

Weber State University
Annual Assessment of Evidence of Learning

Cover Page

Department/Program: Network Management Technology
Academic Year of Report: 2014/15
Date Submitted: November 15, 2015
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A. Brief Introductory Statement:

Please review the Introductory Statement and contact information for your department displayed on the assessment site:

<http://www.weber.edu/portfolio/departments.html> - if this information is current, please place an 'X' below. No further information is needed. We will indicate "Last Reviewed: [current date]" on the page.

Information is current; no changes required.

Information is not current; updates below.

Update:

The Network Management Technology major is in the School of Computing in the College of Engineering, Applied Science and Technology (EAST) at Weber State University (WSU). Students have the following degree options:

Bachelor of Science in Network Management Technology

Associate of Applied Science in Network Management Technology

Minor in Network Management Technology

Certificate in Network Security Technology

Certificate in Network Technologies

Students learn to maintain voice and data network systems. For voice systems, students design, install and manage phone systems, as well as practice programming switches for telephone applications in a lab situation. For data systems, students learn Linux, Microsoft, and Cisco; master computer programs for Web design graphics, the Internet, and network security; install software and configure data systems to operate efficiently; explore cyber ethics and policies; and participate in an internship in a corporate network department.

Graduates in this major may work in the network industry and includes working with a voice network, a data network, or a converged network. Jobs may focus on local area networks, fiber optics, switches, firewalls, router configuration protocols, microwave and satellite communications, online databases, telephone systems, voice technology, and network security.

B. Mission Statement

Please review the Mission Statement for your department displayed on the assessment site: <http://www.weber.edu/portfolio/departments.html> - if it is current, please indicate as much; we will mark the web page as “Last Reviewed [current date]”. No further information is needed. If the information is not current, please provide an update:

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The Network Management Technology Program is committed to providing the highest quality undergraduate program while preparing students to assume roles in decision making, leadership, research, and service to community and business.

The program assists students in developing, communicating and applying knowledge for the technical and professional world as well as gaining a desire for lifelong learning.

C. Student Learning Outcomes

Please review the Student Learning Outcomes for your department displayed on the assessment site:

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Information is current; no changes required.

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Measureable Learning Outcomes

- At the end of their study at WSU, students in this program will

- 1. possess effective business communication skills.
2. possess effective computational skills.
3. possess knowledge and skills of technology.
4. implement effective decision-making and problem-solving skills.
5. implement effective ethics and professionalism.

D. Curriculum

Please review the Curriculum Grid for your department displayed on the assessment site: <http://www.weber.edu/portfolio/departments.html> - if it is current, please indicate as much; we will mark the web page as “Last Reviewed: [current data]”. No further information is needed. If the curriculum grid is not current, please provide an update:

Information is current; no changes required.

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Curriculum Map

Core Courses in Department/Program	Department/Program Learning Outcomes				
	Learning Outcome 1: Effective Business Communication Skills	Learning Outcome 2: Effective Computational Skills	Learning Outcome 3: Knowledge and Skills	Learning Outcome 4: Implementation of Decision-Making and Problem Solving Skills	Learning Outcome 5: Knowledge of Ethics and Professionalism
EET 1110 (formerly CEET 1110 Basic Electronics)		E	U	U	
CS 1400 Fundamentals of Programming					
CS 2130 Computational Structures		U		E	
CS 2550 Database Design and Application Development					
CS 2810 (formerly CS 2650 Computer Architecture/ Organization)					
NTM 1300 Networks and Emerging Technology	E	U	U	E	
NTM 2200 Microcomputer Operating Systems			E	E	
NTM 2300 Introduction to LAN Management			U	U	
NTM 2415 Cisco TCP/IP Protocol Suite, Routing Protocols, and Router Configuration				U	
NTM 2435 Cisco Adv Routing Protocols, LAN Switching & WAN Theory and Design				U	
NTM 2532 Web Page Design and Development			U		
NTM 3250 Business Communication	A				
NTM 3200 Linux Systems Administration			U		
NTM 3300 Advanced Network Security Management			Artifact*	U	

