

Professional Presentation and Scholarship

- This goal is threaded throughout the curriculum.
- Introduced in early coursework through standard papers.
- Reinforced in CRIJ 5331 (Research Proposal).
- Prepared for being mastery in the CRIJ 5346 (Capstone), where the final Capstone Paper represents professional-level scholarship.
- Develop the ability to understand and assess the social context of problems in diverse settings through professional and scientific lens.

MEASURES	RESULTS	ACTIONS
Research Proposal Direct - Assignment <i>Quantitative Mthds Criminology: CRIJ 5331</i> Target 80% of the class scored a B grade or higher on the assignment.	MET Summary The Professional Presentation and Scholarship outcome was assessed through two major assignments in CRIJ 5331: Quantitative Methods in Criminology. The first assignment required students to develop a comprehensive research proposal demonstrating their ability to formulate criminological inquiries, design an appropriate research plan, and present a scholarly approach to addressing criminal justice problems. The second assignment required students to critically evaluate a research manuscript, focusing on the quality of its research design, methodology, presentation of findings, and overall scholarly contribution. Across both assignments, 97 out of 111 students (87%) earned an A or B grade, exceeding the program benchmark that 80% of students achieve a B or higher on the designated assessment assignment. The research proposal assignment demonstrated students' ability to plan and communicate scientific research. In contrast, the research manuscript critique assessed students' ability to recognize and evaluate high-quality scholarly work and the presentation of scientific findings. The results indicate that students successfully demonstrated proficiency in professional scholarship, research planning, and the critical evaluation of scientific research. By meeting the benchmark on both assignments, students showed the ability to understand, assess, and communicate criminal justice issues through a professional and scientific lens. Analysis The assessment results indicate that the MSCJ program successfully achieved the Professional Presentation and Scholarship outcome. With 87% of students earning an A or B on both the research proposal and research manuscript critique assignments, student performance exceeded the program benchmark and demonstrated strong competency in graduate-level scholarship.	<i>No actions have been added.</i>

	The research proposal assignment required students to formulate research questions, develop appropriate methodologies, and present a coherent plan for investigating criminological issues. The high success rate suggests that students were able to apply research concepts and design scientifically sound studies. Likewise, the manuscript critique assignment demonstrated students' ability to critically evaluate scholarly research, assess methodological quality, and recognize the characteristics of effective professional and scientific communication. Together, the two assignments provided a comprehensive assessment of students' ability both to produce scholarly work and to critically evaluate the work of others. The results indicate that students developed the analytical, research, and communication skills necessary for professional practice and advanced scholarship in criminal justice. Overall, the findings support the conclusion that CRIJ 5331 effectively prepares students for the scholarly expectations of the MSCJ program and provides a strong foundation for success in the capstone course and future professional endeavors.	
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Strategic Leadership and Ethical Management

- Mastered in CRIJ 5345 (Criminal Justice Leadership) and CRIJ 5340 (Social Justice).
- Reinforced in administrative electives such as Legal Aspects of Management and Correctional Administration, ensuring leadership is viewed through legal and operational lenses.

MEASURES	RESULTS	ACTIONS
Final Interview Project Direct - Assignment <i>Criminal Justice Leadership: CRIJ 5345</i> Target 70% of the class will achieve a grade of B or higher.	MET Summary The Strategic Leadership and Ethical Management outcome was assessed through the Final Interview Project and Applied Leadership Activity in CRIJ 5345: Criminal Justice Leadership. These assignments were designed to evaluate students' ability to apply leadership theories, ethical decision-making principles, communication strategies, and organizational management concepts to real-world criminal justice settings. For the Final Interview Project, 84 out of 105 students (80.0%) earned a score of 120 out of 150 or higher, meeting the program benchmark that at least 70% of students achieve a grade of B or higher. The average project score was 127.82 out of 150, with a median score of 140. Students generally demonstrated the ability to apply leadership theories and course concepts to the analysis of interview data and professional leadership practices.	<i>No actions have been added.</i>

