

Note: Dr. Hanson has the distinction of being this college's first assessment coordinator. Below are his notes which report on the fall term in 2002.

Andy Johnson, Current Coordinator

Date: September 12, 2012

Dr. Hanson's Assessment Notes (Coordinator's term of fall 2002)

Things I think we are still doing are underlined.

Things I think we are not still doing are in red.

Things about which I am unsure are in regular text.

THE ASSESSMENT PLAN: The plan defined assessment for TMCC, defined mapping of goals and objectives, and described the general assessment cycle (including a diagram). The assessment cycle included objectives, educational practices, data collection, evaluation and feedback. It also described program-level assessment and course-level assessment and listed goals and objectives for each of the programs. The General Education, Associate of Arts and Associate of Science Programs would be assessed every 3<sup>rd</sup> year. The Elementary Education Department would be assessed every other year. All other programs would be assessed every year. The composition and operation of the assessment committee are described as well in the plan. The Vice-President and a faculty member, the Assessment Coordinator, would co-chair the assessment committee, which would consist of one instructor from each academic area, one student services employee, and one student representative. All full-time employees that teach at least one class are eligible for assessment committee membership. Faculty who have taught at TMCC for fewer than 4 full semesters would not be burdened with the onerous task of assessment committee membership. Quorum would be half of the assessment committee members. The VP would appoint a new Assessment Coordinator each year in March for the following academic year. Other procedures involved meeting minutes, meeting announcements, flow of programmatic and course assessment data, and end-of-year student forums. The VP would write the annual assessment report. The assessment committee would compile a calendar of assessment activities, improve the assessment plan, summarize and critique data and analyses, evaluate course-level and program-level assessment activities and request resources necessary for assessment activities.

THE ASSESSMENT MANUAL: It includes a list of all programmatic goals and objectives, assessment instruments, and rubrics for each instrument. The General Education goals were Cultural Literacy, Critical Thinking, Technical Literacy and Problem Solving. Faculty designed assessment instruments for each of the General Education goals. The General Education Program pretest would only be given to students that had accumulated fewer than 6 non-vocational college credits. These students would be assessed when they successfully complete their first year and then again when they successfully complete their second year. The Assessment Coordinator would write the annual assessment report. As compensation, the Assessment Coordinator could either 1) reduce his/her teaching load to 8 credits or 2) get a \$7500.00 bonus. The general education objectives would be assessed in capstone courses. For course-level assessment, each instructor would assess one course each academic year. The Assessment Manual contains most of the information in the Assessment Plan.