

WSU Five-Year Program Review
Self-Study
Cover Page

Department: Telecommunications and Business Education

Program: Telecommunications Administration Major

Semester Submitted: Fall 2011

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A. Brief Introductory Statement

The Telecommunications Administration major is in the Telecommunications and Business Education Department (TBE) in the College of Applied Science and Technology (COAST) at Weber State University (WSU). Students have the following degree options:

- Bachelor of Science in Telecommunications Administration
- Associate of Applied Science in Telecommunications Administration
- Minor in Telecommunications Administration
- Certificate in Telecommunications
- Certificate in Network Technologies

Students learn to maintain voice and data telecommunications systems. For voice systems, students will 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 operating systems as well as master computer programs for Web design, graphics, word processing, spreadsheets, and databases. Students learn and apply concepts about computer virtualization, wireless, network security, and cyber policy and ethics. Students learn to install software and configure data systems to operate efficiently. An internship provides students the opportunity to work in a corporate networking department.

Graduates in this major may work in the telecommunications industry including working with a voice network, a data network, or a converged network. Jobs may focus on local area networks (LAN), fiber optics, switches, firewalls, telemarketing operations, microwave and satellite communications, online databases, telephone systems, voice technology, network security, and telecommunications circuitry.

B. Mission Statement

The Telecommunications and Business Education Department 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 department assists students in developing, communicating, and applying knowledge for the technical and professional world as well as gaining a desire for lifelong learning.

C. Curriculum

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: Licensure	Learning Outcome 6: Knowledge of Ethics and Professionalism
TBE 1040 Speedbuilding/Keyboarding			U		NA	
CEET 1105 (discontinued course)						
CEET 1110 Basic Electronics		E	U	U	NA	
TBE 2010 Business English	U		U		NA	
TBE 2080 Database Applications			U		NA	
TBE 2200 Microcomputer Operating Systems			E	E	NA	
TBE 2300 Introduction to LAN Management			U	U	NA	
TBE 2500 (discontinued course)						
TBE 2532 Web Page Design and Development			U		NA	
TBE 2710 Digital Switching Systems			E	E	NA	
TBE 2720 Transport Media & Emerging Technologies			E	E	NA	
TBE 2730 Digital Switching & Transport Applications			U	U	NA	
TBE 3070 Advanced Spreadsheet Applications		E	U	U	NA	
TBE 3090 Advanced Electronic Presentations			U		NA	
TBE 3250 Business Communication	A				NA	
Acctng 2010 Survey of Accounting I		E	E		NA	
TBE 2415 Cisco TCP/IP Protocol Suite, Routing Protocol & Configuration			Artifact	U	NA	

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: Licensure	Learning Outcome 6: Knowledge of Ethics and Professionalism
TBE 2435 Cisco Adv Routing Protocols, LAN Switching & WAN			Artifact*	U	NA	
TBE 3200 Linux Systems Administration			U		NA	
TBE 3210 (discontinued course)						
TBE 3532 Internet/Database Integration			U		NA	
TBE 3550 Supervising Information Technology	U		U		NA	
TBE 3730 Telecommunications Policy	U		U	E	NA	E
TBE 4700 Data Network Design			U	U	NA	E
TBE 4710 Traffic Technology & Voice Network Design		U	U	U	NA	E
TBE 4760 Internship	E	A	A	A	NA	A
TBE 4790 Telecommunications Senior Project	E		Artifact	U	NA	
TBE 3300 Advanced LAN Management			Artifact*	U	NA	
TBE 3710 (discontinued course)						
TBE 3720 Advanced Transport Media (3710 & 3720 combined)			U	U	NA	E
MGMT 3010 Organizational Behavior and Management	U			U	NA	
MKTG 3010 Marketing Concepts & Practices	U			U	NA	

Note: I = Introduced, E = Emphasized, U = Utilized, A = Assessed Comprehensively, Artifact=artifact collected in this course, NA=outcome not applicable to this major

*To be collected Spring Semester 2012

Summary Information

CEET 1105, TBE 2500, TBE 3210, and TBE 3710 have been discontinued for this program. The curriculum from TBE 2500 has been incorporated into TBE 2300, and the curriculum from TBE 3710 has been combined with TBE 3720.

D. Student Learning Outcomes and Assessment

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. Note: department goal not applicable to this major
6. implement effective ethics and professionalism.

Summary Information

The department has six student learning outcomes; however, only outcomes 1, 2, 3, 4, and 6 are assessed in the Telecommunications Administration major.

Evidence of Learning: General Education Courses
CIL Lecture, Online, and Library Classes - Fall 2010, Spring 2011, Summer 2011

Word Processing (TBE TA1700 and 1701) Lecture and Online Classes.	Windows Operating System, E-mail, and Presentations (TBE TB1700 and 1702) Lecture and Online Classes.	Spreadsheets (TBE TC1700 and 1703) Lecture and Online Classes.	Information Literacy (LIBS TD1704, 2704, 2804) Lecture and Online Classes.
<p>Create, edit, and retrieve a document; move/copy text, indent text, space text, find/replace text, number pages, bold/underline/italicize text, center text, format font, create footnotes, headers and footers, insert and place graphics, insert a table of contents and index, choose a theme, spell check document, save/print document, create and edit tables, basic formulas used in tables, table formatting. Know how to create a bibliography and to insert in-text citations.</p>	<p>Operating Systems Access Explore and Computer, create directories, create folders and subfolders, delete files and directories, format a storage medium, close an application, copy, move, and create files.</p> <p>E-Mail Send, copy, and save e-mail.</p> <p>Presentations Create and edit a PowerPoint Presentation. Save/print data. Insert titles, bulleted lists, graphics, animation, transitions; understand smart tags and create outlines; modify presentation by: adding slides, changing slide order, formatting text, inserting headers and footers, inserting a background image, spell check, apply transitions, apply sound and video</p>	<p>Retrieve spreadsheet, adjust column width, enter/erase data cells, create column/row labels, format data, enter/copy functions (AVG, IF, MAX, MIN, PERCENTAGE, PMT, SUM), know how to multiply, divide, add, subtract numbers in Excel coding, know basic formulas for percentages and markup, know how to create an absolute cell reference, create graphs, spell check spreadsheets, save/print spreadsheets; create, format, and edit spreadsheet database.</p>	<p>Find an article database, know how to access the WSU library web site, and find information by using the site. Library Internet research tips and techniques, WSU Stewart Library Web Catalog, know how to find topics in the catalog, know how to research information by using the catalog, understand library terminology, understand citations, Boolean operators (and, or, and not), controlled vocabulary, search engines, and finding scholarly journals. understand Library Catalogs, Article Databases, Reference Resources, Library Instruction, and the Help sections of the library home page. Know how to choose and narrow a research topic. Be familiar with the APA or MLA style guides.</p>

