



Academic Program Review

Program Name: Justice Administration - Master of Arts

Academic Year 2025/2026

Recent Recommendations

Using your most recent review, please respond to all feedback and recommendations.

Response:

The Review Committee suggested revisions to the SLOA. Specifically, the Committee noted the 2023 SLOA were missing direct measures, missing active verbs and clear objectives, missing a clear connection with the curriculum, and missing collaboration in the department. The Committee wants to see the SLOA contain actionable items and clear assessment and implementation measures. The Committee also noted the mention of anticipated changes to the MA curriculum and requested that future reviews include details about the course changes, including course titles and an explanation the objectives of the courses align with the broader objectives in the SLOA. Finally, the Committee wished to see more detail about the high impact practices (HIP) incorporated into the program. Specifically, the Committee stated "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." The Dean of CLA echoed these comments. The Vice Provost had similar concerns with the SLOA and wanted them to more clearly stated the knowledge and skills a graduate should attain. The Vice Provost suggested there be more learning objectives. Also, the HIPs should include more details about each practice and specific examples of each. To address these observations and recommendations, the UAF Justice Department has revised the MA SLOA. Our 2025 revised SLOA now list 10 student outcomes that fall under two themes: attained knowledge and effective communication. We have specifically expressed these learning outcomes and used active verbs such as the graduates "will develop and evidence" the outcomes. You will note that the primary mode of assessment of these outcomes will be performance on assignments, projects, and exams in each of the courses that are tailored to delivering and assessing the knowledge and skills desired of students. Our implementation is more expressly stated, including mention of specific courses and projects within those courses that are tied to the various objectives.

While the past review mentions future curriculum changes, we note that the past review actually discusses recent rather than anticipated changes and adjustments to classes like JUST 615: Program Planning, Evaluation and Grants, JUST 620 Personnel Management, and JUST 690: Seminar: Critical Issues in Criminal Justice Management. Each of those courses were updated and modified to include information necessary to mastering SLOA #'s 1-5, 9, and 10. This is accomplished through lessons focused on each topic area and the inclusion of projects and assignments that require students to present information in both written and oral assignments (capable of review and correction) designed to increase effective communication skills. We have no other curriculum changes in place or anticipated at this time. The Department does not view our declining enrollment numbers as a product of the curriculum offered. Rather, as stated in the past review, we believe the decline is primarily associated with a decline in active administration and recruitment (and perhaps attention and care to individual student needs) because of the declining health and ultimate death of the past program administrator (██████). But, to be fair, this coincided with other hindering factors, including limited faculty capacity because professor ██████ was only working part-time and the proliferation of online degree program options throughout the United States. We are working to address these concerns. New faculty members have been hired, ██████ has returned to full-time status bringing our faculty capacity back to what it was when our student enrollments were more solid. Professor ██████ has been assigned as the new MA program administrator, and she has experience managing an MA degree program at another University. We are actively contacting agencies and other colleges to promote our program and recruit students. Our goals is to return our MA program to pre-2021 numbers within 2 years.

Finally, our 2025 revised SLOA also list an clarify some of the high impact practices students engage in while completing their degree. Our high impact practices include: capstone courses and projects, writing intensive courses built to increase written proficiency, courses that involve oral presentations built to increase oral proficiency and communication, and the opportunity to conduct graduate level research.

Student Learning Outcomes

Describe the assessment of your student learning outcomes (SLOs). Discuss your findings, changes you are making, and what you hope to see as a result.

Response:

Much of this information I stated above. As a Department we reviewed the comments from last year's full program review and collectively analyzed our SLOA. We agree that many of the objectives were general and not specific as what knowledge and skills graduates would demonstrate mastery of. Nor was it sufficiently clear how assessment would be conducted and where and how in the program assessment would be implemented. We have attempted to provide detail and clarity. We now have 10 specific learning or skill-based outcomes stated that we feel are core knowledge, skills, and abilities of our graduates. The assessment will be through course assignments, projects, and exams. Proficiency will be demonstrated by knowledge demonstrated through these assessment tools and communication skills will demonstrated and assessed through several specific projects incorporated into courses such as JUST 615, 620, 690, and JUST 698/699. These courses contain projects that will require demonstration of knowledge through observable written and oral medium that is critiqued by instructors, classmates, and the entire graduate committee. We feel the current program curriculum is strong, especially with the changes and revisions of JUST 615, 620, and 690 that were mentioned in the last review. Past graduates have praised the education received and be a source of positive reviews and recommendations. Again, we do not feel the curriculum is the concern. Primarily lower enrollments are the product of lack of marketing and increased competition for online graduate students. As previously stated, we are working to address this through a newly assigned MA program administrator and frequent focus on recruitment and retention during bi-monthly department faculty meetings.

