

**STATE HIGHER EDUCATION EXECUTIVE OFFICERS**  
**Fiscal Year 2013**

**Chair**

**Marshall A. Hill**

Executive Director

Nebraska's Coordinating Commission for  
Postsecondary Education

**Chair-Elect**

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Indiana Commission for Higher Education

**Treasurer**

**Robert L. King**

President

Kentucky Council on Postsecondary Education

**Past Chairs**

**Jack R. Warner**

Executive Director and Chief Executive Officer

South Dakota Board of Regents (effective 4/1/13)

**George Pernsteiner**

Chancellor

Oregon University System (resigned 3/31/13)

**EXECUTIVE COMMITTEE**

Term expiration dates are in parentheses.

**Diane Barrans**, Executive Director, Alaska Commission on Postsecondary Education (2014)

**John C. Cavanaugh**, Chancellor, Pennsylvania State System of Higher Education (resigned 2/28/13)

**Robert Donley**, Executive Director, Board of Regents, State of Iowa (2014)

**Richard M. Freeland**, Commissioner, Massachusetts Department of Higher Education (2014)

**Daniel Klaich**, Chancellor, Nevada System of Higher Education (2013) (effective 3/1/13)

**Raymund A. Paredes**, Commissioner of Higher Education, Texas Higher Education Coordinating Board  
(2013)

**James Purcell**, Commissioner of Higher Education, Louisiana Board of Regents (2013)

**Michael Rush**, Executive Director, Idaho State Board of Education (2014)

**Andy Tompkins**, President and Chief Executive Officer, Kansas Board of Regents (2013)

**STAFF**

**Gloria Auer**, Executive and Editorial Assistant

**John Blegen**, Chief Technologist and Project Manager, Common Education Data Standards (3/31/13)

**Andy Carlson**, Senior Policy Analyst

**Julie Carnahan**, Senior Associate

**Tanya I. Garcia**, Senior Policy Analyst

**Gladys Kerns**, Director of Administrative Operations

**Charles S. Lenth**, Vice President for Policy Analysis and Academic Affairs

**Paul E. Lingenfelter**, President

**Hans Peter L'Orange**, Vice President for Research and Information Resources

**Sharmila Basu Mann**, Senior Policy Analyst

**Chris Ott**, IT Administrator

**Angela Sanchez**, Executive Assistant

**Katie Zaback**, Senior Policy Analyst

## **STATE HIGHER EDUCATION EXECUTIVE OFFICERS ANNUAL REPORT 2012-2013**

The recurring (not quite routine) activities of the SHEEO staff include: 1) planning, organizing, and implementing three national conferences; 2) receiving and answering questions from state agencies, typically handling more than 120 requests in a 12-month period; 3) populating the association's website with relevant information and keeping it updated; 4) distributing national reports applicable to SHEEO offices and providing additional analysis and support for interpreting their results; and 5) implementing and publishing annual surveys such as SHEF and the Salary Survey.

A substantial fraction of the staff's effort is required by these activities, and they build relationships with our members and support everything we do. But external events and opportunities for grant/contract funding to advance the profession and progress on our longer-term objectives add fresh challenges and make every year different. The remainder of this overview will focus on currently significant projects and activities.

### **Peer Collaboration Network**

The core function of the association is mutual assistance among professional peers. We seek to provide efficient, valuable ways for state agencies to share information, ideas, experience, and questions about topics on which they are actively working to improve policies and practices.

SHEEO's Peer Collaboration Network (PCN) is focused on three overarching issues: Productivity, Student Learning, and Data Systems. With support from the Lumina Foundation, **Julie Carnahan** has provided overall coordination and support for the PCN over the past several years, and **Andy Carlson**, **Charlie Lenth**, and **Hans L'Orange** respectively have led SHEEO staff support for the individual issue themes. In consultation with the PCN council, consisting of SHEEO members and senior staff, we have organized webinars and related professional development activities during the course of the year. In addition, the PCN framework and the agenda developed by the PCN Council are the organizing principles for the annual Higher Education Policy Conference.

