Academic Affairs
University of Alaska Anchorage

3211 Providence Drive
Anchorage, AK 99508-4614
907.786.1050

2021 ANNUAL ACADEMIC ASSESSMENT REPORT FORM
(Due October 15 to the dean)

PROGRAM SECTION (Due to the dean on October 15)

Submission date: Select date.

Submitted by: Joel Condon, Chair – Architectural & Engineering Technology, jcondon1@alaska.edu

Program(s) covered in this report: Architectural & Engineering Technology AAS
(Programs with suspended admissions and new programs in the first year of implementation are not required to complete this form.)

If you selected "Other" above, please identify. *(100 characters or less)*

College: Community and Technical College

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

Specialized accrediting agency (if applicable): Select Specialized Accrediting Agency or N/A.
If explanation is necessary, such as only some of the certificates and degrees are covered by the specialized accreditation, briefly describe:

INSTITUTIONAL STUDENT LEARNING CORE COMPETENCIES

In 2020, UAA launched a consensus-based, deliberative process to identify the key skillsets that help students achieve academic and post-graduation success. After a year-long process that included students, faculty, staff, administrators, alumni, and employers, the UAA community identified four "core competencies" at the heart of a quality UAA education. Students develop mastery of these competencies through curricular (e.g., courses), co-curricular (e.g., internships, conferences), and extra-curricular (e.g., student clubs) learning experiences.

After the stakeholder-based process in AY20, UAA conducted a pilot project focusing on the core competency of Personal, Professional, and Community Responsibility (PPCR). This decision was based on input from the 2020 Annual Academic Assessment Retreat.

Question #1 below is designed to engage program faculty in thinking about how they can or already do promote student learning in this core competency.

1. **Personal, Professional, and Community Responsibility: The knowledge and skills necessary to promote personal flourishing, professional excellence, and community engagement.**
    - **What would you hope a student would say if asked where in your program or support**

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service they had the opportunity to develop proficiency in this Core Competency? ***(500 characters or less)***

Creative design thinking skills, developed in design studios, promote personal expressive potential. These skills can be applied in architecture and engineering firms engaged in design processes, as well as firms involved in graphic design and marketing. Projects in the design professions are typically located in community settings and require design initiatives that are sensitive to community sentiments and harmonize with existing community environments.

- **Do you have an example that could be a model for the university of an intentionally designed course, assignment, or activity that showcases the student learning in this core competency? ☒Yes ☐No**
  If yes, please briefly describe. ***(500 characters or less)***
  The advanced design studio is involved in a community engaged project that explores the design of housing for the Anchorage homeless. Design initiatives are based on input from the un-housed population. The project is based on the premise that if the homeless are provided with homes that they help design and may actually like, they will be inclined to establish stable lifestyles and develop themselves in ways that are more attuned with existing social structures.
- **Do you have any ideas about where your program or the university might develop other intentionally designed opportunities for students to develop proficiency in this core competency? ☒Yes ☐No**
  If yes, please briefly describe. ***(500 characters or less)***
  We intend to re-establish the AET Internship course to encourage students to network with the professional community. Internships are a valuable way to engage students in activities ouside the university while strengthening ties between the university and the community at large.

PROGRAM STUDENT LEARNING OUTCOMES

2. **Please list the Program Student Learning Outcomes your program assessed in AY21. 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.
   Demonstrate skill and proficiency in computer-aided drafting and design (CADD) and 3-D modeling - Exceeded faculty expectations.

   Demonstrate knowledge of drawing conventions including symbols, line types, line weights, and dimension styles as applicable to the design discipline. - Met faculty expectations.

   Visualize and translate drawing information to actual physical objects and completed construction

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components. - Met faculty expectations.

Demonstrate an understanding of the elements of the construction document set and the role of construction documents as communication tools for the construction contract. - Met faculty expectations.

Demonstrate an understanding of the construction process from the transformation of an idea or need into a completed project. - Met faculty expectations.

Demonstrate communication skills to be successful in the employment environment. - Exceeded faculty expectations.

