



University of Alaska
Associate of Applied
Science Degree in

Apprenticeship
Technologies



Annual Report
June 2009



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2008-2009

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Program Summary

Introduction

This report combines program highlights and statistics to help our partners, supporters and other interested individuals better understand the University of Alaska Associate of Applied Science (A.A.S.) degree in Apprenticeship Technologies (APTC).

The A.A.S. degree in Apprenticeship Technologies provides vocational training and supporting course work to prepare students for the rapidly changing global workplace. The program also helps Alaskan industries by training workers who can meet increasing certification requirements which reflect complex business and industrial standards.

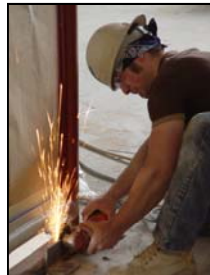
Program Overview

The apprenticeship technologies program is a 60-credit A.A.S. degree delivered collaboratively through University of Alaska Anchorage (UAA), University of Alaska Fairbanks (UAF) and University of Alaska Southeast (UAS). The practical integration of general course work and training for vocational and technical occupations specifically reflects the commitment of the University to high-quality instruction and public service.

Students declaring a major in Apprenticeship Technologies must present documentation of acceptance into (or certificate of completion from) an apprenticeship program registered by the U.S. Department of Labor Office of Apprenticeship. Students are encouraged to begin the required courses while completing the apprenticeship program to expand the quality and breadth of the program. Journey workers and others who have already completed their apprenticeships may also enroll.

Individuals earning this degree must complete an apprenticeship program registered by the U.S. Department of Labor (DOL) Office of Apprenticeship and hold journey-level status. Upon presenting the apprenticeship certificate of completion, the student can receive up to 38 credits toward the A.A.S. degree in Apprenticeship Technologies. The actual number of credits is based on the term (total on-the-job training hours) of the apprenticeship program, which varies by occupation.

Students who complete this program may be eligible to enroll in the Bachelor of Science, Technology degree program at UAA or the Bachelor of Technology degree program at UAF.



2009 Accomplishments

2009 Goals	Accomplishments
Hire a 10-month, half-time coordinator.	Hired Morgan Grey as the coordinator, starting December 22 at 30 hours per week.
Build connections with government, training providers, and employers.	Sally Spieker attended a national Department of Labor/Employment and Training Administration (DOL/ETA) apprenticeship action clinic in San Francisco, as part of the Alaska Team. Other team members included representatives from Alaska DOL, U.S. DOL/ETA, the University of Alaska (UA) statewide.
Develop and print recruitment and advising materials.	Revised the program brochure. Developed new recruitment and advising materials, including a presentation, degree planning tool, advising syllabus and checklist, and apprenticeship referral resource card. Reviewed student files and contacted students who have been admitted to the program but are inactive. This resulted in one student who reapplied for admission and will graduate in December.
Define UA credit policies and procedures and develop guidelines for converting certifications to credit.	Revised the non-traditional certified experience credit process and form; developed guidelines for converting certification to credit. Shared these processes and guidelines with other major administrative units (MAUs) of UA that offer the APTC degree.
Make presentations to current apprentices in the Anchorage and Mat-Su region.	Made a presentation to the current apprentices of Roofers and Waterproofers Local 190.
Continue coordination with representatives from UAS, UAF, UAA, the U.S. Department of Labor, Alaska Department of Labor and Workforce Development (DOLWD), training organizations and industry.	Continued the coordination started in AY 2008 with UAS, UAF, UAA, U.S. DOL, Alaska DOLWD, training organizations and industry on an active advisory committee that met in the fall and spring. Provided progress report to advisory committee members in May. Held teleconference for further coordination among the three MAUs that sponsor the program.
The coordinator will facilitate and coordinate UA apprenticeship technology meetings.	The coordinator scheduled and facilitated the advisory committee and MAU coordination meetings.

Recruitment

The development and revision of recruitment materials were a focus of our efforts this spring.

The Community and Technical College (CTC) front desk staff regularly field inquiries about Apprenticeship Technologies from potential students who are actually looking for an apprenticeship, not an A.A.S. degree. New materials developed include a checklist (Figure 1) for use by staff at the CTC front desk when a student inquires about Apprenticeship Technologies, and a resource handout with information about apprenticeship programs (Figure 5).

The program brochure was updated and features new photos of actual apprentices on the job (Figure 2). The photos, which feature an electrician, a carpenter, two sheet metal workers, two surgery technicians, a labor pre-apprentice, were taken by Jenn Mullins and Morgan Grey. Thanks to John Hakala and Lymus Capehart at the U.S. Department of Labor Office of Apprenticeship for contacting the sponsors, and for Chugach Electric, Alaska Surgery Center, Davis Constructors and Engineers, and H&K Sheet Metal for letting them come onto their jobsites and into their workshops and operating rooms (yes, with real patients on the table!) to take these photos of their apprentices in action.

A new Power Point presentation (Figure 3) was developed for presentations to apprentices, and received its first showing with a group of roofing apprentices. The welcome letter for new students (Figure 4) was also revised.

Figure 1:

Front Desk Referral Checklist

If they:

Are currently in a registered apprenticeship or

Have completed a registered apprenticeship

Or have applied to a registered apprenticeship

Yes: refer to Morgan Grey or Sally Spieker

If they want to find out how to get into apprenticeship:

Give them the “Interested in Apprenticeship?” flyer. It provides contact information and web links to find out more about apprenticeship opportunities.

If they don’t appear to have apprenticeship plans and are totally undeclared, or don’t know what they want to do:

Refer to Advising and Testing


If they are trying to decide between CTC programs, or just want to get an associate degree quickly:

Refer to Krista Soria, the CTC academic advisor



Figure 2:
New Brochure

Apprenticeship Technologies



EXPLORE YOUR OPPORTUNITIES

The Apprenticeship Technologies program is coordinated and delivered collaboratively by UAA, UAF, and UAS.

Apprenticeship Technologies Career Pathway

Leverage your apprenticeship training and a college degree for career advancement.

High School Recommended Preparation	Apprenticeship Recommended Preparation	Associate of Applied Science	Bachelor of Science
<ul style="list-style-type: none"> • Reading and writing • Computer skills • Algebra • Related occupational electives 	<ul style="list-style-type: none"> • Complete a registered apprenticeship program (can be done concurrently with the AAS degree) • Hold journeyworker status by the time you complete UA coursework 	<ul style="list-style-type: none"> • Receive up to 38 transcripted credits for apprenticeship training • Complete 22 additional credits (minimum) 	<ul style="list-style-type: none"> • Technology with or without a business emphasis

COMMUNITY AND TECHNICAL COLLEGE

Application Process

- 1) Apply for admission to UAA online at www.uaa.alaska.edu. Select UAOnline. Submit a copy of your acceptance into a U.S. Department of Labor (USDOL), Office of Apprenticeship approved apprenticeship and any required transcripts to: UAA Enrollment Services, P.O. Box 141629, Anchorage, AK 99514-1629
- 2) Take the Accuplacer placement test for English and math course placement. Call the UAA Advising and Testing Center at 907.786.4500 for testing information. Preparatory courses may be recommended based on test scores.
- 3) Make appointment with a faculty adviser in the Apprenticeship Technologies Department, 907.786.6423
- 4) Students are encouraged to begin courses listed below while participating in the apprenticeship program in order to expand the quality and breadth of training. Individuals wishing to graduate from the program must have completed a formal apprenticeship registered with the USDOL, Office of Apprenticeship and must hold journeyworker level status.

The University of Alaska Anchorage is accredited by the Northwest Commission of Colleges and Universities and is an EO/AA employer and educational institution. 8/07

Associate of Applied Science, Apprenticeship Technologies

The Apprenticeship Technologies degree is a 60 credit program. Up to 38 credits are awarded in recognition of journeyworker level status in registered apprenticeship programs.

1.) Complete the following required courses:

ENGL A111 Fundamentals of Written Communication 3 cr
ENGL A212 Technical Writing 3 cr
MATH A105 Intermediate Algebra (or higher) 3 cr
OR STAT A252 Elementary Statistics (or higher)

2.) Complete one of the following courses: 3 cr

HUMS/PSY A153 Human Relations
CIOS A261A Interpersonal Skills in Organizations*
Social Sciences General Education Requirement

3.) Complete one of the following courses: 3 cr

COMM A111 Fundamentals of Oral Communication
COMM A235 Small Group Communication
COMM A237 Interpersonal Communication
COMM A241 Public Speaking

4.) Complete 6 credits of safety, computer, business, technical or other adviser approved courses linked to an identified education or career pathway.
* Complete 3 credits General Course Requirements if CIOS A261 is taken for #2 above.

5.) Submit documentation and fee to transcript apprenticeship credits.

6.) Complete electives to equal 60 credits.

7.) Keep a portfolio of required work

This course information is based on the 2008-2009 UAA Course Catalog. Please see the current catalog for complete information.

Career & Technical Education Division: 907.786.6423 • UAA Enrollment Services: 907.786.1480 • UAA Financial Aid: 907.786.1586
UAA Community and Technical College: 907.786.6400 • Please visit our college website: www.uaa.alaska.edu/ctc

Figure 3:
Recruitment Power Point Presentation

Associate of Applied Sciences in
**Apprenticeship
Technologies**

at the University of Alaska

1

I'm an apprentice.

So how can a college degree
help me in my trade?

2

Apprenticeship + College

= Career Development

3

What do employers want?
Work Attitudes

- › Responsible/Self Disciplined
- › Willing to Learn/Pride in Doing a Good Job
- › Safety-Conscious
- › Manages Stress and Personal Problems
- › Positive Outlook
- › Follows the Rules
- › Good Team Member
- › Respects Others
- › Willing to Earn Reward

4

What do employers want?
Work Values / Work Ethic

- › Honesty and Integrity
- › Good Manners
- › Accepts Advice, Supervision, Criticism
- › Dependability/Follow Through
- › Good Attendance/On Time
- › Accuracy of Work/No Waste
- › Pride and Productivity in Work

5

What do employers want?
Skills/Competencies

- › Reading
- › Speaking
- › Writing
- › Listening
- › Math Computation
- › Problem Solving
- › Information Management & Technology

6

What do employers want?
Skills/Competencies, continued

- › Knowing How to Learn
- › Applying What is Learned
- › Working with Others
- › Business Process
- › Know How to Look for Work

7

College can help you strengthen
these skills/competencies

- › Reading
- › Writing
- › Listening
- › Problem Solving
- › Math Computation
- › Speaking
- › Information Technology
- › Knowing How to Learn
- › Reasoning, analysis, problem solving
- › Business processes

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Career Pathways

- › Apprenticeship
 - OJT
 - Related Instruction
- › College
 - Apply knowledge
 - Bridge to supervision/management
 - Bridge to other careers

9

Associate of Applied Science in Apprenticeship Technologies

- › Designed specially for people who have completed a registered apprenticeship
- › Offers college credit for your apprenticeship training once you have achieved journeyworker status
- › Use electives to bridge to another degree
 - Construction Management
 - Computer and Networking Technology
 - Bachelor of Science, Technology
 - Other

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AAS in Apprenticeship Technologies Degree Requirements

- › Intermediate Algebra or Elementary Statistics
- › Technical Writing
- › Communications/Speech
- › Human Relations
- › Two Electives related to your career pathway (minium)
- › Apply for apprenticeship credits when you have completed apprenticeship
- › 60 credits total

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Pathways for Apprentices

- › What pathways do you think would work?
- › Which direction does your pathway go?
- › Other UAA Opportunities
 - Bachelor of Science, Technology
 - Master of Science, Career and Technical Education

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Questions

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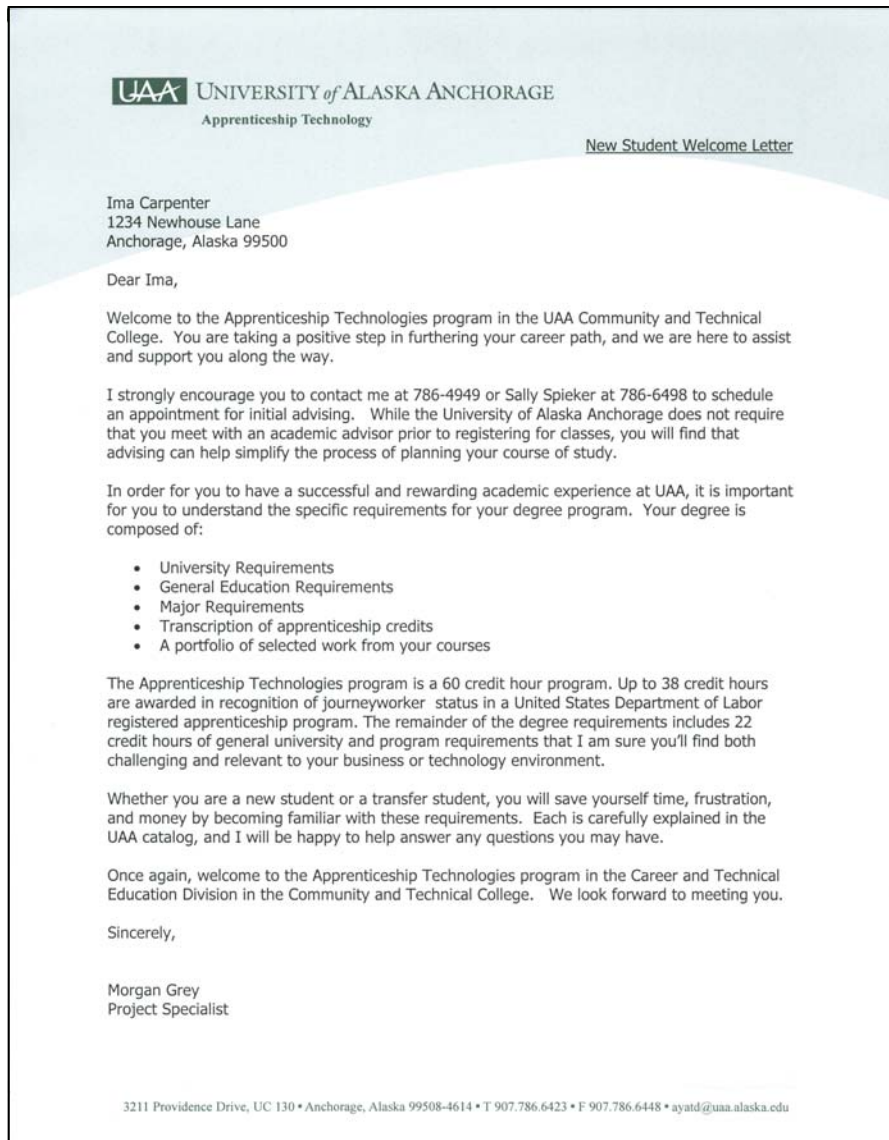


Figure 4:
New Student
Letter

Figure 5:
Apprenticeship
Resource

Interested in Apprenticeship?

To explore if apprenticeship is right for you, contact a Registered Apprenticeship Specialist at the Alaska Job Centers: <http://www.jobs.state.ak.us/apprentice/contact-list.pdf>

For information about more than 80 apprenticeable occupations in Alaska and listings of apprenticeships currently accepting applications, go to: <http://www.jobs.state.ak.us/apprentice/Index.html>

The Alaska Apprenticeship Training Coordinators Association has information about union apprenticeship training programs: <http://www.aatca.org/>

The Alaska Works Partnership has information about Alaska's construction unions and jointly administered apprenticeship programs: <http://www.akwp.org/>

Plus, you can get college credit for completing a registered apprenticeship in the Associate of Applied Science in Apprenticeship Technologies. Contact us at

 907-455-2800 <small>Revised 6/9/09</small>	 907-786-6423	 907-796-6120
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Advising

New advising documents developed this year include an advising checklist (Figure 6) and a degree planning tool (Figure 7). Because many students encounter academic difficulty in their first two semesters, the department developed an academic progress report (Figure 8) based on the Alaska Scholars program. First semester students will be requested to have their instructors complete the academic progress report and return it to their advisor. This will help to identify students in need of referrals for supportive services such as tutoring. The academic progress report will be implemented in Fall 2009.

Student files were reviewed and reorganized to determine who was an active student in the program. Files were sorted into categories of active, inactive, graduate, and other, with a temporary file for potential students who have come in for advising but who have not yet applied for admission.

UAA introduced a new online advising tool called DegreeWorks, which allows undergraduate students to informally review their progress toward degree completion. This means that the requirements of each degree program must be set up in the system. The department worked closely with the Office of the Registrar to ensure that DegreeWorks accurately works for Apprenticeship Technologies students. To further automate the system, department prefixes and course numbers were identified that meet the requirement for “6 credits of safety, business, technical, or other advisor approved courses linked to an identified education or career pathway” for all apprenticeship technology students, regardless of their trade or occupation. These include any courses with these prefixes:

ACCT	CIS	ENVI	TECH
BA	CTE	OSH	VE
CIOS	ECON	PADM	

and these specific courses: CS A101, EMT A110, and EMT A130. Other courses can be approved by the program advisor and listed on a signed Degree Study plan.

Figure 6:
Advising Checklist

- ___ Student Information Form
- ___ Student Success and Advising Guidelines
- ___ Business Card
- ___ Degree Plan – Course of Study
- ___ Academic Progress Report
- ___ Apprenticeship Certified Experience Credit Application
- ___ Portfolio requirements

- ___ Apply for Admission
- ___ Take Accuplacer test and report back
- ___ Register for classes
- ___ Provide original Apprenticeship Completion Certificate



Figure 7: Degree Planning Tool

Associate of Applied Science in Apprenticeship Technologies

Degree Plan – Course of Study

Student: _____ ID _____

Preparatory Classes (determined by Accuplacer test)
 ___ MATH A054 ___ MATH A055 ___ ENGL A ___ ENGL A ___ ENGL A ___

Complete the following required courses:

Writing: Take both of the following:

___ ENGL A111*	Fundamentals of Written Communication	<u>3 CR</u>
___ ENGL A212*	Technical Writing	<u>3 CR</u>

Computation: Take one of the following: 3CR

___ MATH A105*	Intermediate Algebra (or higher)
___ STAT A252*	Elementary Statistics (or higher)

Communication : Take one of the following: 3CR

___ COMM A111*	Fundamentals of Oral Communication
___ COMM A235*	Small Group Communication
___ COMM A237*	Interpersonal Communication
___ COMM A241*	Public Speaking

Interpersonal Relations: Take one of the following: 3CR

___ HUMS/PSY A153*	Human Relations
___ CIOS A261A**	Interpersonal Skills in Organizations
___ Social Sciences General Education Requirement*	

Specify Course and credits: _____ (___ CR)

Complete 6 credits of safety, computer, business, technical or other adviser-approved courses linked to an identified education or career pathway. 6CR

_____ (CR) _____ (CR)

OR

**CIOS A261A (3 CR) & 1 General Course Requirement: _____ (CR)

Transcribed apprenticeship certified experience credit _____ CR

Electives to complete 60 hours Electives _____ CR

_____ (CR)	_____ (CR)	_____ (CR)	_____ (CR)
_____ (CR)	_____ (CR)	_____ (CR)	_____ (CR)

Total Credits _____ CR

Portfolio: Submit the following items to complete your required portfolio:

___ English A212 Paper	___ Communications Assignment
___ Math exam	___ HUMS/PSY A153, CIOS A261A, or Social Sciences GER Assignment

Advisor Signature: _____ Date _____

Advisor Printed Name: _____ Phone _____

*meets General Course Requirement for AAS

Figure 8: Academic Progress Report



Career & Technical Education – Community and Technical College – University of Alaska Anchorage



Academic Progress Report

To CTE Student:

To help assure your academic success, please request your mid-semester grade from all your professors. Then, schedule an appointment with your academic advisor to go over your progress report and plan your next semester's classes. If you have any questions, please call the Career and Technical Education Department's line at 907-786-6945.

Name: _____ Student ID: _____

Semester: _____ Total Credits: _____

To College Professor:

Please help us ensure this student's success by providing his/her mid-semester grade. Thank you for your assistance.

Course: _____ Current Grade (check one) A__ B__ C__ D__ F__

Comments/Suggestions: _____

Professor's Signature: _____ Date: _____

Course: _____ Current Grade (check one) A__ B__ C__ D__ F__

Comments/Suggestions: _____

Professor's Signature: _____ Date: _____

Course: _____ Current Grade (check one) A__ B__ C__ D__ F__

Comments/Suggestions: _____

Professor's Signature: _____ Date: _____

Course: _____ Current Grade (check one) A__ B__ C__ D__ F__

Comments/Suggestions: _____

Professor's Signature: _____ Date: _____

Student's Signature: _____ Date: _____

Academic Advisor's Signature: _____ Date: _____

Advisor Printed Name: _____ Phone: _____



6/15/09

College Credits for Apprenticeship

The A.A.S. Apprenticeship Technologies (APTC) degree program awards up to 38 credits based on completion of a federally registered apprenticeship program. There were no guidelines available, however, to determine the number of credits to be awarded for a given apprenticeship.

To develop guidelines, the department conducted extensive research on similar programs across the country, including Colorado Community Colleges, National Center for Construction Education and Research (NCCER) and Pima Community College (Pima CC), New Jersey Pathways Leading to a College Education (PLACE), Rogue Community College (Rogue CC) in Oregon, Maine Community Colleges, Hennepin Community College in Minnesota, and Pellissippi State College in Tennessee, and the American Council on Education (ACE) National Guide to College Credit for Workplace Training. Some programs award a flat number of credits, ranging between 25 (New Jersey) to 42 (Colorado) for any apprenticeship in their program. Others award varying credits depending on the length of apprenticeship or evaluation of the related training component of specific apprenticeships; the findings are summarized in Appendix A. Ultimately, the department settled on a formula based upon the length (term) of each apprenticeship as stated by the U.S. Department of Labor Office of Apprenticeship.

The credits to be awarded for apprenticeship are prorated according to the term:

<u>Term</u>	<u>Credits</u>
2000 hours	10
3000 hours	14
4000 hours	19
5000 hours	24
6000 hours	29
8000 hours	38

Prior to January 2009, the fee for an apprenticeship credit evaluation at UAA was a flat \$100 regardless of the number of credits to be transcribed. To bring the fee in line with those required by other Community and Technical College programs, the fee was increased to \$10 per credit. The form, which goes to the Office of the Registrar, was revised to reflect the fee change and to better meet the needs of the Registrar (Figure 9). It should be noted that at this time, UAF and UAS do not charge a fee for the credit evaluation and transcription.

To request a credit evaluation, APTC students will present

- their apprenticeship certificate of completion,
- the Non-Traditional Certified Experience Credit form, and
- payment (if required by the MAU in which they are admitted).

The apprenticeship certificate of completion states the student's occupation. The term for each occupation is listed on the U.S. Department of Labor's List of Officially Recognized Apprenticeship Occupations, available at http://www.doleta.gov/OA/bul08/Bulletin_2008_15.pdf. A partial list of apprenticeships currently employed in Alaska is included in Appendix B.

Background and Documentation

Apprenticeship Training

Registered apprenticeships base the term of training (also called indenture) on hours of on-the-job training (OJT) and a minimum of 144 hours of related technical instruction per year. The number of OJT hours varies by trade, but is generally a multiple of 2000. The 2000 hours equates to one year of full time work at 40 hours per week, 50 weeks per year. New federal apprenticeship regulations allow for the development of training programs that are competency-based, or a hybrid of competency and time-based models. The full list of federally apprenticeable occupations is available at http://www.doleta.gov/OA/bul08/Bulletin_2008_15.pdf.

Review of Similar Programs

An internet search revealed a number of associate degree programs across the country that award credits based on completion of a federally registered apprenticeship. The programs differ in how they determine the number of credits to be awarded. The spreadsheet Apprenticeship Credit Comparisons (Appendix A) contains the detailed data, which is summarized below.

- Pima CC in Arizona awards credits toward an A.A.S. degree for completion of NCCER training modules. Pima CC does not provide the training itself. NCCER training is provided by NCCER-approved training centers nationwide. In Alaska, the NCCER curriculum is used for related instruction in all apprenticeship programs provided by Associated Builders and Contractors, and Raven Electric. An analysis of a Pima CC list of credits for specific NCCER modules compared with the current NCCER course catalog is the basis of the credit estimates on the spreadsheet.
- The Colorado Technical College system provides related instruction for 18 apprenticeships that meet the requirements for federal registration. The decision to register the apprentice is left up to the employer. The technical colleges have an articulation agreement with the Colorado Community College system that awards 42 credits, regardless of the term of the apprenticeship, toward an A.A.S. degree. Therefore, an electrician with 8000 hours of OJT would get the same amount of credit as a chef with 4000 hours of OJT. This information was clarified by Kindra Chapman, Apprenticeship Specialist at the Emily Griffin Opportunity School, a technical college in Denver, Colorado.
- Rogue CC in Oregon awards up to 22 credits toward an A.A.S. degree. According to Jeannie Howell, the actual number of credits is based on the term of the apprenticeship. The minimum is 11 credits for 4000 hours; the maximum is 22 credits for 8000 hours. Anything in between is prorated.
- Pellissippi State College in Tennessee has agreements with specific electrical apprentice programs. IBEW and any DOL electrical apprenticeship program earns 30

credits, while the ALCOA electrical apprenticeship program earns 25.

- New Jersey PLACE (Pathways Leading Apprentices to a College Education) awards 25 credits for completing one of seven apprenticeship programs, or as specific course or transfer equivalencies based on ACE review, as determined by each community college.
- The ACE National Guide to College Credit for Workforce Training has detailed evaluations of six apprenticeship curricula. The format of credit recommendations varies; they may be stated as totals for the entire program, broken down by year, or by class.
- Hennepin Community College of Minnesota offers 47 credits for completion of a carpentry apprenticeship, and they are working on an agreement with the millwrights.
- The Maine Community College system offers 6 credits per year, maximum 24, for apprentices who are simultaneously matriculated in a related associate degree program. The program does not apply to union apprenticeships, or any others that don't provide training through the Maine CC system.



Figure 9:
Apprenticeship Credit Evaluation Form



Apprenticeship Technologies, Career and Technical Education
3801 Old Seward Highway, UC 130
Anchorage, AK 99503
Phone: (907) 786-6423 Fax (907) 786-6448

NON-TRADITIONAL CERTIFIED EXPERIENCE CREDIT
AAS-Apprenticeship Technologies
Available to Admitted Degree AAS Apprenticeship Technologies Seeking Students Only

Name: _____ Student ID # _____
Address: _____
Phone _____ Catalog Year: _____

Attach the following items to this form:

- Original USDOL certificate of completion of apprenticeship (original will be returned)
CTE Dept: Attach copy of DOL certificate when forwarding to Enrollment Services
- Official transcript or letter verifying number of on-the-job training (OJT) hours completed
- Verification of fee payment: \$10 per credit to be transcribed
Payment may be made by check or credit card. See CTE Program Assistant at UC 130 to make payment.

Submit this form and required documentation to
Faculty Evaluator/Program Coordinator
Apprenticeship Technologies Program
Physical Address: 3801 Old Seward Highway, UC 130
Mailing Address: 3211 Providence Drive UC 130
Anchorage, Alaska 99508-4614

For department use only: _____

of Credits to be Awarded: _____ Program Evaluator initials: _____

Faculty Evaluator/Program Coordinator

Approved Not Approved
Comments: _____

Signature Date: _____

Dean of School/College

Approved Not Approved
Comments: _____

Signature Date: _____

Office of the Registrar

Approved Not Approved
Comments: _____

Signature Date: _____

Paid \$ _____ Check No. _____ Credit Card Visa ___ MC ___

Form Revised 1/20/2009

Coordination

The A.A.S. in Apprenticeship Technologies degree is collaboratively offered by UAA, UAF, and UAS. Coordinators from all three MAUs participate in the Advisory Committee and meet several times each year by teleconference.

Plans for future coordination efforts:

- UAF and UAS will invite industry representatives from their regions to join the APTC Advisory Committee, making it a statewide body.
- Program coordinators from each MAU will continue to meet by teleconference twice each year, in addition to the Advisory Committee meetings.
- Develop a plan for marketing the program statewide.

Community Campuses

After talking with two potential students living in the Matanuska-Susitna Valley who wanted to take classes locally, the department contacted Connie Fuess, an academic advisor at Matanuska-Susitna (Mat-Su) College. Connie was excited to hear about the program, and felt that it could be ideal for some students. In particular, she thought of older students who are journey workers whose education is funded by DOLWD Division of Vocational Rehabilitation.

It was decided to make the program available through several community campuses. Accordingly, this led to a meeting with Sandra Gravley, Director of Student Services, and several advisors at Mat-Su College to provide information about the program and processes for evaluating apprenticeship training for credit. An additional meeting was held with Bill Howell, Director of Student Services at the Soldotna campus of Kenai Peninsula College, and led to an invitation to return in the fall to talk with advisors and faculty.

The A.A.S. in Apprenticeship Technologies will be made available to students at both campuses, with the option of taking all required courses at the community campus. Students can also take courses via distance delivery from campuses of any MAU. Evaluation and transcription of apprenticeship credit will continue to go through the APTC office and registrar at UAA in Anchorage.

Course Crosswalk

APTC was designed for students to be able to take classes at any campus of the University of Alaska system, regardless of the MAU in which they are enrolled. To assist with accurate student advising, the department conducted a detailed crosswalk of the required and General Education Requirement (GER) courses in each MAU. The UA Online system hosts a transfer credit website that documents how classes compare between MAUs. It was found that most courses transfer as equivalent credits between MAUs, but there were a few surprises. The spreadsheet in Appendix C provides the documentation that will assist academic advisors working with APTC students.



Student Statistics

The Apprenticeship Technologies A.A.S. program began admitting students in the fall of 1996, with the first graduate in the following spring. As of June, 2009, 101 students have been admitted to the program and 18 students graduated. Two more plan to graduate in the fall, equaling academic year 2000 for the most graduates.

Students have been admitted on eight different UA campuses. One student graduated from UAF in 2000; all others from UAA.

Academic Year	Admissions
1997	1
1998	11
1999	2
2000	4
2001	7
2002	6
2003	7
2004	7
2005	8
2006	8
2007	12
2008	15
2009	11
2010	2
Total	101

Graduates	
1997	1
1998	1
1999	2
2000	4
2001	1
2002	0
2003	2
2004	2
2005	0
2006	2
2007	1
2008	0
2009	2
Total	18

Campus	Admissions
UAF Bristol Bay	1
UAA Anchorage	79
UAS Juneau	4
UAS Ketchikan	1
UAA Mat Su	1
UAS Sitka	1
UAF Tanana Valley	12
UAF Fairbanks	2

Five APTC graduates have gone on to earn additional degrees at the University of Alaska. Three have earned the Bachelor of Science-Technology, one a Bachelor of Arts in History, one an A.A.S. in Process Technology, and one a Master of Business Administration.



Planning

The Community and Technical College conducts an annual career pathway project planning process that identifies and ranks projects. The ranking begins at the department level with the Advisory Committee, followed by the Industry Forum. Then the CTC Leadership group reviews and ranks all proposals and forwards the top proposals for consideration by UA Statewide for TVEP funding. This year, the Apprenticeship Technologies proposal was ranked in the top priority tier of UAA TVEP funding requests. At the time of this writing, the TVEP funding decisions for FY 2010 have not been announced. If the funding is approved, the project will focus in two areas:

1. Providing student-centered services to increase enrollment, and facilitate retention and completion for APTC students.
2. Facilitate partnerships between the U.S. DOL Office of Apprenticeship, Alaska DOLWD Office of Apprenticeship employers, and the UA MAUs for the delivery of apprenticeship related instruction.

The proposed outcomes and activities are listed below.

The original Career Pathway Planning Project description with the Industry Forum scores, and the TVEP proposal are located in Appendices D and E. Also included is a proposal to the UAA Planning and Budget Advisory Council (Appendix F).

Outcomes	Activities
Program Area 1: Student Success	
Increase enrollment in the APTC program by 25%	Coordinate marketing to increase enrollments across MAUs and community campuses.
	Enhance collaboration between MAUs to assure program coherence statewide.
	Advise students to facilitate completion of applications and ACCUPLACER testing.
	Partner with training organizations to support concurrent enrollment in APTC and apprenticeship to enhance and reinforce contextual learning in both programs.
Increase degree completion by 25%	Implement retention and student success strategies: <ul style="list-style-type: none"> • Help students navigate the UA system to select courses that accommodate their work schedule and education plans. Examples: Compile a listing of evening and distance delivery classes offered from all campuses statewide each term; walk new students through their first time logging into UAOnline.

	<ul style="list-style-type: none"> • Refer students with barriers that interfere with academic success. Example: Learning Resource Center for academic assistance. • Implement mid-term progress reports based on Alaska Scholars system to identify and assist students who are struggling academically. • Develop Blackboard resource, newsletter, or distance delivered credit course that promotes the development of student cohorts and peer mentoring, career planning, and engagement in the program.
Enrollment Management	Obtain baseline statistics on two measures of Enrollment Management: head count and first-time undergraduate retention (number of students enrolled in the fall who are also enrolled the following fall).
Program Area 2: Partnership for Apprenticeship Related Instruction	
Facilitate delivery of related technical instruction for apprentices.	<p>Utilize capacity in existing courses available statewide.</p> <p>Serve as UA point of contact for the Alaska DOLWD Office of Apprenticeship and U.S. DOL Office of Apprenticeship to coordinate:</p> <ul style="list-style-type: none"> • Identification of desired outcomes for related instruction. • Review of UA curriculum to meet desired outcomes. • Provision of related instruction.

Appendix A: Comparison of College Credit for Apprenticeship

Trade	NCCER/Pima CC			Colorado Community Colleges (2)		Rogue CC Oregon (4)	Pellissippi State College, Tennessee (5)	New Jersey PLACE (3)	ACE Guide	Training Source for ACE evaluation
	Contact Hours	Credits	Years	Credits	Years					
Boilermaker	650	37	4							
Bricklayer				42	3					
Carpenter (1)	764	43	4	42	4	22		25	47*	NJ Regional Council of Carpenters JATC
Carpet & Tile Layer				42	3					
Cement Mason/Concrete Finisher	315	17	2	42	3					
Chef				42	2					
Construction Technology	365	20	1							
Crane and Tower Operators	438	25	3							
Drywall	292	16	2							
Electrical and Electronic Engineering Technicians/ Electronic Systems Technician	714	40	4							
Electrical Lineworker/ Outside Power Line Worker(1)				42	3				24-30	NJATC for the Electrical Industry
Electrician (1)	661	35	4	42	4	22	30 any DOL electrical; 25 ALCOA	25	37-55**	Ind Electrical Contractors; NJATC for the Electrical Industry
Glazier (1)				42	3	17				
Highway/Heavy Construction	170	8	1							

Trade	NCCER/Pima CC			Colorado Community Colleges (2)		Rogue CC Oregon (4)	Pellissippi State College, Tennessee (5)	New Jersey PLACE (3)	ACE Guide	Training Source for ACE evaluation
	Contact Hours	Credits	Years	Credits	Years					
HVAC (1)	678	368	4					25	36	Intl Training Inst for the Sheet Metal & Air Conditioning Industry
Ind Maint Electrical & Instrument Technician	683	35	4							
Ind Maint Electrical & Instrument Tech	683	35	4							
Ind Machinery Mechanics/Ind Maintenance Mechanic	680	38	4							
Instrumentation	695	38	4							
Insulating / Asbestos Insulators (1)	465	25	3	42	3			25	45*	Intl Assn of Heat & Frost Insulators & Asbestos Workers
Laborers/ Construction laborer (1)	325	17	2						25*	Laborers - AGC
Maintenance Workers- Machinery				42	3					
Masonry	484	28	3							
Millwrights	773	43	5							
Operating Engineers/ Heavy Equipment Operator	521	30	3							
Painter	593	31	4	42	3	17				
Pipefitter	638	35	3	42	5			25	60*	United Assn of Journeymen & Apprentices of the Plumbing & Pipefitting Industry
Plumber (1)	651	36	3	42	5	22		25	60*	United Assn of Journeymen & Apprentices of the Plumbing & Pipefitting Industry

Trade	NCCER/Pima CC			Colorado Community Colleges (2)		Rogue CC Oregon (4)	Pellissippi State College, Tennessee (5)	New Jersey PLACE (3)	ACE Guide	Training Source for ACE evaluation
	Contact Hours	Credits	Years	Credits	Years					
Residential Wireman									25	NJATC for the Electrical Industry
Sheet metal Worker (1)	626	35	4	42	4			25	56	Intl Trng Inst for the Sheet Metal & Air Conditioning Industry
Structural Iron & Steel Workers	525	27	3	42	3			25	46*	Intl Assn of Bridge, Structural, Ornamental, & Reinforcing Iron Workers
Traffic Signal Technician				42	3					
Voice/				42	3					
Welders, Cutters, Solders, & Brazers	873	52	3						17	Intl Trng Inst for the Sheet Metal & Air Conditioning Industry

(1) ABC apprenticeships in Alaska using NCCER Curriculum

* ACE evaluations are based on specific classes, so the apprentice would need to provide a transcript to determine their actual ACE credits

** Different versions based on dates of apprenticeship

(2) Colorado Community Colleges accept apprenticeship credits from Technical Schools: 42 credits regardless of length of apprenticeship <http://www.egos-school.com/apprenticeships/public/StartPage>

(3) New Jersey PLACE (Pathways Leading Apprentices to a College Education) awards credits as a block of 25 or based on the ACE evaluation for the specific apprenticeship programs listed

(4) Rogue Community College, Oregon 11 CR for 4000, 22 CR for 8000. Max 22 CR. A.A.S. in Construction Trades, General Apprenticeship http://www.roguecc.edu/Programs/08_09/AAS_ConstTrades.pdf

(5) Pellissippi State College, Tennessee offers credit for electrical apprentices <http://www.pstcc.edu/catalog/10.pdf> page 22

Other Programs

Maine Community Colleges

6 CR per year up to 24 CR toward A.A.S. when matriculated in same field as apprenticeship-doesn't apply to union programs http://www.redorbit.com/news/education/224567/apprenticeships_blend_college_job_training_a_state_program_allows/

Hennepin Community College

MN awards 47 CR to carpenters, working on agreement with millwrights http://www.workdayminnesota.org/index.php?news_6_3429

Appendix B: Apprenticeships in Alaska

Partial Listing of Officially Recognized Apprenticeable Occupations in use in Alaska

(full list of all apprenticeable occupations available at
http://www.doleta.gov/OA/bul08/Bulletin_2008_15.pdf.)

O*NET-SOC CODE	OCCUPATIONAL TITLE	TERM	TYPE OF TRAINING
47-2081.01	ACOUSTICAL CARPENTER	8000	Time-Based
47-2071.00	ASPHALT PAVING MACHINE OPER	6000	Time-Based
51-3011.02	BAKER (Bake Produce)	6000	Time-Based
51-4199.99	BLACKSMITH	8000	Time-Based
47-2011.00	BOILERMAKER II	6000	Time-Based
47-2021.00	BRICKLAYER (Construction)	6000	Time-Based
51-3023.00	BUTCHER, ALLROUND	6000	Time-Based
51-7011.00	CABINETMAKER	8000	Time-Based
49-3043.00	CAR REPAIRER (Railroad Equipment)	8000	Time-Based
47-2031.00	CARPENTER	5200-8000	Hybrid
47-2031.01	CARPENTER	8000	Time-Based
47-2031.02	CARPENTER, PILEDRIVER	8000	Time-Based
47-2041.00	CARPET LAYER	6000	Time-Based
47-2061.00	CONSTRUCTION CRAFT LABORER	4000-5700	Hybrid
47-2061.00	CONSTRUCTION CRAFT LABORER	4000	Time-Based
53-3032.01	CONSTRUCTION DRIVER	2400	Time-Based
35-2012.00	COOK (Any Ind)	4000	Time-Based
35-2014.00	COOK (Hotel & Restaurant)	4000-6000	Hybrid
35-2014.00	COOK (Hotel & Restaurant)	6000	Time-Based
39-5012.00	COSMETOLOGIST	2000	Time-Based
31-9091.00	DENTAL ASSISTANT	2000	Time-Based
49-3031.00	DIESEL MECHANIC	8000	Time-Based
21-1093.00	DIRECT SUPPORT SPECIALIST	3000	Comp-Based
17-3013.00	DRAFTER, DETAIL	8000	Time-Based
51-6011.03	DRY CLEANER	6000	Time-Based
49-9012.01	ELECTRIC METER REPAIRER	8000	Time-Based
47-2111.00	ELECTRICIAN	8000	Time-Based
49-2093.00	ELECTRICIAN, LOCOMOTIVE	8000	Time-Based
47-2111.00	ELECTRICIAN, MAINTENANCE	8000	Time-Based
49-2022.03	ELECTRONIC SYSTEMS TECH	8000	Time-Based
51-2041.01	FABRICATOR-ASSEMBLER METAL PROD	8000	Time-Based
45-2091.00	FARM WORKER, GENERAL I	2000	Time-Based
47-2042.00	FLOOR LAYER	5200-8000	Hybrid
47-2042.00	FLOOR LAYER	6000	Time-Based
47-2121.00	GLAZIER	6000	Time-Based
49-9021.01	HEATING & AIR-COND INST-SERV	6000	Time-Based
47-2131.00	INSULATION WORKER	8000	Time-Based
47-2031.01	LATHER	6000	Time-Based
49-9051.00	LINE ERECTOR	6000	Time-Based

O*NET-SOC CODE	OCCUPATIONAL TITLE	TERM	TYPE OF TRAINING
49-9051.00	LINE MAINTAINER	8000	Time-Based
49-9099.99	LUBRICATION SVCR.MTRLS DISP TECH	4000	Time-Based
49-9041.00	MAINT MECH (Any Ind)	8000	Time-Based
49-3031.00	MAINT MECH (Const; Petrol)	8000	Time-Based
49-9042.00	MAINT REPAIRER, INDUSTRIAL	8000	Time-Based
49-2022.05	MAINTENANCE MECHANIC, TELE	6000	Time-Based
49-9042.00	MAINTENANCE REPAIRER, BUILD	4000	Time-Based
43-5061.00	MATERIAL COORDINATOR	4000	Time-Based
49-9044.00	MILLWRIGHT	5200-8000	Hybrid
49-9044.00	MILLWRIGHT	8000	Time-Based
31-1012.00	NURSE ASSISTANT CERTIFIED	6000	Comp-Based
31-1012.00	NURSE ASST CERT/CNA/LEVEL 3 (Dem Spec)	1000	Comp-Based
31-1012.00	NURSE ASST CERT/CNA/LEVEL 3 (Ger Spec)	1000	Comp-Based
31-1012.00	NURSE ASST CERT/CNA/LEVEL 3 (Rest Spec)	1000	Comp-Based
31-1012.00	NURSE ASST CERT/CNA/LEVEL 4 (Men Spec)	1000	Comp-Based
31-1012.00	NURSE ASST CERTIFIED/CNA/LEVEL 1	300-600	Comp-Based
31-1012.00	NURSE ASST CERTIFIED/CNA/LEVEL 2 (Adv)	300-600	Comp-Based
47-2073.02	OPERATING ENGINEER	4000-6000	Hybrid
47-2073.02	OPERATING ENGINEER	6000	Time-Based
29-2081.00	OPTICIAN DISPENSING	4000	Time-Based
47-2141.00	PAINTER (Const)	6000	Time-Based
47-2141.00	PAINTER, SHIPYARD	6000	Time-Based
51-9199.99	PAINTER, SIGN	8000	Time-Based
47-2152.01	PIPE FITTER - SPRINKLER FITTER	8000	Time-Based
47-2152.01	PIPE FITTER (Const)	8000	Time-Based
47-2161.00	PLASTERER	4000	Time-Based
47-2161.00	PLASTERER	4500-8000	Hybrid
47-2152.02	PLUMBER	8000	Time-Based
51-8013.01	POWER-PLANT OPERATOR	8000	Time-Based
47-2111.00	RESIDENTIAL WIREMAN	4800	Time-Based
47-2181.00	ROOFER	4000	Time-Based
47-2211.00	SHEET METAL WORKER	8000-10000	Hybrid
47-2211.00	SHEET METAL WORKER	8000	Time-Based
49-3053.00	SMALL ENGINE MECHANIC	4000	Time-Based
51-8021.02	STATIONARY ENGINEER	8000	Time-Based
29-2055.00	SURGICAL TECHNOLOGIST	4000	Comp-Based
47-2044.00	TILE SETTER	4500-8000	Hybrid
47-2044.00	TILE SETTER	6000	Time-Based
49-3023.01	TRANSMISSION MECHANIC	4000	Time-Based
51-4121.02	WELDER, COMBINATION	6000	Time-Based
51-4121.03	WELDERFITTER	8000	Time-Based

Appendix C: Curriculum Coordination

Crosswalk of Required Courses

UAA		UAF		UAS	
Written Communication, both classes required					
ENGL A111 Fundamentals of Written Communication	3	ENGL F111 Intro to Academic Writing	3	ENGL S111 Methods of Written Communication	3
ENGL A212 Technical Writing	3	ENGL F212 Business, Grant & Report Writing	3	ENGL S212 Technical Report Writing	3
Oral Communication Skills, select one					
COMM A111 Fundamentals of Oral Communication	3	COMM F131 Fundamentals of Oral Communication: Group Context	3	COMM S111 Fundamentals of Oral Communication	3
COMM A235 Small Group Communication	3	COMM F141 Fundamentals of Oral Communication: Public Context	3	COMM S235 Small Group Communication	3
COMM A237 Interpersonal Communication	3			COMM S237 Interpersonal Communication	3
COMM A241 Public Speaking	3			COMM S241 Public Speaking	3
Computational Skills, select one					
MATH A105 Intermediate Algebra (or higher)	3	STAT F200X Elementary Probability & Statistics	3	MATH S105 Intermed. Algebra	3
STATE A252 Elementary Statistics (or higher)	3	DEVM F105 Intermediate Algebra	3		
		MATH F103X Concepts & Contemp. Applications of Mathematics	3		
		MATH F107X Functions for Calculus	4		
Human Relations, select one					
HUMS/PSY A153 Human Relations	3	ABUS F154 Human Relations	3	BA S201 Intro to Management and Supervision	3
CIOS A261A Interpersonal Skills in Organizations(1)	3	ANTH/SOC F100X Individual, Society, & Culture(2)	3	CIOS S262 Professional Development(3)	3
Social Science General Education Requirement	3			Social Sciences General Education Requirement	3
(1) Complete 3 CR General Course Requirement if CIOS A261A is taken.		(2)UAF Core Course		(3) Complete 3 CR General Education Requirement if CIOS S262 is taken.	

Inter-MAU Transfer Credits by Topic

Based on 2008-2009 Catalogs (all GERS and UAA APTC) and UAF/UAS curricula revised for 2009-2010.

MAU	GER	UAA	Course	Transfers to UAA as	Transfers to UAF as	Transfers to UAS as
a	a		ENGL A111		ENGL F111X	ENGL S111
f			ENGL F111	ENGL A111		ENGL S111
s			ENGL S111	ENGL A111	ENGL F111X	
a	a		ENGL A212		ENGL F211X/F213X substitute	ENGL S212
f			ENGL F212	CIOS A260A (F107 transfers as A212)		ENGL S212
s			ENGL S212	ENGL A212	ENGL F211X/F213X substitute	
a	a		COMM A111		COMM F131X/F141X substitute	COMM S111
s			COMM S111	COMM A111	COMM F131X/F141X substitute	
a	a		COMM A235		COMM F131X	COMM S235
f			COMM F131 Fund of Oral Comm: Group Context	COMM A235		COMM S111 or COMM S1 GER
s			COMM S235	COMM A235	COMM F131X	
a	a		COMM A237		COMM F131X/F141X substitute	COMM S237
s			COMM S237	COMM A237	COMM F131X/F141X substitute	
a	a		COMM A241		COMM F141X	COMM S241
f			COMM F141 Fund of Oral Comm: Public Context	COMM A241		COMM S241 or COMM S1 GER
s			COMM S241	COMM A241	COMM F141X	

red block=the course does not appear to transfer between MAUs to meet degree requirements; may require a petition or request for re-evaluation

Transfer Credit info for all MAUs found at the Student Transfer Credit Resource Site: http://uaonline.alaska.edu/banprod/owa/bwsk2trc.P_Tcs_Selmau

UAF substitute credits found at http://www.uaf.edu/catalog/current/admissions/transfer_placement_chart4.html

MAU	GER	UAA GCR	Course	Transfers to UAA as	Transfers to UAF as	Transfers to UAS as
a			MATH A105 Intermediate Algebra		DEVM F105	MATH S105
f			DEVM F105 Intermediate Algebra	MATH A105		MATH S105
s			MATH S105 Intermediate Algebra	MATH A105	DEVM F105	
f			MATH F103X Concepts & Contemp Applications of Math	MATH A103		MATH S131
f			MATH F107X Functions for Calculus	MATH A107		MATH S1 GER
a	a		STAT A252 Elementary Statistics		STAT F200X	STAT S273
f			STAT F200X Elementary Probability & Statistics	STAT A252		STAT S273
a			HUMS A153 Human Relations		ABUS F154 Human Relations	PSY S153 Human Relations
a		x	PSY A153 Human Relations		PSY F1S Elective	PSY S153
a			CIOS A261A Interpersonal Skills in Organizations		ABUS F154 Human Relations	not on transfer list
f			ABUS F154 Human Relations	HUMS A155 Human Relations in the Workplace		BA S1 Elective-Human Relations
s			BA S201 Intro to Management & Supervision	BA A231	ABUS F179	
s			CIOS S262 Professional Development	CIOS A262A	CIOS F2 Comp Info & Off Sys Elective	

MAU	GER	UAA GCR	Course	Transfers to UAA as	Transfers to UAF as	Transfers to UAS as
a	a	x	ANTH A101		ANTH/SOC F100X substitute	ANTH S101
a	a	x	ANTH A200 Natives of Alaska		ANTH/SOC F100X substitute	ANTH S200
a	a	x	ANTH A202		ANTH/SOC F100X substitute	ANTH S202
a	a	x	ANTH A250 Rise of Civilization		ANTH/SOC F100X substitute	ANTH S2GER
a	a	x	BA A151 Intro to Business		BA F151	BA S151
a	a		CEL A292 Intro to Civic Engagement		not on transfer list	not on transfer list
a	a	x	ECON A201		ANTH/SOC F100X substitute	ECON S201
a	a	x	ECON A202		ANTH/SOC F100X substitute	ECON S202
a	a		EDEC A105 Intro to the Field of Early Childhood		ECE F101	ECE S101
a	a	x	ENVI A201 Living on Earth: Intro to Environmental Studies		ANTH/SOC F100X substitute	SOC S2 GER
a	a	x	GEOG/INTL A101 Local Places/ Global Regions		ANTH/SOC F100X substitute	GEOG S101
a	a	x	HS A220 Core Concepts in the Health Sciences		ANTH/SOC F100X substitute	HS S101
a	a	x	HUMS A106 Intro to Social Welfare		ANTH/SOC F100X substitute	SOC S1 GER
a	a	x	JPC A101 Media & Society		ANTH/SOC F100X substitute	JOUR S101
a	a	x	JUST A110 Intro to Justice		ANTH/SOC F100X substitute	JUST S1 GER
a	a	x	JUST A330 Justice & Society		ANTH/SOC F100X substitute	JUST S3 Elective
a	a	x	LSSS A111 Cultural Foundations of Human Behavior		ANTH/SOC F100X substitute	PSY S1 Elective

MAU	GER	UAA GCR	Course	Transfers to UAA as	Transfers to UAF as	Transfers to UAS as
a	a	x	PARL A101 Intro to Law		ANTH/SOC F100X substitute	LAWS S101
a	a	x	PS A101 Intro to American Government		ANTH/SOC F100X substitute	GOVT S101
a	a	x	PS A102 Intro to Political Science		ANTH/SOC F100X substitute	GOVT S102
a	a	x	PS A311 Comparative Politics		ANTH/SOC F100X substitute	GOVT S201
a	a	x	PS A351 Political Sociology		ANTH/SOC F100X substitute	not on transfer list
a	a	x	PSY A111 General Psychology		ANTH/SOC F100X substitute	PSY S101
a	a	x	PSY A150 Life Span Development		ANTH/SOC F100X substitute	PSY S250 or PSY S1 GER
a	a	x	SOC A101		SOC F100X	SOC S101
a	a	x	SOC A110 Intro to Gerontology		SOC F1S Elective	SOC S1 Elective
a	a	x	SOC A201		ANTH/SOC F100X substitute	SOC S201
a	a	x	SOC A202 Social Organization of Society		ANTH/SOC F100X substitute	not on transfer list
a	a	x	SOC A222 Small & Rural Communities		ANTH/SOC F100X substitute	SOC S2 Elective
a	a	x	SOC A342 Sexual, Marital & Family Lifestyles		ANTH/SOC F100X substitute	SOC S301
a	a	x	SOC A351 Political Sociology		ANTH/SOC F100X substitute	not on transfer list
a	a	x	SWK A106 Intro to Social Welfare		ANTH/SOC F100X substitute	SSCI S1 Elective
a	a	x	SWK A243 Cultural Diversity & Community Service Learning		ANTH/SOC F100X substitute	not on transfer list
a	a	x	WS A200 Intro to Women's & Gender Studies		ANTH/SOC F100X substitute	WGS S201

MAU	GER	UAA GCR	Course	Transfers to UAA as	Transfers to UAF as	Transfers to UAS as
f	f		ANTH F100X Individual, Society & Culture	ANTH A1S GER Soc Sci		ANTH S1 GER
f	f		ECON F100X Political Economy	ECON A1S GER Soc Sci		ECON S1 GER
f	f		SOC F100X Individual, Society & Culture	SOC A1S GER Soc Sci		SOC S1 GER
s	s		ANTH S101 Intro to Anthropology	ANTH A101 GER Soc Sci	ANTH/SOC F100X substitute	
s	s		ANTH S202 Cultural Anthropology	ANTH S202 GER Soc Sci	ANTH/SOC F100X substitute	
s	s		ANTH S211 Fundamentals of Archaeology	ANTH A211 GER Soc Sci	ANTH/SOC F100X substitute	
s	s		ECON S100 Intro to Economics	not on transfer list	ECON F1S Econ Elective	
s	s		ECON S201 Princ of Macroeconomics	ECON A201 GER Soc Sci	ANTH/SOC F100X substitute	
s	s		ECON S202 Princ of Microeconomics	ECON A202 GER Soc Sci	ANTH/SOC F100X substitute	
s	s		GEOG S101 Introductory Geography	GEOG A101 GER Soc Sci	ANTH/SOC F100X substitute	
s	s		GOVT S101 Intro to American Government	PS A101 GER Soc Sci	ANTH/SOC F100X substitute	
s	s		GOVT S102 Intro to Political Science	PS A102 GER Soc Sci	ANTH/SOC F100X substitute	
s	s		GOVT S230 Intro to Political Philosophy	PS A2H GER Humanities	ANTH/SOC F100X substitute	
s	s		GOVT S251 Intro to International Relations	PS A2S GER Soc Sci	ANTH/SOC F100X substitute	

MAU	GER	UAA GCR	Course	Transfers to UAA as	Transfers to UAF as	Transfers to UAS as
s	s		HIST S105 World History II	HIST A101 GER Humanities	ANTH/SOC F100X substitute	
s	s		HIST S106 World History II	HIST A102 GER Humanities	ANTH/SOC F100X substitute	
s	s		HIST S131 History of the U.S. I	HIST A131 GER Humanities	ANTH/SOC F100X substitute	
s	s		HIST S132 History of the U.S. II	HIST A132 GER Humanities	ANTH/SOC F100X substitute	
s	s		PSY S101 Intro to Philosophy	PSY A111 GER Soc Sci	ANTH/SOC F100X substitute	
s	s		PSY S250 Lifespan Dev	PSY A150 GER Soc Sci	ANTH/SOC F100X substitute	
s	s		SOC S201 Social Problems & Solutions	SOC A201 GER Soc Sci	ANTH/SOC F100X substitute	
s	s		SOC S101 Intro to Sociology	SOC A101 GER Soc Sci	ANTH/SOC F100X substitute	



Appendix D: Career Pathway Planning Project Description

Community and Technical College Career Pathway Planning Project Description

In keeping with the mission statement of the Community and Technical College at the University of Alaska Anchorage:

“The Community and Technical College enhances, promotes and provides quality education and training that is responsive to the needs of lifelong learners in a changing world through leadership collaboration within the community.”

It is assumed that all projects or programs developed or undertaken in conjunction with this process will reflect the quality indicative of programs of excellence. Each project or program will reflect available national standards for technology, effectiveness, and safety.

Career Pathway: Career and Technical Education Project Title: Enrollment Plan for Apprenticeship Technologies

Description:

1. The goal of this project is to: fund the position of Project Specialist full time. The purpose of the Project Specialist is to provide student-centered services to increase enrollment and facilitate retention and completion for apprenticeship technologies students.

Tasks include:

- Enrollment: Develop a coordinated marketing plan to increase enrollments statewide.
- Enhance collaboration between MAUs and increase enrollment of students in community campuses.
- Develop procedures to facilitate delivery of related technical instruction for apprentices.
- Facilitate student success:
 - ◇ Prepare students with early advising and customer service to facilitate completion of applications and Accuplacer testing.
 - ◇ Increase retention by engagement with students to provide advising and customer service in selecting courses (including distance delivery) that accommodate the student’s work schedule; referral to resources as needed to assist if the student experiences issues that interfere with academic success.
 - ◇ Support students as necessary so they achieve their goals by successfully completing classes and ultimately the program. Completion of the degree program will enhance the student’s employability and eligibility for career advancement within their industry.
 - ◇ Develop Blackboard resource, newsletter, or distance delivered credit course that

promotes the development of student cohorts and peer mentoring, career planning, and engagement in the program.

- ◇ Maximize enrollment to utilize capacity in existing courses available statewide.
- ◇ Obtain baseline statistics on two measures of Enrollment Management: head count and first-time undergraduate retention (number of students enrolled in the fall who are also enrolled the following fall).
- Identify and obtain the resources to continue the Program Specialist position.

This project maximizes utilization of the A.A.S. Apprenticeship Technologies program, which has capacity for significant growth, and increases enrollment in existing classes that have capacity.

2. This project is important in meeting industry or community needs because: the State of Alaska has a significant shortage of skilled workers in the trades.

In 2004, 20% of Alaska's construction jobs were filled by non-residents, and the Alaska Department of Labor estimates that, even in this economic climate, there will be 15% job growth by 2016, accompanied by 40% retirement of current workers. In real numbers, they estimate 9000 job openings in the construction and extraction industries over the next seven years, half of which will be newly created jobs and half replacement jobs. These estimates do not include the workforce needed to build the gas pipeline. Along with the need for skilled workers, there is a growing need for qualified supervisors, managers, and foremen. In the 21st century, industry is looking for people who have a higher level of writing, math, communication, and interpersonal skills. The A.A.S. in Apprenticeship Technologies is an essential tool in developing the labor force of managers who combine technical skills with managerial and interpersonal skills to lead the industry.

This project is closely aligned with the Alaska Workforce Investment Board's two-year Plan and the AGIA Training Strategic Plan. The U.S. DOL Office of Apprenticeship, the AK DOL Office of Apprenticeship, and the Alaska Apprenticeship Training Coordinators Association support and collaborate with the program's recruitment efforts. These organizations and industry representatives are active participants on the Apprenticeship Technologies Advisory Board. The project will enhance collaboration with other MAUs, federal and state apprenticeship programs, and industry.

3. Additional resources (HRS, financial, knowledge base, materials/supplies, etc.) needed to undertake this project include: continuing to fill the Program Specialist position.

A significant number of potential students who apply to the program are withdrawn due to incomplete applications, and of those who do complete their application do not register for classes. Still more disappear after one or two semesters, often after receiving an academic warning or probation due to poor performance in their classes. The Program Specialist engages with students from the application stage through degree completion, to assist as necessary in completing applications and registration, to assist in identifying classes that will accommodate the student's work schedule, and refer students to appropriate resources

if they are experiencing difficulties that interfere with their academic success.

The personnel cost, including benefits, of continuing the Program Specialist position is

12 months \$83,699

11 months \$76,640

10 months \$69,918

Additional costs include office materials and supplies, and travel of \$1000

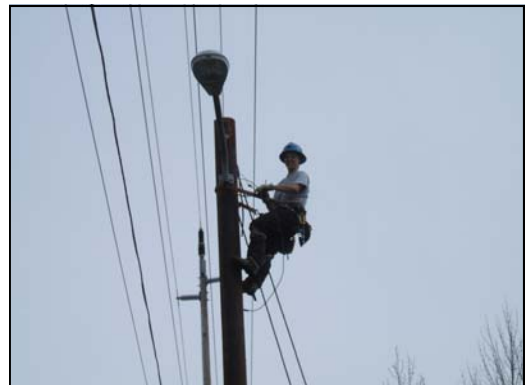
4. **Challenges/Threats:** What are the barriers (ex. Lack of skilled work force, space, or support) or outside forces (ex. Strong competition, political opposition, regulations) that could slow or stop progress toward your successful project completion?

- Securing funding for the position.

Can these challenges/threats be overcome? If yes, please explain.

Yes. There is strong support for this project within industry and the State apprenticeship system. Several potential outside funding sources have been identified for the position. Required UA resources include office space, phone, and supplies.

5. This project meets each UAA-CTC Priority Matrix criteria below. Scoring assigned by the Apprenticeship Technologies Advisory Committee and CTE Industry Forum.



CRITERIA	SCORE	
<p>Market Demand: Existing verifiable job market demand (e.g. DOL or other market data) or documented student demand tempered by extent to which accessible alternative providers are available).</p> <p>5 - >150 job openings and no alternative, or student demand > 90% capacity</p> <p>4 - > 150 job openings and alternative or student demand > 80% capacity</p> <p>3 - 75- 150 job openings and no alternative, or student demand > 70% capacity</p> <p>2 - 75-150 job openings and alternative, or student demand > 60%</p> <p>1 - < 75 job openings and no alternative, or student demand < 50%</p>	5	<ul style="list-style-type: none"> • Opens doors for career progression • Foundation degree for BST, which provides management and leadership training • New federal apprenticeship regulations are competency based, hybrid programs, and require that instructors be trained in adult education techniques • >150 students could enroll in the program if it is promoted in apprenticeship orientations • AK DOL projects need for 9,000 new workers in construction and extraction trades, including supervisors and managers • Industry now wants managers, supervisors, and trainers to have postsecondary education credentials
<p>Facilitates Student Success: Contributes to preparation, retention, employability, student distinction, and students achieving their goals</p> <p>Categories of Evidence for Potential Success:</p> <p>Preparation: Early advising, ACCUPLACER, tech prep, on-line prep, test prep, financial aid, customer service, advisory board, etc.</p> <p>Retention: advising, employer partnering, tutoring, peer mentoring, financial aid, student centered scheduling, customer service empowering students to take responsibility, etc.</p> <p>Employability: high demand degree/course, degree/course completion, employability skills, professional certification, meets industry standards, program externally accredited, etc.</p> <p>Student Distinction: chancellor's list, dean's list, undergraduate research awards/scholarships, UAA scholars, leadership recognition, graduation with honors, employer feedback, etc.</p> <p>Students achieving their goals: taking a class, complete a certificate/degree, trends indicate high student internal demand (enrichment courses), etc.</p> <p>5 - Evidence is present for five categories</p> <p>4 - Evidence is present for four categories</p> <p>3 - Evidence is present for three categories</p> <p>2 - Evidence is present for two categories</p> <p>1 - Evidence is present for one category</p>	4	<p>Preparation</p> <ul style="list-style-type: none"> • Early advising • ACCUPLACER • Customer service • Advisory committee involvement <p>Retention</p> <ul style="list-style-type: none"> • Advising • Peer mentoring • Customer service to empower students to navigate the UA system <p>Employability</p> <ul style="list-style-type: none"> • Post secondary education helps students meet increased industry standards • Helps student develop writing, math, and interpersonal skills for the work place <p>Students achieving their goals</p> <ul style="list-style-type: none"> • Many APTC students are proud to be first generation college students • Program designed to increase degree completion • Prepares students for career progression

