



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>	Political Science
<b>Today's Date:</b>	Spring 2019
What does the department think it can do to improve teaching and learning?	<p>Creating "equitized" syllabi will contribute greatly to the success rate of historically underrepresented students. Department members are encouraged to participate in "equity" related workshops. Examine "equity" related data to personally assess if we are meeting the needs of "all" students. Engage in more targeted outreach to students who are struggling in our classes. Evaluate our teaching styles and create a more holistic approach to teaching. Engage students in the creation of evaluation tools. Continue to incorporate group work and practical/hands on classroom experience. Collaborate with faculty outside the discipline. Infusing the Guided Pathway model in the department (Clarifying the path – what are the core requirements of each class?). (Laying out the requirements for POLS majors to encourage students to choose this discipline). (Providing the necessary guidance to keep them involved in the major and ensure success – transfer). Utilizing a variety of teaching modalities to reach the greatest number of students. For example, the</p>

use of clicker (engage the shy students). Continue to encourage greater utilization of campus resources such the Writing Center (both online and on-ground), Tutor Center and student success 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 and there will be more clarity on how they are contributing to the overall departmental assessment outcomes. Essentially, the Research Office assessment will no longer be anonymous. 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

	<p>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. Participate in "On Course" as well as "CORA" training.</p>
<p>What help or resources are needed from the college to improve teaching and learning?</p>	<p>Provide one-on one or departmental training on creating "equitized" syllabi (incentivize full/part-time faculty to compete the training). Carve out a time during flex week so faculty can collaborate across disciplines on regarding best practices. P&amp;A would be more useful if faculty actually has time to share best practices or are engaged in hands on teaching modalities. The district needs to create a space during flex week where "all" faculty can share on-line teaching techniques within discipline or across disciplines. 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 viewing videos that students cannot hear if they are sitting in the back of the room. Instructors</p>

	<p>have to keep the volume low to avoid impeding the other classes. It's an "all" around problem but the tension among faculty has lessened. A couple reminders are still warranted. Also, perhaps the new instructional building will help with this problem. I certainly hope the district keeps this in the forefront as we move forward with the new instructional building.</p>
What are top priorities for improvement?	<ol style="list-style-type: none"><li>1. Providing one-on-one or group training to create "equitize" syllabi.</li><li>2. Professional development/training on successful teaching modalities as it relates to underserved populations.</li><li>3. Greater understanding of the diversity of our students – the challenges they face and avoiding a one size-fits-all approach to teaching.</li><li>4. Being more empathetic of our students (providing more time to complete an assignment). For example, if the outcome is to get students to grasp a particular concept, then doing the assignment three times would be fine as long as the outcome is met.</li><li>5. The department will continue to evaluate the questions on the pre-post/test for POLS1 and make the needed adjustments. Faculty will need to conduct individual assessments in order to engage in meaningful conversation about the outcomes for POLS 1. For example, each instructor is asked to incorporate the questions on the pre/post</li></ol>

	<p>test on a graded exam and assess the result.</p> <p>6. Continue to assess more SLOs for each course during and outside the assessment cycle.</p>
How will department implement those priorities?	<ol style="list-style-type: none"> <li>1. District commitment/Resources</li> <li>2. ePAR/Division Deans.</li> <li>3. Through department discussions/encouragement.</li> </ol>
Provide timeline.	Fall 2019 and Spring 2020
Previous/ongoing actions or plans implemented (Refer to previous DAA form).	<p>The students are still satisfied with 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 has not been solved. Perhaps the only solution is a new building (as long as the rooms are sound proof). Adjusted pre-post test questions. This analysis will continue. Discussed individual faculty self-assessments for POLS 1 – numbers are improving.</p> <p>Clicker was purchased through Patrons Grant.</p>
Goals met, changes made or evidence of improvement.	<p>Flags were finally hung after several requests (thanks Patrick). 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.</p>