Core Courses in Department/Program	Department/Program Learning Outcomes				
	Learning Outcome 1: Effective Business Communication Skills	Learning Outcome 2: Effective Computational Skills	Learning Outcome 3: Knowledge and Skills	Learning Outcome 4: Implementation of Decision-Making and Problem Solving Skills	Learning Outcome 5: Knowledge of Ethics and Professionalism
NTM 3310 Network Server Administration					
NTM 3532 Internet/Database Integration			U		
NTM 3550 Supervising Information Technology	U		U		
NTM 3710 Digital Switching Systems			E	E	
NTM 3715 Digital Switching & Transport Applications			U	U	
NTM 3720 Advanced Transport Media (3710 & 3720 combined)			U	U	E
NTM 3730 Cyber Policy and Ethics	U		U	E	E
NTM 4700 Data Network Design			U	U	E
NTM 4710 Traffic Technology & Voice Network Design		U	U	U	E
NTM 4760 Network/Telecommunications Internship	A	A	Artifact	A	A
NTM 4790 Network/Telecommunications Senior Project	A	A	A	A	A
CS 3030 Scripting Languages					
CS 3705 Protocol Analysis					
CS 4740 Security Vulnerabilities and Intrusion Mitigation	E	U	U	U	E
ECON 1010					
COMM 2110					

Note^a: Define words, letters or symbols used and their interpretation; i.e. 1= introduced, 2 = emphasized, 3 = mastered or I = Introduced, E = Emphasized, U = Utilized, A = Assessed Comprehensively; these are examples, departmental choice of letters/numbers may differ

Note^b: Rows and columns should be transposed as required to meet the needs of each individual department

Additional Information (if needed)

E. Assessment Plan

Please review the Assessment Plan for your department displayed on the assessment site: <http://www.weber.edu/portfolio/departments.html> - if the plan current, please indicate as much; we will mark the web page as “Last Reviewed [current date]”. No further information is needed.

The site should contain an up-to-date assessment plan with planning going out a minimum of three years beyond the current year. Please review the plan displayed for your department at the above site. The plan should include a list of courses from which data will be gathered and the schedule, as well as an overview of the assessment strategy the department is using (for example, portfolios, or a combination of Chi assessment data and student survey information, or industry certification exams, etc.).

Please be sure to include your planned assessment of any general education courses taught within your department. This information will be used to update the General Education Improvement and Assessment Committee’s planning documentation.

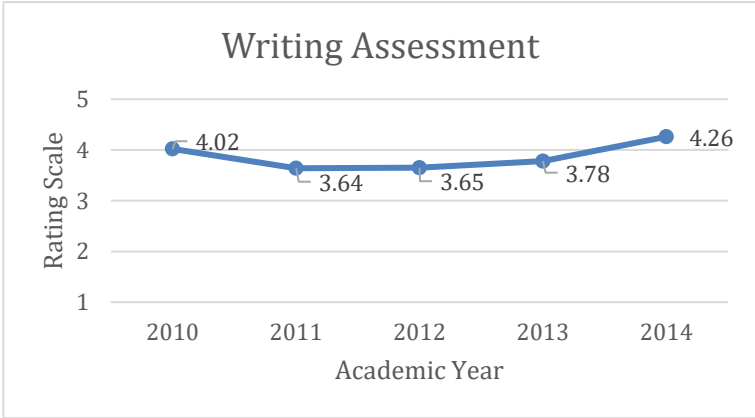
Assessment plan:

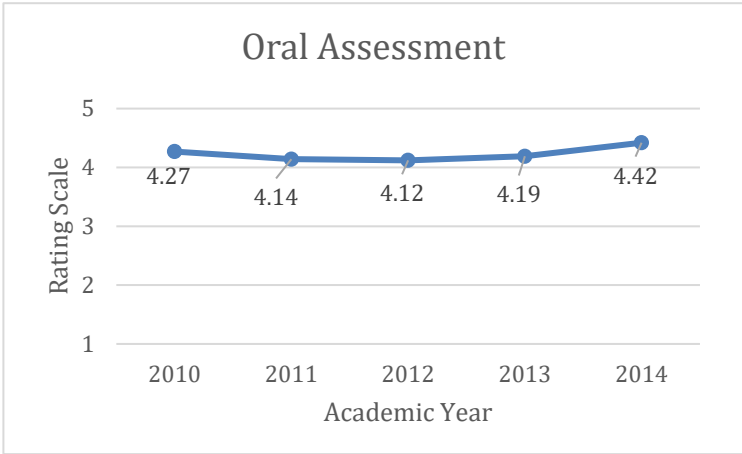
Problem Identified	Action to Be Taken
<p><i>Issue 1</i></p> <p>After the Telecommunications curriculum changes have been approved, then the program needs to seek ABET accreditation.</p>	<p><i>Current 5 Year Program Review: 2012</i></p>
	<p><i>Year 1 Action to Be Taken: 2012</i> Change major name from Telecommunications Administration to Network Management Technologies. Done Get curriculum changes completed. Done</p>
	<p><i>Year 2 Action to Be Taken: 2013</i> Apply for ABET accreditation. ABET committee has been formed and type of ABET accreditation has been determined. Documents are being prepared for the ABET accreditation. The application for ABET accreditation needs to be moved to 2016. In 2014, the NMT faculty continue to discuss ABET.</p>
	<p><i>Year 3 Action to Be Taken: 2014: Move to 2016</i> Apply for ABET accreditation and complete ABET accreditation self-study.</p>
	<p><i>Year 4 Action to Be Taken: 2015: Move to 2016</i> Receive ABET accreditation.</p>
<p><i>Issue 2</i></p> <p>Gather artifacts for assessment.</p>	<p><i>Current 5 Year Program Review: 2012</i></p>
	<p><i>Year 1 Action to Be Taken: 2012</i> Collect artifacts from NTM 2415 Done Collect artifacts from NTM 4790 Done</p>
	<p><i>Year 2 Action to Be Taken: 2013</i> Collect artifacts from NTM 2435 and NTM 3300 and NTM 4790. The artifacts are being gathered from the three courses. Done</p>

F. Report of assessment results for the most previous academic year:

There are a variety of ways in which departments can choose to show evidence of learning. This is one example. The critical pieces to include are 1) what learning outcome is being assessed, 2) what method of measurement was used, 3) what the threshold for ‘acceptable performance’ is for that measurement, 4) what the actual results of the assessment were, 5) how those findings are interpreted, and 6) what is the course of action to be taken based upon the interpretation.

A. Evidence of Learning: Courses within the Major
(this is a sample page for purpose of illustration only; a blank template can be found on the next page)

