

Doña Ana Community College Assessment Committee Newsletter

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

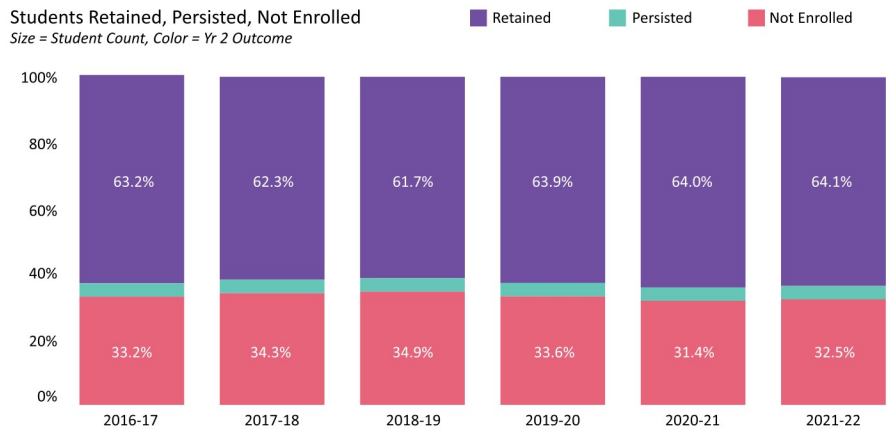


DACC Data Update

Dr. Jennifer Hodges, AVPIE

Postsecondary Data Partnership: Retention and Persistence in Higher Education

DACC recently started participating in the Postsecondary Data Partnership (PDP). This data tool is managed by the National Student Clearinghouse (NSC). Different from IPEDS reporting, the PDP collects data about all degree seeking students, regardless of the semester in which they start and whether they attend full-time or part-time. The NSC is able to match our data to the data they have from institutions across the country to track college enrollment at any school that participates with NSC. The PDP defines retention as returning to the same institution one year after beginning and defines persistence as remaining enrolled in higher education but at a different institution.



DACC Program Focus

Deborah Parks, Education Faculty

As one of the largest declared majors at DACC with over 400 students, the Early Childhood Education Program continuously seeks to utilize course competencies as the foundation of our assessment practices. This ensures that our students demonstrate learning mastery of all coursework. As future educators, we must be mindful of how to measure our students true pedagogical content knowledge necessary to become effective teachers in the classroom. This process is ongoing through data analysis as we align assignments across courses to scaffold learning for student's success.

At this time, we are examining our program through the lens of the National Association for the Education of Young Children (NAEYC) in preparation for accreditation. As part of this procedure, we created a crosswalk between the New Mexico Early Childhood Competencies and the NAEYC Standards. We must create six key assessments that will demonstrate mastery of the competencies and standards. These key assessments inspired us to look at the courses we teach with a more critical view. We are developing course maps for certain classes using a backward design process.

We meet with Secretary Groginsky each month, along with representatives from other colleges in New Mexico, to align standards and key assessments so students can transfer to other schools in the state using a portfolio system to house documentation needed for career readiness or applying to the Teacher Education Program. Our graduation rate has increased 52%, with 41 students receiving their Associate's Degree and 33 students obtaining their Certificate of Early Childhood Development in 2023. We hope this trajectory continues as we anticipate our accreditation approval by 2026.

Faculty Focus

Approaches to Assessment and the Flipped Classroom

Mychael Smith, Assistant Professor, Math

Veronica Murga is an assistant professor in the mathematics department at Doña Ana Community College. She has been teaching for us since 2018. Professor Murga uses an innovative teaching strategy called, “flipping the classroom.” Professor Murga records short 15 minute video lectures and requires students to watch her videos and do homework before coming to class. Class time is then devoted to questions and finishing homework. Professor Murga also takes 20 minutes to go over homework problems, using an iPad and projector. If students fall behind or get ahead, they take out headphones and watch her videos in class. In addition, Professor Murga completes review sessions before every major exam in her classes. Students work on random practice problems in small groups, check their work, and upload the math problems into discussion boards on Canvas. Every other week, her students do partner quizzes where they are allowed to use notes and work together, and students also do a longer three-week group project once per semester. Professor Murga has presented her work at several conferences, including NMMATYC in 2023, NMHEAR in 2020, and DACC Works in 2023.



Veronica Murga, Assistant Professor, Mathematics

Articles & Resources

Swiecki, Z., Khosravi, H., Chen, G., Martinez-Maldonado, R., Lodge, J., Milligan, S., Selwyn, N., & Gašević, D. (2022, May 9).

Assessment in the age of artificial intelligence. Computers and Education: Artificial Intelligence, v 3, 100075. <https://doi.org/10.1016/j.caeai.2022.100075>.

This article contrasts current or standard assessment practices with practices available through Artificial Intelligence (AI). Both types of assessments are designed to evaluate students’ knowledge and learning. Current or standard assessment practices (SAP), provide information regarding student knowledge or performance at a given time, but the assessments don’t tell us about the learning experience. Artificial Intelligence offers authentic assessments to provide an expanded view of the students learning experience. While embracing the age of AI in education there are still challenges with both the old and new way of assessments. This article reinforces the considerations we will encounter as we move forward and embrace alternative assessments. Reviewed by Bonnie Rinkles/Dental Programs Coordinator

Amoush, S. & Farhat, A. (2023, Dec 13).

Educational Assessment: The power of authentic assessment in the age of AI. Faculty Focus. <https://www.facultyfocus.com/articles/educational-assessment/the-power-of-authentic-assessment-in-the-age-of-ai/>

Amoush and Farhat (2023) challenge us to engage in activities that incorporate assessment into the instruction we provide. In many situations assessments are implemented after the learning experience has taken place and, in most cases, assessment is conducted separately from the learning experience. To be effective incorporating assessment into instruction and student learning, faculty can design authentic tasks that allow students to present to audiences and to act in roles that simulate real life. The article provides a list of authentic assessments that encourage students to self-reflect, evaluate their progress and envision how this new learning activity fits into the big scheme of things outside of their education experience. The article proceeds to outline best practices to incorporate authentic assessments to augment student learning. Reviewed by: Annette Bellows/EMS Program Director