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ACADEMIC PROGRAM REVIEW REPORT FORM AY2025-2026

Program(s) in the review: Cisco-Certified Network Associate OEC, IT Support Desk Technician OEC, Computer Systems & Network Technology AAS

Specialized Accrediting Agency (if applicable): N/A

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

Year of last review: The Cisco OEC and AAS were reviewed in AY2021-2022. The IT Support Desk Technician OEC was implemented in Fall 2021 and has not been through the program review process.

Final decision from last review: Continued Review

PROGRAM SECTION (Due on March 1)**Program Review Committee:**

Christian Foster: Term Assistant Professor, Dept Chair; UAA Main Campus

David Morrison: Associate Professor; UAA Main Campus

Dr Harry Banks: Assistant Professor; UAA MatSu Campus

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

Recommendation 1: *Engage in a deep analysis of enrollment and markets for new students.*

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

It is unclear what analytical tools are available to faculty as of Spring 2026. We understand that Institutional Reports (IR) as well as Banner are tools that can be used in enrollment analysis, but no department faculty has received any formal training in applying these tools, nor are there any workload resources dedicated to this sort of activity.

Additionally, the small size of the current (2021 to now) student cohort makes statistical analysis difficult. Qualitative analysis does not offer much support when drawn from a small population.

Parenthetically, is the deep analysis of enrollment data considered to be an ongoing task? If so, then no departmental personnel have been conducting regular analysis of enrollment data.

Some guidance, resources and support would be needed to effectively implement an ongoing (semester - by-semester, academic year-by-academic year) deep analytical program of CSNT enrollment.

An ongoing market analysis of students is another effort that would need a marketing plan to implement. No such marketing plan exists in CSNT.

It is suggested that a strong program has systematic engagement with community employers and organizations that support potential students (school districts and other programs like AVTEC in Seward.) But many students enrolled in the CSNT program are 'non-traditional' and it is unclear how to market to these students.

Actions taken to date (2500 characters or less)

There have been no formal faculty resources dedicated to this aspect of program management. If this is an implied duty of the Department Chair position, then the CSNT Chair has not been completing this task, outside of somewhat informal discussions with the Student Success team or other Departmental faculty.

During departmental meetings, there have been informal discussions related to enrollment trends and marketing opportunities, but few formal actions have been completed.

Through students from GCI currently in the CCNA courses we have begun negotiations with a GCI supervisor to hopefully run a CCNA 2 and CCNA 3 course as part of continued training for a large group of GCI employees

Evidence of success to date (2500 characters or less)**Enrollment Analysis: Overall Impressions**

The recommendation that faculty 'Engage in a deep analysis of enrollment and markets for new students presupposes that CSNT faculty have the bandwidth available and required knowledge to successfully complete these activities.

Faculty are willing to perform such tasks, but workload accommodations and required training have not materialized.

The AY26 Program Review Data Sheet indicates some positive trends in enrollment but the lack of long-term data makes effective analysis difficult.

Computer Systems and Network Technology (CSNT) is a relatively new program, merging the Matanuska Susitna College program with the Anchorage-campus program in 2023, combining both student populations into a single program/degree.

The small size of the program's cohort leads to sampling error, which makes data-driven analysis difficult. But the "Course Offering and Enrollment Data..." spreadsheet indicates a generally positive trend in the number of students enrolled across all sections.

In general, the 'entry-level' courses have the highest enrollment; and the second-year, final semester courses are characterized as having the lowest enrollments.

This characteristic is not surprising, as there is anecdotal evidence that many students are 'just taking a computer course' and are not enrolled in the program as a degree- or certificate-seeking student. Some are students enrolled in other programs, and others are not planning on completing additional courses in the program.

The chronically low enrollment numbers have led to CSNT cutting back sections and electives, which means that faculty have fewer options when offering electives that may improve enrollment and retention.

