

## ACADEMIC PROGRAM REVIEW FORM

All academic programs and units at UAA are required by Board of Regents Policy P10.06.010 to engage in program review on a seven-year cycle. University Regulation R10.06.010 sets out the minimum requirements for program review, including centrality of program mission, quality, demand, program productivity, effectiveness, and efficiency. Exceptional reviews may be conducted, per University Policy and Regulation, and with the provost's approval. The UAA process integrates information about student learning outcomes assessment and the improvement of student learning, as well as progress on student success measures and the closing of equity gaps, aligning program efforts and resources with institutional priorities. Final decisions include commendations and recommendations, which guide future program efforts. The results of cyclical Academic Program Review are reported to the UA Board of Regents annually and are published on the UAA [Academic Program Review website](#).

This form is composed of four parts: the Program Section, the Dean Section, the Program Optional Response Section, and the Provost Section. Guidance for submission is provided in each section.

**Using the Form:** The form is pre-loaded with information specific to each program and posted on the [Academic Program Review website](#). The program should download and save their form to begin using it. The form is locked, so instructions are viewable and the only sections of the document that can be edited are the form fields.

The form uses narrative boxes, text only, and drop-down boxes. Narrative boxes have a character limit, which includes spaces. To undo an answer, press "Control-Z" or "Command-Z."

Responses are to be narrative text only, and must be ADA and FERPA compliant. Do not embed any tables or links, including to webpages or other documents. To be FERPA compliant, do not include the names of any current or former students. Rather, use statements such as, "In AY21 four program graduates were accepted to graduate programs in the field." Programs with specialized accreditation or other external recognitions must comply with restrictions regarding what may be published, as per the accreditor or external organization. Do not include appendices. Appendices to this form will not be accepted.

**Data:** Each program is provided a datasheet, along with this pre-loaded form. For questions about the data, please contact Institutional Research ([uaa.oir@alaska.edu](mailto:uaa.oir@alaska.edu)).

**Assistance:** For technical assistance with this form, email Academic Affairs ([uaa.oaa@alaska.edu](mailto:uaa.oaa@alaska.edu)).

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**Program(s) in the review:** BA Justice

**Specialized Accrediting Agency (if applicable):** N/A

**Campuses where the program is delivered:** Anchorage KOD KPC MSC PWSC

**Year of last review:** AY2020

**Final decision from last review:** Continued Review

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**PROGRAM SECTION (Due on March 1)**

*The program review committee chair and committee members are assigned by the dean. All program faculty should be included in the review process, including faculty on the community campuses. After completing the Program Section below, the program review committee chair will sign, date, and email this form to the dean, copying all committee members. If the program is fully delivered on a community campus, copy the appropriate community campus director(s). The program review committee chair's signature and date lines are at the end of the Program Section.*

**Program Review Committee:**

Sharon Chamard, Professor, Justice (ANC), Chair

Troy Payne, Associate Professor, Justice (ANC)

Ron Everett, Associate Professor, Justice (ANC)

**1. Demonstrate that the program has responded to previous recommendations.**

***Recommendation 1: Decrease the number of sections per year of several core courses and noncore electives.***

**How do you know the recommendation has been successfully achieved? (2000 characters or less)**

The total number of JUST course sections offered by Justice Center faculty each academic year on the Anchorage campus has declined 25%, from 36 JUST course sections in the Spring and Fall semesters of AY 2019-2020 to 27 JUST course sections in AY 2021-2022.

Within the context of this overall JUST course section offering decline, Justice Center faculty prioritized required course sections over elective course sections to ensure that students could continue to make progress toward the completion of their Bachelor of Arts degree, even if that meant reducing the number and variety of elective courses available to them. In AY 2019-2020, elective JUST course sections comprised more than half (52%) of all JUST course sections; by AY 2021-2022, elective JUST course sections comprised just over a quarter (25.9%) of all JUST course sections offered by Justice Center faculty.

**Actions taken to date (2000 characters or less)**

As discussed above, the Justice Center has dramatically reduced the number of JUST course section offerings.

Beginning in the Fall semester of 2019, Justice faculty engaged in a comprehensive review and redesign of the Justice BA program. Programmatic changes included removal of the requirement for an outside minor, course sequence changes and alteration of the levels of some JUST courses (e.g., from 300-level to 100-level), the incorporation of new courses into the required course sequence (e.g., JUST A333 Crime Victimization and Justice), the development of new courses

reflecting current justice policy priorities (e.g., JUST A445 Offender Reentry and Community Supervision) and extensive course content and design updates.

In addition, beginning in AY 2021-2022, the Justice program coordinator suggested to UAA community campus directors and program coordinators that our efforts be coordinated to develop integrated course section offering plans/schedules. This cooperation should enable the Justice Center and community campuses to offer JUST course sections in a much more rational, coordinated way that takes into account the Justice program's 3-year course offering plan and the recommended course sequence for JUST BA students, the optimal mix of in-person and online course section offerings, and the reduction of duplicate course offerings.

