**BSCJ Program Assessment Rubric – CRJS499**

**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. |
| **PLO4 Communication: Facilitate the transfer of information critical to public safety processes between agencies and individual professionals through clear, concise, and professional written and oral communication.** | Does not aid the transfer of information critical to public safety processes between agencies and individual professionals. | Identifies key information critical to public safety; communication of this information between agencies and individual professionals is generally accurate but includes communication errors, omissions, or inconsistencies that may interfere with understanding.  | Identifies and communicates information critical to public safety; communication of this information between agencies and individual professionals is accurate but lacks clarity, conciseness, or professionalism.  | Encourages and/or enables the transfer of information critical to public safety processes between agencies and individual professionals through clear, concise, and professional written and oral communication. Communication is relevant and appropriate to the professional setting.  | Significantly enhances, promotes, or advances the transfer of information critical to public safety processes between agencies and individual professionals through clear, concise, and professional written and oral communication. |
| **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. |
| **PLO6 Technology: Critically analyze the development and implementation of innovative technology and data tools for use in a variety of public safety applications.** | Fails to identify technology or data tools relevant for public safety applications. | Recognizes issues relevant to the development and implementation of technology and data tools for use in a variety of public safety applications. | Identifies innovation in the development of relevant technology and data tools used in public safety applications. Critiques the development or implementation of technology or data tools but fails to consider the specific public safety context. | Critically analyzes the development and implementation of innovative technology and data tools for use in a variety of public safety applications. Analysis is accurate and thorough.  | Predicts the development and implementation of innovative technology and data tools for use in a variety of public safety applications. |
| **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. |
| **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.  |
| **GEO4 Interdisciplinary Application: Integrate concepts, principles, and methods across multiple domains (humanities, social, behavioral, and natural sciences) as applied to personal and professional endeavors.** | Applies a single (as opposed to interdisciplinary, multidomain) perspective to personal or professional situations. | Demonstrates basic interdisciplinary understanding by applying concepts, principles, or methods from multiple domains, as directed, to personal and professional situations; application is accurate but not integrated. | Integrates basic concepts, principles, or methods from multiple domains, as directed, for application to personal and professional situations; application is accurate and complete.  | Independently integrates interdisciplinary information to apply the most relevant concepts, principles, or methods from multiple domains to personal and professional situations. | Provides a sophisticated integration of appropriate concepts, principles, and methods from multiple domains to create insightful applications to personal and professional situations. |
| **GEO5 Information Literacy A: Search for and Identify appropriate information sources and content.** | Does not seek out information sources or content. Alternatively, retrieves information that is irrelevant or inappropriate. | Seeks out and identifies information sources or content as directed; results are appropriate but may be incomplete. | Seeks out and identifies appropriate but limited sources and content, as directed.  | Independently seeks out and identifies comprehensive and relevant sources and content. | Independently seeks out and identifies appropriate and extensive sources and content. |
| **GEO5 Information Literacy B: Evaluate the credibility of information sources and content accurately.** | Credibility of sources is not considered; references are noncredible sources.  | Attempts differentiation between credible and noncredible information sources or content with detailed guidance; some errors may be evident. | Accurately evaluates information sources and content, as directed, resulting in credible information sources and content. | Independently evaluates information sources and content accurately, resulting in credible information sources and content. | Demonstrates sophisticated ability to select a variety of credible information sources and content. |
| **GEO5 Information Literacy C: Use valid information sources and content effectively and ethically.** | Utilization of information sources and content to develop ideas or support conclusions is inadequate or missing. Demonstrates no awareness of guidelines for ethical use of information sources and content. No attempt at attribution, or inaccurate attribution of sources.  | Utilizes information sources and content but may be missing key sources or content. Information selected may not fully support the conclusions or ideas in the context of the assignment. Demonstrates awareness of the need for ethical use of information sources and content but displays considerable errors or inconsistencies in the applications of attribution guidelines. | Utilizes appropriate information sources and content, as directed, to develop ideas or support conclusions effectively in the context of the assignment. Demonstrates ethical use of information sources and content but applies attribution guidelines inconsistently or with some errors. | Independently utilizes appropriate information sources and content to develop ideas or support conclusions effectively in context of assignment. Demonstrates ethical use of information sources and content. Displays accurate and complete attribution with only minor errors in the application of attribution guidelines. | Demonstrates sophisticated utilization of selected sources to develop insightful ideas and support conclusions in the context of the assignment. Demonstrates ethical integration of a variety of information sources and content. Displays accurate and complete attribution of a wide variety of information sources and content. No errors in application of attribution guidelines. |
| **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. |