



Assessment Report

PART 1: CONTACT & PROGRAM IDENTIFICATION

Report Year and Contact Information:		
2019-2020	Sandy Wilson	swilson97@cnm.edu
Academic Year	Contact Person	Email

Name of Program:	Courses:						
Computer Information AAS Degree: Network Administration	CIS 1425	CIS 1680	CIS 2421	CIS 2424	CIS 2426	CIS 2427	CIS 2450
	CIS 2999						

PART 2: PROGRAM SUMMARY

Provide a high-level review of the program to include highlights, successes, challenges, significant changes, and significant resources needed to support the program.
Although COVID-19 impacted face-to-face class interaction late in year, 11 students were able to successfully complete Capstone. Industry certification changes negatively influenced enrollment in program with a decrease of 21% completing capstone.

Part 3: DATA REVIEW

Program Data (Each Review Year is defined as Summer, Fall, and Spring terms)	Review Year 19-20	Review Year 18-19	Review Year 17-18
Annual number of graduate awards is greater than 10	14	20	28
Number of declared majors	92	132	167
Average class size	16	19	20
Annual Average class retention rate is 70% or above (SAGE 65%)	87%	90%	92%
Annual C-Pass rate for coursework is 60% or above	72%	74%	82%
Average class fill rate at 60% or above capacity within a term or over a year	54%	63%	69%
Transfer numbers/percent	NA	4 (20%)	5 (18%)
Full-time to part-time faculty ratio	24: 2	24: 5	24: 8

Summarize how your program met or did not meet the target measures based on the data above.

Class fill rate was impacted by industry certification exam changes which directly affected enrollment.

Part 4: PROGRAM LEARNING OUTCOME ANALYSIS.

Learning Outcome	Population or Course(s) Assessed	Assessment Methods	Summary of Assessment Results
Demonstrate network mathematical literacy both in theory and application as it applies to networks.	CIS 2999	Capstone project.	100% of students tested were able to successfully demonstrate ability to subnet a network and apply to configuration of live network.
Demonstrate problem solving ability with data networks.	CIS 2999	Capstone project.	81% of students were able to troubleshoot issues after configuration of a network.
Demonstrate the practical application of skills needed to design, implement, and support network security.	CIS 2999	Capstone project.	100% of students were able to implement network security after configuration of a network.
Design, address, construct, and test LANs containing multiple VLANs as well as wireless devices.	CIS 2999	Capstone project.	91% successfully implemented VLANs after basic configuration of the network and appropriate network protocols.
Design, address, construct, and test WAN topologies selecting from current networking technologies.	CIS 2999	Capstone project.	91% of students successfully designed, implemented, and tested a network using appropriate utilities.
Develop a logical diagram and translate it to a physical implementation.	CIS 2999	Capstone project.	100% of students were able to develop network diagrams using appropriate software and apply to a physical network implementation.

Learning Outcome	Population or Course(s) Assessed	Assessment Methods	Summary of Assessment Results
Employ basic cabling and network designs to connect devices in accordance with stated objectives.	CIS 2999	Capstone project.	100% of students were able to successfully connect devices as presented in a network diagram.
Use network protocol models to explain the layers of communications in data networks.	CIS 1425	Test or quiz.	100% of students were able to explain the OSI model.

Interpretation of Assessment findings
Overall, students were able to implement and test networks for issues after configuration. However, some students were unable to successfully determine some issues and therefore could not meet the threshold for problem solving and troubleshooting. This can be directly attributed to evaluation anxiety.

Part 6: ADDITIONAL ACTION PLAN IN SUPPORT OF STUDENT LEARNING (IF APPROPRIATE)

Upcoming year	Changes planned for the upcoming year	Data motivating this change
2020-2021	Due to changes in industry certification with an increased focus on programming and cloud technology, it will be necessary to seek additional instructor training.	Additional instructor training is necessary due to industry certification changes.

Upcoming year	Changes planned for the upcoming year	Data motivating this change
2020-2021	Due to COVID-19, teaching methods will evolve to emphasize the use of online lab environments as a prime teaching tool with previous simulation software used as a supplement.	Changes are being made to accommodate move to all online courses.
2020-2021	Due to COVID-19, online lab environments will be used for assessment, therefore assessment criteria will be revised to support an online environment.	Changes are being made to accommodate move to all online courses.

Please Select all the following that characterize the types of changes described in the above action plan:

- Assessment criteria revision Assessment methodology revision Assignment revision
- Budgetary reallocation Change in teaching approach Course content revision
- Curricular Revision Faculty training/development Process revision

Part 6: COMMENTS

Use this section to record any comments, notes, or questions from individuals who reviewed this report.
School Dean:
SAAC Representative: