

Justice Administration - Master of Arts - Full Review & SLOA

Current Compliance Year: 2023-2024

Full review

Recent Recommendations

Feedback will include recommendations from the last Expedited Review or from your most recent review by your school or college. You may not see any feedback or recommendations until you have completed your first full or mid-cycle review.

Response to Previous Recommendations (if any):

None.

Student Learning Outcomes

The previous Student Learning Outcomes Assessment has been submitted as its own report. Going forward you will use the following prompts to discuss the success of your most recent SLOA plan and address your assessment activities since your last SLOA report (typically the past two years or since your last program review).

Learning outcomes feedback from last review: Feedback and recommendations may not appear until after your first full or mid-cycle review.

Requires Minor Revision

Discuss your SLOA findings, changes you are making and what you hope to see as a result:

Based on declining enrollment numbers due in large part to changes within the department over the past two years, we are re-focusing our department efforts on socializing the program within the state. We are actively recruiting an additional faculty member for the department.

Discuss the curricular changes made based on assessing your SLO. If you haven't made any curricular changes, please explain why not and address what you did notice in the review, including strengths of your curriculum through the assessment of your outcomes:

JUST 690 has been completely revamped and both JUST 615 and 620 will be revamped as well. Department Professors have discussed new SLOAs (attached) which reflect a presentation component and how to include that in our coursework as well. JUST 690 will include a component of self-assessment and program critique to be used in sharing conclusions and trends via a zoom discussion with cohorts to build consensus for program direction changes.

Are communication outcomes embedded in the SLOA Plan?

As of 2017 all Baccalaureate programs were required to embed the communication outcomes within their SLOA Plans, this is optional for non-Baccalaureate programs.

Not Embedded

Student Success

To access the Student Success Dashboard please sign into a UA computer with VPN connection (if not on campus). You will need your UA credentials and it is best accessed with the most updated version of Chrome, Edge, Firefox or Safari browsers; Internet Explorer is not supported. You will need to filter the data to see your programs. If you need assistance in finding the data for your programs, please contact your data liaison or [Julia Manfredini](#) in the PAIR office.

Data Liaisons

Each school or college has a team of Data Liaisons to help you analyze the data provided in the portal and may be able to help you see your data in multiple contexts. You can find a list of data liaisons on the resources page for Program Review.

The college or school level committee will also have access to this data with the goal that by providing these visualizations data availability will be increased.

Data supplied within the dashboard linked below is intended for Academic Program Review and not for any other purpose.

Student Success Data Dashboard

Previous Feedback: Feedback and recommendations may not appear until after your first full or mid-cycle review.

Student Success Data Trends:

Decline in majors, Decline in degrees awarded, Decline in SCH, Something else (use data explanation field to describe)
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If equity gaps were found in any of your disaggregated student success data, please explain how you plan to address those gaps. Please contact your data liaison or make an appointment with [Julia Manfredini](#) to learn more about analyzing your data.

Optional Data Explanation

Feel free to share more of your thoughts on the data provided.

The program was consistently attended by 6-8 students per class until 22-23AY. The time of decline coincided with the program lead experiencing absences from work due to illness and another program advocate being pulled in a different direction with only half time work for the university. Due to those factors, there was no real advertisement and recruitment effort put into sustaining the program.

High Impact Practices

According to the AAC&U, High-Impact Educational Practices “have been widely tested and have been shown to be beneficial to college students from many backgrounds.” UAF is particularly interested in Undergraduate Research and/or Scholarly Activity because it is one of our mission fulfillment indicators, but all of these researched High-Impact Educational Practices should be reflected in your program’s student learning outcomes and curriculum.

Previous Feedback: Feedback and recommendations may not appear until after your first full or mid-cycle review.

High-Impact Practices Used in this Program

Please use the following fields to discuss how your program is using the high-impact practices, successes and known issues and solutions, or ways you are considering incorporating them in the future. If you are not using any of the high-impact practices listed, please use the "Other or None of These," field to share what your program is doing to help students be successful.

High Impact Practices that currently apply to your program:

Capstone Courses and Projects, Internships, Writing-Intensive Courses

Collaborative Assignments & Projects

Undergraduate Research

Diversity/Global Learning

ePortfolios

First Year-Seminars & Experiences

Writing-Intensive Courses

Each of the core courses requires a research paper submission as does the capstone course.

Service-Learning and/or Community-based Learning

Internships

Eligible students are placed in internships with criminal justice agencies.

Capstone Courses & Projects

Students have the option of completing a capstone course consisting of an intensive writing element as well as a presentation element, or completing a project with an intensive writing and oral presentation element. Every student must also complete a proc

Other or None of these (explain)

Program Profile and Financial Data

The program review elements in this section usually stay consistent for departments. Any responses you provide will be saved for your next visit. So, when it's time for the next program submission, your previous narrative profile answers will be here, ready for editing. You can then decide if any updates are necessary, based on your needs for the next program review cycle.

Financial Data Resources

The Board of Regents shapes program review, through BOR Policy 10.06, to support budget increase advocacy in the state legislature. The standardized financial data template should be analyzed with your data liaison to assess your program's capacity and resource status.

