

Network Design & Administration Program – OA Timeline

Contact Person: Matt Swinford

Program Review Year: 2022

Program Goals	Year 1 (2016-2017)			Year 2 (2017-2018)			Year 3 (2018-2019)			Year 4 (2019-2020)			Year 5 (2020-2021)		
	Fall	Sp	Su	Fall	Sp	Su	Fall	Sp	Su	Fall	Sp	Su	Fall	Sp	Su
Describe networking features and functions, network technologies, media and topologies, devices, management, tools and basic skills needed by network technicians	I #1	E&R #1		I #1	E&R #1		I #1	E&R #1		I #1	E&R #1		I #1	E&R #1	
Demonstrate the ability to install, configure, operate, and troubleshoot medium-size routed and switched networks, including implementation and verification of connections to remote sites in a WAN	E&R #2	I #2		E&R #2	I #2		E&R #2	I #2		E&R #2	I #2		E&R #2	I #2	
Identify roles of network servers and demonstrate skills related to installation, user accounts and groups, storage technologies, performance management, and troubleshooting and maintenance	I #3	I #3 E&R #3		I #3	I #3 E&R #3		I #3	I #3 E&R #3		I #3	I #3 E&R #3		I #3	I #3 E&R #3	
Demonstrate competency in network security, compliance and operational security, threats and vulnerabilities, application, data and host security, access control and identity management and cryptography	E&R #4	I #4	I #4	E&R #4	I #4	I #4	E&R #4	I #4	I #4	E&R #4	I #4	I #4	E&R #4	I #4	I #4
Demonstrate oral and written communication and social skills appropriate to the profession	I #5	E&R #5					I #5	E&R #5					I #5	E&R #5	
Measure student satisfaction, attitudes and beliefs	E&R #6	I #6		E&R #6	I #6		E&R #6	I #6		E&R #6	I #6		E&R #6	I #6	

Plan (P) - This semester the faculty will determine what they want to know about the objective and identify the method they will use to assess this course objective/goal. They should identify a benchmark/threshold of minimal satisfactory outcomes. If the faculty will be repeating an assessment to collect trend data, this step may not be needed. Review the previously used assessment tool and revise as needed, but try to stay as consistent as possible so that previous year's results are comparable.

Pilot (P) – A pilot study may be needed if the official assessment will be a very large sample of students. The purpose of this pilot is to assure the methodology and/or student artifacts or tool is appropriate for the educational goal being assessed and norming of the instrument should be conducted. All necessary changes, as indicated by the pilot, will be made accordingly before the official assessment is implemented.

Implement (I) – The assessment of students' knowledge, skill and/or beliefs (for a sample group if the eligible pool is larger) linked to the objective will be implemented.

Evaluate & Report (E & R) – During this semester, faculty will share the results of the assessment with their peers, as well as any trend data or other related assessments completed. Collectively, they will review the results, compare to benchmarks identified and describe what, if any changes should be implemented. A Student Learning Report is completed to report findings and share planned changes. The final report is reviewed by the members of the Disciplines Committee and ultimately posted on the college website on eSTORM.

Submitted: 4-21-16

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Assessment Projects

1. Assess Program Goal #1 with an instrument comprised of standardized objective questions.
2. Assess Program Goal #2 with CCNA professional certification exam.
3. Assess Program Goal #3 with Microsoft Technology Associate (MTA) certification exam.
4. Assess Program Goal #4 with an instrument comprised of standardized objective questions.
5. Assess Program Goal #5 by evaluating oral presentations and written assignments using the institutional Oral Communications Rubric and institutional Writing Assessment Rubric.
6. Measure student satisfaction, attitudes and beliefs with institutional ‘Student Course Evaluation’.

Note: Include the Assessment Project Title number when filling in the chart. Ex. PI-1, P-1, I-1, R-1, etc.

REMINDER: After changes are implemented, use the same tool to re-assess the impact of the changes implemented.

*Examples of some assessment tools: rubrics, course embedded questions, student attitude surveys, standardized exams, focus groups, employer surveys, student performances, program developed assessments, certification/licensure results, etc.