



WEST VIRGINIA STATE UNIVERSITY

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Academic Affairs Assessment of Student Learning Report for Academic Year 2017-2018

Department/Program Bachelor of Science Criminal Justice

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Program Learning Outcomes

- 1) Knowledge - Students will demonstrate knowledge of the Criminal Justice Field and analyze topical areas in the field. Components policing, courts, corrections
- 2) Critical Thinking - Students will demonstrate the ability to problem solve. Components include interpret information, analyze decisions, and evaluate facts, data, theories and terms.
- 3) Communication - Students will demonstrate the ability to communicate effectively using appropriate media. Components include writing and speaking.
- 4) Diversity - Students will demonstrate sensitivity to diverse populations.
- 5) Professional Integrity & Responsibility - Students will apply the ethical standards and professional behavior of the Criminal Justice field. Components include ethics.

1. Which learning outcomes did you measure this past year? [Please indicate whether any of these measures were conducted as follow-up to a previous year's issues or in response to Program Review. Be specific.]

Fall 2017

CJ PLO 1 – Knowledge on Knowledge and Comprehension

CJ PLO 2 – Critical Thinking on Application and Analysis

CJ PLO 4 – Diversity on Synthesis and Evaluation

Spring 2018

CJ PLO 4 – Diversity on Knowledge and Comprehension

CJ PLO 5 – Professional Integrity on Application and Analysis

CJ PLO 2 – Critical Thinking on Synthesis and Evaluation

2. In which course(s) were assessments conducted?

Fall 2017

CJ 101 – Knowledge on Knowledge and Comprehension

CJ 315 – Critical Thinking on Application and Analysis

CJ 425 – Diversity on Synthesis and Evaluation

Spring 2018

CJ 204 – Diversity on Knowledge and Comprehension

CJ 308 – Professional Integrity on Application and Analysis

CJ 380 – Critical Thinking on Synthesis and Evaluation

3. How did you assess the selected program learning outcomes (s)? (i.e., what did you assess – group project, skills demonstration, presentation, performance, debate, lab experiment, online discussion, etc. *and*- what tool (measure) did you use – rubric, nationally or state-normed exam, item analysis, pre-posttest design, skills inventory, survey, etc.)

Fall 2017

CJ 101 – Knowledge on Knowledge and Comprehension – Essay measured through rubric

CJ 315 – Critical Thinking on Application and Analysis – Research Paper measured through rubric

CJ 425 – Diversity on Synthesis and Evaluation – Assignment measured through rubric

Spring 2018

CJ 204 – Diversity on Knowledge and Comprehension – Assignment measured through rubric

CJ 308 – Professional Integrity on Application and Analysis – Essay measured through rubric

CJ 380 – Critical Thinking on Synthesis and Evaluation – Student Project measured through rubric

4. How many students were included in the assessment(s) of each PLO in a course?

Fall 2017

CJ PLO 1 – CJ 101 – Knowledge on Knowledge and Comprehension = 30 Students

CJ PLO 2 – CJ 315 – Critical Thinking on Application and Analysis = 10 Students

CJ PLO 4 – CJ 425 – Diversity on Synthesis and Evaluation = 29 Students

Spring 2018

CJ PLO 4 – CJ 204 – Diversity on Knowledge and Comprehension = 55 Students

CJ PLO 5 – CJ 308 – Professional Integrity & Responsibility on Application and Analysis = 16 Students

CJ PLO 2 – CJ 380 – Critical Thinking on Synthesis and Evaluation = 12 Students

5. How were students selected to participate in the assessment of each outcome (Helpful details might include- whether this assessment represents all students, a sample of students in a class, or a sample of students across sections)?

Fall 2017

CJ PLO 1 – CJ 101 – This sample of 30 students represents the number of enrolled students completing the assignment.

CJ PLO 2 – CJ 315 – This sample of 10 students represents the number of enrolled students completing the assignment.

