

Weber State University
Annual Assessment of Evidence of Learning

Cover Page

Department/Program: Network Management Technology
Academic Year of Report: 2016/17 (Summer 2016, Fall 2016, Spring 2017)
Date Submitted: November 15, 2017
Report authors: Dr. Kyle Feuz, Dr. Diana Green

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A. Brief Introductory Statement:

Please review the Introductory Statement and contact information for your department or academic program 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:

School of Computing - Network Management Technology

The Network Management Technology major is in the School of Computing in the College of Engineering, Applied Science & 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.

Contact information:

Dr. Kyle Feuz

Phone: 801.626.7864

Email: kylefeuz@weber.edu

B. Mission Statement

Please review the Mission Statement for your department or academic program 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:

Information is current; no changes required.

Information is not current; updates below.

Update:

Network Management Technology (NMT) is committed to providing the highest quality undergraduate programs while preparing students to assume roles in decision making, leadership, research, and service to community and business.

The NMT faculty assist 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 academic program displayed on the assessment site:

<http://www.weber.edu/portfolio/departments.html> - if they are current, please indicate as much; we will mark the web page as “Last Reviewed [current date]”. No further information is needed.

If they are not current, please provide an update:

Information is current; no changes required.

Information is not current; updates below.

Updated Measurable Learning Outcomes

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

- 1) Possess an ability to analyze a problem, and to identify and define the computing requirements appropriate to its solution.
- 2) Possess an ability to design, implement, and evaluate a computer-based solution to meet a given set of computing requirements in the context of a discipline.
- 3) Possess an ability to communicate effectively with a range of audiences about technical information.
- 4) Possess an ability to make informed judgments in computing practice based upon legal and ethical principles.
- 5) Possess an ability to function effectively on teams to establish goals, plan tasks, meet deadlines, manage risk, and produce deliverables.

D. Curriculum

Please review the Curriculum Grid for your department or academic program 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.

Information is not current; updates below

Curriculum Map Format

Core Courses in Department/Program	Learning Outcome 1	Learning Outcome 2	Learning Outcome 3	Learning Outcome 4	Learning Outcome 5
	An ability to analyze a problem, and to identify and define the computing requirements appropriate to its solution.	An ability to analyze a problem, and to identify and define the computing requirements appropriate to its solution.	An ability to communicate effectively with a range of audiences about technical information.	An ability to make informed judgments in computing practice based upon legal and ethical principles.	An ability to function effectively on teams to establish goals, plan tasks, meet deadlines, manage risk, and produce deliverables.
1300/1030			I	I	
2200	I	I			
2300	I	I			
2415	R	R			
2435	R	R			
3200	R	R			
3250			E		I
3300	R	R	R	R	
3550	R		R		E
3310	R	R	R	R	
3710	R	R			
3715	R	R			
3720	R	R		R	
3730				E	
4700	E	E	E	E	E
4740	E	E	E	E	E
4760	E	E	E	E	E
4790	E	E	E	E	E

Note^a: I = Introduced, E = Emphasized, U = Utilized, A = Assessed comprehensively;

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 is 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:

5-year Course Assessment Schedule

2016	2017	2018	2019	2020	2021	2022
4740	2435	2200		2300	2415	2435
4760	3310	3710	3250	3300	3550	3310
4790	3200	3715	3720		3730	3200
		4700	4740	4760	4790	

The following three steps outline the Network Management Technology assessment process:

1. Following the above schedule, course assessment subcommittees will convene during the assigned year to review the effectiveness of course delivery in achieving department objectives and to establish a Course Assessment Plan. The Plan includes summary evidence of how the course currently satisfies the department’s student learning outcomes, investigating specific assessment instruments, the associated learning outcomes, and resulting class performance. Evidence of learning for a specific student learning outcome is deemed successful if the associated assessment measure is 80% or above.

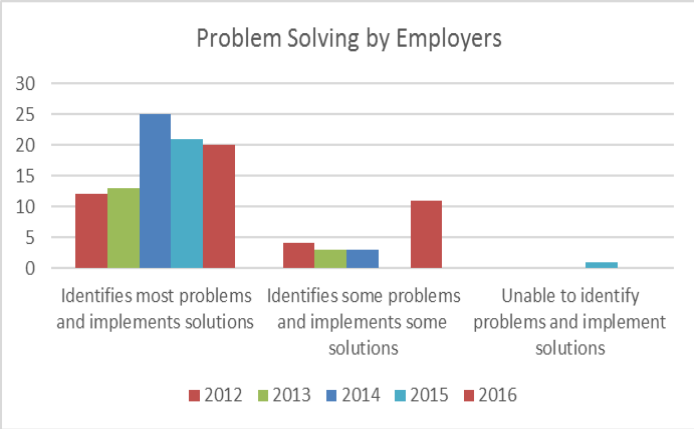
In addition, the source assessment subcommittees will list recommendations for course improvement to address any deficiencies in meeting applicable student learning outcomes.

