

Construction Management – Associate of Applied Science

Current Compliance Year: 2023-2024

Full review

Recent Recommendations

Feedback will include recommendations from the last Expedited Review or from your most recent review by your school or college. You may not see any feedback or recommendations until you have completed your first full or mid-cycle review.

Response to Previous Recommendations (if any):

Program has reviewed curriculum and changed structure to accommodate additional pathways to degree. This includes CTT and Drafting, along with prior learning systems. This effort was informed and driven by consultation with the Workforce Development committee consisting of many industry partners. Additionally, the courses have been moved to online delivery, resulting in increased enrollment.

Student Learning Outcomes

The previous Student Learning Outcomes Assessment has been submitted as its own report. Going forward you will use the following prompts to discuss the success of your most recent SLOA plan and address your assessment activities since your last SLOA report (typically the past two years or since your last program review).

Learning outcomes feedback from last review: Feedback and recommendations may not appear until after your first full or mid-cycle review.

Requires Minor Revision

Discuss your SLOA findings, changes you are making and what you hope to see as a result:

CM has been a single faculty program, and as such with transitions, there is not data available for report on current SLOA. Program has consulted with leadership and experts, and has attached a new updated SLOA that aligns with program changes.

Discuss the curricular changes made based on assessing your SLO. If you haven't made any curricular changes, please explain why not and address what you did notice in the review, including strengths of your curriculum through the assessment of your outcomes:

Program has consulted with leadership, industry partners and university experts to update curriculum that is applicable to workforce needs, to include adding pathways such as CTT and Drafting.

Are communication outcomes embedded in the SLOA Plan?

As of 2017 all Baccalaureate programs were required to embed the communication outcomes within their SLOA Plans, this is optional for non-Baccalaureate programs.

Not Embedded

Student Success

To access the Student Success Dashboard please sign into a UA computer with VPN connection (if not on campus). You will need your UA credentials and it is best accessed with the most updated version of Chrome, Edge, Firefox or Safari browsers; Internet Explorer is not supported. You will need to filter the data to see your programs. If you need assistance in finding the data for your programs, please contact your data liaison or [Julia Manfredini](#) in the PAIR office.

Data Liaisons

Each school or college has a team of Data Liaisons to help you analyze the data provided in the portal and may be able to help you see your data in multiple contexts. You can find a list of data liaisons on the resources page for Program Review.

The college or school level committee will also have access to this data with the goal that by providing these visualizations data availability will be increased.

Data supplied within the dashboard linked below is intended for Academic Program Review and not for any other purpose.

[Student Success Data Dashboard](#)

Previous Feedback: Feedback and recommendations may not appear until after your first full or mid-cycle review.

Student Success Data Trends:

Decline in majors, Decline in degrees awarded, Decline in SCH, No change in pass rates, Something else (use data explanation field to describe)

If equity gaps were found in any of your disaggregated student success data, please explain how you plan to address those gaps. Please contact your data liaison or make an appointment with [Julia Manfredini](#) to learn more about analyzing your data.

No Equity gaps identified

Optional Data Explanation

Feel free to share more of your thoughts on the data provided.

The program identified in 2022 a need to update the structure and delivery to address the decline in majors, degrees and persistence. Changing the delivery method opened up the program to a wider audience to increase enrollments and majors. While updating the structure of the degree, to include both CTT and drafting, pathways should address degree and persistence declines. The program is offering less courses, strategically to increase enrollment to scheduled classes. CM does not have a certificate.
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High Impact Practices

According to the AAC&U, High-Impact Educational Practices “have been widely tested and have been shown to be beneficial to college students from many backgrounds.” UAF is particularly interested in Undergraduate Research and/or Scholarly Activity because it is one of our mission fulfillment indicators, but all of these researched High-Impact Educational Practices should be reflected in your program’s student learning outcomes and curriculum.

Previous Feedback: Feedback and recommendations may not appear until after your first full or mid-cycle review.

