Student Success:
## Statewide P-16 Systems

SHEEO

Table of Contents

Preface

The SHEEO P-16 Initiative, which has produced these essays, was conceived in the summer of 2000 in discussions of SHEEO staff, the SHEEO K-16 Committee, and staff of the U.S. Department of Education. As we proceeded we found ourselves naturally attracting and being attracted to colleagues in other associations working on the same agenda – improving access to and success in higher education. Most prominently, these include our partners in the policy component of the Pathways to College Project – The Western Interstate Commission on Higher Education (WICHE), the Education Commission of the States (ECS), and the College Board.

The project has received support from four U.S. Department of Education programs – GEAR-UP, Higher Education Act Title II – Teacher Quality Enhancement, PT3-Preparing Tomorrow's Teachers to Use Technology, and the Office of Vocational and Adult Education. The project also received support from the Pathways to College project; Pathways to College is a consortium of 19 organizations and associations focused on improving the participation and success of under-represented groups in higher education. Pathways, described in more detail in the appendix, has been supported by a growing group of private foundations and the U.S. Department of Education.

The initiative has included "case studies" of P-16 activities in five states – California, Louisiana, Maryland, North Carolina, and Rhode Island – organized primarily by the staff of each state's higher education agency. It also has included full-day discussions of P-16 issues involving educators and policymakers in Washington, Tennessee, Montana, and Indiana. The project also is sponsoring four two-day regional seminars (now in progress), each of which will help policymakers from a dozen or so states develop strategies for improving student participation and success. All of these activities have informed these policy essays.

The biographical sketches that follow introduce the authors of the essays, who collectively have accumulated many years of wide-ranging policy experience. While we have different perspectives, we share a passionate belief that only comprehensive, well-integrated state systems can meet the educational needs of the next generation. We have influenced each other, and we have many intellectual debts, especially to those who participated in the project. (A list of participants in the state case studies and of others who have contributed in various ways is contained in the appendix.) Despite the many contributions from our colleagues and friends, the authors of each of the essays bear sole responsibility for the views therein.

Paul E. Lingenfelter
Executive Director
State Higher Education Executive Officers
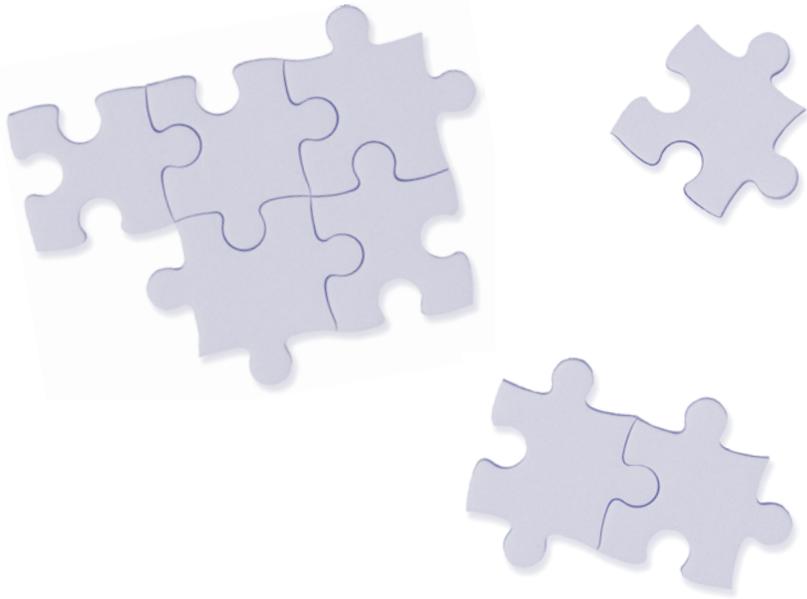
Data and Accountability Systems

by Hans P. L'Orange and Richard A. Voorhees

T he tremendous interest in increasing the depth and breadth of educational achievement in the United States has created a burgeoning industry of educational standards, data, and accountability systems. It has also created some resistance as educators and policymakers, as well as parents and other stakeholders, are energetically debating what kinds of standards, data, and accountability systems are needed to help improve educational achievement.

