

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, AVPIE



NMSU

Doña Ana Community College

Credit Completion Ratio:

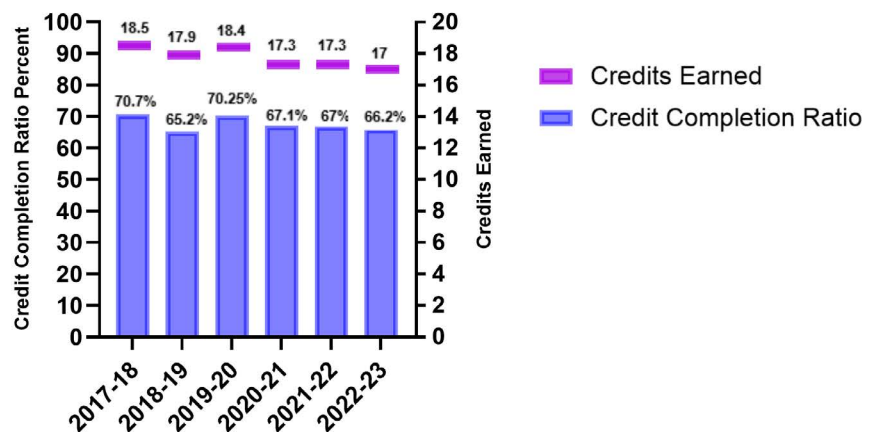
Connecting Credit Accumulation and Financial Aid Eligibility

At the 2023 Data Summit, the college focused on Credit Momentum, one of the Early Momentum Metrics identified by Belfield, Jenkins, and Fink (2019), by looking at Credit Accumulation data. Another aspect of Credit Momentum is Credit Completion Ratio. Credit Accumulation Rate is based on the total credits a student earns in their first year, while Credit Completion Ratio is calculated by dividing the total number of credits earned by the total number of credits attempted.

Credit Completion Ratio, also called Completion Rate, is one of the components of the Financial Aid Standards of Academic Progress <https://fa.nmsu.edu/sap/index.html>. Within the NMSU System, students must pass at least 70% of their attempted

credits to maintain their federal financial aid eligibility. From Fall 2017 to Fall 2022, FTFT (first-time, full-time) fall entry students earned an average of 17.7 credits in their first year with an average completion rate of 68.2%. A student's success in each one of their individual courses contributes to both Credit Accumulation and Credit Completion Ratio.

Credit Completion Ratio & Credits Earned by Cohort



DACC Program Focus

Dr. Mycheal Smith, Mathematics Faculty

Adrian Sierra is an assistant professor in the mathematics department at Doña Ana Community College (DACC). Since the summer of 2022, Professor Sierra has been the principal organizer of a summer mathematics program called Fast Track, funded by DACC's Exito Grant (PR award#: PO31C210142). The Summer Fast Track program is a revival of a similar initiative previously led by Professor Shakir Manshad.

In its current form, Professor Sierra recruits high school students who are borderline ready to take CCDM 105 or CCDM 114 based on a combination of their GPAs and standardized test scores. Once placed in the appropriate course, students participate in a two-week intensive version of CCDM 105 or CCDM 114. These courses are free for students, and lunch is provided daily. Learners are evaluated by an exit

exam upon course completion to determine their next mathematics course.

Professor Sierra is responsible for creating the curriculum, which includes syllabi, workbooks, and MyMathLab materials. He also provides guidance and mentoring to the other instructors teaching the Fast Track sections. Professor Sierra has collected data illustrating the efficacy of the program. Notably, the data shows that all students benefit from the workshop, including those who do not pass their exit exam. Students gain insight into which material is too difficult or easy for them, allowing them to make appropriate adjustments with their advisors. Professor Sierra has presented his findings and data at multiple division and department meetings.

