



Western Interstate Commission
for Higher Education

Commission Meeting

May 7-8, 2018
Missoula, Montana

How We Innovate: Examples from WICHE’s Front Lines

AGENDA

Monday, May 7, 2018

7:30 - 8:00 a.m.

Montana Boardroom

Breakfast: Executive Committee

8:00 - 8:50 a.m.

Big Sky Atrium

Breakfast: Commissioners, Guests, and Staff

8:00 - 9:00 a.m. [Tab 1]

Montana Boardroom

Executive Committee Meeting (Open and Closed Sessions)

1-1

Agenda (Open)



Approval of the March 20, 2018,
Executive Committee teleconference minutes

1-3

Discussion Item:

Overview of the Commission Meeting schedule

Other Business

Agenda (Closed)

Discussion Item:

Leadership transition (separate document)

Committee of the Whole—Call to Order

2-1

Call to order: Clayton Christian, WICHE chair

Introduction of new commissioners and guests

2-3



Approval of the November 9-10, 2017,
Committee of the Whole meeting minutes

2-4

Report of WICHE Chair Clayton Christian

Report of President Joe Garcia

Updates from self-funded units

- Michael Abbiatti, Vice President, Educational Technologies
- Dennis Mohatt, Vice President, Behavioral Health

Recess until 8:30 a.m., Tuesday, May 8

9:00 - 9:30 a.m. [Tab 2]

Garden City Ballroom

9:30 - 10:45 a.m. [Tab 3]
Garden City Ballroom

**Plenary Session I:
Meeting Workforce and Society Needs: Strategies from Montana**

Facilitator:

Clayton Christian, Commissioner of Higher Education,
Montana University System

Speakers:

Galen Hollenbaugh, Commissioner,
Montana Department of Labor & Industry
Erik Rose, Director of Workforce Information and Initiatives,
Montana University System

10:45 - 11:00 a.m.

Break

11:00 a.m. - 12:15 p.m. [Tab 4]
Garden City Ballroom

**Plenary Session II:
A Federal Perspective on Budget, Policy, and Higher Education**

Facilitator:

Dave Buhler, Commissioner of Higher Education,
Utah System of Higher Education

Speaker:

Terry W. Hartle, Senior Vice President, Government Relations and
Public Affairs, American Council on Education

12:15 - 1:15 p.m.
Big Sky Atrium

Lunch

Special Guest:

Steve Bullock, Montana Governor

1:30 - 3:00 p.m. [Tab 5]
Garden City Ballroom

Programs and Services Committee Meeting

Agenda



Approval of the November 9, 2017,
Programs and Services Committee meeting minutes 5-3



Approval of the FY 2019 workplan sections
pertaining to the Programs and Services unit's
activities – Jere Mock 8-23



Approval of Professional Student Exchange Program
support fees for the 2019-20 and 2020-21 biennium
– Margo Colalancia 5-6

1:30 - 3:00 p.m. [Tab 6]
Montana Boardroom

Information Items: 5-22

Student Access Program Updates – Margo Colalancia

Programs and Services Regional Initiatives – Jere Mock

Higher Education’s Interstate Highway:
New Interstate Passport® Developments – Pat Shea

Reducing the Postsecondary Attainment Gap for American Indians
and Alaska Natives Initiative Update – Jere Mock

Western Academic Leadership Academy: 2018 Cohort – Pat Shea

Other business

Policy Analysis and Research Committee Meeting

Agenda



Approval of the November 9, 2017, Policy Analysis
and Research Committee meeting minutes 6-3



Discussion and approval of the FY 2019 workplan
sections pertaining to the Policy Analysis and
Research unit’s activities 8-6

Discussion Items:

*WICHE Insights—Exploring IPEDS Outcome Measures
in the WICHE Region* 6-8

Legislative Advisory Committee Update
Committee Composition
Annual Meeting—September 25-26, 2018 (Boise, ID)

Information Item:

*WICHE Insights—Tuition and Fees in the West 2017-18: Trends and
Implications*

Other Business

3:00 - 3:15 p.m.

Break

3:15 - 4:30 p.m. [Tab 7]
Garden City Ballroom

**Plenary Session III:
Using Funding Formulas to Increase Access, Success, and Equity**

Facilitator:

Joe Garcia, President, Western Interstate Commission for Higher Education

Speakers:

Anna Cielinski, Senior Policy Analyst, Center for Postsecondary and Economic Success, Center for Law and Social Policy
Tiffany Jones, Director of Higher Education, Education Trust

4:30 p.m.

