



Peter Ewell

Peter Ewell is President of the National Center for Higher Education Management Systems (NCHEMS), a research and development center founded to improve the management effectiveness of colleges and universities. Dr. Ewell's work focuses on assessing institutional effectiveness and student learning, 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, The Spencer Foundation, Lumina Foundation, the Bill and Melinda Gates Foundation, and The Pew Charitable Trusts. In addition, he has consulted with over 400 colleges and universities and twenty-seven state systems of higher education on topics including assessment, program review, accreditation, and student retention. His international consulting on quality assurance includes work in the U.K., Chile, Germany, Australia, Hong Kong, Japan, and with the OECD. He has also been actively involved in NCHEMS work on designing longitudinal student databases and other academic management information tools.



Charles Blaich, Director, Center of Inquiry at Wabash College and the Higher Education Data Sharing Consortium (HEDS)

Charles Blaich directs the Center of Inquiry at Wabash College and the Higher Education Data Sharing Consortium (HEDS). Blaich received his undergraduate and graduate degrees from the University of Connecticut. He taught in the psychology department at Eastern Illinois University and then moved to Wabash College in 1991. Blaich became the director of the Center of Inquiry in 2003. Blaich collaborated with researchers at the University of Iowa, University of Michigan, Miami

University, and ACT to design and implement the Wabash National Study of Liberal Arts Education in 2005. Forty-nine colleges and universities ultimately participated in this longitudinal research project on the practices and conditions that support student learning. Blaich and his colleagues at the Center of Inquiry now work with faculty, staff, and students at hundreds of colleges and universities to use evidence to improve student learning. In 2011, Blaich became director of the Higher Education Data Sharing Consortium, a 135-institution collaborative that shares data to improve educational effectiveness. Blaich has been an author on over 20 higher education publications including, *From Gathering to Using Assessment Results: Lessons from the Wabash National Study*, *Effects of Diversity Experiences on Critical Thinking Skills Over Four Years of College*, *Knowing About vs. Knowing How*.



Kathleen Wise, Associate Director, Center of Inquiry at Wabash College and the Higher Education Data Sharing Consortium (HEDS)

Kathleen Wise is the associate director of the Center of Inquiry at Wabash College and the Higher Education Data Sharing Consortium (HEDS). Wise received her undergraduate degree from Yale University and her MBA from the University of Chicago. After receiving her MBA, Wise worked as a senior financial analyst at Eli Lilly and Company. Wise joined the Center of Inquiry in 2004 and organized the implementation and institutional assessment components of the Wabash National

Study of Liberal Arts Education, a longitudinal national study of student learning with 49 institutions and over 17,000 students. Wise leads the Teagle Assessment Scholar Program. Over 60 scholars from colleges and universities across the country participate in this program to support the efforts of faculty, staff, and administrators to more effectively use evidence to improve student learning. Wise also helps lead the Higher Education Data Sharing Consortium, which includes 135 private institutions that openly share unmasked data to improve their educational effectiveness. Wise has visited dozens of colleges and universities to evaluate programs, offices, and institutional assessment plans; and her most recent publications are *From Gathering to Using Assessment Results: Lessons from the Wabash National Study* and *Knowing About vs. Knowing How*.