



Academic Program Review

Program Name: Construction Management - Associate of Applied Science

Academic Year 2025/2026

Recent Recommendations

Using your most recent review, please respond to all feedback and recommendations.

Response:

Recommendations were to increase enrollment/ graduation/persistence. With the restructuring of the program and moving the program online, this has happened. The SLOA's have been addressed and are being submitted for approval process. The changes that are going through the approval process have been uploaded to the share file.

Student Learning Outcomes

Describe the assessment of your student learning outcomes (SLOs). Discuss your findings, changes you are making, and what you hope to see as a result.

Response:

It is acknowledged that there is a fair amount of measures in the SLOA. This has been brought to the advisory council's attention, and they are reviewing and providing feedback for reducing and combining SLOA. The program has incorporated more real-life examples in curriculum. The program is still operating off of the SLOA from 2023. The revisions to the current SLOAs reflect ongoing program changes and incorporate recommendations from the Program Advisory Board.

Did you make any curricular changes based on your most recent SLOA? If so, discuss what changes were made. If no changes were made, please discuss the strengths of your curriculum based on the assessment of your outcomes.

Response:

No changes to the current SLOA's, but included more real word examples into the curriculum for students to review and address in the courses.

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

Communication outcomes in the SLOA plan are: **Not Embedded**

Check the checkbox to certify completion of the following tasks:

- ☐ Upload supporting documents to the Supporting Documents folder. This includes artifacts, rubrics, and other documents related to your SLOA.
- ☒ Upload your most recent SLOA to the Supporting Documents folder, even if no changes have been made since the last review.

Have changes been made to your SLOA document since your last review? **Yes**

If so, please summarize what changes were made.

Response:

The number of SLOA's have gone from 13 down to 3.

High Impact Practices

Please indicate which high impact practices are currently being implemented in relation to the program's student learning outcomes.

- | | |
|--|--|
| ☒ Capstone Courses & Projects | ☐ Graduate Level Research |
| ☒ Collaborative Assignments & Projects | ☐ Writing-Intensive Courses |
| ☐ Diversity/Global Learning | ☐ Publications |
| ☐ ePortfolios | ☐ Communications |
| ☐ First-Year Seminars and Experiences | ☐ Scholarly Activities |
| ☒ Internships | ☐ Studios |
| ☐ Service or Community-Based Learning | ☐ Practicum |
| ☐ Undergraduate Research | ☐ Other |
| ☐ Labs | ☐ None of these |

Discuss how the HIPs in the program are reflected in the SLOA. If you have identified HIPs that are not included in the SLOA, please consider an update.

Response

The Capstone is part of the exam/ assignment and projects developed over the course of various classes. This includes collaborative assignments and projects. Additionally, the Internship is a part of the SLOA as an assessment of success from the supervisor of the student. Applied learning in an actual work environment strengthens the skills and knowledge acquired in the classroom and is required to be employed in the field.

Student Success

Please reference the [Resources tab](#) for information on accessing the Student Success Data Dashboard and contacting your designated data liaisons.

Student Success Data Trends

Persistence: No Change

Pass Rates: No Change

Student Credit Hours: Increase

Majors: Increase

Degrees Awarded: Increase

Other Trends (if applicable): N/A

Achievement Disparities

Discuss any achievement disparities identified in your disaggregated student success data and explain how you plan to address them. Response:

We reviewed the student data on the dashboard. We did not see any gaps, and therefore are not reporting any.—

Closing the Loop

Please discuss how your student learning outcomes are reflected in high impact practices and student success data.

Response:

Internships are required as a capstone. Completion reflects the skills learned and the student's success in both academia and the workforce. Improvements will include a broader variety of businesses that are partnering with the CM program to offer more internships to students. The program is increasing enrollment, graduation and in turn SCH. The program is on a successful track, especially with the restructuring.

Academic Program Profile

The following questions help show how your program supports the university's mission, connects with other UA programs, engages with the community, contributes through service courses, and supports student success after graduation. Please use this section to highlight the value your program brings to students, the university, and beyond.

UAF's Mission:

The University of Alaska Fairbanks is a Land, Sea, and Space Grant university and an international center for research, education, and the arts, emphasizing the circumpolar North and its diverse peoples. UAF integrates teaching, research, and public service as it educates students for active citizenship and prepares them for lifelong learning and careers.

