Activities

PSLO 1: Interdisciplinary Study of Crime
Demonstrate the ability to draw on multiple disciplines and research traditions to identify and understand the social and behavioral contributors to crime and delinquency.

M1. Oral Communication Rubric
Demonstration of student ability in association with this measure was considered by observed student competency in completing an oral presentation of the principle assignment for CJ 4121- Ethics in Criminal Justice, the summit course for the BACJ program. Student selection of their individual topic for this assignment draws upon the course work that is covered within CJ 4121- Ethics in Law Enforcement, which includes numerous chapters associated with interdisciplinary study of crime. This course work includes review of numerous disciplines within criminal justice such as policing, corrections, and prosecution, as well as research traditions such as consideration of the utilitarian and deontological approaches to criminal justice ethics.

The following table illustrates student compentency as demonstrated by performance associated with domains outlined in the oral communication rubric communicated in CJ 4121- Ethics in Criminal Justice.

Domain	Substantially Developed	Moderately Developed	Minimally Developed	Inadequate
Introduction	88%	6%	0	6%
Subject Knowledge	88%	6%	0	6%

N=51 total students enrolled

Overall student demonstration of course competency was as follows:

32 students (63%)= A / Excellent (900-1000 points earned)
8 students (16%)= B / Above Average (800-899 points earned)
9 students (17%)= C / Average(700-799 points earned)
2 students= D or lower/ Below Average

M2: Written Communication Rubric

Demonstration of student ability in association with this measure was considered by observed student competency in completing the written principle assignment for CJ 4121- Ethics in Criminal Justice, the summit course for the BACJ program. Student selection of their individual topic for this assignment draws upon the course work that is covered within CJ 4121-

Ethics in Law Enforcement, which includes numerous chapters associated with interdisciplinary study of crime. This course work includes review of numerous disciplines within criminal justice such as policing, corrections, and prosecution, as well as research traditions such as consideration of the utilitarian and deontological approaches to criminal justice ethics.

The following table illustrates student compentency as demonstrated by performance associated with domains outlined in the written communication rubric communicated in CJ 4121- Ethics in Criminal Justice.

Domain	Excellent	Above Avg	Avg	Below Avg	Poor
Presentation	54%	25%	16%	0	5%
Integration	54%	25%	16%	0	5%
Critical Analysis	54%	25%	16%	0	5%

N=51 total students enrolled

Overall student demonstration of course competency was as follows:
32 students (63%)= A / Excellent (900-1000 points earned)

8 students (16%)= B / Above Average (800-899 points earned)
9 students (17%)= C / Average(700-799 points earned)
2 students= D or lower/ Below Average

M3: Internship Supervisor Questionnaire

The BACJ program requires students to complete an internship, which requires students to enroll in a 4-credit hour course and perform 160 clock hours of work with a criminal justice or social service agency. The BACJ program partners with 40 community agencies for student internships at both the undergraduate and graduate level. Examples of internship agencies include:

4th Judicial District Attorney
Federal Probation
Federal Bureau of Prisons
Fountain Police Department
Teen Court

Following completion of the assigned internship, an evaluation form is distributed to the assigned agency. The form is used to evaluate the performance of the student as an intern in the organization and to help determine the overall effectiveness of the internship program.

During the Spring 2016 semester, 50 students graduated from the BACJ program, demonstrating completion of the required internship. A total of 39 students completed assigned internships during spring 2016.

Domain	Excellent	Above Avg	Avg	Below Avg	Unaccep.
Technical Knowledge	60%	20%	20%	0	0
Analytical and Research Ability	40%	40%	20%	0	0

M4: Capstone Evaluation

Demonstration of student ability in association with this measure was considered by observed student competency in completing the written principle assignment for CJ 4121- Ethics in Criminal Justice.

During the Spring 2016 semester, 51 students were enrolled in the CJ 4121- Ethics in Criminal Justice course. Two sections of the course were offered, one classroom (31 students) and one online (20 students).

The following table illustrates student compentency as demonstrated by performance associated with domains outlined in the written communication rubric communicated in CJ 4121- Ethics in Criminal Justice.

Domain	Excellent	Above Avg	Avg	Below Avg	Poor
Presentation	54%	25%	16%	0	5%
Integration	54%	25%	16%	0	5%
Critical Analysis	54%	25%	16%	0	5%

N=51 total students enrolled

Overall student demonstration of competency for the summit assignment was as follows:
40 students earned scores of 90% (Excellent) or better on the research paper assignment.
44 students earned scores of 80% (Above Average) or better on the research paper assignment.

M5: Alumni and Senior

An exit survey of seniors was be created and administered for baseline data in Spring 2016. From data collected, the survey will be annually administered. The student feedback is used to assess to what degree the BACJ program has prepared them for employment and graduate school. An alumni survey will be administered to BACJ graduates beginning in Spring 2016, and will then be annually administered. This feedback is used to assess student perceptions of the BACJ program after their graduation and evaluate how our program prepared them for their current employment or graduate school admission.

The survey was administered to student and alumni in July 2016. A total of 10 survey responses were received from the graduates/alumni. The following includes a summary of survey responses received that demonstrate a measurement of this student learning outcome:

Question	Strongly Agree	Agree	Disagree	Strongly Disagree
The knowledge and skills I gained in my BACJ courses will help me perform well in future jobs.	60%	30%	0	10%
My BACJ program and degree will improve my ability to get the jobs I want.	30%	70%	0	0
The BACJ program stimulated my interest in community affairs and public service.	20%	70%	0	10%
The BACJ program has increased my effectiveness in my current work.	40%	50%	0	10%
The BACJ program has provided me with a strong foundation for success in my future.	30%	60%	10%	0

Overall, how satisfied are you with the education you have received from SPA?	
Very satisfied	70.00%
Somewhat satisfied	30.00%
Somewhat dissatisfied	0
Very dissatisfied	0

Which of the categories below best describe your desired place of employment after you complete your degree?	
Federal government	40.00%
State or regional government	60.00%
Local government	80.00%
Foreign government	0
International or quasi-governmental organization	10.00%
Nonprofit concerned with domestic issues	10.00%
Nonprofit concerned with international issues	20.00%
Private sector research/consulting	10.00%
Private sector (other)	0
Other, please describe:	10.00%

Summary of PSLO 1 and Associated Measures:

Students demonstrated the ability to draw on multiple disciplines and research traditions to identify and understand the social and behavioral contributors to crime and delinquency through documented proficiency in numerous tasks associated with courses offered in the BACJ program.

Consideration of student performance in the CJ 4121- Ethics in Law Enforcement course allows for a rich perspective of student ability, as the course is offered to BACJ students at senior standing. The course assignments, including an oral presentation, and advanced written capstone assignment, further provide a meaningful view of student ability to apply lessons offered throughout the BACJ program.

Student proficiency was also demonstrated in positive responses documented in the internship questionnaire and in the returned student and alumni survey documents.

PSLO 2: Understanding of Politics and Policy
Demonstrate a comprehensive understanding of the institutions in the criminal justice system and how politics and policy making affect these institutions.

M1. Oral Communication Rubric

Demonstration of student ability in association with this measure was considered by observed student competency in completing an oral presentation of the principle assignment for CJ 4121- Ethics in Criminal Justiice, the summit course for the BACJ program. Student selection of their individual topic for this assignment draws upon the course work that is covered within CJ 4121- Ethics in Law Enforcement, which includes numerous chapters associated with understanding of the institutions in the criminal justice system and how politics and policy making affect these institutions.

The following table illustrates student compentency as demonstrated by performance associated with domains outlined in the oral communication rubric communicated in CJ 4121- Ethics in Criminal Justice.

Domain	Substantially Developed	Moderately Developed	Minimally Developed	Inadequate
Introduction	88%	6%	0	6%
Subject Knowledge	88%	6%	0	6%

N=51 total students enrolled

Overall student demonstration of course competency was as follows:
32 students (63%)= A / Excellent (900-1000 points earned)
8 students (16%)= B / Above Average (800-899 points earned)
9 students (17%)= C / Average(700-799 points earned)
2 students= D or lower/ Below Average

M2: Written Communication Rubric

Demonstration of student ability in association with this measure was considered by observed student competency in completing the written principle assignment for CJ 4121- Ethics in Criminal Justice, the summit course for the BACJ program. Student selection of their individual topic for this assignment draws upon the course work that is covered within CJ 4121- Ethics in Law Enforcement, which includes numerous chapters associated with understanding of the institutions in the criminal justice system and how politics and policy making affect these institutions.

The following table illustrates student compentency as demonstrated by performance associated with domains outlined in the written communication rubric communicated in CJ 4121- Ethics in Criminal Justice.

Domain	Excellent	Above Avg	Avg	Below Avg	Poor
Presentation	54%	25%	16%	0	5%
Integration	54%	25%	16%	0	5%
Critical Analysis	54%	25%	16%	0	5%

N=51 total students enrolled
Overall student demonstration of course competency was as follows:

32 students (63%)= A / Excellent (900-1000 points earned)
8 students (16%)= B / Above Average (800-899 points earned)
9 students (17%)= C / Average(700-799 points earned)
2 students= D or lower/ Below Average

M3: Internship Supervisor Questionnaire

The BACJ program requires students to complete an internship, which requires students to enroll in a 4-credit hour course and perform 160 clock hours of work with a criminal justice or social service agency. The BACJ program partners with 40 community agencies for student internships at both the undergraduate and graduate level. Examples of internship agencies include:

4th Judicial District Attorney
Federal Probation
Federal Bureau of Prisons
Fountain Police Department
Teen Court

Following completion of the assigned internship, an evaluation form is distributed to the assigned agency. The form is used to evaluate the performance of the student as an intern in the organization and to help determine the overall effectiveness of the internship program.

During the Spring 2016 semester, 50 students graduated from the BACJ program, demonstrating completion of the required internship. A total of 39 students completed assigned internships during spring 2016.

Domain	Excellent	Above Avg	Avg	Below Avg	Unnacceptable
Technical Knowledge	60%	20%	20%	0	0
Analytical and Research Ability	40%	40%	20%	0	0

M4: Capstone Evaluation

Demonstration of student ability in association with this measure was considered by observed student competency in completing the written principle assignment for CJ 4121- Ethics in Criminal Justice. During the Spring 2016 semester, 51 students were enrolled in the CJ 4121- Ethics in Criminal Justice course. Two sections of the course were offered, one classroom (31 students) and one online (20 students).

