

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

The Faculty Senate Academic Assessment Committee (AAC) is committed to a vision of assessment that leads to continuous program improvements and benefits students. Annual assessment reporting informs decision making and resource allocation aimed at improving student learning and success. It also enables the AAC to analyze assessment across the institution and to respond to UA System, Board of Regents, legislative, and Northwest Commission on Colleges and Universities (NWCCU) requests. We thank you for your continued support of and participation in this annual activity.

Starting in Spring 2021, UAA is moving to one academic assessment reporting mechanism. The below form merges and streamlines the former Annual Academic Assessment Survey and the Annual Academic Assessment Report. It also incorporates questions about how academic programs contribute to student achievement of institutional core competencies and to student success.

This annual report will be due to the dean on October 15. Programs with suspended admissions and new programs in the first year of implementation are not required to complete this form.

These reports are public documents and will be posted on the assessment website. Responses are to be narrative only, and must be ADA and FERPA compliant. Do not embed any links, including to webpages or other documents. To be FERPA compliant, do not include the names of any current or former students. Rather, use statements such as, "In AY21 four program graduates were accepted to graduate programs in the field." Programs with specialized accreditation or other external recognitions must comply with restrictions regarding what can be published, as per the accreditor or external organization. Do not include appendices. Appendices to this form will not be accepted.

The form uses narrative, text, and drop-down boxes. Narrative boxes have a character limit, which includes spaces. When using text and drop-down boxes, if you want to undo an answer, press "Control-Z" or "Command-Z."

For technical assistance with this form, email Academic Affairs (uaa.oaa@alaska.edu).

PROGRAM SECTION (Due to the dean on October 15)

After completing the Program Section, the program should email this form to the dean, with a copy to the appropriate community campus director(s) if the program is delivered on a community campus.

Submission date: 12/13/2021



3211 Providence Drive
Anchorage, AK 99508-4614
907.786.1050

Submitted by: LuAnn Piccard, Associate Professor and Chair, lpiccard2@alaska.edu

Program(s) covered in this report: Project Management GC/MS

(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: College of Engineering

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

Specialized accrediting agency (if applicable): Project Management Institute Global Accreditation Center for Project Management Education Programs

If explanation is necessary, such as only some of the certificates and degrees are covered by the specialized accreditation, briefly describe: MSPM Degree, MSPM with Leadership Concentration and MSPM with Management Concentration are covered by PMI-GAC accreditation. Our MSPM program underwent successful reaffirmation of accreditation in 2021. A Self Assessment Report (SAR) was submitted in February 2021 and an on-site visit was conducted in October 2021. We received our award of Reaffirmation of Accreditation for 5 years in November 2021.

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)**

Each course in our program provides an opportunity to for active engagement in project-based learning through hands-on application of learning in the professional environment. Additionally, students complete a final capstone course which demonstrates mastery of project management and contributes directly to the body of knowledge and professional practice.

- **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)

All of our courses utilize active project-based learning principles. Three great examples are PM A623: Stakeholder Engagement and Collaboration, PM A641: Lean Six Sigma Green Belt, and PM A686A&B Capstone Project. We also provide elective course credit for internships that several students benefit from annually.

- **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 continuously improve our courses to ensure active project based learning, personal and professional responsibility and community responsibility. Each are at the heart of our Program Learning Outcomes and provide active learning opportunities for students. Students are assessed on their knowledge of and ability to apply in a reflective learning environment. This approach along with a collaborative relationship with our PM professional association locally and globally is key to success.

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.

1. TECHNICAL EXPERTISE: Demonstrate the capability to manage end-to-end projects successfully across a broad range of scale, complexity, scope, environments and inherent risks and constraints through appropriate selection, tailoring and application of knowledge, processes, approaches, tools

and techniques. - Met faculty expectations

2. PROFESSIONAL BEHAVIOR: Demonstrate ethical, versatile, and culturally aware leadership, stakeholder engagement, change leadership, and communication skills in a broad range of organizational contexts.- Met faculty expectations

3. STRATEGIC AWARENESS: Demonstrate ability to enhance success of organizations through alignment of project outcomes with strategic objectives and operational drivers. -Met faculty expectations

4. BUSINESS AND PROJECT ANALYTICS: Demonstrate a facility for comprehensive and objective analysis, structured decision-making, process optimization, and problem solving in the project management environment. - Met faculty expectations

5. CONTRIBUTION TO BODY OF KNOWLEDGE: Conduct research that contributes to and expands the diverse project management body of knowledge.- 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)

All information provided in assessment report approved by Faculty Senate Assessment Committee in January 2021 and submitted with PMI-GAC Reaffirmation of Accreditation Report (SAR) submitted in February 2021.