**Evidence of success to date (2000 characters or less)**

Whether the reduction in the total number of JUST course sections, as well as the composition of required and elective courses, was successful will depend on one's definition of success. The efficiency of JUST course delivery was improved, going from 15.7 students per section in AY 2019-2020 to 16.2 students per section in AY 2021-2022 (an increase of 3.2% in students per section). However, it must be noted that the reduction in course section offerings also resulted in tuition revenue declining 25.3% over the same period, from \$424,824 to \$317,218 – a reduction nearly identical to the reduction in the total number of JUST sections offered (25%).

**Recommendation 2: Reduce the number of faculty or increase AY faculty salary support from external grant activity. The institution does not have the resources to sustain the program as currently configured.**

**How do you know the recommendation has been successfully achieved? (2000 characters or less)**

The number of full-time, tenure-track, tripartite Justice faculty has been reduced from seven in AY 2019-2020 when the recommendation was made to four Justice faculty at the conclusion of AY 2021-2022.

**Actions taken to date (2000 characters or less)**

FACULTY REDUCTIONS. In March of 2020, when this recommendation was made, the Justice program had seven full-time, tenure-track, tripartite faculty to offer course sections (teaching), conduct research, and provide professional service to the university, the community, and the discipline. As of this writing (March 2022), the Justice program has four tenure-track, tripartite faculty remaining to offer course sections (teaching), conduct research, and provide professional service to the university, the community, and the discipline for AY 2022-2023.

EXTERNAL GRANT/CONTRACT ACTIVITY. In March of 2020, when this recommendation was made, four Justice program faculty had secured external funds for research totaling \$668,600.

More than a quarter (27%) of the FY20 external funding secured by Justice Center faculty was secured by two assistant professors who have since resigned; we have not received authorization to search for those positions. The reduction of Justice program faculty has been achieved (from seven to four), but it has come at a heavy price. The inability to replace the positions vacated, has reduced both the number of JUST course sections that can be offered

(see Recommendation #1) and therefore tuition revenue, but also substantial amounts of external funding.

**Evidence of success to date (2000 characters or less)**

We clearly have fewer Justice program faculty compared to when the recommendation was made. This reduction has impacted our ability to generate tuition (see response to Recommendation #1) and our ability to secure external grants and contracts.

**Recommendation 3: Pay attention to course pass rates, especially in lower-division courses.**

**How do you know the recommendation has been successfully achieved? (2000 characters or less)**

Lower-division course pass rates for the JUST program have improved each year since AY 2017-2018. During that period upper-division course pass rates have remained steady in the mid- to high-80s.

**Actions taken to date (2000 characters or less)**

Justice faculty undertook a comprehensive review of the design, content, and assessment strategies and tools in the program's lower-division courses. Particular attention was given to the program's lower-division GER courses: JUST A110: Introduction to Criminal Justice, JUST A175: Introduction to Juvenile Justice, and JUST A251: Theories of Crime and Criminal Offending. The primary objective of the review was to not only "update" the courses, but also to ensure that the structure and rigor for each was appropriately calibrated for (primarily) freshman-level, introductory courses with minimal or no pre-requisite requirements. The online version of JUST A110 also attained Quality Matters certification, and as of the Spring 2022 semester the course has been converted to a Zero Textbook Cost course. Both these actions should improve pass rates.

**Evidence of success to date (2000 characters or less)**

According to Institutional Research data, the course pass rate for JUST lower-division courses increased by 15 percentage points, from 66.3% in AY 2017-2018 to 82.1% in AY 2020-2021.

For the 3-year period spanning AY 2017-2018 through AY 2019-2020, the course pass rate (final grade of A, B, or C) for lower-division courses on the UAA Anchorage Campus was 77.2%, while the course pass rate for JUST lower-division courses offered by Justice Center faculty was 70.9%.

In AY 2020-2021, the course pass rate for lower-division courses on the UAA Anchorage Campus declined to 76.9%, while the course pass rate for JUST lower-division courses offered by Justice Center faculty increased significantly to 82.1%.

In the Fall 2021 semester, the course pass rate for lower-division courses on the UAA Anchorage Campus declined again to 76.0%, while the course pass rate for JUST lower-division courses offered by Justice Center faculty increased slightly to 82.2%.

**2. Demonstrate the centrality of the program to the mission, needs, and purposes of the university and the college/community campus. (2500 characters or less)**

The Justice BA directly contributes to UAA's mission to transform lives through teaching, research, community engagement and creative expression in a diverse and inclusive environment, and is committed to the strategic priorities identified in UAA 2025. The Justice BA contributes to the College of Health mission of advancing the health and well-being of people and communities through our engaged teaching, research, and service.