CJ PLO 4 – CJ 425 – This sample of 30 students represents the number of enrolled students completing the assignment.

Spring 2018

CJ PLO 4 – CJ 204 – This sample of 55 students represents the number of enrolled students across two sections completing the assignment.

CJ PLO 5 – CJ 308 – This sample of 16 students represents the number of enrolled students completing the assignment.

CJ PLO 2 – CJ 380 – This sample of 12 students represents the number of enrolled students completing the assignment.

6. In general, describe how each assessment tool (measure) was constructed (i.e. in-house, national, adapted).

Fall 2017

CJ 101 – Knowledge on Knowledge and Comprehension – Measured in-house by CJ Faculty

CJ 315 – Critical Thinking on Application and Analysis – Measured in-house by CJ Faculty

CJ 425 – Diversity on Synthesis and Evaluation – Measured in-house by CJ Faculty

Spring 2018

CJ 204 – Diversity on Knowledge and Comprehension – Measured in-house by CJ Faculty

CJ 308 – Professional Integrity on Application and Analysis – Measured in-house by CJ Faculty

CJ 380 – Critical Thinking on Synthesis and Evaluation – Measured in-house by CJ Faculty

7. Who analyzed results and how were they analyzed?

Fall 2017

CJ 101 = Professor Mark Addesa graded the essays, using the assessment rubric adopted by the CJ faculty.

CJ 315 = Professor Leighann Davidson graded the research papers, using the assessment rubric adopted by the CJ faculty.

CJ 425 = Dr. Michael Kane graded the assignments, using the assessment rubric adopted by the CJ faculty.

Spring 2018

CJ 204 = Professor Kristina Raynes graded the assignments, using the assessment rubric adopted by the CJ faculty.

CJ 308 = Dr. Michael Kane graded the essays, using the assessment rubric adopted by the CJ faculty.

CJ 380 = Professor Leighann Davidson graded the student projects, using the assessment rubric adopted by the CJ faculty.

8. Provide a summary of the results/conclusions from the assessment of each measured Program Learning Outcome. *Report scores for this assessment, as well as students' strengths and weaknesses relative to this learning outcome.*

Fall 2017

CJ PLO 1 Knowledge Assessed on Knowledge & Comprehension = CJ 101. An essay was evaluated to determine whether students could demonstrate their knowledge and comprehension of the criminal justice field through the exploration of components in the field including law enforcement, courts, and corrections. This essay was prepared in APA format (4-6 pages). In order to attain a "C" or above, there needed to be evidence of the ability to design, formulate, compose and generate a comprehensive essay at the minimum 70-79 level. Rubric will be attached.

Excellent(5)	Above Average(4)	Average(3)	Below Average(2)	Did not meet expectations(1)
10x5 = 50	10x4 = 40	5x3 = 15	3x2 = 6	2x1 = 2
N = 30 Total Scores = 113 113/30 = 3.76				

The average level of performance of the essay for CJ 101 Knowledge in Criminal Justice was 3.76, which equates to 79-70 level of performance.

CJ PLO 2 Critical Thinking Assessed on Application and Analysis = CJ 315. A research paper was evaluated to determine whether students could demonstrate application and analysis of critical thinking through a literature review of a topic relevant to the criminal justice field by interpreting legal information, analyzing statistics and/or evaluating data reported by other researchers. This paper was prepared in APA format (6-8 pages). In order to attain a “C” or above, there needed to be evidence of the ability to critically think through problem solving and inquiry at the minimum 70-79 level. Rubric will be attached.

Excellent(5)	Above Average(4)	Average(3)	Below Average(2)	Did not meet expectations(1)
1x5 = 5	8x4 = 32	0x3 = 0	1x2 = 2	0x0 = 0
N = 10 Total Scores = 39 39/10 = 3.90				

The average level of performance of the research paper for CJ 315 Critical Thinking in Criminal Justice was 3.90, which equates to 79-70 level of performance.