Silver Cloud Train Excursion:

Meet in Holiday Inn lobby for bus transport to train depot, at Higgins Avenue at 100 Railroad Ave.

5:15 p.m.

Assemble at train depot for group photo

5:30 p.m. (sharp)

Departure from train depot

8:30 p.m.

Arrival at train depot, bus transport back to Holiday Inn

Tuesday, May 8, 2018

7:30 - 8:20 a.m.
Big Sky Atrium

Breakfast: WICHE Commissioners, Guests, and Staff

8:30 - 10:00 a.m. [Tab 8]
Garden City Ballroom

Committee of the Whole—Business Session

Reconvene Committee of the Whole: Clayton Christian, WICHE chair

Agenda

Report and recommended action of the Executive Committee:
Clayton Christian, WICHE chair



Leadership transition
(separate document)

Report and recommended action of the Programs and Services
Committee: Eileen Klein, committee chair

5-1



Approval of the FY 2019 workplan sections pertaining
to the Programs and Services unit's activities

8-23



Approval of Professional Student Exchange
Program support fees for the 2019-20 and
2020-21 biennium

5-6

Report and recommended action of the Policy Analysis and Research Committee: Christopher Cabaldon, committee chair 6-1



Approval of the FY 2019 workplan sections pertaining to the Policy Analysis and Research unit's activities 8-26

Committee of the Whole Action Items



Approval of FY 2019 salary and benefit recommendations 8-3



Approval of the FY 2019 operating budget – general fund and non-general fund budgets 8-4



Approval of dues for the FY 2020 and FY 2021 biennium 8-12



Approval of expenditures from reserves for strategic priorities (handout)



Approval of the proposed modifications to the WICHE Bylaws 8-13



Approval of the FY 2019 workplan 8-21

Information Item

Electronic meeting evaluation
<https://www.surveymonkey.com/r/May2018commissionmtg>

Other business

Adjourn Committee of the Whole Business Session

10:15 - 11:30 a.m. [Tab 9]
 Garden City Ballroom

**Plenary Session IV:
 How Data Analytics Can Inform Student Success:
 A Story from Hawai'i**

Facilitator:

Don Bennett, Deputy Director, Washington Student Achievement Council

Speakers:

Pearl Imada Iboshi, Director of Institutional Research & Analysis,
 University of Hawai'i

David Lassner, President, University of Hawai'i System

Hae Okimoto, Interim Associate Vice President of Student Affairs and
 Director of Academic Technologies, University of Hawai'i



11:30 a.m.

References [Tab 10]

Adjournment

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Monday, May 7, 2018

8:00 - 9:00 a.m.
Montana Boardroom

Executive Committee Meeting (Open and Closed Sessions)

Clayton Christian (MT), WICHE chair
Ray Holmberg (ND), vice chair
Patricia Sullivan, (NM), immediate past chair

Stephanie Butler (AK)
Eileen Klein (AZ)
Dianne Harrison (CA)
Dene Kay Thomas (CO)
David Lassner (HI)
Rick Aman (ID)
Franke Wilmer (MT)
Barbara Damron (NM)
Fred Lokken (NV)
Camille Preus (OR)
James Hansen (SD)
Jude Hofschneider (CNMI)
Dave Buhler (UT)
Don Bennett (WA)
Karla Leach (WY)

Agenda (Open)



Approval of the March 20, 2018,
Executive Committee teleconference minutes

1-3

Discussion Item:

Overview of the meeting schedule

Other business

Agenda (Closed)

Discussion Item:

Leadership transition (separate document)

ACTION ITEM

WICHE Executive Committee Teleconference Minutes Tuesday, March 20, 2018, 3:00 p.m. MDT

Commissioners Present

Clayton Christian (MT), chair
Ray Holmberg (ND), vice chair
Patricia Sullivan (NM), immediate past chair

Eileen Klein (AZ)
Dene Kay Thomas (CO)
Jude Hofschneider (CNMI)
David Lassner (HI)
Rick Aman (ID)
Barbara Damron (NM)
Frederick Lokken (NV)
Camille Preus (OR)
James Hansen (SD)
Dave Buhler (UT)
Don Bennett (WA)

Commissioners Absent

Stephanie Butler (AK)
Dianne Harrison (CA)
Franke Wilmer (MT)
Karla Leach (WY)

Chair Clayton Christian called the meeting to order. He asked Elizabeth Golder to call roll. A quorum was confirmed.