The following table illustrates student compentency as demonstrated by performance associated with domains outlined in the written communication rubric communicated in CJ 4121- Ethics in Criminal Justice.

Domain	Excellent	Above Avg	Avg	Below Avg	Poor
Presentation	54%	25%	16%	0	5%
Integration	54%	25%	16%	0	5%
Critical Analysis	54%	25%	16%	0	5%

N=51 total students enrolled

Overall student demonstration of competency for the summit assignment was as follows:

40 students earned scores of 90% (Excellent) or better on the research paper assignment.

44 students earned scores of 80% (Above Average) or better on the research paper assignment

M5: Alumni and Senior

An exit survey of seniors was be created and administered for baseline data in Spring 2016. From data collected, the survey will be annually administered. The student feedback is used to assess to what degree the BACJ program has prepared them for employment and graduate school. An alumni survey will be administered to BACJ graduates beginning in Spring 2016, and will then be annually administered. This feedback is used to assess student perceptions of the BACJ program after their graduation and evaluate how our program prepared them for their current employment or graduate school admission

The survey was administered to student and alumni in July 2016. A total of 10 survey responses were received from the graduates/alumni. The following includes a summary of survey responses received that demonstrate a measurement of this student learning outcome:

Question	Strongly Agree	Agree	Disagree	Strongly Disagree
The knowledge and skills I gained in my BACJ courses will help me perform well in future jobs.	60%	30%	0	10%
My BACJ program and degree will improve my ability to get the jobs I want.	30%	70%	0	0
The BACJ program stimulated my interest in community affairs and public service.	20%	70%	0	10%
The BACJ program has increased my effectiveness in my current work.	40%	50%	0	10%
The BACJ program has provided me with a strong foundation for success in my future.	30%	60%	10%	0

Overall, how satisfied are you with the education you have received from SPA?	
Very satisfied	70.00%
Somewhat satisfied	30.00%
Somewhat dissatisfied	0
Very dissatisfied	0

Which of the categories below best describe your desired place of employment after you complete your degree?	
Federal government	40.00%
State or regional government	60.00%
Local government	80.00%
Foreign government	0
International or quasi-governmental organization	10.00%
Nonprofit concerned with domestic issues	10.00%
Nonprofit concerned with international issues	20.00%
Private sector research/consulting	10.00%
Private sector (other)	0
Other, please describe:	10.00%

Summary of PSLO 2 and Associated Measures:

Students demonstrated a comprehensive understanding of the institutions in the criminal justice system and how politics and policy making affect these institutions through documented proficiency in numerous tasks associated with courses offered in the BACJ program. Consideration of student performance in the CJ 4121- Ethics in Law Enforcement course allows for a rich perspective of student ability, as the course is offered to BACJ students at senior standing. The course assignments, including an oral presentation, and advanced written capstone assignment, further provide a meaningful view of student ability to apply lessons offered throughout the BACJ program. Student proficiency was also demonstrated in positive responses documented in the internship questionnaire and in the returned student and alumni survey documents.

PSLO 3: Develop Critical Thinking - Demonstrate effective critical thinking skills

M1. Oral Communication Rubric

Demonstration of student ability in association with this measure was considered by observed student competency in completing the oral assignment for CJ 4121- Ethics in Criminal Justice. This course is designed to begin preparing students in identifying and critically examining ethical issues in the criminal justice system by applying ethical decision models. This course also provides students with the unique opportunity to analyze how they would resolve these issues according to

their own values and beliefs while staying within the boundaries of the law and professional codes ethics.

The following table illustrates student compentency as demonstrated by performance associated with domains outlined in the oral communication rubric communicated in CJ 4121- Ethics in Criminal Justice.

Domain	Substantially Developed	Moderately Developed	Minimally Developed	Inadequate
Introduction	88%	6%	0	6%
Subject Knowledge	88%	6%	0	6%

N=51 total students enrolled

Overall student demonstration of course competency was as follows:
 32 students (63%)= A / Excellent (900-1000 points earned)
   8 students (16%)= B / Above Average (800-899 points earned)
   9 students (17%)= C / Average(700-799 points earned)
   2 students= D or lower/ Below Average

M2: Written Communication Rubric

Demonstration of student ability in association with this measure was considered by observed student competency in completing the written principle assignment for CJ 4121- Ethics in Criminal Justice. As noted in the course description, this course is designed to begin preparing students in identifying and critically examining ethical issues in the criminal justice system by applying ethical decision models. This course also provides students with the unique opportunity to analyze how they would resolve these issues according to their own values and beliefs while staying within the boundaries of the law and professional codes ethics. During the Spring V2016 semester, 51 students were enrolled in the CJ 4121- Ethics in Criminal Justice course. Two sections of the course were offered, one classroom (31 students) and one online (20 students).

The following table illustrates student compentency as demonstrated by performance associated with domains outlined in the written communication rubric communicated in CJ 4121- Ethics in Criminal Justice.

Domain	Excellent	Above Avg	Avg	Below Avg	Poor
Presentation	54%	25%	16%	0	5%
Integration	54%	25%	16%	0	5%
Coverage of Topic	54%	25%	16%	0	5%
Critical Analysis	54%	25%	16%	0	5%

N=51 total students enrolled

Overall student demonstration of course competency was as follows:
32 students (63%)= A / Excellent (900-1000 points earned)
8 students (16%)= B / Above Average (800-899 points earned)
9 students (17%)= C / Average(700-799 points earned)
2 students= D or lower/ Below Average

M3: Internship Supervisor Questionnaire

The BACJ program requires students to complete an internship, which requires students to enroll in a 4-credit hour course and perform 160 clock hours of work with a criminal justice or social service agency. The BACJ program partners with 40 community agencies for student internships at both the undergraduate and graduate level. Examples of internship agencies include:

4th Judicial District Attorney
Federal Probation
Federal Bureau of Prisons
Fountain Police Department
Teen Court

Following completion of the assigned internship, an evaluation form is distributed to the assigned agency. The form is used to evaluate the performance of the student as an intern in the organization and to help determine the overall effectiveness of the internship program.

During the Spring 2016 semester, 50 students graduated from the BACJ program, demonstrating completion of the required internship. A total of 39 students completed assigned internships during spring 2016.

Domain	Excellent	Above Avg	Avg	Below Avg	Unnacceptable
Technical Knowledge	60%	20%	20%	0	0
Analytical and Research Ability	40%	40%	20%	0	0

M4: Capstone Evaluation

Demonstration of student ability in association with this measure was considered by observed student competency in completing the written principle assignment for CJ 4121- Ethics in Criminal Justice. During the Spring 2016 semester, 51 students were enrolled in the CJ 4121- Ethics in Criminal Justice course. Two sections of the course were offered, one classroom (31 students) and one online (20 students).

The following table illustrates student compentency as demonstrated by performance associated with domains outlined in the written communication rubric communicated in CJ 4121- Ethics in Criminal Justice.

Domain	Excellent	Above Avg	Avg	Below Avg	Poor
Presentation	54%	25%	16%	0	5%
Integration	54%	25%	16%	0	5%
Critical Analysis	54%	25%	16%	0	5%

N=51 total students enrolled

Overall student demonstration of competency for the summit assignment was as follows:
- 40 students earned scores of 90% (Excellent) or better on the research paper assignment.
- 44 students earned scores of 80% (Above Average) or better on the research paper assignment.

M5: Alumni and Senior

An exit survey of seniors was be created and administered for baseline data in Spring 2016. From data collected, the survey will be annually administered. The student feedback is used to assess to what degree the BACJ program has prepared them for employment and graduate school. An alumni survey will be administered to BACJ graduates beginning in Spring 2016, and will then be annually administered. This feedback is used to assess student perceptions of the BACJ program after their graduation and evaluate how our program prepared them for their current employment or graduate school admission.

The survey was administered to student and alumni in July 2016. A total of 10 survey responses were received from the graduates/alumni. The following includes a summary of survey responses received that demonstrate a measurement of this student learning outcome:

Question	Strongly Agree	Agree	Disagree	Strongly Disagree
The knowledge and skills I gained in my BACJ courses will help me perform well in future jobs.	60%	30%	0	10%
My BACJ program and degree will improve my ability to get the jobs I want.	30%	70%	0	0
The BACJ program stimulated my interest in community affairs and public service.	20%	70%	0	10%
The BACJ program has increased my effectiveness in my current work.	40%	50%	0	10%
The BACJ program has provided me with a strong foundation for success in my future.	30%	60%	10%	0

Overall, how satisfied are you with the education you have received from SPA?	
Very satisfied	70.00%
Somewhat satisfied	30.00%
Somewhat dissatisfied	0
Very dissatisfied	0

Summary of PSLO 3 and Associated Measures

Students demonstrated effective critical thinking skills through documented proficiency in numerous tasks associated with courses offered in the BACJ program. Consideration of student performance in the CJ 4121- Ethics in Law Enforcement course allows for a rich perspective of student ability, as the course is offered to BACJ students at senior standing. The course assignments, including an oral presentation, and advanced written capstone assignment, further provide a meaningful view of student ability to apply lessons offered throughout the BACJ program. Student proficiency was also demonstrated in positive responses documented in the internship questionnaire and in the returned student and alumni survey documents.

The following table illustrates student compentency as demonstrated by performance associated with domains outlined in the oral communication rubric communicated in CJ 4121- Ethics in Criminal Justice.

Domain		Substantially Developed	Moderately Developed	Minimally Developed	Inadequate
Introduction		88%	6%	0	6%
Subject Knowledge		88%	6%	0	6%

N=51 total students enrolled

Overall student demonstration of course competency was as follows:
 32 students (63%)= A / Excellent (900-1000 points earned)
   8 students (16%)= B / Above Average (800-899 points earned)
   9 students (17%)= C / Average(700-799 points earned)
   2 students= D or lower/ Below Average

PSLO 4: Demonstrate a comprehensive knowledge of the ethical concerns of the criminal justice field

M2: Written Communication Rubric

Demonstration of student ability in association with this measure was considered by observed student competency in completing the written principle assignment for CJ 4121- Ethics in Criminal Justice, the summit course for the BACJ program. Student selection of their individual topic for this assignment draws upon the course work that is covered within CJ 4121- Ethics in Law Enforcement, which includes numerous chapters associated with ethical concerns of the criminal justice field. Chapter titles are referenced in the course syllabus, and are associated with the course text. Specific references to course curriculum include the following:

The following table illustrates student compentency as demonstrated by performance associated with domains outlined in the written communication rubric communicated in CJ 4121- Ethics in Criminal Justice.