Through our teaching, the Justice BA contributes to an educated and well-trained workforce addressing problems that lie at the nexus of public safety and public health, while also providing policy-relevant research and service. We do this by producing graduates knowledgeable about Alaska justice issues and policies. Our empirical foundation is an asset to employers considering the growing reliance on evidence-based practices in our field. The Justice BA prepares students for careers throughout the criminal justice system (policing, courts, institutional and community corrections), at all levels of government (local, state, and federal), and in related occupations such as victim services. Further, the Justice BA provides the basis for pursuit of advanced degrees for students interested in a broad and diverse range of social and behavioral health concerns. Students in other disciplines who complete one of our seven General Education Requirement courses can understand questions that impact every person in the United States: why people commit crime, how society reacts to crime, and how the criminal legal system works.

Faculty members who teach in the Justice BA program have more than 75 community partners, including research and service partners. These extensive research and service partnerships mutually benefit our students and community partners.

Tripartite faculty members teaching in the Justice BA program are successful seeking extramural funding to support their research projects. This research funding supports faculty and creates opportunities for students to assist faculty on research projects as paid research assistants while directly contributing to the criminal justice policy environment within the State of Alaska. For the 5-year period from FY 2016 through FY 2020 (the most recent year included in UAA Institutional Research data), Justice Center faculty investigators (all of whom are JUST faculty) secured 23 grants and contracts totaling more than \$2.2 million.

**3. Demonstrate program quality and improvement through assessment and other indicators.**

**a. Program Student Learning Outcomes Assessment and Improvement Process and Actions**

**i. BA Justice**

- *Assess and critique the structure, operation, and administration of the adult and juvenile justice systems; Explain the essential principles of justice research and evaluate the results of social science research; Assess and critique the different theoretical perspectives in criminology; Evaluate methods of crime control and prevention; Describe processes of justice policy development and the requirements of evidence-based policymaking; Evaluate the historical and contemporary philosophies of justice; Describe the justice, health, and safety impacts of crime victimization on individuals and communities.*

***Describe your key findings for these outcomes. (3000 characters or less)***

Exit exam results have improved by 9.5% over the 5-year period spanning AY 2017-2018 through AY 2021-2022. In AY 2017-2018, the average Justice student Exit Exam score was 67.4%. In AY 2021-2022, Justice students' average Exit Exam score (based on Fall 2021 exam takers) is 73.8%.

***Describe actions taken to improve student learning for these outcomes. (3000 characters or less)***

The Justice BA program uses a graduate exit exam, via Blackboard, to assess student learning and mastery of PSLOs at the conclusion of each Fall and Spring semester.

Each academic year Justice program faculty review and update, as necessary, the measures and metrics of the Exit Exam to reflect current course-specific student learning outcomes and objectives.

Recent efforts to improve programmatic outcomes began in earnest in AY 2019-2020 to increase the number of JUST course sections offered in distance delivery formats. These efforts have been dramatically enhanced and expanded during the COVID pandemic. The Justice program can now offer 100% of its courses using distance delivery modalities, including asynchronous and synchronous online course sections, as well as hybrid in-person/online course sections. While the program remains at its core an in-person, on-campus program, Justice majors now have access to extensive online pathways to complete their degree requirements.

Our improvement process continued in AY 2021-2022, with the development of three additional certificate/degree pathways for students interested in pursuing careers in the Justice field: an Occupational Endorsement Certificate (OEC) in Criminal Investigation; an Undergraduate Certificate (UC) in Policing and Law Enforcement; and, an Associate of Applied Science (AAS) degree in Criminal and Juvenile Justice. These "milestone" certificates and degrees will better enable the Justice program to meet students' needs, and provide university-level training, education, and credentials that will increase students' marketability in Alaska's justice workforce without having to immediately commit to a 4-year baccalaureate degree. These proposals are being finalized in Spring 2022 for submission to the Provost.

Each of these actions has been taken with student success in mind, as well as the financial needs of the Justice Center, the College of Health, and UAA. Each is aimed at increasing access to justice education to all Alaskans, improving the quality of the education and training provided by the Justice Center, and delivering Justice curriculum in the most efficient, low-cost manner available.

***Describe evidence that these actions are working. (3000 characters or less)***

Recent increases in average Exit Exam scores suggest that curricular changes have resulted in modest increases in students' ability to achieve the program student learning objectives. While we have anecdotal evidence suggesting that the expansion of distance delivery options has enabled specific students to complete their JUST BA, it is too early to systematically assess our efforts to expand the options available to students.

- b. Demonstrate program quality and improvement through other means, for example, maintaining specialized accreditation, using guidance from advisory boards/councils, responding to community partners and local needs, maintaining currency of the curriculum, implementing innovative program design, intentionally integrating high-impact teaching and learning practices into the program, and meeting indications of quality in distance education, such C-RAC Standards. (3000 characters or less)**

The Justice BA does not have a formal advisory board or council, but the Program Director and faculty frequently interact with members of the justice community and other community partners while conducting research or providing professionally based community service. These interactions often lead to curricular discussions about what these partners would like to see in our program. One example -- the development of three new "less than BA" programs -- is described elsewhere in this document. As a second example, after a series of discussions with Alaska justice agency representatives, Justice faculty discussed the importance of ethical education and training for Justice majors, most of whom will transition directly into justice professions upon graduation (if they are not currently working in such a profession while completing their studies), and significantly changed both the structure and content of the program's JUST A330: Justice & Society course to narrow its focus to address criminal justice professional ethics.

