**BSCJ Program Assessment Rubric – CRJS499**

**Unit 2 and Unit 4 IP**

**When completing this rubric, focus on the blue shaded rows when evaluating the Unit 2 IP, and focus on all the remaining rows when evaluating the Unit 4 IP**

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|  | ***BSCJ Program Standards*** | | | | |
| **Description** | **1** | **2** | **3** | **4** | **5** |
| **PLO 1: 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. |
| **PLO 2: 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. |
| **PLO 3 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 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 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. |
| **PLO 4 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. | Recognize 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. | Predict the development and implementation of innovative technology and data tools for use in a variety of public safety applications. |
| **GEO 1. Interdisciplinary Application**  Apply concepts, principles, methods, and prior knowledge from multiple domains (humanities, social, behavioral, and natural sciences) in the development of reasoned conclusions. | Concepts presented do not represent other content areas. Concepts presented from outside content areas show limited relationship to the purpose of the presentation of information. Little attempt to present information or discussion in a logical flow is evident. | Integrates basic interdisciplinary understanding of concepts, principles, or methods. Information provided is limited and show some relationship to the purpose of the presentation of information. Some evidence of an attempt of scaffolding of ideas to reach the conclusion given is present. | Integrates basic concepts, principles, or methods from other domains. Additional contextual information included is appropriate to the assignment requirement. Indication of scaffolding of ideas into a reasoned conclusion is evident. | An integration of multiple interdisciplinary concepts, principles, or methods is appropriately applied to support the base narrative. Additional information is relative and appropriate. All information, including the presentation of facts and/or results of comparing and contrasting information is appropriate. | Fully Integrated throughout the narrative is an in-depth presentation of concepts, principles, and methods representing multiple domains. Conclusion presented is supported by the inclusion of these outside pieces of information, which add to the in-depth discussion. Effective use of materials to examine the scenarios and/or situation leading to the conclusion or plan discussed. |
| **GEO 2. Communication**  Convey ideas, arguments, and information clearly and concisely. | Narrative ineffectively supports the main message. Viewpoint presented indicates a limited or misunderstanding or misrepresentation of information. Facts, if used, do not relate or poorly support the viewpoint identified. Media and/or technology do not enhance the presentation of information. | Narrative’s language and format attempts to clearly present the main message. The presentation of the material included appears to be developmental in its ability to present information. Facts used in the support of the narrative are loosely related to the message. Media and/or technology attempt to support the narrative. | Narrative’s language and format does not distract from main message. Ideas are developed and present viewpoints supported by facts. Understanding of the audience and purpose or communication is evident. Media and/or technology effectively support the narrative. | Narrative’s language and format communicates the main message effectively. Ideas are developed and present an advanced understanding of the viewpoints discussed. There is a clear understanding of the audience and purpose of the communication. There is a focused presentation of appropriate supportive facts. Media and/or technology effectively support the narrative | Narrative demonstrates a well-constructed and creatively executed communication style. Arguments effectively combine differing information elements to present an new pattern of understanding. Information presented is supported by cited facts from advanced sources. Detailed information included demonstrates an attempt to connect specifically with the audience or purpose of the communication. Media and/or technology enhance the narrative. |
| **GEO 3 Quantitative Reasoning**  Apply logic to draw conclusions based on mathematical information | Use of mathematical or empirical evidence to support the conclusion is limited or absent. Calculation results and/or analyses are inappropriate and/or inaccurate. Quantitative reasoning, if presented does not align with conclusion presented. | Limited evidence that mathematical calculations and/or empirical evidence is used to draw conclusions is present. Results of calculations and/or analyses are present. However, limited information is provided to show calculation process or other mathematical tools used. | Evidence that mathematical calculations and/or empirical evidence is used to draw valid conclusions is present. Calculations and/or analyses are appropriate and accurate. Interpretation of mathematical and/or empirical models is accurately presented. | Solutions or conclusions are accurate and complete. Correct quantitative reasoning is effectively communicated. Independently selected data, graphs, or other quantitative tools are included to support conclusions identified.  All mathematical and/or empirical evidence presented are directly related to the solutions or conclusions drawn. | Solutions or conclusions presented represent an accurate, thorough, and insightful application of quantitative reasoning. Application of advanced statistics and/or self-generated additional charts, graphs, etc. to support conclusion is evident. All mathematical and/or empirical evidence presented are directly related to the solutions or conclusions drawn. |
| **GEO 4. Information Literacy**  Use information from credible sources effectively and ethically. | Narrative indicates limited attention to the credibility of sources provided. Narrative indicated a little reference to that material. Narrative is not organized and/or is unrelated to the purpose of the assignment. Little or incorrect information and/or analysis is included. Conclusion is not obvious, missing, or unsupported by evidence presented. | Narrative indicates that the student used the information provided as credible and factual with no further consideration as to its credibility. Narrative organization is present but does not effectively show a logical progression to the conclusion presented. Some indication that the information analyzed is incorrect or inaccurate. Conclusion appears to be incomplete or inaccurate. | Narrative indicates that the student attempted to differentiate between credible and non-credible information based on the information provided. Narrative is presented in a sequential and organized format. All information is correct, factual, and represents accurate interpretations. Conclusion shows evidence of being logically drawn from the information and analyses provided. | Narrative indicates an attempt to evaluate information sources for validity and accuracy. Narrative is organized and analyses are relevant. Some indication of a discussion of patterns or similarities related to assignment’s focus is evident. Conclusions are well-reasoned, and appropriate. | Narrative indicates a sophisticated ability to determine the credibility of the information sources and content provided. Narrative is clearly organized and provides insightful discussion of patterns, similarities, or varied viewpoints relating to a boarder perspective of the topic. Conclusions display deep and sophisticated understanding. |