### **Common Core State Standards/The College and Career Readiness Partnership**

The College and Career Readiness Partnership (CCRP), a collaboration of AASCU, CCSO, and SHEEO, jointly funded by the Lumina and Hewlett Foundations, has begun its second, 18-month round of activities. The fundamental purpose of this effort is to help states develop collaborative, cross-sector "on the ground" strategies to successfully implement the Common Core State Standards for mathematics and English language arts, and to use the new assessments of college readiness being developed in these core areas. Such strategies ensure the meaningful involvement of the higher education sector in state-level implementation efforts.

In the first round, we worked with seven states, Massachusetts, Maine, Kentucky, Tennessee, Wisconsin, Missouri, and Oregon. The first four of these states are now receiving direct foundation grants for their continuing efforts. In round two, nine states, Wisconsin, Missouri, Oregon, Arizona, Connecticut, West Virginia, New York, South Dakota, and Michigan, are participating in the partnership. We had a good, multi-day meeting of the round-two state teams in Phoenix on February 21-22. The level of

understanding and engagement in this work has grown materially over the past two years. The two funders are urging the Partnership to involve two additional states, which may occur soon.

The Hewlett Foundation has provided two grants to SHEEO to support our advocacy and work with the two common assessment consortia, PARCC and Smarter Balanced. **Charlie Lenth** serves on the Smarter Balanced Executive Committee, and **Paul Lingenfelter** serves on the PARCC advisory council. **Richard Freeland** co-chairs the PARCC higher education advisory council and has facilitated significant progress in establishing postsecondary involvement in PARCC's work. In addition to Charlie Lenth, **Julie Carnahan** and **Sharmila Mann** are making significant contributions to this work.

### **Teacher Education**

Over the past several years, improving teacher and school leader education has become a growing priority. A recent report of the Council of Chief State School Officers (CCSSO), *Our Responsibility, Our Promise*, proposes to replace existing regulatory frameworks for teacher licensing with a more flexible, outcomes-focused system based on the assessment of knowledge and skill measured by teaching performance assessments. The approval of programs would also be more flexible, and based significantly on the placement, retention, and performance of graduates in the profession. In early June, SHEEO was invited to become a partnering organization in this work, which is likely to be finalized by the time of the Annual Meeting.

In a parallel development, the Commission on Standards and Performance Reporting of the Council for the Accreditation of Educator Preparation (CAEP) has developed a framework for accreditation and performance reporting focused on three dimensions of program quality: 1) Content and Pedagogical Knowledge; 2) Clinical Partnerships and Preparation; and 3) Candidate Quality, Recruitment, and Selectivity; and two dimensions of performance reporting: 4) Program Impact; and 5) Quality Assurance and Continuous Improvement. The CAEP standards and the CCSSO report articulate a fresh and compelling vision of excellence in teacher/school leader programs. And when they are implemented, the recommendations of the CCSSO report will remove many regulatory constraints that, in some places, have impeded innovation in teacher preparation. **Paul Lingenfelter** served as a member of the CAEP Commission, and **Charlie Lenth** represented SHEEO at the final Commission meeting on June 10- 11, 2013 when groundbreaking new accreditation standards were unanimously approved by the Commission and recommended to CAEP for adoption.

With the encouragement of our members, SHEEO and NASH have begun the development of an initiative to improve teacher education. Representatives from Idaho, Kentucky, Maryland, New York (SUNY and CUNY), North Carolina, Wisconsin, South Dakota, and the University of Houston have begun framing an agenda and designing an initiative to take leadership in this field. On Thursday July 11<sup>th</sup>, the final day of the 60<sup>th</sup> SHEEO Annual Meeting, this initiative will be discussed and announced to the public. **Sharmila Mann** has been deeply involved in this work, along with her leadership of the SHEEO P-16 Professional Development Collaborative.

### **Quality Assurance: The Degree Qualifications Profile, Accreditation, State Authorization for Distance Education**

The growing importance of higher education and the proliferation of new strategies and institutional providers in response to student demand are naturally generating concerns about quality assurance.