The Justice BA curriculum has evolved as the requirements needed to provide professional education, research, and service to the state have changed. In response to these demands we revised our curriculum to better prepare our graduates to support our vision of leading Alaska to a safer, healthier, and more just society. As of Fall 2020, our required course sequence offers students more opportunities to explore career paths in the criminal justice system and ancillary services, including juvenile justice, crime prevention, and victimology; learn applied research; and engage in community service. Further, the revisions to the Justice BA program provides graduates with a more comprehensive understanding of the adult and juvenile justice systems, the causes, correlates and consequences of crime and criminal victimization, the development of criminal and juvenile justice policy and practice, and the methodological foundations of criminological science in the twenty-first century.

Prior to the pandemic, we were already making great advancements to diversifying our course offering modalities while maintaining quality. All our full-time faculty have completed at least one Quality Matters or related training in online instruction. As part of UAA's Title III Robust Online Learning Grant JUST A110 was redesigned as a GER online master course, and subsequently received QM certification. Another required course, JUST A221 (Dynamics of Criminal Justice Organizations) is being revised to meet the strict QM standards.

Many of our courses are ZTC or are in the process of being revised to be ZTC. Justice faculty regularly use high-impact practices in their classes, including projects in capstone courses, collaborative work among students, and engagement with community partners in a variety of ways. We also have a new internship opportunity for students, with the University Police Department, and are actively pursuing additional placements.

**4. Demonstrate student success and the closing of equity gaps.**

- a. Analyze and respond to the disaggregated data in the data sheet for your program. Provide clarifications or explanations for any positive or negative trends indicated by the data, and discuss what you are doing to close any equity gaps. The Student Success program review metrics are Junior Graduation Rate, Associate Graduation Rate, Semesters to Degree – Graduate Programs, and Course Pass Rates by Course Level. (3000 characters or less)**

The Junior Graduation Rate shows large fluctuations from year-to-year, ranging from a low of 60.0% to a high of 84.6%. On the whole, it appears there the trend is improving, although given the roller-coaster nature of the five data points it is hard to state anything definitively. A similar problem occurs with data regarding non-white students—because their base number is low, there is great variation in the Junior Graduation Rate from year-to-year.

Other data point to some success with Pell Grant recipients and first-generation students, who are passing our courses at higher rates. Indeed, our focused efforts on lower-division course pass rates appears to have paid off, with higher pass rates among all racial and ethnic groups as well. Pass rates for upper-division courses has held relatively steady, although as noted above, there is a marked improvement in this metric among Pell Grant recipients and first-generation students, with a five-year increase from 67% to 92% and 77% to 88% respectively.

- b. Provide evidence of the overall success of students in the program, e.g., the percent of students who pass licensure examinations, the percent of students who go on to graduate school, the percent in post-graduation employment in the field or a related field. (3000 characters or less)**

Over the five years of the program review period, there has been a large increase in the number of Justice BA graduates going on to further their education, from a low of 15 in AY 2017-2018, to highs in AYs 2019-2020 and 2020-2021 of 44 and 34. It appears that most of these graduates are returning to UAA, which speaks to the value graduates perceive in their undergraduate experience. With respect to the activities of alumni, we have made recent efforts to track graduates with limited success. Oddly, except for the UAA Alumni Association efforts, the university does not possess the infrastructure to systematically follow its graduates.

Nonetheless the Justice Center has a nascent effort to collect and disseminate information on recent graduates and publish this under the heading “What’s Next” on our website. Our working assumption is that by publishing the achievements of recent graduates it will encourage others to maintain contact and send information on their achievements. Initial evidence suggests some support for this assumption. We hope to continue and expand this effort and are investigating how to integrate our individual effort with some more systematic University-wide program.

So, although we have incomplete data we do have a sample that clearly demonstrates the great successes of some of recent graduates. Within the past year graduates have started their careers at the Alaska Department of Corrections, Division of Juvenile Justice and Anchorage Police Department. In addition, several graduates have started graduate studies and one recently completed a Ph.D.

