

Date: March 9, 2020

To: Cathy Sandeen, Chancellor

From: John Stalvey, Interim Provost 

Cc: Denise Runge, Dean, Community & Technical College
Deanne Woodard, Associate Dean, Community & Technical College
Kelly Smith, Assistant Professor, Automotive Technology
Amanda Yauney, Adjunct Instructor, Applied Technologies Leadership
Susan Kalina, Vice Provost for Academic Affairs
Claudia Lampman, Vice Provost for Student Success

Re: **AY20 Expedited Program Review Findings – Applied Technologies Leadership BS**

I have reviewed the dean's findings and the completed Expedited Program Review Template for the Applied Technologies Leadership BS. The Provost's Office did not receive an Optional Program Response Form from the program.

Recommendations

My recommendation is to accept the decision and recommendations of the dean. An interim progress report on all recommendations is due to the dean by March 1, 2021. The dean will submit a review along with the program's interim progress report to the provost by April 1, 2021. A follow-up Program Review will be conducted in AY22.

Decision

Recommend Continued Review

Date: February 2, 2020

To: John Stalvey, Interim Provost

From: Denise Runge, Dean

Re: AY20 Expedited Program Review Findings

Program/s in this review: Applied Technologies Leadership (BS)

Specialized accrediting agency (if applicable): none

Campuses where the program is delivered: Anchorage

Members of the program review committee:

- Deanne Woodard, Associate Dean
- Kelly Smith, Assistant Professor
- Amanda Yauney, Instructor (adjunct)

Centrality of Program Mission and Supporting Role The Applied Technologies Leadership (BS) program is well-aligned with the mission of both UAA and the CTC. The program is an associates-to-bachelors completion degree designed to prepare graduates for leadership and career advancement in their technical or vocational field.

Program Demand (including service to other programs), Efficiency, and Productivity

Demand for the program has decreased slightly within the past two years. Given the overall decline in enrollment across the university system, the recently-ended recession, and the loss of the program's only dedicated faculty member, the decline from 80 majors in 2017 to 52 in 2019 is not terribly surprising. It does merit continued attention, however, as the program could potentially face new competition from the recently-approved UAF Bachelors of Applied Management, or BAM degree. That program, however, requires a number of courses such as PreCalculus, Statistics, and Accounting & Finance, which may make it less appealing for students from traditional CTC associates degree programs.

Efficiency and productivity have declined along with the reduction in enrollment. The program's relatively low reliance on in-major credits (in this case the TECH courses) has created an imbalance between cost of instruction and revenues produced. With an average class size of just 7.2 in 2019, cost per credit hour of \$258.4 against tuition per credit hour of only \$216.5, the program was unable to cover its instructional costs. The current review notes that enrollment in the courses has increased this year, and with the retirement of the lone full time faculty member, the costs likely have come into line with tuition. For Fall 2019 the headcount in TECH courses was 55 students across 3 regular courses, and in Spring 2020 it is 51 enrollments across 4

courses, with an average class size of 15 students. Overall during the review period, the BS-ATL program has experienced underutilized capacity with relatively high costs.

Program Quality, Improvement and Student Success The program has been engaged this year in an extended self-review, with the goal of strengthening and aligning the program to better meet student needs. The same faculty members who comprised the review committee, along with additional CTC faculty chosen from a variety of academic departments, have been examining student outcomes and discussing needed curricular change as part of a continuing review. The program's student success measures demonstrate its strong commitment to student degree completion. Currently the program retains nearly all of its students after the first year, and two-thirds after the second year. As a completion program, this makes sense; students are generally committed to finishing their degrees when they apply for admission to this program. The addition two years ago, of support from a Student Success Advisor, helps the program faculty to ensure its students stay on track for graduation. These efforts appear to be working: the program graduated 25 students in 2019, well above its 7-year average of 18.

Program Duplication / Distinctiveness The BS-ATL is unique among programs in the university system, however it faces potential new competition from the UAF BAM program mentioned above. The program is distinct from the UAF program in that it is not a business degree and thus does not have the business core requirements, such as Precalculus, Statistics, or Accounting and Finance, that can present an academic barrier for some students.

Commendations and Recommendations *Commendations:* The program is commended for delivering its courses asynchronously online to afford maximum flexibility for students. The program is commended for engaging in a rigorous and honest self-evaluation process with the goal of improving both quality and access. The program is commended for working across various departments to staff courses after the retirement of the full time faculty member. *Recommendation:* The program should continue its self-evaluation and make curricular revisions as recommended by the ongoing faculty committee. The program should continue to seek teaching faculty and "champions" from across CTC departments. The program should work with admissions, marketing, and advising staff from across the university to recruit additional students.

Decision *Continued Review:* Program is required to address specific issues and to undergo another review within the next two academic years.

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.