ACADEMIC PROGRAM REVIEW REPORT FORM AY2024-2025

Program(s) in the review: Apprenticeship Technology AAS

Specialized Accrediting Agency (if applicable): N/A

Campuses where the program is delivered: ☒**Anchorage** ☐**KOD** ☐**KPC** ☐**MSC** ☐**PWSC**

Year of last review: Admissions to the program were suspended in 2013 and reopened in spring 2020. The last program review was in AY2012-2013.

Final decision from last review: N/A

PROGRAM SECTION (Due on March 1)

Program Review Committee:

Al Grant, Associate Dean, Technical Programs, and Associate Professor, Occupational Safety and Health, *Chair*
Tara Palmer, Professor, English as a Second Language, and Chair, Technology Studies, *Member*

1. **Demonstrate that the program has responded to previous recommendations.**

   N/A – No previous recommendations.

2. **Demonstrate the centrality of the program to the mission, needs, and purposes of the university and the college/community campus. Include how the program is integrating (or planning to integrate) intentionally designed opportunities for students to develop the four core competencies (Effective Communication; Creative and Critical Thinking; Intercultural Fluency; and Personal, Professional, & Community Responsibility). *(3000 characters or less)***

   The Associate of Applied Science (AAS) in Apprenticeship Technology degree program is designed to ensure that students gain some proficiency in essential skills of communication, computation and human relations. Additionally, program graduates of degree will be able to achieve the following Student Learning Outcomes (SLOs) applicable to these areas of related instruction: communicate effectively, analyze empirically, and relate and interact cooperatively in our culturally [redacted] workforce communities.

3. **Demonstrate program quality and improvement through assessment and other indicators.**

a. **Program Student Learning Outcomes Assessment and Improvement Process and Actions**

   i. **AAS Apprenticeship Technology**

   - *1) Demonstrate effective communication skills needed in the workplace; 2) Articulate how their academic coursework complements their knowledge and skills in their chosen field; 3) Demonstrate entry-level knowledge and skills for technical applications related to their chosen field.*

   Describe your key findings for these outcomes. (3500 characters or less)

   The program requirements of six (6) credits in Written Communications and three (3) credits in Oral Communications will ideally complement program graduates' entry-level knowledge and skills appropriate to their selected workforce pathway.

Describe actions taken to improve student learning for these outcomes. (3500 characters or less)

To date, there have been no additional program actions taken on these student learning outcomes.

Describe evidence that these actions are working. (3500 characters or less)

As noted above, no program improvement actions have been taken since that last program review in AY 2012-2013.

b. Demonstrate program quality and improvement through other means, for example, maintaining specialized accreditation, using guidance from advisory boards/councils, responding to community partners and local needs, maintaining currency of the curriculum, implementing innovative program design, intentionally integrating high-impact teaching and learning practices into the program, and meeting indications of quality in distance education, such as the C-RAC Standards. *(3500 characters or less)*

Insufficient data to respond. It may be worth pursuing an advisory board for this program made up of individuals who oversee/recruit for apprenticeship programs in various industries/fields.

4. Demonstrate student success and the closing of achievement gaps.

a. Analyze and respond to the disaggregated data in the data sheet for your program. Provide clarifications or explanations for any positive or negative trends indicated by the data, and discuss what you are doing to close any achievement gaps. The Student Success program review metrics are Junior Graduation Rate, Associate Graduation Rate, Semesters to Degree – Graduate Programs, and Course Pass Rates by Course Level. *(3500 characters or less)*

Insufficient data to respond.

b. Numerous US universities, and a number of programs across UAA, have holistically evaluated their programs and courses to look for unintended barriers to student success. For example, the Purdue IMPACT (Instruction Matters: Purdue Academic Course Transformation) effort between 2011 and 2018 resulted in 325 courses being redesigned to incorporate research-based strategies known to increase student outcomes, while maintaining academic quality and rigor. Other efforts have involved course sequencing and scheduling, resulting in improved success even for graduate students. Please consider your program's graduation rate, course pass rates, and similar data sources to reflect on any barriers to students moving through the curriculum, and describe what steps you have taken (or are planning to take) for possible redesign of gateway courses, course sequence changes, course scheduling, or similar efforts. *(3500 characters or less)*

Insufficient data to respond. At the moment, the instruction in this program is exclusively in the hands of faculty and apprenticeship leaders who do not work in this program.

c. Provide evidence of the overall success of students in the program. For example, you might talk about the percent of students in post-graduation employment in the field or a related field, the percent of students who go on to graduate school or other post-graduation training, and/or the percent of students who pass licensure examinations. You might also give examples of students who have been selected for major scholarships or other competitive opportunities. [Please do not use personally identifiable information.] *(3500 characters or less)*

Insufficient data to respond. 40% of program graduates continue their education at UAA.

