



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

<b>Program/Degree/Certificate:</b>	Economics (Spring 2018)
<b>Today's Date:</b>	2/2/2018
What does the department think it can do to improve teaching and learning?	Maintain our continuous assessment and evaluation process for all of our courses and our program, as we have always done. In addition to changes specific to our identified outcomes, we discussed possible changes to many different aspects of how we teach our classes.
What help or resources are needed from the college to improve teaching and learning?	One department member complained that the difficulty in finding an available parking space has at times interfered with the member's ability to be in class on time. There was general agreement that more faculty parking spaces are needed.
What are top priorities for improvement?	No ranking has been done.
How will department implement those priorities?	We will continue to monitor our courses and make modifications in multiple areas, including: 1) presentation of topics (changes in style, method and relative emphasis), 2) use of homework assignments, problem sets, group projects, and student presentations, and 3) methods and content of assessments (changes to quizzes, exams, and other assessments).
Provide timeline.	Adjustments and improvements are made on a continuous basis.
Previous/ongoing actions or plans implemented (Refer to previous DAA form).	We make modifications in multiple areas, including: 1) presentation of topics (changes in style, method and relative emphasis), 2) use of homework assignments, problem sets, group projects, and student presentations, and 3) methods and content of assessments (changes to quizzes, exams, and other assessments).
Goals met, changes made or evidence of improvement.	Results varied from class to class and instructor to instructor. Results from Fall 2017 assessments were satisfactory, and provided no reason for concern or alarm. The similarity of results to previous assessments would make it scientifically invalid to draw any meaningful conclusions from these assessments regarding the effect of the changes that have been instituted, given the multitude of variables involved.