

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 forms decision making and resource allocation aimed at improving student learning and success. It enables the AAC to analyze assessment across the institution and to respond to UAA 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 a new academic assessment reporting mechanism. The below form merges and streamlines the former Annual Academic Assessment Survey and the Academic Assessment Report. It also incorporates questions about how academic programs contribute to student achievement of institutional core competencies and 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. 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, use the following format:
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For technical assistance with this form, email Academic Affairs at oa@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: Select date.



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

3. Describe your assessment process 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 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 decided that these courses which build knowledge of specific subject matter should be taught by the same instructor to allow for a more coherent transition from simpler to more complex concepts.



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8. Respond to at least one of the following metrics. Student success depends on many aspects of a

P sequencing, standardized prerequisites, 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		
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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 UAA 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)

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 the appropriate community campus director(s) when emailing the response to the program.

1. **P P P P**
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 on? (437 characters or less)