While there is legitimate debate over many details, it is clear that the data systems in most states were never designed to meet the challenges envisioned by new accountability mandates. These systems were originally constructed to provide data for routine reports or to audit expenditures; they are wholly inadequate to meet the assessment and accountability challenges of the twenty-first century. Data systems designed for the new century will need to provide a comprehensive foundation for documenting the achievement of students, schools, and colleges, while improving the ability to respond to questions about a state's investment in education.

For the foreseeable future, re-conceptualizing and recasting existing data systems will be the bywords in most states. What is emerging, particularly in high-stakes environments, is a need for information that is both comprehensive and focused – capable of describing achievement across multiple sectors while also reporting educational performance in particular areas. Ideally, an integrated data system across all levels of education will meet those combined informational needs. In reality, two systems currently exist; one for K-12 education and another for postsecondary education. Neither system is adequate alone, and because they are poorly aligned, they are even weaker together.

The purpose of this essay is to help advance the discussions now occurring in most states by describing the kinds of data and accountability systems needed to help more students prepare for and succeed in postsecondary education. We will (1) describe our view of an effective P-16 data and accountability system; (2) describe the general status of K-12 and postsecondary data systems; (3) provide examples of promising state practices; and (4) offer some concluding recommendations.

An Effective P-16 Data and Accountability System

Effective and comprehensive systems share several common characteristics. They inform all stakeholders of the condition of education at various levels. They enable states to identify effective educational practices and diagnose problems. They have the potential to increase the commitment among stakeholders to collect, analyze, and use information on student performance. Effective systems also have the ability to identify programs, schools, and students that are successful, in addition to those that need attention and assistance to become more successful. Finally, such systems help K-12 students and teachers focus on the curricula and content that must be mastered to be successful in postsecondary education. As state systems for data and accountability evolve – in particular, as they gain the ability to track student progress over time and capture a wide range of educational influences – they hold the promise of providing the tools needed to monitor and improve performance.

At best, successful accountability systems become more than simply reporting mechanisms. They focus on student performance in relationship to criteria established by the state and provide a common rubric for evaluating student and school performance. Good systems can be used to assess and improve K-12 achievement that, in turn, can result in more students meeting the standards required for both admission and success in postsecondary education. Successful accountability systems capture data on student learning activities, assessment of those learning activities, and characteristics of the schools in which students are enrolled. Learning activity data can consist of course content, grades, class size, and information about teachers associated with those courses, including certification criteria and number of years teaching. Exemplary data systems seek to move beyond these traditional measures and assess how well a given set of learning activities contributes to student learning. School-level data should consist of numbers of students served from families below the poverty line, student-teacher ratios, dropout rates, measures of school climate, and measurements of parental and community involvement.

The actual decisions about what constitutes assessment data must derive from a given state's goals for its accountability system. Some states choose a performance model that focuses on the numbers of students that meet or exceed state standards. Others use a

> *Successful accountability systems capture data on student learning activities, assessment of those learning activities, and characteristics of the schools in which students are enrolled.*
>
> *Exemplary data systems seek to move beyond these traditional measures and assess how well a given set of learning activities contributes to student learning.*

growth model, focusing on the progress of students from grade to grade. The choice between a performance or growth model dictates the timing for collecting assessment data and the nature of assessments themselves. States typically choose to collect standard test data at predefined grade levels and most often by a survey test. This point-in-time assessment scheme is most often used to compare performance across schools, not to make judgments about the academic growth of individual students. Performance models generally assess students periodically to obtain a portrait of student achievement at that time. A growth model, on the other hand, implies pre- and post-assessment, either within a given grade level or across grade levels.

States face other decisions when creating an assessment system. Each state needs to determine whether off-the-shelf survey tests meet its assessment needs and whether the content of these commercially produced assessments aligns with the state's own standards. Failing this alignment, a state needs to decide whether a survey test created specifically for its curricular standards is a prudent investment. States also need to consider whether the results of alternative assessments – e.g., portfolios, demonstrations, and

other non-test documentation of learning – should be included in data systems. Each of these techniques requires that responsible parties make firm judgments about the validity of assessments and their reliability, especially within high-stakes state environments.

Complex longitudinal systems are designed to track the progress of individual students and require individual student data collected over time. Such systems, typically called "unit record" systems, collect a wide range of demographic and performance data at regular, systematic intervals to support analysis. Unit record systems have several other advantages over aggregate systems. They require that consistent definitions be used for individual variables, making valid comparisons possible. Statewide unit record systems also provide a mechanism to ensure that data submitted by providers are accurate, especially when they are used to compare schools. Finally, in addition to generating routine reports, unit record systems can be used to produce answers to "what if" questions that frequently can take accountability questions to higher levels.

> ## Statewide unit record systems also provide a mechanism to ensure that data submitted by providers are accurate, especially when they are used to compare schools.

Unit record systems are characterized by the presence of a unique identification number that allows an individual student's data to be linked across grades and schools. A system of this sort also makes possible the linkage of assessment data to demographic and program records. There is clearly movement towards unit record systems. A recent on-line survey of state K-12 education agencies, developed by the National Center for Education Statistics, (www.nces.ed.gov/forum/tecsurvey) assessed each state education agency's information systems. Twenty-two of the forty-seven states responding indicated that they use an individual student-level record system, fifteen states are in the design stage, and only ten states have no current plans to develop a system of this type (Lee 2002).

The General Status of K-12 and Postsecondary Data Systems

For most of the twentieth century, states were content to let patterns of student achievement follow their own course – those students who performed well in the primary and secondary grades moved on to higher education, while those who did not found lower-skilled but reasonably well-paying jobs. With the increasing skill requirements of work and heightened competition in a global economy, states have come to understand more clearly the link between an educated workforce and their own ability to sustain economic growth. As the educational aspirations of states have grown, the K-12 standards movement, concern with educational inequities, and interest in the performance of postsecondary students have also increased substantially. These factors have reinforced state-level data collection, especially in the K-12 systems, where testing data became widely available by the late 1990's. States are also implementing the accountability standards within the "No Child Left Behind Act" of 2001, which require assessments in all schools in reading, mathematics, and, eventually, science in grades three through eight. The act requires that every state develop an accountability system, that all students be included, and that standards apply to all schools and students.

The good news is that the data that can be used for accountability and improvement are for the most part plentiful. The data pieces of a strong accountability system are in place in many states, even though no single state yet possesses a system sufficient to answer all the questions that are asked. The bad news is that these frequently disparate data are seldom assembled into comprehensive information systems. Many systems have collected student achievement data for many years, but only a handful of states have begun to combine these data with those of other schools and colleges to produce information and guide decisions.

The progress currently being made toward accountability systems in many states will not necessarily match all the requirements of the "No Child Left Behind" Act. Prior to this Act, most states addressed accountability concerns by collecting aggregated data about the average performance of students or groups of students in particular schools. While this effort represented a groundbreaking step, it can be quite limited for two main reasons. First, aggregate data provide "snapshots" of average student performance within individual schools but no information about individual

students. This flaw means that individual student data cannot be linked with other elements – such as courses taken and socioeconomic factors – that might influence individual performance. Second, aggregate data shed little light on the performance of students and schools across time. The effects of educational reform cannot be captured in a single slice. Aggregate data cannot be combined adequately to assess progress, or lack thereof, since those students whose performance measures were combined to create aggregate statistics in one year may not be the same students whose performances are combined in the next year.

The good news is that the data that can be used for accountability and improvement are for the most part plentiful.

Colleges and universities also require accountability systems, although the purposes of such systems may be somewhat different. Particularly since 1990, state policymakers have become increasingly interested in the productivity and efficiency of public postsecondary systems. Their concern stems from the fact that state resources are declining at the same time that costs and demands for improved access have increased. A recent survey by the State Higher Education Executive Officers (SHEEO) confirms that accountability and effectiveness are among the top issues for state decision makers; these issues have been close to the top of the list for each of the surveys done over the past decade. The most recent survey confirmed the results from an earlier SHEEO report on performance measures, which noted that state policy agendas for accountability continue to emphasize the dual purposes of improvement and accountability. It also noted that the most commonly used measures for performance reporting are quantitative indicators of "outcome" or "output" including graduation rates (Ruppert 1998).

Although most people do not question the overall value of a college education, higher education must make the case to the public and to political leaders that this value is real and that postsecondary education deserves financial support. Demonstrating this value requires robust data and information systems for postsecondary education, as it does for K-12 systems. Over time, data systems have been developed at the institutional level that allow staff to analyze data, gen-

erate reports, respond to both internal and external demands, and demonstrate the value of the education that institutions provide. These systems have become quite adept at addressing institutional issues, but they can be limited when used collectively to address state concerns. Giving answers to many of the questions policymakers now ask will require definitional consistency and comprehensiveness that are frequently missing across institutional systems. Many complex issues require coordinated analysis beyond those studies produced by one or more institutions, especially when statewide responses are required to questions about student transfer, occupational placement, and inter-state migration.

Over the past decades, statewide higher education agencies and the federal government have assumed greater roles in the area of data gathering and production and information management. This process began with the collection, analysis, and reporting of information gathered from the institutions and based on their individual data systems. The information frequently included data on applicants, student enrollments, faculty and staff, finances, and facilities. Over time, data on completions, financial aid, and student courses were added. Like K-12 systems, state higher education organizations and federal agencies began to establish common definitions and reporting formats allowing them to generate meaningful information at the state and federal levels. Eventually many states developed their own statewide databases, which gave them even more analytical capacity, including the ability to compile the information needed for federal reporting. As noted in a forthcoming report (Ewell, et al.) from the National Center for Higher Education Management Systems (NCHEMS), these systems have some common characteristics. Among the most important of these is the inclusion of electronic unit records unique to each student. In addition, these records are frequently based on data gathered from institutions at

---

Many complex issues require coordinated analysis, especially when statewide responses are required to questions about student transfer, occupational placement, and inter-state migration.

---

specific points of time and maintained centrally. In some ways, these systems are similar to the K-12 unit record systems discussed earlier. As the NCHEMS report notes, thirty-nine states currently have state unit record databases. The eleven states that do not have unit record databases are relatively small, and as a result, 87 percent of all headcount enrollments are in states with one or more state-level databases. Eighteen of the databases contain data from the 1970's or 1980's, and half of the databases built in the last decade contain data collected prior to 1995. Federal reporting standards in the Integrated Postsecondary Education Data System (IPEDS) and other required federal reporting have encouraged some consistency of definitions across systems.

Despite these efforts, the range of data systems varies considerably. Some are very basic, while others are much more complex and contain a wide range of data on students, courses, and grades. In a few states, where state-level financial aid programs are the responsibility of the state agency, data are also included from private institutions. Some states have data links to labor databases; most do not. Other challenges include the fact that not all states collect data at the same point in time and, as noted above, not all states collect the same data elements. Most states don't use the Social Security Number as a student identifier because of privacy concerns. Many are taking steps to create new identifiers to meet these concerns. However, the assignment of unique identifiers limits the possibilities for tracking students outside of data systems that do not or cannot share these identifiers.

Although they have shortcomings, unit record systems are valuable for accountability reporting and performance funding initiatives. The level of information available about students and the states' postsecondary systems is substantially greater than it was twenty years ago. These systems have been a large part of the foundation for comparative peer data, and the state averages that are now in wide circulation can address critical policy questions about student migration and progress within a given state. The largest shortcoming of these systems, however, is their isolation; the systems for K-12 students and postsecondary students are rarely linked together. The value of a P-16 system can only be analyzed when data are available across all components of that system. Enabling states to verify that their investments in education have in fact been fruitful across all levels will require that very cross-system linkage.

Promising State Practices

While states are in different stages of implementing their various systems, linking together information from different sources becomes the next major step for many state-level data systems. Some data are already being shared even without direct links. Some of the postsecondary unit record systems contain admissions information, including a student's high school and final secondary school grade-point average. Student work undertaken prior to admission to a particular school in the form of transfer credits or prior college-level work is also available in certain systems. Extracting this information has permitted many states to develop feedback systems that allow high schools to receive information about their graduates' postsecondary performance. Communication and data sharing of this sort enable greater cooperation among school districts and state colleges and universities regarding academic preparation and expected high school coursework. The value of these partnership efforts should not be minimized even though they are limited. This data sharing can

> Communication and data sharing enable greater cooperation among school districts and state colleges and universities regarding academic preparation and expected high school coursework.

have a direct impact on the decisions being made in a P-16 system. The ability to analyze what a student has learned in high school and what he or she is attempting to learn in college is a promising development in the evolution of unit record data systems.

Even more value will come from the direct and formal coordination of data systems, though it will be challenging to achieve this task on a broad scale. Viewing student data as a valuable resource regardless of student level will require substantial cooperation between multiple agencies and state-level education organizations. Jonathan Tafel and Nancy Eberhart (1999), writing in "Stateside School-College (P-16) Partnerships to Improve Student Performance," very aptly note that a

state's ability to collect quality data and conduct appropriate analysis is necessary for an effective P-16 education system. Robust student databases are required to monitor student progress across the P-16 continuum, enable early assessment for remediation, assess possible intervention activities, and locate barriers within systems.

Many of the issues that were previously addressed through separate systems will need to be addressed cooperatively. Common definitions and data collection methodologies, issues of privacy and confidentiality, and ownership and control of the data will all need attention. These challenges are great, but the return will also be substantial. Good data and information across all sectors and levels of education will provide a state with a system-wide perspective on its P-16 system.

> **Common definitions and data collection methodologies, issues of privacy and confidentiality, and ownership and control of the data will all need attention.**

Several states have programs in place that demonstrate the power of partnerships. Maryland has an alliance of the Maryland State Department of Education, the Maryland Higher Education Commission, and the University System of Maryland. The Maryland Partnership for Teaching and Learning, K-16, has identified core learning goals and academic content standards designed to help students transition from high school to college and the workplace. The K-16 partners have worked together to make sure high school exit requirements are better aligned with college admissions requirements.

Florida is in the process of building a K-20 education data warehouse that addresses many of these issues (http://edwapp.doe.state.fl.us/doe/). This database pulls together resources from existing systems, including a robust P-12 data system that has been in place for more than 10 years, data from the well-established community college and university systems, and financial aid data. Florida is in the relatively unusual circumstance of having a single agency, the Florida Department of Education, overseeing all

public education activity in the state. This obviously makes data sharing much more feasible, and the data warehouse allows the Department to analyze information from several sectors. The Department has an ambitious set of goals: to gather complete, timely, and accurate data; obtain a statewide view; develop an integrated technical environment that incorporates data from multiple sources and organizations; merge historical data with current data in a structured repository; create comprehensive data definitions; and provide easy access and manipulation. The warehouse is a repository that integrates existing, restructured data, provides state-of-the-art analytical capabilities, and – not least – respects confidentiality. Its mission statement is clear: "The mission of the Florida Education Data Warehouse (EDW) is to provide stakeholders in public education – including, but not limited to, administrators, educators, parents, students, state leadership, and professional organizations – with the capability of receiving timely, efficient, consistent responses to inquiries into Florida's Kindergarten through University education system."

Conclusion

Good decisions require good data. The data and data systems that exist in current P-16 systems attempt, with varying results, to support the decisions made by educators and the public that affect current and future students. These systems were originally designed to count or verify student enrollments and periodically to produce demographic profiles; they are now moving steadily beyond those basic tasks. Data systems of the future will be required to do more: they must provide a comprehensive foundation for documenting the achievement of all students, schools, and colleges. Coordinated efforts will be required to address the challenges inherent in each individual system, as well as those that result from working across systems. As the purposes of information continue to evolve, exemplary data and accountability systems will become more efficient. They will be designed and implemented in ways that increase the ability of policymakers and practitioners to focus on data that are useful for decisions – within a particular level of the system, and ultimately across the entire spectrum of P-16 education.

References

Ewell, Peter T., Paula R. Schild, and Karen Paulson. 2003. *Following the Mobile Student: Can We Develop the Capacity for a Comprehensive Database to Assess*

Student Progression?. Indianapolis: The Lumina Foundation.

Lee, Jinhee. 2002. "Improving State Data Systems to Implement NCLB." *Council of Chief State School Officers,* vol. 6, no. 6.

Ruppert, Sandra S. 1998. *Focus on the Customer: A New Approach to State-Level Accountability Reporting and Processes for Higher Education.* Denver: State Higher Education Executive Officers.

Tafel, Jonathon, and Nancy Eberhart. 1999. *Statewide School-College (K-16) Partnerships to Improve Student Performance.* Denver: State Higher Education Executive Officers

Appendix

The Pathways to College Network

The Pathways to College Network is an alliance of private and corporate foundations, nonprofits, educational institutions, and the U.S. Dept. of Education. Launched in December 2000 and with funding commitments expected to total over $2 million over the first three years of the project, the mission of the Pathways Network is to focus research-based knowledge and resources on improving college preparation, access, and success for under-served population, including low-income, underrepresented minority, and first-generation students. The associations involved in Pathways represent regional, cultural, and national interests. They include:

➢ ACT, Inc.

➢ American Council on Education (ACE)

➢ American Youth Policy Forum (AYPF)

➢ ASPIRA , Inc.

➢ The College Board

➢ Council for Opportunity in Education

➢ Education Commission of the States (ECS)

➢ The Education Resources Institute (TERI)

➢ Institute for Educational Leadership (IEF)

➢ National Association for the Advancement of Colored People (NAACP)

➢ National Association for College Admission Counseling (NACAC)

➢ National Association for Secondary School Principals (NASSP)

➢ National College Access Network (NCAN)

➢ National Council for Community and Educational Partnerships (NCCEP)

➢ National Urban League

➢ Pacific Resources for Education and Learning (PREL)

➢ State Higher Education Executive Officers (SHEEO)

➢ University of California System – EMP Collaborative

➢ Western Interstate Commission for Higher Education (WICHE)

The Pathways to College Network is conveined by Occidental College and funded by the following providers:

- Daniels Fund
- Ford Foundation
- Bill & Melinda Gates Foundation
- GE Fund
- The James Irvine Foundation
- W.K. Kellogg Foundation
- KnowledgeWorks Foundation
- Lucent Technologies Foundation

- Lumina Foundation for Education
- U.S. Department of Education
- Fund for the Improvement of Postsecondary Education (FIPSE)
- Office of Vocational and Adult Education (OVAE)
- Nellie Mae Education Foundation
- Sallie Mae Fund

Four organizations comprising the policy component of the Pathways to College Network participated in the case studies, and in planning and implementing the state meetings and regional forums related to this project. These organizations and their key staff participants are:

The College Board

The College Board is a national nonprofit membership association whose mission is to prepare, inspire, and connect students to college and opportunity. Founded in 1900, the association is composed of more than 4,200 schools, colleges, universities, and other educational organizations. Each year, the College Board serves over three million students and their parents, 22,000 high schools, and 3,500 colleges through major programs and services in college admission, guidance, assessment, financial aid, enrollment, and teaching and learning. Staff from The College Board who participated in this project include: Michelle Booth Cole, Rafael J. Magallan, and Lezli Baskerville.

Education Commission of the States (ECS)

The Education Commission of the States (ECS) is an interstate compact created in 1965 to improve public education by facilitating the exchange of information, ideas and experiences among state policymakers and education leaders. As a nonprofit, nonpartisan organization involving key leaders from all levels of the education system, ECS creates unique opportunities to build partnerships, share information and promote the development of policy based on available research and strategies. Staff members who participated in this project include: Terese Rainwater, Spud Van de Water, and Carl Krueger

State Higher Education Executive Officers (SHEEO)

The mission of SHEEO, the national association of state higher education executives, is to help the states develop and sustain excellent systems of higher education. Its fifty-six members are the CEOs of statewide governing and coordinating boards for higher education. Former SHEEO Associate Executive Director, Esther Rodriguez initiated the development of the P-16 Initiative, and other SHEEO staff with significant participation include: Tricia Coulter, Paul Lingenfelter, Hans L'Orange, Gail Miller, Alene Russell, Mary Sweeney, Richard Voorhees, and Susan Winter.

Western Interstate Commission for Higher Education (WICHE)

The Western Interstate Commission for Higher Education is a regional organization created to facilitate resource sharing among the higher education systems of the West. Fifteen states are members of WICHE, an interstate compact created by formal legislative action of the states and the U.S. Congress. Staff members who participated include: Sharon Bailey, Cheryl Blanco, and David Longanecker.

