

STATE HIGHER EDUCATION EXECUTIVE OFFICERS
Fiscal Year 2012

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John Blegen, Chief Technologist and Project Manager, Common Education Data Standards

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Mission

The mission of SHEEO, the Association of State Higher Education Executive Officers, is to help its members and the states develop and sustain excellent systems of higher education.

SHEEO pursues its mission by:

- *Organizing conferences to advance and disseminate knowledge about effective state policies and practices;*
- *Maintaining regular systems of communication among its members and providing ready access to relevant studies and publications;*
- *Serving as a liaison between the states and the federal government;*
- *Alerting members to emerging national and international policy issues;*
- *Drawing on the expertise of its members to advocate state and national policies to strengthen postsecondary education;*
- *Representing the perspective of state higher education leaders on national, federal and international education initiatives;*
- *Analyzing and synthesizing higher education policy issues and publishing reports to inform the field; and*
- *Implementing projects to enhance higher education in the states.*

These activities are intended to assist the members of the Association and provide a collective voice on public policy issues for higher education.

**STATE HIGHER EDUCATION EXECUTIVE OFFICERS
ANNUAL REPORT FOR 2011-2012 and
WORK PLAN FOR 2012-2013**

ANNUAL REPORT 2011-2012

The recurring (not quite routine) activities of the SHEEO staff include: 1) planning, organizing, and facilitating 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) staffing the Association's committees and Peer Consultation Networks (PCNs); 5) implementing and publishing annual surveys such as the State Higher Education Finance report (SHEF) and the Salary Survey; and 6) aiding the National Center for Education Statistics (NCES) through both contractual and collaborative relationships.

SHEEO's continuing commitment to these activities builds relationships within the state policy community, requires substantial staff time and effort, and supports all the Association's services and initiatives. But every year, external events, new opportunities, and progress on the longer-term objectives of higher education public policy add fresh challenges and require some re-prioritization of SHEEO activities and staff efforts. The remainder of this annual overview will focus on the most current and significant of these projects and activities.

Common Core State Standards/The College Readiness Partnership

The College Readiness Partnership (CRP), a collaboration of AASCU, CCSO, and SHEEO, is working with seven states to develop "on the ground" strategies to successfully implement the Common Core State Standards (now frequently described as College and Career Readiness Standards) for mathematics and English language arts. This initiative is sometimes erroneously viewed primarily as an effort to create a national curriculum or a more rigorous common assessment of college and career readiness. It is more properly viewed as a *means of increasing student learning*—by focusing clearly on core learning objectives, defining the learning progression toward those objectives through elementary and secondary school, and giving clear feedback to students and teachers on what has been and what is yet to be learned. It has significant implications for increasing the discipline and effectiveness of instruction in both K-12 and postsecondary education.

The College Readiness Partnership had a good first meeting in Memphis in November 2011, and a very strong second meeting in Louisville, KY in February 2012, co-organized by Kentucky educators who are actively working together across a range of P-20 issues. Fifteen other states participated in this meeting in addition to the seven states directly engaged in the partnership.

The Hewlett Foundation provided a grant 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. Former SHEEOs **Rich Pattenaude** and **Robert Stein** are advising Smarter Balanced outreach to the higher education community. We've had numerous opportunities to speak on Common Core State Standards at recent meetings of AGB, ACCT, ECS, CCSSO, WICHE, and other associations. In addition to Charlie Lenth, **Julie Carnahan** and **Sharmila Basu Mann** are making significant contributions to this work.

Teacher Education

At the SHEEO Annual Meeting in 2011, several SHEEO members indicated that improving teacher and school leader education is a high priority for them and their states. The extent of concern combined with the convergence of accreditation restructuring, INTASC, Common Core State Standards, and related initiatives provide multiple opportunities for significant progress. **Paul Lingenfelter** made a presentation at the NCATE board meeting in October which argued that these initiatives and stronger partnerships between K-12 and postsecondary leaders might come together to achieve systemic reform of teacher and school leader education. It may be found at:

<http://www.sheeo.org/about/paulpres/20111028%20NCATE%20Teacher%20Ed%20Presentation.pdf>.

