**Departmental Assessment Analysis**

(DAA form)

"Capturing the meaning of the assessment for the program."

**Instructions:**
- After departmental discussion and review of **SLAS forms**, complete the following form.
- Submit form to SLO Taskforce semi-annually. **Due by census date.**

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| What does the department think it can do to improve teaching and learning? | 1. Include more videos and other resources detailing best practices for products created with applications. Experiment with alternate instructional methods/patterns such as flipping some activities from homework to classroom and vice versa.  
2. Expand and continue use of Netlabs cloud based lab environment for IT courses. Many advantages, allows students to do a lot more, make more configurations to greater variety of virtual computers and networks. These kind of activities are crucial to educate, but would be impractical and problematic if attempted with computers in the classroom or networks on campus. |
| What help or resources are needed from the college to improve teaching and learning? | 1. Monetary support to make regional Netlabs sustainable. Netlabs is being set up by Deputy Sector Navigator, but ongoing operating cost contributions likely needed for the future.  
2. Second projector and monitor for NCC classroom, so students can view example document and best practices information at the same time.  
3. Support for faculty development opportunities. Develop a policy about loading that does not interfere with part-time faculty taking classes and getting training. |
| What are top priorities for improvement? | 1. Alignment of course and certificate curriculum with model curriculum such as C-ID and State Pathway patterns. |
| How will department implement those priorities? | 1. Steve will submit proposal for the Business Information Worker Certificate.  
2. Steve will submit proposals to modify existing courses to align with C-ID. |
| Provide timeline. | 1. Spring 15: Steve will prepare proposals and submit them to work through the approval process. |