The SHEEO K-16 – Teacher Development Committee provided support and guidance to this project from its conception to its completion. Members of the committee during this period include:

Committee Member	*Years served*
Robert Barak, Interim Executive Director, Board of Regents, State of Iowa	2001-2002
Diane Barrans, Executive Director, Alaska Commission on Postsecondary Education	2001-2002
Linda Blessing, Executive Director, Arizona Board of Regents	2000-2002
Hans Brisch, Chancellor, Oklahoma State Regents for Higher Education	2000-2003
Molly Corbett Broad, President, University of North Carolina	2000-2003
Don W. Brown, Commissioner of Higher Education, Texas Higher Education Coordinating Board	2000-2003
Roderick Chu, Chancellor, Ohio Board of Regents	2000-2003
Robert Clarke, Chancellor, Vermont State Colleges	2001-2002
Richard A. Crofts, Commissioner of Higher Education, Montana University System	2000-2001
Kathryn Dodge, Executive Director, New Hampshire Postsecondary Education Commission	2002-2003
Sandra Espada-Santos, Executive Director, Puerto Rico Council on Higher Education	2000-2001
Gregory G. Fitch, Executive Director for Higher Education, Idaho Board of Education	2000-2001
Warren H. Fox, Executive Director, California Postsecondary Education Commission	2001-2002
Cecelia H. Foxley, Commissioner of Higher Education, Utah System of Higher Education	2000-2003
Judith I. Gill, Chancellor, Massachusetts Board of Higher Education	2000-2003
Bruce D. Hamlett, Executive Director, New Mexico Commission on Higher Education	2000-2002
Judy G. Hample, Chancellor, Pennsylvania State System of Higher Education	2002-2003
Lu Hardin, Director, Arkansas Department of Higher Education	2001-2002
Thomas Henry, Executive Director, Wyoming Community College Commission	2000-2001

Committee Member	*Years served*
William R. Holland, Commissioner of Higher Education, Rhode Island Office of Higher Education Vice-Chair 2000-01	2000-2002
Jim Horne, Commissioner, Florida Board of Education	2002-2003
Karen R. Johnson, Secretary of Higher Education, Maryland Higher Education Commission	2002-2003
Daniel J. LaVista, Executive Director, Illinois Board of Higher Education	2002-2003
Valerie F. Lewis, Commissioner, Connecticut Department of Higher Education	2000-2002
Katharine C. Lyall, President, University of Wisconsin System	2001-2003
Michael E. Malone, Executive Director, Alabama Commission on Higher Education	2002-2003
Frank Meehan, Acting Deputy Secretary for Postsecondary & Higher Education, Pennsylvania Department of Education	2002-2003
Thomas C. Meredith, Chancellor, Board of Regents of the University System of Georgia Vice-Chair 2002-03	2002-2003
Robert L. Moore, Executive Director, California Postsecondary Education Commission	2002-2003
J. Michael Mullen, Chancellor, West Virginia Higher Education Policy Commission	2001-2003
Gregory Nichols, Executive Director, Board of Regents, State of Iowa	2002-2003
Jane Nichols, Chancellor, University & Community College System of Nevada Chair 2002-03; Vice-Chair 2001-02	2000-2003
Phyllis Palmiero, Executive Director, State Council of Higher Education for Virginia	2002-2003
Gerald Patton, Deputy Commissioner for Higher Education, New York State Education Department	2000-2002
Robert T. Perry, Executive Director, South Dakota Board of Regents	2000-2001
William Proctor, Executive Director, Florida Council for Education Policy Research and Improvement	2000-2003
Judith Ramaley, President, University of Vermont	2000-2001

Committee Member	***Years served***
Paul Risser, Chancellor, Oklahoma State Regents for Higher Education	2003
E. Joseph Savoie, Commissioner of Higher Education, Louisiana Board of Regents	2000-2003
Rolin Sidwell, Deputy Director, Office of Postsecondary Education, Washington DC	2002-2003
Kala Stroup, Commissioner of Higher Education, Missouri Coordinating Board for Higher Education Chair 2000-2002	2000-2002
James E. Sulton, Jr., Executive Director, New Jersey Commission on Higher Education	2002-2003
Joseph Westphal, Chancellor, University of Maine System	2002-2003
Quentin Wilson, Commissioner of Higher Education, Missouri Coordinating Board for Higher Education	2002-2003

SHEEO

State Higher Education Executive Officers
700 Broadway, Suite 1200, Denver, Colorado, 80203-3460
(303) 299-3685
www.sheeo.org