CJ PLO 4 Diversity Assessed on Synthesis and Evaluation = CJ 425. An assignment was evaluated to determine whether students could demonstrate synthesis and evaluation of diversity in the criminal justice field by illustrating adaptability, displaying professional skills, presenting varied attitudes, exhibiting theoretical approaches, and revealing sensitivity to diverse populations. This assignment was prepared in APA format (8-10 pages). In order to attain a “C” or above, there needed to be evidence of the ability to evaluate information at the minimum 70-79 level. Rubric will be attached.

Excellent(5)	Above Average(4)	Average(3)	Below Average(2)	Did not meet expectations(1)
8x5 = 40	10x4 = 40	6x3 = 18	2x2 = 4	3x1 = 3
N = 29 Total Scores = 105 105/29 = 3.62				

The average level of performance of the assignment for CJ 425 Synthesis & Evaluation in Criminal Justice was 3.62, which equates to 79-70 level of performance.

Spring 2018

CJ PLO 4 Diversity Assessed on Knowledge & Comprehension = CJ 204. An assignment was evaluated to determine whether students could demonstrate knowledge and comprehension of diversity in the criminal justice field by illustrating adaptability, displaying professional skills, presenting varied attitudes, exhibiting theoretical approaches, and revealing sensitivity to diverse populations. This assignment was prepared in APA format (4-6 pages). In order to attain a “C” or above, there needed

to be evidence of the ability to explain information within the juvenile justice system at the minimum 70-79 level. Rubric will be attached.

Excellent(5)	Above Average(4)	Average(3)	Below Average(2)	Did not meet expectations(1)
18x5 = 90	20x4 = 80	10x3 = 30	5x2 = 10	2x1 = 2
N = 55	Total Scores = 212		212/55 = 3.85	

The average level of performance of the assignment for CJ 204 Knowledge & Comprehension in Criminal Justice was 3.85, which equates to 79-70 level of performance.

CJ PLO 5 Professional Integrity Assessed on Application and Analysis = CJ 308. An essay was evaluated to determine whether students could demonstrate application and analysis of professional integrity through an essay exhibiting ethical standards and professional behaviors within the criminal justice field. This essay was prepared in APA format (6-8 pages). In order to attain a “C” or above, there needed to be evidence of the ability to critically think through problem solving and inquiry at the minimum 70-79 level. Rubric will be attached.

Excellent(5)	Above Average(4)	Average(3)	Below Average(2)	Did not meet expectations(1)
6x5 = 30	2x4 = 8	2x3 = 6	6x2 = 12	0x0 = 0
N = 16	Total Scores = 56		56/16 = 3.50	

The average level of performance of the essay for CJ 308 Professional Integrity in Criminal Justice was 3.50, which equates to 79-70 level of performance.

CJ PLO 2 Critical Thinking Assessed on Synthesis and Evaluation = CJ 380. A student project was evaluated to determine whether students could demonstrate synthesis and evaluation of critical thinking through a presentation of a topic relevant to the criminal justice field by interpreting legal information, analyzing statistics and/or evaluating data reported by other researchers. This presentation was prepared in APA format (10-15 minutes). In order to attain a “C” or above, there needed to be evidence of the ability to critically think through problem solving and inquiry at the minimum 70-79 level. Rubric will be attached.

Excellent(5)	Above Average(4)	Average(3)	Below Average(2)	Did not meet expectations(1)
6x5 = 30	4x4 = 16	2x3 = 6	0x2 = 0	0x0 = 0
N = 12	Total Scores = 52		52/12 = 4.33	

The average level of performance of the project for CJ 380 Critical Thinking in Criminal Justice was 4.33, which equates to 89-80 level of performance.

9. What are next steps? (e.g., will you measure this same learning outcome again? Will you change some feature of the classroom experience and measure its impact? Will you try a new tool? Are you satisfied?)

