

University of Illinois College of Education presents

The Forum for the Future of Public Education

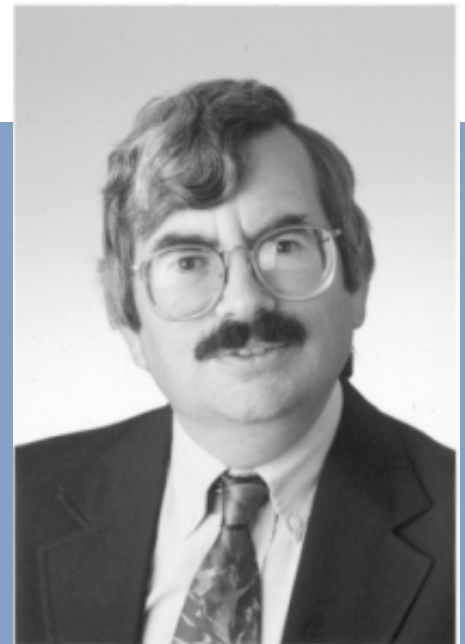


Assessing Learning Outcomes in Higher Education: Demands, Opportunities, and Pitfalls

The Forum for the Future of Public Education addresses critical issues that face public education today and in the future...

Assessment and documentation of the learning outcomes of college students may be the single most pressing demand facing universities today. Accrediting agencies, policy makers, the current Secretary of Education in the Bush Administration and a host of others have moved the assessment issue to the forefront of discussions on the future of higher education. One of the foremost authorities on the subject -- Peter Ewell -- will visit campus on May 4th to lead a dialogue on this important issue. Dr. Ewell, Vice-President of NCHEMS (National Center for Higher Education Management Systems), is a nationally known expert on outcomes assessment in higher education.

The program is the second in a series of conversations sponsored by the newly created *Forum for the Future of Public Education*, a new strategic initiative of the University of Illinois at Urbana-Champaign. The Forum is created to address critical issues facing education and its future.



Friday, May 4th

10:30 a.m. to 12:00 p.m.

Light lunch to follow

Beckman Institute

Auditorium

Peter T. Ewell Vice-President, NCHEMS

National Center for Higher Education Management Systems

Please R.S.V.P. by email to Staci Provezis sprovez2@uiuc.edu

OR by phone to Becky Grady 265-5409 by May 1st.

Peter T. Ewell

Peter Ewell is a Senior Associate at the National Center for Higher Education Management Systems (NCHEMS), a research and development center founded to improve the management effectiveness of colleges and universities. A member of the staff since 1981, Dr. Ewell's work focuses on assessing institutional effectiveness and the outcomes of college, and involves both research and direct consulting with institutions and state systems on collecting and using assessment information in planning, evaluation, and budgeting. He has directed many projects on this topic, including initiatives funded by the W. K. Kellogg Foundation, the National Institute for Education, the Consortium for the Advancement of Private Higher Education, and The Pew Charitable Trusts, and is currently a principal partner in the Pew Forum on Undergraduate Learning. In addition, he has consulted with over 375 colleges and universities and twenty-four state systems of higher education on topics including assessment, program review, enrollment management, and student retention. He has also been actively involved in NCHEMS work on longitudinal student databases and other academic management information tools.

Dr. Ewell has authored six books and numerous articles on the topic of improving undergraduate instruction through the assessment of student outcomes. Among his publications are *The Self-Regarding Institution: Information for Excellence* and *Assessing Educational Outcomes*, both of which have been widely cited in the development of campus-based assessment programs. In addition, he has prepared commissioned papers for many agencies, including the Study Group on the Conditions of Excellence in American Higher Education (authors of the report *Involvement in Learning*), the Education Commission of the States, the National Governors' Association, the National Conference of State Legislators, and the National Center for Public Policy in Higher Education. Widely sought as a speaker on assessment, in 1985 he gave the keynote address for the first national conference on Assessment in American Higher Education, and has since spoken widely on this topic at both national and international conferences. In 1998 he led the design team for the National Survey of Student Engagement (NSSE) and currently chairs its Technical Advisory Panel.

Prior to joining NCHEMS, Dr. Ewell was Coordinator for Long-Range Planning at Governors State University. A graduate of Haverford College, he received his Ph.D. in Political Science from Yale University in 1976 and was on the faculty of the University of Chicago. In addition to consulting in higher education, Dr. Ewell has been involved in program evaluation, organizational development and strategic planning for a variety of non-profit and arts organizations including the National Endowment for the Arts and six state arts agencies. In 1981 he received the National Theater Association award for Theory and Criticism.

From: <http://www.ncchems.org/about/staff.php?name=peter>

Current CV available: http://www.ncchems.org/about/Ewell_Resume.pdf

Publications from the last two years*:

The Quality Game: External Review and Institutional Reaction Over Three Decades in the United States. In Don F. Westerheijden, Bjorn Stensaker, and Maria Joao Rosa, *Quality Assurance in Higher Education: Trends in Regulation, Translation and Transformation*. Baltimore, MD: Johns Hopkins University Press.

With Marianne Boeke, *Critical Connections: Linking States' Unit Record Systems to Track Student Progress*. Indianapolis, IN: The Lumina Foundation for Education, January 2007.

See: http://www.luminafoundation.org/publications/Critical_Connections_Web.pdf

Making the Grade: How Boards Can Enhance Academic Quality. Washington, DC: Association of Governing Boards of Universities and Colleges (AGB), 2006.

With Dennis P. Jones, *State-Level Accountability for Higher Education: On the Edge of a Transformation.* In Nancy B. Shulock (ed), *Practitioners on Making Accountability Work for the Public*, New Directions for Higher Education No. 135. San Francisco: Jossey-Bass, Fall 2006.

See: <http://www3.interscience.wiley.com/cgi-bin/fulltext/113388502/PDFSTART>

Grading Learning: Progress and Prospects. In *Measuring Up 2006*. San Jose, CA: National Center for Public Policy in Higher Education, 2006.

See: <http://measuringup.highereducation.org/commentary/gradinglearning.cfm>

With Margaret A. Miller, *Measuring Up on College-Level Learning.* San Jose, CA: National Center for Public Policy in Higher Education, October 2005.

See: http://www.highereducation.org/reports/mu_learning/index.shtml

“Power in Numbers: The Values in Our Metrics.” In *Change Magazine*, 37, 4, July/August, 2005.

See: <http://web.ebscohost.com/ehost/pdf?vid=5&hid=114&sid=00e321e3-202d-4e5d-a045-83e3e12d064b%40sessionmgr108>

“Can Assessment Serve Accountability: It Depends on the Question.” In Joseph C. Burke and Associates, *Achieving Accountability in Higher Education: Balancing Public, Academic, and Market Demands.* San Francisco: Jossey-Bass, 2005.

*Links have been created for reports and articles. You have to be accessing some of the links to journals from a UIUC account in order for them to download