Evidence of Learning Outcomes - Knowledge and Skills
CIL classes meet the knowledge and skills category

CIL Lecture, Online, and Library Classes Fall 2010	CIL Lecture, Online, and Library Classes Spring 2011	CIL Lecture, Online, and Library Classes Summer 2011	Total CIL lecture, Online, and Library for Fall 2010, Summer 2011, Spring 2011
Passed 92.27% Failed 7.73% Withdrew 8.16%	Passed 90.90% Failed 9.10% Withdrew 7.67%	Passed 88.24% Failed 11.76% Withdrew 12.01%	Passed 91.02% Failed 8.98% Withdrew 8.62%

Academic Year - Spring and Summer 2011, Fall 2010 - Statistics Table Attached

**Total Lecture, Online, and library Class Enrollment, Pass/Fail, and Withdrawal
Spring 2011**

	Enrolled	Pass	Fail	WD
	796	702	62	32
	384	324	61	11
	868	703	50	114
	2048	1729	173	157
		90.90%	9.10%	7.67%

**Total Lecture, Online, and library Class Enrollment, Pass/Fail, and Withdrawal
Summer 2011**

	Enrolled	Pass	Fail	WD
	282	226	23	33
	227	160	30	37
	332	267	34	31
	841	653	87	101
		88.24%	11.76%	12.01%

**Total Lecture, Online, and library Class Enrollment, Pass/Fail, and Withdrawal
Fall 2010**

	Enrolled	Pass	Fail	WD
	736	673	49	28
	381	319	43	19
	868	703	50	115
	1985	1695	142	162
		92.27%	7.73%	8.16%

**Academic Year Total - Lecture, Online, Library, and CIL Exams
Spring and Summer 2011, Fall 2010**

	Enrolled	Pass	Fail	WD
Spring 2011	3828	2989	219	319
Summer 2011	1505	1140	127	119
Fall 2010	3809	3001	200	194
Grand Total	9142	7130	546	632
Total Percentage		92.89%	7.11%	6.91%