Evidence of Learning: Courses within the Network Management Technology Major																	
Program Learning Goal	Measurable Learning Outcome	Method of Measurement Direct and Indirect Measures*	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results												
<p><i>Goal 1:</i></p> <p>Students will possess effective business communication skills</p>	<p><i>Learning Outcome 1:</i></p> <p>Students will maintain a score of 3.5 or above on the writing assessment.</p>	<p><i>Measure 1:</i></p> <p>Writing Assessment Rubric</p>	<p>Measure 1:</p>  <table border="1"> <caption>Writing Assessment Data</caption> <thead> <tr> <th>Academic Year</th> <th>Rating Scale</th> </tr> </thead> <tbody> <tr> <td>2010</td> <td>4.02</td> </tr> <tr> <td>2011</td> <td>3.64</td> </tr> <tr> <td>2012</td> <td>3.65</td> </tr> <tr> <td>2013</td> <td>3.78</td> </tr> <tr> <td>2014</td> <td>4.26</td> </tr> </tbody> </table>	Academic Year	Rating Scale	2010	4.02	2011	3.64	2012	3.65	2013	3.78	2014	4.26	<p><i>Measure 1:</i></p> <p>Since Fall 2010, students have maintained an average score of 3.87 on the written communication assessment.</p>	<p><i>Measure 1:</i></p> <p>Continue to evaluate the individual element scores on the writing rubric.</p>
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	<p><i>Learning Outcome 2:</i></p> <p>Students will maintain a score of 3.5 or above on the oral communication assessment.</p>	<p><i>Measure 2:</i></p> <p>Oral Communication Assessment Rubric</p>	<p>Measure 2:</p>  <table border="1"> <caption>Oral Assessment Data</caption> <thead> <tr> <th>Academic Year</th> <th>Rating Scale</th> </tr> </thead> <tbody> <tr> <td>2010</td> <td>4.27</td> </tr> <tr> <td>2011</td> <td>4.14</td> </tr> <tr> <td>2012</td> <td>4.12</td> </tr> <tr> <td>2013</td> <td>4.19</td> </tr> <tr> <td>2014</td> <td>4.42</td> </tr> </tbody> </table>	Academic Year	Rating Scale	2010	4.27	2011	4.14	2012	4.12	2013	4.19	2014	4.42	<p><i>Measure 2:</i></p> <p>Since Fall 2010, students have maintained an average score of 4.23 on the oral communication assessment.</p>	<p><i>Measure 2:</i></p> <p>Continue to evaluate the individual element scores on the oral rubric.</p>
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<p><i>Goal 2:</i></p> <p>Students will possess effective computational skills</p>	<p><i>Learning Outcome 2:</i></p> <p>Students will accurately use formulas and functions to perform business applications.</p>	<p><i>Measure 1:</i></p> <p>Internship Employer and Student Forms</p>	<p><i>Measure 1:</i></p> <p>Computational Skills by Employers</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Accurately uses formulas</th> <th>Makes a few errors with formulas</th> <th>Makes numerous errors with formulas</th> <th>Not Applicable</th> </tr> </thead> <tbody> <tr> <td>2010</td> <td>18</td> <td>5</td> <td>2</td> <td>5</td> </tr> <tr> <td>2011</td> <td>15</td> <td>3</td> <td>1</td> <td>3</td> </tr> <tr> <td>2012</td> <td>14</td> <td>3</td> <td>1</td> <td>4</td> </tr> <tr> <td>2013</td> <td>12</td> <td>3</td> <td>1</td> <td>6</td> </tr> <tr> <td>2014</td> <td>25</td> <td>3</td> <td>1</td> <td>4</td> </tr> </tbody> </table> <p>Computational Skills by