5. **Demonstrate demand for the program.**

   a. **Analyze and respond to the data in the data sheet for your program. Provide clarifications or explanations for any positive or negative trends indicated by the data, and discuss what you are doing to improve. The Demand program review metrics are Ratio of Out-of-Discipline Credit Hours to Total Credit Hours, Number of Program Graduates Who Continue Education, and Number of Program Graduates Who Return to UAA to Pursue an Additional Program.** ***(3500 characters or less)***

   Insufficient data to respond. It is difficult to evaluate the demand for the program; however, apprenticeships have been expanding in the last several years, so the potential pool of students is also expanding.

6. **Demonstrate program productivity and efficiency.**

   Analyze and respond to the data in the data sheet for your program. Provide clarifications or explanations for any positive or negative trends indicated by the data, and discuss what you are doing to improve. The Productivity and Efficiency program review metrics are Five Year Degree and/or Certificate Awards Trend, Student Credit Hours per Full-Time Equivalent Faculty, and Full-Time Equivalent Student per Full-Time Equivalent Faculty. ***(3500 characters or less)***

   Insufficient data to respond. This program has graduated 5 students since 2021 with no additional cost to UAA.

   Optional: Discuss the extent to which, if any, extramural funding supports students, equipment, and faculty in the program. ***(3000 characters or less)***

7. **Assess program distinctiveness, as well as any duplication resulting from the existence of a similar program or programs elsewhere in the University of Alaska System. Is duplication justified, and, if so, why? How are you coordinating with UAA's community campuses and the other universities in the system?** ***(2500 characters or less)***

   Insufficient data to respond. (Does this type of program exist elsewhere in the UA System? At other universities?)

8. **Assess the strengths of your program and propose one or two action steps to address areas that need improvement.** ***(4000 characters or less)***

   The program is effectively designed to accommodate apprentices in any occupation for which USDOL approved apprenticeship such as construction trades, mining, maritime operations, automotive/diesel, aviation, allied health and hospitality careers. The program will receive up to 38 credits for the required Related Technical Instruction components of their apprenticeship training. Credits are awarded based upon American Council on Education (ACE) recommendations or other nationally-recognized standards. Additionally, the AAS in Apprenticeship Technology constitutes the first two years of the Bachelor of Science (BS) in Applied Technologies Leadership. Further review of the program and active faculty involvement will be required to effectively identify areas needing improvement.

   Recommendation 1: Assign a portion of an existing faculty member's workload who teaches in a program relevant to this degree. Recommendation 2: The faculty member and professional staff advisor for this program should collaborate on coordination with apprenticeship programs and student recruitment, including those programs that transition formerly incarcerated individuals into apprenticeship programs. Those potential students may be able to complete the related instruction while incarcerated and then graduate after they

complete their apprenticeship. Recommendation 3: the faculty member should complete the academic assessment for the program and determine if a one, common 1-credit core course requirement is necessary for ensuring appropriate academic assessment of this program. This course could potentially be shared by the AAS in Technology.

Committee chair first name last name: Al Grant **Date:** 4/1/2025

END OF PROGRAM SECTION

DEAN SECTION (Due on April 1)

1. **Evaluation of Progress on Previous Recommendations**

   For each recommendation from the last program review, indicate if the recommendation has been met or has not been met and provide commendations and guidance as appropriate. *(2500 characters or less for each recommendation)*

   N/A – No previous recommendations.

Provide your analysis of #2-8 below, based on the data provided and the program's responses above.

2. **Centrality of the Program *(2000 characters or less)***

   The program is meant to provide a degree option for students that are apprentices in different industries. Since the program has no classes taught specifically for the program and transfers the time the student has been an apprentice in credits for the Related instruction (for example and Journeyman would get the full credits allotted for the field), the program is more of completer degree than a standard program.