- The Department of Education’s decision to require institutions to certify compliance with state laws wherever they offer distance education launched a flurry of activity over the past several years involving the Presidents’ Forum, the regional higher education compacts, and the Commission on the Regulation of Postsecondary Distance Education organized by SHEEO and the Association of Public and Land-Grant Universities (A\*P\*L\*U.) These efforts led to the development of a plan for state authorization reciprocity agreements (SARA) which is currently being implemented by the regional higher education compacts. Organizing and participating in the leadership of the Commission on the Regulation of Postsecondary Distance Education, creating and maintaining a database of state regulators and state policies, and engaging in guiding the complex negotiations leading to the development of the SARA approach have required significant commitments of SHEEO staff time (**Lingenfelter, Lenth, and Mann**) as well as that of Executive Committee Chair **Marshall Hill**. SHEEO’s State Authorization pages on the SHEEO website contain a comprehensive listing of resources, including most of SHEEO’s contributions to this work.
- The Degree Qualifications Profile was developed with the support of the Lumina Foundation to challenge faculty and academic leaders in the U.S. to clearly establish and align expectations for student learning outcomes across higher education. AAC&U’s Quality Collaborative is a three-year initiative that addresses models and strategies for fostering and assessing the Degree Profile competencies in two-year/four-year public institution transfer contexts. **Julie Carnahan** has served on the Policy Advisory Group for the Quality Collaborative project involving seven states (California State System, Indiana, Kentucky, Massachusetts, Utah, Virginia, and Wisconsin<sup>1</sup>.)
- Criticisms of accreditation’s cost and effectiveness have been gaining momentum as higher education grows in size, diversity, and complexity. Various members of SHEEO (**John Cavanaugh, Richard Pattenaude, George Pernsteiner, Marshall Hill**, and others) have served on the boards of regional accreditors, on negotiated rule-making panels, and on national task forces involving accreditation. **Paul Lingenfelter** and other SHEEO staff have been on the program of accreditation conferences as speakers, and the Higher Learning Commission and other regional accreditors are exploring ways to strengthen relationships with state higher education agencies. Accreditation is likely to be a topic of considerable discussion at the federal level in the coming years, and SHEEO members will need to stay informed and involved.

### **Assessing Student Learning in Higher Education**

In September 2011, the Department of Education provided SHEEO with a 20-month grant to lead U.S. participation in the Organisation for Economic Co-operation and Development (OECD) feasibility study, Assessing Higher Education Learning Outcomes (AHELO). Since then, **Charlie Lenth** has worked with SHEEO agencies and 11 institutions in three states—Connecticut, Missouri, and Pennsylvania—to administer the AHELO assessment of generic skills. Charlie and **Peter Ewell** of NCHEMS continue to play significant roles in the entire AHELO project, which is also assessing learning outcomes in economics and engineering. The complexity and political significance of assessing student learning has become increasingly evident during this project. An international conference presenting the results of the feasibility study was held in Paris in March, 2013, and a smaller conference of U.S. participants, and

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<sup>1</sup> Oregon University System and Lane CC are engaged in a separately funded but similar initiative.

several representatives from OECD and other countries will be held immediately following the SHEEO annual meeting on July 11-12 in Washington, D.C.

Over the past two years at the SHEEO Annual Meeting **Richard Freeland** has described the very interesting work in Massachusetts to develop assessments of student learning embedded in ongoing institutional activities. Working in collaboration with the SHEEO staff, Richard has recruited a number of other states to create a Multi-State Collaborative for Learning Outcomes Assessment to pursue this work. In May 2012, fifteen states attended an exploratory meeting in the SHEEO offices. Seven states have now signed a memorandum of understanding to participate in a multi-state collaborative, and all joined in a February 2013 meeting in Boulder to confirm our mutual commitments and begin developing a plan to design and implement the project. The group met again in June, 2013 to continue work on the initiative and to pursue funding to support this collaborative endeavor. This initiative is a fine exemplar of SHEEO's Peer Collaboration Network activities, strongly lead by **Julie Carnahan**, with **Charlie Lenth**, **Sharmila Basu Mann**, and **Gloria Auer** contributing.