Students</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Accurately uses formulas</th> <th>Makes a few errors with formulas</th> <th>Makes numerous errors with formulas</th> <th>Not Applicable</th> </tr> </thead> <tbody> <tr> <td>2010</td> <td>18</td> <td>8</td> <td>1</td> <td>1</td> </tr> <tr> <td>2011</td> <td>12</td> <td>6</td> <td>1</td> <td>1</td> </tr> <tr> <td>2012</td> <td>12</td> <td>6</td> <td>1</td> <td>1</td> </tr> <tr> <td>2013</td> <td>16</td> <td>4</td> <td>1</td> <td>1</td> </tr> <tr> <td>2014</td> <td>18</td> <td>4</td> <td>1</td> <td>8</td> </tr> </tbody> </table>	Year	Accurately uses formulas	Makes a few errors with formulas	Makes numerous errors with formulas	Not Applicable	2010	18	5	2	5	2011	15	3	1	3	2012	14	3	1	4	2013	12	3	1	6	2014	25	3	1	4	Year	Accurately uses formulas	Makes a few errors with formulas	Makes numerous errors with formulas	Not Applicable	2010	18	8	1	1	2011	12	6	1	1	2012	12	6	1	1	2013	16	4	1	1	2014	18	4	1	8	<p><i>Measure 1:</i></p> <p>Of the employers who rated students' computational skills, 76 percent rated students in the highest level.</p> <p>Of the students who rated their own computational skills, 70 percent rated themselves in the highest level.</p>	<p><i>Measure 1:</i></p> <p>To continue to have employers rate student's computational skills.</p> <p>To continue to have students rate their computational skills.</p>
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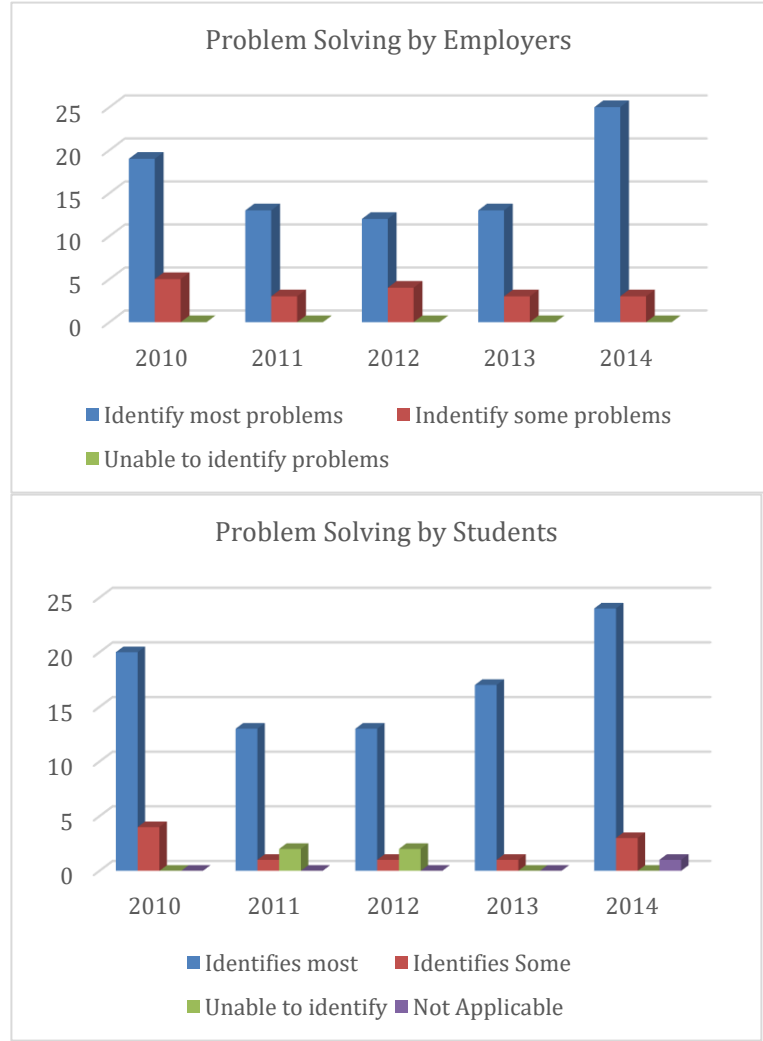
Program Learning Goal	Measurable Learning Outcome	Method of Measurement Direct and Indirect Measures*	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results																																																
<p><i>Goal 3:</i></p> <p>Students will possess effective knowledge and skills</p>	<p><i>Learning Outcome 3:</i></p> <p>Students will work beyond the level of educational background.</p>	<p><i>Measure 1:</i></p> <p>Internship Employer and Student Forms</p>	<p><i>Measure 1:</i></p> <div style="border: 1px solid gray; padding: 5px;"> <p align="center">Knowledge and Skills by Employers</p> <table border="1"> <caption>Knowledge and Skills by Employers</caption> <thead> <tr> <th>Year</th> <th>Works beyond level of education</th> <th>Works on level of education</th> <th>Works on level below education</th> </tr> </thead> <tbody> <tr> <td>2010</td> <td>18</td> <td>10</td> <td>2</td> </tr> <tr> <td>2011</td> <td>14</td> <td>6</td> <td>2</td> </tr> <tr> <td>2012</td> <td>14</td> <td>6</td> <td>2</td> </tr> <tr> <td>2013</td> <td>13</td> <td>7</td> <td>2</td> </tr> <tr> <td>2014</td> <td>17</td> <td>17</td> <td>2</td> </tr> </tbody> </table> </div> <div style="border: 1px solid gray; padding: 5px; margin-top: 10px;"> <p align="center">Knowledge and Skills by Students</p> <table border="1"> <caption>Knowledge and Skills by Students</caption> <thead> <tr> <th>Year</th> <th>Works beyond level of education</th> <th>Works on level of education</th> <th>Works below level of education</th> </tr> </thead> <tbody> <tr> <td>2010</td> <td>16</td> <td>12</td> <td>2</td> </tr> <tr> <td>2011</td> <td>9</td> <td>11</td> <td>2</td> </tr> <tr> <td>2012</td> <td>10</td> <td>10</td> <td>2</td> </tr> <tr> <td>2013</td> <td>13</td> <td>9</td> <td>2</td> </tr> <tr> <td>2014</td> <td>20</td> <td>11</td> <td>2</td> </tr> </tbody> </table> </div>	