Domain	Excellent	Above Avg	Avg	Below Avg	Poor
Presentation	54%	25%	16%	0	5%
Integration	54%	25%	16%	0	5%
Critical Analysis	54%	25%	16%	0	5%

N=51 total students enrolled

Overall student demonstration of course competency was as follows:
 32 students (63%)= A / Excellent (900-1000 points earned)
   8 students (16%)= B / Above Average (800-899 points earned)
   9 students (17%)= C / Average(700-799 points earned)
   2 students= D or lower/ Below Average

M4: Capstone Evaluation

Demonstration of student ability in association with this measure was considered by observed student competency in completing the written principle assignment for CJ 4121- Ethics in Criminal Justice. During the Spring 2016 semester, 51 students were enrolled in the CJ 4121- Ethics in Criminal Justice course. Two sections of the course were offered, one classroom (31 students) and one online (20 students).
The following table illustrates student compentency as demonstrated by performance associated with domains outlined in the written communication rubric communicated in CJ 4121- Ethics in Criminal Justice.

Domain	Excellent	Above Avg	Avg	Below Avg	Poor
Presentation	54%	25%	16%	0	5%
Integration	54%	25%	16%	0	5%
Critical Analysis	54%	25%	16%	0	5%

N=51 total students enrolled

Overall student demonstration of competency for the summit assignment was as follows:
40 students earned scores of 90% (Excellent) or better on the research paper assignment.
44 students earned scores of 80% (Above Average) or better on the research paper assignment.

M5: Alumni and Senior

An exit survey of seniors was be created and administered for baseline data in Spring 2016. From data collected, the survey will be annually administered. The student feedback is used to assess to what degree the BACJ program has prepared them for employment and graduate school. An alumni survey will be administered to BACJ graduates beginning in Spring 2016, and will then be annually administered. This feedback is used to assess student perceptions of the BACJ program after their graduation and evaluate how our program prepared them for their current employment or graduate school admission.

The survey was administered to student and alumni in July 2016. A total of 10 survey responses were received from the graduates/alumni. The following includes a summary of survey responses received that demonstrate a measurement of this student learning outcome:

Question	Strongly Agree	Agree	Disagree	Strongly Disagree
The knowledge and skills I gained in my BACJ courses will help me perform well in future jobs.	60%	30%	0	10%
My BACJ program and degree will improve my ability to get the jobs I want.	30%	70%	0	0
The BACJ program stimulated my interest in community affairs and public service.	20%	70%	0	10%
The BACJ program has increased my effectiveness in my current work.	40%	50%	0	10%
The BACJ program has provided me with a strong foundation for success in my future.	30%	60%	10%	0

Overall, how satisfied are you with the education you have received from SPA?	
Very satisfied	70.00%
Somewhat satisfied	30.00%
Somewhat dissatisfied	0
Very dissatisfied	0

Which of the categories below best describe your desired place of employment after you complete your degree?	
Federal government	40.00%
State or regional government	60.00%
Local government	80.00%
Foreign government	0
International or quasi-governmental organization	10.00%
Nonprofit concerned with domestic issues	10.00%
Nonprofit concerned with international issues	20.00%
Private sector research/consulting	10.00%
Private sector (other)	0
Other, please describe:	10.00%

Summary of PSLO 4 and Associated Measures

Students demonstrated a comprehensive knowledge of the ethical concerns of the criminal justice field through documented proficiency in numerous tasks associated with courses offered in the BACJ program. Consideration of student performance in the CJ 4121- Ethics in Law Enforcement course allows for a rich perspective of student ability, as the course is offered to BACJ students at senior standing. The course assignments, including an oral presentation, and advanced written capstone assignment, further provide a meaningful view of student ability to apply lessons offered throughout the BACJ program. Student proficiency was also demonstrated in positive responses documented in the internship questionnaire and in the returned student and alumni survey documents

PSLO 5. Cross-Cultural Understanding of CJ
Demonstrate an understanding of how perceptions of the criminal justice system vary cross-culturally, and how such differences influence policy and public perception

M1. Oral Communication Rubric

Demonstration of student ability in association with this measure was considered by observed student competency in completing the oral assignment for CJ 4121- Ethics in Criminal Justice, the summit course for the BACJ program. Student selection of their individual topic for this assignment draws upon the course work that is covered within CJ 4121- Ethics in Law Enforcement, which includes numerous chapters associated with the understanding of how perceptions of the criminal justice system vary cross-culturally, and how such differences influence policy and public perception.

The following table illustrates student compentency as demonstrated by performance associated with domains outlined in the oral communication rubric communicated in CJ 4121- Ethics in Criminal Justice.

Domain	Substantially Developed	Moderately Developed	Minimally Developed	Inadequate
Introduction	88%	6%	0	6%

Subject Knowledge	88%	6%	0	6%

N=51 total students enrolled

Overall student demonstration of course competency was as follows:
  32 students (63%)= A / Excellent (900-1000 points earned)
   8 students (16%)= B / Above Average (800-899 points earned)
   9 students (17%)= C / Average(700-799 points earned)
   2 students= D or lower/ Below Average

M2: Written Communication Rubric
Demonstration of student ability in association with this measure was considered by observed student competency in completing the written principle assignment for CJ 4121- Ethics in Criminal Justice, the summit course for the BACJ program. Student selection of their individual topic for this assignment draws upon the course work that is covered within CJ 4121- Ethics in Law Enforcement, which includes numerous chapters associated with the understanding of how perceptions of the criminal justice system vary cross-culturally, and how such differences influence policy and public perception. Chapter titles are referenced in the course syllabus, and are associated with the course text. Specific references to course curriculum include the following:

Text: Braswell, Michael C., Belinda R. McCarthy, and Bernard J. McCarthy <u>Justice, Crime and Ethics, Seventh Edition</u>.
Chapter 14- Restorative Justice and the Peacemaking Ethics
Chapter 20- Terrorism and Justice

Text: Williams, Christopher R., and Arrigo, Bruce A, <u>Ethics Crime and Criminal Justice, 2nd Edition</u>
Chapter 5- Section 4: Religion as Source and Motivation for Morality
Chapter 6- Section 7: Justice and the Social Contract

The following table illustrates student competency as demonstrated by performance associated with domains outlined in the written communication rubric communicated in CJ 4121- Ethics in Criminal Justice.

Domain	Excellent	Above Avg	Avg	Below Avg	Poor
Presentation	54%	25%	16%	0	5%
Integration	54%	25%	16%	0	5%
Critical Analysis	54%	25%	16%	0	5%

N=51 total students enrolled

Overall student demonstration of course competency was as follows:

32 students (63%)= A / Excellent (900-1000 points earned)
8 students (16%)= B / Above Average (800-899 points earned)
9 students (17%)= C / Average(700-799 points earned)
2 students= D or lower/ Below Average

M3: Internship Supervisor Questionnaire
The BACJ program requires students to complete an internship, which requires students to enroll in a 4-credit hour course and perform 160 clock hours of work with a criminal justice or social service agency. The BACJ program partners with 40 community agencies for student internships at both the undergraduate and graduate level. Examples of internship agencies include:

4th Judicial District Attorney
Federal Probation
Federal Bureau of Prisons
Fountain Police Department
Teen Court

Following completion of the assigned internship, an evaluation form is distributed to the assigned agency. The form is used to evaluate the performance of the student as an intern in the organization and to help determine the overall effectiveness of the internship program.

During the Spring 2016 semester, 50 students graduated from the BACJ program, demonstrating completion of the required internship. A total of 39 students completed assigned internships during spring 2016.

Domain	Excellent	Above Avg	Avg	Below Avg	Unnacceptable
Technical Knowledge	60%	20%	20%	0	0
Analytical and Research Ability	40%	40%	20%	0	0

M4: Capstone Evaluation
Demonstration of student ability in association with this measure was considered by observed student competency in completing the written principle assignment for CJ 4121- Ethics in Criminal Justice. During the Spring 2016 semester, 51 students were enrolled in the CJ 4121- Ethics in Criminal Justice course. Two sections of the course were offered, one classroom (31 students) and one online (20 students).

The following table illustrates student compentency as demonstrated by performance associated with domains outlined in the written communication rubric communicated in CJ 4121- Ethics in Criminal Justice.

Domain	Excellent	Above Avg	Avg	Below Avg	Poor

Presentation	54%	25%	16%	0	5%
Integration	54%	25%	16%	0	5%
Critical Analysis	54%	25%	16%	0	5%

N=51 total students enrolled

Overall student demonstration of competency for the summit assignment was as follows:
40 students earned scores of 90% (Excellent) or better on the research paper assignment.
44 students earned scores of 80% (Above Average) or better on the research paper assignment.

M5: Alumni and Senior

> An exit survey of seniors was be created and administered for baseline data in spring 2016. From data collected, the survey will be annually administered. The student feedback is used to assess to what degree the BACJ program has prepared them for employment and graduate school. An alumni survey will be administered to BACJ graduates beginning in spring 2016, and will then be annually administered. This feedback is used to assess student perceptions of the BACJ program after their graduation and evaluate how our program prepared them for their current employment or graduate school admission.

> The survey was administered to student and alumni in July 2016. A total of 10 survey responses were received from the graduates/alumni. The following includes a summary of survey responses received that demonstrate a measurement of this student learning outcome:

Question	Strongly Agree	Agree	Disagree	Strongly Disagree
The knowledge and skills I gained in my BACJ courses will help me perform well in future jobs.	60%	30%	0	10%
My BACJ program and degree will improve my ability to get the jobs I want.	30%	70%	0	0
The BACJ program stimulated my interest in community affairs and public service.	20%	70%	0	10%
The BACJ program has increased my effectiveness in my current work.	40%	50%	0	10%
The BACJ program has provided me with a strong foundation for success in my future.	30%	60%	10%	0

Overall, how satisfied are you with the education you have received from SPA?	
Very satisfied	70.00%
Somewhat satisfied	30.00%
Somewhat dissatisfied	0
Very dissatisfied	0

Which of the categories below best describe your desired place of employment after you complete your degree?	
Federal government	40.00%
State or regional government	60.00%
Local government	80.00%
Foreign government	0
International or quasi-governmental organization	10.00%
Nonprofit concerned with domestic issues	10.00%
Nonprofit concerned with international issues	20.00%
Private sector research/consulting	10.00%
Private sector (other)	0
Other, please describe:	10.00%

Summary of PSLO 5 and Associated Measures

Students demonstrated an understanding of how perceptions of the criminal justice system vary cross-culturally, and how such differences influence policy and public perception through documented proficiency in numerous tasks associated with courses offered in the BACJ program. Consideration of student performance in the CJ 4121- Ethics in Law Enforcement course allows for a rich perspective of student ability, as the course is offered to BACJ students at senior standing. The course assignments, including an oral presentation, and advanced written capstone assignment, further provide a meaningful view of student ability to apply lessons offered throughout the BACJ program. Student proficiency was also demonstrated in positive responses documented in the internship questionnaire and in the returned student and alumni survey documents

PSLO 6. Oral Communication
Demonstrate effective oral communication skills

M1. Oral Communication Rubric

Student competency in oral communication was measured based on completion of a student power point presentation in association with the BACJ summit course, CJ 4121- Ethics in Criminal Justice.