2. Program recommendations will be compiled by Spring semester and submitted for approval by both NMT Faculty and NMT Industry Advisory Council, effectively closing the loop and thus engaging department action toward addressing deficiencies in achieving student learning outcomes.
3. Recommendations for improvement will be implemented during the subsequent year. An evaluation of the implementation of course improvements will indicate if the course should be reassessed immediately or if the regular course assessment cycle may be resumed.

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.

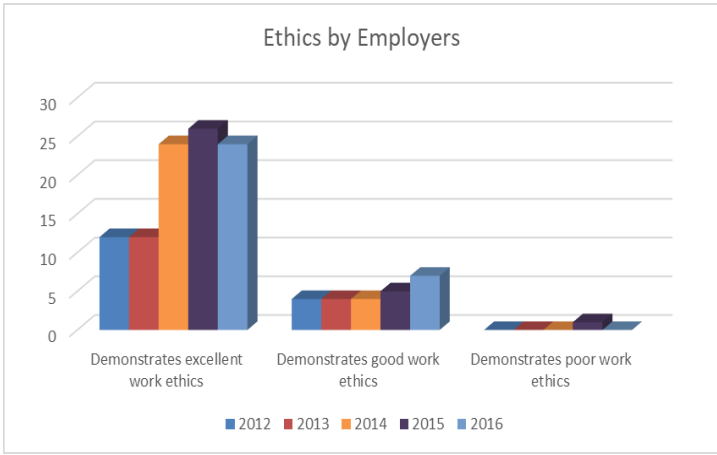
A. Evidence of Learning: Courses within the Major

Course [Subject/Number]		Evidence of Learning: Courses within the Major																											
Measurable Learning Outcome	Method of Measurement*	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results																								
Learning Outcome 1: An ability to analyze a problem, and to identify and define the computing requirements appropriate to its solution.	Measure 1: NET 4760/4790 Internship Employer Form Problem Solving Skills	Measure 1: 70 percent of the students will be rated at the highest level by employers.	Measure 1:  <table border="1"> <caption>Problem Solving by Employers</caption> <thead> <tr> <th>Year</th> <th>Identifies most problems and implements solutions</th> <th>Identifies some problems and implements some solutions</th> <th>Unable to identify problems and implement solutions</th> </tr> </thead> <tbody> <tr> <td>2012</td> <td>12</td> <td>4</td> <td>11</td> </tr> <tr> <td>2013</td> <td>13</td> <td>3</td> <td>0</td> </tr> <tr> <td>2014</td> <td>25</td> <td>3</td> <td>0</td> </tr> <tr> <td>2015</td> <td>21</td> <td>3</td> <td>1</td> </tr> <tr> <td>2016</td> <td>20</td> <td>11</td> <td>0</td> </tr> </tbody> </table>	Year	Identifies most problems and implements solutions	Identifies some problems and implements some solutions	Unable to identify problems and implement solutions	2012	12	4	11	2013	13	3	0	2014	25	3	0	2015	21	3	1	2016	20	11	0	Measure 1: The threshold has been met or exceeded. Of the employers who rated students' problem solving skills, 81 percent rated students in the highest level.	Measure 1: To continue to have employers rate students' problem solving skills.
	Year	Identifies most problems and implements solutions	Identifies some problems and implements some solutions	Unable to identify problems and implement solutions																									
2012	12	4	11																										
2013	13	3	0																										
2014	25	3	0																										
2015	21	3	1																										
2016	20	11	0																										
	Measure 2: NET 4740 Reading Critiques Assignments	Measure 2: 70 percent of the students will score an average of 9 (out of 10) or higher on the critiques	Measure 2: 100 percent of the students achieved an average score of 9 out of 10 or higher.	Measure 2: The threshold has been met or exceeded. Students successfully demonstrated an ability to analyze a problem and to identify and define the computing requirements appropriate to its solution	Measure 2: Continue to collect more data to increase the sample size.																								

