



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:	Philosophy Program
Today's Date:	1/22/19
What does the department think it can do to improve teaching and learning?	<ul style="list-style-type: none"> <li>• Utilize Backward Design model to help with writing outcome achievement.</li> <li>• Ensure that writing assignments have similar outcome expectations.</li> <li>• Intentionally expand online course offerings in Philosophy.</li> <li>• Use Program Review to guide professional development and planning</li> <li>• Identify patterns in enrollment, success, retention, and equity gaps</li> </ul>
What help or resources are needed from the college to improve teaching and learning?	<ul style="list-style-type: none"> <li>• Assistance from Lib Arts Division Dean and Research Office to advise and manage enrollment in light of mapping results.</li> <li>• Data feedback from SLAS results to identify outcome achievement gaps and inform improvement plans and professional development needs.</li> <li>• Support in designing 8-week online courses (for late start sections)</li> <li>• Professional development opportunities for designing, teaching, and assessing writing within the discipline.</li> <li>• More resources Planning &amp; Assessment time for FT and PT faculty to review assessment results and plan.</li> </ul>
What are top priorities for improvement?	<ul style="list-style-type: none"> <li>• Conduct department-wide writing assessments</li> <li>• Use SLAS results with Backward Design to identify learning improvement opportunities. Implement improvement plans based on f18 writing assessment results</li> </ul>
How will department implement those priorities?	<ul style="list-style-type: none"> <li>• Faculty will attend Equity Summit 2019</li> <li>• Faculty will implement improvement plans based on f18 writing assessment results and reassess during s19.</li> </ul>
Provide timeline.	<ul style="list-style-type: none"> <li>• Ongoing through spring 2019</li> </ul>
Previous/ongoing actions or	<ul style="list-style-type: none"> <li>• Department chair will schedule "Using Data to Improve" meeting for faculty to learn how to utilize data dashboards.</li> <li>• Allow faculty to self-assign writing assessment schedules for fall 18</li> </ul>

<p>plans implemented (Refer to previous DAA form).</p>	<ul style="list-style-type: none"> <li>• Chair will schedule meeting with Professional Development workgroup to discuss ways to connect SLAS results with Professional Development opportunities.</li> </ul>
<p>Goals met, changes made or evidence of improvement.</p>	<ul style="list-style-type: none"> <li>• Data workshop held for HUM/PHIL department faculty mid f18.</li> <li>• Faculty submitted SLAS results on writing assessments – will use improvement plans s19 and reassess.</li> <li>• Draft of Critical Thinking writing rubric created.</li> <li>• Faculty attended and participated in Equity Summit 2019</li> </ul>