The new assessment plan has been implemented and is working well for students and faculty. The Department meets as a group at the beginning of the fall semesters to discuss the results and interpretation of the collected data. The current assignments and rubrics will remain the same for the upcoming future semesters. For the Fall 2018 and Spring 2019 semesters, the following courses will be assessed:

Fall 2018

CJ PLO 5 – CJ 224 – Professional Integrity of Knowledge & Comprehension

CJ PLO 1 – CJ 415 – Knowledge of Synthesis & Evaluation

Spring 2019

CJ PLO 5 – CJ 425 – Professional Integrity of Synthesis & Evaluation

CJ PLO 3 – CJ 223 – Communication of Knowledge & Comprehension

10. Please attach an example of the assessment tool used to measure your PLO(s). These can be added as an appendix, a link to the assessment, or sent separately in email with your report.

Attached

Curriculum Map and Assessment Assignments

PLO's	First Assessment Knowledge/Comprehension	Second Assessment Application/Analysis	Third Assessment Synthesis/Evaluation
CJ Course Assessed PLO 1	Course CJ 101 1st Semester Knowledge Demonstrate knowledge of the Criminal Justice field and explore components in the field including law enforcement, courts, and corrections. Demonstrate an understanding by earning a minimum of "C" as assessed by course assignments.	Course CJ 307 4th Semester Knowledge Apply knowledge of the Criminal Justice field and analyze components in the field including law enforcement, courts, and corrections. Demonstrate an understanding by earning a minimum of "C" as assessed by course assignments.	Course CJ 415 7th Semester Knowledge Evaluate knowledge of the Criminal Justice field and analyze components in the field including law enforcement, courts, and corrections. Demonstrate an understanding by earning a minimum of "C" as assessed by course assignments.
CJ Course Assessed PLO 2	Course CJ 226 2nd Semester Critical Thinking Demonstrate critical thinking skills in the Criminal Justice field through problem solving and inquiry. Components include interpreting legal information, analyzing decisions, and evaluating facts, data, theories and terms. Demonstrate an understanding by earning a minimum of "C" as assessed by course assignments.	Course CJ 315 5th Semester Critical Thinking Apply critical thinking skills in the Criminal Justice field through problem solving and inquiry. Components include interpreting legal information, analyzing decisions, and evaluating facts, data, theories and terms. Demonstrate an understanding by earning a minimum of "C" as assessed by course assignments.	Course CJ 380 7th semester Critical Thinking Construct critical thinking skills in the Criminal Justice field through problem solving and inquiry. Components include interpreting legal information, analyzing decisions, and evaluating facts, data, theories and terms. Demonstrate an understanding by earning a minimum of "C" as assessed by course assignments.
CJ Course Assessed PLO 3	Course CJ 223 3rd Semester Communication Demonstrate communication skills effectively by utilizing appropriate methods. Components include writing, researching, speaking, listening, and participating projects. Demonstrate an understanding by earning a minimum of "C" as assessed by course assignments.	Course CJ 320 4th Semester Communication Apply communication skills effectively by utilizing appropriate methods. Components include writing, researching, speaking, listening, and participating projects. Demonstrate an understanding by earning a minimum of "C" as assessed by course assignments.	Course CJ 330 5th Semester Communication Produce communication skills effectively by utilizing appropriate methods. Components include writing, researching, speaking, listening, and participating projects. Demonstrate an understanding by earning a minimum of "C" as assessed by course assignments.
CJ Course Assessed CJ PLO 4	Course CJ 204 2nd Semester Diversity Demonstrate multiple perspectives of diversity within the Criminal Justice field. Components include illustrating adaptability, displaying professional skills, presenting varied attitudes, exhibiting theoretical approaches, and revealing sensitivity to diverse populations. Demonstrate an understanding by earning a minimum "C" as assessed by course assignments.	Course CJ 313 6th Semester Diversity Apply multiple perspectives of diversity within the Criminal Justice field. Components include illustrating adaptability, displaying professional skills, presenting varied attitudes, exhibiting theoretical approaches, and revealing sensitivity to diverse populations. Demonstrate an understanding by earning a minimum "C" as assessed by course assignments.	Course CJ 425 8th Semester Diversity Appraise multiple perspectives of diversity within the Criminal Justice field. Components include illustrating adaptability, displaying professional skills, presenting varied attitudes, exhibiting theoretical approaches, and revealing sensitivity to diverse populations. Demonstrate an understanding by earning a minimum "C" as assessed by course assignments.