Course [Subject/Number]		Evidence of Learning: Courses within the Major																																	
Measurable Learning Outcome	Method of Measurement*	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results																														
Learning Outcome 2: An ability to design, implement, and evaluate a computer-based solution to meet a given set of computing requirements in the context of a discipline.	Measure 1: NET 4760/4790 Internship Employer Form Computational Skills	Measure 1: 70 percent of the students will be rated at the highest level by employers.	Measure 1: <table border="1"> <caption>Computational Skills by Employers</caption> <thead> <tr> <th>Year</th> <th>Accurately uses formulas</th> <th>Makes only a few errors with formulas</th> <th>Makes numerous errors with formulas</th> <th>NA</th> </tr> </thead> <tbody> <tr> <td>2012</td> <td>13</td> <td>2</td> <td>1</td> <td>4</td> </tr> <tr> <td>2013</td> <td>11</td> <td>2</td> <td>1</td> <td>6</td> </tr> <tr> <td>2014</td> <td>25</td> <td>2</td> <td>1</td> <td>4</td> </tr> <tr> <td>2015</td> <td>23</td> <td>9</td> <td>1</td> <td>3</td> </tr> <tr> <td>2016</td> <td>14</td> <td>7</td> <td>1</td> <td>3</td> </tr> </tbody> </table>	Year	Accurately uses formulas	Makes only a few errors with formulas	Makes numerous errors with formulas	NA	2012	13	2	1	4	2013	11	2	1	6	2014	25	2	1	4	2015	23	9	1	3	2016	14	7	1	3	Measure 1: The threshold has been met or exceeded. Of the employers who rated students' computational skills, 73 percent rated students in the highest level.	Measure 1: To continue to have employers rate students' computational skills.
	Year	Accurately uses formulas	Makes only a few errors with formulas	Makes numerous errors with formulas	NA																														
2012	13	2	1	4																															
2013	11	2	1	6																															
2014	25	2	1	4																															
2015	23	9	1	3																															
2016	14	7	1	3																															
	Measure 2: NET 4740 Project Assignments	Measure 2: 70 percent of students will score and average of 85% or higher on the assignments.	Measure 2: 100 percent of the students scored an 85% or higher.	Measure 2: The threshold has been met or exceed. Students successfully demonstrated this ability	Measure 2: Continue assessing students through project-based implementations.																														

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

Course [Subject/Number]		Evidence of Learning: Courses within the Major															
Measurable Learning Outcome	Method of Measurement*	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results												
Learning Outcome 3: An ability to communicate effectively with a range of audiences about technical information.	Measure 1: NET 3250 Writing Communication Assessment Rubric	Students will maintain a score of 3.5 or above on the writing assessment.	Measure 1: <table border="1"> <caption>Writing Assessment Data</caption> <thead> <tr> <th>Academic Year</th> <th>Rating Scale</th> </tr> </thead> <tbody> <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> <tr> <td>2015</td> <td>4.1</td> </tr> <tr> <td>2016</td> <td>4.02</td> </tr> </tbody> </table>	Academic Year	Rating Scale	2012	3.65	2013	3.78	2014	4.26	2015	4.1	2016	4.02	Measure 1: The threshold has been met or exceeded. Since Summer 2012, students have maintained an average score of 3.96 on the written communication assessment.	Measure 1: Continued to evaluate the individual element scores on the writing rubric.
	Academic Year	Rating Scale															
	2012	3.65															
2013	3.78																
2014	4.26																
2015	4.1																
2016	4.02																
Measure 2: NET 3250 Oral Communication Assessment Rubric	Measure 2: Students will maintain a score of 3.5 or above on the oral communication assessment.	<table border="1"> <caption>Oral Assessment Data</caption> <thead> <tr> <th>Academic Year</th> <th>Rating Scale</th> </tr> </thead> <tbody> <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> <tr> <td>2015</td> <td>3.69</td> </tr> <tr> <td>2016</td> <td>4.34</td> </tr> </tbody> </table>	Academic Year	Rating Scale	2012	4.12	2013	4.19	2014	4.42	2015	3.69	2016	4.34	Measure 2: The threshold has been met or exceeded. Since Summer 2012, students have maintained an average score of 4.15 on the oral communication assessment.	Measure 2: Continue to evaluate the individual element scores on the oral rubric.	
Academic Year	Rating Scale																
2012	4.12																
2013	4.19																
2014	4.42																
2015	3.69																
2016	4.34																
Measure 3: NET 4740 Final Project Written and Oral Reports	Measure 3: 70 percent of students will score 85% or	Measure 3: 100 percent of students achieved a score of 85% or higher	Measure 3: The threshold was met or exceeded.	Measure 3: Continue gathering data to													

Course [Subject/Number]		Evidence of Learning: Courses within the Major																											
Measurable Learning Outcome	Method of Measurement*	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results																								
		higher on the written and oral reports			increase the sample size.																								
<p>Learning Outcome 4:</p> <p>An ability to make informed judgments in computing practice based upon legal and ethical principles.</p>	<p>Measure 1:</p> <p>NET 4760/4790 Internship Employer Form Ethics</p>	<p>Measure 1:</p> <p>70 percent of the students will be rated at the highest level by employers.</p>	<p>Measure 1:</p>  <table border="1"> <caption>Ethics by Employers</caption> <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>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> <tr> <td>2015</td> <td>27</td> <td>6</td> <td>2</td> </tr> <tr> <td>2016</td> <td>25</td> <td>8</td> <td>2</td> </tr> </tbody> </table>	Year	Demonstrates excellent work ethics	Demonstrates good work ethics	Demonstrates poor work ethics	2012	13	5	1	2013	13	5	1	2014	25	5	1	2015	27	6	2	2016	25	8	2	<p>Measure 1:</p> <p>The threshold has been met or exceeded. Of the employers who rated students' ethics, 80 percent rated students in the highest level.</p>	<p>Measure 1:</p> <p>To continue to have employers rate students' work ethics.</p>
Year	Demonstrates excellent work ethics	Demonstrates good work ethics	Demonstrates poor work ethics																										
2012	13	5	1																										
2013	13	5	1																										
2014	25	5	1																										
2015	27	6	2																										
2016	25	8	2																										

Course [Subject/Number]		Evidence of Learning: Courses within the Major			
Measurable Learning Outcome	Method of Measurement*	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
<p>Learning Outcome 5:</p> <p>An ability to function effectively on teams to establish goals, plan tasks, meet</p>	<p>Measure 1:</p> <p>NET 4760/4790 Internship Employer Form Teamwork</p>	<p>Measure 1:</p> <p>70 percent of the students will be rated at the highest level by employers.</p>	<p>Measure 1:</p>	<p>Measure 1:</p> <p>The threshold is slightly below threshold. Of the employers who rated students' teamwork, 64 percent rated students in the highest level. 100 percent were rated in the top two levels of works very effectively or somewhat effectively.</p>	<p>Measure 1:</p> <p>To continue to have employers rate students' teamwork. Collect responses as more internships are completed for the course of a year. Then review again.</p>

Course [Subject/Number]		Evidence of Learning: Courses within the Major															
Measurable Learning Outcome	Method of Measurement *	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results												
deadlines, manage risk, and produce deliverables.			<p style="text-align: center;">Teamwork by Employers</p> <table border="1"> <caption>Teamwork by Employers (2017)</caption> <thead> <tr> <th>Category</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>Works very effectively in a team setting</td> <td>6.5</td> </tr> <tr> <td>Works somewhat effectively in a team setting</td> <td>4.5</td> </tr> <tr> <td>Does not work effectively in a team setting</td> <td>0.5</td> </tr> </tbody> </table>	Category	Value	Works very effectively in a team setting	6.5	Works somewhat effectively in a team setting	4.5	Does not work effectively in a team setting	0.5	First time data has been collected for this outcome. Collected data Summer 2017, only one semester.					
	Category	Value															
	Works very effectively in a team setting	6.5															
Works somewhat effectively in a team setting	4.5																
Does not work effectively in a team setting	0.5																
Measure 2: NET 3550 Confidential Peer and Self-Evaluation Form – Teamwork	Measure 2: 70 percent of the students will be rated at the highest level by their peers.	Measure 2: 70 percent of the students will be rated at the highest level by their peers.	<p style="text-align: center;">Teamwork by NET 3550 Students</p> <table border="1"> <caption>Teamwork by NET 3550 Students (2017)</caption> <thead> <tr> <th>Category</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>Is extremely cooperative and willing to help as needed.</td> <td>88</td> </tr> <tr> <td>Is very cooperative and helpful.</td> <td>28</td> </tr> <tr> <td>Is generally cooperative; assists team members when requested.</td> <td>15</td> </tr> <tr> <td>Is not generally very cooperative or helpful.</td> <td>10</td> </tr> <tr> <td>Is unable to deal with situations involving coordination with other people</td> <td>5</td> </tr> </tbody> </table>	Category	Value	Is extremely cooperative and willing to help as needed.	88	Is very cooperative and helpful.	28	Is generally cooperative; assists team members when requested.	15	Is not generally very cooperative or helpful.	10	Is unable to deal with situations involving coordination with other people	5	Measure 2: The threshold has been met or exceeded. Of the students who rated their peers' teamwork, 75 percent rated students in the highest level.	Measure 2: To continue to have students rate their peers' teamwork.
Category	Value																
Is extremely cooperative and willing to help as needed.	88																
Is very cooperative and helpful.	28																
Is generally cooperative; assists team members when requested.	15																
Is not generally very cooperative or helpful.	10																
Is unable to deal with situations involving coordination with other people	5																
Measure 3: NET 4740	Measure 3:	Measure 3: 100% of the groups scored 85% or higher.	Measure 3:	Measure 3:	Measure 3:												

Course [Subject/Number]		Evidence of Learning: Courses within the Major			
Measurable Learning Outcome	Method of Measurement *	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
	Group Project	80 percent of the groups will score 85% or higher on the group project		The threshold was met or exceeded.	Continue gathering data to increase the sample size.

Additional narrative (optional – use as much space as needed):

b. Evidence of Learning: High Impact Practices (HIPs)

List the activities you have within your academic program that you consider to be high impact. For key elements of high impact practices, see: [Key Elements of High-Impact Practices](#).

Senior project (80 hour minimum)

Internship (220 hour minimum)

c. Evidence of Learning: General Education Courses

(Area-specific EOL grids can be found at [http://weber.edu/oie/Complete Rubrics.html](http://weber.edu/oie/Complete_Rubrics.html); they can replace this page.)

G. Summary of Artifact Collection Procedure

Artifact	When/How Collected?	Where Stored?
NET 4760 – Net 4790 Student Internship Evaluation	Collected at the end of each semester	In student Canvas page Results in Assessment Report
NET 4760 – NET 4790 Employer Internship Evaluation Form	Collected at the end of each semester	Rubric in student Canvas page Results in Assessment Report
NET 4700 Project Rubric Exam	Collected at the end of each semester	In student Canvas page Chi-tester Results in Assessment Report
NET 4740 Project Rubric Exam	Collected at the end of each semester	In student Canvas page Results in Assessment Report

Summary Information (as needed)

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.	2014: Pursue discussion with Department Chair to determine possibility and timeframe. Under Discussion 2017: Hired advisor to begin supporting the program Jan 2018.
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. 2017: In progress
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 2017: University spotlight on the School of Computing.
Recommendation 8 Advisory Committee	Increase membership of Advisory Committee.	2013: Discuss with advisory committee how best to represent the new NMT course content. 2017: Invited 3 additional members. Continual Discussion with input.

Additional narrative:

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 2016-17	
Headcount	8
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)	
Full-time Tenured	1
Full-time Non-Tenured (includes tenure-track)	
Part-time and adjunct	1
With Master's Degrees	
Full-time Tenured	
Full-time Non-Tenured	1
Part-time and adjunct	2
With Bachelor's Degrees	
Full-time Tenured	
Full-time Non-tenured	
Part-time and adjunct	3
Other	
Full-time Tenured	
Full-time Non-tenured	
Part-time	
Total Headcount Faculty	
Full-time Tenured	1
Full-time Non-tenured	1
Part-time	6

Please respond to the following questions.

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

The NET 4740 class was taught for the first time this year. We assessed this class and all the outcomes were met. However, the sample size was small (5 NMT students) and we will need to continue to teach this class and assess the outcomes to get more precise results. We also need to add an assessment for outcome 4 to this class.

The NET 4760 and 4790 classes also show all outcomes currently being met. One area for improvement is by offering tutors for the lower-division classes which will help the students be better prepared for the upper division classes. The department has agreed to provide funding for at least 1 such student tutor.

- 2) We are interested in better understanding how departments/programs assess their graduating seniors or graduate students. Please provide a short narrative describing the practices/curriculum in place for your department/program. Please include both direct and indirect measures employed. Finally, what were your findings from this past year's graduates?

We use a combination of 4 different capstone classes to assess our graduating seniors and ensure they have met the learning outcomes of the program.

The NET 4760/4790 classes are an applied capstone where students are required to work on a substantial project with an Industry partner while completing an internship. At the end of the semester, the employer completes an evaluation form which includes questions tailored to each of our learning outcomes.

The NET 4700 and NET 4740 class are both project based classes which include a group project and an exam. Student outcomes are assessed through both the project and the exam(s).

Students are required to take and pass all 4 capstone classes.

Our past year's graduates all showed evidence of meeting the program outcomes.