Year	Works beyond level of education	Works on level of education	Works on level below education	2010	18	10	2	2011	14	6	2	2012	14	6	2	2013	13	7	2	2014	17	17	2	Year	Works beyond level of education	Works on level of education	Works below level of education	2010	16	12	2	2011	9	11	2	2012	10	10	2	2013	13	9	2	2014	20	11	2	<p><i>Measure 1:</i></p> <p>Of the employers who rated students' knowledge and skills 100 percent rated students at the works beyond or on level comparable to educational background levels.</p> <p>Of the students who rated their own knowledge and skills, 100 percent rated themselves at the works beyond or on level comparable to educational background levels.</p>	<p><i>Measure 1:</i></p> <p>To continue to have employers rate student's knowledge and skills.</p> <p>To continue to have students rate their knowledge and skills.</p>
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<p>Goal 4:</p> <p>Students will possess effective decision-making and problem-solving skills</p>	<p>Learning Outcome 4:</p> <p>Students will identify most problems and implement solutions.</p>	<p>Measure 1:</p> <p>Internship Employer and Student Forms</p>	<p>Measure 1:</p> <div style="text-align: center;">  <p>Decision Making by Employers</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Most of the time</th> <th>Some of the time</th> <th>Unable to make decisions</th> <th>Not Applicable</th> </tr> </thead> <tbody> <tr> <td>2010</td> <td>22</td> <td>3</td> <td>1</td> <td>1</td> </tr> <tr> <td>2011</td> <td>13</td> <td>5</td> <td>1</td> <td>1</td> </tr> <tr> <td>2012</td> <td>12</td> <td>6</td> <td>1</td> <td>1</td> </tr> <tr> <td>2013</td> <td>15</td> <td>3</td> <td>1</td> <td>1</td> </tr> <tr> <td>2014</td> <td>25</td> <td>4</td> <td>1</td> <td>1</td> </tr> </tbody> </table> </div> <div style="text-align: center;">  <p>Decision Making by Students</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Most of the time</th> <th>Some of the time</th> <th>Unable to make decisions</th> </tr> </thead> <tbody> <tr> <td>2010</td> <td>23</td> <td>3</td> <td>1</td> </tr> <tr> <td>2011</td> <td>14</td> <td>4</td> <td>1</td> </tr> <tr> <td>2012</td> <td>15</td> <td>3</td> <td>1</td> </tr> <tr> <td>2013</td> <td>17</td> <td>3</td> <td>1</td> </tr> <tr> <td>2014</td> <td>24</td> <td>3</td> <td>2</td> </tr> </tbody> </table> </div>	Year	Most of the time	Some of the time	Unable to make decisions	Not Applicable	2010	22	3	1	1	2011	13	5	1	1	2012	12	6	1	1	2013	15	3	1	1	2014	25	4	1	1	Year	Most of the time	Some of the time	Unable to make decisions	2010	23	3	1	2011	14	4	1	2012	15	3	1	2013	17	3	1	2014	24	3	2	<p>Measure 1:</p> <p>Of the employers who rated students' decision-making skills, 83 percent rated students in the highest level.</p> <p>Of the students who rated their own decision-making skills, 88 percent rated themselves in the highest level.</p>	<p>Measure 1:</p> <p>To continue to have employers rate student's problem-solving skills.</p> <p>To continue to have students rate their problem-solving skills.</p>
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Measure 2:

Internship
Employer and
Student Forms

Measure 2:



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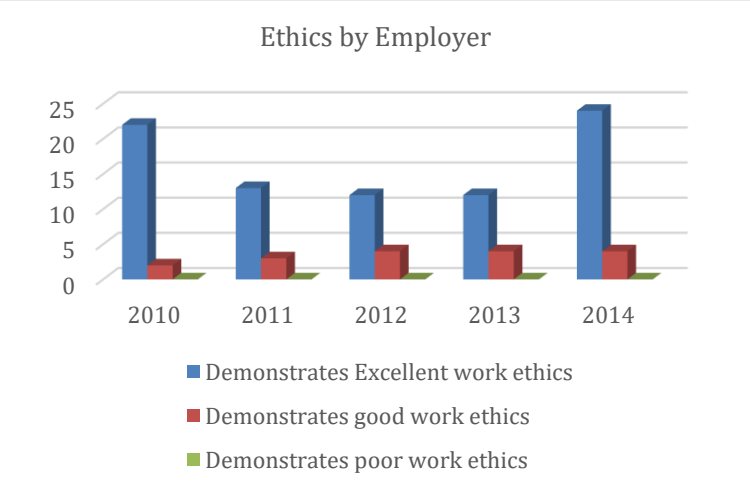
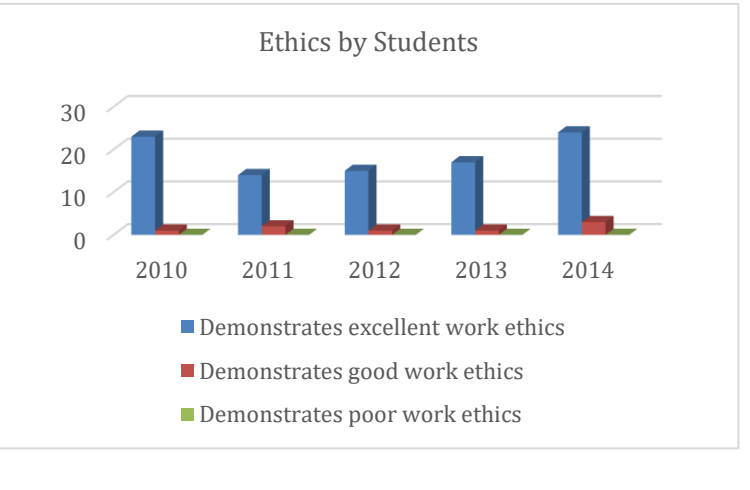
Of the employers who rated students' problem-solving skills, 82 percent rated students in the highest level.

Of the students who rated their own problem-solving skills, 85 percent rated themselves in the highest level.

Measure 2:

To continue to have employers rate student's decision-making skills.

To continue to have students rate their decision-making skills.

<p>Goal 5:</p> <p>Students will possess knowledge of ethics and professionalism</p>	<p>Learning Outcome 5:</p> <p>Students will demonstrate excellent work ethics.</p>	<p>Measure 1:</p> <p>Internship Employer and Student Forms</p>	<p>Measure 1:</p> <div style="text-align: center;">  <p>Ethics by Employer</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Demonstrates Excellent work ethics</th> <th>Demonstrates good work ethics</th> <th>Demonstrates poor work ethics</th> </tr> </thead> <tbody> <tr> <td>2010</td> <td>23</td> <td>3</td> <td>1</td> </tr> <tr> <td>2011</td> <td>14</td> <td>4</td> <td>1</td> </tr> <tr> <td>2012</td> <td>13</td> <td>5</td> <td>1</td> </tr> <tr> <td>2013</td> <td>13</td> <td>5</td> <td>1</td> </tr> <tr> <td>2014</td> <td>25</td> <td>5</td> <td>1</td> </tr> </tbody> </table> </div> <div style="text-align: center;">  <p>Ethics by Students</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Demonstrates excellent work ethics</th> <th>Demonstrates good work ethics</th> <th>Demonstrates poor work ethics</th> </tr> </thead> <tbody> <tr> <td>2010</td> <td>25</td> <td>3</td> <td>1</td> </tr> <tr> <td>2011</td> <td>16</td> <td>4</td> <td>1</td> </tr> <tr> <td>2012</td> <td>17</td> <td>3</td> <td>1</td> </tr> <tr> <td>2013</td> <td>19</td> <td>3</td> <td>1</td> </tr> <tr> <td>2014</td> <td>26</td> <td>5</td> <td>1</td> </tr> </tbody> </table> </div>	Year	Demonstrates Excellent work ethics	Demonstrates good work ethics	Demonstrates poor work ethics	2010	23	3	1	2011	14	4	1	2012	13	5	1	2013	13	5	1	2014	25	5	1	Year	Demonstrates excellent work ethics	Demonstrates good work ethics	Demonstrates poor work ethics	2010	25	3	1	2011	16	4	1	2012	17	3	1	2013	19	3	1	2014	26	5	1	<p>Measure 1:</p> <p>Of the employers who rated students' ethics, 83 percent rated students in the highest level.</p> <p>Of the students who rated their own ethics, 92 percent rated themselves in the highest level.</p>	<p>Measure 1:</p> <p>To continue to have employers rate student's work ethics.</p> <p>To continue to have students rate their work ethics.</p>
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Evidence of Learning Worksheet: Courses within the Major

*Direct and indirect: at least one measure per objective must be a direct measure.

