

## ACADEMIC PROGRAM REVIEW FORM

All academic programs and units at UAA are required by Board of Regents Policy P10.06.010 to engage in program review on a seven-year cycle. University Regulation R10.06.010 sets out the minimum requirements for program review, including centrality of program mission, quality, demand, program productivity, effectiveness, and efficiency. Exceptional reviews may be conducted, per University Policy and Regulation, and with the provost's approval. The UAA process integrates information about student learning outcomes assessment and the improvement of student learning, as well as progress on student success measures and the closing of equity gaps, aligning program efforts and resources with institutional priorities. Final decisions include commendations and recommendations, which guide future program efforts. The results of cyclical Academic Program Review are reported to the UA Board of Regents annually and are published on the UAA [Academic Program Review website](#).

This form is composed of four parts: the Program Section, the Dean Section, the Program Optional Response Section, and the Provost Section. Guidance for submission is provided in each section.

**Using the Form:** The form is pre-loaded with information specific to each program and posted on the [Academic Program Review website](#). The program should download and save their form to begin using it. The form is locked, so instructions are viewable and the only sections of the document that can be edited are the form fields.

The form uses narrative boxes, text only, and drop-down boxes. Narrative boxes have a character limit, which includes spaces. To undo an answer, press "Control-Z" or "Command-Z."

Responses are to be narrative text only, and must be ADA and FERPA compliant. Do not embed any tables or links, including to webpages or other documents. To be FERPA compliant, do not include the names of any current or former students. Rather, use statements such as, "In AY21 four program graduates were accepted to graduate programs in the field." Programs with specialized accreditation or other external recognitions must comply with restrictions regarding what may be published, as per the accreditor or external organization. Do not include appendices. Appendices to this form will not be accepted.

**Data:** Each program is provided a datasheet, along with this pre-loaded form. For questions about the data, please contact Institutional Research ([uaa.oir@alaska.edu](mailto:uaa.oir@alaska.edu)).

**Assistance:** For technical assistance with this form, email Academic Affairs ([uaa.oaa@alaska.edu](mailto:uaa.oaa@alaska.edu)).

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**Program(s) in the review:** OEC Cisco-Certified Network Associate and AAS Computer Systems & Network Technology

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

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

**Year of last review:** AY2020

**Final decision from last review:** Continued Review

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## **PROGRAM SECTION (Due on March 1)**

*The program review committee chair and committee members are assigned by the dean. All program faculty should be included in the review process, including faculty on the community campuses. After completing the Program Section below, the program review committee chair will sign, date, and email this form to the dean, copying all committee members. If the program is fully delivered on a community campus, copy the appropriate community campus director(s). The program review committee chair's signature and date lines are at the end of the Program Section.*

### **Program Review Committee:**

Chris Foster, Assistant Professor, Computer Networking Technology (ANC), Chair

David Morrison, Associate Professor, Computer Networking Technology (ANC)

Harry Banks, Instructor, Information Systems (MSC)

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

***Recommendation 1: Engage in a deeper analysis of enrollment patterns and of the potential market for new students.***

***How do you know the recommendation has been successfully achieved? (2000 characters or less)***

Computer Systems and Network Technology (CSNT) does not have a valid quantitative means of evaluating this set of recommendations. The conditions of a pandemic have introduced many factors which make evaluation difficult using standard metrics. The clearest evidence is that the program has continued to enroll students and our students are completing classes and gaining employment at a rate similar to pre-pandemic levels.

***Actions taken to date (2000 characters or less)***

CSNT has engaged, over the summer of 2021, with a UAA and MatSu joint advisory council in a review of local and national industry trends and subsequent mapping of their recommendations to our course delivery; UAA and MSC have jointly used network resources such as NetLab, which can deliver lab experiences online to students 24/7; we have coordinated courses delivered between UAA and MSC to utilize faculty resources more efficiently; shared adjunct faculty between UAA and MSC; engaged with community and state industry events to raise awareness of the CSNT program; delivered classes in mixed-mode, both online and face-to-face delivery to optimize students' ability to attend and participate; CSNT faculty took additional training to improve skills in online delivery; at the same time, we provided opportunities for access to hands-on labs in the classroom; we continue to offer industry workplace experiences for students to create opportunities for employment.