Did you make any curricular changes based on your most recent SLOA? If so, discuss what changes were made. If no changes were made, please discuss the strengths of your curriculum based on the assessment of your outcomes.

Response:

We have made no major curriculum changes based on our 2025 revised SLOA. Most changes were made prior to the last program review. At this juncture, we are seeking to have each course contain clearly stated student learning objectives and then have assignments/projects/exams that, collectively, align and cover each of our stated SLOA. Faculty members must then offer such classes with fidelity to those stated objectives so that our graduates truly gain proficiency in each stated objective. To ensure this fidelity, the Department will collectively discuss the courses, including sharing the structure and learning tools and assessments, on an annual basis to ensure faculty do not stray from implementation of our MA SLOA. This review will also allow us to collectively brainstorm how best to accomplish the SLOA as technology and legal standards continue to evolve. The required JUST 690 capstone course now includes an opportunity to solicit student feedback prior to graduation about their thoughts on any curriculum changes needed or desired. We will work to ensure that the high impact practices (HIP) that can be implemented into relevant courses are incorporated.

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

Communication outcomes in the SLOA plan are: **Not Embedded**

Check the checkbox to certify completion of the following tasks:

☒ Upload supporting documents to the Supporting Documents folder. This includes artifacts, rubrics, and other documents related to your SLOA.

☒ Upload your most recent SLOA to the Supporting Documents folder, even if no changes have been made since the last review.

Have changes been made to your SLOA document since your last review? **Yes**

If so, please summarize what changes were made.

Response:

In summary, our 2025 revised SLOA now specifically list out the knowledge, skills, and abilities our graduates will demonstrate to assure faculty that they are prepared to be effective administrators of criminal justice agencies. We list 8 areas of needed knowledge and 2 additional areas of specific communication skill necessary to the modern-day criminal justice administrator. Collectively, our Justice MA curriculum presents the information needed and the assessment measures necessary to allow students to demonstrate their mastery and proficiency in each of these stated objectives. While the details of each assignment, project, or exam are not expressly stated in the SLOA, the implementation statement is clear that internal department program review will ensure that course do deliver the content and use effective assessment tools to measure proficiency with these objectives.

High Impact Practices

Please indicate which high impact practices are currently being implemented in relation to the program's student learning outcomes.

- | | |
|---|---|
| ☒ Capstone Courses & Projects | ☒ Graduate Level Research |
| ☐ Collaborative Assignments & Projects | ☒ Writing-Intensive Courses |
| ☐ Diversity/Global Learning | ☐ Publications |
| ☐ ePortfolios | ☒ Communications |
| ☐ First-Year Seminars and Experiences | ☐ Scholarly Activities |
| ☐ Internships | ☐ Studios |
| ☐ Service or Community-Based Learning | ☐ Practicum |
| ☐ Undergraduate Research | ☐ Other |
| ☐ Labs | ☐ None of these |

Discuss how the HIPs in the program are reflected in the SLOA. If you have identified HIPs that are not included in the SLOA, please consider an update.

Response:

Our high impact practices include: capstone courses and projects (Capstone Courses and Projects), writing intensive courses built to increase written proficiency (Communications), courses that involve oral presentations built to increase oral proficiency (Communications), and the opportunity to conduct graduate level research (Graduate Level Research). These HIP are reflected in our 2025 SLOA in several places, namely:

Justice 690 (Seminar in Critical Issues in Justice Administration and Policy) is a required capstone course for all graduates, and it contains a capstone project wherein students select a relevant contemporary justice concern or need, research that topic, and then develop and present an agency implementation plan through written proposal and an oral presentation. This course has writing intensive and has oral communication components.

Justice 698 (Research Project) and Justice 699 (Thesis) are elective options for our graduates who wish to pursue additional focused graduate-level research on a criminal justice topic. These students spend time partnered with a faculty member doing mentored research and present an annotated bibliography of their research. Students then get mentored through the writing process and ultimately present that project or thesis to the graduate committee through a final paper or thesis and orally present/defend that project or thesis. These courses build research skills and have writing intensive and have oral communication components.

Justice 615, 620, and 625 are required courses and all include projects, assignments, and exams aimed at building proficiency in written and oral communication as well, even if each do not require a final project or paper. For example, all students in JUST 625 complete written lesson assignments which require them to explain in writing the legal standards discussed in the lesson and demonstrate through writing a comprehension of them through application to presented scenarios. Exams are essay exams which average 10-12 pages in length.

Student Success

Please reference the [Resources tab](#) for information on accessing the Student Success Data Dashboard and contacting your designated data liaisons.

Student Success Data Trends

Persistence: Decrease

Pass Rates: Decrease

Student Credit Hours: Increase

Majors: Decrease

Degrees Awarded: No Change

Other Trends (if applicable):

Student success data trends are difficult to predict because of the small number of MA students (a small change looks big statistically). We continue to have a declining number of majors in the program. This needs to be our single biggest focus and recruitment and retention need priority attention. We have gone from 23 majors in 2021 to 8 majors in 2025. Student course pass rates have been consistently high over the years (85-100%). Degrees awarded have mirrored the downward enrollment of students. Our student credit hour production for 2025 is up from 34 to 57 which is positive and we have attracted a couple new students. Our goal is to return to where we have 8-10 new students start the program each year so that we have 25-30 students in the program at any one time.

Achievement Disparities

Discuss any achievement disparities identified in your disaggregated student success data and explain how you plan to address them.

Response:

Because of the low number of students it is difficult to accurately identify achievement disparities. We appear to have equal number of genders in our program. While there are some racial and ethnicity differences, they do not seem alarming or changing significantly over time. This year we noted an increase in [REDACTED] students and [REDACTED] students, but again that can just be a reflection of a single student joining this small program. We have no specific plan for addressing achievement disparities as no major barriers for any group of student appears apparent. We will continue to offer a warm and inviting atmosphere to all students, consistent with what is required by federal law and UA policy.

Closing the Loop

Please discuss how your student learning outcomes are reflected in high impact practices and student success data.

Response:

Our SLOs are incorporated into our high impact practices. The HIP of a capstone project is incorporated into our required capstone course (JUST 690) wherein one project requires students to select a capstone project. This project requires them to research, develop and for agency approval, their research and a proposed agency change, adjustment, or direction in both written and oral formats. This aligns closely with the kinds of research, projects, and proposals modern criminal justice administrators must do in their professional positions.

Students wishing to engage in deeper mentored research can enroll in JUST 698 or 699 in which they also engage in high impact learning by engaging in mentored research of a topic wherein they create a comprehensive literature review and recommendations for future needs and research. This research culminates in a formal written paper that is subject to drafts, reviews, edits, and final review and approval by the entire graduate committee. Similarly, the research and recommendations are presented in an oral presentation to the entire committee.

Successful accomplishment of the SLOA manifests itself in student success. Student success data shows that nearly all of our students successfully graduate with their master's degree. As was noted in the 2023-24 program review, these students show a high degree of graduation-informed persistence. Also, while not collected by the University, these graduates have maintained or achieved high administrative roles within their respective organizations (e.g. police chiefs, probation division chiefs, correctional administrators, sergeants, lieutenants, and captains, etc.). These graduates have made us very proud and utilize their education to advance their agencies' effectiveness.

Academic Program Profile

The following questions help show how your program supports the university's mission, connects with other UA programs, engages with the community, contributes through service courses, and supports student success after graduation. Please use this section to highlight the value your program brings to students, the university, and beyond.

UAF's Mission:

The University of Alaska Fairbanks is a Land, Sea, and Space Grant university and an international center for research, education, and the arts, emphasizing the circumpolar North and its diverse peoples. UAF integrates teaching, research, and public service as it educates students for active citizenship and prepares them for lifelong learning and careers.

In what ways does your program advance UAF's mission?

Response:

This program foster education and emphasizes criminal justice system administration which is a public service to Alaskans, keeping them safe, secure, and ensuring their legal rights are honored. We prepare students for career advancement and equip them with the knowledge, skills, and abilities to be life long learners and leaders of change in their career fields.

How is your program related to others in the UA system?