The following table illustrates student compentency as demonstrated by performance associated with domains outlined in the oral communication rubric communicated in CJ 4121- Ethics in Criminal Justice.

Domain	Substantially Developed	Moderately Developed	Minimally Developed	Inadequate
Eye Contact	54%	25%	16%	5%
Style Guide	54%	25%	16%	5%
Delivery	54%	25%	16%	5%
Introduction	54%	25%	16%	5%
Subject Knowledge	54%	25%	16%	5%
Organization	54%	25%	16%	5%

N=51 total students enrolled

Overall student demonstration of course competency was as follows:
 32 students (63%)= A / Excellent (900-1000 points earned)
  8 students (16%)= B / Above Average (800-899 points earned)
  9 students (17%)= C / Average(700-799 points earned)
  2 students= D or lower/ Below Average

M3: Internship Supervisor Questionnaire

The BACJ program requires students to complete an internship, which requires students to enroll in a 4-credit hour course and perform 160 clock hours of work with a criminal justice or social service agency. The BACJ program partners with 40 community agencies for student internships at both the undergraduate and graduate level. Examples of internship agencies include:

4th Judicial District Attorney   Fountain Police Department
Federal Probation   Teen Court
Federal Bureau of Prisons

Following completion of the assigned internship, an evaluation form is distributed to the assigned agency. The form is used to evaluate the performance of the student as an intern in the organization and to help determine the overall effectiveness of the internship program.

During the spring 2016 semester, 50 students graduated from the BACJ program, demonstrating completion of the required internship. A total of 39 students completed assigned internships during spring 2016.

Domain	Excellent	Above Avg	Avg	Below Avg	Unnacceptable
Oral Communication Skills	60%	40%	0	0	0

An example of a comment received is noted below:
"I found Mr. Marostica to be very mature and motivated to complete each and every task set before him. In addition, his communication skills were exceptional throughout his time in the program."

M5: Alumni and Senior

An exit survey of seniors was be created and administered for baseline data in Spring 2016. From data collected, the survey will be annually administered. The student feedback is used to assess to what degree the BACJ program has prepared them for employment and graduate school. An alumni survey will be administered to BACJ graduates beginning in Spring 2016, and will then be annually administered. This feedback is used to assess student perceptions of the BACJ program after their graduation and evaluate how our program prepared them for their current employment or graduate school admission.

The survey was administered to student and alumni in July 2016. A total of 10 survey responses were received from the graduates/alumni. The following includes a summary of survey responses received that demonstrate a measurement of this student learning outcome:

Question	Excel.	Very Good	Adeq.	Fair	Poor
Capstone Experience	40%	30%	10%	0	0
Interactions with faculty in and/or outside of courses	70%	30%	0	0	0
Interactions with SPA staff	60%	30%	10%	0	0
Interactions with other students	20%	40%	40%	0	0
Internship	60%	10%	20%	0	0
Faculty Advising	50%	20%	10%	10%	0
Staff Advising	60%	20%	10%	0	0
Professional Development Activities	50%	20%	20%	0	0

Question	Strongly Agree	Agree	Disagree	Strongly Disagree
The knowledge and skills I gained in my BACJ courses will help me perform well in future jobs.	60%	30%	0	10%
My BACJ program and degree will improve my ability to get the jobs I want.	30%	70%	0	0
The BACJ program has increased my effectiveness in my current work.	40%	50%	0	10%
The BACJ program has provided me with a strong foundation for success in my future.	30%	60%	10%	0

Summary of Program Student Learning Outcome 6 and Associated Measures

Students demonstrated effective oral communication skills through documented proficiency in numerous tasks associated with courses offered in the BACJ program. Consideration of student performance in the CJ 4121- Ethics in Law Enforcement course allows for a rich perspective of student ability, as the course is offered to BACJ students at senior standing. The course assignments, including an oral presentation, and advanced written capstone assignment, further provide a meaningful view of student ability to apply lessons offered throughout the BACJ program. Student proficiency was also demonstrated in positive responses documented in the internship questionnaire and in the returned student and alumni survey documents

PSLO 7. Written Communication
Demonstrate effective written communication skills

M2. Written Communication Rubric

Demonstration of student ability in association with this measure was considered by observed student competency in completing the written principle assignment for CJ 4121- Ethics in Criminal Justice, the summit course for the BACJ program. Student selection of their individual topic for this assignment draws upon the course work that is covered within CJ 4121- Ethics in Law Enforcement

The following table illustrates student compentency as demonstrated by performance associated with domains outlined in the written communication rubric communicated in CJ 4121- Ethics in Criminal Justice.

Domain	Excellent	Above Avg	Avg	Below Avg	Poor
Presentation	54%	25%	16%	0	5%
Integration	54%	25%	16%	0	5%
Coverage of Topic	54%	25%	16%	0	5%
Critical Analysis	54%	25%	16%	0	5%
Organization of Paper	54%	25%	16%	0	5%

N=51 total students enrolled

Overall student demonstration of course competency was as follows:
 32 students (63%)= A / Excellent (900-1000 points earned)
  8 students (16%)= B / Above Average (800-899 points earned)
  9 students (17%)= C / Average(700-799 points earned)
  2 students= D or lower/ Below Average

M3: Internship Supervisor Questionnaire

The BACJ program requires students to complete an internship, which requires students to enroll in a 4-credit hour course and perform 160 clock hours of work with a criminal justice or social service agency. The BACJ program partners with

40 community agencies for student internships at both the undergraduate and graduate level. Examples of internship agencies include:

4th Judicial District Attorney   Fountain Police Department
Federal Probation   Teen Court
Federal Bureau of Prisons

Following completion of the assigned internship, an evaluation form is distributed to the assigned agency. The form is used to evaluate the performance of the student as an intern in the organization and to help determine the overall effectiveness of the internship program.

During the Spring 2016 semester, 50 students graduated from the BACJ program, demonstrating completion of the required internship. A total of 39 students completed assigned internships during spring 2016.

Domain	Excellent	Above Avg	Avg	Below Avg	Unnacceptable
Written Communication Skills	60%	40%	0	0	0

M4: Capstone Evaluation

Demonstration of student ability in association with this measure was considered by observed student competency in completing the written principle assignment for CJ 4121- Ethics in Criminal Justice. During the Spring 2016 semester, 51 students were enrolled in the CJ 4121- Ethics in Criminal Justice course. Two sections of the course were offered, one classroom (31 students) and one online (20 students).

The following table illustrates student compentency as demonstrated by performance associated with domains outlined in the written communication rubric communicated in CJ 4121- Ethics in Criminal Justice.

Domain	Substantially Developed	Moderately Developed	Minimally Developed	Inadequate
Eye Contact	54%	25%	16%	5%
Style Guide	54%	25%	16%	5%
Delivery	54%	25%	16%	5%
Introduction	54%	25%	16%	5%
Subject Knowledge	54%	25%	16%	5%
Organization	54%	25%	16%	5%

N=51 total students enrolled

Overall student demonstration of competency for the summit assignment was as follows:
- 40 students earned scores of 90% (Excellent) or better on the research paper assignment.

- – 44 students earned scores of 80% (Above Average) or better on the research paper assignment.

M5: Alumni and Senior

An exit survey of seniors was be created and administered for baseline data in Spring 2016. From data collected, the survey will be annually administered. The student feedback is used to assess to what degree the BACJ program has prepared them for employment and graduate school. An alumni survey will be administered to BACJ graduates beginning in Spring 2016, and will
then be annually administered. This feedback is used to assess student perceptions of the BACJ program after their graduation and evaluate how our program prepared them for their current employment or graduate school admission.

The survey was administered to student and alumni in July 2016. A total of 10 survey responses were received from the graduates/alumni. The following includes a summary of survey responses received:

Question	Excellent	Very Good	Adequate	Fair	Poor
Capstone Experience	40%	30%	10%	0	0
Internship	60%	10%	20%	0	0
Professional Development Activities	50%	20%	20%	0	0

Question	Strongly Agree	Agree	Disagree	Strongly Disagree
The knowledge and skills I gained in my BACJ courses will help me perform well in future jobs.	60%	30%	0	10%
My BACJ program and degree will improve my ability to get the jobs I want.	30%	70%	0	0
The BACJ program has increased my effectiveness in my current work.	40%	50%	0	10%
The BACJ program has provided me with a strong foundation for success in my future.	30%	60%	10%	0

Overall, how satisfied are you with the education you have received from SPA?	
Very satisfied	70.00%
Somewhat satisfied	30.00%
Somewhat dissatisfied	0
Very dissatisfied	0

Summary of PSLO 7 and Associated Measures

Students demonstrated effective written communication skills through documented proficiency in numerous tasks associated with courses offered in the BACJ program. Consideration of student performance in the CJ 4121- Ethics in Law Enforcement course allows for a rich perspective of student ability, as the course is offered to BACJ students at senior standing. The course assignments, including an oral presentation, and advanced written capstone assignment, further provide a meaningful view of student ability to apply lessons offered throughout the BACJ program. Student proficiency was also demonstrated in positive responses documented in the internship questionnaire and in the returned student and alumni survey documents.