**Evidence of success to date (2000 characters or less)**

CSNT has maintained program AAS and OEC graduation/completion rates over AYs 2020 and 2021, despite the pandemic; students have gained IT industry employment, while enrolled in CSNT, or after degree completion. CSNT is expanding informal and formal engagements with community, industry, and local school district tech programs (ASD and MatSu).

***Recommendation 2: Review and coordinate the schedule across both locations to avoid offering duplicate sections of low-enrollment courses.***

**How do you know the recommendation has been successfully achieved? (2000 characters or less)**

CSNT currently has a revised AAS degree in the Curriculum Approval process. The revised degree will produce fewer duplicate sections, and a smoother path to degree completion. Over the past year, we have reduced the total number of sections offered at both campuses and have, at the Dean's suggestion, worked to cancel low enrollment courses and move students to other sections, course delivery method permitting.

**Actions taken to date (2000 characters or less)**

We have canceled courses that had low enrollment and sent students to the course at the other campus when possible. Examples include CNT A165, CNT A240, CNT A241, CNT A242, and CNT A270. We have also offered some courses just on one campus, when possible, and pointed all students to that course, such as CNT A240, CNT A41, CNT A242, and CNT A290.

**Evidence of success to date (2000 characters or less)**

Although total SCH from 2020 to 2021 dropped by 36% (1574/1004 SCH), the SCH/FTES ratio only went down by 15% (12.17/10.38).

***Recommendation 3: Explore options for sharing courses to lower costs.***

**How do you know the recommendation has been successfully achieved? (2000 characters or less)**

The combined CSNT has shared at least six courses over the previous two years.

We have had success in combining courses such as CNT A241/A242/A243 (which is our Microsoft Servers curriculum). This progression supersedes the Anchorage CNT A280 Microsoft Server course & the new courses are delivered synchronously online for MatSu & Anchorage students. Other courses such as CNT A275 (IT Project Management) are delivered online for both MatSu & Anchorage students and this course is now a core requirement in our new degree (currently in the approval process).

COVID has demonstrated that both campuses can deliver online courses that leverage distance delivery technologies such as NetLab and Virtual Desktop Infrastructure. The geographic and organizational differences have made shared delivery of face-to-face courses problematic, but we will explore options as the infrastructure and technology becomes available. The return of face-to-face delivery in Fall 2022 will be an additional consideration. CSNT student surveys have

stated a preference for face-to-face course delivery. This is consistent with overall College and University student preference.

**Actions taken to date (2000 characters or less)**

CSNT has identified courses with two or more sections at both sites such as CNT A160/A165/A180/A261/A270 and have combined the course sections. Variety in course modality permits catering to different student preferences.

Organizational infrastructure differences between campuses hampers efficient delivery coordination and course listings. Separate UAA and MatSu course listings make registration difficult and confusing for students.

**Evidence of success to date (2000 characters or less)**

CSNT currently share several courses between campuses. The clearest examples of this are CSNT's Cisco courses, which have students associated with the MatSu campus taking courses in Anchorage, and Anchorage students taking courses offered from the MatSu campus.

Other courses that fall under the shared umbrella are the CNT A241/A242/A243 courses, which are offered via synchronous delivery from the Anchorage campus, with a MatSu-based adjunct and are delivered using MatSu campus resources (MatSu Virtual Desktop Infrastructure & NetLab).

**Recommendation 4: *Monitor the progress of enrolled students and offer support as needed to ensure they can complete their degrees.***

**How do you know the recommendation has been successfully achieved? (2000 characters or less)**

CSNT coordinates and tracks students through CTC's Student Services. Right now, we have no formal system of monitoring progress of enrolled students, or offering support as needed. CSNT efforts on this recommendation are ad hoc.

**Actions taken to date (2000 characters or less)**

CSNT has been working with our Student Success Coordinator and other staff with similar roles to identify students that need additional support. But this effort has been on a case-by-case basis, and no organized approach to collecting information from Institutional Research, or similar course-by-course collection and aggregation of data has taken place.

CSNT faculty lacks awareness of what programs are available to monitor the progress of enrolled students and therefore cannot offer support when needed, to complete their degrees.