Evidence of Learning: Courses within the Telecommunications Administration Major

Evidence of Learning: Courses within the Telecommunications Administration 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																				
Goal 1: Students will possess effective business communication skills	Learning Outcome 1: Students will maintain a score of 3.5 or above on the writing assessment.	Measure 1: Writing Assessment Rubric	Measure 1: <table border="1"> <caption>Writing Assessment Data</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr><td>Fall 2008</td><td>3.3</td></tr> <tr><td>Spring 2009</td><td>3.7</td></tr> <tr><td>Summer 2009</td><td>3.9</td></tr> <tr><td>Fall 2009</td><td>4.6</td></tr> <tr><td>Spring 2010</td><td>4.1</td></tr> <tr><td>Summer 2010</td><td>4.3</td></tr> <tr><td>Fall 2010</td><td>3.6</td></tr> <tr><td>Spring 2011</td><td>3.9</td></tr> <tr><td>Summer 2011</td><td>3.3</td></tr> </tbody> </table>	Year	Score	Fall 2008	3.3	Spring 2009	3.7	Summer 2009	3.9	Fall 2009	4.6	Spring 2010	4.1	Summer 2010	4.3	Fall 2010	3.6	Spring 2011	3.9	Summer 2011	3.3	Measure 1: Since Fall 2008 when this data collection was begun, students have maintained an average score of 3.5 on the written communication assessment.	Measure 1: To continue to evaluate the individual element scores on the writing rubric to improve the sub scores
	Year	Score																							
Fall 2008	3.3																								
Spring 2009	3.7																								
Summer 2009	3.9																								
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	Learning Outcome 2: Students will maintain a score of 3.5 or above on the oral communication assessment.	Measure 2: Oral Communication Assessment Rubric	Measure 2: <table border="1"> <caption>Oral Communication Assessment Data</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr><td>Fall 2008</td><td>4.5</td></tr> <tr><td>Spring 2009</td><td>3.8</td></tr> <tr><td>Summer 2009</td><td>5.0</td></tr> <tr><td>Fall 2009</td><td>4.4</td></tr> <tr><td>Spring 2010</td><td>4.1</td></tr> <tr><td>Summer 2010</td><td>4.4</td></tr> <tr><td>Fall 2010</td><td>4.3</td></tr> <tr><td>Spring 2011</td><td>4.3</td></tr> <tr><td>Summer 2011</td><td>4.0</td></tr> </tbody> </table>	Year	Score	Fall 2008	4.5	Spring 2009	3.8	Summer 2009	5.0	Fall 2009	4.4	Spring 2010	4.1	Summer 2010	4.4	Fall 2010	4.3	Spring 2011	4.3	Summer 2011	4.0	Measure 2: Since Fall 2008 when this data collection was begun, students have maintained an average score of 3.5 on the oral communication assessment.	Measure 2: To continue to evaluate the individual element scores on the oral com rubric to improve the sub scores
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Evidence of Learning: Courses within the Telecommunications Administration 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 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 align="center">Computational Skills</p> <table border="1"> <thead> <tr> <th rowspan="2">Academic Year</th> <th colspan="2">Accurately uses formulas and functions to perform business applications</th> <th colspan="2">Makes only a few errors with formulas and functions to perform business applications</th> <th colspan="2">Makes numerous errors with formulas and functions to perform business applications</th> <th colspan="2">NA</th> </tr> <tr> <th>E</th> <th>S</th> <th>E</th> <th>S</th> <th>E</th> <th>S</th> <th>E</th> <th>S</th> </tr> </thead> <tbody> <tr> <td>2009/2010</td> <td>8</td> <td>5</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>2010/2011</td> <td>17</td> <td>17</td> <td>3</td> <td>7</td> <td>0</td> <td>0</td> <td>4</td> <td>0</td> </tr> </tbody> </table> <p>E=Employer S=Student</p>	Academic Year	Accurately uses formulas and functions to perform business applications		Makes only a few errors with formulas and functions to perform business applications		Makes numerous errors with formulas and functions to perform business applications		NA		E	S	E	S	E	S	E	S	2009/2010	8	5	0	0	0	0	0	0	2010/2011	17	17	3	7	0	0	4	0	<p><i>Measure 1:</i></p> <p>Of the employers who rated students' computational skills, 25 out of 28 (89 percent) rated students in the highest level.</p> <p>Of the students who rated their own computational skills, 22 out of 29 (76 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>
Academic Year	Accurately uses formulas and functions to perform business applications		Makes only a few errors with formulas and functions to perform business applications		Makes numerous errors with formulas and functions to perform business applications		NA																																	
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2010/2011	17	17	3	7	0	0	4	0																																
<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> <p align="center">Knowledge and Skills</p> <table border="1"> <thead> <tr> <th rowspan="2">Academic Year</th> <th colspan="2">Works beyond level of educational background</th> <th colspan="2">Works on level comparable to educational background</th> <th colspan="2">Works on level below educational background</th> </tr> <tr> <th>E</th> <th>S</th> <th>E</th> <th>S</th> <th>E</th> <th>S</th> </tr> </thead> <tbody> <tr> <td>2009/2010</td> <td>7</td> <td>3</td> <td>6</td> <td>8</td> <td>0</td> <td>0</td> </tr> <tr> <td>2010/2011</td> <td>16</td> <td>14</td> <td>8</td> <td>10</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>E=Employer S=Student</p>	Academic Year	Works beyond level of educational background		Works on level comparable to educational background		Works on level below educational background		E	S	E	S	E	S	2009/2010	7	3	6	8	0	0	2010/2011	16	14	8	10	0	0	<p><i>Measure 1:</i></p> <p>Of the employers who rated students' knowledge and skills, 23 out of 37 (62 percent) rated students in the highest level.</p> <p>Of the students who rated their own knowledge and skills, 17 out of 35 (49 percent) rated themselves in the highest level.</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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Evidence of Learning: Courses within the Telecommunications Administration 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																																												
<i>Goal 4:</i> Students will possess effective decision-making and problem-solving skills	<i>Learning Outcome 4:</i> Students will identify most problems and implement solutions.	<i>Measure 1:</i> Internship Employer and Student Forms	<p><i>Measure 1:</i></p> <p align="center">Problem Solving</p> <table border="1"> <thead> <tr> <th rowspan="2">Academic Year</th> <th colspan="2">Identifies most problems and implements solutions</th> <th colspan="2">Identifies some problems and implements some solutions</th> <th colspan="2">Unable to identify problems and implement solutions</th> </tr> <tr> <th>E</th> <th>S</th> <th>E</th> <th>S</th> <th>E</th> <th>S</th> </tr> </thead> <tbody> <tr> <td>E=Employer S=Student</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>2009/2010</td> <td>13</td> <td>8</td> <td>0</td> <td>3</td> <td>0</td> <td>0</td> </tr> <tr> <td>2010/2011</td> <td>19</td> <td>20</td> <td>5</td> <td>4</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	Academic Year	Identifies most problems and implements solutions		Identifies some problems and implements some solutions		Unable to identify problems and implement solutions		E	S	E	S	E	S	E=Employer S=Student								2009/2010	13	8	0	3	0	0	2010/2011	19	20	5	4	0	0	<p><i>Measure 1:</i></p> <p>Of the employers who rated students' problem-solving skills, 32 out of 37 (86 percent) rated students in the highest level.</p> <p>Of the students who rated their own problem-solving skills, 28 out of 35 (80 percent) rated themselves in the highest level.</p>	<p><i>Measure 1:</i></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>									
		Academic Year	Identifies most problems and implements solutions		Identifies some problems and implements some solutions		Unable to identify problems and implement solutions																																										
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		<i>Measure 2:</i> Internship Employer and Student Forms	<p><i>Measure 2:</i></p> <p align="center">Decision Making</p> <table border="1"> <thead> <tr> <th rowspan="2">Academic Year</th> <th colspan="2">Makes appropriate decisions most of the time</th> <th colspan="2">Makes appropriate decisions some of the time</th> <th colspan="2">Unable to make appropriate decisions</th> <th colspan="2">NA</th> </tr> <tr> <th>E</th> <th>S</th> <th>E</th> <th>S</th> <th>E</th> <th>S</th> <th>E</th> <th>S</th> </tr> </thead> <tbody> <tr> <td>E=Employer S=Student</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>2009/2010</td> <td>13</td> <td>11</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>2010/2011</td> <td>21</td> <td>22</td> <td>2</td> <td>2</td> <td>0</td> <td>0</td> <td>1</td> <td>0</td> </tr> </tbody> </table>	Academic Year	Makes appropriate decisions most of the time		Makes appropriate decisions some of the time		Unable to make appropriate decisions		NA		E	S	E	S	E	S	E	S	E=Employer S=Student									2009/2010	13	11	0	0	0	0	0	0	2010/2011	21	22	2	2	0	0	1	0	<p><i>Measure 2:</i></p> <p>Of the employers who rated students' decision-making skills, 34 out of 36 (94 percent) rated students in the highest level.</p> <p>Of the students who rated their own decision-making skills, 33 out of 35 (94 percent) rated themselves in the highest level.</p>	<p><i>Measure 2:</i></p> <p>To continue to have employers rate student's decision-making skills.</p> <p>To continue to have students rate their decision-making skills.</p>
Academic Year	Makes appropriate decisions most of the time		Makes appropriate decisions some of the time		Unable to make appropriate decisions		NA																																										
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Evidence of Learning: Courses within the Telecommunications Administration 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																																	
<i>Goal 5:</i> This outcome is not assessed for this major.																																						
Goal 6: Students will possess knowledge of ethics and professionalism	<i>Learning Outcome 6:</i> Students will demonstrate excellent work ethics.	<i>Measure 1:</i> Internship Employer and Student Forms	<p><i>Measure 1:</i></p> <table border="1"> <thead> <tr> <th rowspan="3">Academic Year</th> <th colspan="6">Ethics</th> </tr> <tr> <th colspan="2">Demonstrates excellent work ethics</th> <th colspan="2">Demonstrates good work ethics</th> <th colspan="2">Demonstrates poor work ethics</th> </tr> <tr> <th>E</th> <th>S</th> <th>E</th> <th>S</th> <th>E</th> <th>S</th> </tr> </thead> <tbody> <tr> <td>2009/2010</td> <td>13</td> <td>9</td> <td>0</td> <td>2</td> <td>0</td> <td>0</td> </tr> <tr> <td>2010/2011</td> <td>22</td> <td>23</td> <td>2</td> <td>1</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	Academic Year	Ethics						Demonstrates excellent work ethics		Demonstrates good work ethics		Demonstrates poor work ethics		E	S	E	S	E	S	2009/2010	13	9	0	2	0	0	2010/2011	22	23	2	1	0	0	<p><i>Measure 1:</i></p> <p>Of the employers who rated students' ethics, 35 out of 37 (95 percent) rated students in the highest level.</p> <p>Of the students who rated their own ethics, 32 out of 35 (91 percent) rated themselves in the highest level.</p>	<p><i>Measure 1:</i></p> <p>To continue to have employers rate student's work ethics.</p> <p>To continue to have students rate their work ethics.</p>
Academic Year	Ethics																																					
	Demonstrates excellent work ethics		Demonstrates good work ethics		Demonstrates poor work ethics																																	
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2010/2011	22	23	2	1	0	0																																