	For the Applied Leadership Activity, 89 out of 105 students (84.8%) earned a score of 80 out of 100 or higher, further demonstrating proficiency in leadership application and ethical management principles. In addition, overall course performance reflected strong mastery of leadership and management competencies. A total of 97 out of 106 students (91.5%) earned a final course grade of B or higher, indicating successful attainment of learning outcomes related to leadership, communication, ethical decision-making, and organizational management. Overall, the assessment results exceeded the established benchmark and suggest that students successfully developed strategic leadership and ethical management competencies within criminal justice organizations. Analysis The assessment results indicate that the MSCJ program successfully achieved the Strategic Leadership and Ethical Management outcome. Student performance exceeded the program benchmark across all assessment measures, demonstrating strong competency in leadership theory, ethical decision-making, organizational management, and professional communication. The Final Interview Project provided students with an opportunity to apply leadership concepts to real-world criminal justice settings by analyzing the experiences and perspectives of criminal justice professionals. The high percentage of students meeting the benchmark suggests that students were able to connect leadership theories with practical management challenges and professional practice. Similarly, the Applied Leadership Activity demonstrated students' ability to apply leadership principles and ethical decision-making strategies to organizational situations. The strong overall course performance, with more than 90% of students earning a B or higher, further supports the conclusion that students successfully developed leadership and management competencies expected of graduate-level criminal justice professionals. The results suggest that students not only understood leadership theories but were also able to apply those concepts to professional, ethical, and organizational issues within criminal justice agencies. Overall, the findings support the effectiveness of CRIJ 5345 in preparing students for leadership roles by strengthening their abilities in strategic thinking, ethical management, communication, and organizational decision-making within criminal justice environments.	
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Research and Evidence-Based Practice

- Reinforced in CRIJ 5330 (Planning & Evaluation), where students likely engage with program metrics.
- Mastered in CRIJ 5331 (Quantitative Methods). The Research Proposal assignment acts as the primary artifact for demonstrating this competency.

MEASURES	RESULTS	ACTIONS
An Evaluation Plan <i>Planning & Evaluation: CRIJ 5330</i> Target 80% of the students will achieve a 75 out of 100 on the rubric was established for CRIJ 5330 evaluation plan assessment.	MET Summary The Research and Evidence-Based Practice outcome was assessed through the Evaluation Plan project in CRIJ 5330: Planning and Evaluation. This assignment required students to develop and apply evaluation strategies, utilize program metrics, and demonstrate evidence-based approaches to assessing criminal justice programs and policies. Of the 85 students enrolled in the course, 83 students (97.65%) achieved the benchmark score of 75 out of 100 or higher on the Evaluation Plan project, substantially exceeding the program target that 80% of students attain the established proficiency level. In addition, overall course performance reflected strong mastery of research and evaluation concepts. A total of 82 out of 85 students (96.47%) earned a final course grade of A or B, indicating a high level of competency in planning, evaluation, data-driven decision-making, and evidence-based practice. Overall, the assessment results exceeded the established benchmark and suggest that students successfully developed the knowledge and skills necessary to evaluate criminal justice programs and apply evidence-based practices within professional settings. Analysis While the results demonstrate successful attainment of the outcome, the consistently high level of student achievement suggests that future reviews may consider increasing the rigor of assessment expectations to better distinguish varying levels of student mastery. To further strengthen student learning and provide a more comprehensive assessment of research and evidence-based practice competencies, additional assignments may be incorporated into future assessment cycles. These may include graduate-level planning and evaluation activities related to criminal justice organizations and programs, such as evaluation reviews and program assessment projects. In addition, scholarly writing assignments, including annotated bibliographies and literature reviews, may be utilized to further develop students' research, analytical,	<i>No actions have been added.</i>

	and evidence-based decision-making skills. Overall, the findings support the effectiveness of CRIJ 5330 in preparing students to apply research and evidence-based practices in professional criminal justice settings.	
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Social Responsibility and Professional Codes

- This goal is threaded throughout the curriculum.
- Introduced in early coursework through standard papers.
- Reinforced in CRIJ 5340 (Social Justice Paper) and CRIJ 5345 (Strategic Plans).
- Mastered in the CRIJ 5346 (Capstone), where the final Capstone Paper represents professional-level scholarship.

Develop the ability to assess their ethical values and understand the social context of problems in diverse social settings.