This semester, there are at least two CNT (previous catalog) students working on incompletes, and petitioning to get courses waived for graduation. Going forward, we request a monthly process with Student Services to identify students who are close to completion or are flagged as "at risk" of not continuing.

Faculty have offered directed study options for students who are close to completion (one course from completion).

**Evidence of success to date (2000 characters or less)**

CSNT (include CST and CNT) Graduation rates for the past two years have been steady despite declining enrollments. But this does not indicate that CSNT should rest on its laurels.

**2. Demonstrate the centrality of the program to the mission, needs, and purposes of the university and the college/community campus. (2500 characters or less)**

The Computer Systems and Networking Technology (CSNT) program is well aligned with the mission of UAA, CTC, and both the Anchorage & MatSu campuses. The program meets a clear regional and statewide workforce demand, preparing individuals for employment in information technology positions across a wide variety of industries. CSNT, through an active advisory board, and industry organizations such as the Anchorage Technology forum, seeks to update curriculum topics, create program awareness for employers, and place students into IT jobs.

CSNT offers both face-to-face and distance-learning courses from our Anchorage & MatSu campus locations; leveraging our lab classrooms and online resources such as NetLab Virtual labs and the Cisco Netacad program. Over the last 12 months, we have combined programs and streamlined our curriculum.

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

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

**i. AAS Computer Systems & Network Technology**

- *Competence in IT workplace service skills through customer service, troubleshooting and implementation of security; An understanding of IT concepts and technical skills, installing and configuring operating systems, and using utility software; Knowledge of computer hardware and peripherals; Knowledge of network infrastructure, network workgroups, and domain administration.*

***Describe your key findings for these outcomes. (3000 characters or less)***

Students that persist in CSNT courses such as CNT A170/A261/A270 (the Cisco curriculum) are doing well, and are meeting the Student Learning Outcomes. Fourteen percent of students in the courses assessed did not finish the course. Our main concern is determining reasons why students are not finishing the courses in the assessment plan, with the aim of retaining as many CSNT students as possible.

***Describe actions taken to improve student learning for these outcomes. (3000 characters or less)***

The instructors in the assessed courses have moved to using more live demonstrations in order to help improve student learning for the outcomes.

Due to COVID and in an effort to retain more students we have been doing practical finals as take home exams instead of in-person proctored exams. We have moved away from each Cisco course being an eight-week course to 16-week courses. It is not clear, as of now, if this modification will increase student retention and completion.

***Describe evidence that these actions are working. (3000 characters or less)***

In AY20, 18% of students did not finish, so there was a 4% improvement. A couple of courses were still half semester and with the disruptions caused by COVID more time is needed to be sure this is working and not just a one year variation.

**ii. OEC Cisco Certified Network Associate**

- *Proficiency in Cisco router installation, configuration and troubleshooting in multi-protocol inter-networks; Proficiency in Cisco switch and VLAN installation, configuration and troubleshooting in multi-protocol inter-networks; Competency in entry-level tasks of planning, design, installation, operation and troubleshooting Ethernet and TCP/IP networks.*

***Describe your key findings for these outcomes. Programs may enter "See above" if there is a significant overlap of outcomes. (3000 characters or less)***

See above.

***Describe actions taken to improve student learning for these outcomes. Programs may enter "See above" if there is a significant overlap of outcomes. (3000 characters or less)***

See above.

***Describe evidence that these actions are working. Programs may enter "See above" if there is a significant overlap of outcomes. (3000 characters or less)***

See above.

- 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 C-RAC Standards. (3000 characters or less)**

CSNT is currently in the process of integrating our joint advisory board survey and data analysis results. This was a summer-long survey tool development project, collecting what technologies, skills, and knowledge regional employers need. It is our intent to make this extensive survey into a shorter instrument for regional HR and IT departments, expanding our survey participant pool and providing better and ongoing insight into what employers want from CSNT students and graduates. One surprise from our initial survey is that employers show a continued demand for soft skills (customer service, project management, and team skills).

Faculty attended the PIVOT program for COVID distance delivery and were able to onboard the concepts and practices as conveyed during the program.

CSNT curriculum evolves along with the IT industry, as best as possible, alongside the changes in the major vendor academies that we offer (Cisco/VMware/Microsoft/CompTIA).

We cover the same materials that major entry-level IT certifications do, and these certifications change every three years. We do not "teach to the exam" but we do cover the materials in lectures and hands-on labs.

Some entry-level certs include Cisco's foundation certificate, the CCNA, as well as CompTIA's entry-level & more advanced certifications such as the ITF+/A+/Net+/Security+.

The program has also been soliciting feedback from peer programs in Alaska, as well as Bellevue College in Washington State. The general consensus from these outside reviews has been that we need to offer more courses in Information Security, as well as courses focused on "The Cloud," such as the AWS Academy or Google Cloud Academy. To do this, our faculty need to be certified in these fields or courses to offer the classes in CSNT.

#### **4. Demonstrate student success and the closing of equity 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 equity 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. (3000 characters or less)**

Course pass rate is significantly higher than our Associate graduation rate. This is a constant across the five academic years of the program review data sheet. We think this disparity is due to the fact that employers hire students with some academic coursework or a certification in lieu of an Associate's Degree. Another factor is likely the fact that CSNT students often do not complete the GER requirements for the degree.

CSNT program enrollment has been declining across all races/ethnicities and both recorded genders. This is due to a lack of a formal outreach and marketing program to high school students and other groups who would typically be interested in and apply to our program. This is regardless of races/ethnicity or gender. We realize that the CSNT cohort does not reflect the ethnic and gender makeup of the region and state and are working with leadership to address these issues.

There are large swings in the metrics of the AY22 Program Review Data Sheet and we think that this is due to the relatively small cohort, and COVID. But we do see that there are not significant disparities between the course pass rates and graduation rates, when broken out by gender and ethnicity. The fact that the data set is small presents problems when trying to establish statistical validity.

- b. Provide evidence of the overall success of students in the program, e.g., the percent of students who pass licensure examinations, the percent of students who go on to graduate school, the percent in post-graduation employment in the field or a related field. (3000 characters or less)**

Per UAA's Office of Academics, Students & Research, in their "IT\_UAWorkforceReport\_Final\_1-12-21", 80% of CSNT graduates are working within a year of graduation. These graduates go on to work in IT across many different industries, including traditional IT shops.

We prepare students for positions in Computer User Support, Computer Network Support, Network/Computer System Administrators, as well as other positions related to the field. Per the report the industry hired over 300 positions in the last three years, but this number includes non-UAA graduates. Over the last 10 years, of the 353 CST and CNT graduates, 283 were employed in Alaska.

**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, Number of Program Graduates Who Return to UAA to Pursue an Additional Program, and Gap between Job Openings and Degree Completions. (Note: Gap between Job Openings and Degree Completions not required for AY22 Program Reviews.) (3000 characters or less)**

The Ratio of Out-of-Discipline Credit to Total Credit hours reflects either non-degree-seeking students (training for a specific course ex: VMWare certification courses or Cisco Academy certification courses) or students who did not declare a degree at registration. Anecdotally, few students from other programs take CSNT courses.... estimate is no more than 5% of students in CNT courses.

The Number of Program Graduates who continue to Education-AAS...probably reflects the fact that the BS ATL is available and is being promoted as a reasonable next step. Anecdotally, other students often go to out-of-state schools to continue a BS in an IT field (Western Governors is an example). Though the data also show that many CSNT (CST and CNT graduates) pursue a higher degree at UAA.

**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. (3000 characters or less)**

We think that the Five year Degree AAS award is low due to self-advising, non-completion due to being hired away from the program, or lack of completing the GER requirements for the AAS. This is

largely derived from anecdotal information from student advisors, and IR data showing that students do not complete the GER Oral/Written/Quantitative skills coursework.

The SCH/FTES ratio dropped by 15% (12.17 dropped to 10.38) from 2020 to 2021. There would have been a greater drop if we had not combined some courses between the two campuses. This is demonstrated by the fact that during the same time total SCH dropped by 36% (1574 SCH dropped to 1004 SCH).

**Optional: Discuss the extent to which, if any, extramural funding supports students, equipment, and faculty in the program. (2500 characters or less)**

CSNT (both CNT and CST) have won TVEP grants covering classroom infrastructure on both campuses, as well as a staff member for the MatSu CST, who now supports the CSNT program as our NetLab administrator.