Enrollment Analysis: Courses in Sequence

CSNT has two 'sequenced' sets of courses. One set is the Cisco Routing and Switching courses: Cisco I (CNT A170), Cisco II (CNT A261), and Cisco III (CNT A270). This sequence builds on the course before and there are prerequisites for the second and third courses, this is per the Cisco Academy.

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The second set is the 'Microsoft enterprise' set of courses: Industry PC Config Essentials (CNT A240), Admin and Support Industry Network Architecture (CNT A241), Industry Network Directory Config (CNT A242), and Industry Application Infrastructure (CNT A243).

Both course sequences are required for the program's associate degree, and the Cisco courses are central to the Cisco-Certified Network Associate OEC.

Recommendation 2: Expand the cloud computing and cyber security throughout the program.

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

CSNT has been offering explicit cloud computing courses for the last three academic years and will be offering an additional course AY 26/27. Right now, it is a 'Selected Topics' course but we anticipate moving it into the degree as either a core course or an elective. Other classes now include cloud computing modules and/or activities that include Amazon's AWS Academy Learner Labs, which is a single-use lab environment for students.

CSNT has long had a CNT A264 course that focuses on Cybersecurity as well as the objectives of the CompTIA Sec+ certification. All other CNT courses have significant cybersecurity coursework embedded in the lab modules. Low enrollment limits the number of cybersecurity offerings as we cannot hire adjuncts to deliver these courses without our current enrollment.

Actions taken to date (2500 characters or less)

CSNT joined Amazon's AWS Academy in 2024. This program offers foundational, associate, and professional certifications in cloud technologies. As a result, we have been offering CNT 290—AWS Cloud Foundations (AY 24/25/26). We will be offering the AWS Academy AI Certified Practitioner course in Spring 2027. Each course needs support with advertising and publicity outside of CSNT, as they are intended for a wide variety of groups that use, support, or develop cloud-based applications such as Blackboard or Microsoft 365/Entra (both of which are used by UAA.)

We currently have one instructor qualified to teach their Cloud Foundations course, which is being offered as a Selected Topics course and will be integrated into the degree/OEC's.

This course can and should be offered to students in CTC as a whole and to students outside the college. Amazon Cloud Foundations is intended for both IT and non-IT students.

It should be classed as a second semester course when integrated into the degree as a course/requirement. Right now, it is a 200-level Selected Topics course, but it should be considered a 100-level course with no prerequisites.

CSNT is a member of the MS Learn community, but there is no official academy. CSNT is training to provide Microsoft Azure Cloud courses, that leads to the 'Microsoft Certified: Azure Fundamentals' certification, but that is pending completion of other certifications needed.

Many of the courses now have a cloud computing component included.

All CSNT courses have a cybersecurity component, explicit or implicit. For example, CNT A160/162/183 all have modules that involve cybersecurity, as well as assessments and activities that help students understand and implement cybersecurity in operating systems and computer networks.

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Evidence of success to date (2500 characters or less)

The fact that we have been offering an online Information Security course, and other course content indicates a strong cybersecurity offering.

The Amazon Web Services (AWS) course in Cloud Fundamentals has been offered in three separate academic years, and will be offered again AY 26/27, along with the AWS Certified AI Practitioner course for the first time in Spring 27. Enrollment has been sparse but marketing of this course outside of the program is needed, as the certification is in demand and is aimed at a less technical, more business-oriented population who are getting started in cloud-based programs or software development. Amazon also recommends that this course is completed prior to enrolling in their AWS AI practitioner course (which we will be offering.)

Recommendation 3: *Monitor the progress of enrolled students and offer support as needed to ensure they can complete their degrees. Faculty should pursue training to utilize tools so they can track student progress.*

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

There has been no formal program/effort to monitor progress of enrolled students. Each faculty member follows their own methodology to track students, either in a single course or across the program.

Actions taken to date (2500 characters or less)

CSNT faculty are not aware of any tool that helps to track student process. Nor is there any sort of workload accommodation for such an effort.

