



Juvenile Justice Annual Assessment 17-18

JUVENILE JUSTICE MINOR **3**

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Juvenile Justice Minor

Program Profile

Program Mission Statement

Please insert your program mission statement here

1. Be able to describe the history, development, impact, and current role of criminal justice institutions in the lives of juveniles (such as the police, courts, corrections, and rehabilitation centers) as well as the impact of laws, events and criminological theories.
2. Know the constitutional concepts of due process, equal protection, and the role of the state as *parens patriae* and how they apply to the exertion of rights of both juveniles and their parents.
3. Students will be able to engage in relevant and meaningful dialogue, determine potential outcomes, and evaluate past and present issues by applying what they have learned about the juvenile justice field.
4. Students, in alignment with the overall university goals, will explore the ethical implications of decisions made by law enforcement and social workers assigned to juvenile clients/offenders and be able to embrace those choices which are legal, ethical and embody the most positive aspects of society into their own future careers.
5. Students will be aware of issues of diversity in the administration of criminal justice and in their own lives.
6. Demonstrate professional writing, presentation and computer literacy skills sufficient to enter into juvenile /criminal justice and allied professional fields, or alternatively to pursue graduate studies in such fields and disciplines.

Program Data

Delivery Method

Traditional On Campus (selected)
 Online
 Hybrid

	Minors
2016-2017	6
2017-2018	6

Concentrations 2016-17

If your program contains concentrations, please list the concentrations and the number of students identified within each concentration.

Concentrations 2017-18

If your program contains concentrations, please list the concentrations and the number of students identified with each concentration.

Student Demographics

Program goals for student retention, persistence and degree completion are? What do the persistence numbers mean to the faculty in the program? Are your persistence numbers what you expected? If not, how could the numbers be improved? What is the optimal enrollment for the program?

Retention rate has been steady at 74.5% for the past 2 years in the Juvenile Justice Minor.

Is the Program Externally Accredited

Yes

No (selected)

External Accreditation

Name the Accrediting Agency or entity including the last review/approval. Is there an accrediting body for the field of study? If yes, what is the name of the group. Is the program seeking accreditation? If no, why?

Program Assessment

Standard/Outcome

Identifier	Description
WWU2016.1	Major Field Competence: Students will demonstrate excellence in an academic or professional discipline, and engage in the process of academic discovery.
WWU2016.2	Ethics: Students will exhibit values and behaviors that address self- respect and respect for others that will enable success and participation in the larger society.
WWU2016.3	Self-Liberation: Students will develop an honest understanding and appreciation of themselves and others resulting in an ability to make individual decisions.
WWU2016.4	Lifelong Education: Students will possess an intellectual curiosity and desire for continual learning both within and beyond formal education in preparation for participation in a global society.

Additional Standards/Outcomes

Identifier	Description
JJ.1	Be able to describe the history, development, impact, and current role of criminal justice institutions in the lives of juveniles (such as the police, courts, corrections, and rehabilitation centers) as well as the impact of laws, events and criminological theories.
JJ.2	Know the constitutional concepts of due process, equal protection, and the role of the state as <i>parens patriae</i> and how they apply to the exertion of rights of both juveniles and their parents.
JJ.3	Students will be able to engage in relevant and meaningful dialogue, determine potential outcomes, and evaluate past and present issues by applying what they have learned about the juvenile justice field.
JJ.4	Students, in alignment with the overall university goals, will explore the ethical implications of decisions made by law enforcement and social workers assigned to juvenile clients/offenders and be able to embrace those choices which are legal, ethical and embody the most positive aspects of society into their own future careers.
JJ.5	Students will be aware of issues of diversity in the administration of criminal justice and in their own lives.
JJ.6	Demonstrate professional writing , presentation and computer literacy skills sufficient to enter into juvenile /criminal justice and allied professional fields, or alternatively to pursue graduate studies in such fields and disciplines.

General Education Alignment to Program

How do the General Education criteria align with the Program Objectives? What courses within your program build upon skills learned in general education courses (please list the program course and the general education criteria). The

General Education clusters are: *Critical Analysis, Creative Expression, Quantitative Inquiry, and Society & the Individual*. See attached for more detailed breakdown.

Intro to Criminal Justice is a Social Science General Education Course that introduces and reinforces the Society and the Individual objectives.