Assessment Assignment for CJ 101 Introduction to Criminal Justice

CJ PLO 1 Knowledge Assessed on Knowledge & Comprehension

Demonstrate knowledge of the Criminal Justice field and explore components in the field including law enforcement, courts, and corrections. Demonstrate an understanding by earning a minimum of “C” as assessed by course assignments.

Assignment:

Students will demonstrate knowledge and comprehension of the criminal justice field by submitting an assignment prepared by the instructor. The assignment will be detailed in the course syllabus. All written assignments will be typed in Times New Roman, 12-point font, and APA format. This assignment will be graded using the following rubric:

Rubric: Knowledge/Comprehension

Assessment CJ PLO 1 Knowledge	Excellent (5)	Above Average (4)	Average (3)	Below average (2)	Did not meet Expectations (1)
Level of Assessment Knowledge & Comprehension	The work consistently demonstrates an excellent, clear, accurate, and detailed knowledge and comprehension of the Criminal Justice field including law enforcement, courts, and corrections.	The work demonstrates an above average knowledge and comprehension of the Criminal Justice field including law enforcement, courts, and corrections.	The work demonstrates an average knowledge and comprehension of the Criminal Justice field including law enforcement, courts, and corrections.	The work demonstrates a below average knowledge and comprehension of the Criminal Justice field including law enforcement, courts, and corrections.	The work demonstrates inadequate knowledge and comprehension of the Criminal Justice field including law enforcement, courts, and corrections.

Assessment Assignment for CJ 315 Research Methods

CJ PLO 2 Critical Thinking Assessed on Application & Analysis

Apply critical thinking skills in the Criminal Justice field through problem solving and inquiry. Components include interpreting legal information, analyzing decisions, and evaluating facts, data, theories and terms. Demonstrate an understanding by earning a minimum of “C” as assessed by course assignments.

Assignment:

Students will demonstrate application and analysis of critical thinking skills by an assignment prepared by the instructor. The assignment will be detailed in the course syllabus. All written assignments will be typed in Times New Roman, 12-point font, and APA format. This assignment will be graded using the following rubric:

Rubric: Application & Analysis

Assessment CJ PLO 2 Critical Thinking	Excellent (5)	Above Average (4)	Average (3)	Below Average (2)	Did not meet Expectations (1)
Level of Assessment Application & Analysis	The work consistently demonstrates an excellent, clear, accurate, and detailed application and analysis of critical thinking skills through the precise use of facts, data, rules, theories, ideas, and terms. The work visibly calculates, predicts, and applies excellent solutions to problem solving and inquiry.	The work demonstrates an above average application and analysis of critical thinking skills through the precise use of facts, data, rules, theories, ideas, and terms. The work visibly calculates, predicts, and applies excellent solutions to problem solving and inquiry.	The work demonstrates an average application and analysis of critical thinking skills through the precise use of facts, data, rules, theories, ideas, and terms. The work visibly calculates, predicts, and applies excellent solutions to problem solving and inquiry.	The work demonstrates a below average application and analysis of critical thinking skills through the precise use of facts, data, rules, theories, ideas, and terms. The work visibly calculates, predicts, and applies excellent solutions to problem solving and inquiry.	The work demonstrates inadequate application and analysis of critical thinking skills through the precise use of facts, data, rules, theories, ideas, and terms. The work visibly calculates, predicts, and applies excellent solutions to problem solving and inquiry.