   However, as the faculty pointed out, the student learning outcomes are focused on the core competencies and the GER's and the remaining courses chosen by the student develop those competencies.

3. **Program Quality and Improvement *(2000 characters or less)***

   There have been no actively assigned faculty to the AAS in Apprenticeship Technology in over 5 years. The program has remained stagnate during that time, though as a completer degree with minimal administrative costs and no faculty costs, it did function. The program will need to be reviewed and revised to make sure we are still meeting the needs of the trade population.

4. **Student Success and the Closing of Achievement Gaps *(2000 characters or less)***

   The lack of assessment data will need to be addressed by the Dean of the Community and Technical College. However, 40% graduates do continue on in their education at UAA. Many Apprentship students are viewing the AAS as the start of their education, not the end.

5. **Demand *(2000 characters or less)***

   CTC has had issues with the public outlook of the program. Many students are looking for a placement in an Apprenticeship. The AAS is designed for those that are already in an apprentice. As such the demand has been up and down. It might be wise to connect to the local Unions and work in tandem with them to expand the demand of the program.

6. Productivity and Efficiency *(2000 characters or less)*

It is not possible using current metrics to assess the productivity of the program. There are no faculty assigned to the program, so the cost is minimal and student to faculty ratio is not calculable. The key issue is the low admissions to the program.

7. Duplication and Distinctiveness *(2000 characters or less)*

There is one program at UAF of similar design.

8. Strengths and Ideas for Moving Forward *(2000 characters or less)*

The program is helping students in the trades discover the value of higher education and getting the skills associated with our core competencies. However, I agree with the faculty that the program needs to have a faculty that is assigned and coordinating with advisors and industry. I also agree that a 1 credit seminar should be created to address some of the shortfalls.

Dean's Final Evaluation

I commend the program for: *(number and list the specific commendations in the narrative box, 2000-character limit)*

I commend the program and faculty, specifically Prof. [redacted] and Associate Dean [redacted] for jumping in and completing the program review. Additionally, the program should be commended for the following:

1.) Students that go through the program tend to stay for further education.

2.) The program provides the students the ability to transfer industry credentials into credits for academic credit.

I recommend that the program: *(number and list the specific recommendations in the narrative box, 2000-character limit)*

I recommend the following for the program:

1.) CTC will assign a faculty to the program for maintenance, operations, and assessment.

2.) Faculty, once assigned, should create a course to assess the students.

3.) The Assessment plan for the AAS in Apprenticeship Technology will need to be revised and for more effective assessment

Dean's overall recommendation to the provost: Continued Review -- Program is required to address specific issues and to undergo a follow-up review.

If an Interim Progress Report is proposed, recommended year: Select N/A or Academic Year.

If a Follow-up Program Review is proposed, recommended year: AY2028

Proposed next regular Program Review: AY2031

Dean first name last name: Raymond Weber **Date:** 4/10/2025

END OF DEAN SECTION

PROGRAM OPTIONAL RESPONSE SECTION (Due within one week of receiving dean's review)

Are you submitting an optional response? If yes, add your response below, enter your name and date, and follow the guidance below for submission. If no, enter your name and date, and follow the guidance below for submission.

No Response Received by Deadline

Optional Response: ***(10,000 characters or less)***

Committee chair first name last name: Enter name. **Date:** Select date.

END OF PROGRAM OPTIONAL RESPONSE SECTION

PROVOST SECTION (Due on August 1)

Provost's commendations, additional or adjusted recommendations, if any, and other general comments ***(3500 characters or less)*****:**

I concur with the dean's commendations. I would also like to call out the importance of this program as a path toward a credential.

I also concur with the dean's recommendations, and note that there were no previous recommendations. The college will internally reallocate resources to the program through the allocation of faculty time and workload.

While I concur with the dean about recommendations, the program needs more time to understand the results and impacts of addressing those recommendations. Therefore, I am changing the final decision to continuation.

Provost's decision: Continuation -- Program is successfully serving its students and meeting its mission and goals. No immediate changes necessary, other than regular, ongoing program improvements.

Interim Progress Report: N/A

Follow-up Program Review: N/A

Next regular Program Review: AY2029

Provost's signature: DocuSigned by: Denise Runge AE7EE55F615543D... **Date:** May 9, 2025