Evidence of success to date (2500 characters or less)

See above

Recommendation 4: *Think about how the program puts 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.*

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

The only CSNT classes with pre-requisites are the second-and-beyond offerings in the sequence of CCNA courses and the Microsoft courses, and the program is flexible about petitions for substitute courses.

Anchorage/MatSu course start time, and scheduling conflicts do create challenges in getting all students through the curriculum in an efficient manner. This has led to the duplication of courses on both campuses during the same semester. Each campus makes these decisions in a rational fashion for their campus, but the result is a duplication of effort that is contrary to the anticipated efficiencies of merging the two programs.

Additionally, there continue to be CSNT students who 'self-advise' and take courses out-of-order or register for courses that are not needed for the degree. The faculty encourages all students to meet with a Student Success Coordinator, but the participation rate is unclear.

Actions taken to date (2500 characters or less)

None

Evidence of success to date (2500 characters or less)

None

- 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 CSNT program is well-aligned with the missions of UAA, CTC, and the Anchorage and MatSU campuses. The program meets a clear regional workforce demand and is evolving course offerings to meet emerging demands for Cloud and AI technologies that are now found in the workplace. We prepare students for direct employment in Information Technology, or jobs that rely on Information Technology.

CSNT, through Advisory Boards in both Anchorage and MatSu, as well as regional technology employer groups such as the Anchorage Technology Forum seeks to update its curriculum so that our graduates can meet employers' needs for today as well as future technologies.

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, Amazon's AWS Academy, and the Cisco NetAcad program.

CSNT courses focus on critical thinking and professional responsibility when evaluating the four competencies of the University:

For critical thinking, CSNT focuses on the fundamental aspects of Information Technology and applying these aspects to real-world customer support, IT problem solving and troubleshooting using industry-standard methodologies.

Professional responsibility is found throughout the program. For example, Information Technology principles include role-based access control and least permissions when accessing data or services. Other examples include discussions on the responsible use of AI and the responsible care of customer data.

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

i. OEC Cisco-Certified Network Associate

- *1) Show knowledge of network infrastructure; 2) Demonstrate competence in entry-level tasks of design, configuration, operation and troubleshooting Ethernet and TCP/IP networks; 3) Demonstrate competence in the configuration and troubleshooting of Cisco routers and switches.*

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

Students that are retained and complete the courses and program are meeting expectations. The main concern is that we lose so many students after the entry level courses.

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

The CCNA courses were changed from half semester to full semester to improve retention in those courses.

A CCNA Capstone Project was implemented for CCNA 3 for students to apply the cumulative learning accomplished in the three CCNA courses.

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

Unfortunately, there is no evidence that changing the CCNA courses to full semester has improved retention.

The CCNA Capstone Project has provided the program with another artifact to measure what students have learned cumulatively in the courses. Both in demonstrating the ability to implement desired skills and in the ability to create appropriate documentation. Some students have used the project in a portfolio to help demonstrate what they have learned to employers.

ii. OEC IT Support Desk Technician

- *1) Show an understanding of installing and configuring operating systems; 2) Show knowledge of computer hardware and peripherals; 3) Demonstrate competence in IT workplace service skills through customer service and troubleshooting.*

Describe your key findings for these outcomes. Programs may enter "See above" if there is a significant overlap of outcomes. (3500 characters or less)

Students are meeting the learning outcomes.

Describe actions taken to improve student learning for these outcomes. Programs may enter "See above" if there is a significant overlap of outcomes. (3500 characters or less)

No actions have needed to be taken so far.