**5. Demonstrate demand for the program.**

- a. Analyze and respond to the data in the data sheet for your program. Provide clarifications or explanations for any positive or negative trends indicated by the data, and discuss what you are doing to improve. The Demand program review metrics are Ratio of Out-of-Discipline Credit Hours to Total Credit Hours, Number of Program Graduates Who Continue Education, Number of Program Graduates Who Return to UAA to Pursue an Additional Program, and Gap between Job Openings and Degree Completions. (Note: Gap between Job Openings and Degree Completions not required for AY22 Program Reviews.) (3000 characters or less)**

The ratio of out-of-discipline credit hours to total credit hours has declined. As part of our recent curriculum revisions, prerequisites to many upper-division courses were reduced or modified to make them more available to students outside of the Justice major (e.g., instead of requiring JUST A110 as a prerequisite, in many courses we require completion of Social Science GERs). We also renamed some courses to make them sound more enticing to students and are more aggressively marketing our courses both within UAA and externally using social media.

More broadly, the need for a highly educated and trained justice workforce is essential to improving the health and wellbeing of all Alaskans and growing the number of Justice graduates will play an important part in meeting the state's justice workforce needs. A recent health workforce analysis conducted by the College of Health reveals that an estimated 368 annual openings in justice fields (including, but not limited to: federal, tribal, state, and local law enforcement; probation officers, correctional treatment, and reentry specialists; crime victim services and advocacy; criminal/juvenile justice planners; and crime data analysts) are expected in the state of Alaska each year for the next decade. Based on UA's most recent matriculation and graduation data, all three universities combined are currently meeting just 30% of the state's justice workforce demand. The demand for the Justice BA is clear.

As events in recent years – and especially the past year and a half – have made clear, the need has never been greater for high-quality, comprehensive justice education and research, especially justice curriculum and research that explicitly focuses on issues of racial justice inequities and disparities; intimate partner and sexual violence victimization; prisoner rehabilitation, reentry, and recidivism; and the intersections of behavioral health with both crime and justice. Justice Center faculty have already begun the process of reviewing our current curricula to identify opportunities for course revisions and the development of new courses and programs (e.g., occupational endorsement certificates, undergraduate certificates, and associate's degrees) that will bring these critical justice issues to the fore and prepare our students for their careers in the field.

**6. Demonstrate program productivity and efficiency.**

**Analyze and respond to the data in the data sheet for your program. Provide clarifications or explanations for any positive or negative trends indicated by the data, and discuss what you are doing to improve. The Productivity and Efficiency program review metrics are Five Year Degree**

**and/or Certificate Awards Trend, Student Credit Hours per Full-Time Equivalent Faculty, and Full-Time Equivalent Student per Full-Time Equivalent Faculty. (3000 characters or less)**

5-year degree awards trend. The number of students graduating with a BA in Justice declined from 44 graduates in AY 2016-2017 to 26 graduates in AY 2020-21. We believe the decline in the number of graduates over the preceding 5 years is due to three primary drivers:

- UAA IR data clearly show a cyclical pattern in Justice BA graduates stretching back to AY 2003, including a nearly identical decline for the period AY 2007-2008 through AY 2010-2011 when the number of Justice BA graduates declined from 46 to 28. Thus, while we are certainly not happy to see recent declines in the number of graduates from the Justice BA program, prior history suggests that it is not unusual in the long view – that the recent decline is the result of broader, cyclical trend.
- The creation of the Legal Studies BA in AY2013-2014. Prior to the development of the Legal Studies BA, many students who wanted to pursue a law-related education only had one choice – the Justice BA. When the Justice Center added the Legal Studies BA many students who would have otherwise enrolled in the Justice BA program enrolled in the Legal Studies BA program instead. While the magnitude is not knowable with precision, the LEGL BA captures some number of students who would have enrolled in the JUST BA previously.
- While acknowledging the two previous hypotheses, the declines observed in AY 2019-2020 and AY 2020-2021 do coincide with the onset of the COVID-19 pandemic. This hypothesis is supported by parallel reductions in the two other productivity and efficiency metrics included in the data sheet: SCH/FTEF and FTES/FTEF (addressed below), which suggests that the number of graduates declined in parallel with overall enrollment trend declines during the pandemic.

To improve the number of Justice BA graduates, the Justice Center, in collaboration with the College of Health Student Success Center, is conducting proactive outreach and (re)recruitment efforts with students whose academic progress puts them within one semester of graduation, and who have not registered for courses, to assist them with program completion. In addition, the Justice Center is working with the College of Health communications team to conduct intensive new-student recruitment to increase overall program enrollments.

SCH/FTEF and FTES/FTEF. Both SCH and FTES per FTEF have been essentially flat from 2017 to 2021. SCH/FTEF has averaged 417.3, while FTES/FTEF has averaged 17.4. As enrollments have declined, so has the number of faculty. The Justice BA faculty have carefully reviewed course offerings to create a course offering plan that takes recent enrollment trends into account, ensuring that students can complete their degrees on time while also avoiding offering courses that are likely to have low enrollment. Some courses are now offered every other semester, for example.