Assessment Assignment for CJ 425 Senior Seminar

CJ PLO 4 Diversity Assessed on Synthesis & Evaluation

Appraise multiple perspectives of diversity within the Criminal Justice field. Components include illustrating adaptability, displaying professional skills, presenting varied attitudes, exhibiting theoretical approaches, and revealing sensitivity to diverse populations. Demonstrate an understanding by earning a minimum “C” as assessed by course assignments.

Assignment:

Students will demonstrate synthesis and evaluation of diversity in the criminal justice field through an assignment prepared by the instructor. The assignment will be detailed in the course syllabus. All written assignments will be typed in Times New Roman, 12-point font, and APA format. This assignment will be graded using the following rubric:

Rubric: Synthesis & Evaluation

Assessment CJ PLO 4 Diversity	Excellent (5)	Above Average (4)	Average (3)	Below average (2)	Did not meet Expectations (1)
Level of Assessment Synthesis & Evaluation	The work consistently demonstrates an excellent, clear, accurate, and detailed synthesis and evaluation of sensitivity to diversity in the field of criminal justice through personal adaptability, professional skills, varying attitudes, and theoretical approaches to diverse populations.	The work demonstrates an above average synthesis and evaluation of sensitivity to diversity in the field of criminal justice through personal adaptability, professional skills, varying attitudes, and theoretical approaches to diverse populations.	The work demonstrates an average synthesis and evaluation of sensitivity to diversity in the field of criminal justice through personal adaptability, professional skills, varying attitudes, and theoretical approaches to diverse populations.	The work demonstrates a below average synthesis and evaluation of sensitivity to diversity in the field of criminal justice through personal adaptability, professional skills, varying attitudes, and theoretical approaches to diverse populations.	The work demonstrates inadequate synthesis and evaluation of sensitivity to diversity in the field of criminal justice through personal adaptability, professional skills, varying attitudes, and theoretical approaches to diverse populations.

Assessment Assignment for CJ 204 Juvenile Justice

CJ PLO 4 Diversity Assessed on Knowledge & Comprehension

Demonstrate multiple perspectives of diversity within the Criminal Justice field. Components include illustrating adaptability, displaying professional skills, presenting varied attitudes, exhibiting theoretical approaches, and revealing sensitivity to diverse populations. Demonstrate an understanding by earning a minimum “C” as assessed by course assignments.

Assignment:

Students will demonstrate knowledge and comprehension of diversity in the criminal justice field through an assignment prepared by the instructor. The assignment will be detailed in the course syllabus. All written assignments will be typed in Times New Roman, 12-point font, and APA format. This assignment will be graded using the following rubric:

Rubric: Knowledge/Comprehension

Assessment CJ PLO 4 Diversity	Excellent (5)	Above Average (4)	Average (3)	Below average (2)	Did not meet Expectations (1)
Level of Assessment Knowledge & Comprehension	The work consistently demonstrates an excellent, clear, accurate, and detailed knowledge and comprehension of sensitivity to diversity in the field of criminal justice through personal adaptability, professional skills, varying attitudes, and theoretical approaches to diverse populations.	The work demonstrates an above average knowledge and comprehension of sensitivity to diversity in the field of criminal justice through personal adaptability, professional skills, varying attitudes, and theoretical approaches to diverse populations.	The work demonstrates an average knowledge and comprehension of sensitivity to diversity in the field of criminal justice through personal adaptability, professional skills, varying attitudes, and theoretical approaches to diverse populations.	The work demonstrates a below average knowledge and comprehension of sensitivity to diversity in the field of criminal justice through personal adaptability, professional skills, varying attitudes, and theoretical approaches to diverse populations.	The work demonstrates inadequate knowledge and comprehension of sensitivity to diversity in the field of criminal justice through personal adaptability, professional skills, varying attitudes, and theoretical approaches to diverse populations.