ACTION ITEM

Approval of the February 27, 2018 Executive Committee Teleconference Minutes

Chair Christian called for the approval of the February 27, 2018 Executive Committee teleconference minutes. Commissioner Hansen moved to approve the motion and Commissioner Sullivan seconded. The motion was approved unanimously.

Chair Christian asked Joe Garcia to report on the next agenda item.

WICHE Statement of Positions Regarding the Reauthorization of the Higher Education Act (HEA)

Garcia noted that the WICHE statement had been shared with the commission and the action item had been approved to proceed during the February 27, 2018 Executive Committee Teleconference. A few minor issues had arisen related to the statement of position. During a conference call on March 19, 2018, commissioners Pollet, Bennett, chair Christian, president Garcia, WICHE policy and research vice president Michelau, and WCET policy and analysis director Poulin discussed the points in question. Poulin succinctly framed a revision to the last two bullet points of Position #4 of the WICHE statement of principles and positions related to the Reauthorization of the Higher Education Act:

Original:

For the short-term, until the new process to handle innovations is implemented

- Maintain the current definition of distance education with the exception noted below.
- Add a definition of CBE to allow financial aid to be provided to students studying in that mode.

- Replace the “regular and substantive interaction” definition as it is focused on process. Instead, implement a set of safeguards focused on outcomes that will protect students and curtail financial aid fraud.

Revised:

For the short-term, until the new process to handle innovations is implemented:

- Maintain the current definition of distance education with the exception noted below.
- Regarding the definitions of “regular and substantive interaction” and “competency-based education” (CBE), seek new language that serves the dual purpose of:
 - Protecting students and curtailing financial aid fraud
 - Allowing federal financial aid to be provided to students enrolled in CBE programs

Chair Christian added that any changes to the WICHE Statement of Positions regarding the Reauthorization of the Higher Education Act should be addressed at the May Commission Meeting. Commissioner Thomas noted that congressional staffer Bob Moran said the bill is being held up by legal concerns and if the HEA bill does not pass by May 2018, it will be delayed to the next Congress. Commissioner Klein requested that the titles of positions #3 and #4 be modified to differentiate the types of fraud addressed within the body of each position. Garcia added that the changes will be reviewed internally.

DISCUSSION ITEM
Budget Update for Current and Upcoming Fiscal Year

Garcia noted that the budget was previously shared with the commission in February and that each WICHE unit is doing well financially. He asked Craig Milburn, WICHE chief financial officer, to discuss budget items. Milburn said there exists a small general fund deficit as WICHE awaits dues payments from Guam and New Mexico (partial payment). All units show budgets in positive territory.

John Lopez, WICHE chief administrative officer, then spoke about the upcoming requests for reserve funding to be addressed at the May Commission Meeting:

Anticipated cost

- Student Access Program database updates: \$180,000
- PSEP database updates: TBD
- Accounting systems database upgrade has been analyzed and we await more details from the vendor
- WICHE Website upgrade: \$98,000
- Salesforce enhancements: \$60,000
- Market analysis of salaries: TBD

Garcia stated that some significant contracts for the Mental Health unit are pending with the Veterans Administration; the Native-Serving Institutions grant is underway; and the Gates Foundation is considering offering new and significant funds to WCET.

DISCUSSION ITEM
Preliminary Agenda for the May 7-8, 2018 Commission Meeting

Garcia said the WICHE May 2018 Commission Meeting agenda continues to evolve with a few exciting components. Thanks to Chair Christian for his support in having Governor Steve Bullock join us on May 7 as our lunchtime presenter. Additionally, Christian was instrumental in arranging our May 7 evening excursion on the Silver Cloud Train, donated by the Dennis and Phyllis Washington Foundation.

There is an exciting roster of speakers lined up for the Commission Meeting including Terry W. Hartle, senior vice president, Division of Government and Public Affairs, American Council on Education (ACE). Garcia asked the commission members to make their travel arrangements to Missoula, Mont. as soon as reasonably possible in order to get the best rates for airfare and to make sure that WICHE staff can arrange for the appropriate number of rooms.

No new business concerns were raised, and Chair Christian adjourned the meeting.

Monday, May 7, 2018

9:00 - 9:30 a.m.
Garden City Ballroom

Committee of the Whole – Call to Order

Call to order and welcome: Clayton Christian, WICHE Chair

Introduction of new commissioners and guests 2-3



Approval of the November 9-10, 2017,
Committee of the Whole meeting minutes 2-4

Report of the chair

Report of the president

Updates from self-funded units:

- Michael Abbiatti, vice president, Educational Technologies
- Dennis Mohatt, vice president, Behavioral Health
 - Mental Health Program Summary of Active Projects: March 2018 2-9

Recess until 8:30 a.m., May 8, 2018

New Commissioners



Rick Aman was selected in December 2017 as inaugural president of College of Eastern Idaho, Idaho Falls, created by citizen vote in May 2017. Previously Aman had been president of Eastern Idaho Technical College since July 2015 and interim vice president of student services at Umpqua Community College. He was vice president of instruction and student affairs at the College of Western Idaho from 2008-12: Aman led the then-startup CWI in instruction, curriculum development, and student affairs areas. Aman's community college administration career began in 1992 at Portland Community College with 16 years of teaching and administrative responsibilities at various campuses around Portland. Originally from Oregon, Aman was commissioned as a U.S. Air Force officer after college and spent four years as an active duty pilot before returning to the Portland area as an Air Force Reserve instructor pilot. He retired as a lieutenant colonel with 21 years of service and 5,000 flight hours. Aman has a doctorate in community college leadership from Oregon State University, a master's in business administration from Golden Gate University, and a bachelor of science in education from Western Oregon University. Aman and his wife of 39 years, Linda, have two grown sons living in Portland.



Gillian Barclay is a health care industry specialist in the Nevada Governor's Office of Economic Development. She serves as the lead expert for Nevada health sector expansion and investments for economic development. Previously she was vice president of the Aetna Foundation, where she led the development and execution of the foundation's strategies and funding investments. She also has been advisor for health systems strengthening at the Pan American Health Organization, and evaluation manager for health programs at the W.K. Kellogg Foundation. Barclay is a recognized expert in policy, health, and human development in the United States and low- and middle-income countries. She is a member of expert roundtables at the National Academy of Medicine, and has taught at the University of Nevada, the Harvard School of Public Health and the City University of New York. She has conducted research at the Dana Farber Cancer Institute, the Brigham and Women's Hospital, the Channing Laboratory, and the Harvard School of Public Health. Barclay holds a doctorate in public health from Harvard University and a master of public health from the University of Michigan. Her doctorate of dental surgery was earned at the University of Detroit Mercy, and she completed her practice residency at New York Hospital.



Dr. Thomas L. (Les) Purce is president emeritus of The Evergreen State College, from which he retired in 2015 after 17 years of service in that position. The Evergreen State College is known for its innovative approach to interdisciplinary study in the arts and sciences, and for its commitment to equity, inclusiveness, and social justice. It is a higher education leader in environmentally sustainable practices. Previously, Purce served in senior administrative positions at Idaho State University and as a vice-president at Washington State University. Purce is a third-generation Idahoan whose family arrived in Idaho in the early 1900s. He was the first Black elected official in the state of Idaho, serving as a Pocatello city councilmember and then as mayor. After that, he served first as director of the Idaho Department of Administration and later, director of the Department of Health and Welfare. In the private sector, he served as a partner and chief operating officer of Power Engineers in Hailey, Idaho.

ACTION ITEM

Minutes of the Committee of the Whole

Session I: Call to Order

Thursday, November 9, 2017

Commissioners Present

Patricia Sullivan (NM), chair
Clayton Christian (MT), vice chair
Jeanne Kohl-Welles (WA), immediate past chair

Susan Anderson (AK)
Stephanie Butler (AK)
Chris Bustamante (AZ)
Christopher Cabaldon (CA)
Dianne Harrison (CA)
Francisco Rodriguez (CA)
Kim Hunter Reed (CO)
Antwan Jefferson (CO)
Dene Thomas (CO)
Carol Mon Lee (HI)
Colleen Sathre (HI)
Tony Fernandez (ID)
Matt Freeman (ID)
Franke Wilmer (MT)
Chester Burton (NV)
Fred Lokken (NV)
Barbara Damron (NM)
Mark Hagerott (ND)
Nick Hacker (ND)
Ryan Deckert (OR)
Hilda Rosselli (OR)
Robert Burns (SD)
James Hansen (SD)
Mike Rush (SD)
Carmen Fernandez (U.S. Pacific Territories
and Freely Associated States – CNMI)
Vincent Leon Guerrero (U.S. Pacific Territories
and Freely Associated States – Guam)
Dave Buhler (UT)
Peter Knudson (UT)
Don Bennett (WA)
Gerry Pollet (WA)
Fred Baldwin (WY)
Karla Leach (WY)
Laurie Nichols (WY)

Commissioners Absent

Eileen Klein (AZ)
Jude Hofschneider (U.S. Pacific Territories and Freely
Associated States – CNMI)
David Lassner (HI)
Julie VanOrden (ID)

Pat Williams (MT)
Ray Holmberg (ND)
Mark Moores (NM)
Camille Preus (OR)
Patricia Jones (UT)

WICHE Staff

Mike Abbiatti, vice president for educational technologies and
WCET executive director
Candy Allen, senior graphic designer
Sommer Aly, administrative assistant
Peace Bransberger, senior research analyst
Margo Colalancia, director, Student Exchange Program
Ken Cole, director of operations, Mental Health Program
Laura Ewing, administrative manager, Policy Analysis and
Research
Colleen Falkenstern, research coordinator, Policy Analysis and
Research
Joseph Garcia, president
Elizabeth Golder, executive assistant to the president and to
the commission
Hannah Koch, research and technical assistance associate,
Mental Health Program
Patrick Lane, director of data initiatives, Policy Analysis and
Research
Sarah Leibrandt, research analyst, Policy Analysis and Research
John Lopez, special assistant to the president, chief
administrative officer, and director, W-SARA
Demarée Michelau, vice president, Policy Analysis and
Research
Craig Milburn, chief financial officer
Jere Mock, vice president, Programs and Services
Dennis Mohatt, vice president, Behavioral Health
Kim Nawrocki, administrative assistant, Programs and Services
Christina Sedney, policy analyst, Policy Research and Analysis
Pat Shea, director, Academic Leadership Initiatives, Programs
and Services
Jeremy Simon, director, Strategic Communications
Tara Torline, director, Human Resources
Liza Tupa, director of education and research, Mental Health
Program
Darlene Williams, administrative assistant, Mental Health
Program

Guests and Speakers

Janine Davidson, president, Metropolitan State University of Denver

John Hickenlooper, governor, State of Colorado

Patricia Limerick, faculty director and chair, Center for the American West, University of Colorado Boulder

Thomas A. Saenz, president and general counsel, Mexican American Legal Defense and Educational Fund (MALDEF)

Charles H. Smith, regional administrator-Region VIII, Substance Abuse and Mental Health Services Administration, U.S.

Department of Health and Human Services

Sasha Strong, legislative policy assistant, Colorado Department of Higher Education

Chair Patricia Sullivan called the meeting to order and welcomed commissioners and staff to the meeting.

President Garcia introduced Janine Davidson, president of Metropolitan State University Denver, who welcomed all to the campus.

President Garcia introduced newly appointed commissioners:

- Stephanie Butler, Alaska
- Francisco Rodriguez, California
- Antwan Jefferson, Colorado
- Carmen Fernandez, CNMI
- Vincent Leon Guerrero, Guam
- Chester Burton, Nevada
- Nick Hacker, North Dakota
- Fred Baldwin, Wyoming
- Laurie Nichols, Wyoming

Action Item

Approval of the May 22, 2017, Committee of the Whole Meeting Minutes

Chair Sullivan called for a vote to approve the May 22, 2017, Committee of the Whole meeting minutes. Commissioner Damron moved to approve the minutes. The motion was approved unanimously.

Report of the Chair

Chair Sullivan noted that the New Commissioner Orientation was well planned and offered her thanks to the staff for their contributions. She also recognized the focus that both President Garcia and John Lopez have done to review operational processes. Demarée Michelau was congratulated for her taking on the role of vice president of the Policy and Research unit with vision and enthusiasm. Sullivan noted that the commission did approve the revised bylaws in a past executive committee meeting. However, the bylaws require that revised bylaws must be sent within the call to the meeting, but were not included. Therefore, we will bring them to a vote at the May 2018 Commission Meeting.