**Optional: Discuss the extent to which, if any, extramural funding supports students, equipment, and faculty in the program. (2500 characters or less)**

7. **Assess program distinctiveness, as well as any duplication resulting from the existence of a similar program or programs elsewhere in the University of Alaska System. Is duplication justified, and, if**

**so, why? How are you coordinating with UAA's community campuses and the other universities in the system? (2000 characters or less)**

The BA in Justice offered at UAA is unique in comparison to the BA in Justice offered at UAF in the following ways:

- 1) UAA's course offerings encompass a broad range of topics related to the science of criminology, policing, corrections, law, justice, and evidence-based policymaking. Over the past two decades, evidence-based policymaking — the development, use, and evaluation of scientific findings to advance policy — has transitioned from a curiosity to standard best practice. UAF's JUST BA program focuses on the management of criminal justice agencies and administration of justice. The two programs therefore have complementary, not duplicative content;
- 2) UAA's location in Anchorage provides diverse opportunities for internships and other community-engaged learning;
- 3) Instruction by UAA Justice faculty is strengthened by extensive research experience with State of Alaska criminal justice agencies, faculty engagement in the public policy-making process in the State of Alaska, and publication in the peer-reviewed literature;
- 4) All UAA Justice Center tenure-track or tenured faculty have terminal degrees in their disciplines, and all core courses in the UAA Justice BA are taught by tenure-track or tenured faculty.

With respect to coordination with community campuses, we have initiated discussions about course scheduling with a desired outcome of increasing choice for students each semester, reducing duplicative sections, and providing alternatives to low-enrolled courses. For example, in the Fall 2021 semester, we noticed a section of JUST A110 at KPC was under-enrolled and encouraged them to teach a different course which was not being offered in the UAA system that semester, thus providing greater opportunity for students. We have also had fruitful initial conversations about the possibility of an adjunct faculty member offering an upper-division course within their occupational specialty of probation and parole.

**8. Assess the strengths of your program and propose one or two action steps to address areas that need improvement. (3500 characters or less)**

The greatest strength of our program is the faculty and our shared commitment to continuous improvement. We have successfully increased the pass rate in our lower-division courses, and we look forward to assessing the impacts of recent innovations, such as moving to ZTC in JUST A110. Our recent curriculum revisions ensure that our program is modern in terms of the state of criminal justice education in this country, and also responsive to the special needs of Alaska and its communities. We are continuing to build upon our capacity to offer high-quality online courses, while at the same time maintaining a robust face-to-face program. The Justice program has the potential to continue on our positive trajectory, but this will be challenging with our current resource constraints. Additional faculty will allow us to fill the substantive gaps in our specialist knowledge created by the departure of three faculty members, ensure continued funded research productivity, and provide opportunities for faculty to engage in effective practices to enhance student success.

An area that needs improvement is student retention. Data recently presented by the Vice Chancellor of Student Affairs shows that retaining students is a more efficient way to increase SCH than recruitment of new students to UAA or the Justice major. While we will continue working with the College of Health Dean's Office on recruitment efforts, we will focus more on student retention. Potential methods include more rigorously tracking students from semester to semester and intervening early if it appears a student has "stopped out." Such intervention would supplement what the university and college are already doing in this area. It might entail something like direct outreach to students from their faculty advisors, or working with the college to more strategically direct financial support to students.

Another area needing improvement is assessment. The Justice BA currently relies heavily on an Exit Exam for assessing the program. While this has served us well in the past, it does not capture the full range of student achievement. Updating and diversifying our programmatic assessment methods will allow us to continue to make programmatic and course-specific changes to improve student success both at UAA and post-graduation. A structured assessment of student work products and more structured feedback mechanisms from our community partners are potential methods we could use.

*After completing the Program Section above, the program review committee chair should sign, date, and email this form to the dean, copying the committee members. If the program is fully delivered on a community campus, copy the appropriate community campus director(s).*

Committee chair's signature:



Date: 3/7/2022

END OF PROGRAM SECTION

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#### **DEAN SECTION (Due on April 1)**

*If the program is fully delivered on one or more community campus, the dean should consult with the director(s) of the campus. After completing the Dean Section below and signing it, the dean should email this form to the committee, and to [uaa.oaa@alaska.edu](mailto:uaa.oaa@alaska.edu). If the program is delivered on a community campus, copy the appropriate community campus director(s). The program has one week to provide an optional response to the Dean Section using the Program Optional Response section of this form.*

#### **Evaluation of Progress on Previous Recommendations**

**For each recommendation from the last program review, indicate if the recommendation has been met or has not been met and provide commendations and guidance as appropriate. (2000 characters or less for each recommendation)**

**Recommendation 1: Decrease the number of sections per year of several core courses and noncore electives.** Recommendation has been met.

The Justice Center reduced the number of course sections by 25%, while maintaining a course offering plan that still allowed students to complete program requirements efficiently. I commend the program for responding to the Provost's recommendation. I also commend the program for revising and updating the curriculum and for working with community campuses to better coordinate course offerings. I recommend that the program now focus on increasing course enrollments to reduce the loss in tuition revenue.