The Anchorage program was awarded TVEP grants for three Dell r740XD servers and server upgrades in AY20. The MatSu campus was awarded TVEP grants for the NetLab infrastructure in AY21. Each of these sets of hardware is either being used to deliver a variety of courses (via NetLab) or is pending integration into the Anchorage lab (due to faculty workload constraints imposed AYs 20/21/22).

**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? (2000 characters or less)**

CSNT is new and the faculty look forward to a relatively uneventful year or two (without moves, remodels, mergers, or pandemics). The Anchorage CNT program merged with Matsu's CST program.

This merger, while not completely smooth, enables us to present face-to-face lectures, as well as practical, hands-on labs to Alaska's largest population center (Anchorage & MatSu Boroughs). This merger has also enabled us to leverage the NetLab infrastructure from the MatSu campus to offer synchronous, distance-delivery of courses, when needed. This was essential during the COVID lockdown.

We do have some duplication of curriculum content with similar programs at UAF and AVTEC in Seward, as well as local school district technical education programs. This is due to the nature of our industry, which is based on standard curricula offered by vendor-specific academies, and assessed by national certifications. These certificates are not required to work in IT, but are considered evidence of a certain level of technical knowledge.

CSNT is distinct in that we can offer both face-to-face & distance-learning options, as well as OECs, and an AAS. None of the other programs can provide this variety of course delivery and degree options.

This, combined with the fact that we are located a short drive from where students live, and where employers have offices, make CSNT a unique program. The challenge for us is to leverage this propinquity by increasing student enrollment and student placement with regional employers.

CSNT currently coordinates with UA Fairbanks's Information Technology Specialist program. We send students to UAF for individual online courses, as needed, or if they need to attend fully online. In the future, we anticipate a more coordinated set of offerings among the campuses and perhaps some articulation agreements for students across Alaska.

**8. Assess the strengths of your program and propose one or two action steps to address areas that need improvement. (3500 characters or less)**

CSNT strengths are delivering courses face-to-face, and providing access to hands-on training. We also consider the fact that we can deliver most of the same courses via distance learning a strength as well. The merger of the MatSu's CST and the Anchorage CNT program has produced a combined program, certificates, and AAS that leverages our faculty, adjunct instructors, and joint community advisory boards.

These resources are driving change in our program. Change in the curriculum to help our students learn new IT skills and knowledge. Change in the AAS degree that makes advising easier and provides a less circuitous path to degree completion. Change in our certificate offerings that reflect evolving employer and student demands.

Change has also produced difficulties. We are seeking to increase student enrollment and degree/certificate completion. We are seeking to place more students in front of potential employers and providing practical workplace experience. We are seeking to leverage our alumni network, local industry groups, and our advisory board to help address these and other challenges.

One action step is that we need to work on is strengthening relationships with local high schools and technical schools that don't offer a degree. We have articulations with King Tech in Anchorage, as well in the MatSu, but need more of this sort of outreach and marketing to prospective high school students, as well as non-traditional students. One additional consideration is that we need to identify the people who advise students in both high school and programs that send students to CSNT.

An example of this is the fact that we have had students from Iñisaġvik College complete coursework in Anchorage, but we do not have any knowledge of what that institution offers. Or how the students and advisors determined that CSNT can support their program.

A second action step is that we need to work on developing a one-year undergraduate certificate of completion. This new certificate will address the fact that students simply do not complete the AAS. Evidence suggests that this is due to the non-completion of GER courses. Additionally, many employers do not require an AAS in our field for entry-level positions.

*After completing the Program Section above, the program review committee chair should sign, date, and email this form to the dean, copying the committee members. If the program is fully delivered on a community campus, copy the appropriate community campus director(s).*

**Committee chair's signature:**



**Date:** 3/7/2022

## END OF PROGRAM SECTION

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### DEAN SECTION (Due on April 1)

If the program is fully delivered on one or more community campus, the dean should consult with the director(s) of the campus. After completing the Dean Section below and signing it, the dean should email this form to the committee, and to [uaa.ooo@alaska.edu](mailto:uaa.ooo@alaska.edu). If the program is delivered on a community campus, copy the appropriate community campus director(s). The program has one week to provide an optional response to the Dean Section using the Program Optional Response section of this form.

### 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. (2000 characters or less for each recommendation)

**Recommendation 1: Engage in a deeper analysis of enrollment patterns and of the potential market for new students.** Recommendation has not been met.

The recommendation has not been completed. There is evidence that that program has consistently had a declining enrollment over the last several years. Additionally, the faculty have a point in that they were given this recommendation shortly before the pandemic started. However, the faculty have begun to modernize the curriculum.

**Recommendation 2: Review and coordinate the schedule across both locations to avoid offering duplicate sections of low-enrollment courses.** Recommendation has been met.

This recommendation has been met. The faculty are coordinating better for course scheduling. Courses that are distance are being offered only at one location.

**Recommendation 3: Explore options for sharing courses to lower costs.** Recommendation has been met.

This recommendation has been met. We are now sharing courses between campuses and working toward maintaining one unified schedule with specific courses being offered at different campuses.

**Recommendation 4: Monitor the progress of enrolled students and offer support as needed to ensure they can complete their degrees.** Recommendation has not been met.

This recommendation has not been met. The faculty are starting to work with their student success advisor; however, the faculty do not use tools that have been presented such as Seawolf tracks or early alert systems.

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

**1. Centrality of the program. (1750 characters or less)**

I agree that there is both a workforce need and a need for the training. I also agree that the program does meet the mission of both UAA and CTC. The program is centered around face-to-face skills development. However, the reason the degree and OEC are critical is based around the core competency personal, professional, and community responsibilities. The industry has asked for employees that are more professional in actions and operations, and that is what makes our program better than the online certificate programs currently prevalent in the industry.

**2. Program Quality and Improvement (1750 characters or less)**

The CSNT program has been meeting the student learning outcomes and has a very active advisory board. I also agree with the outside feedback recommending that we modernize our program. We are lacking in both Cyber-security and cloud-based education. This would indicate that we also need to examine our student learning outcomes to match the new areas of instruction.

**3. Student Success and the Closing of Equity Gaps (1750 characters or less)**

The CSNT program has shown a declining enrollment, but also a high course pass rate, the recommendation is transition to an Undergraduate Certificate over time. Students are retained the first and second semesters but are not moving on to the second year. The CSNT program also needs to work with the Dean's office and the Chief Diversity Officer to develop an outreach and marketing plan for underrepresented populations as well as outreach to fund scholarships.

**4. Demand (1750 characters or less)**

The faculty did not talk about the declining enrollments, though they are correct in that there are few other programs that utilize CNT courses. Some of the declining enrollments maybe due to the ease of certifications available online. These programs can get a person a specific skillset for computer networking. Also, the UAA program is lacking in cloud computing and cybersecurity. We are expanding both in our curriculum based on industry recommendations.

**5. Productivity and Efficiency (1750 characters or less)**

There has been a consistent reduction of enrollments and student credit hour production. The program is attempting to address the shortcomings by modernizing the curriculum. The two campuses (Anchorage and Mat-Su) are coordinating their offerings to improve the efficiency of resources.

**6. Duplication and Distinctiveness (1750 characters or less)**

There is some concern with the overlap with UAF's completely distance program as well as local high school and Charter College offerings. However, we are the primary deliverer of in-person instruction at a collegiate program. We also offer a diverse set of skills including the workforce skills outside of technical experience. These are unique in the system and provide our graduates advantages in the workforce after graduation.

**7. Strengths and Ideas for Moving Forward (1750 characters or less)**

UAA and Mat-Su's face to face programs provide a level of engagement for students that do not want to only be in online course. This is an advantage to Military and Veterans that require in-person courses to get their full benefits. The programs have also worked to combine the programs and streamline our offering of courses, leading to a moderate level of increased course enrollments. However, the program needs to be modernized and include extensive cloud computing concepts and expand our cyber security options.

**Dean's Final Evaluation**

**I commend the program for: (number and list the specific commendations in the narrative box, 1500 character limit)**

1. The current changes to the curriculum to begin the modernization of the program.
2. Their efforts to maintain operations during the COVID pandemic.
3. Beginning the coordination between both Mat-Su and Anchorage.

