**BSCJ Program Assessment Rubric – CRJS355**

**Unit 4 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. |
| **PLO2: Resolve legal and ethical issues in contemporary criminal justice contexts with honesty and integrity.** | Fails to identify key issues for resolving legal and ethical issues in contemporary criminal justice contexts. | Identifies for resolution key legal and ethical issues in contemporary criminal justice contexts; identification is accurate but incomplete. | Independently identifies legal and ethical issues in contemporary criminal justice contexts, though the resolution is incomplete, or there are some challenges in resolving those issues in the submission. Concepts of honesty and integrity are displayed in the submission. | Independently resolves legal and ethical issues in contemporary criminal justice contexts with honesty and integrity. Resolutions are creative and well-written. | Assesses legal and ethical issues in contemporary criminal justice contexts with honesty and integrity. |
| **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. |
| **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. |
| **GEO3 Quantitative Reasoning: Appropriately utilize quantitative reasoning or evidence to draw conclusions and present solutions for a variety of professional or personal situations.** | Presents inaccurate or incomplete solutions or conclusions. Use of quantitative evidence or reasoning is flawed. Unable to communicate quantitative information. | Presents solutions or conclusions, which may at times be inaccurate, inappropriate, or incomplete due to errors or omissions in the application of quantitative reasoning or evidence. Communicates quantitative information as directed to audience; presentation may be unclear or incomplete. | Presents solutions or conclusions that apply the correct quantitative reasoning or evidence, as directed, but they may contain minor errors. Communicates quantitative information using relevant data, graphs, or other quantitative tools, as directed. | Presents solutions or conclusions that are accurate and complete, supported by correct quantitative reasoning or evidence. Effectively communicates quantitative information independently, selecting data, graphs, or other quantitative tools to present solutions in a manner appropriate to the context. | Presents solutions or conclusions based on accurate, thorough, and insightful quantitative reasoning and evidence. Communicates quantitative information in the most appropriate manner for the specific context. |
| **GEO6 Inquiry & Analysis:**  **Apply a systematic approach to organize and analyze complex topics or issues to gain a better understanding of them or to draw conclusions.** | Lists evidence but it is not organized and/or is unrelated to focus. Little or incorrect analysis. Conclusions are missing or unsupported by the existing evidence. | Organizes evidence but organization is not effective in revealing important patterns, differences, or similarities. Analysis is attempted but only partially addresses the focus. Conclusions have implied connection to evidence and are not explained or justified. | Organizes evidence systematically. Analysis is basic but complete and related to focus. Conclusions are clearly connected to the evidence, and basic justification and explanation are provided. | Organizes and analyzes information to reveal important patterns, differences, or similarities related to focus. Conclusions are well-reasoned, relevant, and fully justified with evidence presented. | Organizes and analyzes evidence to reveal insightful patterns, differences, or similarities related to focus, as well as the broader perspective. Conclusions display deep and sophisticated understanding and/or extend the evidence logically to support a novel perspective. |