The development of the new Council for the Accreditation of Educator Preparation (CAEP) from the merger of NCATE and TEAC (see the following link for an overview <http://www.edweek.org/ew/articles/2011/12/14/14ncate.h31.html?r=1980355551>) will provide another opportunity to focus national attention on teacher education. Jim Cibulka, president of CAEP, will describe the goals of this effort at the 2012 Annual Meeting and invite your support and engagement. **Sharmila Basu Mann** and **Julie Carnahan** are supporting our work in this field, which is also a component of the CRP project in several of the project states

The Degree Qualifications Profile, Rethinking Accreditation, Assessing Student Learning in Higher Education

The various national initiatives under this heading are postsecondary activities focused on learning outcomes and standards, analogous in many ways to the Common Core State Standards efforts. During the past two years, SHEEO members, **Rich Pattenaude** and **John Cavanaugh**, had leadership roles on regional accrediting commissions, and **George Pernsteiner** served on the ACE Accreditation Task Force. (John Cavanaugh's provocative speech as he assumed the chair of the Middle States Accrediting Association can be found on our website <http://www.sheeo.org/academic/Future-of-Accreditation.pdf>). **Julie Carnahan** represents SHEEO on the advisory committee of an AAC&U project to work with states seeking to use the Degree Qualifications Profile to facilitate transfer from 2-year to 4-year baccalaureate programs. **Charlie Lenth** works with SHEEO academic officers in four states (Illinois, Indiana, Ohio and Oklahoma) in collaboration with the Higher Learning Commission and the Midwest Higher Education Compact (MHEC) in developing better working relationships, communications and data consistency between regional accreditors and state higher education agencies.

At the end of September, 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, Assessment of Higher Education Learning Outcomes (AHELO). **Charlie Lenth** is working with SHEEO agencies and eleven institutions in three states, Connecticut, Missouri and Pennsylvania, to administer the AHELO assessment of generic skills. The testing and scoring of the assessments and other data collection was completed in June, with international analysis and institutional access to data to follow later this year. Charlie and **Peter Ewell** of the National Center for Higher Education Management Systems (NCHEMS) continue to play significant roles in the entire AHELO project, which is also assessing learning outcomes in economics and engineering. While international interest in the project is growing, its complexity becomes more evident each step of the way. A final international conference and OECD decisions on moving forward on a broader scale will occur in early 2013.

At the SHEEO Annual Meeting last summer, and more recently at the AAC&U Annual conference, **Richard Freeland** described his very interesting work in Massachusetts to develop assessments of student learning embedded in on-going institutional activities. In May, the Massachusetts team worked with the SHEEO staff to organize a multi-state convening in Boulder to explore whether other states would be interested in forming a compact to work together on developing non-standardized state- or system-approaches to assessing learning outcomes and share benchmarking results among similar institutions to motivate improvement. Fifteen states participated in the meeting, and most have expressed interest in participating further in this effort. Richard Freeland and Paul Lingenfelter are following up with the interested states to explore appropriate next steps.

State Authorization of Distance Education

Along with the Presidents' Forum, the regional associations, and others, SHEEO staff and members continue to work on a strategy for achieving effective quality assurance and efficient state authorization of distance education. In September, SHEEO inaugurated the *State Authorization Resources and Directory*, which we will continue to maintain and develop as an open resource for online providers as well as state regulatory agencies. **Marshall Hill** serves on the drafting committee for the Council of State Governments' project to develop a model state compact, and **Paul Lingenfelter, Charlie Lenth, and Sharmila Basu Mann**, have been the principal staff working in this area.

Simultaneously, SHEEO has worked with institutional associations, especially APLU and AASCU, to organize a broadly representative commission of postsecondary and state leaders to build and eventually implement a consensus higher education community strategy for quality assurance of higher education provided across multiple state boundaries. The Commission on the Regulation of Postsecondary Distance Education, chaired by former U.S. Secretary of Education **Richard Riley**, was formally announced in May and held its first meeting in June. **Paul Lingenfelter** and **Peter McPherson, president of APLU**, serve on the Commission and are assisting Secretary Riley in leading its work. Three current SHEEO members, **Joe Garcia, Marshall Hill, and Jim Petro**, are members of the Commission, as is former SHEEO member, **Tad Perry**, who serves as a member of the South Dakota General Assembly. The Commission plans to complete its work and issue a final report in February 2013.

