**BSCJ Program Assessment Rubric – CRJS330**

**Unit 2 IP**

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|  | ***BSCJ Program Standards*** |
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| **PLO1 Foundational Knowledge: Integrate the concepts of law enforcement, correlates of crime, due process, law and the courts, corrections, and accountability into daily operations, communications, and problem solving.** | Inaccurate or insufficient identification of concepts of law enforcement, correlates of crime, due process, law and the courts, corrections, and accountability. Fails to relate information to daily operations, communications, or problem solving. | Identifies, as directed, concepts of law enforcement, correlates of crime, due process, law and the courts, corrections, and accountability; identification is accurate but incomplete. Minimal application into daily operations, communications, and problem solving. | Independently identifies concepts of law enforcement, correlates of crime, due process, law and the courts, corrections, and accountability. Applies information, as directed, in daily operations, communications, and problem solving; acceptable application into daily operations, communications, and problem solving, although not thorough. | Independently identifies and integrates concepts of law enforcement, correlates of crime, due process, law and the courts, corrections, and accountability; integration is accurate and thorough while considering multiple perspectives. Effectively applies concepts in daily operations, communications, and problem solving. | Synthesizes concepts of law enforcement, correlates of crime, due process, law and the courts, corrections, and accountability to select and apply the most appropriate information in all daily operations, communications, and problem solving. |
| **PLO3 Problem Solving: Defend proposed solutions to societal problems within the criminal justice system based on critical thinking and research using quantitative and qualitative data.** | Fails to identify societal problems within the criminal justice system based on critical thinking and research using quantitative and qualitative data. | Identifies potential solutions to societal problems within the criminal justice system, though it is lacking in critical thinking and research using quantitative and qualitative data. | Defends proposed solutions to societal problems within the criminal justice system based on critical thinking, though it is lacking in research using quantitative and qualitative data. | Defends proposed solutions to societal problems within the criminal justice system based on critical thinking and research using quantitative and qualitative data. | Convincingly defends proposed solutions to societal problems within the criminal justice system based on critical thinking and research using quantitative and qualitative data. |
| **PLO5 Diversity: Overcome challenges of diversity and inclusion in contemporary public safety contexts.** | Fails to identify challenges of diversity or does not express the importance of inclusion in contemporary public safety contexts. | Identifies challenges of diversity. Fails to thoroughly explain the importance of inclusion in contemporary public safety contexts. | Identifies challenges of diversity and recognizes the importance of inclusion in contemporary public safety contexts. | Overcomes identified challenges of diversity and inclusion in contemporary public safety contexts. Solutions show a burgeoning awareness of the implications for various stakeholders. | Integrates information from a variety of perspectives to propose solutions to overcome challenges of diversity and inclusion in contemporary public safety contexts. Solutions show a multifaceted awareness of the implications for various stakeholders. |
| **SpLO1 Law Enforcement Specialization: Operationalize the knowledge and skills needed by entry-level professionals in law enforcement organizations, including criminal investigations, community relationships, conflict resolution, effective planning, and crime prevention.** | Fails to identify the knowledge and skills needed by entry-level professionals in law enforcement organizations, including criminal investigations, community relationships, conflict resolution, effective planning, and crime prevention.  | Partially identifies key knowledge and skills needed by entry-level professionals in law enforcement organizations, including criminal investigations, community relationships, conflict resolution, effective planning, and crime prevention.  | Employs the knowledge and skills needed by entry-level professionals in law enforcement organizations, including criminal investigations, community relationships, conflict resolution, effective planning, and crime prevention.  | Breaks down the knowledge and skills needed by entry-level professionals in law enforcement organizations, criminal investigations, community relationships, conflict resolution, effective planning, and crime prevention.  | Integrates the knowledge and skills needed by entry-level professionals in law enforcement organizations, including criminal investigations, community relationships, conflict resolution, effective planning, and crime prevention. |
| **SpLO3 Corrections and Case Management Specialization: Operationalize the knowledge and skills needed by entry-level professionals in corrections and related professions, including the history, theory, practice, and legal environment of institutional and community corrections.** | Fails to identify the knowledge and skills needed by entry-level professionals in corrections and related professions, including contextual relationships related to the history, theory, practice, and legal environment of institutional and community corrections. | Partially identifies the knowledge and skills needed by entry-level professionals in corrections and related professions, but was not thorough in including contextual relationships related to the history, theory, practice, and legal environment of institutional and community corrections. | Employs the knowledge and skills needed by entry-level professionals in corrections and related professions, including contextual relationships related to the history, theory, practice, and legal environment of institutional and community corrections. | Breaks down the knowledge and skills needed by entry-level professionals in corrections and related professions, including contextual relationships related to the history, theory, practice, and legal environment of institutional and community corrections. | Integrates the knowledge and skills needed by entry-level professionals in corrections and related professions, including contextual relationships related to the history, theory, practice, and legal environment of institutional and community corrections. |
| **GEO1 Communication:** **Communicate mature, well-considered ideas, arguments, or information in standard academic English.** | Uses nonstandard English. Makes considerable errors in communication (grammar, spelling, punctuation, organization, nonverbal, graphics, and visuals, as appropriate) that distract from main message. Demonstrates no attention to context, audience, or purpose of assigned tasks. Arguments and information presented are unclear. | Uses basic standard English. Uses mostly correct communication (grammar, spelling, punctuation, organization, nonverbal, graphics, and visuals, as appropriate) but includes some errors that may distract from main message. Utilizes some aspects of context, audience, and purpose, as directed by assigned tasks, to communicate rudimentary arguments and information | Uses clear, standard, academic English. Includes minor errors in communication (grammar, spelling, punctuation, organization, nonverbal, graphics, and visuals, as appropriate) that do not distract from main message. Utilizes most aspects of context, audience, and purpose, as directed by assigned tasks, to communicate arguments and information effectively. | Uses clear, standard, academic English, with virtually no errors in communication (grammar, spelling, punctuation, organization, nonverbal, graphics, and visuals, as appropriate). Independently takes into account context, audience, and purpose in relation to the assigned tasks to communicate mature and well-considered arguments and information effectively. | Uses eloquent, professional language, with no errors in communication (grammar, spelling, punctuation, organization, nonverbal, graphics, and visuals, as appropriate). Demonstrates a sophisticated understanding of the context, the audience, and purpose of the assigned tasks to communicate mature and well-considered arguments and information effectively and efficiently. |
| **GEO2 Critical Thinking:****Synthesize different perspectives or approaches and considers relevant cultural, ethical, or other contexts to arrive at logical conclusions.** | Draws on a single or limited perspective or approach. Conclusions are not always logical and show limited awareness of multiple perspectives or consideration of ethics, other cultures, or contexts.  | Presents multiple perspectives or approaches, as directed. Conclusions are logical but are not based on integration of multiple perspectives. Conclusions show some awareness of cultural, ethical, or contextual factors.  | Integrates multiple perspectives or approaches, as directed, to draw logical conclusions. Conclusions consider cultural perspectives, relevant ethics, or other contexts. | Independently analyzes multiple perspectives or approaches; synthesizes relevant viewpoints to draw logical conclusions.Conclusions are developed and supported after consideration of diverse cultural, ethical, or contextual factors. | Demonstrates a sophisticated ability to analyze and synthesize multiple perspectives or approaches. Conclusions are logical and insightful and address conflicting perspectives and bridge diverse cultural, ethical, or contextual factors. |