The Role and Importance of Student Learning Outcomes: Assessment at Minority-Serving Institutions

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Overview

• MSI Snapshot - Andres
• Report Findings - Erick
• Implications and looking forward - Natasha
Minority Serving Institutions (MSIs) are postsecondary institutions that specifically provide access to and serve the needs of low-income, underrepresented students of color.

- This report focuses on five of the seven types:
  - Historically Black Colleges and Universities,
  - Tribal Colleges and Universities,
  - Hispanic-Serving Institutions
  - Asian American Native American Pacific Islander Serving Institutions,
  - Predominantly Black Institutions.
• 537 MSIs (unduplicated)
  – 145 AANAPISIs
  – 102 HBCUs
  – 315 HSIs
  – 34 TCUs
• 3.6 million undergraduates enroll in MSIs - 20% of all undergraduates
• Over 50% of all MSI students receive Pell Grants
• Tuition at MSIs on average are 50% lower
MSIs through time
Contributions of MSIs

- HBCUs (3% of all colleges) enroll 11% of all African American students
- TCUs (<1% of all colleges) enroll 10% of all Native American students
- HSIs (6% of all colleges) enroll 50% of all Latino students
- AANAPISIs (<1% of all colleges) enroll 27% of all Asian American and Pacific Islander students
Assessment is focused to serve internal needs
Assessment is focused to serve internal needs (cont.).

- Assessment committee
- Significant involvement of faculty
- Inst. policies related to undergrad learning
- Institutional research office/personnel
- *Professional development opportunities
- Professional staff dedicated to assessment
- *Funds targeted for outcomes assessment
- Student participation in assessment activities
- *Assessment management system/software
- *Sig. involvement of student affairs staff
- Center for teaching and learning
- *Recognition/reward for faculty involvement

Not at all | Some | Quite a bit | Very much
---|---|---|---
MSI | Non-MSI
Sub-categories of MSIs employ different approaches to assess student learning:

- Classroom-based performance
- Incoming student placement exams
- National student surveys
- Rubrics
- Locally developed surveys
- Alumni Surveys
- Capstone Projects
- Locally developed knowledge and skills measures
- Portfolios
- General knowledge and skills measures
- Locally developed surveys
- National student surveys
- Alumni surveys
- Locally developed surveys
- Rubrics
- Capstone Projects
- Portfolios
- General knowledge and skills measures
- Employer Surveys
- Externally situated performance

AANAPISI, TCU, PBI, HBCU, HSI
Sub-categories of MSIs use assessment to address different institutional needs and interests

- More professional development for faculty/staff
- More faculty using assessment results
- More faculty involved in assessing student learning
- Technologies that aggregate assessment results
- Greater institutional assessment staff capacity
- Additional financial staff/resources
- Cross-unit sharing/access to assessment results
- More valid/reliable assessment measures
- External funding
- Info on best practice approaches
- Increased student participation in assessment
- More student affairs staff using results
- More student affairs staff involved
- Stronger admin support
- More opportunities to collaborate with other institutions

[Bar chart showing the percentage of institutions that prioritize various factors in MSIs assessment]

AANAPISI, TCU, PBI, HBCU, HSI
Sharing Time!

Anyone here from an MSI that would like to share their assessment experiences?

Anything presented that was surprising?
Why different approaches?

MSIs are selecting assessment practices and approaches based on the students that they serve, then it would not be surprising that practices would differ between the various sub-categories of MSIs – it would be expected.

Case study of Texas A&M International University (TAMIU)¹

• An assessment tool that is considered best practice may need to be adapted or changed when applied to the 93% Hispanic/Latino population the institution serves.
Student-centered assessments

Is it one assessment for all students or multiple paths to demonstrate learning in ways that focus upon students?

- What would culturally responsive assessments look like?
Implications

• If widely used tools do not adequately measure student learning outcomes at institutions with large numbers of historically underrepresented students, then how should this situation be remedied?

• Should assessment approaches be more sensitive to the needs and characteristics of the students they serve?
References

References


Questions and discussion

- Email: njankow2@illinois.edu
- http://www.learningoutcomesassessment.org
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