The site <http://www.sheeo.org/stateauth/stateauth-home.htm> contains detailed information on the work of the Commission, the SHEEO directory of state regulatory agencies and policies, and a wide range of other resources on this issue.

Common Education Data Standards, Metrics to Inform Decisions, Contractual Work with NCES

After much collaborative work, Version 2.0 of the Common Education Data Standards was released on January 31, 2012. SHEEO staff have been accelerating 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.

A number of organizations and individuals have added their names to the following Statement of Support:

"Tackling America's education challenges requires clear, consistent data improved through the use of common data standards. We support the efforts of the CEDS Initiative to help all education stakeholders work together toward this goal." SHEEO is supporting this statement as an association; and individual endorsements from each member have been requested.

Work on Version 3.0 is currently underway and will focus on increased IPEDS support, faculty/staff data, price/tuition data, data to support the Complete College America metrics, and teacher preparation data. (<http://ceds.ed.gov>).

Advocacy efforts in support of CEDS have continued with particular attention paid to the institutional research (IR) community, campus information technology (IT) directors, and higher education associations.

During the past year, SHEEO staff collected and stored data from states for the Complete College America metrics, and in collaboration with NCES contractors, catalogued the existing data dictionaries of state postsecondary unit record databases and assessed the alignment of those dictionaries with the CEDS. SHEEO staff have been working with like-minded organizations like CCA, ED Trust, and others to align related metrics activities. SHEEO staff are also supporting a WICHE data exchange pilot which is developing K-12, postsecondary, and labor data-sharing capacity among four states to support educational and workforce mobility policies in the region. Memorandums of Agreement for all states have been developed and the beginning of data sharing and state and regional analysis is anticipated for later this summer.

From 1976 to 2011, through a series of five-year, renewable contracts with the National Center for Education Statistics, SHEEO provided a variety of services as a liaison between NCES and the states. The last of those multi-year contracts ended in September 2011, and was not renewed due to a shift in the contractual practices of the Department of Education. Contractual work with NCES continues, but on a smaller scale than previous years. We provided agenda setting and registration support for the NCES State Data Conference and IPEDS Workshop, and are scheduled to update the IPEDS State Coordinator

Manual and develop web-based and in-person training material for state IPEDS coordinators. This contractual work is scheduled to continue in 2012-13.

Hans L'Orange, John Blegen, Tanya I. Garcia, and Katie Zaback are leading this work—positioning SHEEO as a major voice on behalf of SHEEO members and higher education—as data and information systems become increasingly important in the provision and effectiveness of education at all levels.

Finance

The annual *State Higher Education Finance (SHEF)* study has become even more visible as the authoritative and most timely source of information on state funding, public sector enrollment, and net tuition. During the past year it was cited in *The New York Times*, *Forbes*, *The Washington Post*, and numerous other local and national media outlets. **Andy Carlson**, who joined the SHEEO staff from the Colorado Department of Higher Education this past fall and ably administered the study and prepared the report for FY 2011, joined **Katie Zaback, Charlie Lenth**, and former staff member **Allison Bell** in authoring a forthcoming book chapter illustrating the usefulness of *SHEF* in making interstate comparisons.

The utility and credibility of this study clearly depend on the support and engagement of SHEEO members. The staff deeply appreciate the effort each of our data providers invests in supplying timely and accurate data.

State Policy Resource Center (SPRC)

Over the past four years, SHEEO staff have been working to develop a broad, up-to-date database of policy relevant information, in order to provide SHEEOs with rapid, easy access to data and analytical studies to help state leaders identify priorities and develop strategies for improving policies and performance. We are now in the final year of a \$977,700 grant from the Lumina Foundation supporting this work.

Thus far the following projects/studies have been generated through the SPRC initiative. In each case a national report has been widely released, and each SHEEO member has been provided access to a detailed, institutional-level state report:

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.
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.

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.
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).
5. **State Fall Staffing data and analysis** (March 2012) provided detailed state and institutional data on staffing trends to SHEEO agencies in a format that facilitated additional analysis at the state level.