Describe evidence that these actions are working. Programs may enter "See above" if there is a significant overlap of outcomes. (3500 characters or less)

No actions have needed to be taken so far.

iii. AAS Computer Systems & Network Technology

- *1) Show an understanding of IT concepts and technical skills, installing and configuring operating systems, and using utility software; 2) Show knowledge of computer hardware and peripherals; 3) Demonstrate competence in IT workplace service skills through customer service, troubleshooting and implementation of security; 4) Demonstrate competence in entry-level tasks of design, configuration, operation and troubleshooting Ethernet and TCP/IP networks using Cisco routers and switches; 5) Show knowledge of network infrastructure, network workgroups, and domain administration; 6) Demonstrate the ability to manage an IT-related project by professionally and ethically utilizing business principles, communication skills and teamwork.*

Describe your key findings for these outcomes. Programs may enter "See above" if there is a significant overlap of outcomes. (3500 characters or less)

Students that are retained and complete the courses and program are meeting expectations. The main concern is that we lose so many students after the entry level courses.

Describe actions taken to improve student learning for these outcomes. Programs may enter "See above" if there is a significant overlap of outcomes. (3500 characters or less)

The IT Support Desk Technician OEC was created to provide a path to graduate with a certificate for students who are just looking for a few classes to prepare them for an entry level position at an IT help desk or for Desktop support.

To improve students' ability to create clear documentation an assignment was implemented in CNT A183 for students to document their home network with industry-accepted tools.

The CCNA courses were changed from half semester to full semester to improve retention in those courses.

A CCNA Capstone Project was implemented for CCNA 3 for students to apply the cumulative learning accomplished in the three CCNA courses.

Describe evidence that these actions are working. Programs may enter "See above" if there is a significant overlap of outcomes. (3500 characters or less)

Creating the IT Support Desk Technician OEC has led to having some students who do not continue to later courses graduate with an occupational endorsement certificate from UAA.

The CNT A183 documentation assignment has helped students to learn to use network documentation software that they will use on the job.

Unfortunately, there is no evidence that changing the CCNA courses to full semester has improved retention.

The CCNA Capstone Project has provided the program with another artifact to measure what students have learned cumulatively in the courses. Both in demonstrating the ability to implement desired skills and in the ability to create appropriate documentation. Some students have used the project in a portfolio to help demonstrate what they have learned to employers.

- 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 the C-RAC Standards. (3500 characters or less)**

The program has improved through working cyber security and cloud computing into courses throughout the program. With the use of AI becoming ubiquitous we have gathered information from local partners on what students should know about AI and be able to do with AI. We are working on implementing the use of AI into courses throughout the program so students are trained in its appropriate use in IT.

- c. 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 the C-RAC Standards. (3500 characters or less)**

See b. above.

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)**

CSNT student success metrics along with the closing of achievement gaps do not have enough years of data to demonstrate student success. For 2024 and 2025 there is simply not enough data to complete an analysis.

- 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)**

Associate Graduate Rate (4th year) does not have enough data points on the AY26 Program Review Data Sheet to draw any conclusions, due to the new nature of the CSNT integrated program and the small size of the student cohort.

Course Pass Rate by Course Level (Undergraduate Lower Divisions) shows some variations, but it seems that the variations do not provide any discernable trends in aggregate, or when broken down by category/characteristic.

It is suspected that the variation with each category is connected to the small cohort size, as indicated by the first bullet point at the top of the form.

- 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)**

CSNT does not and has no means to track student success after completing the program, in aggregate. We do have anecdotal information on several graduates and their post-graduation career paths.

One student completed the AAS about a decade ago. He earned his Cisco CCNA certification and is now working for an Anchorage-based Managed Service Provider (MSP). He was able to leverage his VMware course knowledge and training in his position at the MSP. The MSP made a strategic change in the last five years and moved customer services to Azure Cloud. He was then able to migrate his skill set to supporting a large 'cloud-native' client who is using a portfolio of Azure Cloud services.

Another student achieved our AAS and went on to complete the BSATL. He earned a CCNA certification, the CompTIA Sec+ certification, as well as other supporting certifications. He currently works as a senior

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manager in a cybersecurity company that provides ransomware reversal services. Prior to his current position, he was a network infrastructure and cybersecurity manager for a large government agency.

