

**GCU Academic Program Assessment Plan (Developed Fall 2016)  
Program: MA in Criminal Justice & Human Rights\***

*\*Please note this program was approved in 2010 as an MA in Criminal Justice but was never run. We are currently reviving it and in doing so are revising the name and curriculum. These changes are currently undergoing an approval process. If approved, the revised MA will begin taking students for Fall 2017.*

**NEW PROPOSED PROGRAM GOALS** (Program goals were not established for this degree originally.)

- (1) Specialized knowledge in the disciplines of criminal justice and human rights, including relevant theoretical perspectives, and the intersection of criminal justice and human rights;
- (2) Effective communication and presentation skills, appropriate to the master's level;
- (3) Accomplishment in research methodology appropriate to issues and problems presented;
- (4) Problem-solving and critical thinking skills in the social sciences;
- (5) Reflective awareness of ethical considerations, leadership, and Mercy core values relevant to the fields of criminal justice and human rights.

**Learning Outcomes: Upon successful completion of the program of study for Criminal Justice & Human Rights, the student will earn a Master of Arts degree and will have given evidence of the following program outcomes:**

**LO1: Knowledge of the field (Goal 1):** Students will demonstrate specialized knowledge in criminal justice and human rights disciplines (including history, policy and legal dimensions, social and political aspects, and relevant theoretical perspectives) through topical research papers in various courses, building to a capstone project and paper on a significant topic in the field chosen by the student.

Papers are evaluated by social science standards, assessed by faculty members according to established rubrics, with the capstone reviewed by a panel of at least two faculty members.

**LO2: Communication and research skills (Goals 2 & 3):** Students will demonstrate effective communication skills appropriate to an academic Social Science Masters' program and competence in research methodology through the development of a research proposal and, subsequently, through carrying out original research and writing a capstone paper.

Methods employed must be appropriate to the research problem and will be evaluated by social science standards, assessed by faculty according to established rubrics, with the capstone reviewed by a panel of at least two faculty members.

**LO3: Ability to think critically, ethically, and with an awareness of Mercy core values**

**(Goals 4 & 5):** Students will demonstrate skills of critical and ethical analysis, leadership, and the ability to reflectively consider Mercy core values through a series of short assignments and ultimately the capstone project.

Papers are evaluated by social science standards, assessed by faculty according to established rubrics, with the capstone reviewed by a panel of at least two faculty members.

Program: <b>MA in Criminal Justice &amp; Human Rights</b>	LO 1 <b>Knowledge</b>	LO 2 <b>Communication &amp; research skills</b>	LO 3 <b>Critical &amp; ethical thinking</b>
<i>Related ISLG</i>	N/A		
<i>Related BRIDGE General Education Goals (if applicable)</i>	N/A		
<i>Related Accreditation Standard (if applicable)</i>	N/A		
How do students learn this? In what course(s) and/or co-curricular experience(s)? (Mapping of program courses to the program outcomes)	CJ501 Theory & Practice in Criminology CJ503 Criminal Justice & Society CJ505 Human Rights Law & Policy CJ510 Research Methods CJ520 Victimology	CJ505 Human Rights Law & Policy CJ510 Research Methods CJ511 Research Design CJ525 Leadership & Policy Analysis CJ590 Capstone	CJ503 Criminal Justice & Society CJ505 Human Rights Law & Policy CJ511 Research Design CJ525 Leadership & Policy Analysis CJ590 Capstone CJ599 Internship

<b>Program: MA in Criminal Justice &amp; Human Rights</b>	<b>LO 1 Knowledge</b>	<b>LO 2 Communication &amp; research skills</b>	<b>LO 3 Critical &amp; ethical thinking</b>
	CJ525 Leadership & Policy Analysis CJ555 Torture & State Violence CJ560 Post-Conflict Justice CJ565 Sel Topics in CJ & Human Rights CJ590 Capstone CJ599 Internship Existing HS courses	CJ599 Internship Occasional electives	Occasional electives
Formative Assessment will occur in ...	CJ503 Criminal Justice & Society	CJ511 Research Design	CJ505 Human Rights Law & Policy
Summative Assessment will occur in...	CJ590 Capstone	CJ590 Capstone	CJ590 Capstone
Direct Evidence: Formative Assessment	Online examination, requiring the evaluation of foundations of criminal justice (criminal guilt, the concept of crime, select features of the criminal process and punishment), evaluated by a common rubric.	Development of a research proposal and an annotated bibliography, evaluated by a rubric for this LO.	A series of short assignments involving case studies of ethical dilemmas & critical thinking questions (requiring critical and ethical evaluation), evaluated by a rubric