### **Common Education Data Standards and Metrics to Inform Decisions**

After much collaborative work, Version 3.0 of the Common Education Data Standards was released in January. Version 3 includes additions to the early learning, K12, and postsecondary elements, and expands CEDS into adult education and workforce and provides support for the Race to the Top assessments. This version also includes two new tools: **Align**, which allows users to see how their data dictionary compares to CEDS and others in the field; and **Connect**, which provides a selection of data components (e.g., metrics, use cases, policy questions) and their alignment with CEDS. Work on Version 4.0 has begun and we are continuing to advocate for more alignment with existing metric activities like Complete College America. Other focus areas for Version 4.0 development include Federal Student Aid Reporting, Course Information, Data Quality Campaign alignment, Student Success Measures, and Gainful Employment. The CEDS Stakeholder Group (peer development group) has expanded in 2013 to include a P20W subgroup which will focus initially with data related to educator preparation. SHEEO staff continue to be actively involved in the development of CEDS.

SHEEO staff continue in their efforts to engage the higher education community in this initiative, promote the adoption and implementation of the standards, and facilitate greater utilization of data to improve outcomes. Formal interviews with twenty state and system data professionals took place early in 2013 to determine their level of knowledge about CEDS, what they felt they need to know, and where CEDS can add value to their data systems. Early results indicate a range of knowledge and interest in CEDS and confirms that tools like **Align** and **Connect** (referenced above) may provide the most benefit to postsecondary data systems.

Contractual work with NCES continues, albeit on a smaller scale than previous years. We provided agenda setting and registration support for the 2013 NCES State Data Conference and IPEDS Workshop, updated the IPEDS State and System Coordinator Manual, provided in-person training material for state IPEDS Coordinators and currently are developing web-based training for this audience. The 2013 State Data Conference took place on April 2-5 and included a plenary session on Big Data and Analytics and another on Small Data and individual access to personalized student data. A series of concurrent sessions also took place with a focus on accessing and using data across the P-20W spectrum.

Support also continues for a WICHE Data Exchange Pilot developing K-12, postsecondary, and labor data-sharing capacity among four states (Hawaii, Idaho, Oregon, and Washington) to inform educational

and workforce mobility policies in the region. Records currently were matched across sectors and between states; the participating states received their first matched data in April and the early results confirm the mobility of students across the states and into the regional workforce. Interest in possibly replicating this work in other states and regions is high.

**Hans L'Orange, Tanya I. Garcia, and Katie Zaback** are leading the association's work in this area as the utilization of P-20W data and information systems become increasingly important in the provision and effectiveness of education at all levels. **John Blegen** contributed to this work until his departure in March 2013.

### **Finance**

The *State Higher Education Finance* study for fiscal 2012 was released on March 6, 2013. As was the case last year, this year's report has received substantial press interest, with significant coverage in *The Wall Street Journal*, *The New York Times*, and other national media. Coverage in individual states also has been increasing, and the report continues to be cited during budgetary deliberations in the states. **Andy Carlson** has been the principal analyst for SHEF for the past two years.

SHEF has become a solid contribution to the field, worth sustaining indefinitely. The staff is also pursuing additional research on student costs and trends in student aid.

### **Complete College America Data Collection and Analysis Support**

Since 2012, SHEEO has been collaborating with Complete College America (CCA) to assist them in collecting the Common Completion Metrics, a set of 12 metrics defined by CCA and the National Governors Association (NGA) to better measure national progress toward national college completion goals. SHEEO worked with CCA to design an easy-to-use web-based system that focused on easing burden for state offices responsible for submitting CCA data. In 2013, SHEEO has worked with CCA to further improve this system by holding most aspects of the process constant while improving the data by better clarifying metrics and making the data collection system even more efficient and easy to use. The partnership worked very well in its first year—in 2012, 27 states collected and reported state-level metrics data and campus-level metrics data for over 700 colleges and universities. Additionally, this process allows SHEEO the opportunity to interact more often with agency staff and fully understand data challenges they face in reporting this type of data.

In 2013, SHEEO is providing additional support to CCA by helping them analyze the data to better understand what it means for CCA's national advocacy work. This includes doing a special analysis on Appalachian states for the Appalachian Regional Commission and examining specific populations of students collected as part of the CCA process. **John Blegen** and **Chris Ott** made significant contributions to the data collection instrument, and **Katie Zaback** has taken the lead in analysis and reporting.

### **State Policy Resource Center (SPRC)**

Over the past four or five years, the SHEEO staff have been working to develop a broad, up-to-date database of policy relevant information to provide SHEEOs with rapid, easy access data, and to create analytical studies to help state leaders identify priorities and develop strategies for improving policies and performance. A three-year \$977,700 grant from the Lumina Foundation, which ended in 2012, helped build this service.

Thus far the following projects/studies have been generated through the SPRC initiative:

1. ***Degree Productivity and Cost Trends*** (August 2010) provides a national and cross-state overview and analysis of trends in degree production and completion rates, costs per degree and completion, and enrollment in public higher education. National and state-level reports released.
2. ***Certificate Production and the Race toward Higher Education Attainment*** (December 2010) provides national, regional and cross-state overviews of recent trends in certificate production and the types of certificates being produced. National and state-level reports released.
3. ***Staffing Trends in Public Colleges and Universities: A National Analysis 2001-2009*** (May 2011) analyzes postsecondary staffing characteristics and changes over time by state, sector, and institutional type. National and state reports released.
4. ***Degree Production Trends by Program Area: A National Analysis 2001-2009*** (August 2011) examines degree productivity by specific program area using the Classification on Instructional Programs (CIP). National and state-level reports released.
5. ***Individual State Fall Staffing Data and Analysis Reports*** (March 2012) provided detailed institutional data and an analytical tool for the use of state-level staff.
6. ***The Economic Benefit of Postsecondary Degrees: A State and National Level Analysis*** (December 2012) showed that postsecondary degree attainment clearly results in higher earnings for the vast majority of individuals in all 50 states, and provided state by state data on the mix of degrees and the economic payoff from them within the state. This report also received significant media coverage.

In addition, this project has produced interactive tools that enable users to query data nationally from the IPEDS database on the following topics: Pell Grants and Number of Awards, Fall Staffing, Academic Research Expenditures, Fall Student Enrollment by institution and Carnegie Class, and completions. **Katie Zaback** and **Andy Carlson** are on the point for this effort, but other staff have played a role in earlier studies.

In addition to updating previous studies, the staff is exploring new topics and sources of data. For example, the recent college completion study by the National Student Clearinghouse provides rich data for thinking about enrollment patterns in a state, the fact that more full-time study increases completion rates, and perhaps the positive relationships between completion rates and adequate student financial assistance. Also, the Complete College America metrics and reports may provide useful ideas for multi-state studies that would help policymakers.

### **Other activities**

While the foregoing project descriptions cover the principal staff activities for the past year, the staff also prepared a letter to the presidential candidates which was distributed to the campaigns in the summer and published in *Change* magazine in September. In addition, the 2010 *Strong Foundations* report was updated, focusing exclusively on the postsecondary data sharing activities of coordinating

and governing boards with other state agencies, such as K-12 and labor. Staff members have made presentations at professional meetings, published monographs and articles, served on the advisory groups for other initiatives and organizations, and made other professional contributions. A summary of staff professional activities over the past year is included in the Staff Activities Tab.

### **A final personal note from Paul Lingenfelter**

In closing this Annual Report I want to say that it has been a privilege and joy for me to work together with SHEEO members and the staff since I came to SHEEO in June of 2000. I am grateful for the dedication and talents of all my staff colleagues listed below and those who have preceded them in the service of the association. And I am grateful for the friendship, commitment, and contributions of all of the public policy educational leaders in the SHEEO community.