Response:

We are the only MA program focused on criminal justice offered in Alaska. There are some somewhat related MAs in the UA system (e.g. Public Administration and Homeland Security) but there is no significant overlap. Each is distinctive.

Who are your key community or external partners?

Response:

Alaska State Troopers, Alaska Court System, Alaska Department of Corrections, and various criminal justice agencies across the state. We also are connected with community restorative justice programs such as the Fairbanks Community Restorative Justice Program and the Nenana Peacemaking Circle.

What role do your services courses play, if any?

Response:

I'm not sure if I understand this question correctly. We don't have any specific service courses.

How do your graduates succeed after leaving the program?

Response:

The program has resulted in alumni working in significant criminal justice leadership positions across the United States.

Submitter and Collaborator Names:

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Submitter Email:

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Committee Review

Program Name: Justice Administration - Master of Arts

Academic Year 2025/2026

Overall Recommendations

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

- | | |
|---|--|
| ☐ Insufficient Narratives | ☐ Report Incomplete |
| ☐ Address Achievement Gap | ☐ Consider Curricular Revisions |
| ☐ Develop Online Offerings/Options | ☐ Improve Time to Degree |
| ☐ Increase Enrollment | ☐ Increase Graduates |
| ☐ Increase Retention/Persistence | ☐ Strengthen Advising Practices |
| ☒ May be asked to share Effective Practices | ☐ Recommendation to University-Wide Committee |

Explanation of Overall Recommendations

Response:

The program responded to recommendations from the 2023 full-program review with thoughtful point-by-point that addressed the concerns raised during the review, which also included a significant revision to the MA in Justice SLOA. I appreciate the efforts of the faculty in this revision as it demonstrates the role of assessment in continuous improvement in support of program, faculty, and student success. Additional feedback is provided below on the SLOs (see SLOA Feedback Narrative) and the need for evidence (for inclusion in the 2027 full-program review). Additional evidence will also strengthen the section on continuous improvement and closing the loop.

Student Learning Outcomes Feedback

- | | |
|---|--|
| ☐ Strong | ☐ Developing |
| ☒ Requires Minor Revision | ☐ Requires Major Revision |

Student Learning Outcomes Assessment Feedback

- | | |
|---|--|
| ☒ Strong Alignment with SLOA Plan | ☐ Clear, Concise Presentation of Findings |
| ☐ Compelling Learning Story | ☐ Missing a Direct Measure |
| ☐ Missing Active Verbs | ☐ Missing Curricular Connection |
| ☐ Missing Collaboration within Department | |

SLOA Feedback Narrative:

Provided two general SLOs, each with multiple specific assessment areas. Per NWCCU, academic programs should have 3-6 SLOs, so the program needs to develop a minimum of one additional SLO that assess knowledge, skills, and/or abilities that students should attain by the time they graduate from the program. SLO #2 (effective communication) is fine as written and has two specific assessment areas. The recommendation then is to revise SLO #1 (knowledge) into two separate SLOs – one that focus on criminal justice administration and another that focus on leadership principles and management strategies. Then allocate the eight specific assessment area between those two SLOs. This will give the program three SLOs that are organized into two knowledge areas and one skill-based area. Similar to the BA in Justice feedback, missing from the SLOA are the criteria by which SLOs will be evaluated; for example, are there specific questions or assignments that are evaluated and how are those assessed to determine that students have met the requirement? In short, more detail is needed on this part of the assessment. What artifacts/rubrics are used to standardize the assessment? These should be included in the supporting document folder along with evidence/data to document that students are (or are not) meeting the SLOs.

Noted that there are no curricular changes. Did provide feedback on programmatic revisions (e.g., how individual course SLOs and assignments link back to the program SLOA, etc.) which will help with future assessment efforts. Did undergo a significant and well-structured SLOA revision since the last full-program review in 2023.

The feedback in this section is the same as for the BA in Justice. The program provided a nice discussion on how SLOs are reflected in the HIPs and student success data. Documenting continuous improvement and the closing of the loop are important components of the program review process, not just as an exercise, but to demonstrate that assessment results are used to make meaningful, evidence-based changes that enhance program quality and student learning. This process ensures accountability, fosters a culture of ongoing improvement, and provides clear evidence to accreditors and stakeholders that actions lead to measurable outcomes. For the full-program review in 2027, should include additional evidence to document this outcome specifically for each SLO to support the narrative overviews.