

# Doña Ana Community College Assessment Committee Newsletter

Our objective is to support and showcase effective and meaningful academic and institutional assessment.

## DACC Data Update

Dr. Jennifer Hodges DACC/AVPAA

### Early Momentum Metrics: Connecting Student Learning Outcomes and Institutional Outcomes

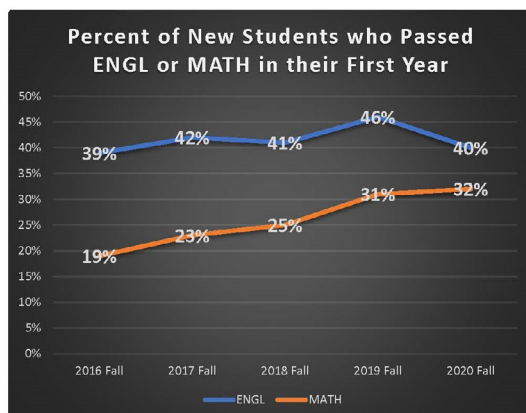
When we think about assessment, we often automatically think of Student Learning Outcomes (SLOs). Although SLO assessment is incredibly important to our understanding of student success, community colleges are often held accountable for institutional outcomes such as retention and graduation rates without consideration of outcomes from individual courses.

These longitudinal institutional outcomes are important but do not provide actionable measures for decision making. Belfield, Jenkins, and Fink (2019) recommended use of Early Momentum Metrics (EMMs) to allow for formative assessment of institutional strategies implemented to improve student success.

They examined how 9 first year EMMs (split into three categories: Credit Momentum, Gateway Course Momentum, and Persistence Momentum) predicted completion of any community college award within three years and completion of any award from any postsecondary institution within six years.

The chart below shows the percent of DACC students who passed an English or Math gateway course (EMMs) within their first year. How might we use what we have learned from the assessment of SLOs in English and Math to increase these pass rates which are predictive of credential completion?

Full article: "[Belfield, Jenkins, and Fink \(2019\)](#)"



## Articles & Resources

### Including Diversity, Equity, & Inclusion in our Assessment Strategies

Intentionally incorporating Diversity, Equity, and Inclusion (DEI) practices into our assessment strategies is vital to student success. DEI has been and continues to be a research topic in many different areas of education. As we consider the broad scope of DEI, corresponding assessments associated with DEI also require a multi-level perspective. Below we have summarized some of the previous research we believe might help us examine DACC as an institution. To identify any areas we can improve on, we ask ourselves the following questions:

1. Do we assess DEI perspectives among DACC faculty?
2. Do we assess how DEI affects/influences our overall student outcomes?
3. How do the different programs at DACC actively apply DEI?
4. How do we assess our pedagogical practices that incorporate the principles of DEI and do we have professional development in our institution that supports these practices?
5. Do we assess students' perception of our college DEI climate?

DEI related articles: [1](#), [2](#), [3](#), [4](#), [5](#), [6](#), [7](#), [8](#), [9](#), [10](#), [11](#)

### Upcoming Professional Development

2022 Diversity, Equity, and Student Success: More Than Just Words  
March 17 – 19, 2022; New Orleans, LA  
[Proposal being solicited](#)

## General Education Assessment

General Education course curriculum is meant to provide students with various perspectives from which to view the world, and equip them with the ability to solve real-world problems. General Education courses help students establish a broad foundation that fosters successful behaviors that lead to lifelong learning, and equips them with core skills needed to be successful in their chosen professions and contribute to the workforce. General Education courses also help prepare students as ethical, responsible citizens, now and in the future as well as develop knowledge and skills, social consciousness, and respect for self and others.

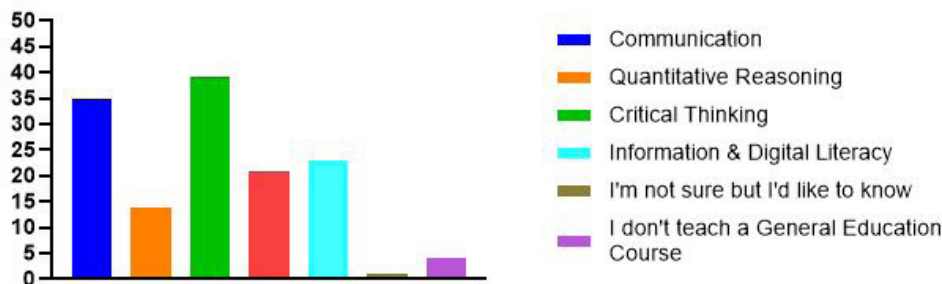
The defining characteristic of a New Mexico general education course is its focus on essential skills: communication, quantitative reasoning, critical thinking, information and digital literacy, and personal and social responsibility. Each of the General Education content areas are associated with three essential

skills. Each of the essential skills is then comprised of component skills. The development of essential skills directly supports the NMSU system’s strategic goal of enhancing student success and social mobility.

The General Education Assessment Committee surveyed full time and part-time faculty at DACC to gather information about the implementation of the essential skills into the course curriculum, the level of comfort with the assessment of essential skills, and the overall knowledge of the general education areas. The faculty survey will help guide the Gen Ed, Assessment, and Teaching and Learning committees in designing professional development and training activities to support the upcoming general education assessment cycle. The General Education Assessment Committee looks forward to working with faculty during this academic year, and is excited about getting started on the implementation of the plan.

**Excerpts from Gen Ed Faculty Survey:** [Complete survey and results can be found here.](#)

1. What General Education Essential Skills are required to be a part of your course(s)?



2. Rate your comfort with creating course content related to each of the following General Education Essential Skills.