I've learned that one doesn't leave this community; one just changes roles and responsibilities. So I look forward to the work and friendship we will share in the future, and the continuing and enduring contributions of the profession.

### **SHEEO Staff**

This review of activities concludes with short biographies of the SHEEO staff who have served the association over the past year.

#### **Gloria Auer**

##### *Executive and Editorial Assistant*

Auer started at SHEEO in 2005, providing executive and editorial support for the staff as needed. Prior to SHEEO, Gloria volunteered at The Bloomsbury Review book review publication, and worked in an administrative assistant capacity over many years while raising her two sons. She received her B.A. from the University of Northern Arizona, studying K-12 education with an emphasis in English.

#### **John Blegen**

##### *Chief Technologist and Project Manager, Common Education Data Standards (resigned 3/31/13)*

Mr. Blegen served on a collaborative project with State Higher Education Officers (SHEEO), the Council of Chief State School Officers (CCSSO), the US Department of Education and national education entities. The goal of this collaborative effort was to leverage and create model data standards that will attract widespread, voluntary adoption and ultimately enhance policy-making and student achievement. The project focused on data related to the transition from high school to postsecondary education. Mr. Blegen brought a wealth of experience to this role, having served as Chief Information Officer (CIO) in both higher education and private industry. He has designed and built administrative software systems widely used in higher education; has done design and development work in the areas of privacy and identity management; and has served as a policy and management consultant focusing on both knowledge management and project management. He received his M.B.A. degree from the University of Iowa with a focus in Management Science and a B.A. Degree from Augustana College in Sioux Falls, SD.

#### **Andy Carlson**

##### *Senior Policy Analyst*

Mr. Carlson joined SHEEO in September 2011 as a Policy Analyst. He manages and compiles the annual State Higher Education Finance Report (SHEF) and works on various other policy studies at SHEEO including the State Policy Resource Connection (SPRC) and the periodic Tuition, Fee, and Financial Aid

Policy survey. Prior to joining SHEEO, Mr. Carlson worked for six years at the Colorado Department of Higher Education (the state's coordinating board) as the Budget and Financial Aid Director. In this role, he managed and developed governing board and state-level budget appropriation requests. In addition he was responsible for the collection, analysis, and presentation of institution-level financial data, including tuition and fee revenue, student FTE, and detailed revenue and expenditure reporting. Prior to working at DHE, Mr. Carlson worked at the Colorado Office of the State Auditor and the Bighorn Center for Public Policy. He holds a M.P.A. degree from the University of Colorado-Denver and a B.A. in history from Indiana University.

### **Julie Carnahan**

#### *Senior Associate*

Dr. Carnahan joined SHEEO In May 2010. Her position at SHEEO includes coordinating the Peer Consultation Networks, and working on academic policy and planning issues, such as accreditation, AHELO, and higher education's involvement in the Common Core Standards and Assessment initiatives. Prior to joining SHEEO, Dr. Carnahan was the Chief Academic Officer for the Colorado Department of Higher Education. At DHE, she led the collaborative development (with the Colorado Department of Education) of a description of postsecondary and workforce readiness (PWR), which resulted in a statewide agreement on performance expectations for high school graduates. During her tenure at DHE, Dr. Carnahan also held positions as the Director of Research and Information Management and the Chief Information Officer. Prior to her work at CDHE, Dr. Carnahan held the position of Assistant Vice-Chancellor for Planning and Information Management at the University of Colorado Denver. At UCD, she also held a faculty appointment in the Graduate School of Public Administration where she taught courses in public policy and organizational management. Prior to her work at UCD, Dr. Carnahan held administrative and academic positions at the University of Alaska, Anchorage and the University of Michigan. Julie holds a Ph.D. in Higher Education from the University of Michigan, and an M.A. in Sociology and B.A. in Psychology from the University of Colorado-Colorado Springs.