MEASURES	RESULTS	ACTIONS
Final class project Direct - Assignment <i>Crim Just Studies: CRIJ 5340</i> Target 80% of the Students who attain a score of 3.5 out of 5 on the final research paper assessment rubric are considered to have met the minimum proficiency level for the course.	MET Summary The Social Responsibility and Professional Codes outcome was assessed through the Reaction Paper assignments in CRIJ 5340: Criminal Justice Studies. These assignments required students to critically examine issues of social injustice, evaluate ethical considerations within the criminal justice system, and demonstrate their understanding of the social context of criminal justice problems in diverse settings. Across the four Reaction Papers, a total of 292 scores were evaluated. The average score was 89.98 out of 100. Of the 292 scores, 243 (83%) earned a grade of B (80%) or higher, exceeding the program benchmark that 80% of students attain the minimum proficiency level. Because 83% of the scores met or exceeded the benchmark, the target for this outcome was achieved. The results indicate that students generally demonstrated strong critical thinking skills, an understanding of social injustice and ethical issues within the criminal justice system, and the ability to communicate their analyses effectively through written assignments. Analysis The assessment results indicate that the MSCJ program successfully achieved the Social Responsibility and Professional Codes outcome. With 83% of reaction paper scores meeting or exceeding the benchmark and an overall average score of 89.98, students demonstrated a strong understanding of ethical issues, social justice concerns, and the broader social context of criminal justice problems. The reaction paper assignments effectively required students to engage in critical reflection, evaluate issues of	<i>No actions have been added.</i>

	inequality and social responsibility, and apply ethical reasoning to contemporary criminal justice topics. Student performance suggests that most students were able to analyze complex social issues, recognize the ethical implications of criminal justice policies and practices, and articulate their perspectives through well-developed written arguments. The results further indicate that students developed an appreciation for the role of social responsibility and professional ethics within the criminal justice profession. Through repeated exposure to social justice topics and reflective writing assignments, students demonstrated the ability to connect theoretical concepts with real-world criminal justice challenges affecting diverse populations.	
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Applied Synthesis & Professional Readiness

- This is the cumulative goal of the program.
- Mastered in CRIJ 5346 (Capstone). This course requires students to pull from Theory (5320), Research (5331), Planning and Evaluation (5330) and Leadership (5345) to produce a cohesive project, validating their readiness for the workforce.

MEASURES	RESULTS	ACTIONS
Class project paper(s) Direct - Assignment <i>Capstone in Criminal Justice: CRIJ 5346</i> Target 80% of the students achieve a 4 out of 5 on the targeted assignment rubric items.	MET Summary The Applied Synthesis & Professional Readiness outcome was assessed through the final class project paper in CRIJ 5346: Capstone in Criminal Justice. The capstone course serves as the culminating experience of the MSCJ program and requires students to integrate knowledge and skills acquired from Theory (CRIJ 5320), Research Methods (CRIJ 5331), Planning and Evaluation (CRIJ 5330), and Leadership (CRIJ 5345) into a comprehensive professional project. In Fall 2025, CRIJ 5346 enrolled 35 students. Of those, 23 students (65%) earned an A or B on the final project paper, demonstrating satisfactory mastery of the assignment requirements. In Spring 2026, 61 out of 66 students (92%) earned an A or B on the same assessment. Across both semesters, 84 of 101 students (83%) achieved the target performance level, exceeding the program benchmark that 80% of students would score at least 4 out of 5 on the targeted assignment rubric. Therefore, the Applied Synthesis & Professional Readiness outcome was successfully met. Although the benchmark was achieved overall, notable differences were observed between the Fall 2025 and Spring 2026 sections. Because the two sections were taught by different instructors, variations in grading practices and instructional approaches may have contributed to the disparity in student	<i>No actions have been added.</i>

	performance. As a result, the course design, assignment expectations, and grading practices will be reviewed to promote greater consistency across course sections and assessment cycles. Analysis The assessment results indicate that the MSCJ program successfully achieved the Applied Synthesis & Professional Readiness outcome, with 83% of students meeting the performance benchmark. The capstone project effectively measured students' ability to integrate knowledge from theory, research methods, planning and evaluation, and leadership courses into a comprehensive criminal justice project. A substantial difference was observed between the Fall 2025 (65%) and Spring 2026 (92%) sections. Because the courses were taught by different instructors, variations in grading practices, assignment expectations, or rubric interpretation may have contributed to the disparity. As a result, the course design, grading rubric, and assessment practices will be reviewed to improve consistency across sections. Overall, the findings suggest that most students successfully demonstrated graduate-level synthesis, analytical skills, and professional readiness, supporting the effectiveness of the MSCJ curriculum and capstone experience.	
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Advanced Theoretical and Policy Expertise

- Introduced in CRIJ 5310 (CJ System & Policy), where students learn the landscape of the system.
- Mastered in CRIJ 5320 (Theoretical Foundation), where students dive deep into the specific criminological frameworks.
- Reinforced consistently across all elective rotations (e.g., Homeland Security, Correctional Systems), ensuring students apply theory to various sub-fields.

