Guidelines for Developing
Major-Field Assessment Plans

Major field assessment must be completed annually by the faculty within the discipline. Once each year, summary reports of assessment activities, data collection and data analysis are submitted to the Assessment Coordinating Committee.

This document is intended to serve as a guide for faculty as they develop major-field assessment plans.

Part 1: Development of Major-Field Assessment Plan (to be submitted with the proposed assessment plan to the Assessment Coordinating Committee)

Brief narrative, that addresses:
- Discussion of link between major-field assessment goals and institutional / college mission
- Evidence of faculty involvement in development of goals, outcomes and criteria (discussion and approval by college committees, etc.)
- Discussion of validity and reliability of assessment instruments, if appropriate (nationally normed exams, etc.)
- Specific dates for implementation
- Scheduling of assessment activities – frequency, etc.
- Methods for providing feedback to graduates
- Methods for providing feedback to faculty
- Link between assessment activities, data and program / curricular review (i.e., how will the faculty use the results for program / curricular improvements?)
- Individual(s) responsible for creating and providing yearly assessment reports to dean, the Office of Institutional Effectiveness and Assessment and the Assessment Coordinating Committee

Part 2. Major-Field Assessment Plan

Brief narrative, that includes:
- Program / assessment goals
- Assessment outcomes
- Assessment measurement / criteria-(data to be collected annually)
  - Direct measures of student learning must be included for each goal
- Methods for analyzing collected data
- Assessment benchmarks for outcomes

Part 3. Annual Report of Data Analysis

Brief narrative, that summarizes:
- Data collection methods -- description of specific data sources (graduate survey, etc.) with copies of surveys, etc. attached
- Summary of accomplishments / concerns
- Recommendations for change
- Documentation of program / curricular improvements because of assessment activities

Examples of direct assessment methods course assignments linked to objectives, computer skills assessment exams, MFT or other nationally normed exams, exit surveys, exit interviews, portfolio assessment, proficiency exams, and locally-developed exams. Examples of stakeholder satisfaction includes graduate and employer surveys, exit surveys, and exit interviews. If you have questions, please contact the OIEA at 256-5663 or contact us by e-mail at assessoffice@dsu.edu. All assessment plans, data tables and summary analyses are posted at http://public-info.dsu.edu/academic-assessment-major-field-undergrad/

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