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 by census date.  
DAA forms will be published as "results" on the Sierra College Accreditation/SLO website

<table>
<thead>
<tr>
<th>Program/Degree/Certificate:</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>The analysis below is separated into three categories based on the three different groups that met during our Planning and Assessment meeting. Each group reviewed the combined department wide assessment results (CSLOs) for the following classes...</td>
<td></td>
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<tr>
<td>Math 24/42 – Modern Business Math &amp; Business Calculus</td>
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<tr>
<td>Math 29 – Pre-Calculus</td>
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<tr>
<td>Math 582 – Pre-Algebra</td>
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| Today’s Date: | 1/19/2016 |

| What does the department think it can do to improve teaching and learning? | 24/42 – Participate in professional development activities for example FLEX activities on helping students read and interpret instructions and mathematical problems. Share successful strategies on writing problems for student comprehension. Look at different textbooks.  
29 – Redesign scope of course of change to 5 units based on student and instructor feedback and student success rates.  
582 – Stress difference in solving equations versus simplifying an expression and how to determine which operation should be used when translating word problems |

| What help or resources are needed from the college to improve teaching and learning? | 24/42 – More funding for professional deployment on teaching strategies.  
29 – Increasing units would have implications on loading, classroom scheduling (doesn’t fit present 4 unit pattern) and assigned classrooms.  
582 – Continue to support the lab and program and increase staffing and tutors for work with word problems |
| What are top priorities for improvement? | **24/42** – Share materials and strategies between instructors of this class. It is a very unique math class so new faculty would benefit from experienced faculty support and materials.  
**29** – To ensure that all faculty cover the curriculum and all students can successfully learn all the material the class unit loading needs to increase.  
**582** – Assess sooner to check if we are losing students struggling early on and getting data only from successful students at the end of the semester. |
| --- | --- |
| How will department implement those priorities? | **24/42** – Experienced faculty and the course resource person will contact new faculty to offer support and materials.  
**29** – Discuss with our scheduling committee and the Dean to determine if an increase in the class unit load is feasible.  
**582** – Tell instructors to assess prior to withdraw date on topics we can. Consider a common question to assess all classes. |
| Provide timeline. | **24/42** – On going prior to each semester  
**29** – During the semester begin our inquiries within the department for implementation.  
**582** – Before next assessment |
| Previous/ongoing actions or plans implemented (Refer to previous DAA form). | **24/42** – None prior  
**29** – N/a  
**582** – N/a |
| Goals met, changes made or evidence of improvement. | **24/42** – N/a  
**29** – TDB  
**582** – N/a |