

Doña Ana Community College Assessment Committee Newsletter

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

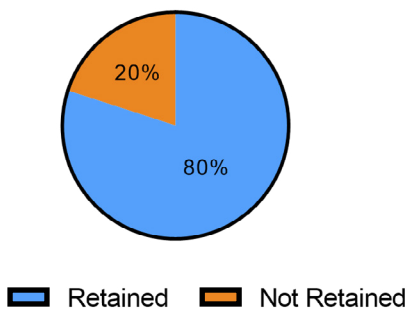
DACC Data Update

Dr. Jennifer Hodges DACC/AVPAA

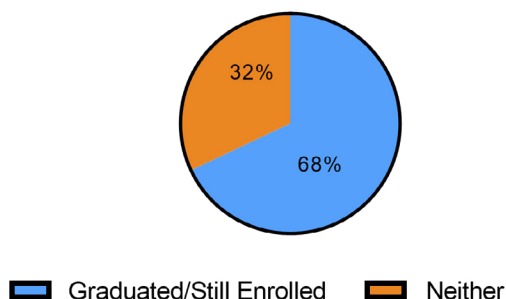
DACC Students Succeed at NMSU

Between 2010 and 2021, over 5000 DACC students transitioned to NMSU to pursue a baccalaureate degree. The top three areas of study at for DACC students at NMSU were Criminal Justice (621 students), Nursing/Pre-Nursing (387 students), and Education (324 students). Most DACC students (92%) who pursued undergraduate degrees at NMSU between 2010 and 2021 began their studies within 1 year of leaving DACC. DACC students are very successful at NMSU. Those who transitioned to NMSU between 2010 and 2021 had a one-year retention rate of 80% and, as of Spring 2021, 68% had either graduated or were still enrolled. In comparison, the one-year retention rate for students who started at NMSU in Fall 2020 was 71.6% and the six-year graduation/still enrolled rate for the Fall 2015 cohort was 54.2%.

One Year Retention Rate at NMSU for DACC Students (2010-2021)



DACC Students Who Graduated or Were Still Enrolled at NMSU Spring 2021



Articles & Resources

Literature Review on Assessment

Faculty practice varied pedagogies to effectuate learning, yet even the best delivery efforts are dependent on course assessments to gauge what students have learned. Given this interdependency, faculty must be intentional when deciding what types of evaluations they will use to assess learners. The outcomes can help improve learning and concretize connections between course content, prior learning experiences, and real-world applicability. As we become more critical of the types of assessments we select, content delivery will improve, and courses will become more flexible while sustaining rigor. Below are chosen assessment articles to stimulate your thinking to unify instruction and assessment and create interdepartmental conversation to benefit college-wide improvement.

D. Alan Bensley, Michael P. Murtagh. Guidelines for a Scientific Approach to Critical Thinking Assessment. Review Article Article Information [PDF download for Guidelines for a Scientific Approach to Critical Thinking Assessment](#). First Published December 28, 2011.

Reynders, G., Lantz, J., Ruder, S.M. Courtney L. Stanford & Renée S. Cole. Rubrics to assess critical thinking and information processing in undergraduate STEM courses. [IJ STEM Ed 7.9 \(2020\)](#)

Zahra Sokhanvar, Keyvan Salehi, Fatemeh Sokhanvar Advantages of authentic assessment for improving the learning experience and employability skills of higher education students: A systematic literature review. [Studies in Educational Evaluation](#). Volume 70, (2021).

General Education Assessment

Starting the fall 2022- Spring 2023 academic year, all of the DACC General Education courses will begin the process of assessing courses that have a “G” designation. Assessments will be conducted using College-Wide General Education Canvas Outcomes Rubrics in order to provide college-wide data in the assessment of student learning. Each department will have the independence to individualize their approach to the design of activities, assessments, and grading; however, all courses will use the General Education Outcomes Rubrics to assess one of the Essential Skills each year. Academic year 2022-2023, all “G” courses will start the assessment cycle by focusing on Critical Thinking.

During the spring 2022 semester, 70 courses in multiple disciplines (ENGL, CEPY, PSYC, CHEM, BIOL, MATH) piloted the Canvas Outcomes Rubrics to assess student learning of critical thinking in their course. Data collected from the rubrics will be used to create a data dashboard to provide college-wide data in the assessment of student learning.

Keep an eye out for General Education Assessment Professional Development presentations fall 2022. Prior presentations can be accessed via LRN. You can view the General Education Outcomes Rubrics by visiting the [DACC Assessment of General Education Website](#) and navigate to the link to preview the Gen Ed Assessment Plan and Essential Skills rubrics.

Faculty Focus

The DACC Nursing Program has developed a clinical simulation program. Thanks to the hard work of Andrea Cathey, Rosa Meraz, and other faculty, it is officially underway! The program was looking for a new way to evaluate student readiness to provide safe and effective nursing skills to the public after graduation, beyond the typical preceptorship students complete in their final term. Live simulation fulfills this need by allowing nursing instructors to evaluate student performance in a controlled environment.

Students participate in live simulations for part of the day. When they are not directly involved in the simulation, they rotate between skill stations to verify their readiness for career-level practice. Each simulation assesses nursing skills, critical thinking ability, and clinical judgments. The simulation requires students to prioritize information and nursing interventions, which are essential skills for new graduate nurses.

Faculty involved in simulation are trained to assess and evaluate student performance and this results in effective, actionable feedback for the students. Individual simulations may involve high-risk situations, such as difficulties experienced during and after labor and delivery. The simulations are designed to be low stakes for the students as they receive valuable feedback but not a grade. Moreover, instructors receive feedback about where students perform well and which concepts to reinforce in the classroom.



Andrea Cathey (left) Rosa Meraz (right)

So far, students and instructors have enjoyed the experience, and everyone has learned a lot from this new addition to the program. Students get feedback on their strengths and weaknesses to enhance future career performance, and faculty learn where they may strengthen their courses. The nursing faculty is looking forward to expanding the live simulations to all four levels within the DACC Nursing Program.