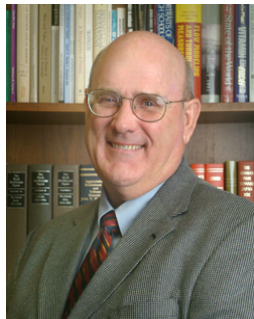


COMPLETE COLLEGE AMERICA

Larry Abele

*Director, Institute for Academic Leadership
Provost Emeritus, Florida State University*



Lawrence Abele has been involved in national academic issues for more than a quarter of a century. His experience includes department chair (nine years, biological science), Dean of Arts and Sciences (three years), and Provost (16 years). He has directed the Institute for Academic Leadership since 1994 providing training for department chairs from throughout the State University System of Florida.

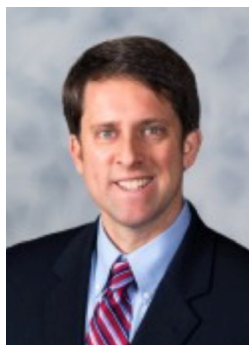
Abele has been active with national groups, including the Association of Public and Land-grant Universities, the Council of Academic Affairs, the Board of the Voluntary System of Accountability, the Committee of Visitors of the Smithsonian Tropical Research Institute as well as advisory panels of the National Science Foundation.

He was elected a Fellow of the American Association for the Advancement of Science in 1986 and in 2009 he received the Pacesetter Award, honoring those who have made a significant contribution to student advising.

While Provost he focused on improving retention and graduation rates and reached these conclusions. Retention and graduation rates can be increased with strong commitment, data-driven actions and focused attention to details. These efforts contributed to an increase in first to second year retention rate of 10% to 92%, the four-year graduation rate increased 17% to 61.2% and the six-year rate increased to 79%. The increase in retention yielded new tuition revenues of over \$6 million fully covering the costs of adding new academic advisors and coaching.

Rob Anderson

*Vice Chancellor for Educational Access and Success
University System of Georgia*



Rob works with all 31 USG institutions on initiatives designed to increase college access and support student success. He oversees a wide range of key initiatives including Complete College Georgia, teacher educator preparation programs, and the USG STEM initiative. Formerly, Anderson was the Executive Vice Chancellor for Administration for the West Virginia Higher Education Policy Commission. While in West Virginia, Anderson acquired and managed several grants totaling more than \$20 million and funded by organizations including the Lumina Foundation, the Bill & Melinda Gates Foundation, the Claude Worthington Benedum Foundation, CCA, as well as a federal GEAR UP grant. Each of these grants has been targeted at improving college access and completion. As a native

of Augusta, Georgia, Anderson holds degrees from The Citadel (B.A.) and The Southern Baptist Theological Seminary (M.Div.).

Ana Borray

*Director for iPASS Implementation Service
EDUCAUSE*



Ana is currently Director for iPASS Implementation Service at EDUCAUSE. In this position Ana leads the implementation support efforts for 26 grantees and 10 community members currently focused in deploying and leveraging technology solutions in the area of student planning, advising reform and risk targeting and intervention with a goal to improve retention and student completion rates at their institutions. One of Ana's main objectives in this work is to share and promote best practices and lessons learned to accelerate post secondary completion results.

Ana joined EDUCAUSE in 2015 with over 35 years of higher education experience, mostly focused on using technology to transform how institutions can positively impact student success. Ana was part of the executive team at Starfish Retention Solutions leading the service division; helping more than 250 institutions leverage technology in their efforts to address student retention and completion. She also held leadership positions at Datatel, Inc. (now part of Ellucian), again focusing in the deployment and use of technologies in support of student enrollment management.

Ana started her higher education career at Columbia University in New York, where she had her first direct impact in student success by working in the financial aid office and overseeing a focused change in support of financial literacy. She then held a leadership position at Barry University in Florida focusing on adult education advising and the use of technology in support of institutional effectiveness. She earned a MA degree in Educational Administration from Teachers College - Columbia University and a BBA degree from Florida International University.