High-Impact Practices Used in this Program

Please use the following fields to discuss how your program is using the high-impact practices, successes and known issues and solutions, or ways you are considering incorporating them in the future. If you are not using any of the high-impact practices listed, please use the "Other or None of These," field to share what your program is doing to help students be successful.

High Impact Practices that currently apply to your program:

Internships

Collaborative Assignments & Projects

N/A

Undergraduate Research

N/A

Diversity/Global Learning

N/A

ePortfolios

N/A

First Year-Seminars & Experiences

N/A

Writing-Intensive Courses

N/A

Service-Learning and/or Community-based Learning

N/A

Internships

Applied learning in an actual work environment strengthens the skills and knowledge acquired in the classroom and required to be employed in the field.

Capstone Courses & Projects

N/A

Other or None of these (explain)

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Program Profile and Financial Data

The program review elements in this section usually stay consistent for departments. Any responses you provide will be saved for your next visit. So, when it's time for the next program

submission, your previous narrative profile answers will be here, ready for editing. You can then decide if any updates are necessary, based on your needs for the next program review cycle.

Financial Data Resources

The Board of Regents shapes program review, through BOR Policy 10.06, to support budget increase advocacy in the state legislature. The standardized financial data template should be analyzed with your data liaison to assess your program's capacity and resource status.

To keep integrity and remain standard across all of UAF it is very important that you do not provide any additional or alternative data.

Financial Template

Your data liaison may have uploaded your template to the Google folder for this program, or you may do so now.

Previous Feedback: Feedback and recommendations may not appear until after your first full or mid-cycle review.

Cost Effectiveness

How does your department/program approach being cost effective?

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Program's Value to Mission

Skilled workforce: UAF's mission include educating students for active citizenship and preparing them for lifelong learning and careers. We play a key role in preparing Alaska's workforce. CTC leads the university in this effort by providing high demand job educational opportunities such as Construction Management

Duplicative Programs

UAA has a an AAS in CM which we are actively collaborating and provide opportunities for students to transfer between both programs.
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Community or Other Partnerships

Active member of the Workforce Development Committee which includes various industry partners across the state. Work closely with the committee and members to identify new and existing needs.

Value of Service Courses (Optional)

Active member of the Workforce Development Committee which includes various industry partners across the state. Work closely with the committee and members to identify new and existing needs.

Post-Graduate Success

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Submission

Submitter & Collaborator Names

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College or School Review Committee

The college or school committees set the tone for helping each program feel seen during this process. We have provided you with strength-based feedback tags to attach to this program review. Please select as many as applicable.

Overall Recommendations

Increase enrollment, Increase graduates, Increase retention/persistence

Explanation of Recommendations

The committee commends the efforts program faculty have made to restructure the program and move coursework online.

The committee recommends the program continue its work on increasing enrollment with an eye on increasing retention/persistence and an end goal of increasing graduates.

The committee also recommends the program continue work to improve its SLOA plan.

Student Learning Outcomes Assessment Feedback (tags)

Student Learning Outcomes Assessment Feedback (narrative)

The new SLOA plan submitted with this program review report is an improvement over the previous plan.

The committee recommends that the program consider broadening its outcome statements and use the current specific outcome statements as the assessment criteria. For example, the cell containing outcomes 1-4 may be that "Students will be able to create construction documents related to safety, cost estimates, and schedules." Assessment criteria may be using a rubric to evaluate a portfolio of student work that includes project safety plans, project cost estimates, and project schedules.

Committee SLOA Plan Recommendations:

- Continue to work on the program's SLOA plan by updating outcome statements, defining assessment criteria and procedures, and aligning them with each learning outcome.
- Focus on evaluating and reporting on a few outcomes annually.
- Remove from SLOA plan: the annual survey used to determine graduate employment in the construction field because graduate employment is not a measure of student achievement of learning.
- Remove from SLOA plan: the annual survey used to determine student program satisfaction because student satisfaction is not a measure of student achievement of learning.

