

# Closing the Loop

Reflecting and Taking Action

**Omar Safie, Ph.D.**

Director of Evaluation and Assessment

[Omar.safie@ucr.edu](mailto:Omar.safie@ucr.edu)

# Workshop Outcomes

- ▶ Participants will be able to select a way to represent assessment that is best suited for their program.
- ▶ Participants will be able to generally interpret assessment information.

# Assessment Cycle (Process)



# How will you analyze the results?

- ▶ It can be qualitative or quantitative.
  - ▶ Qualitative is best when context is important, the material is dense, and you do not have a large sample of student work to review.
  - ▶ Quantitative is best when the outcomes are knowledge focused and there is a lot of student work to review.
  - ▶ But you can mix both together too.

*It really depends on your outcome, the tool you are using for the assessment, and what works best for you.*

# How would you present it?

- ▶ Here are some key points to think about?
  - ▶ What is the outcome being assessed?
  - ▶ How are you assessing the outcome?
  - ▶ How would the information make sense for you to see?
  - ▶ How would the information be most useful for you in making decisions?

*Goal is to keep it simple, but meaningful and useful.*

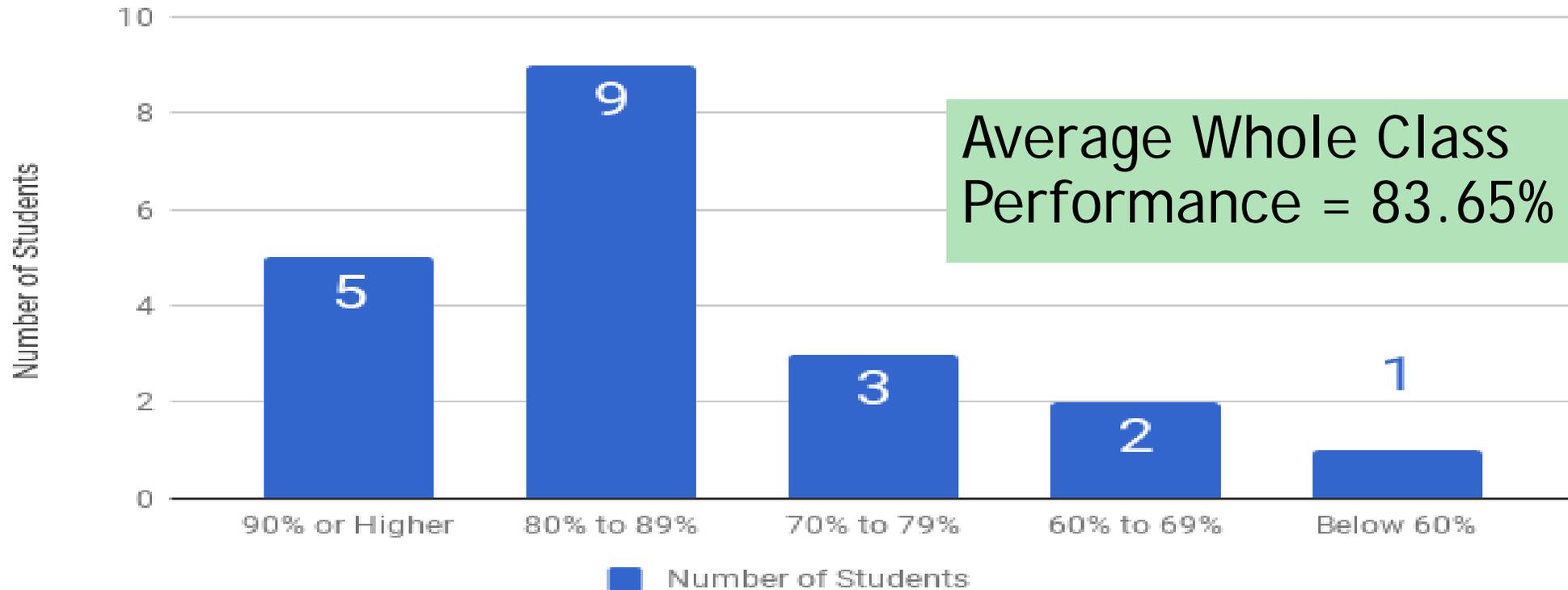
# Multiple Ways to Present

You can present findings in multiple ways depending on what you are looking at:

- ▶ Learning Outcome Findings (how much students learn)
  - ▶ Table (Numbers and Percent)
  - ▶ Chart (Numbers and Percent)
  - ▶ Narrative (Numbers, Percent, and Anecdotes)
- ▶ Implementation Outcome Findings (how well something is implemented)
  - ▶ Table (Numbers and Percent)
  - ▶ Chart (Number and Percent)
- ▶ Satisfaction Outcome Findings (how satisfied people are)
  - ▶ Table (Numbers and Percent)
  - ▶ Chart (Number and Percent)

# Quantitative Example 1

Whole Class Performance by Percentage



*Learning Outcome: Students will be able to clearly identify the soils best suited for growing Citrus trees.*

# Qualitative Example 1

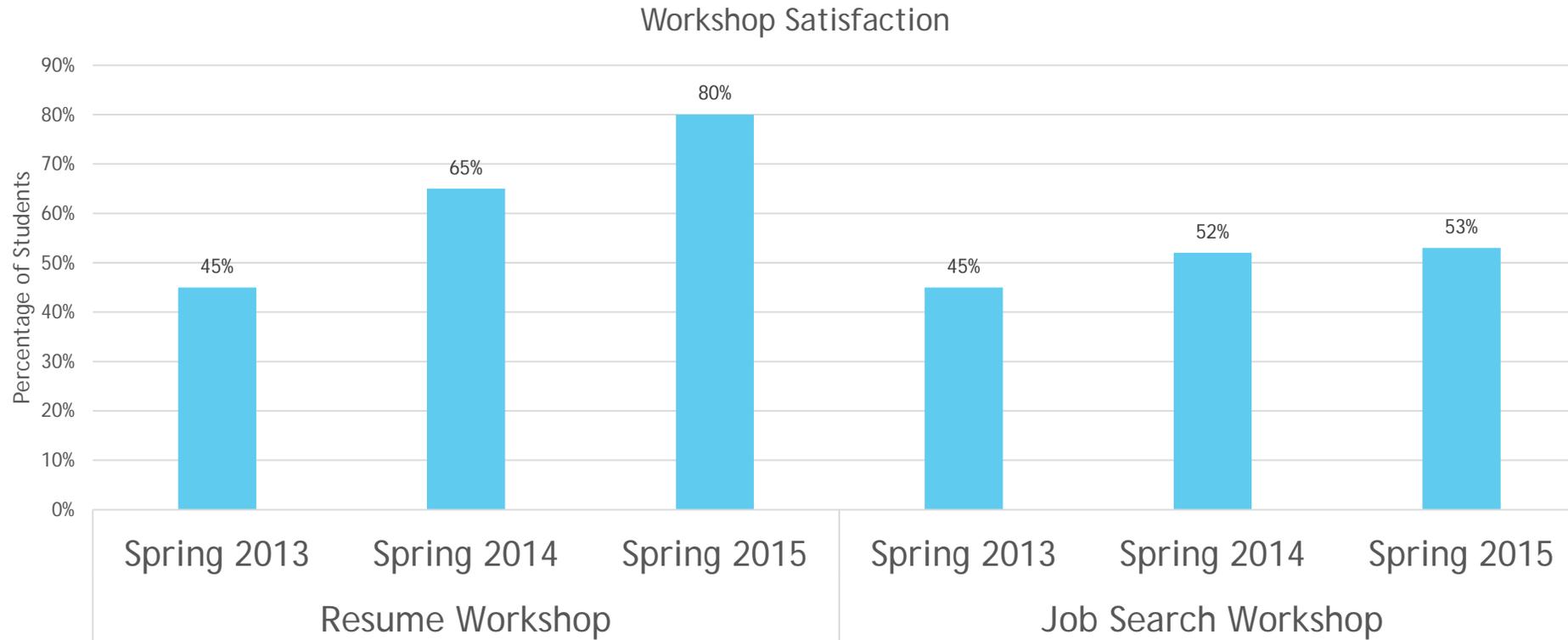
- ▶ All but two of the students evaluated were able to clearly identify the soils best suited for growing Citrus trees. They excelled in identifying the soils with the best nutrient, moisture, and density needed for encouraging root growth and uptake of nutrients. However, only two of the students who properly identified the best suited soils included soil acidity as part of their evaluation process.