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)**

It is not clear why the Demand numbers for 2021 are so high in the Ratio of Out of Discipline Credit hours to Total credit hours. It is possible that the small size of the cohort skews the ratio. It looks like graduates who make up the cohort range from 0 to 2. Which does not provide much quantitative data for decision making.

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)

Five-year trends for both the degree and the two certificates show a general upward trend. The Cisco OEC trend is somewhat level, but the low numbers of certificate awards make drawing conclusions somewhat suspect. The same applies to the IT Support Desk Technician, but there is an upward trend, but it is not clear if the trend is significant.

The AAS does show a positive trend in five-year degree completion/award which may or may not be significant. This trend does not seem to correlate to any of the data provided in the AY26 Program Review Data Sheet. If there are correlations, the connection is not clear.

Optional: Discuss the extent to which, if any, extramural funding supports students, equipment, and faculty in the program. (3000 characters or less)

CSNT has received TVEP Grants over the last five years. These grants have been used to replace lab workstations in Anchorage and Server Infrastructure on the MatSu campus.

In Anchorage, the equipment was needed to replace obsolete computer workstations that would not run Windows 11. The old equipment is now used for the program's PC hardware class.

The MatSu Server infrastructure grant provided new servers and related infrastructure that are currently powering the Netlab environment that is being used by the MatSu Cisco hybrid-delivery courses, as well as several other courses for MatSu classes, as well as CNT A 183 offered by Anchorage and CNT A160 on the Anchorage campus.

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)

CSNT is distinct in Alaska in several ways.

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We are in two of Alaska's major population centers: Anchorage, and MatSu. This means that we have a relatively large pool of potential students to recruit and employers who hire students for jobs in the region or statewide.

We offer 'in-person' classes that pull in students who want to take classes on campus. In-person classes are offered at times convenient to student schedules, in that all classes are scheduled for late afternoons or evenings.

Many courses are offered in a hybrid format that provides the 'in-person' experience, as well as a synchronous distance delivery option. We leverage online labs with our MatSu-based Netlab infrastructure and are moving to online labs offered by textbook publishers (Cengage MindTap.)

Other programs such as AVTECH have a strong in-person delivery but do not offer degrees like CSNT's AAS or OEC's. Other programs like UAF's Computer and Information Technology program do not offer in-person classes with hands-on training with real equipment the students can handle in person. There are students who have struggled with online classes even within our own program and have wound up later taking the course in person to overcome the difficulties online learning presents to them personally.

If students need a completely online option, we recommend the Fairbanks program.

8. Assess the strengths of your program and propose one or two action steps to address areas that need improvement. (4000 characters or less)

CSNT's presence on two campuses with labs in both locations provides opportunities for students to work on actual computer networks and industry-standard computing equipment. This also provides choice for students to take a class either on a campus near their residence or one a day or time that fits their schedule.

CSNT offers a variety of outcomes to students and employers: Graduates with an associate's degree, an OEC that assures employers of skills both learned and practiced, students who complete coursework that leads to a certification, or for students to 'just take a class.' One trend to be noted are the number of students who are taking courses requested by their employer.

CSNT's curriculum is evolving along with Information Technology. We are offering (or have offered) Selected Topics courses in Cybersecurity, Cloud Computing, Artificial Intelligence (AI), and On-Premise datacenters. It is anticipated that several of these courses will evolve into either core courses in the curriculum or as electives.

These courses build upon foundational concepts taught in CSNT; concepts such as computer networking, operating systems, authentication and authorization, as well as securing and controlling access to organizational resources and data.

Action steps to be considered:

- 1) Marketing the program to potential students and employers in the region. If we can grow the CSNT student population, raise community awareness, as well as employer awareness, this will allow the program to provide more robust offerings in cybersecurity, cloud, and Artificial Intelligence. Skills and knowledge that Alaska needs.
- 2) Seeking a more effective coordination strategy between the MatSu campus program and the Anchorage-based program. This will help realize the efficiencies anticipated by merging the two programs and create fewer twists, turns and obstacles on the students' path to degree completion.