Tristan Denley

*Vice Chancellor for Academic Affairs
Tennessee Board of Regents*



Dr. Tristan Denley currently serves as Vice Chancellor for Academic Affairs at the Tennessee Board of Regents. Before moving to the system office in August 2013 he was Provost and Vice President for Academic Affairs at Austin Peay State University from January 2009. Originally from Penzance, England, Dr. Denley earned his PhD in Mathematics from Trinity College Cambridge, and held positions in Sweden, Canada, and the University of Mississippi before coming to Tennessee. At Ole Miss he served as Chair of Mathematics, and Senior Fellow of the Residential College program. Throughout his career, he has taken a hands-on approach in a variety of initiatives impacting student success. In 2007, he was chosen as a

Redesign Scholar by the National Center for Academic Transformation for his work in rethinking the teaching of freshmen mathematics classes.

At Austin Peay he created Degree Compass, a course recommendation system that successfully pairs current students with the courses that best fit their talents and program of study for upcoming semesters. This system, which combines hundreds of thousands of past students' grades with each

particular student's transcript, to make individualized recommendations for current students has received recognition from Educause, Complete College America, the Bill and Melinda Gates Foundation and President Obama and won a platinum IMS Global Learning Impact Award in 2014. He was the recipient of the 2016 Newel Perry Award from the National Federation of the Blind for his leadership of a systemic approach to the accessibility of educational content. His most recent work has been to transform developmental education and advising at a system scale. His work continues in using a data informed approach to implement a wide variety of system scale initiatives surrounding college completion, stretching from education redesign in a variety of disciplines, to the role of predictive analytics and data mining, cognitive psychology and behavioral economics in higher education.

Jason Elwood

*Director of DARS
Miami University*



Jason has worked in higher education since 1995 at two different higher education institutions and two private companies. After two years at Ball State University implementing a transfer articulation system, Jason joined Miami University's DARS organization to develop a system for statewide transfer advising. The system was initially implemented by Ohio and Arizona then by seven other states. Additionally, Jason assumed responsibility of leading the Ohio implementation effort and participated in the Ohio Board of Regents' transfer initiative for over ten years.

Within five years, Jason became the director and looked to expand the organization's reach into student success. During time at Miami, the organization expanded degree audit efforts to include transfer articulation and student planning. The transfer and degree audit systems were engineered for modern technologies and refactored for current delivery methods and service models. Additionally, a third major product focusing on student planning and tracking was developed and introduced to the market in 2007. By 2009, the student planning system was in use by over thirty schools. The systems today are still used nationwide.

Throughout his career, Jason has consulted with numerous institutions, state educational agencies, and legislative personnel, both at the state and federal levels. He has presented at local, state, and national meetings on transfer articulation, degree audit, data exchange standards and student success issues and systems. In 2009 Jason led the transition of redLantern from Miami University to a private company. Within two years, the company was transformed into a profitable company. Jason left CollegeSource (successor to Miami DARS and redLantern) as the President at the end of 2010 to pursue consulting opportunities to assist related businesses and institutions pursuing student success efforts.

Susan L. Hawkins-Wilding

*Assistant Vice President for Academic Advising
Ivy Tech Community College*



Susan is the Assistant Vice President for Academic Advising at Ivy Tech Community College. Ivy Tech is the largest comprehensive Community College in the country with 167,000 students and 14 regions. She provides college-wide leadership and oversight of academic, career, and transfer advising, as well as collaborates with academic and student affairs, financial aid and Ivy Tech Corporate College.

Susan has presented at several regional and state conferences, including keynote presentations at the 2015 NACADA (The National Academic Advising Association) Region 5 Conference, Saint Petersburg Community College Spring Professional Development Conference, and the 2013 Indiana Academic Advising Network State conference. Additionally, Susan is a NACADA Summer Institute Faculty and has consulted with several state community college systems on academic and career advising collaborations, academic advising assessment, advising model development, and implementing early alert systems. Prior to working at Ivy Tech Community College, she served as Director of Advising and Career Services at the University of Wisconsin-Parkside in Kenosha, Wisconsin, where she led and administered advising and career programming, managed program growth goals and retention projects. Additionally she served as Director for The Exploration of Vocation at The College of Wooster in Ohio where she coordinated vocational exploration programming and experiential student experiences. She has also held positions as Coordinator of Student Services at Ohio Dominican University in Columbus, Ohio, and Academic Advisor for the Alternatives Program at The Ohio State University. Hawkins-Wilding earned a Master of Arts in Educational Policy and Leadership from The Ohio State University and a Bachelor of Arts in Communication from Youngstown State University. Her areas of interest within Higher Education include academic and career advising integration, service learning, assessment, and non-verbal communication. Her greatest joy is helping people find their passion.

