Plenary Session III: Accountability Systems and Student Learning Outcomes

Most folks would agree that student learning should be assessed. The disagreements occur over who is responsible for making such assessments, what they should be, when they should be performed, and where they should be done. David Longanecker will lead a discussion of these four different questions, providing the lay of the land in the current environment of American higher education (with a tad of discussion about what is happening elsewhere in the world).

Speaker: Peter Ewell, vice president, National Center for Higher Education Management Systems

Biographical Information on the Speaker

Peter T. Ewell is Vice President of the National Center for Higher Education Management Systems (NCHEMS). Dr. Ewell’s work focuses on assessing institutional effectiveness and the outcomes of college. He has directed many projects on this topic, including initiatives funded by the W. K. Kellogg Foundation, the National Institute for Education, the Ford Foundation, the Lumina Foundation, and the Pew Charitable Trusts. In addition, he has consulted with over 375 colleges and universities and twenty-four state systems of higher education on topics related to performance indicators and the assessment of student learning. Dr. Ewell has authored seven books and numerous articles on these topics. In addition, he has prepared commissioned papers for many state agencies and national organizations. 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.