

Submission date: 02/11/2020

Program/s in this review: Applied Technologies Leadership BS

Specialized accrediting agency (if applicable): _____

Campuses where the program is delivered: Anchorage

Members of the program review committee:

- Kelly Smith, Assistant Professor, Anchorage
- Deanne Woodard, Associate Dean, Anchorage
- Amanda Yauney, Adjunct Faculty, Anchorage

1. Centrality of Program Mission and Supporting Role (700 words or less)

The BS-ATL is a degree completion program for students who have earned 45 or more technical credits (such as an AAS or Undergraduate Certificate) from a regionally accredited institution. The degree offers technicians and professionals in a variety of fields the opportunity to prepare for leadership positions. Students complete General Education requirements, a common core, and a small number of upper division technical electives. The core courses are all available fully online.

There are not any specific partnerships established programmatically; but there are workforce development opportunities that are currently integrated in this program through the field-based studies course. This allows the student to focus on his/her field's requirements and adds direct applicability of the program to the myriad of fields it serves.

There is no current source of extramural support or funding for the program. This program supports the leadership and management level jobs in high demand technical fields relevant to the Anchorage area and the state of Alaska.

2. Program Demand (including service to other programs), Efficiency, and Productivity (7 year trend; 1400 words or less)

Over the last seven years, the data has been consistent across all data sets showing slight increases each year from 2013 -2015, then slight fluctuations from 2015 – 2019. Course pass rates remained steady with an increase between 2013 – 2014, then a slight decrease each year from 2014 – 2018, followed by an increase from 2018 - 2019. Of note, both students outside the major and within the major take TECH courses nearly equally. Additionally, despite the drop in enrollment in the last three years, the percentage of enrolled students completing remains steady with increases each year except in 2016 and 2018, which had a slight drops in degrees awarded.

It is important to note that there has been only one FT faculty for this program for the past seven years, and in the FY19 year, that faculty had a WLA at less than full time. Additionally, the program is undergoing an assessment and program revisions to improve access, positive student impact, and student success. The decline in completers over the past three years supports the need for program assessment and revisions. It is important to note that in the fall of 2019, the program

had ten (10) graduates, and there are ten (10) seniors within the major expected to graduate in spring 2020.

Currently, students are able to access all courses for the program online. Additionally, the faculty member for the program also served as the program advisor. Students were able to meet with her to map their program and track their progress. Students in this program are largely part-time students averaging six (6) credits per semester throughout the program. Despite having only one faculty for this program, students are able to proceed through the program successfully. It is important to note, that beginning in FY20, since the faculty member's retirement, the program has operated at a lower cost utilizing qualified adjunct and full time faculty throughout the college to teach the courses. Also, beginning in spring 2020, students have a dedicated program advisor at no additional cost to the program.

3. Program Quality, Improvement and Student Success (1500 words or less)

The program currently implements three high impact practices: internships, capstone courses, and service-learning. TECH 453 is a GER integrated capstone and the programmatic capstone course. It allows for a focus on a real, community need with a community partner, and integrates leadership and project management skills in a project-based learning activity followed by student reflection, assessment, and evaluation of the project and course, as well as their whole undergraduate experience. This is a required course for the BSATL.

TECH 305 is a required course that develops leadership perspectives that prepare students to think and act strategically as technical leaders in their organization. This course is also a requirement for the bachelor degrees in Occupational Safety and Health and an elective for students enrolled in the Aviation Administration degree. Since this course has the ability to fulfill various program degree requirements, this course continuously has robust enrollments.

TECH 412 Field-based Studies provides an opportunity for students to increase mastery in a specific technical discipline using means not otherwise accessible through traditional academic settings. Areas of field-based study may include industry certifications and participate in professional development classes or seminars offered by industry, proprietary schools or government agencies. This is not a required course, but does allow for industry-specific focus for students. They must complete a learning contract, identify their deliverables, and demonstrate their learning outcomes through this course. They meet regularly with the faculty member to assess their progress and adapt to challenges as they progress.

Through TECH 495 Technical Internships, students have the opportunity to gain hands-on, practical leadership and management skills through supervised internships. Students complete a learning contract with the supervisor of the internship and the course instructor and then implement the contract at the internship location.

TECH 433 Project Design, Implementation and Control provides the foundation for the understanding of basic principles of project management methodologies, including how to manage, monitor and control success factors. This course examines project management from a leadership and management standpoints including understanding and meeting stakeholder expectations, communicating and working with teams and solving problems.

TECH 490 Training & Development for Technical Employees gives students the opportunity to create various training models and manuals for technical employees. This course allows students first-hand experience developing training that can be used on the job in various technical fields.

Nonetheless, the program curriculum is undergoing assessment and revision. The curriculum has room for improvement to include a stronger leadership focus utilizing TECH and COMM courses, internships, and the capstone experience. This program is available fully online and meets national standards.

4. Program Duplication / Distinctiveness (300 words or less)

The BSATL is the first, degree completion program for students who have earned 45 or more technical credits (such as an AAS or Undergraduate Certificate) from a regionally accredited institution. It is the only such program at UAA; and, there is no duplication of the program in the UA statewide system.

5. Summary Analysis (500 words or less)

The BSATL program is a degree completion program for students who have earned 45 or more technical credits (such as an AAS or Undergraduate Certificate) from a regionally accredited institution. The degree offers technicians and professionals in a variety of fields the opportunity to prepare for leadership positions. Students complete General Education requirements, a common core, and a small number of upper division technical electives. The core courses are all available fully online; and, students may even complete their General Education courses online as well. The program is continuing to grow as we utilize ongoing assessment to improve course offerings and student experiences. The development of CTC's apprenticeship and internship programs, along with the field-based studies and community project-based learning opportunities, offer natural partnerships and collaboration opportunities for students in the BSATL program. Program numbers continue a solid upward trend, and show promise to continue in that direction, as local and state industry-need indicates that there is a growing need for students with a Bachelor's degree.