**Recommendation 2: Reduce the number of faculty or increase AY faculty salary support from external grant activity. The institution does not have the resources to sustain the program as currently configured.** Recommendation has been met.

The Justice Center lost two faculty positions. In addition to reducing the number of course offerings, this also reduced the total amount of external grants and contracts awarded. I recommend that the faculty now focus on rebuilding the program by securing additional external grants (and, as noted above, by increasing course enrollments). The path to recovery will be built by increasing course enrollments and externally funded grant activity.

**Recommendation 3: Pay attention to course pass rates, especially in lower-division courses.** Recommendation has been met.

Course pass rates have improved, particularly in lower-division courses. I commend the program for assessing student outcomes and using results to make revisions to course design, content, and assessment. I encourage the program to further assess equity gaps in student achievement.

**Provide your analysis of #2-8 below, based on the data provided and the program's responses above.**

**1. Centrality of the program. (1750 characters or less)**

Through its teaching, research, and service, the Justice Center makes a strong and important contribution to the College of Health's mission to improve the health and wellbeing of people and communities. The program successfully prepares graduates to address some of Alaska's most salient and pernicious problems in community and behavioral health by focusing on (a) problems that lie at the nexus of public safety and public health (e.g., homelessness, substance misuse and abuse, violence against women) and (b) solutions that incorporate public health and public safety strategies (e.g., crisis interventions, prevention, multidisciplinary treatment teams). Program graduates are prepared to lead Alaska toward a safer, healthier, and more just society. The program also has a long distinguished history of making important contributions to policy and practice, especially here in Alaska. Faculty engage in research and service activities that directly improve the health and safety of people and communities in Alaska.

**2. Program Quality and Improvement (1750 characters or less)**

An exit exam is administered twice a year to assess program student learning outcomes. Recent program improvement efforts focused on changing course delivery methods, revising and updating the curriculum, and exploring additional certificates and degree pathways. I commend the program faculty for their strong commitment to the scholarship of teaching. I also commend the program for

being focused on continuous improvement. However, while it is clear that the program is putting students first in its improvement efforts, it is not clear how these program improvement efforts are informed by the assessment of program student learning outcomes. I recommend that the program implement a more systematic assessment process where results are used to guide action, and the impacts of those actions are regularly assessed. As indicated in the 2021 Annual Academic Assessment Report, I support the program's effort to improve the conceptualization and measurement of the program student learning outcomes. I also recommend that the program work closely with community campuses and with both the Dean's Office and the Office of Academic Affairs when exploring additional certificates and degree pathways.

**3. Student Success and the Closing of Equity Gaps (1750 characters or less)**

The number of program graduates who continue their education has substantially increased during this period of review. In addition, the evidence suggests that efforts to close equity gaps in student achievement were successful. I agree with the program that low sample sizes make it difficult to assess trends and reach conclusions. When revising its assessment process, the program should consider how to capture student success stories and assess equity gaps.

**4. Demand (1750 characters or less)**

The ratio of out-of-discipline credit hours to total credit hours has steadily declined, indicating decreased demand across the university. Faculty worked hard to improve course pass rates, remove unnecessary prerequisites, and recruit students. These efforts are expected to increase student demand. The market demand for justice graduates remains strong. More than 350 job openings are expected each year, and the universities within the University of Alaska system are only meeting 30% of the market demand. The need for justice graduates is expected to continue – particularly for ones that are able to work at the nexus of public safety and public health.

**5. Productivity and Efficiency (1750 characters or less)**

While reductions in students and faculty have caused declines in tuition revenue and external grant awards, faculty remain highly productive and the program remains efficient. Academic productivity measures per FTEF have remained stable. I commend the program for successfully adapting to having fewer resources.

**6. Duplication and Distinctiveness (1750 characters or less)**

The UAA Justice BA continues to be distinct from the program at UAF because of its broader focus on problems that lie at the nexus of public safety and public health (whereas the UAF Justice BA focuses more on public administration). The UAA Justice BA is also unique because of its exceptional performance in research and the opportunities that it provides for students. Most recently, the program is expanding student opportunities for internships.

**7. Strengths and Ideas for Moving Forward (1750 characters or less)**

I agree with the program that its greatest strengths are the faculty and the shared commitment to continuous improvement. Multiple examples of success are included in this program review. While tuition and grant revenues have declined, the program is poised to successfully recover from pandemics, budget cuts, relocations, earthquakes, and other unanticipated challenges. Despite all

of these challenges, the program has always maintained an unwavering commitment to putting students first. I commend the program for its resilience. As we move forward, I agree with the program that two key areas that need improvement are student retention and assessment.