MEASURES	RESULTS	ACTIONS
Final project Direct - Assignment <i>CJ System & Policy: CRIJ 5310</i> Target 80% of the students score of 4 out 5 on the designated assessments.	MET Summary The Advanced Theoretical and Policy Expertise outcome was assessed through major written assignments in CRIJ 5310: Criminal Justice System and Policy and CRIJ 5320: Theoretical Foundation. These assignments were designed to evaluate students' ability to apply criminological theories, analyze criminal justice policies, and connect theoretical concepts to practical policy implementation and evaluation. In CRIJ 5310, 90 of 92 students (98%) earned an A or B on the policy analysis paper. In addition to the final policy analysis project, students completed a policy review paper and a theory-to-practice critique paper designed to	<i>No actions have been added.</i>

strengthen their ability to apply theoretical perspectives to policy planning, implementation, and evaluation. In CRIJ 5320, 132 of 133 students (99%) earned an A or B on the critique review of a theoretical work. The assignment required students to critically evaluate criminological theories and demonstrate an advanced understanding of theoretical frameworks within the criminal justice field.

Overall, student performance substantially exceeded the program benchmark requiring that 80% of students achieve proficiency on the designated assessment assignments. The results indicate that students demonstrated advanced knowledge of criminological theory and criminal justice policy and applied these concepts to professional and scholarly analyses. However, given the exceptionally high success rates observed in both courses, the assignments and assessment standards will be reviewed to determine whether additional rigor or higher performance expectations should be incorporated in future assessment cycles.

Analysis

The assessment results indicate that the MSCJ program successfully achieved the Advanced Theoretical and Policy Expertise outcome. Student performance substantially exceeded the program benchmark, with 98% of students in CRIJ 5310 and 99% of students in CRIJ 5320 earning an A or B on the designated assignments. These findings suggest that students developed a strong understanding of criminological theories, criminal justice policies, and the relationship between theory and practice. The assignments required students to apply theoretical concepts to policy analysis, evaluate criminal justice systems and policies, and critically examine criminological frameworks. The strong performance across both courses indicates that students were able to synthesize advanced concepts and apply them to professional and scholarly analyses, supporting the program's goal of developing advanced theoretical and policy expertise.

While the results demonstrate successful attainment of the learning outcome, the exceptionally high success rates raise questions regarding the level of challenge presented by the assessment assignments. Future review of assignment design, grading rubrics, and performance expectations may be warranted to ensure the assessments continue to distinguish varying levels of student mastery and provide a rigorous evaluation of graduate-level learning.

Assessment Report Summary

The 2025–2026 MSCJ Program assessment results indicate that students successfully achieved all six program learning outcomes. Assessment findings demonstrated strong performance in Advanced Theoretical and Policy Expertise, Research and Evidence-Based Practice, Professional Presentation and Scholarship, Strategic Leadership and Ethical Management, Applied Synthesis and Professional Readiness, and Social Responsibility and Professional Codes.

Across the six outcomes, student performance consistently exceeded the established benchmarks, with most assessment measures reporting success rates above 80% and several approaching or exceeding 90%. The results suggest that students effectively applied criminological theories, research methods, policy analysis, leadership principles, ethical reasoning, and evidence-based practices to complex criminal justice issues. Students also demonstrated the ability to synthesize knowledge across the curriculum, critically evaluate scholarly research, communicate professionally, and apply learned concepts to real-world criminal justice settings.

Overall, the assessment findings support the conclusion that the MSCJ curriculum effectively prepares students for advanced professional practice, leadership responsibilities, and graduate-level scholarship in criminal justice. While the program achieved all learning outcomes, future assessment cycles will continue to review assignment rigor, grading consistency across course sections, and opportunities to further strengthen students' research, analytical, communication, and professional competencies.