Assessment Date: __Feb 18, 2014________________________

Faculty Name(s): ____________________________________________________________________________

1. Course Name and Number:

CNET-182 – Advanced Routing (CCNP ROUTE)

2. All Course SLOs from the Course Outline of Record:

1. Describe advanced IP addressing to include variable-length subnet mask, route summarization, classless interdomain routing (CIDR), basic IP version 6, and using Network Address Translation (NAT) with route maps.
2. Identify advanced IP routing principles, including static and dynamic routing characteristics and the concepts of classless routing and network boundary summarization.
3. Configure Enhanced Interior Gateway Routing Protocol (EIGRP) for a scalable network.
4. Configure Open Shortest Path First (OSPF) for a scalable multiarea network.
7. Configure basic Border Gateway Protocol (BGP) for internal and external Border Gateway Protocol connections.
8. Configure Multicasting Protocols (IGMP, GMCP and PIM) for routers and switches.

3. Specific Course SLO(s) assessed as part of this project:

All eight SLOs

4. Will this SLO assessment count toward GE Plan A? ____Yes ___X_ No

If Yes, identify what area: ___Area I Natural Sciences ___Area II Social and Behavioral Sciences ___Area III Fine Arts/Humanities ___Area IV Language and Rationality ___Area V Physical Education/Wellness ___Area VI Intercultural/International Studies ___Area VII Information Competency

Identify GE SLO(s) assessed as part of this project (see Catalog pages 49-51):

N/A
5. **Assessment strategy or tool used in the assessment.** (Describe below, and *if applicable copy/paste* any additional related documents at end of this form (i.e. Rubric, score sheet, test questions, essay assignment, etc.)

| Final hands-on Skills-based Assessment (SBA) and Final Objective Exam. |

**NOTE:** This will usually consist of things you are already using to evaluate student work, i.e. Final Exam questions, Final Essay, Final Presentation or Culminating Project, other Assignments, Portfolio Evaluation, Performance Assessment, Department Testing, Pre and Post Tests, Vendor or Industry Certification Examinations, Indirect Assessments (Student Surveys, Focus Group Discussions, Interviews), etc.

6. **Specific aspects of the assessment tool which link up to specific Course SLOs being assessed** (i.e. Which specific test questions measured which Course SLOs? Note: May describe with #5 above):

| Final exam and SBA test each of the eight course SLOs. |

7. **Results and analysis of the data.** *(Explain below and *if applicable* copy/paste* any related documents, i.e. spreadsheets with data, at the end of this document.)*

| There were 19 students initially registered for the course. 7 students dropped. Out of 12 students in the class: 6 received “A” grade, 5 received “B” grade, no “C” grade, 1 received “D” grade. We have been typically seeing the “Well-Curve” distribution of grades (instead of “Bell Curve”) in our courses. In general, students that fail have not been doing classwork and have not completed final nor skills based assessment. Those students, who are submitting lab work and working on chapter exams through the course, typically do well on the finals. |

8. **Describe any faculty dialogue that occurred as part of the assessment process** (i.e. Were results shared at a department meeting? Was there discussion about changing any SLOs? Etc.):

| CNET 182, 184 and 186 courses (also known as CCNP) are part of worldwide Cisco Networking Academy program. CNET department is leader Cisco Academy; we provide support and training for about 150 Cisco Academies in California, Nevada and Arizona. We have frequent dialogue with colleagues from Santa Rosa Junior College, Mission College, Foothill College, San Francisco City College and Cabrillo College since they are teaching same courses. Currently we are discussing option to collaborate with Cabrillo and Mission College to offer students to take each one of those three CCNP courses at different college. Purpose of this collaboration would be to boost enrollments, and have each college specialize in one of those three courses. CCNP courses are highly advanced courses and they require extensive instructor knowledge and specialized equipment. |
9. **Next steps** (i.e. any planned revisions to curriculum or teaching strategies to promote student success, future assessment plans, etc.):

We have regular meetings among colleges and with the help of our dean Lesley Buehler and Olivia Davalos (Deputy Sector Navigator, for Information Communication Technologies and Digital Media, South West Bay Area Region) we are trying to spear head this collaboration initiative that would consolidate CCNP program in the bay area and boost our enrollments.

10. **Results of implemented changes, if available at this time:**

Not available at this time.

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**Please save your finished document in the following format.** (Date should be for the semester in which data was collected; same date should be listed at top of this form.)

`yyyysemester-sloa-courseid.doc`

*example: 2013fall-sloa-engl101c.doc*