

Apprenticeship Technologies

Current Compliance Year: 2023-2024

Full review

Recent Recommendations

Feedback will include recommendations from the last Expedited Review or from your most recent review by your school or college. You may not see any feedback or recommendations until you have completed your first full or mid-cycle review.

Response to Previous Recommendations (if any):

There are no previous recommendations to respond to.

Student Learning Outcomes

The previous Student Learning Outcomes Assessment has been submitted as its own report. Going forward you will use the following prompts to discuss the success of your most recent SLOA plan and address your assessment activities since your last SLOA report (typically the past two years or since your last program review).

Learning outcomes feedback from last review: Feedback and recommendations may not appear until after your first full or mid-cycle review.

Developing

Discuss your SLOA findings, changes you are making and what you hope to see as a result:

This degree completion program enrolls one to three students per year and graduates less than one student per year. The small student and graduate population has made it challenging to produce SLOA findings that signal changes needed to improve learning outcomes.

Discuss the curricular changes made based on assessing your SLO. If you haven't made any curricular changes, please explain why not and address what you did notice in the review, including strengths of your curriculum through the assessment of your outcomes:

No curricular changes have been made based on the assessment of SLOs.

Are communication outcomes embedded in the SLOA Plan?

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

Not Embedded

Student Success

To access the Student Success Dashboard please sign into a UA computer with VPN connection (if not on campus). You will need your UA credentials and it is best accessed with the most updated version of Chrome, Edge, Firefox or Safari browsers; Internet Explorer is not supported. You will need to filter the data to see your programs. If you need assistance in finding the data for your programs, please contact your data liaison or [Julia Manfredini](#) in the PAIR office.

Data Liaisons

Each school or college has a team of Data Liaisons to help you analyze the data provided in the portal and may be able to help you see your data in multiple contexts. You can find a list of data liaisons on the resources page for Program Review.

The college or school level committee will also have access to this data with the goal that by providing these visualizations data availability will be increased.

Data supplied within the dashboard linked below is intended for Academic Program Review and not for any other purpose.

Student Success Data Dashboard

Previous Feedback: Feedback and recommendations may not appear until after your first full or mid-cycle review.

Student Success Data Trends:

No change in majors, No change in degrees awarded

If equity gaps were found in any of your disaggregated student success data, please explain how you plan to address those gaps. Please contact your data liaison or make an appointment with [Julia Manfredini](#) to learn more about analyzing your data.

No equity gaps were observed in any of the program's disaggregated data.
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Optional Data Explanation

Feel free to share more of your thoughts on the data provided.

The data shows that a small number of students utilize this degree option. The small student population may reflect that this program is one of several options available for students who have completed a registered apprenticeship to use credit awarded for completing their apprenticeship towards a degree.

High Impact Practices

According to the AAC&U, High-Impact Educational Practices “have been widely tested and have been shown to be beneficial to college students from many backgrounds.” UAF is particularly interested in Undergraduate Research and/or Scholarly Activity because it is one of our mission fulfillment indicators, but all of these researched High-Impact Educational Practices should be reflected in your program’s student learning outcomes and curriculum.

Previous Feedback: Feedback and recommendations may not appear until after your first full or mid-cycle review.

High-Impact Practices Used in this Program

Please use the following fields to discuss how your program is using the high-impact practices, successes and known issues and solutions, or ways you are considering incorporating them in the future. If you are not using any of the high-impact practices listed, please use the “Other or None of These,” field to share what your program is doing to help students be successful.

High Impact Practices that currently apply to your program:

None of these

Collaborative Assignments & Projects

NA

Undergraduate Research

NA

Diversity/Global Learning

NA

ePortfolios

NA

First Year-Seminars & Experiences

NA

Writing-Intensive Courses

NA

Service-Learning and/or Community-based Learning

NA

Internships

NA

Capstone Courses & Projects

NA

Other or None of these (explain)

There are no program-delivered courses in which to incorporate high-impact practices. This is a degree completion program requiring students to complete the AAS general education requirements and six credits of coursework from safety, computer, business, technical, or other advisor-approved courses linked to the student's identified education or career pathway.

Program Profile and Financial Data

The program review elements in this section usually stay consistent for departments. Any responses you provide will be saved for your next visit. So, when it's time for the next program submission, your previous narrative profile answers will be here, ready for editing. You can then decide if any updates are necessary, based on your needs for the next program review cycle.

Financial Data Resources

The Board of Regents shapes program review, through BOR Policy 10.06, to support budget increase advocacy in the state legislature. The standardized financial data template should be analyzed with your data liaison to assess your program's capacity and resource status.