GE_Cluster_Descriptions_FINAL_Version_Approved.docx

Curriculum Map

A - Assessed

R - Reinforced

I - Introduced

M - Master

Juvenile Justice Minor(Imported)

	CMJ 110	SWK 273	SWK 340	SWK 406
JJ.1 Be able to describe the history, development, impact, and current role of criminal justice institutions in the lives of juveniles (such as the police, courts, corrections, and rehabilitation centers) as well as the impact of laws, events and criminological theories.	I	R	M, A	M, A
JJ.2 Know the constitutional concepts of due process, equal protection, and the role of the state as <i>parens patriae</i> and how they apply to the exertion of rights of both juveniles and their parents.	I	R	M, A	M, A
JJ.3 Students will be able to engage in relevant and meaningful dialogue, determine potential outcomes, and evaluate past and present issues by applying what they have learned about the juvenile justice field.	I	R	M, A	M, A
JJ.4 Students, in alignment with the overall university goals, will explore the ethical implications of decisions made by law enforcement and social workers assigned to juvenile clients/offenders and be able to embrace those choices which are legal, ethical and embody the most positive aspects of society into their own future careers.	I	R	M, A	M, A
JJ.5 Students will be aware of issues of diversity in the administration of criminal justice and in their own lives.	I	R	M, A	M, A
JJ.6 Demonstrate professional writing, presentation and computer literacy skills sufficient to enter into juvenile /criminal justice and allied professional fields, or alternatively to pursue graduate studies in such fields and disciplines.	R	R	M, A	M, A
WWU2016.2 Ethics: Students will exhibit values and behaviors that address self-respect and respect for others that will enable success and participation in the larger society.	R	R	R	R
WWU2016.3 Self-Liberation: Students will develop an honest understanding and appreciation of themselves and others resulting in an ability to make individual decisions.	R	R	R	R
WWU2016.4 Lifelong Education: Students will possess an intellectual curiosity and desire for continual learning both within and beyond formal education in preparation for participation in a global society.	R	R	R	R

Assessment Findings

Assessment Findings for the Assessment Measure level for Juvenile Justice Minor(Imported)

JJ.1 Be able to describe the history, development, impact, and current role of criminal justice institutions in the lives of juveniles (such as the police, courts, corrections, and rehabilitation centers) as well as the impact of laws, events and criminological theories.

Assessment Measures

SWK 340	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Case Study	Has the criterion Lost Boy Paper - Students will be able to demonstrate the roles of the police, juvenile officer, Children's Division Worker, prosecutor, CASA worker and guardian ad litem work in collaboration for the child 80% of students will score proficient on that section of the Lost boy paper been met yet?			

SWK 406	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion Research Poster /paper 80% of students will be able to describe the various roles within the juvenile justice system been met yet?			

JJ.2 Know the constitutional concepts of due process, equal protection, and the role of the state as parens patriae and how they apply to the exertion of rights of both juveniles and their parents.

Assessment Measures

SWK 340	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives

			Assessments	
Direct - Final Exam	Has the criterion Final Exam 80% of students will demonstrate proficiency on the final exam to demonstrate that they understand how the constitutional concepts of due process, equal protection, and the role of the state as <i>parens patriae</i> and how they apply to the exertion of rights of both juveniles and their parents. been met yet?			

SWK 406				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion 80% of students will demonstrate proficiency in understanding the rights of the family and children within the system been met yet?			

JJ.3 Students will be able to engage in relevant and meaningful dialogue, determine potential outcomes, and evaluate past and present issues by applying what they have learned about the juvenile justice field.

Assessment Measures

SWK 340				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Essay	Has the criterion Lost Boy Paper 80% of Students will demonstrate proficiency in understanding the history of the juvenile justice system and be able to evaluate the current structures of safety and justice. been met yet?			

SWK 406				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion Poster - 80% of students will demonstrate proficiency in understanding current issues and the history of victim rights and juvenile systems been met yet?			

JJ.4 Students, in alignment with the overall university goals, will explore the ethical implications of decisions made by law enforcement and social workers assigned to juvenile clients/offenders and be able to embrace those choices which are legal, ethical and embody the most positive aspects of society into their own future careers.

Assessment Measures

SWK 340				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Essay	Has the criterion Journal Articles 80% of students will demonstrate critical thinking in their reflection journals on various topics of child welfare been met yet?			

SWK 406				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion 80% of students will demonstrate proficiency in identifying ethical issues affecting law enforcement and social workers in the juvenile system been met yet?			

JJ.5 Students will be aware of issues of diversity in the administration of criminal justice and in their own lives.

Assessment Measures

SWK 340				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Final Exam	Has the criterion Mid Term Exam -80% of students will demonstrate proficiency on the diversity section of the exam in relation to interacting with families in the juvenile system been met yet?			

SWK 406				
Assessment Measure	Criterion	Summary	Attachments of the	Improvement Narratives

			Assessments	
Direct - Essay	Has the criterion 80% of students will be able to identify how diversity including gender, age, ethnicity, race, religion, sexual orientation, education, socioeconomic status, and political diversity affect the juvenile justice system been met yet?			

JJ.6 Demonstrate professional writing , presentation and computer literacy skills sufficient to enter into juvenile /criminal justice and allied professional fields, or alternatively to pursue graduate studies in such fields and disciplines.				
Assessment Measures				
SWK 340				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion Reflection Journals 80% of students will demonstrate professional writing and presentation of facts and reflection in a clear and professional manner. been met yet?			
SWK 406				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion All students will demonstrate professional presentation skills and writing skills in their final paper and presentation. been met yet?			

Analysis of the Assessment Process

Describe your assessment process; clearly articulate how the program is using course work and or assessment day activities for program assessment. Note any changes that occurred to that process since the previous year. Discuss what activities were successful at assessment and which ones were not as helpful and why. Please include who met to discuss the changes (unless you are a program of one person) and when you met. – Include a discussion on the process for collection and analysis of program data.

Assessment for the Juvenile Justice Minor occurs within the SWK 340 Child Abuse and Neglect class and the SWK 406 Working with Juvenile Offenders Course. Neither course were offered this year as they are on a rotating cycle. The minor will be revised this year with the help of the criminal justice and legal studies faculty. During the university restructuring,

criminal justice and legal studies were moved to our school of social sciences. This will aide in the collaboration. Recently, the legal studies department developed the truancy court which will be incorporated into the minor.

Improvement Narrative List

Assessment Findings for the Assessment Measure level

No improvement narratives have been added.

Program Activities

Student Performance Review

Describe the department assessment day activities if not already described previously. Please articulate the nature of the assessments are conducted, explain the process for assessment that happens on these two days. Include the schedule of assessment day for your program. What does the data and outcomes tell you? What changes will you make as a result of the data? What areas are successful for the program?

Student Performance Review Schedule

Upload the program schedule for students during Performance Reviews.

Senior Showcase

Describe program Senior Showcase activities if not detailed previously in the report? What benefit does the program gain from the activities? What if any assessment of students happens during this event? What changes if any will occur due to what is learned by faculty on Senior Showcase?

Assessment Rubrics

Upload rubrics used for Senior Showcase or Student Performance Reviews for student assessment.

Service Learning

Does the Program include projects/ course content that uses the philosophy of service learning?

Yes

No

Service Learning Component

If so, how is service learning infused in the coursework within your department? Is service or community engagement in the program mission? Describe the Service Learning Activities that your students and department engaged in this past year. How did the activities improve student learning? How did the activities benefit the community?

LEAD Events

Highlight lead events sponsored by program faculty that are connected to program or general education objectives for the past academic year. Include a total number of lead events program faculty sponsored.

The social work program held a lead event to diminish the stigma of children in the division of youth services custody. The staff from Rosa Parks and Fulton Treatment Center came to campus and presented on their programs. Students had the opportunity to volunteer with the Rosa Parks Center and for the FAST program.

Student Accomplishments

Highlight special examples of student successes in the field (academic: mentor-mentee, conference presentations, competitive internship, journal acceptance; extra-curricular: horse show championship, art exhibit). This is for any accomplishments that a student achieved outside of course work or the normal expectations of student success.

Faculty Accomplishments

Highlight special examples of faculty success in the profession/field/content area. This is for any accomplishment of a faculty activity/research/professional nature.

