

# Student Learning Outcomes Assessment Summary

## ***Justice Department B.A. Degree***

*UAF College of Liberal Arts*

**Fall, 2014 to Spring 2015**

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### **1. Assessment information collected**

Aggregate scores were reviewed for all students completing Writing Intensive courses during the review period. (Justice 335 Gender & Crime/Justice 345 Police Problems). Grades for the Writing Intensive courses utilized a rubric (attached) and the results were as follows: 76% of the students earned a grade of "A", 6% earned a "B", 2% earned a "C", and 15% earned a grade of "D,F,NB, or W". The rubric provides faculty with the opportunity to evaluate both student technical writing skills and critical thinking skills. The Justice department also reviewed the aggregate scores of students completing the Justice Oral Intensive course, Justice 453 (Comparative Criminology—oral presentation evaluation form attached). The results were as follows: 68% of students received an "A", 8% "B", 8% "C", and 16% a grade of "D,F,NB, or W". As part of the on-going evaluation, a 40 question assessment exam is also given by the program, covering the core areas of the Justice curriculum. The information obtained (numbers of students taking both pre-post exam) were negligible, with the N=2. Of those students, both improved on the post tests, although the program needs to change the procedure for collection. \*(see below)

### **2. Conclusions drawn from the information summarized above**

During the review period, we noted an increase in the writing competency of students, with 76% of all students in Writing Intensive classes receiving a grade of "A". This was an increase from 55% during the last reporting period. In part, this was due to following established guidelines for writing intensive courses (criteria) with the addition of the instructor adding (2) paper "workshops" as part of the class process. (student's receiving feedback from both instructor and peers). The grades for Oral Intensive classes remained fairly consistent, with 68% of the students receiving a grade of "A", as compared to 71% during the last reporting period. \*As indicated in the Assessment Information Collected section above, the Justice Department will be revising the procedure for the dissemination and collection of results from the assessment exam. Traditionally, the department relied upon students who were taking "in classroom" courses as the source of data for the exam. The department has seen a major shift in

students taking courses online (students can now obtain their entire Justice Degree online) and as a result, the procedure for administering the exam will change. Beginning with the Fall, 2016 semester, the exam will be posted on the course sites, with faculty monitoring compliance with students completing the exam. After the completion of the Fall, 2016 and Spring, 2017 semesters, we should see a fairly dramatic rise in the data available, which will enable a more thorough examination in this area.

### **3. Curricular changes resulting from conclusions drawn above**

In response to the general education requirements for UAF, the Department plans on the following changes: To satisfy the "Communication" requirement, the plan is to still offer designated courses that provide evidence of student skills in both written and oral contexts. The writing skills courses will remain as Just. 335 (Gender and Crime), along with Justice 345 (Police Problems). Additionally, to satisfy the upcoming Capstone course requirement, the Department will offer the option of completing a research paper, (Just. 498) which will provide students with another opportunity to further their writing skills. The other curriculum change which will become effective in Fall, 2016, will be the addition of Justice 310 (Principles of Corrections) which will be incorporated into the assessment exam (typically 5 questions are included for each Justice core area).

### **4. Identify the faculty members involved in reaching the conclusions drawn above and agreeing upon the curricular changes resulting**

Mike Daku: Chair   Faculty Members: Jeff May, Rob Duke