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

Program Learning Outcomes were determined to be fulfilled by students, faculty and PMI GAC accreditation standards as part of reaffirmation of accreditation process evaluation in 2021.

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)

Opportunities to strengthen leadership and strategic management were provided through MSPM with Concentrations in Leadership and Management. These were approved and implemented in AY20.

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)**

Improvements made and outcomes were evaluated as part of PMI GAC reaffirmation of accreditation process for which the program received several commendations.

STUDENT SUCCESS AND THE CLOSING OF EQUITY GAPS

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.

- 8. Respond to at least one of the following metrics. Student success depends on many aspects of a student's experience. On the academic program level, it can relate to correct placement, course sequencing, standardized pre-requisites, the intentional use of high impact practices, proactive advising, course scheduling practices, etc. UAA is using the following two metrics in its cyclical Program Review process, as well as in its reaffirmation of accreditation process. These data are included in the most recent IR-Reports Program Review dashboard. Please review these data for your program, note any equity gaps, and describe steps you are taking or plan to take to close those gaps.**

Metric	Definition	Rationale
JUNIOR GRADUATION RATE - BACCALAUREATE	The percentage of students who graduate with a bachelor's degree within four years of first reaching junior class status (60 credits).	Junior graduation rate (after 60 credits) can reflect a department's success in helping students complete their degrees. Within their

Metric	Definition	Rationale
	<i>Data source: RPTP end-of-term freeze files. Disaggregate as per accreditation.</i>	first 60 credits, students typically focus on completing GERs and often switch majors. Tracking how long it takes students to complete their degrees after 60 credits, when many students have likely committed to a specific major, can provide actionable information for departments.
COURSE PASS RATES BY COURSE LEVEL (Undergraduate lower-division, undergraduate upper-division, and graduate).	The percentage of students who receive a passing grade (A, B, C, P) for all undergraduate students and (A, B, P) for graduate students in a course offered by a program compared to the same rate calculated for all courses at that level. Based on a 5-year trend. Included in the denominator for undergraduate courses are the grades D, F, W, I, NP, NB. Included in the denominator for graduate level are the grades C, D, F, W, I, NP, NB. Discipline acts as a proxy for a program. <i>Data source: RPTP end-of-term freeze files. Disaggregate as per accreditation.</i>	Low pass rates are one critical way to identify courses that are barriers to student success and degree completion. Failing key courses correlates with low retention and more major switching. Mitigation strategies can be internal or external to the course itself, including, among other things, the use of high-impact pedagogical practices, appropriate placement, course sequencing, tutoring, and other means to ensure student success within a particular course. This metric and the disaggregation of the data can inform planning, decision making, and the allocation of resources to programs and services designed to mitigate gaps in achievement and equity.

- 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)**

100% of our students are working professionals in the the PM field during their program or within 6 months of graduation if full-time students. Many hold executive level positions across Alaska's key industry and government sectors as well as leadership positions outside of Alaska in leading corporations (e.g. Amazon, Facebook, Microsoft).

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,



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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 program is to be commended for hosting a successful reaffirmation of accreditation visit in Fall 2021 (the visit team was very complimentary overall), and for the quality of its self-study report, which the visit team also had very favorable comments on.

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)

In addition to its assessment activities, the program is also to be commended for successfully growing its enrollments in the period following Expedited Program Review, especially during a period in which many other programs (both in CoEng and at the university as a whole) are experiencing enrollment declines related to COVID. This is evidence not only of the value of the MSPM credential but also of the dedication of the program faculty and their partners.

Dean's signature:

DocuSigned by:
Kennick Mock
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Date: 1/18/2022