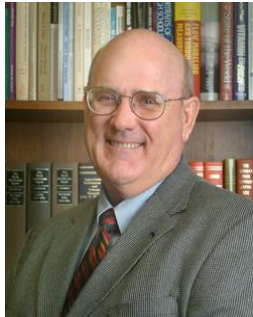


COMPLETE COLLEGE AMERICA

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.

Ana Burray

*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.

Dhanfu Elston

*Vice President of Strategy, Guided Pathways
Complete College America*



Dr. Dhanfu E. Elston (pronounced: dah-nee-foo) serves as Complete College America's Vice President of Strategy for Guided Pathways where he utilizes his campus expertise for practical application, implementation, and scaling of CCA strategies at institutions throughout the nation. Additionally, he provides oversight of CCA's Purpose First career choice grant, technology Seal of Approval, and scaling standards to close achievement gaps. Over two decades of his higher education career in academic and student affairs, Elston has created and implemented comprehensive success and retention programs that have garnered national attention. He has been recognized as an expert in college completion policy initiatives at institutions that educate highly diverse and underrepresented student populations. Prior to his current role, Dr. Elston held the position of Executive Director of Student Success and Transition at Purdue University Calumet. Elston has also served Georgia State University, which is nationally recognized as a model for collegiate academic success, as the Assistant Director for Undergraduate Studies. Earlier in his career, he held positions in Student Affairs and Enrollment Management at Georgia State and Clark Atlanta University. During his tenure at each institution, Dr. Elston held faculty appointments and was responsible for teaching and the development of first-year experience course curricula.

Dr. Elston earned a Ph.D. in Educational Policy Studies from Georgia State University where he conducted research in student retention, intercultural relations, learning communities, leadership development, and Historically Black Colleges and Universities. He earned both an M.A. in Educational Leadership and B.S. in Biology from Clark Atlanta University.

Jason Elwood

President

Elwoodway Consulting



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.

Tom Green

Editor-in-Chief

SEM Quarterly



Dr. Tom Green brings over 30 years of SEM experience and expertise to AACRAO Consulting. He served as dean or vice president of enrollment management at a number of private and public institutions. Dr. Green led admissions, financial aid, registrar, student accounts, academic advising and support, adult re-entry services and one-stop shop areas, twice serving as director of financial aid. His expertise in SEM planning, recruitment techniques, enrollment marketing and communications, financial aid analysis and resource utilization and student success techniques resulted in enrollment increases, improvements in student profile and retention rates, as well as net revenue.

In 2006, Dr. Green joined AACRAO Consulting and since 2008 has devoted his career full-time to helping institutions reach their enrollment goals. His work has included both private and public institutions, from small private colleges to public flagships, from rural to highly urban, and specializations such as online programs, law schools, Hispanic Serving Institutions and Historically Black Colleges and Universities. His consultations have been performed in every region of the United States, in Canada, the United Kingdom, the Middle East and in Eastern Europe.

Tom Green holds a bachelor's degree from the University of Iowa, a master's degree from the American

Conservatory of Music, where he later began his academic career as a faculty member in music performance, and a Ph.D. in higher education leadership, management and policy from Seton Hall University. He is a frequent speaker and workshop leader at national conferences and has published articles and book chapters on a wide variety of SEM issues. He serves as Editor-in-Chief of SEM Quarterly, AACRAO's peer-reviewed journal of research and practice in the field.

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.

Jennifer Joslin

Associate Director for Content Development
NACADA



Jennifer Joslin is the NACADA Associate Director for Content Development and is a Past President of NACADA. Jennifer is co-editor, with Pat Folsom and Frank Yoder, of *The New Advisor Guidebook: Mastering the Art of Academic Advising* (2015) and with Dr. Nancy Markee, of *Academic Advising Administration: Essential Knowledge and Skills for the 21st Century* (2011). Jennifer has presented at regional, national, and international conferences; consulted in the US, United Kingdom, and Australia; and presented webinars for NACADA on the topics of the Completion Agenda, social media, LGBTQA students, and advising administration. Prior to working at NACADA, Jennifer was the Director of the Office of Academic Advising at the University of Oregon, and was the Senior Associate Director for Training and Development at The University of Iowa. A native Californian, she earned her PhD from The University of Iowa, and now lives and works at Kansas State University in Manhattan, Kansas.

Joe LeCluyse

Senior Consultant
Moran Technology Consulting



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 39 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.