*At least one measure per objective must be a direct measure. Indirect measures may be used to supplement evidence provided via the direct measures.

E. Academic Advising

Advising Strategy and Process

Both Dr. Diana Green and Mr. Ken Cuddeback advise students in this major. Dr. Green advises students whose last names start with A-M, and Mr. Cuddeback advises students whose last names start with N-Z. Mr. Cuddeback also advises students at the Davis campus.

Effectiveness of Advising

Students are encouraged to have appointments with their advisors at least once a year. During the interview, plans are created for the sequence of courses needed to complete the requirements in the amount of time designated by the students.

The effectiveness of the advising is shown through students taking the courses in correct sequence; thus, eliminating extra semesters. Those who do not meet with their advisors find their courses out of sequence and cannot take the next course due to prerequisites not being fulfilled.

Past Changes and Future Recommendations

We have created a potential schedule of course work form that outlines the students' progress in the program. The future recommendation is to continue using the form. Students have indicated that the schedule of course work assists them in completing their courses in order and at the right time.

F. Faculty

Faculty Demographic and Diversity Information

Thirteen faculty members teach regularly in the telecommunications administration program.

Main Categories	Subcategory	%
Gender	Female	62%
	Male	38%
Ethnicity	Caucasian	100%
	Doctorate	31%
	Master's	61%
Degree	Bachelor's	8%
	Rank/Tenure	Tenured
Instructor		8%

	Adjunct	46%
Years Teaching	<5	15%
	5-20	46%
	>20	39%

Programmatic/Departmental Teaching Standards and Faculty Qualifications

Adjuncts for lower division courses (1000 and 2000 level courses)

Master's degree and 3 years' related experience, and/or related endorsement.

OR

Bachelor's degree with related licensure, certification, and/or endorsement, and 3 years' related experience.

Must submit:

- A current resume
- Copies of teaching licensure or certification
- Documentation of degree and years of related experience

Adjuncts for upper division courses (3000 or 4000 level courses)

Master's degree in related field and 3 years' related experience, and/or related endorsement.

OR

Bachelor's degree plus 3 years' experience, related certification/s, plus 15 semester credit hours beyond bachelor's degree.

Must submit:

- A current resume
- Copies of teaching licensure or certification
- Documentation of degree and years of related experience

Campus Adjunct Instructor:

- All campus adjunct instructor classes are student evaluated
- All campus adjunct instructors have impromptu visits from a tenured department faculty member
- All campus course outlines must be submitted to the department administrative assistant and approved by an assigned tenured department faculty member and must follow course objectives as outlined by the Department

Concurrent Adjunct Instructor:

- Concurrent adjunct instructors are visited once a year by the TBE Department Concurrent supervisor

- Concurrent course outlines are submitted for approval and kept on file by the TBE Department Concurrent supervisor

Evidence of Effective Instruction

- i. Regular Faculty
All faculty are evaluated at a minimum of once a semester. Any concerns are discussed with the department chair.
- ii. Adjunct Faculty
All faculty are evaluated at a minimum of once a semester. Any concerns are discussed with the department chair.

Mentoring Activities

Faculty mentors work with adjunct faculty to improve teaching and to assist with classroom issues such as testing, syllabi, online, cheating, and classroom discipline.

Mr. Ken Cuddeback and Dr. Diana Green work with the adjunct faculty in the Telecommunications Administration major. We evaluate adjunct faculty regarding syllabi, student performance, classroom ambience, instructional materials, and performance. The evaluation is placed in the adjunct faculty's professional file. Any concerns are discussed with the department chair.

Ongoing Review and Professional Development

Faculty are provided opportunities in many avenues for professional development in areas of instruction, scholarship, and service. This includes Teaching and Learning Forum, the Office of Workplace Learning, and Online instruction.

The Teaching & Learning Forum was created by a group of faculty in 1992. The Forum offers retreats, book groups, workshops, collaborative projects, and other initiatives in support of faculty development. Activities are directed by the Teaching, Learning, and Assessment (TLA) Committee, a standing committee of the Faculty Senate, and the appointed coordinator who also serves as chair of the TLA Committee. The website is located at <http://weber.edu/tlf>.

All contract, salaried faculty are encouraged to submit proposals to the Research Scholarship and Professional Growth Committee and the Academic Resources and Computing Committee.

G. Support Staff, Administration, Facilities, Equipment, and Library

Adequacy of Staff

See Appendix C.

Adequacy of Administrative Support

The TBE Department receives excellent support from university departments such as WSU Online. The WSU Online staff has provided training and ongoing support. Many of the faculty has received Master Online Teacher certification by completing a series of workshops coordinated by the WSU Online office related to teaching techniques and current technology. The WSU Online office also has provided leadership on campus in regards to learning management systems (LMS). We have used WebCT, Blackboard, and Canvas in most of our courses. These LMS have led to efficiencies both in face-to-face courses as well as online courses.

At the college level, the department has received excellent technical support from staff, which keeps the classrooms functioning effectively. The faculty has three areas of responsibility: teaching, service, and research. High teaching loads and expectations of service limit the time available to complete research. Additional faculty positions would allow current faculty to have time for professional development as well as allow the program to offer more advanced courses that would make students more employable.

Adequacy of Facilities and Equipment

The TBE Department has been able to provide students with the latest software and exposure to state-of-the-art equipment and technology. The students have experience working on both PC and Mac computers. The relocation of the department to Elizabeth Hall has greatly improved working conditions as well as classrooms. At the college level, the department has received generous funding in support of software and equipment.

The TBE Department has the following facilities:

Building	Room Number	Room Type/Usage
Elizabeth Hall Ogden Campus	311 a & b	Computer Lab (25 Computer Workstations, 16 Computer Testing Stations)
	311 c & d	Audio/Visual Lab
	313	Multimedia Classroom (30 Mac Computers)
	318	TBE 1700 (CIL) Computer Classroom (40 PC Computers)
	373	Conference Room
	383	Department Chair Office
	367, 368, 371, 374, 378, 379, 380	Faculty and Staff Offices
	372, 375, 377	Adjunct Offices
	383	Administrative Assistant Office
Building 3 Ogden Campus	338	Computer Classroom (30 PC Computers)
Davis Campus	311	Computer Classroom (32 PC Computers)
	315	Computer Classroom (32 PC Computers)

Adequacy of Library Resources

Several courses rely heavily on the library service Safari Books Online, which provides online access to hundreds of textbooks and resources related to telecommunications.

H. Relationships with External Communities

Description of Role in External Communities

The role of the Advisory Committee has been essential to the development of curriculum. The committee's recommendations help keep courses current and relevant and also provide input regarding quality of student work.

Local businesses and organizations provide support to the department in several ways. They provide internships, which are required for a telecommunication majors. The internship provides an opportunity for students to gain relevant work experience. Internship evaluation is used in assessment. Businesses also contact us to find students to do projects for them such as voice and data networking.

The students in the telecommunications program benefit from donations, business visits, and presentations by local and national businesses.

I. Results of Previous Program Reviews

Previous Program Review: October 2003		
Problem Identified	Action Taken:	Progress:
<p><i>Issue 1</i> <i>Challenge:</i> The TBE telecommunication program needs to be aligned with some national or regional standards. It is stated in the mission statement that “the telecommunications, business education, and business systems technologies majors are required to meet standards of competency in a variety of technical areas”</p> <p><i>Recommendation:</i> The TBE telecommunication-intensive faculty need to seek a national telecommunications or related curriculum standards model. They need to use these standards as goals for their program.</p>	<p>The Telecommunications Administration major is in the process of redoing courses in this major to align with industry needs, which will also align with ABET requirements.</p>	<p>The revisions have been approved by the department faculty, Telecommunications Advisory Committee, and college curriculum committee and are currently at the university curriculum committee level pending approval.</p>
	<p>Action to Be Taken:</p>	
	<p>Once the major changes have been approved, then the application process can begin for ABET accreditation.</p>	
<p><i>Issue 2</i> <i>Challenge:</i> The gathering of information from interviews, surveys, and forms is an important function. Further, a consistent, long-term method of reporting these data needs to be established in order to identify goals that benefit all stakeholders.</p>	<p>Action Taken:</p> <p>Data was collected from exit interviews, and exit questionnaires from students who were applying for graduation from 2001 to 2010. In 2010, the department revised the methods of reporting outcomes information. The faculty determined that the internship/ practicum evaluations would provide better outcome reporting information.</p>	<p>Ongoing</p>
	<p>Action to Be Taken:</p>	
	<p>Evaluation of outcomes and methods of obtaining data is a continuous process.</p>	