To keep integrity and remain standard across all of UAF it is very important that you do not provide any additional or alternative data.

Financial Template

Your data liaison may have uploaded your template to the Google folder for this program, or you may do so now.

Previous Feedback: Feedback and recommendations may not appear until after your first full or mid-cycle review.

Cost Effectiveness

How does your department/program approach being cost effective?

We are currently undergoing a revitalization of the program due to flagging enrollment numbers. During the next evaluation period we have set a goal of reaching and maintaining 20 students in the program at all times in order to be cost effective across the program.

Program's Value to Mission

The program is the only one of its kind in the UA system, and fills a niche requirement for graduate education of Alaska's criminal justice professionals. This suggests we corner the market for an Alaska-focused graduate justice degree.

Duplicative Programs

None known.

Community or Other Partnerships

The program is tied to the Fairbanks Restorative Justice initiative, the Nenana Peacemaking Circle organization, the Alaska Court System, and various law enforcement representatives across the state.

Value of Service Courses (Optional)

The program is tied to the Fairbanks Restorative Justice initiative, the Nenana Peacemaking Circle organization, the Alaska Court System, and various law enforcement representatives across the state.

Post-Graduate Success

This program has resulted in alumni working in significant criminal justice leadership positions across Alaska and the lower 48.

Submission

Submitter & Collaborator Names

Jerry Babcock (submitter)
Mike Daku (collaborator)

College or School Review Committee

The college or school committees set the tone for helping each program feel seen during this process. We have provided you with strength-based feedback tags to attach to this program review. Please select as many as applicable.

Overall Recommendations

Consider curricular revisions, Increase graduates, Increase retention/persistence

Explanation of Recommendations

The report identifies several critical areas where the Justice Administration MA program has struggled during the review period. Despite that, in 2022 the program awarded eight graduate degrees and showed a high graduation-informed persistence rate (93.8%). During the program review timeline, the department has undergone difficult circumstances, including the illness of a faculty member and the challenges of the pandemic.

The report states that the Justice Department is planning to hire new faculty and that the Justice Administration MA program will undergo revisions. These developments seem like a necessary pathway in refining the department's programmatic vision. Similar to what our committee wrote in response to the department's Justice BA report, the Justice Administration MA program provides a value to the region and would benefit with more investment and greater resources. In the meantime, the program's plan to refine its curriculum is a strong step toward strengthening the program.

Student Learning Outcomes Assessment Feedback (tags)

Missing a direct measure, Missing active verbs, Missing curricular connection, Missing collaboration in department

Student Learning Outcomes Assessment Feedback (narrative)

The report mentions plans to revise the department's course curricula. The committee recommends that the next report includes details of the planned and ongoing efforts. For instance, the department can provide course titles and brief descriptions of how the objectives and assessment measures align with the revised SLOA submission. Most SLOA sections need revision to include actionable items and clear assessment and implementation measures.

Profile Feedback

Program is mission-centric to UAF or college/school, Program is unique in the state, Providing job placement for graduates, Strong ties to the community or industry

Financial Feedback

Operates at Low Cost

Student Success & Equity Feedback

The program report does not identify or discuss equity gaps. The committee did not have concerns over equity gaps in the MA Justice Administration program.

High-Impact Practices Feedback

The report lists writing-intensive course offerings and internship placement without providing additional information. The "Capstone courses and projects" heading includes few details on the writing, presentation, and proctored exam requirements, and the committee would have liked to see further clarification in this area.

This section of the report includes insight on the recent and current circumstances that impacted the program, resulting in near-absence of recruitment efforts. These include illness of the program lead and the half-time status of the person described as “program advocate,” who over the course of the review period was “being pulled in a different direction.”

Dean's Review Feedback

I concur with the committee's thoughtful review. The Justice MA program has a strong history with many opportunities for students. The Justice Department is working to rebuild the MA program in terms of enrollments towards graduation. There is demand and strong community partnerships that will foster success for this MA and the BA program. Recommendations for greater detail in future program review reports are warranted. The need for new hires is absolutely dire - and underway. Thank you very much!!!

Vice Provost Feedback

SLOAs – Provided 3 SLOs; note that SLOs should document the knowledge and skill the student should obtain upon completion of the degree and such that SLOs should be revised to more clearly document the knowledge and skills acquired by students; LO #3 is a program outcome not LO as written and assessed; per NCCU need 3-6 SLOs so will need to identify additional LOs that address knowledge and skills that a graduate from this program should attain upon completion of the degree; the program might consider revising the SLOs to include more “action words” (<https://tips.uark.edu/blooms-taxonomy-verb-chart/>). Need to give consideration to the artifacts and data collected to assess the SLOs. Need to address closing the loop and continuous improvement.

HIPs - Provided five views of these practices; could have used more details for each practice with specific examples. No clear if these are required for all students or if students can choose from a group of options. Frequency of these opportunities? Where in the program/which classes? Required or optional? What proportion of students involved?