Nia Haydel

*Director, Academic Center for Excellence & Thompson-Cook Honors Program
Assistant Professor, Urban Studies and Public Policy
Dillard University*



Dr. Nia Woods Haydel is the Director of the Academic Center for Excellence, the Thompson/Cook Honors Program and Assistant Professor of Urban Studies and Public Policy at Dillard University. Dr. Haydel has been a higher educational professional for over 18 years working in Student Affairs, Enrollment Management, Academic Affairs and Intercultural Relations. In her current role, she oversees the academic advising, retention, progression and academic enrichment initiatives and service learning for first-year students, as well as the coordination of courses and programming for Honors students. Additionally, she is responsible for assessment initiatives within the first-year experience. Her research interests are in the areas of social justice specifically focusing on power and privilege, and the responsibility of higher education to educate the

community on social injustice (higher education as a public good). She earned a B.S. in Psychology from the University of New Orleans, M.S. in Higher Education Administration from Texas A & M University and a Ph.D. in Educational Policy Studies from Georgia State University. She resides in New Orleans, LA with husband and their 3 children.

Joe LeCluyse

*Vice President for Client Success
Collegiate Project Services*



Joe brings diverse higher education administrative and technology experience, strong interpersonal skills, and a strong student development philosophy in providing strategy and software planning services for higher education clients. This experience is from more than 38 years in the higher education “industry” in student services administration, consulting services, and software development project management.

Prior to consulting, Joe served as Principal Functional Architect at Oracle USA for its student administrative system, leading the functional design efforts for the system, working closely with numerous, diverse higher education institutions in defining functional requirements and design, and continuing to work with those customers through implementation.

Joe has also held leadership positions over 16 years in student services administration at both the university and community college level.

Joe holds an MSE degree in Education and BSW in Social Welfare from the University of Kansas.

Gary Rodwell

*Lead Programmer, STAR Academic Pathway System
University of Hawai’i*



Gary is the Architect and lead programmer for the STAR Academic Pathway system at The University of Hawai’i. He along with an outstanding team have developed a revolutionary enterprise wide software platform that is able to quantify and evaluate each point along a student’s academic path and illustrate all these points together as the students narrative/pathway. His software has been the subject of multiple awards, newspaper articles and recent grants. Rodwell believes students, faculty, staff, administration and alumni should rightfully expect to receive significant educational and business value from their investment in information technology. Evidence of the sustainable

success of STAR can be seen in the wide spread usage of STAR throughout the UH campuses with the average number of student logins a day in the range of 1,000-10,000. Rodwell’s educational background is in Electrical Engineering, prior to being with the University of Hawai’i at Manoa, he was working with British Telecom and Chubb Australia on engineering projects.

Chris Stanich

*Associate Vice Chancellor & Associate Provost for Institutional Planning & Analysis
University of Houston System*



Chris Stanich serves as Associate Vice Chancellor for Institutional Planning & Analysis at the University of Houston System and Associate Provost for Institutional Planning & Analysis at the University of Houston. In this position, he has broad responsibility at both the system and university levels for strategic and budget planning, policy analysis, performance measurement, and business intelligence/data analytics. He currently serves as chair of the Houston Guided Pathways to Success (H-GPS) Technology Task Force, which is planning an integrated technology platform (across seven regional universities and community colleges) to support the H-GPS activities of intrusive advising, structured schedules, meta-majors, math pathways, co-requisite remediation, and informed choice of major.

Tom Sugar

*Senior Vice President
Complete College America*



Tom is responsible for Complete College America's external and legislative affairs. As former chief of staff to a U.S. senator and nearly 25 years working in government and political campaigns, Tom brings a wealth of experience building grassroots initiatives and engaging with a variety of stakeholders at state and federal tiers of government.

As senior vice president, Tom oversees engagement with federal policy initiatives, monitors legislative activity relevant to the college completion agenda at both the federal and state levels, and manages Complete College America's relationships with external partners in state and federal policy venues.

As a Chief of Staff, Tom was the senior strategic and tactical advisor, directed political operations and communications, and engineered successful election campaigns. Tom also served as director of communications and planning in a governor's office, where he established numerous new government initiatives to further public policy goals.