

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

Where are they now? Fall 2022 Graduated Student Job Placement Survey

Each semester, DACC distributes the “Graduated Student Job Placement Survey” to our recent graduates. For Fall 2022, 116 of our 370 graduates completed the survey (31% response rate). Of those, 69% reported being employed upon completion of their credential with 64% employed full-time and 43% employed in their field of study. For those who reported being employed, 86% work in New Mexico with 74% working in Doña Ana County. Another 4% reported working in El Paso and 1% elsewhere in Texas. Among survey respondents, half (50%) reported that they planned to pursue a bachelor’s degree. Of those, 93% said they planned to attend NMSU. Eight percent of respondents reported that they had already earned a Bachelor’s degree.

Faculty Focus

Explorations in Assessment in a Radiologic Technology Program

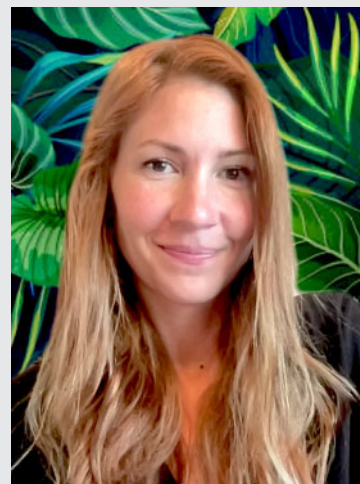
Taryn Price-Lopez, MA RT, (R)(CT)(MR), DACC Associate Professor

New assessment approach

DACC Associate Professor Taryn Price found that students were often overwhelmed by the extensive content covered on each module exam in her Radiographic Physics course and that exams with more content tended to produce memorization rather than deeper learning students needed to succeed professionally in her class. In response, Taryn divided the large exams into segments, each focusing on a specific chunk of the content covered in a module.

The exam segments covered the same material as the larger exams, so the students are still assessed on the same content and concepts, but they have the opportunity to focus on one topic at a time. As a result, Taryn has noticed that the students have lower anxiety levels since the segmented exams feel less high stakes than larger exams. The new structure encourages students to study regularly to keep up with the course assessments. The segmented exam strategy also discourages cramming and creates opportunities for spaced scaffolding within and between the course modules, which is important for long-term retention.

Taryn’s segmented assessment approach also improved student outcomes. Before implementation, students averaged 80% on the exams, whereas now they are averaging 85%. Student survey results also show that 100% of her students prefer this new approach over the traditional method of less frequent exams covering more material at a time.



*Taryn Price-Lopez,
DACC Associate Professor*

ICAT Results

The Institutional Capacity Assessment Tool (ICAT) is a self-assessment that helps colleges identify strengths and areas for improvement in seven capacity areas.

In February, a total of 120 faculty and staff completed the online ICAT opinion survey.

Of this number, 42 were full-time faculty; 12 adjunct faculty; 19 administrative staff; 44 staff and 3 who marked “other”.

For each of the 76 questions, corresponding to the seven capacities, respondents were instructed to assign a rating of 1 to 4, with Level 1 indicating a minimal level of capacity; Level 2 a moderate level of capacity; Level 3 a strong level of capacity; and Level 4 an exemplary level of capacity.

Overall, results for DACC show a strong level of capacity in place across the seven categories. When rounded off, each capacity was rated at a Level 3.

A glimpse at the overall scores received:

- Leadership and Vision: Level 3
- Strategy and Planning: Level 3
- Equity: Level 3
- Teaching and Learning: 2.9 Level rating
- Engagement and Communication: 2.9 Level rating
- Policies and Practices: 2.9 Level rating
- Data and Technology: 2.9 Level rating

When ICAT results, coupled with Capacity Café report outs, are considered holistically, they suggest an overall strong capacity for DACC to carry out student success work, as well as opportunities for increased capacity. Stay tuned for more college-wide conversations about the results of the ICAT, and how it can help shape the future for student success efforts at DACC.

Literature Review on Assessment

Carney, E. A., Zhang, X., Charsha, A., Taylor, J. H., & Hoshaw, J. P. (2022). [Formative assessment help students learn over time: Why aren't we paying more attention to it?](#) *Intersection; A journal at the intersection of assessment and learning*, 4(1).

As DACC faculty, we are either currently immersed in General Education summative assessments or are supporting fellow faculty members who are. In the article “Formative assessment helps students learn over time” the authors acknowledge, there is a shift in focus in higher education to summative measures due to necessary accountability measures, such as program assessments and regional accreditation cycles. The reason why I am recommending this article is that it gently reminds us of the exciting role of formative assessments as a means of interacting with students and the content, of providing feedback and encouragement, and of “supporting students as agents of their own learning.” We know summative assessments will give us integral data as an institution, but formative assessments will provide insights into our current students so we can be intentional and responsive educators.

Bailey, S., Hendricks, S., Applewhite, S. (2017). *Student Perspectives of Assessment Strategies in Online Courses*, *Journal of Interactive Online Learning*, v.13, n. 3, 112-25. <https://www.facultyfocus.com/articles/educational-assessment/assessment-strategies-students-prefer/>

Have you ever wondered how students like to be assessed? No? Me neither. For me, the primary consideration of assessment has been to measure transferability of knowledge gained to practice, often via quizzes, test, or written tasks. But, does student engagement matter in assessing student learning? In their article “Student Perspectives of Assessment Strategies in Online Courses” three faculty from Stephen F. Austin State University share how they experimented with different assessment strategies in their online courses, and surveyed students afterward on their impressions of each one. The results provide a guide for any faculty member looking to develop more engaging ways to assess student learning.