To keep integrity and remain standard across all of UAF it is very important that you do not provide any additional or alternative data.

Financial Template

Your data liaison may have uploaded your template to the Google folder for this program, or you may do so now.

Previous Feedback: Feedback and recommendations may not appear until after your first full or mid-cycle review.

Cost Effectiveness

How does your department/program approach being cost effective?

The Apprenticeship Technology program is organized within CTC's General Programs and Other Instruction. The attached financial profile reflects CTC's general academic and recreation course offerings. The Apprenticeship Technology program offers no program-specific courses and has no faculty. Students work with general advisors to complete general education courses and six credits of coursework from safety, computer, business, technical, or other advisor-approved courses linked to the student's identified education or career pathway. No hard costs are directly associated with the program, nor is any revenue generation.

Program's Value to Mission

The apprenticeship technology program contributes to creating a skilled Alaskan workforce. The program serves as a bridge to university degree fulfillment for non-traditional students who have completed a federally registered apprenticeship training program.

Duplicative Programs

UAA offers a similar AAS degree program, also with the name Apprenticeship Technologies.

Community or Other Partnerships

The program does not have any community or other partnerships specific to the program.

Value of Service Courses (Optional)

The program does not have any community or other partnerships specific to the program.

Post-Graduate Success

NA

Submission

Submitter & Collaborator Names

Keith Swarner

College or School Review Committee

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

Overall Recommendations

Consider curricular revisions

Explanation of Recommendations

Should this degree option be changed to students working directly with programs to obtain their degree in a specific subject? If this degree did not exist could students still be served? The committee feels the degree processes be reviewed to indicate who coordinates and manages it.

Student Learning Outcomes Assessment Feedback (tags)

Missing curricular connection

Student Learning Outcomes Assessment Feedback (narrative)

The SLOA needs revision to strengthen the outcome assessment.

Profile Feedback

Strong ties to the community or industry

Financial Feedback

Operates at Low Cost

Student Success & Equity Feedback

A limited number of students apply for and graduate with this degree. No additional data was provided due to low enrollment.

High-Impact Practices Feedback

N/A

Dean's Review Feedback

I agree with the committee recommendation, and next year CTC will be evaluating the place and purpose of this degree

Vice Provost Feedback

SLOAs - Provided 3 SLOs; SLOs #1 and 3 are program outcomes and not SLOs; per NWCCU guidelines, need 3-6 SLOs; will need to identify other SLOs that address measurable knowledge, skills, and abilities that would be expected for a graduate from this program to have upon degree completion; the program might consider revising the SLOs to include more "action" words. the program might consider revising the SLOs to include more "action" words (<https://tips.uark.edu/blooms-taxonomy-verb-chart/>). Need to address closing the loop and continuous improvement.

HIPs – No high-impact practices are provided; are there none for this program?

UNIVERSITY OF ALASKA FAIRBANKS
Student Learning Outcomes Assessment Plan
Associate of Applied Science- Apprenticeship Technologies

University of Alaska Fairbanks Community and Technical College

Expanded Statement of Institutional Purpose	Intended Objectives/Outcomes	Assessment Criteria and Procedures	Implementation (what, when, who)
MISSION STATEMENT: The Apprenticeship Technologies Program provides high-quality instruction and service to the public through practical integration of general course work with technical training and experience for career and technical occupations. GOAL STATEMENT: Make students the most attractive candidates for job openings and promotions within the vocational world Provide a earning environment where students can obtain high-quality distant education and classroom education to supplement their on-the-job training. To provide courses that will allow the students to enter into management and training positions as the position opportunities open and the student matures in their occupation Respond to the needs of community, industry and government throughout Alaska and the United States of America.	Recognize the importance of the vocational worker's on-the-job training by providing a pathway to give credit for life-long working and training experience in the industry and provide the supplemental communications, math, business, and teaching skills needed for success in the modern world.	Graduates will complete and obtain credit for apprenticeship in programs approved by the US Department of Labor. Students will meet with advisors to plan and document a route towards a degree. Students will pass AAS degree required classes.	The advisor will keep records of the student's apprenticeship documentation. The advisor will keep a plan of action, of the student's, for progress towards a degree. The advisor will use university records to track the student's progress through the A.A.S. program.
	Provide a pathway for workers with in-depth industry experience to make the transition to management or instruction, and to continue their education into a four-year degree program.	Graduates will move into management or instructional positions, or go on for a four-year degree.	A university representative will survey graduates, two years after graduation as to their career and educational status.
	Students will meet expected outcomes in communications, computation, and human relations as listed in the core curriculum.	Student outcomes provided by core curriculum faculty in ENGL 111X, ENGL 213X, COMM 131/141X, DEVM 105X, SOC 100X, and PSY 101.	Program director will annually consult with listed programs every spring to verify that student outcomes meet program requirements.

