



3211 Providence Drive
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**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 - Construction Management, jcondon1@alaska.edu

Program(s) covered in this report: Construction Management BS

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: American Council for Construction Education

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

Being part of an industry devoted to the construction of the world in which we live is

personally gratifying. The knowledge and skills gained opens a career path into a profession that is rewarding with many opportunities for advancement. The required program internship engages students with the construction community which is engaged in creating the infrastructure that is the foundation of all communities.

- **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)

One of the CM program alumni took an internship with a firm in Anchorage while studying for their CM degree. The student has gone on to become a senior Construction Manager for that firm. They are a dedicated advocate of the UAA CM program and have served as Chair of the Industry Advisory Board.

- **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)

Internships are a great way for students to interact with others in their chosen field. Internships are an opportunity to engage with the community and launch careers.

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.

Create written communications appropriate to the construction discipline - Exceeded faculty expectations.

Create oral presentations appropriate to the construction discipline - Exceeded faculty expectations.

Analyze professional decisions based on ethical principles - Exceeded faculty expectations.

Apply electronic-based technology to manage the construction process - Met faculty expectations.

Apply basic surveying techniques for construction layout and control - Met faculty expectations.

Understand the basic principles of sustainable construction - Exceeded faculty expectations.

Understand the basic principles of structural behavior - Met faculty expectations.

Understand the basic principles of mechanical, electrical and piping systems - 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 CM 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 program improvements to enhance the learning experience. Changes in prerequisites for the structures courses and cost estimating courses have reduced course content overlap. Faculty also decided that these courses, which build knowledge of specific subject matter, should be taught by the same instructor to allow for a coherent transition from simpler to more complex concepts.

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.

STUDENT SUCCESS AND THE CLOSING OF EQUITY GAPS

- 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)

According to a recent UA study, The Construction Industry and UA Graduates, 86.4% of CM graduates are employed in Alaska within one year of graduation making \$61,860 per year. After five years in the profession, CM graduates are making on average \$78,275 per year. A specific example of post-graduate success is a student who has taken a job with SpaceX in Texas.

DEAN SECTION (Due to the program on January 15)

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 Construction Management 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. The program is also now completely available online. The faculty should continue to monitor and follow their assessment plan and meet the accreditation standards of American Council for Construction Education. 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