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 currently on the point for this effort, with some technical support from NCHEMS and additional staff involvement in specific studies.

Ann Daley Ryherd, former SHEEO in Washington, was commissioned to evaluate this project through interviews with members in twenty-four states. Her summary conclusion reads:

SHEEO's State Policy Resource Connections (SPRC) initiative has been well received by its intended users and there is strong interest among the states interviewed in assisting SHEEO in the development of next steps on this initiative and identifying priority areas of research. When asked for suggestions for future research, the great variety and number of recommendations received is testament to both the hunger for better information and the credibility of SHEEO in filling that gap.

The next generation of this project is part of the work plan for the 2012-2013 fiscal year.

Peer Consultation Networks

The idea of Peer Consultation Networks is fairly simple. SHEEO seeks 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. This idea is grounded in the tradition of collaboration and collective assistance on which SHEEO was founded, and it was inspired by initiatives such as the American Diploma Project and Complete College America where states have worked together on common problems.

SHEEO's Peer Consultation Networks are focused on three overarching issues: Productivity, Student Learning and Accountability, and Data Systems. **Julie Carnahan**, with support from the Lumina Foundation, is providing overall coordination and support for Peer Consultation Networks, and **Andy Carlson**, **Charlie Lenth**, and **Hans L'Orange** respectively lead SHEEO staff support for the individual

networks. The substantial themes of these networks persist from year to year, but the activities will vary as SHEEO members encounter new issues or develop innovative approaches to share with colleagues. Appendix A provides a deeper discussion of themes of the networks and an overview of activities during the past year.

Leadership Seminar and Leadership Academy

At last year's Annual Meeting, with the help of the Lumina Foundation, we inaugurated a Higher Education State Policy Leadership Seminar for current members of the association. This was well received both by newer members and members with many years of service. With some modifications, it has been repeated this year. Our intention is to make this an annual program, and to modify and improve it each year according to your feedback.

This year, also in partnership with the Lumina Foundation, we have created an Academy for State Policy Leadership in Higher Education to occur just before the Higher Education Policy Conference. The Academy was designed for individuals whose interests and professional experience are preparing them for leadership positions in state higher education policy. Admission was limited to 25 "Fellows," and we had nearly 50 candidates, all of whom have made valuable contributions to the field.

The Academy initiative is intended both to identify and develop future leaders in the profession. We will make a formal announcement of those admitted to the Academy during the 2012 Annual Meeting.

WORK PLAN FOR 2012-2013

The core principles of the staff work plan for the coming year are straightforward—stay focused on the key issues, adapt and respond to changing conditions, and seek continuous improvement. The three substantive areas of the Peer Consultation Networks—Productivity, Student Learning, and Data Systems—constitute the conceptual framework for organizing staff work. Within that framework, we expect to continue working on most of the specific issues mentioned above, and as in most years, move also in some unanticipated directions as opportunities emerge.

Although the purview is broad and multi-faceted, we clearly are limited in what we can accomplish as a staff and as an association. Our proposed priorities and strategies are outlined below. Your feedback and counsel are welcome both at the Annual Meeting and throughout the year.

Peer Consultation Networks

The core purpose of SHEEO throughout its history has been to provide a mechanism for mutual assistance among the members of the Association. Annual conferences, information exchanges, membership directories, and regular surveys all help build relationships and information exchanges to serve this purpose. This work will continue and be improved to the best of our abilities.

The Peer Consultation Network (PCN) initiative, developed over the past three years, is an effort to better tap and share more broadly the reservoirs of expertise and experience among our members and available to SHEEOs from outside resources. These “networks,” organized around the topics Productivity, Student Learning, and Data Systems, are not formal groups, but a way of organizing the exchange of information and dialogue on these topics in the SHEEO community. The PCNs also promote broader use of new information sharing and communications tools across SHEEO agencies, by organizing and using multi-state webinars, threaded electronic dialogues and web-based information repositories, and other technologies as they emerge.

2012-2013 PCN activities will again provide the major focus for the state agencies workshops to be held in conjunction with SHEEO’s Higher Education Policy Conference (HEPC) in August. These workshops are designed for our members to discuss issues that they share in common with their peers from other state agencies. Specific questions guiding each session are:

- What are states doing to effectively enhance learning outcomes for all students?
- What data can be collected and, more importantly, used to enhance student learning and improve student outcomes?
- How are states reaching attainment goals given the current fiscal climate?

