

## REPORT ON AY2022-2023 ACADEMIC ASSESSMENT

**Submission date:** 11/13/2023

**Assessment Plan covered in the report:** Justice BA

**College:** College of Health

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

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

*After responding to the questions below, 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.*

- 1. Please list and number the Program Student Learning Outcomes your program assessed in AY23. For each outcome, indicate one of the following: Exceeded faculty expectations, Met faculty expectations, or Did not meet faculty expectations.**

*Example: 1. Communicate effectively in a variety of contexts and formats – Exceeded faculty expectations; 2. Adopt critical perspectives for understanding the forces of globalization and diversity – Met faculty expectations.*

Evaluate the historical and contemporary philosophies of criminal justice - Did not meet faculty expectations

- 2. Describe your assessment process in AY23 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. (1000 words or less)**

The primary mechanism for assessing PSLOs is the Justice BA Exit Exam, which is taken by all Justice majors just prior to their graduation in either the Fall or Spring semesters. Faculty worked collaboratively to discuss the dimensions of the PSLO and ultimately created 17 multiple-choice items for inclusion in a question pool. Each student taking the Exit Exam since Spring 2018 was asked five of these questions. Just prior to data collection for the current reporting year we were required to archive the Exit Exam from its platform on Blackboard, so while we can combine results for all years in terms of percent answering correctly for each item, it was not possible to combine data sets for the years 2018-2022 and 2022-2023 to conduct a comprehensive item analysis. This is not an optimal situation, but does allow us to collectively review the results in order to identify poorly-written items and domains where students may have difficulties.

**3. What are the findings and what do they tell the faculty about student learning in your program? (1000 words or less)**

On the whole, the results with respect to this PSLO are not encouraging. Each of the 17 items had been answered between 19 and 34 times; 49% of the time the answer provided by a student was correct. Only three items were answered correctly more than 70% of the time.

The faculty member who taught the course wherein much of the content related to this PSLO was presented has retired, and the faculty member teaching the course modified it significantly. It is not surprising that the set of questions primarily written by the retired faculty were difficult for students. It is quite likely that content is not covered in the same manner it was previously.

**4. Based on the findings, did the faculty make any recommendations for changes to improve student achievement of the Program Student Learning Outcomes? Yes**

- i. Please describe the recommended action(s), what improvements in student learning the program hopes to see, the proposed timeline, and how the program will know if the change(s) has worked. If no recommendations for changes were made, please explain that decision. (1000 words or less)**

We recommend changing this PSLO. Although the current set of PSLOs in the BA in Justice program generally align well with our curriculum, the PSLO in question is clearly out of alignment with relevant coursework. In addition, after the PSLO is changed, the items in the Exit Exam will be reviewed to determine if they should be retained, modified, or expunged entirely. New items will be added to the Exit Exam to reflect the changes to the new PSLO and the revised course.

We expect to see student performance on this particular portion of the Exit Exam improve because they will be assessed on a PSLO that is connected in a robust way to materials presented to them in their coursework. We will know the change has worked if scores on the relevant Exit Exam items improve.

The schedule for the new seven-year assessment cycle shows this PSLO being assessed again in 2029-2030. However, that is many years away, so prior to this we will conduct an informal assessment of the revised PSLO using the revised Exit Exam items. This informal assessment will occur in three years, during the 2025-2026 academic year.

It should be noted that this program's Academic Assessment Plan is currently being revised. Based on feedback from the Academic Assessment Committee, the number of PSLOs will be reduced, which means remaining PSLOs will be altered. Further, going forward all PSLOs will also be assessed using artifacts.

5. 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 AY23. (If no options above were selected)

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

6. 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. (1000 words or less)

Scores from Exit Exams in AY23 were compared to those from AY19, AY20, AY21, and AY22. 32 students took the exam in AY19, 22 in AY20, 26 in AY21, 23 in AY22, and 21 in AY23. 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%. Scores in AY23 ranged from 58-90% with a mean of 70.2%. The average has been fairly constant over the years, but last year saw an increase in the minimum score. We think this suggests our continuing efforts to improve both the conceptualization and measurement of the program's PSLOs to match the major curricular modifications made in recent years are bearing fruit, particularly with respect to students who tend to test poorly. As we progress with continuous improvement, we expect to see improved scores on the Exit Exam.

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### DEAN SECTION (Due to the program on January 15)

After completing the Dean Section and signing it, the dean should email this form to the program, and copy [uaa\\_ooo@alaska.edu](mailto:uaa_ooo@alaska.edu) for posting. If the program is delivered on one or more community campus, the

dean should consult with the appropriate community campus director(s) on the response and copy the appropriate community campus director(s) when emailing the response to the program.

**1. Based on the program's responses above, what guidance and support do you have for the program moving forward? (200 words or less)**

This year's assessment process for the Justice BA was based on results of an exit exam taken by all majors just prior to their graduation (as was last year's assessment process). Justice faculty analyzed trends in exit exam scores from AY19 to AY22. Overall, average scores have remained fairly stable (ranging from 65.8% to 71.4%), but the minimum scores have increased (from a low of 32% to 58%). I continue to encourage the faculty to implement the indirect measures that are included in the assessment plan for the Justice BA (these include an exit survey and a focus group). Historically, these indirect measures were more useful assessment measures than the exit exam.

**2. Discuss what the program is doing particularly well in terms of its processes for the assessment and improvement of student learning, for example, the use of a common rubric or prompt, a signature assignment, etc. (200 words or less)**

The justice faculty focused on one of the seven program student learning outcomes for the BA in Justice (students' ability to evaluate the historical and contemporary philosophies of justice). Students did not meet faculty expectations for this learning outcome. This is likely due to recent changes in instructional goals and course content. In response to these changes, the faculty needed to update the program's student learning outcomes and assessment plan. With these changes, the assessment process is now better aligned with the curriculum. (The new student learning outcome requires students to be able to evaluate the historical and contemporary philosophies and practices of criminal justice). The faculty will also implement additional assessment measures. I commend the faculty for these important revisions and improvements to the assessment process. Moving forward, the faculty will have more valid data to assess program student learning outcomes.

Dean's signature:

Debbie Craig, PhD

Date: 12/20/2023