University of Alaska Fairbanks
Student Learning Outcomes Assessment
Master of Arts Administration of Justice
College of Liberal Arts

Revised November 2023

Intended Objectives/Outcome	Assessment Criteria and Procedures	Implementation
1. Prepare students to assume leading roles in the administration and management of Justice agencies.	All students will complete either a project or prospectus related to Justice practice or theory, or complete JUST F690, Seminar in Critical Issues and Criminal Justice Policy.	Students to complete self-reflection assessment as to program acquired skill-based gains leading to enhanced employment opportunities and future plans, as well as an overall critique of the M.A. program.
2. Students will Engage with Faculty and fellow students to develop and evidence strong oral communication skills appropriate for criminal Justice agencies.	Project, Prospectus, or Seminar in Critical Issues and Criminal Justice Policy completion to evidence strong oral communication skills	Project: Defend to entire committee Prospectus: Reviewed by selected faculty member Seminar in Critical Issues and Criminal Justice Policy: Weekly oral presentations reviewed by instructor with final presentation reviewed by committee
3. Educate Graduate students for employment and advancement in Criminal Justice professions	Students will successfully complete Just. 605, 615, 620, 625 and 640	Registration in courses and documentation by faculty of successful completion

Fiscal Report for CLA Justice Department				
	FY2021	FY2022	FY2023	Definitions for the compiling staff
Total Student Credit Hours (SCH)	3,028	2,376	1,833	Provided in SCH tab in the student success data provided by PAIR.
Service SCH	1,575	1,320	1,131	Sum rows labeled as "In unit, outside department, Service" and "Outside unit, Service" in the SCH tab of the data provided by PAIR.
Department FTEs	5.11	5.94	4.96	FTE = Full-time equivalent employee. Use the worksheet below to calculate for each employee type, and then use the total from row 31 here.
Total SCH per Department FTE	593	400	370	
Service SCH per Department FTE	309	222	228	
Majors in Programs	187	148	140	Sum for all programs from the Majors Total tab in the data provided by PAIR.
Department FTEs	5.11	5.94	4.96	From row 31 below or row 5 above
Majors per Department FTE	37	25	28	
Total Unrestricted Expenditures				Total Expenditures made from budgets with an F1 or F7 fund type designation, from provided cycle report data filtered by Data Liasion
Total Restricted Expenditures				Total Expenditures made from budgets with revenue of the F2 or S2 fund type designation, from provided cycle report data filtered by Data Liasion
Total Unit/Central Support Allocated to Program(s)				Expenses incurred for direct support of instruction within orgs identified as central or academic support, if applicable
Tuition Revenue				Receipts to college from tuition generated by the department/program (F1). NOTE: under the current 80/20 percent tuition distribution model generating units receive 80%. PLEASE USE PAIR REPORTED SCH TO REPLACE ZEROES IN CELL CALCULATIONS.
State Appropriation Revenue				Appropriations for current funds operation of the university from the general fund of the State of Alaska through the annual budget cycle. This category also includes TVEP and State Mental Health Trust funds, if allocated to the department. (F1)
Restricted/Sponsored Project Revenue				Revenue from external sponsors; includes grants, contracts, sponsored projects & restricted (grant) accounts funded by UA Foundation funds (F2/S2)
Fees				Course Fees (9159)
Other UA Receipts/Revenue				e.g. Performance and Sales Receipts, Space Rental Revenue, Indirect Cost Recovery (F1/F7); NOTE: COURSE FEES (9159) REPORTED ABOVE
Workload allocation: Teaching Units	78	69	79	Department facultys' workload units assigned to teaching
Workload allocation: Service Units	35	33	18	Department facultys' workload units assigned to service
Workload allocation: Research Units	5	0	4	Department facultys' workload units assigned to research

Full-time Equivalent Worksheet**	FY2021	FY2022	FY2023	
Faculty FTEs	3.72	5.07	4.09	Base assumption: 12-month full-time = 1.0 FTE. 9-month = 0.75 FTE. Split appointments are multiplied by the % of effort assigned to this department. Part-time are multiplied by the % of effort assigned. F9 faculty on sabbatical count as 67% of one 9-month 0.75 FTE (or 0.50 FTE).
Adjunct FTEs	0.98	0.45	0.45	Base assumption: 40 units/credits = 1.0 FTE. Total # of credits taught by adjuncts in a year divided by 40 = the FTE of adjuncts in that year.
Staff FTEs	0.41	0.41	0.41	Base assumption: 12-month full-time = 1.0 FTE. 9-month = 0.75 FTE. Split appointments are multiplied by the % of effort assigned to this department. Part-time are multiplied by the % of effort.
Graduate TA/RA FTEs	0.00	0.00	0.00	Base assumption: 40 hours/week for 12 months = 1.0 FTE. 9-month = 0.75 FTE.
Total Departmental FTEs	5.11	5.94	4.96	Sum of all employee FTEs

**Note: FTE definitions and calculations for the purpose of Academic Program Review are different than for other institutional reporting processes (e.g. OMB or IPEDS reporting)

HF Working Area				
Cost/SCH:	FY21	FY22	FY23	
Annual Prog Cost:				