BACJ - Closing Summary

Please spend a moment thinking (and writing) about any improvements or revisions you have made to core required courses, curriculum or your program over prior years that were intended to improve student learning:

The BACJ program continuously seeks opportunity to improve student learning. As an example, the program has identified the following courses as those which align with the UCCS Compass Curriculum. The goal of this effort is to give students the right tools, knowledge, and experience for success in today's world after graduation. The BACJ program identified the following course as writing intensive to help students think critically about course content, practice core writing skills, develop information literacy, and gain an understanding of disciplinary specific writing conventions and ways of knowing:
CJ 3100- Criminal Justice Research Methods
CJ 3250- Violence in Society
CJ 3990- Art, Graffiti and Crime

The program has identified the following courses as inclusive, with the goal that students will be prepared to participate effectively in a society that encompasses diverse experiences, perspectives, and realities:
CJ 4120- Race, Class, and Crime
PAD 3268- Contemporary Issues in Social and Public Policy

The program has identified the following courses as those meeting the sustainability element of the compass curriculum, to assist students in cultivating self-awareness and understanding of their impact-locally, nationally, and globally:
CJ 3530- Management and Offenders

Criminal Justice, MA
Approved: Fall 2015
Chair: Jonathan Caudill, Director of MACJ Program
Departmental Assessment Coordinator: Jonathan Caudill

Part I. Assurance of Student Learning Plan

Mission Statement

The MCJ program provides an interdisciplinary perspective on the study of crime and the criminal justice system. It focuses on criminal offending and victimization, law enforcement, the judiciary, correctional systems, juvenile justice, and the formulation of laws and codes. Individual courses explore the dynamic of criminality and victimization, systems analysis, policy analysis, organizational theory and behavior, and program development within the criminal justice system. Students pursuing professional careers will gain an understanding of theory and its applications in practices. Students aspiring to research careers or doctoral work will acquire a strong foundation in criminology and criminal justice research.

(a) The Master of Criminal Justice (MCJ) program is designed for students interested in comprehensive professional graduate education in the fields of criminology and criminal justice.

(b) The MCJ provides students with a fundamental understanding of the basic fields within criminology and criminal justice. Students also gain knowledge of supporting disciplines and a variety of operational specializations.

(c) As an academic and professional field of study, this program is dedicated to preparing students not only to administer the system as it presently exists but also to evaluate, to analyze and to change — to become pioneers in accelerating the shaping of a rational and responsive criminal justice system.

Teaching Goals

TG1. To provide students with a broad-based knowledge of theory and practice concerning criminology and criminal justice research, administration, management, and policy

TG 2. To provide students with decision-making and problem-solving skills required in criminology and criminal justice research, administration, management, and policy.

TG 3. To provide students with substantive expertise required for positions in research and policy settings, victim service provision, police administration, judicial administration, or correctional administration or in private sector organizations concerned with criminal justice and public service.

TG 4. To provide theoretical, analytical and research skills necessary for research and evaluation, criminal justice administration, management and policy analysis and/or as preparation for doctoral-level graduate research study.

TG 5. To provide students with a comprehensive, integrated model of criminological theory and criminal justice practice, stressing conceptual, methodological, and contextual knowledge development and application.

Program Student Learning Outcomes

PSLO 1. Students are able to draw on multiple disciplines, perspectives, and research traditions to identify and understand the psychological, biological, behavioral, interpersonal, social, and societal contributors to criminal offending and victimization. (M1, M3, M4, M6)

• The student has a thorough knowledge of the major criminological theories that have been developed to describe the root causes of criminality.
• The student is able to define the causal arguments outlined by these fundamental theories.
• The student is able to compare and contrast varying theoretical frameworks.
• The student has an understand of the basic methodological techniques employed in past and current research done on the causes of criminal behavior and the interworkings of the criminal justice system.
• The student can identify and interpret research that illuminates the strengths and weaknesses of current criminal justice policy, as well as research that attempts to reveal the causes of criminal behavior.

PSLO 2. Students are able to apply research and policy analysis to an understading victim service provision, police administration, judicial administration, or correctional administration or in private sector organizations concerned with criminal justice and public service. (M1, M2, M3, M4, M6)

• The student is able to define the major components of the criminal justice system and the fundamental processes that take place therein.
The student can explain the vital role each branch plays in order for the criminal justice system as a whole to perform
its proper function.
• The student can identify the responsibilities and challenges faced by professionals working in the principle branches of the criminal justice system.
• The student can discuss the process of the development, enforcement, reformation, and behavior of law.
• The student is able to collect and use empirical evidence in drawing conclusions regarding the effectiveness of crime policy

PSLO 3. Application of Criminology and the study of Criminal Justice (M1, M2, M3, M4, M5, M6)

• The student can use criminological theory and crime trends to address criminal behavior within certain contexts.
• The student can evaluate the costs and benefits of criminal justice programs and policies.
• The student can identify key applied areas in the discipline and determine whether an applied specialty can provide a solution for a given problem.
• The student can apply criminological theory and proper research methods to varying criminal behaviors or functions within thecriminal justice system.

PSLO 4. Students are able to analyze, synthesize, think critically, solve problems, and make decisions. (M1, M2, M3, M4, M5, M6)

The student is able to communicate effectively in spoken, written, and technology driven formats to a variety of audiences and for a variety of purposes
The student is able to select and use appropriate research methods and analytical tools for answering questions and solving problems
The student is able to communicate research results visually and orally to a public audience
The student is able to collect and analyze data to inform decisions
The student is able to critically assess, review, and understand research
The student understands and is able to apply different perspectives and assumptions to generate policy and management decision alternatives
The student is able to select and use contextually appropriate criteria and processes for making decisions
The student understands the ethical implications of research and can apply them in a real world setting
The student is able to apply problem solving strategies to create solutions to the many challenges faced by those working in
and controlled by the criminal justice system

PSLO 5. Students graduate prepared to enter, or enhance their options within, criminology, criminal justice, and human and public service careers. (M1, M2, M3, M4, M6)

The student understands the roles and realities of those working within criminology, criminal justice, and human and public servicee professions
The student understands the context of public policy with respect to crime and justice
The student is able to set mission-driven goals and use data, performance indicators, economic concepts and continuous improvement approaches to manage and lead to achieve the mission of criminal justice agencies

PSLO 5. Students are able to articulate and apply a Public Service perspective (M1, M2, M3, M4)

The student is able to understand ethical obligations and apply professional codes of ethics to situations and decisions
The student understands and adheres to policies and practices supporting transparent and accountable governance The student is able to understand and articulate public service values and identify the public interest
The student is able to identify conflicts between ethical values and can use multiple ethical analysis models to approach conflicts professionally

Measures
M1. Capstone Rubric (Collect information on student perception of confidence in universal competencies; program satisfaction; program change)

M 2. Student Exit Survey (Collect information on student perception of confidence in universal competencies; program satisfaction; program change)

M3. Reflection Essay (collect information on student perception of demonstration of program student learning outcomes.

M4. SPA Alumni Perception (collection information from MCJ and MPA alumni regarding their perception of their program.

M5. SPA Employer Survey (Collect information from regional employers regarding their perception of the program and graduate competencies)

M 6. Research Paper Assessment

Part Two: 2016-2017 data will be submitted in May 2017.

Appendix: Measures

Criminal Justice, BA
Measures:

M1. Oral Presentation Rubric **-** The evaluation rubric for oral presentations evaluates student's ability in domains related to the associated PSLOs. The oral communication evaluation rubric will assess mastery of learning objectives using a 5-category scale: (1)Excellent, (2) Above Average, (3) Average, (4) Below Average, and (5) Unacceptable.

Component 1. Eye Contact/Body Language (PSLO #6)

Substantially Developed (4 pts)	Holds attention of audience with use of direct eye contact. Speaker appears comfortable and engaging, moving about as necessary to present visuals and engage audience.
Moderately Developed (3)	Regular use of direct eye contact with audience. Makes a few mistakes (selecting visuals or using body to emphasize certain points), but recovers and moves on, demonstrates no anxiety.
Minimally Developed (2)	Minimal attempts at eye contact with audience. Makes frequent mistakes (selecting visuals or using body to emphasize certain points), struggles to recover and move on, and demonstrates anxiety.
Inadequate (1)	Inability or lack of attempt to make eye contact with audience. Makes frequent mistakes (selecting visuals or using body to emphasize certain points), unable to recover and move on, demonstrates anxiety and finishes without completing presentation.

Component 2. Style Guide (PSLO #6): Minimum of 20 slides, May opt to use short videos, Use of aids (e.g. transparencies, slides, posters, handouts), Sources properly cited, Research

Substantially Developed (4 pts)	Includes 20 or more relevant, useful and informative slides, Uses visuals to engage and inform audience throughout presentation on key points/transitions, Properly cites sources within slides or in the last slide of the presentation, Used appropriate variety of sources, and explored alternative perspectives as well.
Moderately Developed (3)	Falls between one to three slides short of the minimum. Slides are for the most part useful and informative, some could be filler, Uses visuals to engage and inform audience, manages to reference them at least a few times during presentation, Properly cites sources within slides or in the last slide of the presentation, Used appropriate variety of sources but fails to fully explore alternative perspectives.
Minimally Developed (2)	Falls more than four slides short of the minimum. Slides are not all useful and informative (some are obviously filler). Minimal use of visuals or may have visuals but fails to reference them during the presentation. Properly cites most sources within slides or in the last slide of the presentation, not necessarily plagiarism, likely due to not properly preparing and reviewing presentation. Used limited variety of sources and fails to explore alternative perspectives.
Inadequate (1)	No slides available, No visuals available/presented, No citations, Uses only one source,

Component 3. Delivery: Must be at least 15 minutes in length

Substantially Developed (4 pts)	Consistently utilizes strong, clear voice with correct, precise pronunciation through presentation, Uses voice to emphasize important points or transitions in the presentation.
Moderately Developed (3)	Frequently utilizes strong, clear voice and pronounces most words correctly, Attempts to use voice to emphasize important points or transitions in the presentations.
Minimally Developed (2)	Demonstrates difficulty with consistently maintaining clear, focused voice, struggles with a few pronunciations, Demonstrates awareness of value in using voice to emphasize points/transitions in presentations but unable to be consistent.
Inadequate (1)	Mumbles and speaks too quietly or in monotone. May skip words that are difficult to pronounce or pronounce them wrong consistently, Doesn't notice or respond to requests to speak up.

Component 4. Introduction (PSLOs 1, 2, 3, 4, 5, and 6):

Substantially Developed (4 pts)	Introduction demonstrates student understand the rhetorical purpose of the presentation (i.e., to inform, to persuade, etc.), Provides clear discussion on background and outlines what will be covered in presentation, Previews and briefly discusses major points.
Moderately Developed (3)	Introduction demonstrates student has a basic grasp of the rhetorical purpose of the presentation, Briefly discusses background and outline of what will be covered in presentation, Previews major points with no discussion.
Minimally Developed (2)	Introduction demonstrates that the student is struggling weakly to understand the rhetorical purpose of the presentation, Briefly discusses background and fails to outline what will be covered in presentation, Previews a few major points with no discussion.
Inadequate (1)	Crafts introduction and presentation with no demonstration of rhetorical purpose, Weak discussion of background and no outline of presentation contents, No mention of major points.