Assessment Assignment for CJ 308 Ethics in Criminal Justice

CJ PLO 5 Professional Integrity Assessed on Application & Analysis

Apply professional integrity and ethical standards through exhibiting professional behaviors within the Criminal Justice field. Components include displaying reliability, validating ethics, attending courses, and exhibiting punctuality. Demonstrates an understanding by earning a minimum “C” as assessed by course assignments.

Assignment:

Students will demonstrate application and analysis of professional integrity and ethical standards through professional behaviors within the Criminal Justice field through an assignment prepared by the instructor. The assignment will be detailed in the course syllabus. All written assignments will be typed in Times New Roman, 12-point font, and APA format. This assignment will be graded using the following rubric:

Rubric: Application & Analysis

Assessment CJ PLO 5 Professional Integrity	Excellent (5)	Above Average (4)	Average (3)	Below average (2)	Did not meet expectations (1)
Level of Assessment Application & Analysis	The work consistently demonstrates an excellent, clear, accurate, and detailed application and analysis of ethical standards and professional behaviors associated with the Criminal Justice field through reliability, ethics, coursework and punctuality.	The work demonstrates an above average application and analysis of ethical standards and professional behaviors associated with the Criminal Justice field through reliability, ethics, coursework and punctuality.	The work demonstrates an average application and analysis of ethical standards and professional behaviors associated with the Criminal Justice field through reliability, ethics, coursework and punctuality.	The work demonstrates below average application and analysis of ethical standards and professional behaviors associated with the Criminal Justice field through reliability, ethics, coursework and punctuality.	The work demonstrates inadequate application and analysis of ethical standards and professional behaviors associated with the Criminal Justice field through reliability, ethics, coursework and punctuality.

Assessment Assignment for CJ 380 Criminal Procedure

CJ PLO 2 Critical Thinking Assessed on Synthesis & Evaluation

Construct critical thinking skills in the Criminal Justice field through problem solving and inquiry. Components include interpreting legal information, analyzing decisions, and evaluating facts, data, theories and terms. Demonstrate an understanding by earning a minimum of “C” as assessed by course assignments.

Assignment:

Students will demonstrate synthesis and evaluation of critical thinking skills by an assignment prepared by the instructor. The assignment will be detailed in the course syllabus. All written assignments will be typed in Times New Roman, 12-point font, and APA format. This assignment will be graded using the following rubric:

Rubric: Synthesis & Evaluation

Assessment CJ PLO 2 Critical Thinking	Excellent (5)	Above Average (4)	Average (3)	Below Average (2)	Did not meet Expectations (1)
Level of Assessment Synthesis & Evaluation	The work consistently demonstrates an excellent, clear, accurate, and detailed synthesis and evaluation of critical thinking skills through the precise use of facts, data, rules, theories, ideas, and terms. The work visibly calculates, predicts, and applies excellent solutions to problem solving and inquiry.	The work demonstrates an above average synthesis and evaluation of critical thinking skills through the precise use of facts, data, rules, theories, ideas, and terms. The work visibly calculates, predicts, and applies excellent solutions to problem solving and inquiry.	The work demonstrates an average synthesis and evaluation of critical thinking skills through the precise use of facts, data, rules, theories, ideas, and terms. The work visibly calculates, predicts, and applies excellent solutions to problem solving and inquiry.	The work demonstrates a below average synthesis and evaluation of critical thinking skills through the precise use of facts, data, rules, theories, ideas, and terms. The work visibly calculates, predicts, and applies excellent solutions to problem solving and inquiry.	The work demonstrates inadequate synthesis and evaluation of critical thinking skills through the precise use of facts, data, rules, theories, ideas, and terms. The work visibly calculates, predicts, and applies excellent solutions to problem solving and inquiry.