UAA Academic Affairs
UNIVERSITY of ALASKA ANCHORAGE

2021 ANNUAL ACADEMIC ASSESSMENT REPORT FORM
(Due October 15 to the dean)

PROGRAM SECTION (Due to the dean on October 15)

Submission date: 10/15/2021

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Program(s) covered in this report: Corrections OEC/UC

If you selected "Other" above, please identify. *(100 characters or less)*

College: College of Health

Campuses where the program(s) is delivered: ☐Anchorage ☐KOD ☒KPC ☐MSC ☐PWSC

Specialized accrediting agency (if applicable): Select Specialized Accrediting Agency or N/A.
If explanation is necessary, such as only some of the certificates and degrees are covered by the specialized accreditation, briefly describe: N/A

INSTITUTIONAL STUDENT LEARNING CORE COMPETENCIES

In 2020, UAA launched a consensus-based, deliberative process to identify the key skillsets that help students achieve academic and post-graduation success. After a year-long process that included students, faculty, staff, administrators, alumni, and employers, the UAA community identified four "core competencies" at the heart of a quality UAA education. Students develop mastery of these competencies through curricular (e.g., courses), co-curricular (e.g., internships, conferences), and extra-curricular (e.g., student clubs) learning experiences.

After the stakeholder-based process in AY20, UAA conducted a pilot project focusing on the core competency of Personal, Professional, and Community Responsibility (PPCR). This decision was based on input from the 2020 Annual Academic Assessment Retreat.

Question #1 below is designed to engage program faculty in thinking about how they can or already do promote student learning in this core competency.

1. **Personal, Professional, and Community Responsibility: The knowledge and skills necessary to promote personal flourishing, professional excellence, and community engagement.**
   - **What would you hope a student would say if asked where in your program or support service they had the opportunity to develop proficiency in this Core Competency?** *(500 characters or less)*

Within the core of the program students learn and develop skills in the area of criminal justice/corrections. I believe that it is within this core that students would say they gain the most personal and professional reflection and growth. The program itself speaks tocommunity responsibility as you become servants of the public in this profession and students learn this throughout.

- o **Do you have an example that could be a model for the university of an intentionally designed course, assignment, or activity that showcases the student learning in this core competency? ☐Yes ☒No**
  If yes, please briefly describe. *(500 characters or less)*

- o **Do you have any ideas about where your program or the university might develop other intentionally designed opportunities for students to develop proficiency in this core competency? ☒Yes ☐No**
  If yes, please briefly describe. *(500 characters or less)*
  Promoting coursework that is of greater relevance to the profession and society. Example: Ethics is extremely important in the profession of corrections/criminal justice and is consistently an issue presented in society as something criminal justice professionals need to study and build. However there is no specific ethics course in the UEC program at present. By establishing an ethics course, the program could provide acitivities that promote greater community involvement and coordination.

PROGRAM STUDENT LEARNING OUTCOMES

2. **Please list the Program Student Learning Outcomes your program assessed in AY21. For each outcome, indicate one of the following: Exceeded faculty expectations, Met faculty expectations, or Did not meet faculty expectations.**

   Example: Communicate effectively in a variety of contexts and formats – Exceeded faculty expectations.
   Describe the criminal justice system as a whole, and the organization of criminal justice institutions. - Exceeded faculty expectations.

3. **Describe your assessment process in AY21 for these program student learning outcomes, including the collection of data, analysis of data, and faculty (and other, e.g., advisory board) conversations around the findings. *(750 characters or less)***
   Faculty collect data for specific program outcomes on a 3-year-rotation and then meet at least once a year, along with the assessment coordinator and Assistant Director of Academic Affairs, to review the data collected using the assessment tools. This results in recommended program changes that are designed to enhance performance releative to the programs objectives and outcomes. The results of the date collection, an interpretation, and recommended programmatic changes are then forwarded with a formal report to the appropriate reporting channels by October 15 of each year. The proposed programmatic changes may be any action or change that faculty deems necessary to

improve performance relative to program objectives and outcomes.

4. **What are the findings and what do they tell the faculty about student learning in your program?** *(750 characters or less)*

   Outcome #1 was assessed in Spring 2020 between two distinct courses. Students exceeded expectations in overall learning. In JUST A110-10 students were assessed based on the rate of 105 (70%)/150 points needed to show achievement. Students achieved an overall average rate of 145.6. or 97%. In JUST A221 students were assessed on the same learning objective based on the rate of 210 (70%)/300 points needed to show achievement. Students achieved an overall average rate of 249 or 83%. Again, due to program review assessment data collection was not required during Fall 2020.