Feedback from our members who attend the HEPC state agency workshop will help inform our PCN work for the coming year.

Additionally, as part of the continued improvement and implementation of Peer Consultation Networks, we anticipate pursuing the specific activities briefly discussed below.

Productivity—Broadly defined and pursued through a variety of strategies, achieving greater productivity within our higher education systems and institutions is an increasingly common and core objective among SHEEO members. SHEEO staff members have provided support and consultation to the productivity grantmaking of the Lumina Foundation, the National Governors Association Complete to Compete initiative, and Complete College America, and we will continue to stay connected to all of these initiatives. The productivity peer consultation network will provide webinars, sessions at SHEEO conferences, and other mechanisms to enrich interstate exchanges and disseminate useful ideas from these initiatives to benefit every state.

SHEEO will also continue the annual study of State Higher Education Finance and seek to improve its quality, streamline the data collection and reporting process, and work toward the earliest possible publication date. We’ll continue to work with Professor Jim Palmer, Editor of *Grapevine*, to advance the quality, timeliness, and utility of financial information on higher education. In addition, we are in conversation with Rita Kirshstein of the American Institutes for Research to pursue further analytical collaborations with the Delta Cost Project.

Realizing the potential of the State Policy Resources Connection (SPRC) initiative will continue to be a very high priority this year. We will press to generate additional analytical studies, to learn from SHEEO agency staff how the quality of these studies might be improved, and to explore new questions and analytical approaches to help state higher education leaders identify priorities for improvement and strategies for achieving them. In addition to studies based on data from IPEDS and the Delta Cost Project, which we have used in the past, we will pursue the use of other data sources including federal student aid data, NSF data, workforce data, et al.

Student Learning —In the P-20 arena SHEEO will remain actively involved with its member agencies and others in a variety of ways. Through the College Readiness Partnership and related efforts we will continue to promote the implementation and use of College and Career Readiness Standards to improve K-12 instruction. In collaboration with our partners, we will assist states and help them assist each other in building stronger postsecondary/K-12 partnerships. We will also continue our successful efforts, in collaboration with other postsecondary partners, to be certain that higher education voices contribute to the development of assessments and their utilization for placement in colleges and universities.

Achieving national educational goals requires educators to improve the education, continuing professional development, and professional stature of teachers and school leaders. It is evident that nothing can be successful short of deeper, authentic partnerships between K-12 schools and colleges and universities and systemic change in the ways teachers and school leaders are recruited, trained, mentored, and supported in the workplace. SHEEO members will have opportunities to discuss and contribute to strategies for addressing this need at both the Annual Meeting and in a special, pre-conference afternoon at the Higher Education Policy Conference.

In the postsecondary arena, we plan to continue the coordination and leadership of U.S. participation in the AHELO feasibility study through data analysis and report-writing phases to its completion in 2013. We also will work with the participating SHEEO agencies and institutions to analyze the resulting data and build on the experience gained through this project. SHEEO will also continue supporting the LEAP initiative of the Association of American Colleges and Universities and the New Leadership Alliance for Student Learning and Accountability, and we will use the Peer Consultation Networks to help states become more effectively engaged in national efforts around the Degree Qualification Profile and the “tuning” of academic programs.

In this stream of work, we will also continue to support Massachusetts, and the states who decide to join them, in the development of student learning assessments embedded in institutional practice that can be used for benchmarking by similar institutions in multiple states.

Finally, we will work with SHEEOs and with other associations to contribute to the development of a national consensus concerning effective and efficient approaches to quality assurance, particularly in postsecondary distance education. The Commission on the Regulation of Postsecondary Distance Education is scheduled to complete its report by February 2013, and we expect to devote considerable staff effort on developing and pursuing the adoption of its recommendations during the coming year.

Data Systems—The work pursued by the SHEEO/NCES Network over the years will continue to be the foundation of SHEEO activity in this arena, supplemented significantly by the Common Education Data Standards initiative, supported by the Bill & Melinda Gates Foundation. Its P-20 dimensions have involved a deep collaboration with the Council of Chief State School Officers (CCSSO).