Demonstrate critical thinking and problem-solving skills in the employment environment. - Met faculty expectations.

3. **Describe your assessment process in AY21 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.** ***(750 characters or less)***

   The AET assessment process identifies courses that contain content that addresses program student learning outcomes. Specific assessment measures such as assignments, tests, quizzes, or questions are identified by the course instructor as relevant to the student learning outcome. The specific assessment measures are documented, scores received by each student on the assessment measure are collated, and examples of student work are collected. The results are entered into a Quality Tracking and Assessment Matrix. The matrix reveals which assessment measures exceed, meet, or fail to meet faculty expectations. Results are reviewed by faculty and potential changes are discussed.

4. **What are the findings and what do they tell the faculty about student learning in your program?** ***(750 characters or less)***

   An analysis of the Quality Tracking and Assessment Matrix reveals that students are scoring at or above 80% on the specific assessment measures. Scores between 70% and 80% indicate that SLOs are marginally met and that changes may be considered if appropriate. Scores below 70% indicate student learning weakness and changes need to be made to improve student performance. At 80% and above, it is clear that students are performing well and program changes are not necessary.

5. **Based on the findings, did the faculty make any recommendations for changes to improve student achievement of the program student learning outcomes? Please describe the recommended action, what improvement in student learning the program hopes to see with this change, the proposed timeline, and how the program will know if the change has worked. If no recommendations for changes were made, please explain that decision.** ***(750 Characters or less)***

   Although the Quality Tracking and Assessment Matrix indicates changes are not necessary, the matrix, and its accompanying course assignments, provided an opportunity for faculty to discuss

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program improvements to enhance the learning experience. A notable improvement that has been implemented in AY22 is the coordination of course material introduced in the beginning CAD class, AET A101 with the follow-on course AET A181, Advanced CAD techniques. This coordination has resulted in the elimination of overlapping course content, providing a systematic process of knowledge accumulation, and the achievement of higher levels of intellectual complexity and achievement.

PROGRAM IMPROVEMENTS AND ASSESSING IMPACT ON STUDENT LEARNING

6. **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 AY21.

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

7. **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.** ***(750 characters or less)***

Prerequisite changes were made to the structures sequence in AY19. Physics was made a prerequisite to Statics and Statics was made a prerequisite to Structural Technology. This change in prerequisites and course sequencing has resulted in a clear process of knowledge accumulation and reduced overlap in course content. The Sustainability class implemented High- Impact Learning Practices by integrating writing-intensive assignments and undergraduate research. The Quality Tracking and Assessment Matrix has not registered significant changes to assessment scores but it has led to a UAA grant application to the Alaska Energy Authority for upgrades to the heating systems in west campus buildings.

8. Programs are not required to respond to question #8 below for their report due on October 15, 2021. Question #8 will be required for the next round and moving forward.

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9. **Do you have any examples of post-graduate success you want to highlight? For example, major scholarships, the percent of students who pass licensure examinations, the percent of students accepted to graduate programs, the percent in post-graduation employment in the field or a related field. *(750 characters or less)***

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_oaa@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? Is there a particular area the program should focus on? *(750 characters or less)***
   The Architecture & Engineering Technology Program continues to show a high level of effective teaching and meeting the program student learning outcomes. The faculty engaged the industry during the pandemic and began to expand the program even in these trying times. AET's programmatic changes have improved the program and appear to be leading to an increase in enrollments. The faculty should continue to monitor and follow their assessment plan. Finally, as we move forward with our core competencies, we should add that language to the course syllabi. We are telling the student what our overall expectations and our goal for the student is when we indicate our focused core competency for the program and class to the student.

2. **Is there something the program is doing particularly well in terms of its processes for the assessment and improvement of student learning, including the closing of equity gaps, that might serve as a model for other programs? If yes, please explain. You may skip this question. *(750 characters or less)***

Dean's signature: DocuSigned by: Raymond Earle Weber DAAB67EA1B334FA...

Date: Select date.
January 4, 2022