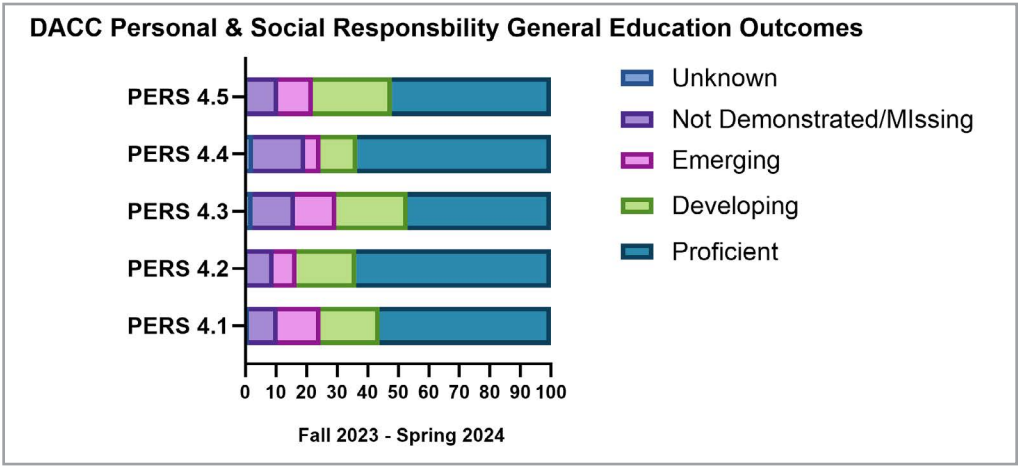
General Education Assessment at DACC

DACC 2023-2024 General Education Personal & Social Responsibility Outcomes

Dr. Sean Kardar, Science Faculty

Personal and Social Responsibility is evident among DACC learners! For the 2024 academic year, more than 56% of learners scored proficient across all general education courses assessing the New Mexico Essential Skill of Personal & Social Responsibility. Of those remaining, 10.19% and 20.03% scored emerging and developing. A mere 11.67% of learners were rated as not demonstrated, including learners who did not complete the assignment. 1.60% of scores were unknown.

This Essential Skill of Personal & Social Responsibility encompasses five component skills: (4.1) Intercultural Reasoning and Competence; (4.2) Sustainability and the Natural and Human Worlds; (4.3) Ethical Reasoning; (4.4) Collaboration Skills, Teamwork, and Value Systems; and (4.5) Civic Discourse and Engagement. The Component Skill of Sustainability and the Natural and Human Worlds achieved the highest outcome at 63.67%, closely followed by Collaboration Skills, Teamwork, and Value Systems at 63.3%. Consider integrating course topics with these essential skills to enhance learner engagement.



Faculty Focus

Approaches to Assessment

Bonnie Rinkels, Dental Hygiene Faculty, & Deborah Parks, Early Childhood Education Faculty

Chef Cecilia Castro, a native of Las Cruces, NM, and an NMSU Hospitality graduate, has been teaching at DACC’s Culinary Arts program since 2020. Initially following her predecessor’s methods, which relied on traditional assessments like Canvas-based quizzes, she later revamped her approach to improve student retention. By breaking down course material into smaller, manageable steps, Chef Castro saw students better grasp the processes needed to produce successful culinary results.

Chef Castro and her team have also aligned course objectives with teaching strategies to ensure students meet learning goals. She now blends traditional and non-traditional assessments, testing both theoretical knowledge and practical culinary skills. During cooking labs, especially in bread and cake making, she uses visual and tactile assessments, monitoring students’ techniques such as egg foaming and folding.

Her assessments extend beyond the cooking process to include cleanliness, time management, organization, and answering knowledge-based questions. Students must complete tasks within the allotted time, demonstrate proper technique, and ensure the final product is edible. Points are deducted for failures in these areas. Through this comprehensive approach, Chef Castro ensures that her students not only understand the theory behind cooking and baking but also develop the hands-on skills essential for success in the culinary industry.



Chef Cecilia Castro, DACC, Instructor, Culinary Arts Program