During fiscal year 2012, SHEEO continued working on data systems matters with NCES on a considerably smaller scale due to the end of the multi-year NCES contract which had provided support for the SHEEO/NCES Network. During the coming year we will work with NCES to develop plans and specifications for future work in this area. We believe it is important for both NCES and SHEEO to continue this relationship, which for more than 30 years has benefited SHEEO, NCES, and higher education.

An increasingly important function of the SHEEO staff is likely to be assisting members in their efforts to develop and strengthen state level data systems, particularly across the P-20 continuum. In part, this will occur under the rubric of the Peer Consultation Networks. It also could involve direct, more-intensive service to individual states through consulting contracts funded by federal data systems development grants or other sources. We invite conversations with SHEEO members who might find such assistance helpful.

During the coming year, Gates Foundation support for the Common Education Data Standards initiative will end. In the concluding months of this grant we will continue our advocacy efforts, participate in the development of CEDS v 3.0, provide resources for meetings, conceptual work, written products, and other resources to assist states in implementing the standards and improving data systems. We look forward to your counsel and to working with you over the coming years to implement fully the standards and realize their potential for strengthening education.

Federal Relations

During the past two years, federal institutional integrity regulations and budgeting for student assistance were the primary foci of SHEEO's federal relations activity. The state authorization issue and SHEEO's efforts to provide comprehensive information and encourage the harmonization and simplification of state regulations have been discussed previously. The need to deal with the unsustainable growth of federal obligations for student financial aid, especially the Pell Grant Program, led SHEEO to send two letters to Congressional leaders last year concerning student financial assistance and budget priorities. Both letters are included in the federal relations section of this agenda, since these issues remain quite current.

Continued work on these two topics is certain in the coming year. We also expect that a renewed effort to enhance college completion, accreditation issues, and the reauthorization of the Elementary and Secondary Education Act will provide opportunities for SHEEO to make contributions. The Federal Relations tab in the agenda book provides recent documents utilized and other resources related to these issues.

Fundraising

From 1976 to 2011, two sources of revenue—member dues and a renewable, five-year contract with the National Center for Education Statistics—provided the financial foundation for SHEEO activities and services. Together, these sources have accounted for roughly 65% (40% NCES, 25% dues) of all SHEEO revenues, with the remainder coming from grants and meeting fees.

In many respects, the SHEEO/NCES contract provided a means for the Association to develop into a mature community of state higher education policy professionals. Such a community of state data and policy professionals was needed by NCES in order to obtain valid, reliable data on postsecondary education, and as it turns out, the creation of that community has provided a wide range of benefits for SHEEO members and higher education generally. This relationship has been enormously important to SHEEO: over the past dozen years, the NCES contract supported roughly 4.5 FTE staff, a proportionate share of the Association's overhead, and the core communications and data infrastructure of the Association.

Changing contracting practices in the Department of Education no longer accommodate continuing long-term, general purpose contracts of the type that helped build SHEEO. Accordingly, the Association must move to a new funding model, one built on member dues and the restricted grant and contract revenues we can raise from year to year. The Executive Committee has recommended the members approve a strategy to incrementally, but significantly, raise member dues over 8-10 years in order to finance roughly 50%, rather than 25% of the Association's expenses. Especially during that phase-in period, but beyond the foreseeable future, fundraising will be an important and growing annual priority for the staff.

The overriding objective of fundraising will be as it has always been: *we will seek funds for purposes and activities that serve the mission of SHEEO and its members.* We will look to foundations, the U.S. Department of Education, and others who are willing to support SHEEO activities because their purposes are congruent with our own. In the current and coming year we are seeking contracts and grants to:

1. Provide continuing and additional services to NCES programs and projects which will enhance the development and utilization of education data and information services;
2. Continue and enhance SHEEO's Peer Consultation Networks and the analytical studies of the State Policy Resource Center as a means of supporting SHEEO members and increasing the development and implementation of more effective and productive state policies.
3. Continue our collaborative efforts with others to support the successful implementation of the College and Career Readiness Standards through the College Readiness Partnership (AASCU, CCSSO, and SHEEO) and other means.