5. **Based on the findings, did the faculty make any recommendations for changes to improve student achievement of the program student learning outcomes? Please describe the recommended action, what improvement in student learning the program hopes to see with this change, the proposed timeline, and how the program will know if the change has worked. If no recommendations for changes were made, please explain that decision.** *(750 Characters or less)*

   There have been several changes that have occurred over the last two years. In AY 19-20, in an effort to meet industry needs, outcome #4 was deleted in combination with the deletion of CIOS A135A. Outcome #5 focusing on oral and written communication was altered to focus on communication in relation to public service agencies. Outcome #9 regarding competitive entry skills was eliminated solely because it was difficult to assess. Changes were made to the program to accommodate for course deletions/alterations as well. Assessments in AY20-21 were moved to a 3 year rotation as follows: Year One: Objectives 1 and 2; Year Two: Objectives 3 and 4; Year Three: Objectives 5, 6, 7. No changes were recommended or implemented in AY 21.

PROGRAM IMPROVEMENTS AND ASSESSING IMPACT ON STUDENT LEARNING

6. **In the past academic year, how did your program use the results of previous assessment cycles to make changes intended to improve student achievement of the program student learning outcomes? Please check all that apply.**
   ☐ Course curriculum changes
   ☐ Course prerequisite changes
   ☐ Changes in teaching methods
   ☐ Changes in advising
   ☐ Degree requirement changes
   ☐ Degree course sequencing
   ☐ Course enrollment changes (e.g., course capacity, grading structure [pass/fail, A-F])
   ☐ Changes in program policies/procedures
   ☐ Changes to Program Student Learning Outcomes (PSLOs)

☐ College-wide initiatives (e.g., High Impact Practices)
☐ Faculty, staff, student development
☐ Other
☒ No changes were implemented in AY21.

If you checked "Other" above, please describe. *(100 characters or less)*

7. **Do you have any information about how well these or other past improvements are working? Are they achieving their intended goals? Please include any data or assessment results that help you demonstrate this. *(750 characters or less)***

   Due to recommended program review changes, the Corrections OEC/UC is in the process of moving under the College of Health. This has resulted in much greater coordination between the UAA Justice Center and the Alaska Department of Corrections. As a result the program will in the future, be making recommendations for changes in program courses, assessment objectives/ student outcomes, and coordination. During the next assessment cycle it is anticipated that the program will report recommended changes which will promote greater student personal, professional, and community engagement. All while being closely tied with the UAA Justice Center and College of Health.

8. Programs are not required to respond to question #8 below for their report due on October 15, 2021. Question #8 will be required for the next round and moving forward.

9. **Do you have any examples of post-graduate success you want to highlight? For example, major scholarships, the percent of students who pass licensure examinations, the percent of students accepted to graduate programs, the percent in post-graduation employment in the field or a related field. *(750 characters or less)***

   The Corrections UEC is unlike other programs as it is unique and focuses on equipping the workforce in Corrections/Criminal Justice. I am happy to address this through personal narrative that occurred today. I was walking through the hallways at the Department of Corrections Training Academy. As I walked passed a group of Corrections Officers in training, one of them stopped, looked at me, and re-introduced himself as a student I had a KPC. He then advised that since completing the program he was hired at the Wildwood Correctional Center and was now a correctional officer.

DEAN SECTION (Due to the program on January 15)

1. **Based on the program's responses above, what guidance and support do you have for the program moving forward? Is there a particular area the program should focus on? *(750 characters or less)***

   During the 2021-2022 academic year, the Occupational Endorsement Certificate and Undergraduate Certificate in Corrections were moved from the Community and Technical College to the College of Health. This move aligns the program in Corrections with other behavioral health programs in the College of Health, including Justice, Legal Studies, Social Work, and Human Services. I commend the program for developing a collaborative relationship with these other programs. Working together,

we hope to reinvigorate the program in Corrections, providing training in the field of corrections, instruction in written and oral communication skills, and a foundation in restorative justice, criminology and justice organization and management.

2. **Is there something the program is doing particularly well in terms of its processes for the assessment and improvement of student learning, including the closing of equity gaps, that might serve as a model for other programs? If yes, please explain. You may skip this question.** *(750 characters or less)*

I commend the program for its work on assessment, for using results to make program improvements, and for assessing the impacts of program improvements. In preparation for next year's assessment report, I encourage the program to examine equity gaps in student achievement and to address these gaps. I also encourage the program to continue working with the Justice Center and the Alaska Department of Corrections to examine how we can best prepare our students to fill Alaska's workforce needs.

Dean's signature: _____   **Date:** 4/29/2022