In what ways does your program advance UAF's mission?

Response:

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.

How is your program related to others in the UA system?

Response:

AA has an AAS in CM, with which we are actively collaborating and providing opportunities for students to transfer between both programs. Feeder into UAA's BA in Consultation Management.

Who are your key community or external partners?

Response:

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

What role do your services courses play, if any?

Response:

N/A

How do your graduates succeed after leaving the program?

Response:

Hired right after or before graduation

Submitter and Collaborator Names:

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Committee Review

Program Name: Construction Management - Associate of Applied Science
Academic Year 2025/2026

Overall Recommendations

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

- | | |
|---|--|
| ☒ Insufficient Narratives | ☐ Report Incomplete |
| ☐ Address Achievement Gap | ☒ Consider Curricular Revisions |
| ☐ Develop Online Offerings/Options | ☐ Improve Time to Degree |
| ☐ Increase Enrollment | ☐ Increase Graduates |
| ☐ Increase Retention/Persistence | ☐ Strengthen Advising Practices |
| ☒ May be asked to share Effective Practices | ☐ Recommendation to University-Wide Committee |

Explanation of Overall Recommendations

Response:

The program responded to the recommendations from the 2023 full-program review. Recommendations included increasing enrollment, persistence, and graduation, and the program noted that program redesign (which included online offerings), has led to positive outcomes in those metrics. The program also redesigned the SLO/SLOs. For future program reviews, more details and information on how recommendations are being addressed, including outcomes, would strengthen the review. The revised SLOs are good, further development and refinement are needed for the SLOA for the assessment and implementation components (which also includes the need for artifacts/instruments for assessment and associated evidence to document that the SLOs are being met). Note that it will be critical to better address the section on closing the loop for the 2027 full-program review.

Student Learning Outcomes Feedback

- | | |
|--|---|
| ☐ Strong | ☐ Developing |
| ☐ Requires Minor Revision | ☒ Requires Major Revision |

Student Learning Outcomes Assessment Feedback

- | | |
|--|---|
| ☐ Strong Alignment with SLOA Plan | ☐ Clear, Concise Presentation of Findings |
| ☐ Compelling Learning Story | ☐ Missing a Direct Measure |
| ☐ Missing Active Verbs | ☒ Missing Curricular Connection |
| ☐ Missing Collaboration within Department | |

SLOA Feedback Narrative:

The new SLOA included 3 SLOs. All three SLOs are well developed. The assessment criteria and procedures, as well as the implementation plan, are all very vague and not well developed (need to be refined to be more clear). Need to include artifacts/instruments for evaluation and evidence (data) from those evaluations.

Because no curricular changes occurred, the program needed to note the strengths of the curriculum based on the assessment of the SLOs. This was not included in the report.

The program provided a discussion on how SLOs are reflected in the HIPs and student success data. This is essential to discuss as it is a primary expectation of NWCCU. Documenting continuous improvement and the closing of the loop are important components of the program review process, not just as an exercise, but to demonstrate that assessment results are used to make meaningful, evidence-based changes that enhance program quality and student learning. This process ensures accountability, fosters a culture of ongoing improvement, and provides clear evidence to accreditors and stakeholders that actions lead to measurable outcomes. For the full-program review in 2027, should include additional evidence to document this outcome specifically for each SLO to support the narrative overviews.

Student Success and Equity Feedback

Narrative:

The program did not include information about its review of the Student Success Dashboard or how it supports diverse student success. It also reports no equity or achievement gaps; however, the available Student Success Dashboard data appears to support this. The program highlights valuable applied learning components, such as the capstone project, collaborative coursework, and the required internship, as key assessments that help students demonstrate their knowledge and gain experience in real workplace settings. Plans to expand partnerships with local businesses to offer more internship opportunities will likely strengthen student preparation even further. The program notes encouraging increases in enrollment, graduation, and SCH, reflecting positive momentum following recent restructuring. Continuing to track these developments and sharing more detailed outcomes in the 2027 full program review will help showcase the program's progress.

High Impact Practices Feedback

Narrative:

Reviewer Names: