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

The Faculty Senate Academic Assessment Committee (AAC) is committed to a vision of assessment that leads to continuous program improvements and benefits stude Autsual assessment reporting forms decision making and resource allocation aimed at improventudent learning and success. It also be the AAC to analyze assessment across the institution and to respond to the Commission of Regents legislative, and both west Commission on Colleges and Univers (NACCU) equests. We thank you for your continued support of and participation in this annual activity.

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

This annual report will be due to the dean on October 15. Programs with spended admission and new programs in the first year of implementation new programs with spended admission and new programs in the first year of implementation new programs with spended admission and new programs in the first year of implementation new programs in the first year of th

These reports are public documents and will be posted on the assessment well because are to be narrative only, and must be ADA and FERPAmpliant. 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. Z š Z Œ U μ • • š š u v š • • μ Z • U ^/v zîí (} μ Œ ‰ Œ } P Œ u P Œ in μ š • Á Œ Š Z (] o X _ W Œ } P Œ u • Á]š Z •‰] o]ì Œ]š š]} v } Œ }š Z Œ Æ š restrictions regarding what can be published, as per the accreditor or external organization. Do not include appendices. Appendices to this form willtribe accepted.

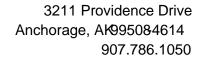
For technical ssistance with this form, email Academic Affairsa oa @alaska.edu

PROGRAM SECTIONue to the dean on October 15)

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

Submissiordate: Select date.

Revised9-3-2021 Page1 of 7







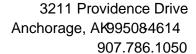
Understand the basic principles of mechanical, electrical and piping systems aculty expectations.

- 3. Describe your assessment processAY21for these program student learning outcomes, including the collection of data, analysis of data, and facultand other, e.g., advisory board)onversations around the findings.(750 characters or less)
 TheCMassessment process identifies courses that contain content that addresses program student learning outcomes. Specific assessment measures such as assignments, tests, quizzes, or question.
 - learning outcomes. Specific assessment measures such as assignments, tests, quizzes, or questions are identified by the course instructor as relevanthe 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 firdings 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 measurement 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 lear that students are performing well and program changes are not necessary.
- 5. Based on the findings, did the faculty make any recommetions 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 wilknow if the change has workedf no recommendations for changes were made, please explain that decision 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 anges in prerequisites for the structures courses and cost estimating courses have reduced course content overlap. Flaculty decided that these courses which build knowledge of specific subject matternould be taught by the same instructor to allow for a cerent transition from simpler to more complex concepts.

Revise@-3-2021 Page4 of 7







gaps.

8. Respond to at least one of the following metric Student success depends on many aspects of a P sequencing, standardized preequisites, the intentional use of ligh impact practices, proactive advising, course scheduling practices; to UAA is using the following two metrics in its cyclical Program Review process, as well as in its reaffirmation of accreditation processes data are included in themost recent IR-Reports Program Review dashboardlease review these data for your program, note any equity gaps, and escribesteps you are taking or pain to take to close those

Metric	Definition	Rationale
JUNIOR		
GRADUATION RATE		

Revised9-3-2021 Page6 of 7



9. Do you have any examples post-graduate successou 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 postgraduation employment in the field or a related field. (750 characters or less)

According to a recertlal 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 avarage and avarage are year. A specific example of post-graduate success is a student who has taken a job with SpaceX in Texas.

DEAN SECTION ueto the program on January 15)

After completing the Dean Steon and signing it, the dean should this form to the programand copyuaa oaa@alaska.edfor posting. If the program is delivered on one or modernmunity campus, the dean should consult with the appropriate community campus director(s) on the response pand the appropriate community campus director(w) hen emailing the response to the program

- noving forward? Is there a particular area the program should focus (FEC) characters or less)

 The Construction Management Program continues to showigh 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 culty 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 courbe sylla 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 particular I4m>I ath43W* n lt.

Revised9-3-2021 Page7 of 7