



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

Program/Degree/Certificate:	English
Today's Date:	Feb. 8, 2019
What does the department think it can do to improve teaching and learning?	For the four sophomore-level courses formally assessed in Fall '18 (ENGL 21, ENGL 29, ENGL 37, and ENGL 48) faculty have made several suggestions for providing more scaffolding and preparation for students who did not "master" or show proficiency with the material assessed. Though these numbers were relatively small, faculty agree that building in, for example, more modeling of the evaluation of the work of others (ENGL 21) and requiring a graphic organizer (ENGL 29) will create both clearer expectations and the tools with which to reach the course outcomes.
What help or resources are needed from the college to improve teaching and learning?	Overall, our department level discussions are not focused on the sophomore-level courses, which are taught less frequently, and typically by only one instructor. The bulk of the teaching is ENGL 1A and ENGL 1B, and (formerly) ENGL N. Because of the mandates over the past 3-4 years (first, Acceleration, now, AB 705), almost all of the department's attention has been geared toward completely revising the primary composition course(s). We have gotten resources to attend CAP (California Acceleration Project) conferences, which have helped tremendously with the development of the new curriculum, the increased unit of ENGL 1A, the hybrid component of 1A (resourced by the college). Three new hires will also help, given that more than 80% of the ENGL 1A sections are taught by part time faculty.
What are top priorities for improvement?	Our top priority is ENGL 1A and ENGL S. The past couple of years have been spent primarily in improving/revising ENGL N; this course will now rarely be offered, as students are no longer required to take below-college level courses. Our priority now is to help students succeed in ENGL 1A as the foundation of all college writing. ENGL S will be offered for the first time in summer '19 as a support for less-prepared students taking ENGL 1A.

How will department implement those priorities?	<p>Faculty training for teaching the hybrid portion of ENGL 1A will commence on 3/1/19. It's a five-week, online training.</p> <p>Faculty training for the new ENGL S course will commence on 3/29 and requires six hours of training for instructors who plan to teach ENGL S.</p>
Provide timeline.	See above
Previous/ongoing actions or plans implemented (Refer to previous DAA form).	Continued compliance with state-mandates, which have been the primary impetus for our recent work.
Goals met, changes made or evidence of improvement.	<p>The new 4-unit version (hybrid) of ENGL 1A has been approved by the curriculum committee and will be offered beginning fall '19. The online research component is vetted and training begins in a few days.</p> <p>The new ENGL S has been approved by the curriculum committee and will be offered beginning summer '19.</p>