

Major Field Assessment: Local Test Development Form

The Major Field Assessment standard of Quality Assurance Funding is designed to provide incentives for institutions to improve the quality of major field programs as evaluated by the performance of graduates on approved examinations. Departments are given the opportunity to select the most appropriate assessment tool for fulfilling the Major Field Assessment standard. Each department should select the assessment that best supports the learning objectives of the discipline. Assessments typically fall into two broad categories: standardized tests (including licensure exams) and locally developed tests.

- Standardized tests offer the advantage of minimal time commitment with regard to test development and access to nationally normed data regarding student performance.
- Locally developed tests allow assessments to directly relate to curricula but require a significant time dedication to create and maintain. Departments may create a test or use a capstone course or culminating project as the major field test.

If a department chooses to use a locally developed assessment, or if alterations of a previously existing locally developed test exceed 20 percent, the department must:

- Submit completed *Local Test Development Plan* form to THEC for approval
- Secure reviews of the assessment from two consultants outside the institution
- Pilot assessment for comparison during the Planning Year
- Provide campus coordinator with the following along with the completed Plan form:
 - Abbreviated Curriculum vitae of each consultant
 - All correspondence to and from the consultants related to the review
 - Finalized assessment
 - Scores from the pilot test, baseline, and official reporting year.

Development of a local test is a three year process: planning year, baseline year, and reporting year.

Timeline	Benchmarks to Complete
1st Year: Planning Year <i>Summer/Fall Semesters</i>	▪ Complete the Plan form and submit to THEC
	▪ Develop assessment
	▪ Secure 2 reviews from external consultants
<i>Spring Semester</i>	▪ Pilot administration and make any adjustments
2nd Year: Baseline Year	▪ Assess all expected fall and spring graduates using the new assessment. Test results will serve as a baseline for comparison in the reporting year.
3rd Year: Reporting Year	<ul style="list-style-type: none"> ▪ Assess all expected fall and spring graduates ▪ Institution must report both baseline year and reporting year data for scoring.



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Institution: _____

Academic Program: _____

Check one box to note 3-year process (planning year, baseline year, and reporting year)

- Planning Year 2020-21, Baseline 2021-22, and Reporting Year 2022-23
- Planning Year 2021-22, Baseline 2022-23, and Reporting Year 2023-24
- Planning Year 2022-23, Baseline 2023-24, and Reporting Year 2024-25

Responsible Parties (i.e., Department Head, Faculty Contact(s), etc.)

Name	Status (e.g., department head, main contact, cc only, etc.)

What type of assessment is going to suit our needs?

- Multiple choice exam (scoring example: percentage of correct responses)
- Essay/short answer (scoring example: define a rubric and secure evaluators)
- Capstone experience (scoring example: final course/project percentage)
- Other (explain test type and scoring)

What Student Learning Outcomes will this assessment address?

What steps need to be taken to construct this assessment?

Timeline	Action

Who will review this assessment?

Name		
Credentials/Affiliation		

What is the plan for piloting this assessment? *(proposed test dates, how to use results, who will be given the pilot test, etc.)*

Timeline	Action