

## **FACULTY DEVELOPMENT ENDOWMENT FUNDS**

Nathan Deutsch Development Fund

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### **ABSTRACT**

American universities have been doing assessment for about 25 years now. That has resulted in no measurable improvements in student learning and even assessment advocates concede that there is little evidence that assessment has provided benefits commensurate with the resources that have gone into it. This position has been bolstered recently work that challenges assessment on the quality of the data it produces and a recent revelation from the National Institute for Learning Outcomes Assessment (NILOA) that larger and more selective schools do less assessment and use their assessment data less than smaller and less selective schools. In effect, the better a school is, the less assessment it does. Furthermore, recent work by Bryan Caplan has suggested that, even at elite schools, students learn very little and what they do learn they tend to forget. Caplan contends that the pay premium that college graduates command may have more to do with other elements of the college experience (mostly signaling that one is disciplined, committed, etc.) than with learning. Thus our focus on measuring learning may not be directed at the aspects of university life that matter most.