09/16/2012 Roger Weggel

Fiscal Report for CTC General Academic Programs & Other Instruction

	FY2021	FY2022	FY2023	Definitions for the compiling staff
Total Student Credit Hours (SCH)	4507	3474	2490	Provided in SCH tab in the student success data provided by PAIR.
Service SCH	513	435	302	Sum rows labeled as "In unit, outside department, Service" and "Outside unit, Service" in the SCH tab of the data provided by PAIR.
Department FTEs	6.09	6.59	6.74	FTE = Full-time equivalent employee. Use the worksheet below to calculate for each employee based on their total hours from row 33 below
Total SCH per Department FTE	739.98	527.11	369.40	
Service SCH per Department FTE	84.23	66.00	44.80	
Majors in Programs	0	0	7	Sum for all programs from the Majors Total tab in the data provided by PAIR.
Department FTEs	6.09	6.59	6.74	From row 32 below or row 5 above
Majors per Department FTE	0.0	0.0	1.0	
Total Unrestricted Expenditures				Total Expenditures made from budgets with an F1 or F7 fund type designation, from provided cycle report data filtered by Data Liasion
Total Restricted Expenditures				Total Expenditures made from budgets with revenue of the F2 or S2 fund type designation, from provided cycle report data filtered by Data Liasion
Total Unit/Central Support Allocated to Program(s)				Expenses incurred for direct support of instruction within orgs identified as central or academic support, if applicable

Tuition Revenue				Receipts to college from tuition generated by the department/program (F1). NOTE: under the current 80/20 percent tuition distribution model generating units receive 80%. These cells have a formula to calculate the tuition revenue by level (i.e. lower, upper, grad) for each fiscal year. PLEASE USE PAIR REPORTED SCH TO REPLACE ZEROES IN THESE CELL CALCULATIONS.
State Appropriation Revenue				Appropriations for current funds operation of the university from the general fund of the State of Alaska through the annual budget cycle. This category also includes TVEP and State Mental Health Trust funds, if allocated to the department. (F1)
Restricted/Sponsored Project Revenue				Revenue from external sponsors; includes grants, contracts, sponsored projects & restricted (grant) accounts funded by UA Foundation funds (F2/S2)
Fees				Course Fees (9159) e.g. Performance and Sales Receipts, Space Rental Revenue, Indirect Cost Recovery (F1/F7); NOTE: COURSE FEES (9159) REPORTED ABOVE. CTC Note: Reallocation of CTC revenue support through tuition and other UA receipts/revenue.
Other UA Receipts/Revenue				

Workload allocation: Teaching Units	0	0	0	Department faculty's workload units assigned to teaching
Workload allocation: Service Units	0	0	0	Department faculty's workload units assigned to service
Workload allocation: Research Units	0	0	0	Department faculty's workload units assigned to research

Full-time Equivalent Worksheet**	FY2021	FY2022	FY2023	
Faculty FTEs	0	0	0	Base assumption: 12-month full-time = 1.0 FTE. 9-month = 0.75 FTE. Split appointments are multiplied by the % of effort assigned to this department. Part-time are multiplied by the % of effort assigned. F9 faculty on sabbatical count as 67% of one 9-month 0.75 FTE (or 0.50 FTE).
Adjunct FTEs	5.67	6.17	6.32	Base assumption: 40 units/credits = 1.0 FTE. Total # of credits taught by adjuncts in a year divided by 40 = the FTE of adjuncts in that year.
Staff FTEs	0.42	0.42	0.42	Base assumption: 12-month full-time = 1.0 FTE. 9-month = 0.75 FTE. 10-month = 0.83 FTE. Split appointments are multiplied by the % of effort assigned to this department. Part-time are multiplied by the % of effort.
Graduate TA/RA FTEs	0	0	0	Base assumption: 40 hours/week for 12 months = 1.0 FTE. 9-month = 0.75 FTE.
Total Departmental FTEs	6.09	6.59	6.74	Sum of all employee FTEs

**Note: FTE definitions and calculations for the purpose of Academic Program Review are different than for other institutional reporting processes (e.g. OMB or IPEDS reporting)