

**2022 ANNUAL ACADEMIC ASSESSMENT REPORT FORM (Due
October 15 to the dean)****PROGRAM SECTION (Due to the dean on October 15)****Submission date:** 10/21/2022**Submitted by:** Sharon Chamard, Professor of Justice, sechamard@alaska.edu**Program(s) covered in this report:** Justice BA

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 is phasing in the integration of the core competencies into ongoing processes, including program student learning outcomes assessment. Personal, Professional, and Community Responsibility (PPCR) was integrated into the AY21 Annual Academic Assessment Report. The AY22 Annual Academic Assessment Report now also integrates Effective Communication.

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

1. A. *Personal, Professional, and Community Responsibility: The knowledge and skills necessary to promote personal flourishing, professional excellence, and community engagement.*

- **If last year you provided your program's current or planned example of an intentionally designed course, assignment, or activity that develops and showcases the student learning in this core competency, please discuss that implementation and any observations you have regarding how well it is working. (500 characters or less)**

In JUST A221 students conduct an interview with a leader or manager of a governmental or non-profit agency affiliated with criminal justice. Some students have difficulties identifying and making contact with someone to interview. The assignment exposes students to the professional world and can even inspire them: a student described the woman she interviewed: "She almost made me want to be like her... I want to be able to have the knowledge to help people the way she does."

- **If last year you *did not* identify a current or planned example of an intentionally designed course, assignment, or activity that provides students the opportunity to develop and showcase this core competency, please identify one now. (500 characters or less) N/A**

B. *Effective Communication: The knowledge and skills necessary to engage in effective communication in diverse contexts and formats.*

- **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)**

Written and oral communication is a component of many of our courses, so a student would likely say they had the opportunity to develop proficiency in this core competency throughout the whole Justice BA program. Assignments and other activities include diverse formats and contexts such as class presentations, essays, memos, letters-to-the-editor, online discussion boards, and group work, both in-class and online.

- **Provide your program's current or planned example(s) of an intentionally designed course, assignment, or activity that showcases the student learning in this core competency. (500 characters or less)**

Students in Introduction to Research Methods in Justice (JUST A200) have a semi-structured conversation with a family member or friend, preferably someone without a college degree, about social science and crime and justice research, including results from a specific study selected by the student. Students write a brief reflection about the conversation and the differences between their knowledge and understanding of research compared to the person they talked to.

PROGRAM STUDENT LEARNING OUTCOMES

2. Please list the Program Student Learning Outcomes your program assessed in AY22. 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.

Assess and critique the different theoretical perspectives in criminology - Exceeded faculty expectations

3. Describe your assessment process in AY22 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)

The primary mechanism for assessing PSLOs is the Justice BA Exit Exam. Faculty worked collaboratively to discuss the dimensions of the PSLO and ultimately created 13 multiple-choice or true/false items for inclusion in a question pool. Each student taking the Exit Exam since Spring 2018 was asked seven of these questions. We conducted an item analysis on Blackboard (the platform for the Exit Exam) and then collectively reviewed the results of that analysis, focusing both on the discrimination score and percent answering correctly for each item. This process identified what are potentially poorly written items and domains where students may have difficulties.

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

Overall, the findings were positive. Each of the 13 items had been answered between 31 and 48 times; 71% of the time the answer provided by a student was correct. It should be noted that students only have to complete the Exit Exam. How they score on it makes no difference to their academic progress or graduation. Thus, the scores on these items from students of varying degrees of motivation to even try to answer correctly indicate that students have generally been successful in achieving this PSLO. Indeed, none of individual items' "percent answered correctly" scores fall below 50%.

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)

We do not recommend any significant changes to the program. With respect to measurement of the PSLO, we will consider modification of the two items from the Justice BA Exit Exam with low

discrimination scores (below 0.2). We will also endeavor to expand how this PSLO is measured by including artifacts from courses. For example, an assignment in the elective course Rural Justice (JUST A355) asks students to critique various theories of criminal behavior on their ability to explain crime patterns across the rural-urban continuum. We will begin collecting past examples of this assignment as materials to develop an assessment methodology and instrument, which will then be used for future assessment of these artifacts on an annual basis.

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 AY22.

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 Exit Exams in AY22 were compared to those from AY19, AY20 and AY21. 32 students took the exam in AY19, 22 in AY20, 26 in AY21, and 23 in AY22. 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%. Scores in AY22 ranged from 32-88% with a mean of 71.4%. The disappointing decline in the Exit Exam scores in AY21 appears to have been anomalous. We are continuing to improve both the conceptualization and measurement of the program's PSLOs so that these will eventually match the major curricular modifications made in recent years. As we continue with continuous improvement, we expect to see improved scores on the Exit Exam.

STUDENT SUCCESS AND THE CLOSING OF EQUITY GAPS

Student success depends on many aspects of a student's experience. On the academic program level, it can relate to correct placement, course sequencing, standardized pre-requisites across sets of courses, the intentional use of high-impact practices, proactive advising, course scheduling practices, etc.

UAA has selected the below metrics as student success metrics for accreditation.

In response to faculty questions and concerns about reporting on these data without more discussion and training, we will spend AY23 exploring together what equity data are and are not, how they can be used responsibly, and what programs can do to close equity gaps in student achievement on the below metrics, as well as to improve overall student achievement on them. UAA has a team participating in the NWCCU Data Equity Fellowship, and that team will help to guide these conversations.

8. PROGRAMS ARE NOT REQUIRED TO RESPOND TO QUESTION #8 FOR THEIR REPORT DUE ON OCTOBER 15, 2022. IT IS HERE JUST FOR THEIR REFERENCE.

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 program currently lacks capacity to systematically track the academic and career successes of our graduates, so much of what we know is based on personal knowledge and is anecdotal. One of our graduates who recently completed a prestigious Ph.D. program is now employed as a crime analyst in one of the nation's most innovative police departments. Other graduates are meeting local workforce demand and are successfully working in local criminal justice or non-profit agencies, including STAR, DJJ, Palmer PD, and Anchorage PD.

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? (750 characters or less)

The program examined whether students are able to assess and critique the different theoretical perspectives in criminology. Results showed that students exceeded faculty expectations, and no improvements were needed. I recommend that the program implement the indirect measures that are included in its assessment plan (exit survey and focus group). As noted in the program's assessment plan, these indirect measures have proven to be among the most useful assessment methods. Gathering additional data will be helpful to identify opportunities for continuous improvement.

2. What is the program doing particularly well in terms of its processes for the assessment and improvement of student learning, for example, the achievement of the Program Student Learning Outcomes, the closing of equity gaps, or addressing the core competencies? *(750 characters or less)*

The program's exit survey provides the opportunity to examine changes over time. Moving forward, the program will want to assess student success and identify what it can do to close equity gaps in student achievement.

Dean's signature:

André B. Rosay

Date: 1/12/2023