Report of the President

Garcia began by asking WICHE staff in attendance to introduce themselves. Garcia mentioned that the New Commissioner Orientation was one of the largest, with nine new members, and encouraged established commissioners to engage with the new members. Garcia asked commissioners to confer on their committee assignments and give changes to Elizabeth Golder. At the 2017 retreat, commissioners determined that we would increase outreach especially to institutions that serve our fastest-growing demographic, the Latino student population. Garcia has engaged with the Hispanic Association of Colleges and Universities (HACU), making a presentation at their annual meeting last fall along with Commissioner Cabaldon and former Commissioner Martinez. In October 2017, Garcia presented at the Excelencia in Education annual conference in Washington, D.C. Garcia has also been asked to serve on a national panel of experts for the National Conference of State Legislatures on a multi-year project to review inconsistent educational and licensure requirements that limit the ability of licensed professionals to move freely from state to state. He also serves on the advisory panel of the Education Commission of the States (ECS) Strong Start to Finish (STTF) initiative. STTF works toward improving the number and proportion of low-income and students of color who complete first-year English and math courses and proceed to degree completion. Garcia also was named by Complete College America as a Fellow who will work with institutions and systems to identify ways to aid students in college completion despite myriad barriers. Lastly, he serves on the advisory board of the Research for Action and the Center for Law and Social Policy national working group, which works to develop outcomes-based funding models with an equity focus. The mayor of Denver asked Garcia to chair a newly

created National Western Authority to lead a ten-year, \$1 billion effort to rebuild the stock show and grounds in partnership with the Western Stock Show Authority and Colorado State University with a focus on educational programs (agriculture, environmental research, water quality, etc.). He reviewed his travel within the Western region and has visited 14 of our member states. He closed stating that improvements to internal processes, equipment, and business functions will help support the professionals in the field that WICHE serves. The vice presidents of WCET and Mental Health, WICHE's self-funded units, report following the report of the president.

Michael Abbiatti, vice president for educational technologies and WCET executive director

Abbiatti said WCET is the national leader in technology-enhanced education, and that they are in a strong financial position and have grant-funded initiatives. WCET convenes two meetings annually focusing on the practice, policy, and impact of educational technologies on higher education and currently has 370 members. They do not plan to exceed a member capacity of 500 this year but do expect to hit that number by 2020. WCET is working on a national effort of the U.S. Department of Homeland Security to inform institutional leaders about cybersecurity threats to colleges and universities in a series of state exercises for CEOs and CIOs. North Dakota is the first state to participate in this initiative. Colorado is slated to be the next participating state in 2018.

Dennis Mohatt, vice president for behavioral health

Mohatt said that since 1976, the Mental Health unit has been self-funded and receives dues of \$15,000 from each of 14 WICHE member states. (The dues amount has not changed since 1976.) The unit had 12 active projects in those states this past year. Commissioners Ray Holmberg and Jude Hofschneider serve on the unit's Mental Health Oversight Council as ad hoc members. The unit does sole-source contracts with member states and respond to requests for proposals. Among the unit's largest contracts is in Arizona, an \$800,000 contract that supports the states' adoption of evidence-based practices for institutions that treat people with serious mental illness. The WICHE Mental Health Unit provides fidelity review on this project and follows up with a total quality improvement process to identify and correct deficiencies. The unit's psychology internship program is highly successful, and graduates have tended to remain in the states in which they do their internships. The unit is working on suicide-prevention projects in conjunction with the Veterans Administration in rural areas of Colorado. The unit's Suicide Prevention Toolkit has recently been updated, with many states having purchased these, usually for use in primary-care practice.

Report of the Nominating Committee

The entire commission had been asked to submit nominations for WICHE officer positions and those nominations were received and considered by the Nominating Committee. On Friday, October 27, members of the nominating committee, including committee chair Jeanne Kohl-Welles and Eileen Klein, participated in a teleconference; committee member Christopher Cabaldon was not on the call. Others on the call were Joe Garcia, WICHE president, and Elizabeth Golder, WICHE executive assistant to the president and commission.

The purpose of the call was to consider all nominees put forth by commissioners and select a nominee for the role of 2018 vice chair of the commission. The vice chair is expected to move into the role of commission chair in 2019. Kohl-Welles, Klein, and Garcia discussed recommendations and agreed upon a proposed nominee whose name was later shared with Commissioner Cabaldon by email. Senator Ray Holmberg was their nominee to serve as WICHE vice chair. The WICHE Nominating Committee recommends a vote by the full commission to consider Ray Holmberg as the candidate to serve as vice chair for 2018.

The Committee of the Whole went into recess until Friday, November 10, 2017.

