**Central Oregon Community College**

**Project-Level Outcome Assessment**

***Analysis Summary***

**Theme:**

**Program/Focus Area:**

**Course:**

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| **Outcome(s)** | | |
| **Theme-Level Outcome(s):**  **Program-Level Outcome(s):**  **Course-Level Outcome(s):** | | |
| **Assessment** | | |
| **Classification:** *Would you classify your assessment as direct or indirect?* *(See reverse)* | 🞎 Direct | 🞎 Indirect |
| **Description:** *Briefly describe the methodology of your assessment. How did you set up and administer your assessment? How did you collect data? (e.g. Rubric, Exam, Skills Performance Checklist, Survey)*  **Benchmark (if available)**: | | |
| **Assessment Cohort Demographics** | | |
| **Number of course sections assessed:**  **Number of students assessed:** | | |
| **Results** | | |
| **Benchmark: ❑ Met ❑ Partially Met ❑ Not Met**  **Reporting:** *What did you find? How many students or what percentage of students met, or did not meet the outcome(s)?* | | |
| **Analysis** | | |
| **Overall summary of observations:** *What do the assessment results say about how well all students achieve the intended student learning outcomes? If the outcome(s) was not met, does your analysis of the assessment suggest possible reasons why?* | | |
| **Closing the Loop** | | |
| **Preliminary Recommendations:** *What does this project suggest is the next step? Run the assessment again and continue to collect data? Modify the assessment? Make changes to the curriculum?* | | |
| *What may be required in terms of time, money, and material resources to carry out recommended changes?* | | |
| **Are you satisfied with this assessment project?** If so, why? If not, how might you modify it so that it might produce more meaningful data? | | |

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| **Reassessment Plans** |
| **Plans for reassessment following curriculum change:** If changes are made to your course, how might you reassess for improvement? |
| **Is this assessment project a part of your systematic plan for assessment?** If so, when will you repeat the assessment? If not, please explain. |

**Direct vs. Indirect Assessment**

Students demonstrate that they have learned specific skills or concepts through *direct assessment measures* like student products or performances. By contrast, *indirect assessment measures* are analyses of reported rates or perceptions that imply that student learning has taken place and that outcomes have been met.

Examples of Direct and Indirect Assessment from Texas A&M University’s Office of Institutional Assessment:

**Direct Assessment**

* Pre and posttests
* Course-embedded assessment (e.g., homework assignment; essays, locally developed tests)
* Comprehensive exams
* National Major Field Achievement Tests
* Certification exams, licensure exams
* Portfolio evaluation
* Case studies
* Reflective journals
* Capstone projects
* Internal/external juried review of performances and exhibitions
* Internship and clinical evaluation
* External examiners/peer review
* Grading with criteria or rubrics

**Indirect Assessment**

* Departmental survey
* Exit interviews
* Alumni survey
* Employer survey
* Student survey
* Graduate survey
* Focus groups
* Job placement statistics
* Graduation and retention rates