



Academic Program Review

Program Name: Apprenticeship Technologies – Associate of Applied Science

Academic Year 2025/2026

Recent Recommendations

Using your most recent review, please respond to all feedback and recommendations.

Response:

Yes, the program is low cost as it has no classes associated with it. Therefore it's impossible to incorporate HIPs since no classes exist. This degree serves only as a pathway for union apprenticeship workers to get credit towards a degree. In response to one question on the previous review specifically, no I don't believe UAF has a different way in which these students can be served. In any event, should another method exist, given the relationships that CTC has with industry partners who's workers would take advantage of this option, it's most appropriate to continue to house it at CTC. That said, there is discussion happening debating whether it's better placed under Construction Management. Further evaluation is needed.

Student Learning Outcomes

Describe the assessment of your student learning outcomes (SLOs). Discuss your findings, changes you are making, and what you hope to see as a result.

Response:

This degree completion program enrolls one to three students per year and graduates less than one student per year on average. While anecdotally, there appears to be a very recent increase in students, the small student and graduate population has made it challenging to produce SLOA findings that signal changes needed to improve learning outcomes.

Did you make any curricular changes based on your most recent SLOA? If so, discuss what changes were made. If no changes were made, please discuss the strengths of your curriculum based on the assessment of your outcomes.

Response:

This degree continues to serve the students it intends to serve and no changes are necessary.

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

Communication outcomes in the SLOA plan are: **Not Embedded**

Check the checkbox to certify completion of the following tasks:

☐ Upload supporting documents to the Supporting Documents folder. This includes artifacts, rubrics, and other documents related to your SLOA.

☒ Upload your most recent SLOA to the Supporting Documents folder, even if no changes have been made since the last review.

Have changes been made to your SLOA document since your last review? **No**

If so, please summarize what changes were made.

Response:

High Impact Practices

Please indicate which high impact practices are currently being implemented in relation to the program's student learning outcomes.

- | | |
|---|--|
| ☐ Capstone Courses & Projects | ☐ Graduate Level Research |
| ☐ Collaborative Assignments & Projects | ☐ Writing-Intensive Courses |
| ☐ Diversity/Global Learning | ☐ Publications |
| ☐ ePortfolios | ☐ Communications |
| ☐ First-Year Seminars and Experiences | ☐ Scholarly Activities |
| ☐ Internships | ☐ Studios |
| ☐ Service or Community-Based Learning | ☐ Practicum |
| ☐ Undergraduate Research | ☐ Other |
| ☐ Labs | ☐ None of these |

Discuss how the HIPs in the program are reflected in the SLOA. If you have identified HIPs that are not included in the SLOA, please consider an update.

Response:

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.

Student Success

Please reference the [Resources tab](#) for information on accessing the Student Success Data Dashboard and contacting your designated data liaisons.

Student Success Data Trends

Persistence: No Change

Pass Rates: No Change

Student Credit Hours: No Change

Majors: No Change

Degrees Awarded: No Change

Other Trends (if applicable):

The PAIR data in the Dashboard doesn't drill down to the actual program level – only the department.

Without that, the faculty rely on their own observations

Achievement Disparities

Discuss any achievement disparities identified in your disaggregated student success data and explain how you plan to address them.

Response:

Closing the Loop

Please discuss how your student learning outcomes are reflected in high impact practices and student success data. Response:

Academic Program Profile

The following questions help show how your program supports the university's mission, connects with other UA programs, engages with the community, contributes through service courses, and supports student success after graduation. Please use this section to highlight the value your program brings to students, the university, and beyond.

UAF's Mission:

The University of Alaska Fairbanks is a Land, Sea, and Space Grant university and an international center for research, education, and the arts, emphasizing the circumpolar North and its diverse peoples. UAF integrates teaching, research, and public service as it educates students for active citizenship and prepares them for lifelong learning and careers.

In what ways does your program advance UAF's mission?

Response:

How is your program related to others in the UA system?

Response:

UAA offers a similar AAS degree program, also with the name Apprenticeship Technologies. These degrees are distantly related to Construction Management and others in CITS.

Who are your key community or external partners?

Response:

None specific to this degree, but some are shared with Construction Management

What role do your services courses play, if any?