Annual Assessment Rubric

6.000 pts 40.00%

	3.000 Assessment Reflects Best Practices	2.000 Assessment Meets the Expectations of the University	1.000 Assessment Needs Development	0.000 Assessment is Inadequate	N/A
Learning Objectives weight: 1.000	<ul style="list-style-type: none"> • Detailed, measurable program learning objectives • Objectives are shared with students and faculty 	<ul style="list-style-type: none"> • Measurable program learning objectives. • Learning objectives are available to students. 	<ul style="list-style-type: none"> • Program learning objectives are identified and are generally measurable 	<ul style="list-style-type: none"> • Program learning objectives are not clear or measurable 	<input checked="" type="checkbox"/> N/A
Comment:					
Assessment Measures weight: 1.000	<ul style="list-style-type: none"> • Multiple measures are used to assess a student-learning objectives. • Rubrics or guides are used for the measures. • All measurements are clearly described. • External evaluation of student learning included. 	<ul style="list-style-type: none"> • Assessment measures relate to program learning objectives. • Various measures are used to assess student learning. • Measures chosen provide useful information about student learning. 	<ul style="list-style-type: none"> • Assessment focuses on class content only. • Minimal description of how the assessment relates to the objective. • Minimal assessment measures established. 	<ul style="list-style-type: none"> • Assessment measures not connected to objectives. • Assessment measures are not clear. • No assessment measures are established. 	<input checked="" type="checkbox"/> N/A
Comment:					
Assessment Results weight: 1.000	<ul style="list-style-type: none"> • All objectives are assessed annually, or a rotation schedule is provided. • Data are collected and analyzed to show learning over time. • Standards for performance and gaps in student learning are clearly identified. 	<ul style="list-style-type: none"> • Most objectives assessed annually. • Data collected and analyzed showing an annual snapshot of student learning. • Data are used to highlight gaps in student learning. • Some data from non-course based content. 	<ul style="list-style-type: none"> • Data collected for at least one program objective. • Data collection is incomplete. • Gaps in student learning not identified. • Lacking external data to support course data. 	<ul style="list-style-type: none"> • Learning objectives are not routinely assessed. • Routine data is not collected. • No discussion on gaps in student learning. • No use of external data to support student learning. • Assessment data not yet collected. 	<input checked="" type="checkbox"/> N/A
Comment:	The faculty are going to work together to determine an appropriate assessment so that they have data on the courses. The courses identified for assessment are on a rotation and not taught this academic year.				
Faculty Analysis and Conclusions weight: 1.000	<ul style="list-style-type: none"> • Data is shared that incorporates multiple faculty from the program. • Discussions on data results incorporate multiple faculty. • Opportunities for adjunct faculty to participate. • Includes input from external sources when possible. 	<ul style="list-style-type: none"> • Multiple program faculty receive assessment results. • Assessment results are discussed. • Specific conclusions about student learning are made based on the available assessment results. 	<ul style="list-style-type: none"> • Minimal faculty input about results is sought. • Data not used to determine success or not to the objective. • Minimal conclusions made. 	<ul style="list-style-type: none"> • Faculty input is not sought. • Conclusions about student learning are not identified. • N/A • Program recently started or too few graduates to suggest any changes. 	<input checked="" type="checkbox"/> N/A
Comment:					
Actions to Improve Learning and Assessment weight: 1.000	<ul style="list-style-type: none"> • All assessment methods, timetable for assessing, and evaluating the effectiveness modifications are included. • Changes to assessment are inclusive of multiple faculty. • Description of changes is detailed and linked to assessment results. 	<ul style="list-style-type: none"> • More than one change to assessment is proposed, timetable for assessment, and evaluating the change is provided. • Changes to assessment measures is highlighted. • Changes are realistic, with a good probability of improving learning or assessment. 	<ul style="list-style-type: none"> • At least one change to improve learning or assessment is identified. • The proposed action(s) relates to faculty conclusions about areas for improvement. • Adjustments to the assessment are proposed but not clearly connected to data 	<ul style="list-style-type: none"> • Lacking actions to improve student learning. • Actions discussed lack supportive data. • Lacking discussion of the effectiveness of the assessment plan 	<input checked="" type="checkbox"/> N/A
Comment:	The programs are going to work to alter the assessment of the program, so that there is data produced annually.				