Component 5. Subject Knowledge (PSLOs 1, 2, 3, 4, 5 and 6): Content, research topic clearly kept in mind, key points noted and presented, well organized, effectively structured, comprehensive, depth of content, accuracy of content.

Substantially Developed (4 pts)	Demonstrates full knowledge of topic, anticipates and addresses potential questions within the presentations and addresses additional questions from audience with authority and ease, Uses strong evidence to demonstrate and support content/conclusion, If project: strongly able to demonstrate project has merit/value.
Moderately Developed (3)	Demonstrates strong knowledge of topic, at ease with responding to most questions, Uses some evidence to support the presentation content/conclusion, If project: able to demonstrate project has merit/value.
Minimally Developed (2)	Aware of content/topic, but displays lack of confidence with topic and able to provide only minimal response to even the most basic questions, Minimal evidence to support content/conclusion, If project: Minimally able to demonstrate that the project has merit/value.
Inadequate (1)	Does not have a demonstrable familiarity of topic and cannot respond to even the most basic questions, unless able to locate information in notes, No evidence to support content/conclusion, If project: unable to demonstrate project has merit/value.

Component 6. Organization (PSLO 6): Well organized, effectively structured.

Substantially Developed (4 pts)	Develops topic. Presentation has a clear focused thesis, Main points and transitions/relationships among them are developed and clear.
Moderately Developed (3)	Topic and thesis are not clearly focused. Introduces extraneous information. Struggles to make all the transitions and relationships work and stay in sequence,
Minimally Developed (2)	Topic and thesis are ambiguous. Introduces extraneous information. Struggles to make the transitions and relationships work, It is apparent that some of the information is presented out of sequence ("oh yeah, I forgot to mention").
Inadequate (1)	States ideas, but does not develop them, relate them or support them, Presentation lacks any logical, sequential organization.

M2. Written Communication Rubric - The BACJ faculty will develop an evaluation rubric for written assignments which evaluates student's ability in each of the learning outcomes. The writing evaluation rubric will assess mastery of learning objectives using a 5-category scale: (1) Excellent, (2) Above Average, (3) Average, (4)Below Average, and (5) Unacceptable. An "Not Applicable" category will exist for written assignments that are not designed to relate to a particular learning outcome (i.e. an instructor may not require discussion or evidence of policy making in a given written assignment)

Measure 3 –Internship Supervisor
Part 1: BACJ Intern "Verification of Hours" Form

Name of Intern: _____

Name of Organization: _____

Name of Supervisor: _____

Internship Beginning / End Dates: _____

Credit Hours Enrolled? Total Hours Required: _____
(For each credit hour, students must complete 40 clock hours of internship work)

Total Hours Worked: _____

Comments: _____

_____ _____
Signature and Title of Sponsoring Agency Supervisor Date

_____ _____
Signature of Intern   *Date*

_____ _____
Signature of BACJ Director   *Date*

Name of Intern: _____

Name of Organization: _____

Name of Supervisor: _____

Start Date of Internship: _____   End Date: _____

M3. BACJ Internship Supervisor Evaluation Form

This form is used to evaluate the performance of our student as an intern in your organization and to help us determine the overall effectiveness of the internship program.   Please complete the form as completely as possible and add comments where appropriate.   This form will become part of the student's permanent files at the University.   Please use additional paper if necessary. Prior to the end of the semester, the BACJ Director will contact the internship supervisor to discuss grading criteria.

1) What type of work has the intern done?

2) Has the intern been reliable (shown up on time, completed tasks properly, etc.) and been a general asset to your agency?

3) How would you characterize his/her attitude?

4) What are the intern's strongest attributes?

5) In what areas would the intern benefit most from improvement?

6) Please provide any other relevant comments about the intern.

7) Please check the appropriate level of performance for the intern in each of the following areas:

Written Communication Skills

Excellent   *Average*   *Unacceptable*

Oral Communication Skills

Excellent   *Average*   *Unacceptable*

Use of Time and Promptness

Excellent   *Average*   *Unacceptable*

Cooperation

Excellent   *Average*   *Unacceptable*

Analytical and Research Ability

Excellent   *Average*   *Unacceptable*

Technical Knowledge

Excellent   *Average*   *Unacceptable*

8) Based on the intern's on-site job performance, place a check beside the most appropriate description of his/her overall performance.

_____ completed **all** that was required on time and with minimal problems.

_____ completed **most** of what was required on time and with minimal problems.

_____ completed **only some** of what was required on time and with minimal problems.

_____ created many problems for our agency.

Please explain, using additional paper if necessary.

_____ the intern was unable to sufficiently complete any of the assigned tasks. Please explain, using additional paper if necessary.

_____other comments:

9) On a grading scale of A, B, C, D, F, what grade would you assign the student? _____

Comments:

_____   _____
Signature and Title of Sponsoring Agency Supervisor   Date

M4. Capstone Evaluation - The BACJ Capstone course is meant to assess students' ability to summarize, explain, and synthesize the various functions of criminology and the criminal justice system. Capstone courses include exams and term papers which can be evaluated to assess mastery of student learning objectives. As a end-of-program course, the measures for capstone course products are seen as summative because student performance is a result of overall completion of the BACJ program requirements.

M5. Senior and Alumni Surveys Survey
An exit survey of seniors will be created and administered for baseline data in Spring 2015, and will then be annually adminstered. We will use this student feedback to assess to what degree the BACJ program has prepared them for employment and graduate school. An alumni survey will be administered to BACJ graduates beginning in Spring 2016, and will then be annually administered. With this data, we can assess student perceptions of the BACJ program after their graduation and evaluate how our program prepared them for their current employment or graduate school admission.

Congratulations on earning your BACJ! Please take a few minutes to help us evaluate and improve the BACJ program. We appreciate your honest, thoughtful responses to the survey provide us as faculty and staff will use your input to adjust program resources, adopt new strategies to serve students better, and meet accreditation standards. Your responses are anonymous and all data will be handled confidentially. All reports prepared form this survey will use aggregate data only. Students should return your survey to Katy Cathcart at kcathcar@uccs.edu or mail to:

UCCS School of Public Affairs
Attn: Katy Cathcart
1420 Austin Bluffs Parkway
Colorado Springs, CO 80918

Semester and year of graduation: _____/_____

I. Assessment of Program

Please rate the quality of each of the components listed below using this scale:

        1 = Excellent

2 = Very good
3 = Adequate
4 = Fair
5 = Poor
NA = Not applicable, you did not participate in this part of the program

_____ Availability of core courses
_____ Quality of core courses
_____ Availability of electives relevant to your interests
_____ Quality of electives
_____ Capstone Experience
_____ Interactions with faculty in and/or outside of courses
_____ Interactions with SPA staff
_____ Interactions with other students
_____ Internship
_____ Faculty Advising
_____ Staff Advising
_____ Professional Development Activities
_____ Other aspect you care to rate: Please describe:

What was your best experience in the program?

If you could change one thing about the program, what would it be?

Please describe other skills you have gained that you think are important

Please describe other skills you would like to have gained or expected to gain, but did not to the degree that you had anticipated.

To what extent did your certificate work improve your knowledge and abilities in the area of your certificate?
___Greatly improved my abilities in this area
___ Somewhat improved my abilities in this area
___ Slightly improved my abilities in this area
___ Did not improve my abilities in this area

Please rate the extent to which you agree with the sentences below using this scale:
1 = Strongly Agree   2 = Agree   3 = Disagree   4 = Strongly disagree   NA = Not Applicable

The knowledge and skills I gained in my BACJ courses will help me perform well in future jobs.
_____ My BACJ program and degree will improve my ability to get the jobs I want.
_____ The BACJ program stimulated my interest in community affairs and public service.
_____ The BACJ program has increased my effectiveness in my current work.
_____ The BACJ program has provided me with a strong foundation for success in my chosen profession.

Below is a list of SPA services designed to support and engage students. Please let us know the extent to which you found these services useful, using the following scale:
1 = Very useful   2 = Moderately useful   3 = Slightly useful   4 = Not useful   NA = Did not participate

___ SPA Networking Events
___ SPA employer information sessions
___ SPA Website Information for students
___ SPA Newsletter
___ SPA Community Event and Job Board

___ SPA Information about scholarships and financial assistance
___ Other (please describe):

What support services or engagement activities would you like to see SPA develop in the future?

How can we improve your learning experience by improving altering how we schedule courses, provide course information, deliver courses, use technology in the classroom and provide online learning environments?

Overall, how satisfied are you with the education you have received from SPA?
_____ Very satisfied
_____ Somewhat satisfied
_____ Somewhat dissatisfied
_____ Very dissatisfied
Additional comments:

Tell us about your short-term career plans for the next six months. (Check all that apply)
_____ Beginning or continuing a job search
_____ Staying in my current job
_____ Getting a promotion in my current organization
_____ Pursuing additional graduate education
_____ Other, and if other please tell us more:

Which of the categories below best describes your desired place of employment after you complete your degree?
_____ Federal government
_____ State or regional government
_____ Local government
_____ Foreign government (any level) or international quasi-governmental organization
_____ Non-profit concerned with domestic issues
_____ Non-profit/NGO concerned with international issues
_____ Private sector – research/consulting
_____ Private sector – other
_____ Other (please describe):

Background information

Your degree program:

How many years did it take you to complete your degree? _____

Typically, how many courses did you take per semester? _____

Please indicate your employment status while pursuing your degree.

___Full-Time, working in the public affairs
___Full-Time, working outside public affairs
___Part-Time, working in public affairs
___Part-Time, working outside of public affairs
___Unemployed, recently retired from military service
___Unemployed, recently graduated from an education program
___Unemployed, recently changed jobs

Gender __ Male   __ Female

Age (a) Under 25 (b) 25-30 (c) 31-35 (d) 36-40   (e) 41-45 (f) over 45

Are you a: (a) Colorado resident   (b) Out-of-state student (c) International student

Race/Ethnicity
Anglo/Caucasian (b) African American (c) Hispanic/Latino/a (d) Asian American (e) Native American (f) Multi-racial (g) Other: _____

In what year did you complete your undergraduate degree? _____

In what sectors have you seen employed since completing your undergraduate degree?

