UAA Academic Affairs
UNIVERSITY *of* ALASKA ANCHORAGE

2022 ANNUAL ACADEMIC ASSESSMENT REPORT FORM
(Due October 15 to the dean)

PROGRAM SECTION (Due to the dean on October 15)

Submission date: 10/7/2022

Submitted by: Joel Condon, Chair - Construction Management, jcondon1@alaska.edu

Program(s) covered in this report: Construction Management AAS
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): American Council for Construction Education
   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 is phasing in the integration of the core competencies into ongoing processes, including program student learning outcomes assessment. Personal, Professional, and Community Responsibility (PPCR) was integrated into the AY21 Annual Academic Assessment Report. The AY22 Annual Academic Assessment Report now also integrates Effective Communication.

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

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1. **A.** *Personal, Professional, and Community Responsibility: The knowledge and skills necessary to promote personal flourishing, professional excellence, and community engagement.*

    - **If last year you provided your program's current or planned example of an intentionally designed course, assignment, or activity that develops and showcases the student learning in this core competency, please discuss that implementation and any observations you have regarding how well it is working. *(500 characters or less)***
      The CM program requires AASCM students to complete an internship with a construction company. This affords students the opportunity to realize their career aspirations, interacting and collaborating with members of the construction profession. Students, and construction companies, are engaged directly with the community in developing the built environment, promoting individual professional growth while serving the needs of the community.

    - **If last year you *did not* identify a current or planned example of an intentionally designed course, assignment, or activity that provides students the opportunity to develop and showcase this core competency, please identify one now. *(500 characters or less)***

    B. *Effective Communication: The knowledge and skills necessary to engage in effective communication in diverse contexts and formats.*

    - **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)***
      The CM internship presented an opportunity to interact with diverse members of the professional community, from subcontractors to vendors to clients. They each require different vocabularies and modes of communication. Formats vary, from written responses to Requests for Information to in-person meetings with clients. The content of communications are significantly different between these diverse individuals, requiring a broad range of communication skills to effectively communicate.

    - **Provide your program's current or planned example(s) of an intentionally designed course, assignment, or activity that showcases the student learning in this core competency. *(500 characters or less)***
      CM students often find the internship class is not only a first step in communicating directly with the professional community but also is a stepping stone to working and communicating with clients and vendors. There are numerous examples of students who segued from their internship into positions of responsibility and leadership. One is now a senior construction manager for a prominent Anchorage firm; another is working full-time for a wind energy company.

PROGRAM STUDENT LEARNING OUTCOMES

2. **Please list the Program Student Learning Outcomes your program assessed in AY22. 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 effective communication, both orally and in writing - Exceeded faculty expectations.

    Demonstrate the ability to use current technology related to the construction process - Met faculty expectations.

    Use basic surveying techniques used in building layout - Met faculty expectations.

    Recognize basic safety hazards on a construction site and standard prevention measures - Exceeded faculty expectations.

    Recognize the basic principles of structural design - Met faculty expectations.

    Recognize the basic principles of mechanical, electrical and piping systems - Met faculty expectations.

3. **Describe your assessment process in AY22 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 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. Results are also presented to the Industry Advisory Board for review and comment.

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 that students are performing well, the volume of assessment data collected in the matrix makes concise and precise evaluation of student achievement unnecessarily burdensome. It has been proposed that specific courses be designated as the single, on-going source of assessment data for each Program Student Learning Outcome. This will reduce the quantity of data collected and provide a consistent yearly assessment metric. By making the evaluation process more efficient, it is hoped that faculty will be better able to accurately target class activities that could be improved for the enhancement of student 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 AY22.

   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)*
    AET A242, Mechanical, Electrical & Plumbing Systems, has incorporated a writing intensive assignment into the curriculum. Students are required to write a research report about a new innovation in mechanical, electrical, or plumbing systems. The intention is to encourage students to articulately express themselves in writing to develop a skill that benefits many of the activities in which construction managers are engaged. Direct assessment measures are unavailable however the results of an exit survey that asked students, "After attending the UAA CM program, do you feel that you can create written communications appropriate to the construction discipline?" 83% responded "Definitely yes", 8% "Probably yes", 8% "Might or might not".

STUDENT SUCCESS AND THE CLOSING OF EQUITY GAPS

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 across sets of courses, the intentional use of high-impact practices, proactive advising, course scheduling practices, etc.

UAA has selected the below metrics as student success metrics for accreditation.

In response to faculty questions and concerns about reporting on these data without more discussion and training, we will spend AY23 exploring together what equity data are and are not, how they can be used responsibly, and what programs can do to close equity gaps in student achievement on the below metrics, as well as to improve overall student achievement on them. UAA has a team participating in the NWCCU Data Equity Fellowship, and that team will help to guide these conversations.

8. **PROGRAMS ARE NOT REQUIRED TO RESPOND TO QUESTION #8 FOR THEIR REPORT DUE ON OCTOBER 15, 2022. IT IS HERE JUST FOR THEIR REFERENCE.**

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)*
    A report by UA entitled "The Construction Industry and UA Graduates" noted that 86.4% of Construction Management graduates are working in AK within 1 yr. of graduation, making on average $61,860/yr. within the first year and $78,275/yr. on average within 5 years.

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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?** *(750 characters or less)*
   The Construction Management program should continue to work with the Dean's office to expand their marketing efforts. Overall, continue to do the excellent work that lead to the reaccreditation of both programs.

2. **What is the program doing particularly well in terms of its processes for the assessment and improvement of student learning, for example, the achievement of the Program Student Learning Outcomes, the closing of equity gaps, or addressing the core competencies?** *(750 characters or less)*
   The construction management program, both the AAS and Bachelor's degrees, successfully completed a reaccreditation with no deficiencies or weaknesses. Their only concern was the limited faculty, as such we are hiring a new faculty member for start in Fall 2023. They also worked to increase their enrollments, and those efforts are showing fruit. Finally, their CM club is consistently placing at their competition in Reno.

Dean's signature: Date: 2/3/2023