G. Summary of Artifact Collection Procedure

Artifact	When/How Collected?	Where Stored?
NTM 3300 – Objectives to know to pass certification exam	End of semester Results reported to individual student	In student Canvas page
NTM 4760 – Rubric for Employer/Student Internship Evaluation	Collected at the end of each semester	Rubric in student Canvas page Results in Assessment Report

Appendix A

Most departments or programs receive a number of recommendations from their Five-Year Program Review processes. This page provides a means of updating progress towards the recommendations the department/program is acting upon.

Date of Program Review: March 2, 2012	Recommendation	Progress Description
Recommendation 1 Faculty	Hire a faculty member immediately.	2013: Formed a Search Committee and are in the process of writing the job description. Hire faculty member. Done
Recommendation 2 Advisor	Hire department advisor.	2015: Pursue discussion with Department Chair to determine possibility and timeframe. Under Discussion
Recommendation 3 Equipment Donations	Obtain equipment donations from Advisory Committee rather than faculty purchasing equipment with personal funds.	2013: Determine strategies for obtaining funds from Advisory Committee, industry, grants, and graduates for needed equipment. Received Grant - Done
		2014: Purchase needed equipment from funds obtained. Grant provided in 2013 - Done
Recommendation 4 Department Vision	Create a department vision that includes a Master's Degree in NTM.	2013: Include as agenda item for department faculty meetings. Done
Recommendation 5 ABET Accreditation	Continue to research and pursue ABET accreditation.	2014: Start process by preparing paperwork for ABET accreditation. Still under discussion
Recommendation 6 Lab Aides	Hire student lab aides for NMT labs.	2015: Determine what funds are available and how many lab aides could be hired. Search for students qualified to work in NMT labs. Fiscal study needs to be conducted to determine feasibility. Grant provided in 2013.
		2016: Implement funds and hire lab aides. Hired in 2014.

Recommendation 7 Visibility	Increase visibility of our program with industry, university leaders, students, and potential students.	2013: Discuss action plan at department meetings and advisory committee meetings to meet goal. 2015: Redid Website
Recommendation 8 Advisory Committee	Increase membership of Advisory Committee.	2013: Discuss with advisory committee how best to represent the new NMT course content. Continual Discussion with input.

Additional narrative:

- 1) Reflecting on this year's assessment(s), how does the evidence of student learning impact your faculty's confidence in the program being reviewed; how does that analysis change when compared with previous assessment evidence?

To answer this question, compare evidence from prior years to the evidence from the current year. Discuss trends of evidence that increases your confidence in the strengths of the program. Also discuss trends of concern (e.g. students struggling to achieve particular student outcomes).

The NMT Program faculty members are confident in students' computational skills, knowledge and skills, problem-solving skills, decision making skills, and ethics as evidenced by their percentage scores ranging between 75 percent and 100 percent at the highest or next highest level on all these measures.

- 2) With whom did you share the results of the year's assessment efforts?

The results of the year's assessment efforts are shared on the web through this assessment report, with the NMT faculty during program meetings, and with the Network Management Technology Advisory Committee.

- 3) Based on your program's assessment findings, what subsequent action will your program take?

The most important item this year was to obtain an additional faculty member to teach in the Network Management Technology major. In 2014, The School of Computing obtained a faculty member to teach in the Network Management Technology major.

- a. *The Comptia Security+ certification will be added as a requirement to the NTM 3300 course. Certifications are essential to networking students.*
- b. *Student Outcomes will be revisited this year and updated to be more in line with future accreditation standards and industry needs.*

Appendix B

Please provide the following information about the full-time and adjunct faculty contracted by your department during the last academic year (summer through spring). Gathering this information each year will help with the headcount reporting that must be done for the final Five Year Program Review document that is shared with the State Board of Regents.

Faculty	
Headcount	8
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)	2
Full-time Tenured	2
Full-time Non-Tenured (includes tenure-track)	
Part-time	
With Master's Degrees	
Full-time Tenured	
Full-time Non-Tenured	1
Part-time	1
With Bachelor's Degrees	
Full-time Tenured	
Full-time Non-tenured	
Part-time	4
Other	
Full-time Tenured	
Full-time Non-tenured	
Part-time	
Total Headcount Faculty	
Full-time Tenured	2
Full-time Non-tenured	1
Part-time	5