



Three Frameworks for Successful Learning Outcomes Assessment

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Agenda

1. Definition
2. Goal
3. Solution: three frameworks
4. Example
5. Questions and answers

Learning Outcomes Assessment

Systematically gathering and using evidence of learning for program improvement

- Program level (e.g., biology degree)—beyond individual students, individual courses
- Emphasis on use of findings for program improvement

Goal: A Strategy to . . .

- Create a “learning organization”
- Demonstrate what students know and can do
- Encourage faculty to find gaps in student learning
- Integrate evaluation and use of findings into normal processes

Experience shows:

- Assessment findings are used when faculty participate in the assessment process
- Participation improves quality of teaching

Solution: integrate three frameworks as a **campus strategy**

1. Participatory
evaluation

2. Evaluation capacity
building

3. Sociocultural
learning theory

A central office with two faculty specialists to implement the frameworks, in partnership with a center for teaching and instruction.

1. Participatory Evaluation

Faculty partner with trained specialist(s)

- Faculty and specialist share decision-making
- Respects faculty expertise and disciplinary differences

2. Evaluation Capacity Building

Teach faculty to conduct assessment

- Increases faculty motivation
- Encourages sustainable assessment procedures
- Creates an atmosphere in which assessment is part of normal process

3. Sociocultural Learning Theory

- Acknowledge faculty's prior knowledge and address misunderstandings
- Use activities when teaching faculty about assessment
- Help faculty complete assessment projects they could not do by themselves

Example

Target learning outcome: information literacy

1. Faculty committee partnered with assessment specialist
2. Jointly created an assessment plan
3. Specialist guided creation of a rubric to score student work

Example (continued)

4. Specialist pilot tested rubric with faculty volunteers
5. Faculty collected student research papers (random sample)
6. Specialist trained faculty scorers

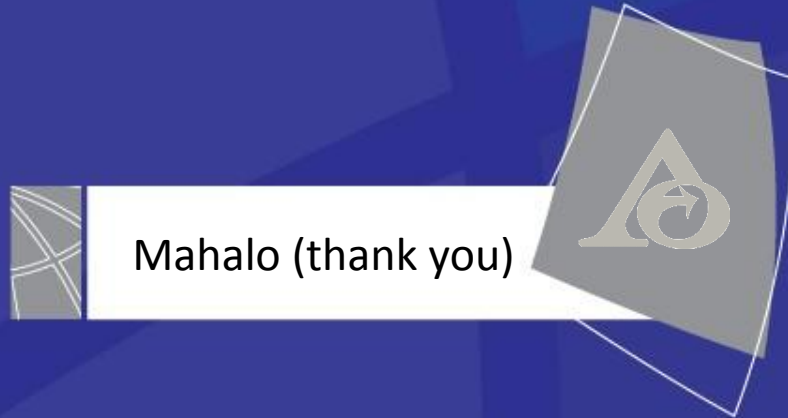
Example (continued)

7. Faculty scored student papers
8. Specialist oversaw reliability check and final report writing
9. Jointly analyzed results & collaborated to create an improvement plan
10. Faculty implemented improvement plan

Example (continued)

A year later, after improvement plan implementation, a follow-up study showed **more students were competent** in information literacy.

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Mahalo (thank you)

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