



3211 Providence Drive  
Anchorage, AK 99508-4614  
907.786.1050

2022 ANNUAL ACADEMIC ASSESSMENT REPORT FORM  
(Due October 15 to the dean)

The Faculty Senate Academic Assessment Committee (AAC) is committed to a vision of assessment that leads to continuous program improvements and benefits students. Annual assessment reporting provides decision making and resource allocation aimed at improving student learning and success. It also enables the AAC to analyze assessment across the institution and to respond to UA, State of Regents legislative, and Northwest Commission on Colleges and Universities (NWCCU) requests. We thank you for your continued support of and participation in this annual activity.

Starting in Spring 2021, UAA moved to one academic assessment reporting mechanism. The below form merges and streamlines the former Annual Academic Assessment Survey and the Annual Academic Assessment Report. It also incorporates questions about how academic programs contribute to student achievement of institutional core competencies and student success.

This annual report will be due to the dean on \_\_\_\_\_.



3211 Providence Drive



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

- x 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.”

- x 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

- x What would you hope a student would say if asked where in your program 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, letter to the editor, online discussion boards, and group work, both in-class and online.

- x 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 established 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 AY2. 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 for these Program Student Learning Outcomes, including the collection of data, analysis of data, and faculty (a) 9.9 (t) 7.2 8 (l) -8 (y) -8.2 (.t) 2.2 (ng) -8.3 (t) 2.2 (l) -8 (y) .9 -i 6063 acu-0782 (s) 4132 (s) 4132 tei 7063 (m) -9.3 (e-



3211 Providence Drive





3211 Providence Drive  
Anchorage, AK 99508-4614  
907.786.1050

Metric

Definition

Rationale



3211 Providence Drive