Response:

How do your graduates succeed after leaving the program? Response:

Higher wages through supervisory or management positions.

Submitter and Collaborator Names:

Kevin Alexander

Submitter Email:

kwalexander

Committee Review

Program Name: **Apprenticeship Technologies -
Associate of Applied Science**

Academic Year 2025/2026

Overall Recommendations

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

- | | |
|--|--|
| ☒ Insufficient Narratives | ☒ Report Incomplete |
| ☐ Address Achievement Gap | ☒ Consider Curricular Revisions |
| ☐ Develop Online Offerings/Options | ☐ Improve Time to Degree |
| ☒ Increase Enrollment | ☒ Increase Graduates |
| ☐ Increase Retention/Persistence | ☐ Strengthen Advising Practices |
| ☐ May be asked to share Effective Practices | ☐ Recommendation to University-Wide Committee |

Explanation of Overall Recommendations

Response:

The program notes that HIPs cannot be incorporated into the program because there are no classes. However, an apprenticeship is a HIP; therefore, this needs to be reflected in the program. There was no SLOA/SLOs provided in the supplementary documents folder. The SLOA on file for this program dates to 2012 and needs to be substantially revised to follow guidance from Office of Accreditation and Assessment. Note that it will be critical to address the section on closing the loop for the 2027 full-program review.

Student Learning Outcomes Feedback

- | | |
|--|---|
| ☐ Strong | ☐ Developing |
| ☐ Requires Minor Revision | ☒ Requires Major Revision |

Student Learning Outcomes Assessment Feedback

- | | |
|---|---|
| ☐ Strong Alignment with SLOA Plan | ☐ Clear, Concise Presentation of Findings |
| ☐ Compelling Learning Story | ☐ Missing a Direct Measure |
| ☐ Missing Active Verbs | ☒ Missing Curricular Connection |
| ☒ Missing Collaboration within Department | |

SLOA Feedback Narrative:

Provided 3 SLOs, all are very vaguely written. SLO #1 is not clear, but could reflect knowledge associated with math and business (or associated skills). SLO #2 appears to be job placement which cannot be used as a SLO (it is not a knowledge or skill attained from the program). SLO #3 focuses on communication and human relations, this can be split into two separate SLOs. Since 3-6 SLOs are required per NWCCU guidance, I would eliminate SLO #2, revise SLO #1 to be more clear, and then split out SLO #3 to reflect the two different areas. From that, more appropriate assessment criteria and artifacts can be developed. Many of the current assessment criteria and procedures are not truly evaluations of student knowledge and/or skills. The implementation plan was also very vague and needs revision. Need to include artifacts/instruments for evaluation and evidence (data) from those evaluations.

Because no curricular changes occurred, the program needed to note the strengths of the curriculum based on the assessment of the SLOs. This was not included in the report.

The program did not provide a response on how SLOs are reflected in the HIPs and student success data. This is essential to discuss as it is a primary expectation of NWCCU. Documenting continuous improvement and the closing of the loop are important components of the program review process, not just as an exercise, but to demonstrate that assessment results are used to make meaningful, evidence-based changes that enhance program quality and student learning. This process ensures accountability, fosters a culture of ongoing improvement, and provides clear evidence to accreditors and stakeholders that actions lead to measurable outcomes. For the full-program review in 2027, should include additional evidence to document this outcome specifically for each SLO to support the narrative overviews.

Student Success and Equity Feedback

Narrative:

The program's review of the Student Success Dashboard was brief, noting that persistence, pass rates, SCH, majors, and degrees awarded showed no change. Given the very small cohort size, it is understandable that trends can be difficult to interpret. The program mentions that faculty rely on their observations when formal data are limited, though sharing more of these insights would have strengthened the review. The report does not discuss how the program supports diverse student success, nor does it detail its strategies for improving retention, enrollment. Overall, while the program's size presents challenges in drawing meaningful conclusions from the data, there is a valuable opportunity to highlight the ways faculty support students and to more fully describe practices that contribute to student success. Including these details in the 2027 full program review would help present a more complete picture of the program's strengths and impact.

High Impact Practices Feedback

Narrative:

Reviewer Names: