

Doña Ana Community College Assessment Committee Newsletter

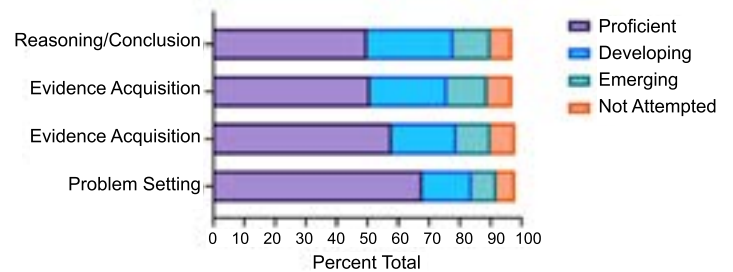
Our objective is to support and showcase effective and meaningful academic and institutional assessment.



General Education Assessment at DACC

DACC students are thinkers! During spring 2023 there were 2963 enrolled DACC students. 1534 unique students in 39 Gen Ed courses were assessed on the Essential Skill - Critical Thinking. A large majority of students are demonstrating at or near proficiency in the four component thinking skills. Departments have access to the full Power BI data set for G courses.

DACC Critical Thinking Essential Skill Outcomes



Faculty Focus

Approaches to Student Centered Assessment in Online Courses

Patricia McClure, Ph.D., Lead Instructional Designer

Patricia is a new member of our DACC family. She was hired this year through Title III Éxito. She is the Lead Instructional Designer for SEM, but her position enables her to work with any faculty member who is wanting to redesign their course for QM Certification.

Patricia shared with us some of her insights on student assessment.

I discovered two pleasant surprises when teaching online courses: 1) Students value detailed feedback, and; 2) Students appreciate the opportunity to revise and resubmit low-scoring formative assessments.

I discovered these factoid gems from ungraded student surveys I use in my courses. I want to know my courses' good, bad, and ugly student experiences. Consequently, I began using the Backward Design, so planning assessments first helps me write measurable learning objectives that succinctly align content with activities and assessments. Because all online courses are diverse learning communities, I use a variety of instructional materials, with the primary assessment tool being the rubric.

It takes time to create a functional rubric, but it's a magnificent assessment tool for providing detailed feedback to students. More importantly, this handy tool removes hidden instructor biases. My assessment instructions remind students to review the rubric before starting the assignment. When I begin grading with the rubric, I will either write or record my S-R (Strengths and Recommendations) feedback in an audio or video recording. My feedback includes identifying strengths in students' work, followed by recommendations for improvement.

Students use their grades to chart progress, not as reward or punishment tokens.

Students are responsible for determining their success so they can revise and resubmit formative assessments until they are satisfied with their progress and scores. Only the final summative assessment cannot be revised. Assessment grades help instructors track students' content mastery but can also empower and enrich their learning experiences when they use grades to track their mastery.

If you are working on your QM Certification and would like Dr. McClure's support, please email her at pmclure@dacc.nmsu.edu. For the courses she's helped design, the average QM score is 97/100. That's quite a track record.



Patricia McClure, Ph.D.,
Lead Instructional Designer

Equity in Assessment: We Can Do Better for Our Students

Jim Smart and Cynthia Olivas

Colleges and universities have had an inflexible mindset regarding student assessment for too long. Assessment has often meant high-stakes testing with little or no opportunity for reassessment. As educators, we want our students to succeed, but when they fail, we need to examine why – that’s a type of equity we can provide students. There are numerous ways in which we can practice equity in assessment.

Faculty can ensure their assessments are future career and culturally relevant. Seeing the course material as pertinent to their personal or professional lives can motivate students. Another is to practice flexibility, such as providing multiple ways for learners to demonstrate knowledge of course material and opportunities to satisfy course requirements. Likewise, feedback loops are essential in all aspects of learning, so giving our students actionable feedback when they haven’t mastered a standard is critical. But without another opportunity to demonstrate mastery, the feedback isn’t as beneficial, so providing students with the opportunity to close the feedback loop with

reassessment is vital.

Learners come from various backgrounds, so being inflexible with them is an inherent inequity. Just this past semester, one of our students was homeless. Equity was accomplished by working with the learner to alleviate the impact of not completing the course. Delightfully, the learner passed the class and progressed toward earning an academic degree and the likelihood of becoming more financially secure.

This list isn’t exhaustive, but review the following resources to help ensure equity in your courses. The National Institute for Learning Outcomes Assessment (NILOA) has many resources for assessment equity, particularly its page on [Equity in Assessment](#). This page includes actions defining equity-minded assessment and two equity reports, Exploring What is Needed to Support Equity-Centered Assessment in Higher Education, and Exploring Barriers to Equity-Centered Assessment in Higher Education. The articles feature guest responses to the reports and seven equity case studies from universities nationwide.

Faculty Focus

Real-time Formative Assessment in Commercial Technology-Welding Technologies Program

Travis Hawkins and Pep Gomez, Welding Faculty

In a discussion with Commercial Technology-Welding Technologies Program faculty members, Travis Hawkins and Pep Gomez, we learned how students are assessed in our DACC Welding Program. Welding has a unique “flex” lab setup in that students at all different levels sign up for lab times. During the lab time students are responsible for the welding “build” that they are assigned. At each stage, faculty members provide real-time assessment feedback to the students based on industry inspection points of the weld. Formative assessment is constant as faculty maneuver between students and their

welding station providing meaningful interactions in real time. Pep Gomez explained that assessment in the Welding Lab is like “drinking water from a firehose”—it is constant and occurs at high volume!

Travis Hawkins shared a little more about the variety of assessments used in the Commercial Technology-Welding Technologies Program: We assess our students in a variety of ways. Like most departments we have the typical quizzes, assignments, and exams in the classroom where students are assessed on their individual knowledge when it comes to the textbook and the theoretical portion. On top of that, our students have to produce physical welds in every process they are learning. We assess each weld or weld joint to AWS (American Welding Society) D1.1 structural code standards. During their final semester with us they will be producing qualifying test samples to these codes. This process involves them providing us with test samples that go through an inspection process at multiple points and then once the samples are completed, they are destructively tested to see whether they pass or fail. Our classes are structured so that 50% of their grade is based off the hands-on portion of their assignments as well so the Lab work constitutes an entire half of their final grade.

We were thrilled to be able to witness a student’s final weld assessment or quality control check called the Guided Bend Test to determine if the weld holds as it undergoes a 180-degree fold in both directions. Based on our visit, we could all learn a little bit more about real-time assessment from the Welding faculty!



Travis Hawkins & Pep Gomez, DACC Welding Faculty