



WILLIAM WOODS
UNIVERSITY

Juvenile Justice Annual Assessment 2018-2019

Annual Assessment 18-19

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

	Majors	Minors	
2017-18		6	N/A
2018-19	N/A	6	N/A

Student Demographics

What are the program goals for student retention, persistence and degree completion? 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?

Marketing Materials

Please reflect on the current marketing materials used for the program. Detail what documents you are reviewing and attach a screenshot of any webpages or materials that you cannot include as a document. What changes, if any should be made to the material? Are there recommendations for how or where to market the program?

Marketing Material

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)(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	R	R	R	R

participation in a global society.				
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Changes to Curriculum

Are there any changes made to the curriculum map for this academic year? If so, please describe the program changes made along with the rationale for why and the impact the change should have on student learning?

Assessment Findings

Assessment Findings for the Assessment Measure level for Juvenile Justice Minor(Imported)(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.				
SWK 340				
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? Met	12 out of 14 students met this requirement		
SWK 406				
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.				
SWK 340				

Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
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? Met	12/14 students met this requirement		

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.				
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? Met	12/14 students met this requirement		

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.

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? Met	all students met this requirement		

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.

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? Met	all students met this requirement		

SWK 406			
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Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
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.

SWK 340	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
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	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
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.

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?

The Wise Court was implemented this year.

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.

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.

Alumni Accomplishments

Please highlight special examples of any successes of recent graduated alumni (acceptance or graduation graduate school, employment or professional milestones. Include recent graduates.

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 2018

15.000 pts 38.46%

	3.00 Exceeds	2.00 Meets	1.00 Falls Below Expectations	N/A
Mission Statement Clearly Articulated weight: 1.000	<input checked="" type="checkbox"/> The mission statement for the program is insightful and forward thinking. It aligns with the University Mission and learning objectives showing a clear alignment between the University and the program.	<input checked="" type="checkbox"/> The mission statement for the program clearly articulated and aligned with the University mission.	<input checked="" type="checkbox"/> The mission statement is minimal at best.	<input checked="" type="checkbox"/> N/A
Comment:	Compiled list of objectives			
Reflection on Retention weight: 1.000	<input checked="" type="checkbox"/> The program provides a detailed description on the retention numbers. The program provides new ideas on how to improve retention of their program students or articulates what they are currently doing to keep students in their program.	<input checked="" type="checkbox"/> The program provides a basic reflection on the retention data provided.	<input checked="" type="checkbox"/> The program does not reflect on retention data in a detailed way.	<input checked="" type="checkbox"/> N/A
Comment:				
Defines External Accreditation Standards weight: 1.000	<input checked="" type="checkbox"/> The program provides a detailed explanation of the accreditation organizations within the field along with all the timeline and supplemental information required for accreditation.	<input checked="" type="checkbox"/> The program provides a basic explanation of the accreditation organizations in the field.	<input checked="" type="checkbox"/> The program fails to provide any accreditation information.	<input checked="" type="checkbox"/> N/A
Comment:	Minor			
General Education alignment clearly explained weight: 1.000	<input checked="" type="checkbox"/> The program provides a detailed explanation of the General Education criterial and how the basic skills learned are expanded upon in the program. Details include but are not limited to: specific courses, or activities that stretch the knowledge of the specific areas.	<input checked="" type="checkbox"/> The program provides a basic explanation of the General Education curriculum and how the skills learned are expanded in program courses.	<input checked="" type="checkbox"/> The program provides a minimal explanation of the General Education curriculum and how the skills learned are expanded in program courses.	<input checked="" type="checkbox"/> N/A
Comment:				
Curriculum Map alignment weight: 1.000	<input checked="" type="checkbox"/> The curriculum map is detailed and complete.	<input checked="" type="checkbox"/> The curriculum map is complete	<input checked="" type="checkbox"/> The curriculum map is not complete	<input checked="" type="checkbox"/> N/A
Comment:				
Assessment of Objectives weight: 1.000	<input checked="" type="checkbox"/> Assessment of objectives are spread out across the curriculum with a variety of assessment measures and each program objective is assessed a minimum of twice a year.	<input checked="" type="checkbox"/> Each objective is assessed a minimum of 2 times a year or an assessment rotation is explained so that all objectives are assessed. The assessments are not concentrated in one class.	<input checked="" type="checkbox"/> The assessment map is not complete or much of the assessment happens in only one course. Not all objectives are assessed annually, nor is a plan provided on assessment.	<input checked="" type="checkbox"/> N/A
Comment:				

Data Driven Decision-making is explained weight: 1.000	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Curricular and assessment changes are articulated and validated through data based decisions. Faculty discuss the data that lead to curricular decisions being made. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Curricular and assessment decisions are made based on data provided in assessment, but detailed alignment is not provided as justification for the change. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Changes are proposed and brought forth with little explanation on the data included in the decision, if data was included in the decision. 	<input checked="" type="checkbox"/> N/A
Comment:	Box is blank			
Documentation provided on assessment findings weight: 1.000	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program uploads all rubric and support information to support the claims in the assessment findings along with detailed instructions on the assessment process and data analysis. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program uploads all rubric and support information to support the claims in assessment findings. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program did not upload the data to support assessment claims in the assessment findings. 	<input checked="" type="checkbox"/> N/A
Comment:	No data was submitted and no findings, just a "met" was checked. Reflection journals had no outcome checked. Nothing was noted for SWK 406.			
Analysis of Assessment is complete weight: 1.000	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program completed assessment findings for each component identified, and provided a comprehensive summary of each assessment measure identified in the report. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program completed the assessment findings for each component and provided a summary for each assessment measure. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program did not provide a completed assessment findings for each component, nor did they complete the summary for each measure. 	<input checked="" type="checkbox"/> N/A
Comment:				
Improvement narratives are selected with intentionality weight: 1.000	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program identified Improvement Narratives that appear to move the program forward and see the bigger picture than only the specific program curriculum options 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program used the provided Improvement Narratives and selected options that made sense to the objectives and issues within the assessment. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program did not use any improvement narratives, or the ones chosen are not aligned with assessment results. 	<input checked="" type="checkbox"/> N/A
Comment:				
Student Performance Review weight: 1.000	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program described and provided a detailed account of Student performance Review activities. Data evidence provided and detailed. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program provided the schedule and a brief description of Student Performance Review with data of the results. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program did not provide complete explanation on Student Performance Review nor did they provide data results. 	<input checked="" type="checkbox"/> N/A
Comment:				
Senior Showcase weight: 1.000	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program had all senior students participate in Senior Showcase and provided a detailed explanation of their expectation and the presentations presented. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program described the Senior showcase activities and provided some evidence of what was presented. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Little to no content of Senior showcase was provided. 	<input checked="" type="checkbox"/> N/A
Comment:				
Co Curricular activities weight: 1.000	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program detailed the activities of LEAD and other co-curricular programing that was provided throughout the year. They provided numerous events for students. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program provided a listing of LEAD events and activities provided. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program provided little to no description of the Co-curricular activities provided throughout the year. 	<input checked="" type="checkbox"/> N/A
Faculty, alumni, and Student accomplishments weight: 1.000	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program provided detail updates on successes on Students, Alumni and Faculty with added information explaining the kinds of success that were experienced. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program provided a listing of information on Students, Alumni, and faculty accomplishments. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program provided little to no data on students, alumni, faculty accomplishments. 	<input checked="" type="checkbox"/> N/A
Comment:				