| **Geo 5. Critical Thinking**  Develop reasoned conclusions by integrating information from multiple perspectives | Narrative is not organized and/or is unrelated to the purpose of the assignment. A single or distorted presentation of a perspective or approach is presented. Conclusion is inappropriate to the narrative. Limited attempt to remove personal biases from narrative is evident. | Narrative organization is present but does not effectively show a logical progression to the conclusion presented. Some attempt to integrate multiple perspectives or approaches as directed to draw logical conclusions is evident. Conclusions appear to be influenced by the varied viewpoints. However, a relationship between viewpoints and conclusion drawn is not clearly demonstrated. A limited attempt to acknowledge personal biases is evident. | Narrative is presented in a sequential and organized format. Integrates multiple perspectives or approaches as directed to draw logical conclusions. Reasoned conclusions are based on facts and logically reached. An attempt to acknowledge personal biases and limit their influence is evident. | Narrative is organized and analyses are relevant. Some indication of a discussion of patterns or similarities related to assignment’s focus is evident. A concise and accurate synthesis of multiple perspectives or approaches is evident. Reasoned conclusions are logical and supported by some diverse cultural, ethical, or contextual factors. Influence of personal or participant biases, while possible and? included, does not impact conclusion. | Narrative is clearly organized and provides insightful discussion of patterns, similarities, or varied viewpoints related to a broader perspective of the topic. A sophisticated ability to analyze and synthesize multiple perspectives or approaches is evident. Reasoned conclusions are logical, insightful, factual, and based on diverse cultural, ethical, or contextual factors as appropriate. No influence of personal or participant biases is evident. |
| **GEO 6. Diversity**  Integrate multiple and differing interpersonal and intercultural perspectives to address equity and inclusion in the development of reasoned conclusions. | Limited acknowledgement of the various labels used to identify classification of diverse populations is evident. Limited understanding of the concepts of diversity, equity, and inclusion is evident. Presentation of a conclusion or plans related to decision, policies, programs, etc. are not fully developed to address the needs of the population identified. | Multiple concepts related to diversity are evident. A limited discussion related to the concepts of diversity, equity, and inclusion is evident. Presentation of a conclusion or plans related to decision, policies, programs, etc. is evident but not fully developed to address the needs of the population identified. | An understanding of multiple concepts related to diversity is evident. An understanding of the concepts of diversity, equity, and inclusion as they are used in general conversation and scenarios is evident. Presentation of a conclusion or plans related to decision, policies, programs, etc. are developed to address the needs of the population identified. | An understanding of multiple concepts related to diversity is evident. Included in the narrative is a discussion of the situation or current environment in which the diverse scenario presented is to be addressed. An understanding of the concepts of diversity, equity, and inclusion as they are used specific to the scenario is evident. Presentation of a well-developed conclusion or plan related to decision, policies, programs, etc. are developed to address the needs of the population identified. An acknowledgement of personal biases is included. | An in-depth understanding of multiple concepts related to diversity is evident. An in-depth understanding of the concepts of diversity, equity, and inclusion as they are used specific to the scenario is evident. Presentation of a well-developed conclusion or plan related to decision, policies, programs, etc. are developed to address the needs of the population identified. The impact of the plan as it relates to multiple individuals involved is included. An acknowledgement of personal biases in included. However, discussion goes beyond merely acknowledging them but present a plan to grow personally based on the plan developed. |
| **GEO 7. Ethics**  Apply ethical principles and theories to situations. | Indicates a limited understanding of or desire to use issues of diversity, inclusion, and equity in making ethical decisions. Limited inclusion of a discussion of the ethical risks present in the scenarios or situations used in the evaluative process. Evidence of suggestions related to providing a plan to make a stronger ethical decision is not included, | Presentation focuses on a limited use of the various components to be considered (e.g., only cultural, or intellectual diversity) required in the ethical decision-making process. Communication includes a discussion of a limited number of ethical risks present in the scenarios or situations used in the evaluative process. Evidence of suggestions related to providing a plan to make an ethical decision is limited. | Understanding of the values-free inquiry, cultural and intellectual diversity, mutual respect required in the ethical decision-making process. Indicates a basic understanding of issues of diversity, inclusion, and equity in making ethical decisions. Communication includes a discussion of the ethical risks present in the scenarios or situations used in the evaluative process. Evidence of suggestions related to providing a plan to make a stronger ethical decision. | Understanding of multiple processes needed in the ethical decision-making process is evident. Indicates an understanding of issues of diversity, inclusion, and equity in making ethical decisions. Communication includes a discussion of the ethical risks present in the scenarios or situations used in the evaluative process. Suggestions related to providing a plan to make a stronger ethical decision are included. | Understanding the values-free inquiry, cultural and intellectual diversity, mutual respect, civic engagements, and societal and environmental responsibility required in the ethical decision-making process are included. Indicates an attempt to create a plan to move the ethical decision on the spectrum from merely issues of diversity to inclusion and finally a plan to ensure equity in making ethical decisions. Communication includes a discussion of the ethical risks present in the scenarios or situations used in the evaluative process. Evidence of a solid plan to make a strong ethical decision included. |