# Article information:

Full article: The Methodological Challenges of Measuring Student Learning, Degree Attainment, and Early Labor Market Outcomes in Higher Education  
<https://www.tandfonline.com/doi/full/10.1080/19345747.2016.1238985>

# Article summary:

1. Recent estimates suggest that the United States is lagging behind in terms of postsecondary degree attainment and adult educational levels compared to other developed countries.

2. The Obama administration has proposed a college ranking system based on measures of access, affordability, and student outcomes to address this issue, but there are challenges in accurately measuring and evaluating educational outcomes.

3. Other countries have developed centralized assessment and accountability systems to measure student learning outcomes in higher education, and there is a need for the United States to develop similar systems to improve the quality of education provided.

# Article rating:

Appears moderately imbalanced: The article provides some useful information, but is missing several important points or pieces of evidence that would be required to present the discussed topics in a balanced and reliable way. You are encouraged to seek a more balanced perspective on the presented issues by exploring the provided research topics and looking at different information sources.

# Article analysis:

The article titled "The Methodological Challenges of Measuring Student Learning, Degree Attainment, and Early Labor Market Outcomes in Higher Education" discusses the challenges of measuring student learning outcomes, degree attainment, and early labor market outcomes in higher education. While the article provides some valuable insights into the topic, there are several areas where it falls short.

One potential bias in the article is its focus on the United States as a case study for measuring educational outcomes. The article mentions that the United States has lost its leadership in terms of postsecondary degree attainment and that its adult population currently has average educational levels compared to counterparts in other developed countries. However, it fails to provide a comprehensive analysis of other countries' approaches to measuring educational outcomes and whether they face similar challenges.

Additionally, the article relies heavily on sources from a single publication (tandfonline.com) for supporting its claims. This raises questions about the diversity and reliability of the sources used. It would have been more balanced to include a wider range of sources from different publications or academic journals.

Furthermore, the article makes unsupported claims about the lack of data systems or credible indicators to measure relevant educational outcomes in the United States. While it acknowledges that academics have proposed and applied methods to measure these outcomes, it does not provide any evidence or examples to support this claim. Without concrete evidence, these claims remain unsubstantiated.

The article also fails to explore counterarguments or alternative perspectives on measuring educational outcomes. It presents only one side of the argument – that there is a need for centralized assessment and evaluation systems – without considering potential drawbacks or limitations of such systems. A more balanced approach would have included a discussion of both sides of the debate.

Moreover, while the article acknowledges that there are methodological challenges in creating indicators for measuring educational outcomes, it does not delve into these challenges in detail. It would have been beneficial to explore specific methodological issues such as sample selection bias, measurement error, or the validity and reliability of assessment instruments.

Additionally, the article does not address potential risks or unintended consequences of using indicators to evaluate higher education institutions. For example, it does not discuss the possibility of institutions gaming the system by focusing on improving specific outcomes at the expense of others or neglecting certain programs with lower graduation rates.

Overall, while the article raises important questions about measuring educational outcomes in higher education, it falls short in providing a comprehensive analysis of the topic. It lacks diversity in sources, fails to explore counterarguments, and makes unsupported claims. A more balanced and evidence-based approach would have strengthened its arguments and provided a more nuanced understanding of the challenges involved.

# Topics for further research:

* Comparative approaches to measuring educational outcomes in higher education
* International perspectives on measuring student learning and degree attainment
* Challenges in data systems and indicators for measuring educational outcomes in the United States
* Critiques of centralized assessment and evaluation systems in higher education
* Methodological issues in measuring educational outcomes
* such as sample selection bias and measurement error
* Risks and unintended consequences of using indicators to evaluate higher education institutions

# Report location:

<https://www.fullpicture.app/item/f3f4ea64927aa160fe50af7b4872b8b9>