**I recommend that the program: (number and list the specific recommendations in the narrative box, 1500 character limit)**

1. Engage in a deep analysis of enrollment and markets for new students.
2. Expand the cloud computing and cyber security throughout the program.
3. Monitor the progress of enrolled students and offer support as needed to ensure they can complete their degrees.

**Dean's overall recommendation to the provost:** Continued Review -- Program is required to address specific issues and to undergo another review within the next two academic years.

**If an Interim Progress Report is proposed, recommended year:** N/A

**If a Follow-up Program Review is proposed, recommended year:** AY2024

**Proposed next regular Program Review:** AY2029

*After completing the Dean Section above, sign, date, and email this form to the committee, and to [uaa.oaa@alaska.edu](mailto:uaa.oaa@alaska.edu). If the program is fully delivered on a community campus, copy the appropriate community campus director(s). The program has one week to provide an optional response to the Dean Section using the Program Optional Response section below.*

Dean's signature:



Date: Select date.

END OF DEAN SECTION

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

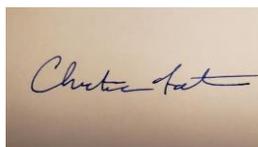
*Programs have the option to submit to the provost a response to the dean's evaluation within one week of receiving the dean's review, using the narrative box below.*

*Optional responses should be submitted to [uaa.oaa@alaska.edu](mailto:uaa.oaa@alaska.edu), with a copy to the dean. If the program is fully delivered on a community campus, copy the appropriate community campus director(s) as well.*

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

The department appreciates the Dean's feedback and recommendations and is creating a plan to address the recommendations. - CSNT Faculty (8 April 2022)

Program Signature:



Date: 4/8/2022

END OF PROGRAM OPTIONAL RESPONSE SECTION

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**PROVOST SECTION (Due on August 1)**

*After completing, signing, and dating the Provost Section of this form, email the completed form to the program review committee and dean, with a copy to [uaa.oaa@alaska.edu](mailto:uaa.oaa@alaska.edu) for posting. If the program is delivered on a community campus, copy the appropriate community campus director(s) as well.*

**Provost's commendations, additional or adjusted recommendations, if any, and other general comments (3000 characters or less):**

I agree with the dean's commendations and recognize the faculty's efforts to address the current recommendations. Although completed prior to this review, I wish to acknowledge the collaborative effort to merge two similar programs to provide clearer pathways for students. The program continues to refine the curriculum and is to be commended for those efforts. The program is working with its advisory board, has implemented course sharing, and has sought input from external groups on the quality and currency of the curriculum.

I also agree with the dean's recommendations. In particular, the faculty need to receive training to utilize the tools so they can track student progress. I also wish to reinforce the recommendation to explore additional content areas and to infuse these into the program.

Moving forward, I am asking programs to think about how they put students first by looking carefully at issues such as pre-requisites, especially "hidden" pre-requisites, excess credits, especially for additional upper-division or in-residence credits beyond the university requirements, and student progression through the curriculum. I am also asking faculty to think about what it means to embrace diversity and inclusivity on the course and program level and about how they demonstrate this in their particular program(s). For example, some ways to demonstrate this are through the use of proven, high-impact practices at the program level such as portfolios, community-based/service learning, and undergraduate research. Proven pedagogic strategies also include designing assignments using Transparency in Learning and Teaching (TILT), the inclusion of formative assessments in addition to summative ones, and implementing OER and ZTC materials, particularly where course materials can be more reflective of diverse perspectives.

As the program moves into the next review cycle, and as applicable, please consider how the program can continue to build on its efforts and use what it has learned through this Program Review process to further reflect on the program, its curricular design, how each course is delivered, and how its students are supported. Please also consider how the program embraces and demonstrates its commitment to diversity and inclusion, as outlined above.

I agree with the dean's recommendation for a decision of Continued Review, with a Follow-up Program Review in AY24 and, unless otherwise noted at the time, the next regular Program Review in AY29.

**Final decision:** Agree with the dean's overall recommendation with the additional guidance and adjustments as per the above comments.

Provost's signature:



Date: 5/6/2022