<p><i>Issue 3</i> <i>Challenge:</i> Because the telecommunications program requires an internship experience, it is a challenge for only two people in the department to contact businesses, and effectively match students with businesses. This is in addition to their teaching and advising responsibilities.</p> <p><i>Recommendation:</i> An internship/practicum coordinator needs to be placed in the department. This person would have the responsibility of contacting and recruiting businesses for student internships. This person could coordinate and supervise student internships and practicums.</p>	<p>Action Taken:</p> <p>TBE 4760, the internship course, is part of the teaching load for TBE faculty. Dr. Diana Green or Mr. Ken Cuddeback supervise this course, which is the internship experience.</p>	<p>Progress:</p> <p>NA</p>
	<p>Action to Be Taken:</p> <p>NA</p>	
<p><i>Issue 4</i> <i>Challenge:</i> The courses are clearly laid out for students to complete them in a timely fashion. However, many courses are offered only once a year, and they must be taken concurrently with other courses. Therefore, if a student is off by one class for any reason, he/she could end up a year behind in the program.</p> <p><i>Recommendation:</i> It might be possible to offer some form of alternative for students in case they are unable to meet according to the recommended schedule. For example, in the Fall of their 2nd year, students are to take 2710, 2720, and 2730 concurrently. This constitutes 9 hours of classes, and they are to take 3000 level courses the next semester. If for any reasons they have not finished their general education requirements, they should be concentrating on general education classes during this</p>	<p>Action Taken:</p> <p>Courses can only be offered as often as is economically feasible given the student numbers. In order to ensure that students take courses in a timely fashion, students receive advisement from either Dr. Green or Mr. Cuddeback, can view the WSU catalog to see when courses are offered, and have access to Cattracks to see what courses are completed and what courses still need to be taken to graduate.</p>	<p>Progress:</p> <p>NA</p>
	<p>Action to Be Taken:</p> <p>NA</p>	

<p>semester. That would mean that they would be off by one semester for TBE courses, but the courses they need will not be offered again until Spring. So some students may fall behind by a year because of the limits when the classes are offered.</p>		
<p><i>Issue 5</i> Challenge: Due to the rapid and constant changes in technology, faculty struggle at times to incorporate improvements based on the evidence of theory and practice.</p>	<p>Action Taken: Even during economically difficult times, the College of Applied Science and Technology has allowed faculty to travel at least once a year for training and/or professional conferences. WSU offers various training in IT, etc.</p> <p>Action to Be Taken: Continue to support faculty training through conferences and support materials.</p>	<p>Progress: NA</p>
<p><i>Issue 6</i> Challenge: There is clear evidence that the TBE program has a strategy for advising its major/minor students, but it is not continually assessed for its effectiveness.</p> <p><i>Challenge:</i> Because of the heavy teaching and preparation load, plus other commitments in service and scholarship, faculty members expressed a desire to assess its advising process more regularly.</p>	<p>Action Taken: WSU has implemented a Cattracks system Fall 2010, which allows students to view the same information the faculty can on student progress towards graduation. This system has helped with the advising process.</p> <p>Action to Be Taken: A request has been made to the Cattracks developers to add a component allowing announcements to be sent to specific majors.</p>	<p>Progress: The request has been made, but the component has not yet been developed.</p>
<p><i>Issue 7</i> <i>Recommendation:</i> Continue to get the most out of advisory</p>	<p>Action Taken: The Telecommunications</p>	<p>Progress: On going</p>

<p>committee. Continue to rotate representatives from the various organizations represented. Continue to press the committee for changes in the industry and to provide needed equipment for the labs. This has been done in the past and it has been effective. Of course, there is always room for improvement and the committee may have suggestions on how to improve their involvement with TBE. The challenge that continues to present itself to TBE is the rapid rate of change which is occurring in the industry, not only in technology but in public policy.</p>	<p>Administration Advisory Committee has been very active in changes to this major. Also, in the last year, the committee has met via telephone in order to make progress on the recent changes to the major, which are currently at the university curriculum committee. Members have been rotated on/off the committee as well. The committee has been very helpful in providing equipment for labs on occasion.</p>	
<p><i>Issue 8</i> <i>Challenge:</i> The tenure-track faculty have excellent qualifications (both Academic and life-experience qualifications.) However, the instructor/adjunct faculty, while excelling in real-world experience, does not meet high academic standards. None of the 15 instructor positions is filled with Ph.D's., and only 26 % of the instructors have master's degrees. The others are instructors with Bachelor degrees. This may enable the TBE program to find highly experienced instructors to help their students, but the academic qualifications are minimal. <i>Challenge:</i> There is serious need for at least one other</p>	<p>Action to Be Taken: Annually evaluate the advisory committee membership and use the committee to improve the program.</p> <hr/> <p>Action Taken: An attempt was made to hire a full-time, tenure position faculty member several years ago, but a qualified candidate could not be found. Then, because of financial cutbacks, that position has been on hold. Faculty offices space is now available when a new faculty member is hired.</p> <hr/> <p>Action to Be Taken: Hire another full-time tenured faculty for the Telecommunications Administration major as the economy</p>	<p>Progress: On hold</p>