*Learning Outcome: Students will be able to clearly identify the soils best suited for growing Citrus trees.*

# Interpreting the Results

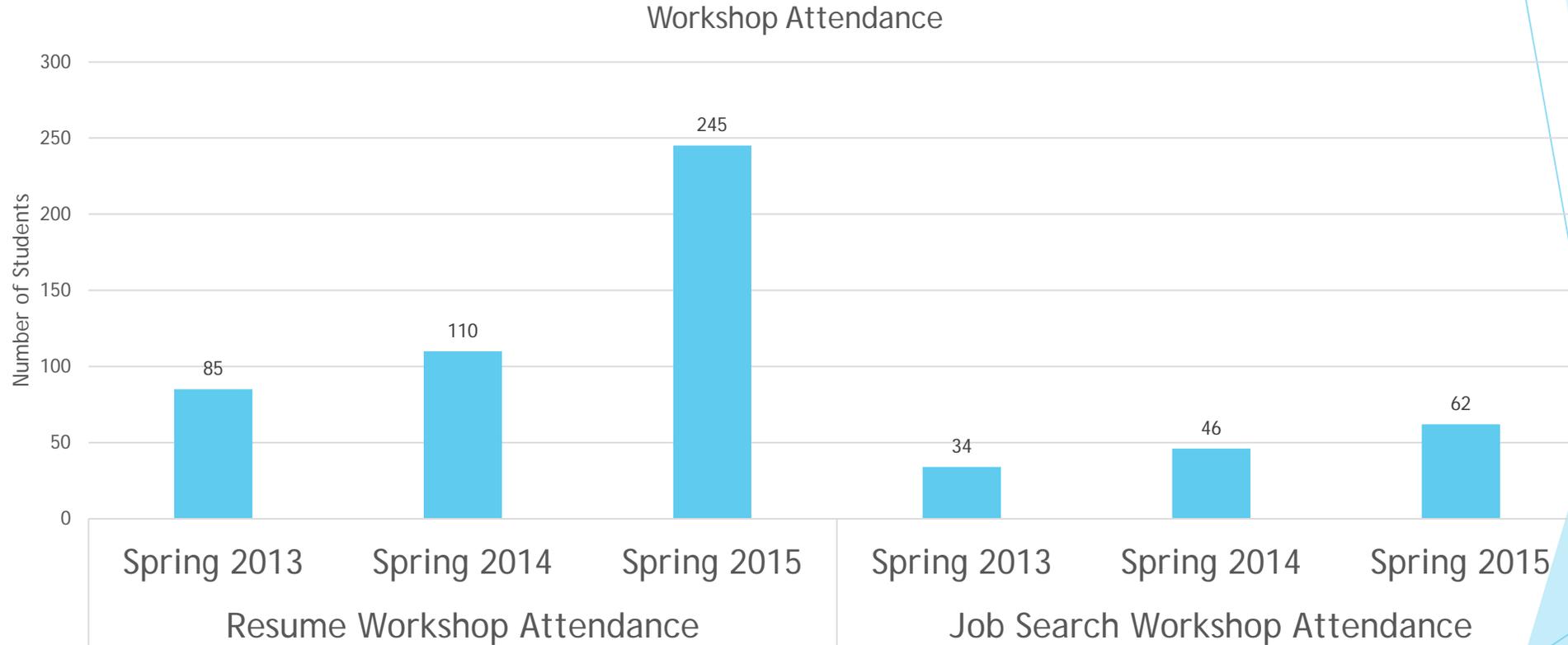
- ▶ Interpreting the results is where you finally make the data you just gathered work for you.
  - ▶ Focus on the outcomes being assessed.
  - ▶ Think about what the information can definitively tell you.
    - ▶ Look for patterns or themes that stand out!
  - ▶ Make recommendations that you can actually accomplish.
  - ▶ Include others in the conversation.

# Interpreting the Results



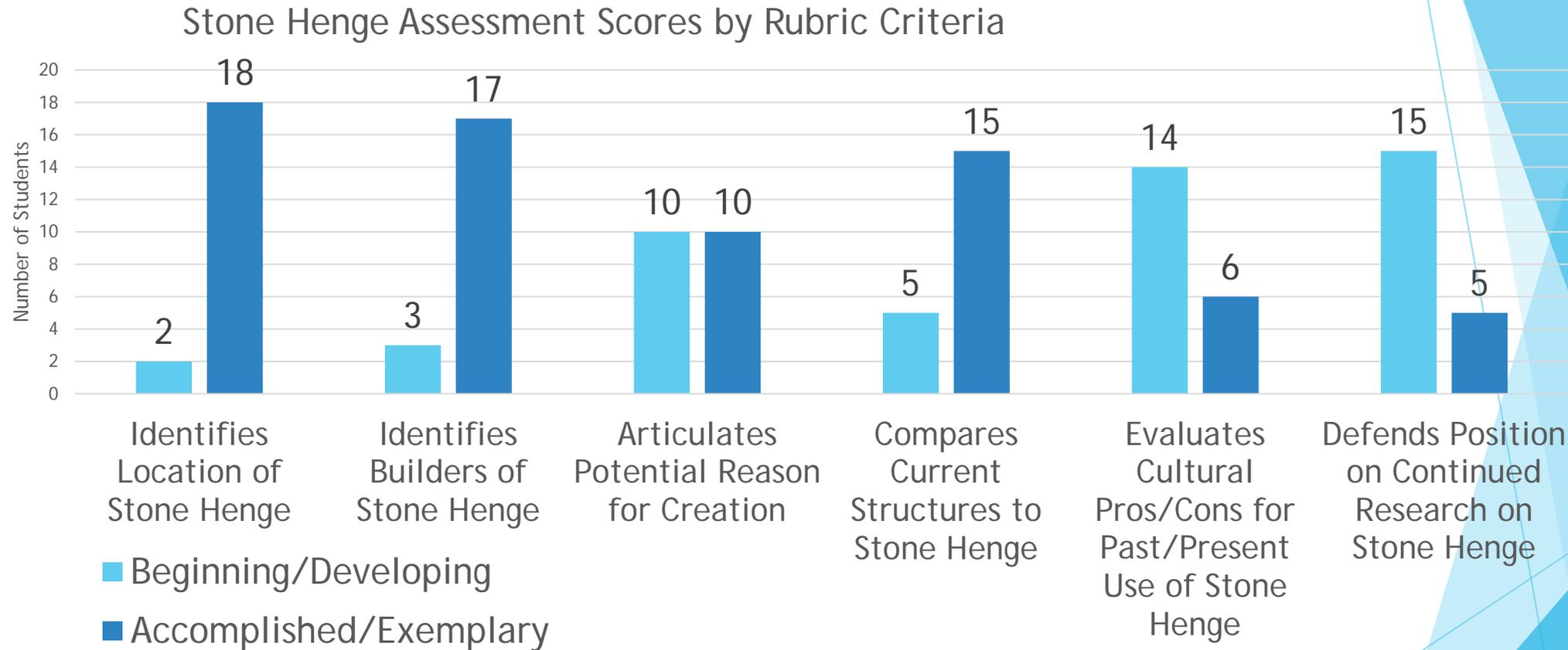
**Satisfaction Outcome: 75% of students will be satisfied with career development workshops.**

# Interpreting the Results



**Implementation Outcome: 150 total students per academic year will attend career development workshops by topic.**

# Quantitative Example 3



***Learning Outcome:*** Students will be able to evaluate the importance of historical structures to past, present, and future cultures.

# Qualitative Example 1

We found that all seven students used Natural Art terminology at a “highly developed” level in their accompanying papers. Most, five out of the seven students were also able to apply Natural Art theory at a “highly developed” level in their projects, but only three out of the seven were able to discuss Natural Art theory as it applied to their project, and how their project fit into previous work of others at a “developed” level or higher in their accompanying paper. We also found no evidence of critiquing others’ work in either their project or accompanying paper.

*Learning Outcome: Students will be able to utilize Natural Art theory and terminology to describe their own work and the work of others in the field.*

# Key Points

- ▶ Stay focused on the outcome being assessed when presenting findings.
- ▶ Present the findings in a way that makes sense for your program.
- ▶ Share with others and collaborate on making meaning.
- ▶ Make recommendations that are aligned to the outcome.
- ▶ Be honest and reflective.

*This isn't about "catching" you in a mistake. Assessment is about being reflective of your own program through a systematic approach that leads to meaningful decisions.*



Omar Safie  
Director of Evaluation and Assessment  
[Omar.safie@ucr.edu](mailto:Omar.safie@ucr.edu)