### **Tanya I. Garcia**

#### *Senior Policy Analyst*

Since joining the staff in 2008, Dr. Garcia's passion has been in learning about state postsecondary data systems at higher education coordinating and governing boards, and sharing this information with SHEEO members and the wider higher education policy community. Tanya has worked on National Center for Education Statistics (NCES) activities to strengthen data use in the states and is currently involved in the Gates-funded Common Education Data Standards (CEDS) initiative. Her accomplishments at SHEEO include serving as a National Center for Public Policy and Higher Education Associate, as an NCES Cooperative Fellow, and as the Association's representative for Excelencia in Education's Ensuring America's Future initiative. In her free time, she volunteers in a variety of roles with Colorado Youth at Risk (CYAR), most recently as a mentor to a high school sophomore. CYAR is a nonprofit, high school dropout prevention organization for inner city youth in Denver. Prior to joining SHEEO, Tanya served as P-20 Policy Analyst at the New Mexico Higher Education Department, where she led the development of a statewide dual credit program, administered the state Achieving the Dream grant, and participated in a multi-agency data sharing effort. Tanya holds a Ph.D. from American University in Public Administration and an M.A. from The George Washington University in Higher Education Administration. Her B.S. in Biology and B.A. in Philosophy are from Florida International University.

**Gladys Kerns***Director of Administrative Operations*

Ms. Kerns has served as SHEEO's Director of Administrative Operations since August 2005. She plans two annual meetings—the SHEEO Annual Meeting and the SHEEO Higher Education Policy Conference—along with other meetings as needed throughout the year, and manages the finances and daily operation of the organization. Gladys has worked as an executive assistant in four land-grant universities over a 31-year period, and also worked for four years in a regional sales office for Starwood Hotels and Resorts Worldwide, Inc. She attended Washington State University.

**Hans Peter L'Orange***Vice President for Research and Information Resources*

Mr. L'Orange has been at SHEEO since 1998 where he is Vice President for Research and Information Resources. He directs the data team and their work currently focuses on the Common Education Data Standards (CEDS) initiative along with several NCEES data-related projects and other national data initiatives including Complete College America and the Data Quality Campaign. Mr. L'Orange's primary areas of interest and responsibility are developing effective state postsecondary data systems and strategies for data management; the relationships between data, information, and knowledge; and using knowledge resources effectively to impact public postsecondary education policy. He serves as a liaison to foster communication, cooperation, and collaboration between the federal government, state higher education agencies, and national associations on issues related to data management and the use of knowledge resources. Mr. L'Orange was previously the Associate Director for Institutional Analysis at the University of Colorado at Boulder. He received his M.S. degree in business information systems with a minor in organizational development from the University of Colorado and a B.A. degree from Colorado State University.

**Charles S. Lenth***Vice President for Policy Analysis and Academic Affairs*

Dr. Lenth joined SHEEO July, 2003 and currently holds the position of Vice President for Policy Analysis and Academic Affairs. His focus is on state academic planning and policy, access and affordability in postsecondary education, governance and coordination, and other state roles and policy needs. Among other activities, he currently serves as National Project Manager and member of the Group of National Experts for U.S. participation in OECD's Assessment of Higher Education Learning Outcomes (AHELO) Feasibility Study. Since January 2011, he has also been a member of the Executive Committee of the Smarter Balanced Assessment Consortium, a position to which he was re-elected by member states for a second two-year term in December 2012 as one of two representatives of higher education. Prior to this position, Charlie worked, from 1993-99, for the Education Commission of the States as the Division Director for Higher Education. From 1988-93, Charlie was the Director for Research at SHEEO, and he served as a Senior Program Director for WICHE from 1984-88.

**Paul E. Lingenfelter***President*

Dr. Lingenfelter's work as President of SHEEO has focused on increasing successful participation in higher education; accountability for improving learning; finance; and building more effective relationships between K-12 and postsecondary educators. Under his leadership, SHEEO organized the National Commission on Accountability in Higher Education, created the annual study State Higher Education Finance, published *More Student Success: A Systemic Solution*, and substantially expanded SHEEO collaborations with the Council of Chief State School Officers. From 1985 to 2000, he served at the John D. and Catherine T. MacArthur Foundation, where in 1996 he was appointed Vice President to

establish and lead the MacArthur Foundation Program on Human and Community Development. Earlier, he was involved in the full range of the Foundation's international and domestic programs as Associate Vice President for Planning and Evaluation and Director of Program Related Investments.