<p>faculty member to maintain the integrity of this program. The current faculty are excellent and do a tremendous job with their students. I was amazed at the number and quality of courses taught by so few faculty, in addition to the time spent advising and supervising internships.</p> <p><i>Recommendation:</i> There is a desperate need for at least one other faculty in the telecommunications area. In addition, an office space for the new faculty would be required.</p> <p><i>Challenge:</i> The department has seven contracted faculty and fifteen adjunct faculty. The department is facing, and will continue to face, staffing and scheduling challenges with continued growth. Added to this dilemma will be the accessibility between main campus and Davis campus commute.</p> <p><i>Recommendation:</i> The TBE Department needs at least two more full-time faculty members. These faculty members can improve the quality of the program and help the department meet its goals by more course offerings, course scheduling, course coordination, and content expertise.</p>	<p>improves and funds allow.</p>	
<p><i>Issue 9</i> <i>Challenge:</i> The sharp growth of the program is an indication that it is a successful program. The present building and physical facilities are a constraint to students, faculty, and curriculum goals.</p>	<p>Action Taken: In December of 2009, Elizabeth Hall was completed. Elizabeth Hall has faculty offices for the current faculty as well as shared adjunct faculty office space. Elizabeth Hall has a conference room</p>	<p>Progress: Complete</p>

<p><i>Recommendation:</i> The TBE Department needs relief from the shortage of adequate classroom and faculty office space in order to maintain its momentum and achieve its program goals. Ideally, these classrooms and offices should be housed in the same building to increase faculty collaboration, to provide student advisement, and to increase interaction between students and their instructors.</p> <p><i>Challenge:</i> Room size is a challenge in the rooms on the main campus. Teaching labs are heavily used, and they are crowded. Students are forced to sit close together and there is very little space for students to put working materials.</p> <p><i>Recommendation:</i> It would greatly benefit the TBE Department and help it achieve its goals if it were located in one or two buildings closely linked to each other. The ideal location would be in Building 2. Printing services should be relocated to provide more classroom and office space for the TBE Department.</p>	<p>with video conferencing capability, a computer lab and testing area, a multimedia classroom, and a computer literacy classroom. In addition, Building 3, Room 338, is a computer classroom used for Telecommunication courses and other TBE Department courses. Davis Campus has two classrooms dedicated to computer literacy and Telecommunications courses. Although these classrooms are not in the same building or campus, Dr. Green and Mr. Cuddeback have offices in Elizabeth Hall. Mr. Cuddeback also has an office at the Davis Campus and can advise students at either campus.</p>	
	Action to Be Taken:	
	NA	
<i>Issue 10</i>	Action Taken:	Progress:
<p><i>Challenge:</i> Because of budget and operational constraints, there never seems to be enough support staff to do all that is needed. There are many tools available to faculty and staff but keeping course materials updated in the most current formats, media, software revisions, testing tools, Web Access techniques, etc. seems to be endless. By the time one gets around to updating their materials, it is time to change or update again. In the past three years, there</p>	<p>The department administrative assistant position changed from a 9-month position to an 12-month position, which has greatly increased the support for on-campus programs during the summer months.</p>	<p>Completed</p>
	Action to Be Taken:	
	NA	

<p>has been a tremendous effort to provide support staff and lab assistants to help ease the load and to keep up with change.</p> <p><i>Recommendation:</i> There needs to be increased financial support for the summer months for on-campus programs.</p>		
<p><i>Issue 11</i> <i>Challenge:</i> Library support through its collection of publications and online access is good. Online resources are very good for the TBE programs. Library support, as these programs expand, also needs to expand to meet the information needs of students and faculty members.</p>	<p>Action Taken: The library currently provides an on-line resource for reading materials to help faculty keep current. The name of this program is Safari Books Online.</p> <p>Action to Be Taken: NA</p>	<p>Progress: Completed</p>
<p><i>Issue 12</i> <i>Challenge:</i> Faculty and student parking is a challenge for those who must park far away from the building and ride the shuttle. These people can be late for classes and it can be disruptive.</p> <p><i>Recommendation:</i> The University needs to develop a dependable and convenient transportation system for students and faculty on campus who ride the shuttle and for students and faculty who travel to the Davis campus.</p>	<p>Action Taken: The university provides a shuttle from the Dee Events Center to the main campus. Most students choose either to take courses at the main campus during the day or evening courses at the Davis Campus or Main Campus. A transportation system between campuses has not been an issue.</p> <p>Action to Be Taken: NA</p>	<p>Progress: Completed</p>

J. Action Plan for Ongoing Assessment Based on Current Self-Study Findings

Action Plan for Evidence of Learning Related Findings

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>	<i>Current 5 Year Program Review: 2012</i>
	<p><i>Year 1 Action to Be Taken:</i> Change major name from Telecommunications Administration to Network Management Technologies. Get curriculum changes completed.</p>
	<p><i>Year 2 Action to Be Taken:</i> Apply for ABET accreditation.</p>
	<p><i>Year 3 Action to Be Taken:</i> Complete ABET accreditation self-study.</p>
	<p><i>Year 4 Action to Be Taken:</i> Receive ABET accreditation.</p>
<p><i>Issue 2</i></p> <p>Gather artifacts for assessment.</p>	<i>Current 5 Year Program Review: 2012</i>
	<p><i>Year 1 Action to Be Taken:</i> Collect artifacts from TBE 2415</p>
	<p><i>Year 2 Action to Be Taken:</i> Collect artifacts from TBE 2435 and TBE 3300</p>

Action Plan for Staff, Administration, or Budgetary Findings

Problem Identified	Action to Be Taken
<i>Issue 1</i>	<i>Current 5 Year Program Review: 2012</i>
Add an additional faculty member for the Telecommunication Administration major.	<i>Year 1 Action to Be Taken:</i> Request an additional tenure-track faculty position for the Telecommunications Administration Major.

K. Summary of Artifact Collection Procedure

Artifact	Learning Outcome Measured	When/How Collected?	Where Stored?
TBE 2415		Once a year	Electronic copies on S drive under Assessment
TBE 2435		Once a year	Electronic copies on S drive under Assessment
TBE 3300		Once a year	Electronic copies on S drive under Assessment

Summary Information (as needed)

APPENDICES

Appendix A: Student and Faculty Statistical Summary for Department

	2006-07	2007-08	2008-09	2009-10	2010-11
Student Credit Hours Total	14,402	17,269	14,718	15,882	16,323
Student FTE Total	480.07	575.63	490.58	529.40	544.10
Student Majors AAS Degree	25	18	16	10	18
Student Majors BS Degree	68	62	74	68	71
Department Graduates	43	26	36	33	41
Certificate	0	0	0	0	1
Associate Degree	19	3	11	8	10
Bachelor Degree	24	23	25	25	30
Student Demographic Profile	129	139	157	153	175
Female	43	49	51	47	51
Male	86	90	106	106	124
Faculty FTE Total	15.22	15.58	15.62	16.09	NA
Adjunct FTE	7.72	8.08	9.05	8.98	NA
Contract FTE	7.50	7.50	6.57	7.11	NA
Student/Faculty Ratio	31.54	36.95	31.41	32.90	NA

Note: Data provided by Institutional Research

Appendix B: Contract/Adjunct Faculty Profile

Name	Gender	Ethnicity	Rank	Tenure Status	Highest Degree	Years of Teaching	Areas of Expertise
Ms. Laura Anderson	F	Caucasian	Instructor	NonTenure Track	Master's	19	Business/Multimedia
Mr. Kenneth Cuddeback	M	Caucasian	Associate Professor	Tenured	Master's	17	Cisco, Security, Networking, Network Server Admin Internships Advisor
Dr. Diana Green	F	Caucasian	Professor	Tenured	Doctorate	29	Bus Communications Supervisory InfoTech Spreadsheets Internships Advisor
Dr. Laura MacLeod	F	Caucasian	Associate Professor	Tenured	Doctorate	30	Multimedia
Ms. Joyce Porter	F	Caucasian	Instructor	NonTenure Track	Master's	37	Web Design
Dr. Allyson Saunders	F	Caucasian	Professor	Tenured	Doctorate	29	Bus Communications
Dr. Alden Talbot	M	Caucasian	Professor	Tenured	Doctorate	43	Advisor
Mr. Thomas Bell	M	Caucasian	Adjunct Faculty	NA	Master's	1	Internet/Database Integration
Mr. Scott Checketts	M	Caucasian	Adjunct Faculty	NA	Master's	7	Fiber and Wireless
Ms. Sandra Jensen	F	Caucasian	Adjunct Faculty	NA	Master's	3	Bus Communication
Mr. Rex Knowles	M	Caucasian	Adjunct Faculty	NA	Bachelor's	11	Cyber Policy and Ethics
Ms. Carole Lapine	F	Caucasian	Adjunct Faculty	NA	Master's	13	CIL Bus Communication
Ms. Jennifer Morgan	F	Caucasian	Adjunct Faculty	NA	Master's	6	CIL

							Intro to Operating Systems
Mr. Darin Myers	M	Caucasian	Adjunct Faculty	NA	Master's	11	Digital Switching
Mr. Steve Pecorella	M	Caucasian	Adjunct Faculty	NA	Bachelor's	9	Digital Switching
Mr. Mark Sagers	M	Caucasian	Adjunct Faculty	NA	Bachelor's	20	Transport Media
Mr. Randy Swalberg	M	Caucasian	Adjunct Faculty	NA	Master's	20	Data Network Design
Mr. Larry Welch	M	Caucasian	Adjunct Faculty	NA	Bachelor's	13	Voice Network Design

Note: CIL (Computer and Information Literacy)

Appendix C: Staff Profile

Name	Gender	Ethnicity	Job Title	Years of Employment	Areas of Expertise
Angela Christensen Classified Staff	F	Caucasian	Administrative Assistant	2	Office Support Coadvisor, PBL
Carole Barrios Lapine Professional Staff	F	Caucasian	Computer Literacy Administrator	13	CIL Business Communication Computer Software

Appendix D: Financial Analysis Summary

Department of Telecommunications & Business Education					
Cost	06-07	07-08	08-09	09-10	10-11
Direct Instructional Expenditures	895,026	838,870	888,107	894,476	928,019
Cost Per Student FTE	1,864	1,457	1,810	1,690	1,706
Funding	06-07	07-08	08-09	09-10	10-11
Appropriated Fund	754,391	784,485	801,650	808,469	815,897
Other:					
Special Legislative Appropriation					
Grants of Contracts					7,026
Special Fees/Differential Tuition	140,635	54,385	86,457	86,007	105,095
Total	895,026	838,870	888,107	894,476	928,019

Note: Data provided by Provost's Office

Appendix E: External Community Involvement Names and Organizations

Name	Organization
Jeff Stokes (Chair)	Director, Project Management-Enterprise Network Services, Convergys Corp. 801.629.6556 Jeff.stokes@convergys.com
Baxter Blass	Senior Engineer, Sorenson Communications 801.644.5341 inbucket@gmail.com
Doug Burgin	Enterprise Engineer, Consonus 801.299.0331 (home) 801.617.2993 burginz@comcast.net
Kevin Lethco	IHC 801.442.6530 (work) 801.599.0132 (cell) klethco@ihc.com
John P. Jurkowski	Airway Transportation System Specialist SSC Coordinator Federal Aviation Administration 801.589.5586 (home) 801.325.9889 (work) jjjurkowski@msn.com
Mike Martin	Questar 801.324.1938 mike.martin@questar.com
Darin Myers	PacificCorp 801.220.4042 (cell) 801.597.9264 (work) Darin.Myers@PacifiCorp.com
Russell Williams	801.775.8427 (home) 801.560.0680 (cell) Russell.williams@gmail.com
Mark Sagers	Area Manager, AT&T 801.967.1295 msagers@att.com
Randy Swalberg	Qwest 801.575.1070 Randy.swalberg@qwest.com

Appendix F: External Community Involvement Financial Contributions

Organization	Amount	Type
XO Company (voice switching equipment)	\$20,000	Donation