9. Over the past two years programs and colleges conducted a comprehensive review of all fees. Moving forward, per the [UAA Course Fee Policy](#), programs conduct a comprehensive review and re-approval of all

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course fees as part of the cyclical Academic Program Review process. The college's strategic budget officer will conduct a review, and the dean will review the results and work with the program on any changes. The authorized lead, per the Course Fee Policy, will submit forms for each fee, whether to delete, retain, or change the fee. Forms are due to OAA by the regular February 15 deadline.

What was the general outcome of the comprehensive fee review? (2500 characters or less)

Fees have been reviewed and up to date. Currently they are moving through the system.

Committee chair first name last name: Chris Foster

Date: 3/6/2026

END OF PROGRAM SECTION

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)

Recommendation 1: Engage in a deep analysis of enrollment and markets for new students.

Recommendation has not been met.

The faculty are not looking for the markets for new students. Each of the faculty appear to be looking internally in UAA. The recommendation was to analyze where the current students are coming from and examine new possible markets. The CTC Dean will work with the Director of Mat-su to choose and assign workload to specifically do this research and analysis.

Recommendation 2: Expand the cloud computing and cyber security throughout the program.

Recommendation has been met.

One particular faculty has been focused on expanding offerings into current cloud operations. We also have had one security course for a significant time now. I believe they have met the recommendation, though an expansion might be necessary for updating all of the curriculum beyond the CCNA focus of the program.

Recommendation 3: Monitor the progress of enrolled students and offer support as needed to ensure they can complete their degrees. Faculty should pursue training to utilize tools so they can track student progress. Recommendation has not been met.

The faculty are waiting for the Dean's office to provide them tools for student success. This recommendation has not been met. However, this will also be a workload assignment for the faculty going onward to address tracking and student success. It also should be noted that the students seem to only want the shorter term programs, and as such a UC might be more applicable.

Recommendation 4: Think about how the program puts students first by looking carefully at issues such as pre-requisites, especially "hidden" pre-requisites, excess credits, especially for additional upper-division or

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in-residence credits beyond the university requirements, and student progression through the curriculum.

Recommendation has been met.

The faculty have removed most of the course prerequisites of the program. Only the ones that are clearly necessary were kept. This has been met.

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)

Computer System and Network Technology does align with the Mat-su and CTC missions, working to educate the workforce for Alaska's IT needs. This is a focus on both Creative and Critical Thinking, and Personal, Professional, and Community responsibilities. However, I do believe that they also work toward Effective Communication. One of the strengths of the program is the focus on communication and also customer relations, something often lacking in IT programs.

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

Students appear to be meeting the student learning outcomes. However, the faculty have noted that students are not completing the longer programs. Anecdotally, the students appear to be leaving before the second year of the AAS. Based on limited accounts they also appear to be getting employment at that point and do not continue further. It would be to the benefit of the program to develop a 1-year certificate to have those students complete a university credential for their time and may also attract more students to the program.

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

The program has been asked for program reviews every two years. This is not allowing any changes effects to be seen, let alone examined. Faculty are frustrated and the program changes are slowing down. The Dean needs to give more time between program reviews to see how the program changes affect both the students and the program.

5. Demand (2000 characters or less)

The program has been consistent with these metrics over the years. CNT is a very focused program for an industry that focuses less on degrees and more on certifications. As such students often do not continue in degrees, but will continue to enhance their credentials outside of the university.

6. Productivity and Efficiency (2000 characters or less)

The CNT AAS is showing a positive trend in enrollments, but over the last several years we have been focusing on creating a schedule that does not overlap classes between Mat-su and Anchorage campuses. This has improved course fill rates improving course and program efficiency.

7. Duplication and Distinctiveness (2000 characters or less)

IT programs are at multiple locations throughout the state, however several of these programs have moved completely online. Our program offers several advantages, with the largest being the focusing on customer service. Students in our program received a higher level of education beyond just the certifications. It is this education and the hands-on instruction that sets UAA's CSNT program apart.

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

While I agree with the faculty that a key strength of the program is its use of selected topics to keep the curriculum current. It is critical that we integrate the topics into our normal curriculum, not just add ons. This

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could help attract students into the program. I also believe that we could make it easier for students to see those topics within the curriculum. The faculty are still having issues with coordinating the programs so yes, the faculty should try and expand the coordination.

9. Comprehensive Fee Review (2000 characters or less)

Fees have been reviewed and up to date. Currently they are moving through the system.

Dean's Final Evaluation

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

CTC commends the faculty of the Computer Systems and Network Technology for the following:

- 1.) The creative use of selective topics courses to keep a focus on the most current industry standards. This is especially true for the cloud-based services as well as security issues.
- 2.) The recruitment efforts for the program. While there has not been massive growth for the program, the decreasing trend has stopped. With some more effort, we could see more growth in the near future.

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

- 1.) Explore new groups for the program to attract students from. This will require workload and research on the part of the faculty, however our current pools are not providing increasing enrollments. If we could find additional recruitment pools, we should be able reach capacity.
- 2.) The faculty should create an Undergraduate certificate to better meet student needs. There is a sharp drop off in retention between the first and second years of the AAS, which indicates that the students are getting what they need within the first year. A one-year certificate could also attract more students and lead to increases in the AAS should they wish to continue their studies.
- 3.) The program should develop a course rotation between the Anchorage and Mat-su campuses to prevent diluting course enrollments. This is a long-standing issue, with times courses having half enrollments on both campuses. Having a clear and consistent course rotation would help support healthier course enrollments at both campuses.

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: AY2030

Proposed next regular Program Review: AY2033

Dean first name last name: Raymond Weber

Date: 3/11/2026

END OF DEAN SECTION

10/20/2025

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

Optional Response: (10,000 characters or less)

Thanks to Dean Weber for his considered response

Committee chair first name last name: Christian B Foster

Date: 3/18/2026

END OF PROGRAM OPTIONAL RESPONSE SECTION

PROVOST SECTION (Due on August 1)

Provost's commendations, additional or adjusted recommendations, if any, and other general comments (3500 characters or less):

I generally agree with the dean's commendations, particularly faculty efforts to focus the curriculum and to recruit new students.

While I understand the dean's recommendations, I am changing the final decision to suspend admissions, teach out the current students, and retool the program to align with employer and state needs, student behaviors, and Workforce Pell eligibility. The curriculum does not seem to be meeting the expectations of students, and the program will want to consider whether an associate's degree is needed, or if short-term certificates with professional certifications embedded into the curriculum will better meet the need. Additionally, it is not clear to me that having two delivery locations is sustainable, and am recommending, both from a resource perspective and a programmatic coherence perspective, that there be only one location. The faculty will want to put forward the revised curriculum in Fall 2026.

Finally, I want to thank the program for the comprehensive review of course fees as part of this Program Review process. The program retained all 7 course fees with no change in level. Controlling costs to students is a significant part of UAA's affordability initiative, and I wish to thank the program for its efforts in this area. These fees may need to be revisited, depending on decisions relative to the program.

OECs Provost's decision: Revision -- Program will be revised in the next academic year using existing resources.

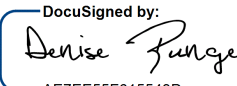
AAS Provost's decision: Suspension -- While decisions relative to the program are made, admissions to the program are suspended.

Interim Progress Report: Select N/A or Academic Year.

Follow-up Program Review: Select N/A or Academic Year.

Next regular Program Review: AY2029

Provost's signature:

DocuSigned by:

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Date: June 26, 2026