ACTION ITEM

Minutes of the Committee of the Whole

Session II: Business Session Thursday, November 10, 2017

Report and Recommended Action of the Executive Committee

Chair Patricia Sullivan called the meeting to order and reported that the Executive Committee met Thursday, November 9, 2017. She said President Joe Garcia reviewed the meeting schedule and the proposed future dates for commission meetings, and noted that a commission-wide vote on the revised bylaws would take place in May 2018. She said the committee heard a brief presentation from Chief Administrative Officer John Lopez introducing a request for reserve funds to be made at a subsequent meeting, to be used for strategic internal WICHE improvements including information technology upgrades, accounting systems upgrades, Customer Relations Management system (CRM) upgrades, and grants management.

Sullivan reported that during the closed session of the Nov. 9 Executive Committee meeting, they discussed the progress of President Garcia's performance objectives and plan for his annual evaluation.

Report and Recommended Action of the Audit Committee

Immediate past chair Jeanne Kohl-Welles provided a report of the October 27, 2017 teleconference call with auditor RubinBrown. In attendance for that meeting were committee members Jeanne Kohl-Welles (WA), Tony Fernandez (ID), Clayton Christian (MT), Don Bennett, (WA), Joe Garcia, Craig Milburn, Elizabeth Golder, and Cheryl Wallace of RubinBrown. Wallace noted that this was a "clean audit... and there were no disagreements with management." There were no concerns found in the financial statements, but there existed a non-material concern that WICHE comply with all federal procurement requirements. Kohl-Welles said WICHE has followed this advice and is now fully compliant. Commissioner Kohl-Welles moved to approve the FY 2017 audit report. Commissioner Harrison seconded the motion. The motion was approved unanimously.

Report of the Programs and Services Committee

Chair Sullivan called on Commissioner Matt Freeman to report on the Programs and Services Committee. Freeman moved to approve an action item earlier approved by the committee authorizing staff to seek \$900,000 in grant funding from Lumina Foundation for a new initiative titled, "Reducing the Postsecondary Attainment Gap for American Indians and Alaska Natives: Linking Policy and Practice." Commissioner Deckert seconded the motion and it was approved. The committee reported on several initiatives being undertaken by staff, including the elimination of the requirement that an academic program must be "distinctive" in order to participate in WRGP, and further eliminating the five-program cap for WRGP programs. WUE enrollment increases were also reported. Additionally, the Student Exchange Programs and Academic Leadership Initiatives are in the process of developing web, CRM and marketing strategies to improve outreach, efficiencies, market reach, awareness-building, and student service.

Report of the Policy Analysis and Research Committee

Chair Sullivan called on Commissioner Christopher Cabaldon to report on the Policy Analysis and Research committee. The WICHE resolution on the Deferred Action for Childhood Arrivals (DACA) was an action item within the committee; Commissioner Cabaldon made a motion to transfer the item to the Executive Committee for further follow-up on resolution; Christian seconded, and the motion was passed.

Cabaldon moved to approve amending the FY 2018 Workplan to include four proposed projects. Cabaldon moved to approve the action item, "Exploratory Research into Programs Designed to Increase Postsecondary Attainment in Idaho," a project designed to help Idaho examine ways to reduce equity gaps via policy improvements at the state level. Commissioner Buhler seconded the motion and it was approved.

Commissioner Mark Hagerott moved to approve the action item to pursue development of a resource related to a regional Integrated Postsecondary Education Data System (IPEDS) Partnership. [WICHE received a request to investigate interest in the partnership from the Washington Student Achievement Council to establish an unadulterated data library, for which WICHE

would survey state agencies to ascertain interest in participation.] Commissioner Susan Anderson seconded the motion and it was approved.

The committee expressed strong enthusiasm for further exploration of Scaling Technology-Assisted Skill-Building in Rural Areas; and Evaluation and Research Partnerships, a proposed effort for WICHE to examine successful, scalable models to share among western states. Commissioner Cabaldon moved to approve the action item to seek funding for this project, and Commissioner Hagerott seconded. The motion was approved.

Commissioner Cabaldon reported on the action item Evaluation and Research Partnerships, designed to solicit commission interest in establishing research partnerships following the Institute of Education Sciences (IES) guidelines. Commissioner James Hansen moved to approve the action item. Commissioner Damron seconded the motion and it was approved.