Profile Feedback

Program is mission-centric to UAF or college/school, Collaborative with other UA programs, Strong ties to the community or industry

Financial Feedback

Productive Faculty, Opportunities to Increase Revenue

Student Success & Equity Feedback

The program's decline in majors, degrees awarded, and SCH is consistent with the financial data submitted with the report. The program began responding to these declines in 2022 by changing the delivery method of courses to online and creating pathways for students from construction trades technology and drafting programs to enter the CM program. The program also schedules fewer course

sections per semester, resulting in increased enrollment per course section. These changes are resulting in increased enrollment and an opportunity to increase revenue.

The program does not offer a Certificate. The committee wonders if opportunity and demand exist to develop a certificate or an occupational endorsement focused on specialty areas such as project management or cost management that could increase the number of students enrolling in CM courses. Also, are there professional development or recertification opportunities?

High-Impact Practices Feedback

The program offers internships that provide students the opportunity to apply their learning in an actual work environment. This practice strengthens the skills and knowledge that students acquire in the classroom, and that is required to be employed in the field.

This high-impact practice is also integrated into the program's Student Learning Outcomes Assessment plan. At the completion of the internship experience, the student's internship supervisor is asked to complete an evaluation of the student's competencies. Students are also asked to write an essay as an indirect measure of what the student learned and observed during the internship.

Dean's Review Feedback

The program is restructuring to include the committee feedback

Vice Provost Feedback

SLOAs – Provided 13 SLOs; NWCCU guidelines recommend 3-6 SLOs, so these could be recast into 1-2 knowledge-based SLOs, 1-2 skill-based SLOs, and 1 SLO focused on communication (note that SLOs refer to knowledge, skills, and abilities that a student should have obtained upon completion of a degree program); the program might consider revising the SLOs to include more “action” words(<https://tips.uark.edu/blooms-taxonomy-verb-chart/>).

Artifact, criteria, and data used to assess the SLOs are not clear from the SLOAs, need to provide example. Need to address closing the loop and continuous improvement.

HI S - Provided overview of the practices (only one listed; could have used more detail for the practice with specific example). Not clear if internships are required for all students or if students can choose from a group of options. Frequency of the opportunities? Where in the program/what classes? Required or optional? What proportion of students involved?

UNIVERSITY OF ALASKA FAIRBANKS
Student Learning Outcomes Assessment Plan
Construction Management A.A.S. Degree
Community and Technical College

2023

Expanded Statement of Institutional Purpose	Intended Objectives/Outcomes	Assessment Criteria and Procedures	Implementation (what, when, who)
MISSION STATEMENT: The construction management (CM) program prepares students for work as entry level construction managers and provides continuing education for construction employees. GOAL STATEMENT: Prepare students for employment in a variety of construction project management related positions for construction contractors, professional design firms, project owners, governmental agencies, etc.	1. Create written communications appropriate to the construction discipline. 2. Create a construction project safety plan. 3. Create construction project cost estimates. 4. Create construction project schedules.	Assessment measured through course embedded assignments, projects, exams, Internship, surveys, and reflection papers.	An annual survey of CM graduates from the previous academic year will be conducted to determine employment in a construction field. At the completion of the internship experience, the intern's supervisor will be asked to complete an internship evaluation of the student's competencies. As an indirect measure of student outcomes, the student will be asked to complete an essay explaining what was learned and observed during the internship.
	5. Analyze professional decisions based on ethical principles. 6. Analyze construction documents for planning and management of construction processes. 7. Analyze methods and materials used to construct projects. 8. Apply electronic-based technology to manage the construction process.		An annual survey of Certificate graduates will be conducted to determine overall student satisfaction with the program and course work.
	9. Understand different methods of project delivery and the roles and responsibilities of all constituencies involved in the design and construction process. 10. Understand construction risk management. 11. Understand construction quality assurance and control. 12. Understand the basic principles of structural behavior. 13. Understand the basic principles of mechanical and electrical systems.		Exam, Assignments and Projects may be developed in various courses as one of the assessment measures for student learning outcomes each semester the course is taught.

