

**ASSESSMENT RUBRIC FOR STUDENT LEARNING OUTCOMES IN
Criminal Justice Administration (M.A.)**

SAMPLE NUMBER _____ ASSESSOR _____

Student Learning Outcome 1: The ability to apply research skills and reason critically in analysis of problems affecting criminal justice and in seeking solutions to these problems.	4 Exceeds Expectations	3 Meets Expectations	2 Less than Expectations	1 Far Less than Expectations
Introduction Here the students should clearly state their research questions. This is usually the most difficult section to write because it demands that the students clearly understand exactly what they intended to do and that they are able to clearly write it.				
Theoretical Justification - Literature Review This section addresses the research related to the research questions. It is a key section of their research grant. The quality of the literature review defines the quality of their research project. The review must be exhaustive. It must include a critical summary of the extant literature. The literature review determines the hypothesis that they will test and how they will operationalize the key constructs. The students must include at least two paragraphs that clearly define how the research project advances the literature on their topic. The introductory sentence can be structured as follows: "My research project advances the prior literature in X ways. First,...."				
Definition of the key theoretical constructs and the construction of the hypotheses that the student will test To earn an outstanding evaluation, students must define their key theoretical constructs. The students must also identify their independent and dependent variables. The students must also empirically operationalize their independent and dependent variables by constructing indices or scales.				
Methods This section must include an extensive discussion of the methodology that the student intends to use. In particular, the students should describe how they will collect the data that they will analyze. The students must clearly justify their choice of how they will collect their data (e.g., a cross sectional survey). There should be a clear discussion of how they will guarantee that their data will be representative of the population that they will study. They should also include a discussion of the possible sources of bias in their sample.				
Variables and Data Section—based on your questionnaire In this section, the students must construct a questionnaire, which will be included at the end of their research grant in the Appendix. The questionnaire must include demographic measures, the indices measuring their independent and dependent variables, and other variables/questions that could render the relationship between their independent and dependent variable to be spurious (i.e., all relevant covariates).				
Conclusion The conclusion needs to include a summary of why the student's research is of theoretical interest. It also should include possible policy justifications for their grant proposal. That is, why should hard working Americans pay their taxes so that the government funds your project?				

Student Learning Outcome 2: The ability to produce well-written, cogently-argued documents.	4 Exceeds Expectations	3 Meets Expectations	2 Less than Expectations	1 Far Less than Expectations
The students must produce a well-written cogently argued research grant.				
The students' research grant must be relatively free of grammatical errors.				
The paper must be well organized and use appropriate headings that clearly organize the paper.				