 Please check all that apply? (a) Public   (b) Non-profit (c) Private (d) None

Student Learning Outcomes- Please provide a brief summary of skills gained and/or assignments completed that supported the following student outcomes:

Interdisciplinary Study of Crime
Description: Demonstrate the ability to draw on multiple disciplines and research traditions to identify and understand the social and behavioral.

Politics and policy
Description: Demonstrate a comprehensive understanding of the institutions in the criminal justice system and how politics and policy making affect institutions.

Critical Thinking
Description: Demonstrate effective critical thinking skills.

Ethics
Description: Demonstrate a comprehensive knowledge of the ethical concerns of the criminal justice field.

Cross-Cultural Understanding
Description: Demonstrate an understanding of how perceptions of the criminal justice system vary cross-culturally, and how such differences influence policy and public perception.

Oral Communication
Description: Demonstrate effective oral communication skills.

Written Communication
Description: Demonstrate effective written communication skills.

| 2. To participate in and contribute to the public policy process | *The student's project identifies new, innovative approaches to studying or addressing public and social problems. The student is able to highlight the public service value and/or criminological perspective of the project and has made plans to further support the project in additional arenas
*The student's project demonstrates a substantial use of practical scholarly and field knowledge that allows the student to make 'real world' connections between academic research and practitioner knowledge. | *The student's project identifies logical approaches to studying or addressing public and social problems. The student is able to highlight the public service value and/or criminological perspective of the project
*The student's project demonstrates a comprehensive use of practical scholarly and field knowledge that allows the student to make 'real world' connections between academic research and practitioner knowledge. | *The student's project identifies logical approaches to studying or addressing public and social problems but fails to fully implement that approach. The student is able to tentatively explain the public service value/and or criminological perspective of the project
*The student's project demonstrates a comprehensive use of practical scholarly and field knowledge that allows the student to make 'real world' connections between academic research and practitioner knowledge. | *The student's project fails to identify logical or any 'best practice' approaches to studying or addressing public and social problem but fails to fully implement that approach. The student makes no attempt to tentatively explain the public service value/and or criminological perspective of the project
*The student's project fails to demonstrate a comprehensive use of practical scholarly and field knowledge that allows the student to make 'real world' connections between academic research and practitioner knowledge. The student is unable to explain the public service value of the project |

3. To think critically, solve problems, and make decisions	*Theory and research from public administration, non-profit management and/ or criminology is used correctly and sufficiently to guide the research question, research plan, and/or draw conclusions * Data presentation and interpretation/analysis are separate and rigorous. The student is able to support all recommendations to the client that are evidence-based, supported by literature, and not based on prior opinions	*Theory and research from public administration, non-profit management and/or criminology is used correctly and sufficiently to guide the research question, research plan, and/or draw conclusions * Data presentation and interpretation/analysis are blended and visualization is clear and well presented. The student is able support all recommendations to the client that are evidence-based, supported by literature, and not based on prior opinions	*Theory and research from public administration, non-profit management, and/or criminology is referenced in the guide the research question, research plan and/or draw conclusions * Data presentation and interpretation/analysis are blended and visualization is clear. The student has made a few recommendations to the client that are evidence-based, supported by literature, and not based on prior opinions	*Theory and research from public administration, non-profit management, and/or criminology are not referenced in the guide the research question, research plan, and/or draw conclusions * Data presentation and interpretation/analysis are attempted but the data analysis is confusing or inadequate. The student is unable to make recommendations to the client that are evidence-based, supported by literature, and not based on prior opinions
4. To articulate and apply a public service perspective	* The student is able to complete research in an ethical manner and resolve any ethical issues during the course of their project, and provide information on ethical approaches to their client.	* The student is able to complete research in an ethical manner and resolve any ethical issues during the course of their project	* The student is able to complete research in an ethical manner and resolve most of the ethical issues during the course of their project	* The student has failed to complete research in an ethical manner and/or resolve most of the ethical issues during the course of their project

5. To communicate and interact productively with a diverse and changing workforce and citizenry Final Presentation	*Reflects a presentation that is stimulating and an excellent summary of key issues that explain complex issues concerning data and/or organizational issues with exceptional clarity and/or insights. Presentation flows logically from point to point. The presenter makes use of communication 'best practices.' Presentation tone reflects audience awareness. Presentation reflects good time management allowing for sufficient questions and answer time Questions from readers following the presentation are answered completely and clearly, with answers adding valuable insight to the project *Inclusive language is used (APA citation booklet see information).	*Reflects a presentation that is stimulating and an excellent summary of key issues that explain complex issues concerning data and/or organizational issues with exceptional clarity and/or insights Presentation flows logically from point to point. The content and ideas are presented by applying communication 'best practices'. Presentation tone reflects audience awareness. Presentation reflects good time management. Questions from readers following the presentation are answered completely and clearly, with answers adding valuable insight to the project *Inclusive language is used (APA citation booklet see information).	*Reflects a presentation that summarizes key project points. Presentation flow is adequate to understand, but lack key transitional cues or is missing points. The content and ideas are presented by applying most communication 'best practices'. Presentation tone reflects some audience awareness. Presentation reflects good time management. Questions from readers following the presentation are addressed but the student needed to look for or search for information *Inclusive language is used sparingly (APA citation booklet see information).	*Presentation clumsily presents some of the key project points. Presentation flow is inadequate to understand, and lacks key transitional cues or is missing points. Further, the presentation is disjointed and hard to follow. The content and ideas are presented but fail to use any communication 'best practices'. Presentation tone reflects inadequate level of audience awareness. Presentation lacks good time management by failing to allot enough time to address questions. Questions from readers following the presentation are side-stepped or avoided. No attempt was made to find relevant information in project report or presentation. *Inclusive language is avoided (APA citation booklet see information).

5. To communicate and interact productively with a diverse and changing workforce and citizenry Final Paper	In the final paper *Tone is professional and engaging * Presents stimulating ideas in a clear, interesting style *Paper is clearly organized with each section building on information presented in previous sections *Paper makes use of visual aids, e.g. graphs, tables, charts, figures, bulleted lists and headings * The final written product is free of errors and requires very little, if any, editing * Paper adheres to federal guidance under the Plain Language Act 2003 * Paper uses a consistent citation style	In the final paper *Tone is professional and engaging * Presents stimulating ideas in clear manner *Paper is clearly organized with each section building on information presented in previous sections *Paper makes adequate use of visual aids, e.g. graphs, tables, charts, figures, bulleted lists or headings * The final written product is virtually free of errors and requires very little, if any, editing * Paper adheres to federal guidance under the Plain Language Act 2003 * Paper uses a consistent citation style	In the final paper *Tone is professional, if not engaging * Presents ideas in clear manner *Paper is organized but transitions between sections are missing. *Paper makes use of a few visual aids, e.g. graphs, tables, charts, figures, bulleted lists or headings * The final written product is some editing to fix grammatical errors * Paper adheres to federal guidance under the Plain Language Act 2003 * Paper uses a consistent citation style but does has a few citation mistakes	In the final paper *Tone fails to be professional * Presents ideas in an unclear or disorganized manner *Paper is disorganized and key transitions are missing. *Paper makes no use of a few visual aids, e.g. graphs, tables, charts, figures, bulleted lists or headings * The final written product contains substantial grammatical errors that interfere with content communication * Paper substantially fails to adhere to the spirit of federal guidance under the Plain Language Act 2003 * Paper uses no consistent citation and/or makes no attempt to provide references

5. To communicate and interact productively with a diverse and changing workforce and citizenry Project Process	*The student communicated frequently with first, second, and third readers to determine work schedule *The student is able to communicate effectively with the client in order to the understand the agency/organization's research need and align their project to meet that need * The student was able to work with IRB oversight efficiently * The student was able to work through practical problems such as agency review, data access issues, and other data collection issues with little first or third reader interference *The student was able to communicate effectively with other readers of the paper to understand their concerns and to obtain suggestions for references, methods, and conclusions	*The student communicated somewhat frequently with first, second, and third readers to determine work schedule *The student is able to communicate effectively with the client in order to the understand agency/organization's research need and align their project with the majority of that need * The student was able to work with IRB oversight efficiently with few revisions * The student was able to work through practical problems such as agency review, data access issues, and other data collection issues with one to two instances of first or third reader interference *The student was frequently able to communicate with other readers of the paper to understand their concerns and to obtain suggestions for references, methods, and conclusions	*The student communicated sporadically with first, second, and third readers to determine work schedule *The student communicated with the client to the understand agency/organization's research need and created a project that partially addressed the agreed upon research need * The student was able to work with IRB oversight after several revisions * The student was able to work through practical problems such as agency review, data access issues, and other data collection issues with three or more instances of some first or third reader interference *The student was sometimes able to communicate with other readers of the paper to understand their concerns and to obtain suggestions for references, methods, and conclusions	*The student failed to adequately communicate with first, second, or third readers to determine work schedule, thus impeding work progress and quality *The student is unable to communicate effectively with the client to the understand agency/organization and the fails to address the problem the client would like the student to address * The student was unable to work with IRB oversight after several revisions * The student was unable able to work through any practical problems such as agency review, data access issues, and other data collection issues without substantial first or third reader interference *The student was never able to communicate with other readers of the paper to understand their concerns and to obtain suggestions for references, methods, and conclusions

Criminal Justice, MCJ Measures
Dear Capstone Reader,
Thank you for partnering with the School of Public Affairs to create transformative research opportunities for graduate students. We invite you to assess our graduate student's mastery of nationally recognized public service skills.
Please use the attached rubric to rate the student's ability to demonstrate competency in the following seven areas in their capstone project. Each competency uses the same scale Advanced, Above Proficient, Proficient, and Lacking Proficiency. Feel free to add comments as part of your assessment.
Reader Name
Student Name
MPA _____MCJ _____

Please assess the student's demonstration of their ability to lead and manage in public governance contexts/criminal justice systems.
_____

Please assess the student's demonstration of their ability to participate in and contribute to the public policy process.
_____

Please assess the student's demonstration of the their ability to think critically, solve problems, and make decision.
_____

Please assess the student's demonstration of their ability to articulate and apply a public service perspective.
_____

Please assess the student's demonstration of their ability to communication through their final presentation.
_____

Please assess the student's demonstration of their ability to communication through their final paper.