Submitted by:

Fiscal Report for CTC Construction Management Department/Program				
	FY2021	FY2022	FY2023	Definitions for the compiling staff
Total Student Credit Hours (SCH)	264	228	216	Provided in SCH tab in the student success data provided by PAIR.
Service SCH	39	36	27	Sum rows labeled as "In unit, outside department, Service" and "Outside unit, Service" in the SCH tab of the data provided by PAIR.
Department FTEs	1.81	1.73	1.61	FTE = Full-time equivalent employee. Use the worksheet below to calculate for each employee type, and then use the total from row 32 here.
Total SCH per Department FTE	145.99	131.54	134.30	
Service SCH per Department FTE	21.57	20.77	16.79	
Majors in Programs	35	25	21	Sum for all programs from the Majors Total tab in the data provided by PAIR.
Department FTEs	1.81	1.73	1.61	From row 32 below or row 5 above
Majors per Department FTE	19.4	14.4	13.1	
Total Unrestricted Expenditures				Total Expenditures made from budgets with an F1 or F7 fund type designation, from provided cycle report data filtered by Data Liasion
Total Restricted Expenditures				Total Expenditures made from budgets with revenue of the F2 or S2 fund type designation, from provided cycle report data filtered by Data Liasion
Total Unit/Central Support Allocated to Program(s)				Expenses incurred for direct support of instruction within orgs identified as central or academic support, if applicable
Tuition Revenue				Receipts to college from tuition generated by the department/program (F1). NOTE: under the current 80/20 percent tuition distribution model generating units receive 80%. These cells have a formula to calculate the tuition revenue by level (i.e. lower, upper, grad) for each fiscal year. PLEASE USE PAIR REPORTED SCH TO REPLACE ZEROES IN THESE CELL CALCULATIONS.
State Appropriation Revenue				Appropriations for current funds operation of the university from the general fund of the State of Alaska through the annual budget cycle. This category also includes TVEP and State Mental Health Trust funds, if allocated to the department. (F1)
Restricted/Sponsored Project Revenue Fees				Revenue from external sponsors; includes grants, contracts, sponsored projects & restricted (grant) accounts funded by UA Foundation funds (F2/S2)
Other UA Receipts/Revenue				Course Fees (9159) e.g. Performance and Sales Receipts, Space Rental Revenue, Indirect Cost Recovery (F1/F7); NOTE: COURSE FEES (9159) REPORTED ABOVE. CTC Note: Reallocation of CTC revenue support through tuition and other UA receipts/revenue.
Workload allocation: Teaching Units	18	18	24	Department faculty's workload units assigned to teaching
Workload allocation: Service Units	12	12	6	Department faculty's workload units assigned to service/administrative
Workload allocation: Research Units	0	0	0	Department faculty's workload units assigned to research

Full-time Equivalent Worksheet**	FY2021	FY2022	FY2023	
Faculty FTEs	1	1	1	Base assumption: 12-month full-time = 1.0 FTE. 9-month = 0.75 FTE. Split appointments are multiplied by the % of effort assigned to this department. Part-time are multiplied by the % of effort assigned. F9 faculty on sabbatical count as 67% of one 9-month 0.75 FTE (or 0.50 FTE).
Adjunct FTEs	0.6	0.53	0.40	Base assumption: 40 units/credits = 1.0 FTE. Total # of credits taught by adjuncts in a year divided by 40 = the FTE of adjuncts in that year.
Staff FTEs	0.21	0.21	0.21	Base assumption: 12-month full-time = 1.0 FTE. 9-month = 0.75 FTE. 10-month = 0.83 FTE. Split appointments are multiplied by the % of effort assigned to this department. Part-time are multiplied by the % of effort.
Graduate TA/RA FTEs	0	0	0	Base assumption: 40 hours/week for 12 months = 1.0 FTE. 9-month = 0.75 FTE.
Total Departmental FTEs	1.81	1.73	1.61	Sum of all employee FTEs

**Note: FTE definitions and calculations for the purpose of Academic Program Review are different than for other institutional reporting processes (e.g. OMB or IPEDS reporting)