Dr. Lingenfelter was Deputy Director for Fiscal Affairs for the Illinois Board of Higher Education from 1980 to 1985 and held other administrative positions with the Illinois Board of Higher Education and the University of Michigan from 1968-80.

### **Sharmila Basu Mann**

#### *Senior Policy Analyst*

Dr. Mann is a Senior Policy Analyst with the State Higher Education Executive Officers (SHEEO) national association, and the coordinator for the national collaborative of ESEA Title II SAHE grant administrators. She serves as a liaison to foster communication, cooperation, and collaboration between the federal government, state higher education agencies, and national associations on policy issues bridging K-12 and postsecondary education. Dr. Mann's areas of interest and responsibility span a range of P-16 issues, including: college and workforce preparation; alignment of standards, curriculum, assessments, and data systems; postsecondary access and success; and K-12 teacher quality. She has authored multiple publications during her time at SHEEO, including *More Student Success: A Systemic Solution*; *En Route to Seamless Statewide Education Data Systems*; and *Four State Cost Study*. Immediately prior to joining SHEEO, Dr. Mann completed a three-year internship in Technology and Communications Policy for the Western Cooperative for Educational Telecommunications (WCET) at the Western Interstate Commission on Higher Education (WICHE), where she examined venues for accreditation of Web-based courses and barriers to adoption of online education. Dr. Mann holds a B.A. in Biology from Cornell University and an M.S. and Ph.D. in Human Genetics from the University of Michigan, Ann Arbor; she completed her postdoctoral training in genetic complexity at the Duke University Center for Human Genetics.

### **Chris Ott**

#### *IT Administrator*

Mr. Ott joined the staff of the State Higher Education Executive Officers (SHEEO) in November 2008 as IT Administrator. In this position, he is responsible for supporting all SHEEO technology needs including strategic planning, vendor relations, network/systems administration, webmaster and support of any other electronic systems. Previously, Chris worked successfully as Director of I.T. for the Denver Metro Convention and Visitors Bureau and for R.A.S. Builders, Inc. Chris brings extensive IT Management and Systems Administration experience to the SHEEO team along with an enthusiastic desire to improve higher education through the application of his skills and knowledge.

### **Angela Sanchez**

#### *Executive Assistant*

Ms. Sanchez provides office support for SHEEO's president, Paul E. Lingenfelter, and for the data team at SHEEO. Previous to coming to SHEEO, Angela spent nine years working in the University of Colorado Office of the President. She supported three presidents; her last position was executive assistant to the CIO. She has work experience with the State of Colorado, from 1995 to 2003, ending her tenure there as an administrative assistant III for the Colorado Student Loan Program. Angela attended Front Range Community College studying business management.

**Katie Zaback***Senior Policy Analyst*

Ms. Zaback joined SHEEO in the spring of 2010 as a policy analyst. She supports SHEEO's efforts to help improve access for state policymakers to quality information to inform education policy decisions. Katie has helped support SHEEO's partnership with Complete College America to create a streamlined data collection process to meet state needs and she has also been involved with SHEEO's efforts to inform development and encourage adoption and implementation of the Common Education Data Standards. Katie also performs policy analysis as part of the State Policy Resource Connection (SPRC) project and supports the State Higher Education Finance report (SHEF). Katie's prior experience in higher education includes serving as a research associate and institutional researcher at Regis University and a project associate with the National Survey of Student Engagement. In these roles, she helped develop data policies and reporting infrastructures in addition to assisting college and university personnel in understanding and using data. Before joining SHEEO, Katie worked as a program evaluator with a consulting firm focused on serving non-profit and public sector clients. Katie has a master's in public affairs with a concentration in policy analysis from the School of Public and Environmental Affairs at Indiana University at Bloomington, she holds a B.A. in economics and political science from Hastings College as well as a Master's Certificate in database design from Regis University.