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

PROGRAM SECTION (Due to the dean on October 15)

After completing the Program Section, the program should email this form to the dean, with a copy to the appropriate community campus director(s) if the program is delivered on a community campus.

Submission date: 10/15/2021

Submitted by: Sharon Chamard, Professor of Justice, Justice Program Coordinator, sechamard@alaska.edu

Program(s) covered in this report: Justice BA
(Programs with suspended admissions and new programs in the first year of implementation are not required to complete this form.)

    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): N/A
    If explanation is necessary, such as only some of the certificates and degrees are covered by the specialized accreditation, briefly describe:

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.**

   o **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)*
   As a program that helps prepare students for careers in criminal justice, this core competency is addressed throughout the curriculum. For example, students in JUST A333 (Crime Victimization and Justice) students explore the impacts and warning signs of vicarious trauma, and how to plan for and mitigate this negative impact on their personal and professional lives. In Just A320 (Crime Prevention) the responsibility of community members for reducing opportunities for crime is emphasized.

   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)*
   In JUST A221 (Dynamics of Criminal Justice Organizations) students conduct interviews with a leader of a governmental or non-profit agency affiliated with criminal justice. While discussing the courses' main concepts with these established professionals, students learn about what it takes to achieve professional excellence and how to function successfully within complex organizations. Selecting the leader and doing the interview entirely on their own develops students' self-efficiacy.

   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)*
   In response to an identified need from the criminal justice practitioner community in Alaska and to evolving standards in criminal justice education, JUST A330 (Justice and Society) is being revised to focus more explicitedly on ethics. Student learning outcomes include those emphasizing professional practice and development and potential conflict between those goals and personal ethics and biases.

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.

   The program underwent a expedited review last year and thus did not assess PSLOs. Further, the program's Program Student Learning Outcomes were revised and expanded last year in conjunction with a significant revision of the curriculum.

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)***

   As noted above, there was no assessment of Program Student Learning Outcomes (PSLOs) in AY21.

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

   Please see above.

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)***

   Please see above.

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)***
Scores from all Exit Exams in both AY20 and AY21 were compared to those from AY19. 32 students took the exam in AY19, 22 in AY20, and 26 in AY21. Scores in AY19 ranged from 54-88% with a mean of 71%. Scores in AY20 ranged from 32-86% with a mean of 68.2%. Scores in AY21 ranged from 34-90% with a mean of 65.8%. While we previously saw an increase in these scores from AY18 to AY19, since then there has been a slight decline. Two factors may be relevant here—the pandemic and the change in the curriculum. We are improving both the conceptualization and measurement of the program's PSLOs, but this has not kept up with the curricular modifications. As we continue with continuous improvement, we expect to see improved scores on the Exit Exam.

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)***
One of our former students is currently doing well in a prestigious Ph.D. program and also recently published (with a Justice BA faculty member as co-author) an article in a peer-reviewed journal. Another of our recent graduates earned a Ph.D. and is teaching at a university. Other Justice BA graduates are succeeding in local municipal government, holding positions such as Chief of Police, Municipal Manager, and the Office of Equal Opportunity Director.

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)***
The Justice BA provides students multiple opportunities to develop proficiency in personal, professional, and community responsibility. Unfortunately, the program did not assess program student learning outcomes during AY20-21 (while a report was not required, continued assessment

was required). Nonetheless, exit exams were still administered. Scores were relatively stable, with a slight decline. I support the program's effort to improve the conceptualization and measurement of the program student learning outcomes. I also look forward to the results of the AY21-22 assessment process. Finally, I recommend that the program start examining equity gaps in student success and addressing those gaps.

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)*

Dean's signature: *Andrė B. Rosay*   **Date:** 1/6/2022