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Indirect Evidence: Formative Assessment	SIR II survey on related courses (section F covering course objectives).  Annual student satisfaction survey covering ongoing program satisfaction.  Program pass or progression rates.	SIR II survey on related courses (section F covering course objectives).  Annual student satisfaction survey covering ongoing program satisfaction.  Program pass or progression rates.	SIR II survey on related courses (section F covering course objectives).  Annual student satisfaction survey covering ongoing program satisfaction.  Program pass or progression rates.
Direct Evidence: Summative Assessment	Capstone research paper demonstrating expertise on a significant topic in the field, evaluated by a common rubric by a panel (at least two) of faculty members.	Capstone research paper and presentation, evaluated by a common rubric by a panel (at least two) of faculty members.	Capstone research paper demonstrating critical and ethical skills, evaluated by a common rubric by a panel (at least two) of faculty members.
Indirect Evidence: Summative Assessment	Program satisfaction survey (results for final year / graduating students and alums).	Program satisfaction survey (results for final year / graduating students and alums).	Program satisfaction survey (results for final year / graduating students and alums).
Rate of Achievement  Direct Evidence: Formative	80% achieved at or above the <u>developing</u> level in rubric criteria.	50% achieved at or above the <u>accomplished</u> level in rubric criteria; 90% achieved at or	80% achieved at or above the <u>developing</u> level in rubric criteria.

<b>Program: MA in Criminal Justice &amp; Human Rights</b>	<b>LO 1 Knowledge</b>	<b>LO 2 Communication &amp; research skills</b>	<b>LO 3 Critical &amp; ethical thinking</b>
		above the <u>developing</u> level.	
<b>Rate of Achievement</b>  <b>Indirect Evidence:</b> <b>Formative</b>	<p>At least 75% of students completing evaluations, with an average of 3.8 or higher on a 5-point scale (with 5 being that students met objectives “much more” than in other courses).</p> <p>At least 75% of students completed the survey, with an overall satisfaction rate of 3 out of 4, with 4 being very satisfied.</p> <p>85% of students progressing / passing.</p>	<p>At least 75% of students completing evaluations, with an average of 3.8 or higher on a 5-point scale (with 5 being that students met objectives “much more” than in other courses).</p> <p>At least 75% of students completed the survey, with an overall satisfaction rate of 3 out of 4, with 4 being very satisfied.</p> <p>85% of students progressing / passing.</p>	<p>At least 75% of students completing evaluations, with an average of 3.8 or higher on a 5-point scale (with 5 being that students met objectives “much more” than in other courses).</p> <p>At least 75% of students completed the survey, with an overall satisfaction rate of 3 out of 4, with 4 being very satisfied.</p> <p>85% of students progressing / passing.</p>
<b>Rate of Achievement</b>  <b>Direct Evidence:</b> <b>Summative</b>	80% achieved at or above the <u>accomplished</u> level in rubric criteria related to LO1	80% achieved at or above the <u>accomplished</u> level in rubric criteria related to LO2	80% achieved at or above the <u>accomplished</u> level in rubric criteria related to LO3

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<b>Rate of Achievement</b>  <b>Indirect Evidence:</b> <b>Summative</b>	At least 75% of students completed the survey, with an overall satisfaction rate of 3 out of 4, with 4 being very satisfied.	At least 75% of students completed the survey, with an overall satisfaction rate of 3 out of 4, with 4 being very satisfied	At least 75% of students completed the survey, with an overall satisfaction rate of 3 out of 4, with 4 being very satisfied
<b>Time Frame for Assessing the outcome.</b>	Data collected annually. Analyzed in year 1 with available data.	Data collected annually. Analyzed in year 2 with available data.	Data collected annually. Analyzed in year 3 with available data.

**GCU Program Assessment Report Form**

<i><b>GCU Program Assessment Annual Report</b></i>
<p><i><b>Program:</b></i></p> <p><i><b>Division:</b></i></p> <p><i><b>Date:</b></i></p> <p><i><b>Program Assessment Liaison:</b></i></p>
<p>Based on the above plan and the designated outcome(s) assessed for the academic year, the major program submits a Program Assessment Report annually that contains the program assessment plan, assessment data and analysis, and action steps to be taken by the program based on these results. See below for the outline of this report.</p>
Learning Outcome(s) Assessed:
Assessment Protocol Description
Assessment Data and Findings
Analysis of Data:
Are these results satisfactory? Why or Why not?
Action Plan based on Assessment Results:
Time Frame for Action Plan:

**Assessment Data:** Please include the data that you used to complete the above report. Attach rubrics, tallies, and method of validation.

