

Date (Month/Year) 12/2023

Primary Assessment Contact: Ryan McGuire, MACCJ Program Director

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

#	Student Learning Outcomes	Curriculum Mapping
What do the program faculty expect all students to know or be able to do as a result of completing this program?	In which courses will faculty intentionally work to foster some level of student development toward achievement of the outcome? Please clarify the level at which student development is expected in each course (e.g., introduced,	
Note: These should be measurable and manageable in number (typically 4-6 are sufficient).		

Use of Assessment Data

1. How and when will analyzed data be used by program faculty to make changes in pedagogy, curriculum design, and/or assessment practices?

The faculty obviously desire all students to achieve meets expectations rating or higher. However, we recognize that through no fault of the Program, not all students can succeed in a rigorous MA program. The faculty will consider the Program to be a success if 80% of students achieve a meets expectations rating or better across all 5 of our rubrics.

Assessment artifacts, rubrics, and examined data will be shared with all CCJ faculty and discussed each fall (early in the semester). Decisions, if appropriate, may be made then to improve/revise program learning outcomes (those assessed in a given year), the CCJ program, and/or our assessment plan. Data will also be shared with the School of Social Work and will be used to acknowledge successes of our program.

2. How and when will the program faculty evaluate the impact of assessment-informed changes made in previous years?

Because the data from any one year may not be a reliable indicator, the annual review process conducted by the CCJ faculty will include consideration of

IMPORTANT Please remember to submit any

worldviews, power structures and cultures (both historic and contemporary) and how these factors impact the criminal justice system and the people who come into contact with it. Engages in critical reflection about one's own culture, interacts in a culturally proficient manner with other cultures, and asks sophisticated questions about other cultures. Seeks/ finds multiple answers to complex social, cultural, political questions at a very sophisticated level for a graduate student

of multiple worldviews, power structures and cultures (both historic and contemporary) and how these factors impact the criminal justice system and the people who come into contact with it. Engages in critical reflection about one's own culture, interacts in a culturally competent manner with other cultures, and asks insightful questions about other cultures. Seeks/ finds multiple answers to complex social, cultural, political questions

worldviews, power structures and cultures (both historic and contemporary) and how these factors impact the criminal justice system and the people who come into contact with it. Engages in reflection about one's own culture, interacts in respectful ways with other cultures, and asks appropriate questions about other cultures A