### **Dean's Final Evaluation**

**I commend the program for: (number and list the specific commendations in the narrative box, 1500 character limit)**

- Maintaining an outstanding faculty that is always committed to putting students first
- Responding to the Provost's recommendations
- Revising and updating the curriculum, with a focus on improving student achievement
- Working with community campuses to coordinate course offerings
- Preparing students to lead Alaska toward a safer, healthier, and more just society
- Conducting research and performing service to improve the health and safety of people and communities in Alaska
- Focusing on continuous program improvement, with a strong commitment to student success
- Being resilient and successfully adapting to pandemics and budget cuts

**I recommend that the program: (number and list the specific recommendations in the narrative box, 1500 character limit)**

- Increase course enrollments, by focusing on increasing student retention
- Increase externally funded grant activity
- Assess equity gaps in student achievement
- Improve the conceptualization and measurement of program student learning outcomes

**Dean's overall recommendation to the provost:** Continuation -- Program is successfully serving its students and meeting its mission and goals. No immediate changes necessary, other than regular, ongoing program improvements.

**If an Interim Progress Report is proposed, recommended year:** N/A

**If a Follow-up Program Review is proposed, recommended year:** N/A

**Proposed next regular Program Review:** AY2029

*After completing the Dean Section above, sign, date, and email this form to the committee, and to*

[uaa.ooo@alaska.edu](mailto:uaa.ooo@alaska.edu). If the program is fully delivered on a community campus, copy the appropriate community campus director(s). The program has one week to provide an optional response to the Dean Section using the Program Optional Response section below.

Dean's signature: 

Date: 4/1/2022

END OF DEAN SECTION

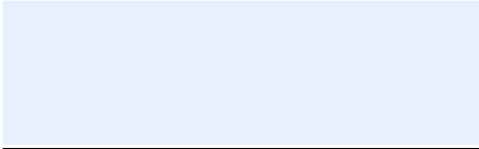
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**PROGRAM OPTIONAL RESPONSE (Due within one week of receiving dean's review)**

Programs have the option to submit to the provost a response to the dean's evaluation within one week of receiving the dean's review, using the narrative box below.

Optional responses should be submitted to [uaa.ooo@alaska.edu](mailto:uaa.ooo@alaska.edu), with a copy to the dean. If the program is fully delivered on a community campus, copy the appropriate community campus director(s) as well.

**Optional Response: (10,000 characters or less)**

Program Signature: 

Date: Select date.

END OF PROGRAM OPTIONAL RESPONSE SECTION

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**PROVOST SECTION (Due on August 1)**

After completing, signing, and dating the Provost Section of this form, email the completed form to the program review committee and dean, with a copy to [uaa.ooo@alaska.edu](mailto:uaa.ooo@alaska.edu) for posting. If the program is delivered on a community campus, copy the appropriate community campus director(s) as well.

**Provost's commendations, additional or adjusted recommendations, if any, and other general comments (3000 characters or less):**

I agree with the dean's commendations and recognize the faculty's considerable efforts to be proactive and action-oriented in addressing the current recommendations and beyond. These efforts are wide-ranging, from curricular changes to implementing pedagogical best-practices and continuing to develop online pathways to the degree. Of particular note, among many notable achievements, are the comprehensive review of curriculum and course design, the attention to quality in the delivery of

distance modalities, the implementation of zero costs course materials, the integration of high-impact practices, the coordination across campuses, and the consideration of new certificates and degrees that will build into the BA. I particularly appreciate the program's careful analysis of the data and consideration of what the trends might mean and what actions might be taken.

I also agree with the dean's recommendations and fully support the program's goals of focusing on retention and diversifying their programmatic assessment practices beyond the summative exit exam.

Moving forward, I am asking programs to think about how they put students first by looking carefully at issues such as pre-requisites, especially "hidden" pre-requisites, excess credits, especially for additional upper-division or in-residence credits beyond the university requirements, and student progression through the curriculum. I am also asking faculty to think about what it means to embrace diversity and inclusivity on the course and program level and about how they demonstrate this in their particular program(s). For example, some ways to demonstrate this are through the use of proven, high-impact practices at the program level such as portfolios, community-based/service learning, and undergraduate research. Proven pedagogic strategies also include designing assignments using Transparency in Learning and Teaching (TILT), the inclusion of formative assessments in addition to summative ones, and implementing OER and ZTC materials, particularly where course materials can be more reflective of diverse perspectives.

I am pleased to observe that the Justice faculty are implementing many of the above. As the program moves into the next review cycle, please consider how the program can build on its efforts and use what it has learned through this Program Review process to further reflect on the program, its curricular design, how each course is delivered, and how its students are supported. Please also consider how the program continues to embrace and demonstrate its commitment to diversity and inclusion, as outlined above.

This Follow-up Program Review completes the current cycle of Program Review for the BA in Justice, with a final decision of Continuation, as put forward by the dean. The next Program Review date is AY29, the maximum number of years out, in acknowledgement of the extensive work already done and the concrete action plan for moving forward.

**Final decision:** Agree with the dean's overall recommendation with the additional guidance and adjustments as per the above comments.

Provost's signature: \_\_\_\_\_



Date: 5/6/2022