_____

Please assess the student's demonstration of their ability to interact productively through the process of their project.
_____

Competency	Advanced	Above Proficient	Proficient	Lacking Proficiency

Competency	Advanced	Above Proficient	Proficient	Lacking Proficiency
1. To lead and manage in public governance contexts / criminal justice systems	*The student is able to make unique or innovative connections between the project and its relationship to governance and/or criminal justice concepts including cross-sector/multilevel governance, organizational management and improvement, performance indicators, leadership, change management, and/or managing financial/programmatic resources.	*The student is able to note how the project relates to governance and/or criminal justice concepts including cross-sector/multilevel governance, organizational management and improvement, performance indicators, leadership, change management, and/or managing financial/programmati c resources.	*The student attempts to note how the project relates to governance and/or criminal justice concepts including cross-sector/multilevel governance, organizational management and improvement, performance indicators, leadership, change management, and/or managing financial/programmati c resources.	*The student is unable to note how the project relates to governance and/or criminal justice concepts including cross-sector/multilevel governance, organizational management and improvement, performance indicators, leadership, change management, and/or managing financial/programmatic resources.
2. To participate in and contribute to the public policy process	*The student's project identifies new, innovative approaches to studying or addressing public and social problems. The student is able to highlight the public service value and/or criminological perspective of the project and has made plans to further support the project in additional arenas *The student's project demonstrates a substantial use of practical scholarly and field knowledge that allows the student to make 'real world' connections between academic research and practitioner knowledge.	*The student's project identifies logical approaches to studying or addressing public and social problems. The student is able to highlight the public service value and/or criminological perspective of the project *The student's project demonstrates a comprehensive use of practical scholarly and field knowledge that allows the student to make 'real world' connections between academic research and practitioner knowledge.	*The student's project identifies logical approaches to studying or addressing public and social problems but fails to fully implement that approach. The student is able to tentatively explain the public service value/and or criminological perspective of the project *The student's project demonstrates a comprehensive use of practical scholarly and field knowledge that allows the student to make 'real world' connections between academic research and practitioner knowledge.	*The student's project fails to identify logical or any 'best practice' approaches to studying or addressing public and social problem but fails to fully implement that approach. The student makes no attempt to tentatively explain the public service value/and or criminological perspective of the project *The student's project fails to demonstrate a comprehensive use of practical scholarly and field knowledge that allows the student to make 'real world' connections between academic research and practitioner knowledge. The student is unable to explain the public service value of the project
3. To think critically, solve problems, and make decisions	*Theory and research from public administration, non-profit management and/ or criminology is used correctly and sufficiently to guide the research question,	*Theory and research from public administration, non-profit management and/or criminology is used correctly and sufficiently to guide the research question,	*Theory and research from public administration, non-profit management, and/or criminology is referenced in the guide the research question, research	*Theory and research from public administration, non-profit management, and/or criminology are not referenced in the guide the research question, research plan, and/or draw conclusions * Data presentation and interpretation/analysis are

Competency	Advanced	Above Proficient	Proficient	Lacking Proficiency
	research plan, and/or draw conclusions * Data presentation and interpretation/analysis are separate and rigorous. The student is able to support all recommendations to the client that are evidence-based, supported by literature, and not based on prior opinions	research plan, and/or draw conclusions * Data presentation and interpretation/analysis are blended and visualization is clear and well presented. The student is able support all recommendations to the client that are evidence-based, supported by literature, and not based on prior opinions	plan and/or draw conclusions * Data presentation and interpretation/analysis are blended and visualization is clear. The student has made a few recommendations to the client that are evidence-based, supported by literature, and not based on prior opinions	attempted but the data analysis is confusing or inadequate. The student is unable to make recommendations to the client that are evidence-based, supported by literature, and not based on prior opinions
4. To articulate and apply a public service perspective	* The student is able to complete research in an ethical manner and resolve any ethical issues during the course of their project, and provide information on ethical approaches to their client.	* The student is able to complete research in an ethical manner and resolve any ethical issues during the course of their project	* The student is able to complete research in an ethical manner and resolve most of the ethical issues during the course of their project	* The student has failed to complete research in an ethical manner and/or resolve most of the ethical issues during the course of their project

Competency	Advanced	Above Proficient	Proficient	Lacking Proficiency
5. To communicate and interact productively with a diverse and changing workforce and citizenry **Final Presentation**	*Reflects a presentation that is stimulating and an excellent summary of key issues that explain complex issues concerning data and/or organizational issues with exceptional clarity and/or insights. Presentation flows logically from point to point. The presenter makes use of communication 'best practices.' Presentation tone reflects audience awareness. Presentation reflects good time management allowing for sufficient questions and answer time Questions from readers following the presentation are answered completely and clearly, with answers adding valuable insight to the project *Inclusive language is used (APA citation booklet see information).	*Reflects a presentation that is stimulating and an excellent summary of key issues that explain complex issues concerning data and/or organizational issues with exceptional clarity and/or insights Presentation flows logically from point to point. The content and ideas are presented by applying communication 'best practices'. Presentation tone reflects audience awareness. Presentation reflects good time management. Questions from readers following the presentation are answered completely and clearly, with answers adding valuable insight to the project *Inclusive language is used (APA citation booklet see information).	*Reflects a presentation that summarizes key project points. Presentation flow is adequate to understand, but lack key transitional cues or is missing points. The content and ideas are presented by applying most communication 'best practices'. Presentation tone reflects some audience awareness. Presentation reflects good time management. Questions from readers following the presentation are addressed but the student needed to look for or search for information *Inclusive language is used sparingly (APA citation booklet see information).	*Presentation clumsily presents some of the key project points. Presentation flow is inadequate to understand, and lacks key transitional cues or is missing points. Further, the presentation is disjointed and hard to follow. The content and ideas are presented but fail to use any communication 'best practices'. Presentation tone reflects inadequate level of audience awareness. Presentation lacks good time management by failing to allot enough time to address questions. Questions from readers following the presentation are side-stepped or avoided. No attempt was made to find relevant information in project report or presentation. *Inclusive language is avoided (APA citation booklet see information).

Competency	Advanced	Above Proficient	Proficient	Lacking Proficiency
5. To communicate and interact productively with a diverse and changing workforce and citizenry **Final Paper**	In the final paper *Tone is professional and engaging * Presents stimulating ideas in a clear, interesting style *Paper is clearly organized with each section building on information presented in previous sections *Paper makes use of visual aids, e.g. graphs, tables, charts, figures, bulleted lists and headings * The final written product is free of errors and requires very little, if any, editing * Paper adheres to federal guidance under the Plain Language Act 2003 * Paper uses a consistent citation style	In the final paper *Tone is professional and engaging * Presents stimulating ideas in clear manner *Paper is clearly organized with each section building on information presented in previous sections *Paper makes adequate use of visual aids, e.g. graphs, tables, charts, figures, bulleted lists or headings * The final written product is virtually free of errors and requires very little, if any, editing * Paper adheres to federal guidance under the Plain Language Act 2003 * Paper uses a consistent citation style	In the final paper *Tone is professional, if not engaging * Presents ideas in clear manner *Paper is organized but transitions between sections are missing. *Paper makes use of a few visual aids, e.g. graphs, tables, charts, figures, bulleted lists or headings * The final written product is some editing to fix grammatical errors * Paper adheres to federal guidance under the Plain Language Act 2003 * Paper uses a consistent citation style but does has a few citation mistakes	In the final paper *Tone fails to be professional * Presents ideas in an unclear or disorganized manner *Paper is disorganized and key transitions are missing. *Paper makes no use of a few visual aids, e.g. graphs, tables, charts, figures, bulleted lists or headings * The final written product contains substantial grammatical errors that interfere with content communication * Paper substantially fails to adhere to the spirit of federal guidance under the Plain Language Act 2003 * Paper uses no consistent citation and/or makes no attempt to provide references

Competency	Advanced	Above Proficient	Proficient	Lacking Proficiency
5. To communicate and interact productively with a diverse and changing workforce and citizenry **Project Process**	*The student communicated frequently with first, second, and third readers to determine work schedule *The student is able to communicate effectively with the client in order to the understand the agency/organization's research need and align their project to meet that need * The student was able to work with IRB oversight efficiently * The student was able to work through practical problems such as agency review, data access issues, and other data collection issues with little first or third reader interference *The student was able to communicate effectively with other readers of the paper to understand their concerns and to obtain suggestions for references, methods, and conclusions	*The student communicated somewhat frequently with first, second, and third readers to determine work schedule *The student is able to communicate effectively with the client in order to the understand agency/organization's research need and align their project with the majority of that need * The student was able to work with IRB oversight efficiently with few revisions * The student was able to work through practical problems such as agency review, data access issues, and other data collection issues with one to two instances of first or third reader interference *The student was frequently able to communicate with other readers of the paper to understand their concerns and to obtain suggestions for references, methods, and conclusions	*The student communicated sporadically with first, second, and third readers to determine work schedule *The student communicated with the client to the understand agency/organization's research need and created a project that partially addressed the agreed upon research need * The student was able to work with IRB oversight after several revisions * The student was able to work through practical problems such as agency review, data access issues, and other data collection issues with three or more instances of some first or third reader interference *The student was sometimes able to communicate with other readers of the paper to understand their concerns and to obtain suggestions for references, methods, and conclusions	*The student failed to adequately communicate with first, second, or third readers to determine work schedule, thus impeding work progress and quality *The student is unable to communicate effectively with the client to the understand agency/organization and the fails to address the problem the client would like the student to address * The student was unable to work with IRB oversight after several revisions * The student was unable able to work through any practical problems such as agency review, data access issues, and other data collection issues without substantial first or third reader interference *The student was never able to communicate with other readers of the paper to understand their concerns and to obtain suggestions for references, methods, and conclusions

Accompanies rubric
Dear Capstone Reader,
Thank you for partnering with the School of Public Affairs to create transformative research opportunities for graduate students. We invite you to assess our graduate student's mastery of nationally recognized public service skills.
Please use the attached rubric to rate the student's ability to demonstrate competency in the following seven areas in their capstone project. Each competency uses the same scale Advanced, Above Proficient, Proficient, and Lacking Proficiency. Feel free to add comments as part of your assessment.
Reader Name
Student Name
MPA _____MCJ _____

Please assess the student's demonstration of their ability to lead and manage in public governance contexts/criminal justice systems.
_____

Please assess the student's demonstration of their ability to participate in and contribute to the public policy process.
_____

Please assess the student's demonstration of the their ability to think critically, solve problems, and make decision.
_____

Please assess the student's demonstration of their ability to articulate and apply a public service perspective.
_____

Please assess the student's demonstration of their ability to communication through their final presentation.
_____

Please assess the student's demonstration of their ability to communication through their final paper.

_____

Please assess the student's demonstration of their ability to interact productively through the process of their project.
_____

The rest of their documents are still in development