<p>Additional UA Resources Required/ Sustainability: Funding and other resources from the General Fund are required annually now or after external funding expires.</p> <p>5 - \$1-\$25,000 4 - \$25,001-\$100,000 3 - \$100,001-\$200,000 2 - \$200,001-\$300,000 1 - < \$300,001</p>	<p>4</p>	<p>Program cost is primarily cost of Project Specialist</p>
<p>Outside Resources Committed/Collaboration: Potential for pledge of resources from within UA/or industry resulting in savings/cost reduction to CTC.</p> <p>5 - Collaboration has resulted in a commitment of all resources by industry to support program</p> <p>4 - Collaboration has resulted in commitment of some resources by UA <u>and</u> industry to support program</p> <p>3 - Collaboration has resulted in commitment of UA resources to support program</p> <p>2 - Demonstrated collaboration with other UA programs and/or industry without anticipation of resources</p> <p>1 - No collaboration</p>	<p>4</p>	<p>There is potential for pledge of resources from industry or government (apprenticeship), resulting in cost reduction to CTC.</p> <p>There is renewed support for apprenticeship in the State of Alaska, as evidenced by the new Alaska DOL position of Coordinator of Apprenticeship, and the Commissioner of Labor who comes from an apprenticeship background. DOL has also trained staff at all one-stops to provide information on apprenticeship. Both apprenticeship and industry have expressed strong desire to see UAA develop this pathway.</p>
<p>Effectiveness & Efficiencies: The project utilizes or enhances an existing process or creates efficiency within the program, department, CTC and/or University while maintaining or increasing effectiveness.</p> <p>Categories of Evidence for Potential Success:</p> <p>Maximizes existing resources to enhance student education and training opportunities: Tech Prep agreement, contact training, capacity, faculty, space, equipment, summer session, external revenue generation, collaboration with service group, etc.</p> <p>Utilizes technology to improve instruction and lower cost per credit hour: Blackboard, paperless courses/ programs, distance education, simulation equipment, etc.</p> <p>5 - Shows <i>multiple indicators</i> of evidence for <i>both</i> categories</p> <p>4 - Shows <i>one indicator</i> of evidence for <i>both</i> categories</p> <p>3 - Shows <i>multiple indicators</i> of evidence for <i>one</i> category</p> <p>2 - Shows at least <i>one indicator</i> of evidence for <i>one</i> category</p> <p>1 - No evidence present</p>	<p>5</p>	<p>Maximizing existing resources:</p> <ul style="list-style-type: none"> • Increases student access to advising • Maximizes utilization of existing courses • Frees faculty time from administrative details • Increases collaboration with industry • Increases collaboration with MAUs and community campuses <p>Utilization of technology</p> <ul style="list-style-type: none"> • Promotes use of distance delivery course to the needs of students who are working and/or in remote locations • Development of Blackboard class to promote cohort formation and peer mentoring

Appendix E: Workforce Development Funding (TVEP) Request

University of Alaska Statewide Workforce Programs FY10
 Workforce Development Funding (TVEP) Request Form

MAU/Department/Program: UAA/CTC/CTE/APTC

Responsible Person: Sally Spieker / Morgan Grey

Increment Title: Strengthening Career Pathways for Apprentices

Description of what is being requested or what the funding will buy:

This project funds a Project Specialist in the A.A.S. in Apprenticeship Technologies (APTC) program to:

Provide student-centered services to increase enrollment, and facilitate retention and completion for APTC students. This project maximizes utilization of the APTC program, which has capacity for significant growth, and increases enrollment in existing classes that have capacity.

Facilitate partnerships between the Office of Apprenticeship, employers, and UA for the delivery of apprenticeship related instruction.

Outcomes	Activities
Program Area 1: Student Success	
Increase enrollment in the APTC program by 25%	Coordinate marketing to increase enrollments across MAUs and community campuses.
	Enhance collaboration between MAUs to assure program coherence statewide.
	Advise students to facilitate completion of applications and ACCUPLACER testing.
	Partner with training organizations to support concurrent enrollment in APTC and apprenticeship to enhance and reinforce contextual learning in both programs.
Increase degree completion by 25%	Implement retention and student success strategies: <ul style="list-style-type: none"> Help students navigate the UA system to select courses that accommodate their work schedule and education plans. Examples: Compile a listing of evening and distance delivery classes offered from all campuses statewide each term; walk new students through their first time logging into UAOnline.

	<ul style="list-style-type: none"> • Refer students with barriers that interfere with academic success. Example: Learning Resource Center for academic assistance. • Implement mid-term progress reports based on Alaska Scholars system to identify and assist students who are struggling academically. • Develop Blackboard resource, newsletter, or distance delivered credit course that promotes the development of student cohorts and peer mentoring, career planning, and engagement in the program.
Enrollment Management	Obtain baseline statistics on two measures of Enrollment Management: head count and first-time undergraduate retention (number of students enrolled in the fall who are also enrolled the following fall).
Program Area 2: Partnership for Apprenticeship Related Instruction	
Facilitate delivery of related technical instruction for apprentices.	Utilize capacity in existing courses available statewide.
	Serve as UA point of contact for Office of Apprenticeship to coordinate: <ul style="list-style-type: none"> • Identification of desired outcomes for related instruction. • Review of UA curriculum to meet desired outcomes. • Provision of related instruction.
Additional Outcomes	
Increase program revenue that will help cover program expenses	Student fees for certified credit evaluation of apprenticeship training average \$350. Additional graduates increase revenue.
Increase other revenue	Develop revenue-generating opportunities for the University of Alaska such as providing related technical instruction required in apprenticeships.

Why the funding is needed or is important:

- A single point of contact for facilitating the alignment of existing programs with apprenticeship training will help develop an integrated apprenticeship system.
- Apprenticeship is a rapidly expanding segment of the Alaska workforce development system that requires the provision of high-quality instruction. The State and Federal Offices of Apprenticeship plan to utilize existing training programs in Alaska whenever possible, and many of UA’s current programs correspond to apprenticeship programs. Gerry Andrews, Alaska Apprenticeship Coordinator, identified five new apprenticeships in high-priority occupations that correspond to UA programs: certified nursing assistant (CNA), non-destructive testing, bus and truck diesel engine specialist, pharmacy technician, and logistics (warehouseman and warehouse manager) (personal communication, March 16, 2009).

- The Alaska WIA State Strategic Plan 2007-2009 identifies UA as an essential partner in providing apprenticeship training (p.45). http://www.labor.state.ak.us/awib/WIA_State_Plan_PY07-08FINAL.pdf
- The Alaska Department of Labor and Workforce Development estimated the need for supervisors and managers in technical fields will increase approximately 18-22% by 2014. An Apprenticeship Technologies A.A.S. degree leads directly to a Bachelor of Science, Technology (UAA) or Bachelor of Technology (UAF). These degrees prepare students for supervisory or management careers.
- This proposal reaches all career priority areas and especially meets needs for continuing education in construction, information technology, natural resource development, transportation, and hospitality and tourism.
- The Apprenticeship Technologies program is a true-industry-education-government agency partnership.

What are the future requirements of the funding, i.e. additional resources to capitalize on this investment?

This project will require on-going funding. The State will continue to develop new apprenticeship programs, and will want to partner with UA whenever existing occupational certificate programs correspond to their program needs. Successful partnering will require a point of contact within the UA system to facilitate the delivery of these services.

Industry has an increasing need for journey workers who are qualified to assume supervisory and management roles. The A.A.S. Apprenticeship Technologies program will continue to need a dedicated staff person to grow the program so that it can meet these needs of Alaska’s workforce.

Impact of not funding this increment:

- Fewer students will be served.
- Journey workers, apprentices, and employers will need to search for other opportunities to bridge technical learning from apprenticeship to supervisory and professional careers.
- The program will continue to serve small numbers of students because the capacity for expanding the program will continue to be limited by lack of resources.
- The current challenges experienced by Apprenticeship in partnering with UA to provide related instruction will continue, and Apprenticeship will look elsewhere for training providers.

WFD Request:

Personal Services (number of positions 1 FT, 11 months)	\$ 46,627
Staff Benefits	30,014
Travel	500
Supplies	500
Equipment: laptop	1,987
Total	\$ 79,627
 Additional Revenue sources, if known (student fees)	 \$1000/year

Appendix F: FY10 PBAC Additional Funds Request

CTC Dept/Division: CTE
 Request Title: Strategic Enrollment Plan for Apprenticeship Technologies
 Total Budget Requested: \$79,627

Abstract (summarize in less than 100 words):

This project will develop an underutilized program into an effective, quality program for preparing the next generation of managers and supervisors across the spectrum of high-demand occupations.

It requests to hire an 11-month full-time project specialist in the A.A.S. in Apprenticeship Technologies (APTC) program to:

1. Provide student-centered services to increase enrollment, and facilitate retention and completion for APTC students. This project maximizes utilization of the APTC program, which has capacity for significant growth, and increases enrollment in existing classes that have capacity.
2. Facilitate partnerships between the Office of Apprenticeship, employers, and UA for the delivery of apprenticeship related instruction.

Request Description. *(Provide a detailed narrative of the request. Include the purpose of the request and the market demand the request is intended to meet. If applicable, include the number of students affected and specific employer demand met.*

This project requests to hire an 11-month full-time project specialist in the A.A.S. in Apprenticeship Technologies (APTC) program. The project specialist will focus on two programmatic areas:

1. Provide student-centered services to increase enrollment, and facilitate retention and completion for APTC students. This project maximizes utilization of the APTC program, which has capacity for significant growth, and increases enrollment in existing classes that have capacity. APTC is delivered collaboratively by UAA, UAF, and UAS.
2. Facilitate partnerships between the Office of Apprenticeship, employers and UA for the delivery of apprenticeship related instruction. The University of Alaska will work with the Office of Apprenticeship to define and provide instruction for apprenticeships that correspond with current UA occupational certificate programs.

Outcomes	Activities
Program Area 1: Student Success	
Increase enrollment in the APTC program by 25%	Coordinate marketing to increase enrollments across MAUs and community campuses.
	Enhance collaboration between MAUs to assure program coherence statewide.

