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>Political Science</th>
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<tbody>
<tr>
<td>Today’s Date:</td>
<td>Fall 2017</td>
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**What does the department think it can do to improve teaching and learning?**

Continue to encourage greater utilization of campus resources such as the Writing Center (both online and on-ground), Tutor Center and mini campus workshops such as study skills, reading skills, test anxiety, etc. Schedule targeted Writing Center workshops with political science students across the discipline. Individual instructors teaching POLS1 will continue to conduct individual/personal assessments to track Student Learning Outcomes. The department will continue to conduct a group assessment using a pre/post-test for POLS1. However, individual POLS1 assessments will help each instructor on a personal level. How are they contributing to the overall departmental assessment outcomes? Members of the department will continue to share best practices in the discipline, particularly information gained through conferences, workshops, reading material and creative assignments. The department will continue to have discussions about assessments/outcomes - maximizing both full and part-time members. Continue to review and adopt textbooks with relevant discipline outcomes. Incorporate material from Open Education Resources (OER) to reduce cost for students. Actively encourage students to participate in internships and offer support as an advisor. Encourage instructors to sign up for the OER online course. Encourage greater participation of political events/civic duty by students since most learning takes place outside the classroom. Encourage POLS instructors to complete the ISW workshop through Staff Development. Encourage faculty to complete Canvas training. Revitalize the POLS Club and actively recruit students. Continue to do individual class evaluation outside the District required process.

**What help or resources are needed from the college to improve teaching and learning?**

The department would like the district to pay for membership in professional organization such as the American Political Science Association (APSA), local political association conferences as well as more resources to pay for conferences related to teaching and learning. While there has been some work done to reduce the noise level from adjoining classrooms, it has not completely eliminated the problem. More importantly, a new classroom has been created, which further complicates this problem. This is still problematic during exams or when
| **What are top priorities for improvement?** | 1. The District should keep working on the noise level between adjoining classes.  
2. The department will continue to evaluate the questions on the pre-post/test for POLS1 and make the needed adjustments. The individual instructor assessment will help. Each instructor is asked to incorporate the questions on the pre/post test on a graded exam and assess the result.  
3. Continue to assess more SLOs for each course during and outside the assessment cycle.  
4. The District still needs to hang the flags that have been down for a few semesters. |
| **How will department implement those priorities?** | 1. ePAR/Division Deans.  
2. Through department discussions/encouragement. |
| **Provide timeline.** | Spring, 2018 and Fall, 2018. |
| **Previous/ongoing actions or plans implemented (Refer to previous DAA form).** | The students love the new desks that were requested on previous DAA form! An attempt was made to reduce the noise level from adjoining rooms highlighted on previous DAA form. This has reduced the noise level but the problem is ongoing. Adjusted pre-post test questions. This analysis will continue. Discussed individual faculty self assessments for POLS 1 – numbers are improving. |
| **Goals met, changes made or evidence of improvement.** | The results of the post-test show improvement. Instructors who have conducted individual self-assessments have seen positive outcomes on the post-tests (an increase in student's scores). Instructors are more pro-active in sharing course assignments. Some instructors are conducting course evaluation outside the normal evaluation cycle. |