

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

Using the ISSR to Explore Gender Differences in Early Momentum Metrics

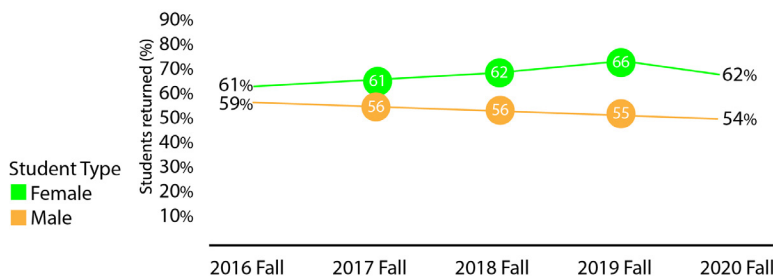
The [Institutional Student Success Report](#) is generated by DACC Institutional Analysis each October. The report includes five years of [Early Momentum Metrics](#) (Belfield, Jenkins, & Fink, 2019) such as Persistence, Gateway Course completion, and Credits earned. There are some striking differences when we look at momentum by gender.

Female students are more likely than male students to persist and be retained. Female students are also more likely to complete Gateway English and Math courses in their first year. Both full-time and part-time female students are more likely than their male counterparts to accumulate benchmark credits.

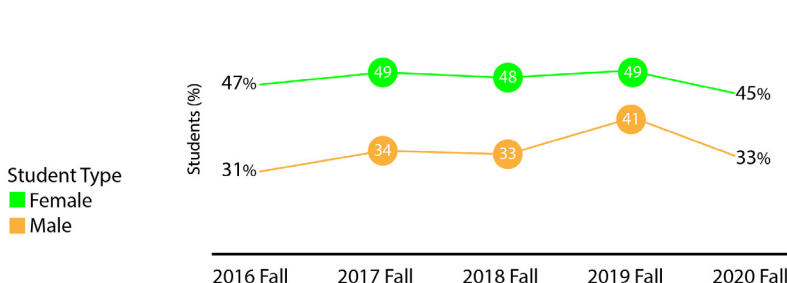
Although it is typical to compare group success rates when disaggregating data to examine equity gaps, this practice can inadvertently privilege the highest performing group. An equity-focused approach to identifying gaps includes setting a target for each metric and examining to what extent each group is reaching that target. Instead of asking why male students are under performing in comparison to female students, we could be asking how can we support both male and female students to reach a defined success goal such as 75% retention.



Fall to Fall Retention by Gender



Passed Gateway English in 1st year by Gender



Faculty Focus

Assessment of Critical Thinking in a Biology class for majors

Concepcion M. Miller, Science Department

During spring 2022, a pilot assessment was conducted for BIOL 2110G Cellular and Molecular Biology. The assessment consisted of answering four questions based on a case study. Students were to analyze blood tests results of a patient with a type of Leukemia and use the data to answer the questions.

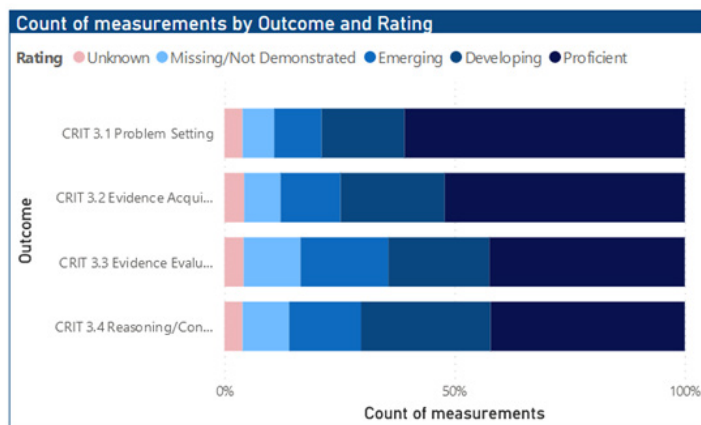
Questions were formulated to address each of the four criteria of Critical Thinking (Problem setting, Evidence Acquisition, Evidence Evaluation, and Reasoning/Conclusion). The DACC Critical Thinking rubric was used to grade assignment based on a scale of 0 to 3 where 0=missing, 1=emerging, 2=developing, and 3=proficient.

Results showed that in the case of problem setting, over 70% of the students ranked in the range of proficient. In the case of Evidence Acquisition and Reasoning/conclusions the values were a little lower with around 60% of students ranking proficient. On the other hand, Evidence Evaluation showed that only 38% students were found in the proficient rank and 30% as developing. After analyzing the data and reviewing the assignment, I concluded that I wanted to evaluate two factors that could help improve the level of proficiency for evidence evaluation: a) The format/wording of the questions and b) including more practice of evidence evaluation throughout the semester.

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.

To jump start DACC's college-wide participation in Critical Thinking Assessment, 48 courses across two divisions (BIOL, CEPHY, ENGL, MATH, CHEM, and PSYC) developed and piloted an assessment in Spring 2022. 552 students participated in the pilot with the following results:



78% of students were “Proficient” or “Developing” in Critical Thinking 3.1 Problem Setting

74% of students were “Proficient” or “Developing” in Critical Thinking 3.2 Evidence Acquisition

63% of students were “Proficient” or “Developing” in Critical Thinking 3.3 Evidence Evaluation

70% of students were “Proficient” or “Developing” in Critical Thinking 3.4 Reasoning/Conclusions

Assessment Conferences 2022 – The Good, The Bad, the Fun!

Laura De La Cruz, Professor/Interim Department Chair, Business and Hospitality Services

I attended two assessment conferences this year in person, and one online. I attended the national conference for the Association for Assessment of Learning in Higher Education National Conference in the Spring, the regional conference for the Texas Association for Assessment of Learning in Higher Education (where I also presented with Chef Cecelia Castro on assessment in CTE programs), and the online conference from the New England Assessment Network.

The Good:

- Many excellent sessions specifically addressing assessment related to accreditation
- Brought back multiple good ideas that I hope to implement
 - Assessment Summit - where Departments/Divisions present success
 - Assessment of marketable skills
 - Potentially conducting an “Apples for Assessment” training (I’m now a certified Apple Learning Coach)
- Great networking activities with others interested in assessment
- The national and regional conferences focus primarily on assessment professionals, not faculty
- Many sessions were heavily focused on data and data management (I’m not a data nerd lol which is why it is under the “bad” heading)
- Maybe too intimidating for junior faculty or those new to assessment

The Fun:

- Great networking activities with others interested in assessment
- Seeing assessment from the eyes of the assessment and data analysis professionals
- Learning more about the different uses and importance of good data
- Learning more about the importance of good assessment

I highly recommend attending an assessment conference!