	Advise students to facilitate completion of applications and ACCUPLACER testing.
	Partner with training organizations to support concurrent enrollment in APTC and apprenticeship to enhance and reinforce contextual learning in both programs.
Increase degree completion by 25%	<p>Implement retention and student success strategies:</p> <ul style="list-style-type: none"> • Help students navigate the UA system to select courses that accommodate their work schedule and education plans. Examples: Compile a listing of evening and distance delivery classes offered from all campuses statewide each term; walk new students through their first time logging into UAOnline. • Refer students with barriers that interfere with academic success. Example: Learning Resource Center for academic assistance. • Implement mid-term progress reports based on Alaska Scholars system to identify and assist students who are struggling academically. • Develop Blackboard resource, newsletter, or distance delivered credit course that promotes the development of student cohorts and peer mentoring, career planning, and engagement in the program.
Enrollment Management	Obtain baseline statistics on two measures of Enrollment Management: head count and first-time undergraduate retention (number of students enrolled in the fall who are also enrolled the following fall).
Program Area 2: Partnership for Apprenticeship Related Instruction	
Facilitate delivery of related technical instruction for apprentices.	Utilize capacity in existing courses available statewide.
	<p>Serve as UA point of contact for Office of Apprenticeship to coordinate:</p> <ul style="list-style-type: none"> • Identification of desired outcomes for related instruction. • Review of UA curriculum to meet desired outcomes. • Provision of related instruction.
Additional Outcomes	
Increase program revenue that will help cover program expenses	Student fees for certified credit evaluation of apprenticeship training average \$350. Additional graduates increase revenue.
Increase other revenue	Develop revenue-generating opportunities for the University of Alaska such as providing related technical instruction required in apprenticeships.

Strategic Purpose. *(How does the request support UAA 2017? How does it strengthen our total instructional program? Reinforce and expand our research? Expand educational opportunity and increase student success? Strengthen the quality of campus life and the UAA community? Expand and enhance the Public Square?)*

<u>Vision for 2017:</u>	<u>Proposal:</u>
Expanding educational opportunity and supporting lifelong learning	Expand educational opportunity for apprentices, a population that traditionally does not seek university education.
Building student success with special attention to serving Alaska Natives, other under-represented populations, and first-generation college students	Facilitate retention and completion for students who traditionally do not engage in university education and of whom many may be first-generation college students.
Driving Alaska’s social and economic development through education and training for workforce development and high demand careers	Enhance utilization of APTC to develop students in Alaska's top 10 needed job skills, as identified in the Alaska WIA Strategic Plan: active learning, active listening, critical thinking, coordination, instructing, monitoring, reading comprehension, social perceptiveness, speaking, and writing (WIA State Plan, p. 27).
	Position students for supervisory and management positions that will grow by 18-22% through 2014 (WIA State Plan, p.25).
	Develop UA's role in providing instruction to apprenticeship programs, a strategic partnership identified in the WIA State Plan (p. 45). http://www.labor.state.ak.us/awib/WIA_State_Plan_PY07-08FINAL.pdf
<u>Strategic Priority: Instruction</u>	
Successful and sustainable programs that support student success, general education, workforce development, high-demand careers, and high student demand	Support student success in high-demand careers. Develop UA’s role in providing instruction in high-demand apprenticeable careers.
Collaborative partnerships for workforce development and high-demand careers	Develop the UA-apprenticeship programs partnership and position UA as an essential provider of apprenticeship related instruction in a number of high-demand careers.
Distance education and collaborative -programs	<ul style="list-style-type: none"> • Help APTC students access distance education from all campuses, an essential part of program completion for students who often travel to remote locations for work. • APTC is a collaborative program of UAA, UAF, and UAS.

<u>Strategic Priority: Educational Opportunity and Student Success</u>	
Focus on market share of Alaska's college-bound students and their transition to higher education	Expand outreach to an underserved market of potential college-bound students: current and former apprentices (journey workers), and facilitate their transition into higher education.
Open access paired with retention and completion of educational goals	Increase student retention and completion of educational goals by 25%.
Efficiency of educational progress from entry to completion	Help students navigate the system more efficiently; utilize mid-term assessments to identify students who are struggling academically and provide appropriate assistance.
<u>Strategic Priority: Community</u>	
Collaborations between and among program, schools, colleges, campuses, and universities	Enhance collaboration in this statewide program: <ul style="list-style-type: none"> • Coordinate statewide recruitment; • Offer an on-line resource for APTC students statewide; and • Increase enrollment at community campuses.
Diversified funding from donors, partnerships, grants, and contracts	The Office of Apprenticeship is aggressively developing new apprenticeship programs in Alaska, and wants to partner with UA where possible to provide the required related instruction. This partnership will increase tuition in certificate programs, and there is the possibility of funding for expansion of those programs.
Community partnerships in training, education, research, and service	Enhance the UA-apprenticeship programs partnership and UA's position as a provider of high-quality training for a priority segment of Alaska's workforce development system.

Operational Focus. *(Does the request fill a gap, remedy a problem, or respond to an external requirement (e.g. accreditation or professional standard)? Does it reinforce or accelerate institutional or program success? Does it invest in a new initiative?)*

The Apprenticeship Technologies program began admitting students in 1996, but until this year, did not have staff or faculty solely dedicated to it. As a result, the program has been severely underutilized. Starting this year as a 6-month, part-time position, the APTC Program Specialist has laid a foundation for expanding the program. Continuing the position will build on that foundation by enhancing student enrollment and success.

The project specialist will fill another gap by acting as the primary point of contact between UA programs and the State and Federal Offices of Apprenticeship, helping to grow that partnership and facilitate the delivery of UA-based training to apprenticeship programs.

FY10 GF and NGF Request. *(What GF funds are requested? What non-general fund (NGF) revenue is anticipated?)*
 GF request: \$79,627

The program will generate NGF revenue from student fees for apprenticeship certified credit evaluations averaging \$350. Estimated revenue over three years:

AY 2010	3 graduates	\$1,050
AY 2011	4 graduates	\$1,400
AY 2012	5 graduates	\$1,750

Operational Expense. *(How will the funds be spent; i.e., personal services, travel, etc. Please provide a budget for the funds requested. Include the number of positions requested.)*

Personnel expense (1 project specialist):	\$76,640
Travel	500
Supplies	500
Equipment – laptop	1,987

Department/Program Investment. *(What investment, if any, is the department/program prepared to make in this proposal in addition to the funds requested from outside the present budget? (Will any funds be reallocated internally to support this effort?)*

N/A

Collaboration. *(Demonstrate how the program optimizes existing capacity and expertise throughout the system. Is the program developed collaboratively across campuses/MAUs in a manner that emphasizes appropriate roles, strengths, and missions?)*

APTC is provided collaboratively across MAUs. This program will increase enrollment system-wide, including community campuses and all MAUs.

UA SWS Performance Measures. *(What is the anticipated impact on the seven PBB performance measures for the period FY10-FY14. Provide specific estimates.)*

High-Demand Job Area Degrees Awarded	Increase graduates in high-demand career areas.
	Increase degree completion: 25%
Student Credit Hours	Increase student credit hours:
	<ul style="list-style-type: none"> • In required and elective credit courses. 25% • In two occupational certificate programs by aligning those programs with apprenticeship related instruction needs.
Strategic Enrollment Management Plans	Increase APTC enrollment and student success (retention) in high demand job areas.
	Increase APTC enrollment system-wide: 25%

University Generated Revenue	<p>Increase University Generated Revenue:</p> <ul style="list-style-type: none"> • From Certified Experience Credit evaluation and transcription fees. • Tuition revenue from apprentices enrolled in general education requirements and technical training classes.
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Other Output Measures. *(Beyond the UA measures, how will the request affect the measureable output of teaching, research, engagement, and/or creative expression? Provide specific estimates.)*

From 1996 to 2007, 16 students completed the APTC program. In the same period, 1540 completed their apprenticeships to become journey workers. There is considerable potential for growth in the program, and increased support for the program on the part of government and apprenticeship training organizations. This project proposes to increase enrollments and graduates by 25 percent per year.

Having a single point of contact to facilitate the training partnership with apprenticeship will facilitate the identification of appropriate UA programs for providing apprenticeship instruction. It will be possible to develop a matrix or cross-walk with corresponding apprenticeships and occupational certificate programs offered across the UA system.

Productivity and Efficiency. *(What empirically demonstrable impact will this request have on program or institutional productivity and efficiency? Faculty to student ratios and cost per student are relevant examples. Provide specific estimates.)*

Maximizing existing resources:

- Increases student access to advising
- Maximizes utilization of existing courses
- Frees faculty time from administrative details
- Increases collaboration with industry
- Increases collaboration with MAUs and community campuses

Utilization of technology

- Meets the needs of students who are working and/or in remote locations by utilizing distance delivery.
- Promotes cohort formation and peer mentoring through development of a Blackboard class.

Effectiveness and Quality. *(What empirically demonstrable program or institutional improvements in quality are expected from the implementation of this request? Identify specific outcomes.)*

This project develops an underutilized program that serves the spectrum of high-demand occupations by increasing the number of graduates by 25 percent per year.

It will develop an effective partnership between apprenticeship programs and UA for the delivery of high-quality training in high-demand occupations.

Sustainability. *(What impact will this request have on institutional, programmatic or environmental sustainability?)*

This request will help sustain and expand the Apprenticeship Technologies program.

Priority Ranking. *(In your major budget unit, what is the priority for this request? Explain why this request received this ranking?)*

This request was ranked as one of CTC's top priorities for FY10. Rankings were determined in a three-level process including the program Advisory Committee, Department Industry Forum, and the CTC leadership group. Categories and rankings (on scale of 1-5) were:

Market demand	5
Facilitates student success	5
Additional UAA resources required/Sustainability	4
Outside resources committed/Collaboration	3
Effectiveness/Efficiencies	5
Weighed Score total: 91 out of 100 points	



Appendix G: Abbreviations

A.A.S.	Associate of Applied Science	NCCER	National Center for Construction Education And Research
ACCT	Accounting	NJ	New Jersey
ACE	American Council on Education	NJATC	National Joint Apprenticeship and Training Committee
AGIA	Alaska Gasline Inducement Act	OJT	On-the-Job Training
APTC	Apprenticeship Technologies	OSH	Occupational Safety and Health
BA	Business Administration	PADM	Public Administration
B.S.	Bachelor of Science degree	PBAC	Planning and Budget Advisory Council of UAA
B.T.	Bachelor of Technology	PLACE	New Jersey Pathways Leading to a College Education
CC	Community College	PSY	Psychology
CIOS	Computer Information and Office Systems	STAT	Statistics
CIS	Computer Information Systems	TECH	Technology
CNA	Certified Nursing Assistant	TVEP	Technical Vocational Educational Program
COMM	Communication	VE	Vocational Education
CS	Computer Science	UA	University of Alaska, referring to the entire statewide system
CTC	Community and Technical College of the University of Alaska Anchorage	UAA	University of Alaska Anchorage
CTE	Career and Technical Education	UAF	University of Alaska Fairbanks
DOLWD	Alaska Department of Labor and Workforce Development	UAS	University of Alaska Southeast
ECON	Economics	UC	University Center
EMT	Emergency Medical Technology	U.S. DOL/ETA	United States Department of Labor, Employment and Training Administration
ENGL	English	WIA	Workforce Investment Act
ENVI	Environmental Studies		
FY	Fiscal Year		
HRS	Human Resource Services		
HUMS	Human Services		
HVAC	Heating, Ventilation and Air Conditioning		
Intl	International		
JATC	Joint Apprenticeship and Training Committee		
MATH	Mathematics		
MAU	Major Administrative Unit of the University of Alaska		