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## ACADEMIC PROGRAM REVIEW REPORT FORM AY2024-2025

**Program(s) in the review:** Technology AAS

**Specialized Accrediting Agency (if applicable):** N/A

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

**Year of last review:** AY2020-2021

**Final decision from last review:** Revision

### 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.

***Recommendation 1: Revise the curriculum to broaden the options for students allowing for a true "interdisciplinary" pathway for students with training in two or more related vocational/technical areas. The revision should be completed in AY21 for implementation in fall 2021.***

##### **How do you know the recommendation has been successfully achieved? (2500 characters or less)**

The AY26 catalog will reflect the recommendation was successfully achieved as noted by the following graduation requirement revision: Complete any two Occupational Endorsements or Undergraduate Certificates.

##### **Actions taken to date (2500 characters or less)**

No additional actions have been taken because there has not been faculty assigned to the program.

##### **Evidence of success to date (2500 characters or less)**

No data-supported evidence to date.

***Recommendation 2: The program should be offered at all campuses in order to meet local needs.***

##### **How do you know the recommendation has been successfully achieved? (2500 characters or less)**

Unknown because there has been no faculty assigned to this program to coordinate with the other campuses.

##### **Actions taken to date (2500 characters or less)**

There have been no known actions taken to date because there have not been faculty assigned to the program.

##### **Evidence of success to date (2500 characters or less)**

No data-supported evidence to date.

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***Recommendation 3: Work closely with secondary partners to align and expand opportunities for concurrent enrollment.***

***How do you know the recommendation has been successfully achieved? (2500 characters or less)***

Unknown because there been no faculty assigned to this program to coordinate and collaborate with our secondary partners.

***Actions taken to date (2500 characters or less)***

No data-supported evidence to date.

***Evidence of success to date (2500 characters or less)***

No data-supported evidence to date.

- 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 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.

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

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

**i. AAS Technology**

- *1) Perform the specialized skills that were developed in the OEC course work; 2) Be proficient and employable in at least one technical/vocational field of study.*

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

There is not enough data available to respond. The outcomes are focused on the OEC or UC of the student's choice, not specific to this degree.

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

To date, it is unknown if any related actions were taken to improve student learning outcomes in this program. No courses belong specifically to this program, so academic assessment of graduates will always be very challenging.

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

No data-supported evidence to date.

- 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**

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**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)**

**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. 100% of program graduates are white, male, Pell grant recipients. The recruitment for this program should be expanded significantly to ensure all interested UAA students have the opportunity to pursue it if they wish.

- 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. This work is currently completely in the hands of faculty outside 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. 10% of program graduates have pursued an additional program 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 assess the demand for the program. Any graduate of any OEC or UC is a potential student for this program. UAA could reach out directly to all those students and invite them to consider this program. Graduates are generally increasing, but still very few.

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**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. The program has had 10 graduates since 2020 with no additional costs 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. (Is this program unique in the UA System? Do similar programs exist 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)**

Current review of the program and active faculty involvement will be required to effectively identify areas needing improvement. Recommendation 1: Assign a professional staff advisor to this program and a portion of an existing faculty member's workload who teaches in an OEC or UC program relevant to this degree. Recommendation 2: The faculty member and staff advisor should collaborate on meeting recommendation 2 from the last review. 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 Apprenticeship Technology

**Committee chair first name last name:** Al Grant

**Date:** 4/1/2025

END OF PROGRAM SECTION

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**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)**

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**Recommendation 1: Revise the curriculum to broaden the options for students allowing for a true "interdisciplinary" pathway for students with training in two or more related vocational/technical areas. The revision should be completed in AY21 for implementation in fall 2021.** Recommendation has been met.

It should be noted that the program added the two OEC options in 2021. However, we continue to work toward expanding the applicable programs.

**Recommendation 2: The program should be offered at all campuses in order to meet local needs.** Recommendation has been met.

The program is available at all campuses.

**Recommendation 3: Work closely with secondary partners to align and expand opportunities for concurrent enrollment.** Recommendation has not been met.

There has not been a faculty assigned to the program is several years. To the best of my knowledge, there has been limited outreach to industry.

**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)**

Completer degrees are often central to the community and industry. AAS in Technology students have already gotten their technical skills, so the focus for this program is that they now expand the core competencies, really focused on Creative and Critical Thinking, Effective Communication, and Personal, Professional, and Community Responsibility. This program does that and shows students options and opportunities in Higher Education.

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

There has been a lack of faculty assigned to this program, and with the turnovers over the last several years, no assessment data has been collected. A lack of courses specific for the program limits the options of proper assessment.

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

I agree with the faculty, there should be expanded recruitment efforts for the program reach more Alaskans.

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

AAS in Technology can apply to all students who only have OEC's or a UC and allow for easier flow into an associate's degree. However, there have been very few students due to a lack of recruitment or faculty.

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

Since there are no faculty assigned outside of the OEC courses that the student has chosen, there is little cost to the university. However, without an assigned faculty member there also is limited ways to actually assess the productivity of the program.

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

To the best of my knowledge, UAA is the only one with this type of Associates degree in the state.

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

I agree with the faculty. It is difficult without proper assessment data to find both the strengths and weaknesses of the program. I also agree with the recommendations they provided.

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**Dean's Final Evaluation**

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

I commend Prof. [REDACTED] and Associate Dean [REDACTED] for jumping in and working on this assessment.

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

I agree with the faculty. It is difficult without proper assessment data to find both the strengths and weaknesses of the program. I also agree with the recommendations they provided.

1.) CTC will assign a portion of an existing faculty member's workload who teaches in an OEC or UC program relevant to this degree and will work with advising to monitor the program as well as adjust the program to meet industry needs.

2.) The faculty will start a scheduled industry meeting that will include OEC students to assess what the AAS should include.

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 Apprenticeship Technology

**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:** AY2030

**Dean first name last name:** Raymond Weber

**Date:** 4/16/2025

END OF DEAN SECTION

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**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)***

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**Committee chair first name last name:** Enter name.

**Date:** Select date.

## END OF PROGRAM OPTIONAL RESPONSE SECTION

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### 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, and note that there were no previous recommendations. I would also like to call out that this offers a substantial number of students a path toward another credential.

I also concur with the dean's recommendations.

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.

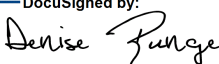
**Provost's decision:** Continuation -- Program is successfully serving its students and meeting its mission and goals. No immediate changes necessary, other than regular, ongoing program improvements.

**Interim Progress Report:** N/A

**Follow-up Program Review:** N/A

**Next regular Program Review:** AY2029

**Provost's signature:**

DocuSigned by:  
  
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**Date:** May 9, 2025