4. Seek support to continue assisting in the development and pursuing the adoption and implementation of Common Education Data Standards.
5. Provide assistance to states seeking to develop shared approaches to assessing student learning outcomes and benchmarking outcomes with similar institutions among the states.
6. Support systemic efforts to strengthen the preparation and continuing professional development of K-12 teachers and school leaders.
7. Continue the SHEEO State Policy Leadership Seminar and the SHEEO/Lumina Academy for State Policy Leadership in Higher Education.
8. Provide direct assistance to states where the assistance of SHEEO staff might serve particular state purposes and also generate knowledge of exemplary practices for the benefit of the entire community. We do not wish for SHEEO to become simply a contractor providing consulting services to higher education, nor a competitor with our colleagues in the policy community who provide such services. But in situations where SHEEO may be the best source of help for a member of the Association, we will be available.

The objective of SHEEO's fundraising is to sustain the viability and capabilities of the Association to serve its members. Member input and support will add greatly to the potential for the Association to succeed and thrive as we take on this challenge. We invite your counsel on these and other potential initiatives.

CONCLUSION

The work described above and planned for the coming year has been supported by SHEEO dues, contracts and grants from the U.S. Department of Education and NCES, and the Lumina, Bill & Melinda Gates, and William and Flora Hewlett Foundations.

The work behind has been rewarding and the work ahead is energizing. It is a privilege for the staff of SHEEO to serve the members of the Association and the work they do on behalf of the people of the United States and everywhere who benefit from our systems of higher education.

We welcome your comments and suggestions on this report and work plan, and we look forward with enthusiasm to the year ahead.

SHEEO Staff

This review of activities concludes with short biographies of the SHEEO staff who have served the association over the past year. I am grateful for their dedication and talents. It is a privilege to work with such a wonderful group.

Gloria Auer, *Executive and Editorial Assistant*

Ms. Auer started at SHEEO in September 2005. She provides administrative and editorial support for the president and other staff as needed. Ms. Auer also acts as backup for the director of administrative operations and coordinates the annual SHEEO salary survey with the help of our policy analysts. She worked for many years as a volunteer at *The Bloomsbury Review (TBR)*, a book review publication focused on small and university press books. *TBR* is where she began to develop her editing and critical thinking skills and deepened her love of the printed word. She received her undergraduate degree from the University of Northern Arizona, studying K-12 education with an emphasis in English. Gloria is also a certified paralegal.

John Blegen, *Chief Technologist and Project Manager, Common Education Data Standards*

Mr. Blegen began employment at SHEEO in March 2010. He works on a collaborative project that includes SHEEO, the Council of Chief State School Officers (CCSSO), the U.S. Department of Education, and national education entities. The goal of this collaborative effort is to leverage and create model data standards that will attract widespread, voluntary adoption and ultimately enhance policy-making and student achievement. Initially, the project will focus on data related to the transition from high school to postsecondary education. Mr. Blegen brings 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, *Policy Analyst*

Mr. Carlson joined SHEEO this past September as a policy analyst. He is taking the lead on State Higher Education Finance and other financial projects, he is organizing professional development opportunities for state fiscal officers on performance funding, tuition and financial assistance policies, data systems, and state budgeting for higher education. He will be develop policy studies related to higher education productivity for the SHEEO State Policy Resource Center, and will serve as the primary staff resource for federal and state policies related to tuition, financial assistance, and institutional operations. Most recently Andy was Budget and Financial Aid Director for the Colorado Department of Higher Education. Andy has a bachelor's degree from Indiana University with double majors in history and business, and a Masters in Public Administration from the University of Colorado – Denver.

Julie Carnahan, Senior Associate

Dr. Carnahan joined SHEEO in May 2010. She has been responsible for coordinating the Peer Consultation Networks and the program for HEPC and the State Agency Workshop. In addition, Julie represents SHEEO on AAC&U's Policy Advisory Board for the Quality Collaborative work on the Degree Qualifications Profile. Julie has also been heavily involved in the College Readiness Partnership; the Massachusetts' Multi-State Collaborative on Student Learning Outcomes, and other academic policy and planning issues as needed. Prior to joining SHEEO, Dr. Carnahan was the chief academic officer for the Colorado Department of Higher Education. At CDHE, 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 CDHE, 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 was assistant vice-chancellor for planning and information management at the University of Colorado Denver (UCD). 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 this work, 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

Dr. Garcia joined SHEEO in December 2008 and works on projects to strengthen state data systems, especially building stronger K-12 and postsecondary linkages, Peer Consultation Networks, and other projects to build stronger data and policy resources for state level decision-makers. Tanya previously served as a P20 policy analyst at the New Mexico Higher Education Department, where she focused on implementation of a new statewide dual credit program, administered the state Achieving the Dream grant, and participated in a multi-agency data sharing effort. She has a Ph.D. in public administration from American University and a M.A. in higher education administration from The George Washington University. Her B.S. in biology and B.A. in philosophy are from Florida International University.

Gladys Kerns, Director of Administrative Operations

Ms. Kerns came onboard in August 2005. Ms. Kerns coordinates two annual meetings—the SHEEO Annual Meeting and the Higher Education Policy Conference—along with other conferences throughout the year and manages the finances and daily operation of the organization. She 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. Ms. Kerns attended Washington State University.

Hans P. 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 whose work currently focuses on the Common Education Data Standards (CEDS); national data initiatives including Complete College America and State Longitudinal Data System (SLDS) development; and NCES data-related activity. Mr. L'Orange's primary areas of interest include 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.

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

Dr. Lenth joined SHEEO in July 2003. 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. Prior to this position, Dr. Lenth worked from 1993-99 for the Education Commission of the States as the division director for higher education. From 1988-93, he was the director for research at SHEEO and served as a senior program director for WICHE from 1984-88. Prior to these Colorado appointments, Dr. Lenth worked at the Illinois Board of Higher Education as the associate director for fiscal affairs and policy studies. He holds a Ph.D. in political science, an M.A. in social sciences, both from The University of Chicago; and an A.B. in government from Dartmouth College.

Paul E. Lingenfelter, President

Dr. Lingenfelter has been president of SHEEO since June 2000. His work as president of SHEEO has focused on successful participation in higher education, accountability, and finance. Under his leadership, SHEEO organized and staffed the National Commission on Accountability in Higher Education, which in March 2005 issued its report: *Accountability for Better Results, A National Imperative for Higher Education*. Other highlights of his work at SHEEO include the annual study, *State Higher Education Finance*, and a 2008 open letter to the presidential candidates, "Second to None in Attainment, Discovery, and Innovation: The National Agenda for Higher Education." He previously served as vice president of the John D. and Catherine T. MacArthur Foundation, where he established and led the MacArthur Foundation Program on Human and Community Development. Earlier, Dr. Lingenfelter served as deputy director for fiscal affairs for the Illinois Board of Higher Education. He received an A.B. from Wheaton College in literature, an M.A. from Michigan State University, and a Ph.D. from the University of Michigan in higher education.

Sharmila Basu Mann, Senior Policy Analyst

Dr. Mann joined SHEEO in September 2005. She has been responsible for supporting the P-16 Professional Development Collaborative, which provides in-service professional training to K-12 educators; and participating in SHEEO policy studies and initiatives involving student access and success, accountability, knowledge resources, and teacher quality. 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 investigating barriers to adoption of online education. Dr. Mann has a Ph.D. in human genetics from the University of Michigan in Ann Arbor, MI and a B.A. in biology from Cornell University in Ithaca, NY.

Chris Ott, IT Administrator

Mr. Ott joined SHEEO in November 2008. Mr. Ott 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 he worked successfully as director of I.T. for the Denver Metro Convention and Visitors Bureau and for R.A.S. Builders, Inc. Mr. Ott 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 is Executive Assistant to President Paul E. Lingenfelter, and provides office support 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, Policy Analyst

Ms. Zaback joined SHEEO in 2010. Ms. Zaback's 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, Ms. Zaback worked as a program evaluator with a consulting firm focused on serving non-profit and public sector clients. She 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, and 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. In her spare time, Ms. Zaback is also an active volunteer with Colorado Youth at Risk (CYAR), an organization that matches youth at risk of not achieving their full potential with mentors.