

Program Assessment Plan

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

Department: Criminology & Criminal Justice Program

College/School School of Social Work

Date: March 2024

Primary Assessment Contact: Ryan McGuire, JD, PhD

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

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

CCJ 215
CCJ 496

2 Students will demonstrate a basic understanding of CCJ research and will be able to understand, use and apply appropriate research methods and statistical tools, appropriate to the BA level.

CCJ 3700 Research Methods and CCJ 3750 Statistics.
CCJ 4960 CJ Capstone

Master Measure questions developed by instructors in CCJ 3700, CCJ 3750.
Capstone Paper

Assessment artifacts, rubrics, and examined data will be shared10.7 (d)-(10.5 (e5)-3.

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

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

Attached to this plan is the Capstone Rubric.

CCJ Capstone Paper Assessment Rubric				
	4—High Competence	3—Above Average Competence	2—Competent	1—Below Average Competence
Theoretical Component	Student engaged in a sophisticated and nuanced discussion of no more than three criminological theories. Student discussed to whom the theory was attributed, the development of the theory and modifications of the theory, especially those that impact the			

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