Lorenzo L. Esters
Vice President, Philanthropy, Strada Education Network

Lorenzo L. Esters is responsible for grantmaking in support of the Strada Education Network\textsuperscript{SM} guiding principle of Completion With a Purpose\textsuperscript{SM}, enhancing student success in college — or other postsecondary programs — and connecting graduates to rewarding careers and fulfilling lives. His primary focus is on areas that foster comprehensive and innovative strategies for colleges and universities to better support low-income and first-generation college attendees. Prior to joining Strada Education, then known as USA Funds\textsuperscript{SM}, in 2014, Esters was vice president for student success and enrollment management at Kentucky State University. He previously served as vice president for the Association of Public and Land-Grant Universities’ Office for Access and Advancement of Public Black Universities. He has a bachelor’s degree from Rust College, a master’s degree from Jackson State University, and a doctoral degree in higher education administration from Morgan State University.

Randy L. Swing
Higher Education Consultant

Randy L. Swing focuses on postsecondary student success, data-informed decision-making, and workforce readiness. He is an independent consultant, with prior career appointments including executive director of the Association for Institutional Research, from 2007-2016; co-director and senior scholar at the Policy Center on the First Year of College, from 1999-2007; and leadership of academic advising, first-year seminars and outcomes assessment at Appalachian State University, from 1980-1999. Swing is a frequent speaker at national and international conferences and author of books and articles on assessment, institutional research and student success, especially the first-year experience and a new vision for institutional research (Change magazine, March 2016). He holds a doctoral degree from the University of Georgia, where he is a fellow of the Institute of Higher Education.

Jillian Kinzie
Associate Director, Center for Postsecondary Research and National Survey of Student Engagement Institute, Indiana University School of Education

In her role with the Center for Postsecondary Research and the NSSE Institute, Jillian Kinzie conducts research and leads project activities on effective use of student engagement data to improve educational quality and issues of teaching and learning. She serves as senior scholar with the National Institute for Learning Outcomes Assessment (NILOA) project. Kinzie is co-author of “Assessment in Student Affairs” (2016), “Using Evidence of Student Learning to Improve Higher Education” (2015), and “Student Success in College” (2005/2010). She is co-editor of New Directions in Higher Education and serves on the boards of the Washington Internship Institute and the Gardner Institute for Excellence in Undergraduate Education. Kinzie earned a doctoral degree from Indiana University in higher education with a minor in women’s studies. Previously she served on the faculty of Indiana University and coordinated the master’s program in higher education and student affairs.

Matthew Soldner
Principal Researcher, American Institutes for Research

Matthew Soldner is a principal researcher in Higher Education practice at the American Institutes for Research. His work focuses on federal higher education policy and collaborative research with colleges and universities designed to improve student success outcomes. His expertise includes the design and implementation of complex, mixed-methods evaluations; innovative practices designed to improve student outcomes; competency-based education; two-to-four-year pathways; federal financial aid; and federal statistical policy and practice. Prior to joining AIR, Soldner was a senior technical adviser for the U.S. Department of Education’s National Center for Education Statistics, providing methodological and analytic guidance on studies like the National Postsecondary Student Aid Study, the Beginning Postsecondary Students Longitudinal Study, the Baccalaureate and Beyond Longitudinal Study, and the Integrated Postsecondary Education Data System. He also advised senior Department leadership on analyses related to regulation and policymaking. He holds a doctoral degree from the University of Maryland.