Report on the Legislative Advisory Committee Annual Meeting

Chair Sullivan called on Commissioner and LAC member Gerry Pollet to report on the Legislative Advisory Committee (LAC) annual meeting that convened Sept. 18-20, 2017 in Park City, Utah. Fifteen legislators from 11 states participated, several of whom were new and four of whom were WICHE commissioners. The theme of the meeting was "Demographic Change in the West: Choices, Challenges, & Opportunities." Commissioner Pollet noted that he and the chair of the Senate Higher Education committee from Hawai'i have been sharing information about affordability, as tying affordability into the discussions about demographics was particularly relevant. Free college was also a topic of discussion, as was open educational resources, and the cost and price of distance education. There exist several LAC vacancies (California, Montana, and Utah), and WICHE staff will contact commissioners to make appointments.

Report and Recommended Action of the Nominating Committee

Committee chair Kohl-Welles reported that on August 1, 2017, WICHE circulated a memorandum calling for feedback from WICHE commissioners to nominate the 2018 WICHE vice chair. The results of the committee feedback called for the nomination of Clayton Christian, chair; Ray Holmberg, vice chair; and Patricia Sullivan, immediate past chair.

DISCUSSION ITEM

Update on WICHE's budget

Craig Milburn, WICHE chief financial officer, reported that each of the four major units ended the 2017 fiscal year with a surplus resulting in the addition of \$326,379 to general fund reserves. This continues a trend of WICHE ending a fiscal year financially stronger than the previous year. Our positive position was due, in part, to WICHE staff members' continuing success of obtaining grants and contracts, realizing revenue from indirect cost recovery, and increasing organizational operational efficiency.

John Lopez, chief administrative officer, shared WICHE key metrics, one of which revealed that WICHE reserves were approximately 100 percent of budgeted expenses. He shared that given the strong history of reserves available for dedication and potential opportunity for strategic investments, Administrative Services would identify areas of structural debt in need of attention to strengthen WICHE's operational infrastructure for future years. The formal request for reserve funds to address strategic priorities would occur at the May 2018 meeting.

Only the first-quarter financials of fiscal year 2018 were available during the November 2017 commission meeting; however, staff review of actual revenue and expenses were consistent with budget.

ACTION ITEM

Election of chair, vice chair, and immediate past chair as the 2018 officers of the WICHE Commission

Commissioner Carmen Fernandez moved approval of the following 2018 WICHE officers: Clayton Christian of Montana as chair, Ray Holmberg of North Dakota as vice chair, and Patricia Sullivan of New Mexico as immediate past chair. Commissioner Burns seconded the motion. The motion was approved.

Chair Sullivan and President Garcia recognized the service of retiring commissioner and immediate past chair Jeanne Kohl-Welles. Garcia read a resolution of appreciation for Kohl-Welles and her 11 years of service to the commission.

Sullivan thanked the commission for the opportunity to serve in her capacity as chair, and passed the gavel to incoming chair Christian. Chair Christian called for other business. Hearing none, Christian moved to adjourn the committee of the whole business session.

WICHE Mental Health Program Summary of Active Projects: March 2018

Dennis Mohatt, vice president for behavioral health

(WICHE project lead in parentheses, following the title)

ALASKA

Alaska Psychology Internship Consortium (Deb Kupfer)

The WICHE MHP contracts with the Alaska Department of Health and Social Services (DHSS), Division of Behavioral Health, and the Alaska Mental Health Trust Authority to support the Alaska Psychology Internship Consortium to complete the training of students enrolled at the University of Alaska's Ph.D. program in Clinical-Community Psychology and other psychology doctoral students who wish to train and work in Alaska.

Alaska Psychiatric Institute Technical Assistance (Deb Kupfer)

The WICHE MHP contracts with the Alaska DHSS, Division of Behavioral Health, to provide technical assistance and consultation to the Alaska Psychiatric Institute.

ARIZONA

Arizona Evidence-Based Practices Fidelity Monitoring (Mimi Windemuller)

The WICHE MHP partners with the Arizona Health Care Cost Containment System on fidelity reviews of four evidence-based practices in the Maricopa County public behavioral health system. WICHE supports the Project Lead and three fidelity reviewers.

Arizona Mercy Maricopa Evidence Based Practices (Deb Kupfer)

The WICHE MHP collaborates with Mercy Maricopa Integrated Care to provide trainings, education, and guidance on evidence-based practices (EBPs) and fidelity tools to ensure provider staff offer high-quality EBPs consistent with identified protocols.

Arizona Mercy Maricopa Training (Deb Kupfer)

WICHE MHP collaborates with Mercy Maricopa Integrated Care to develop a training academy to increase workforce expertise by implementing training strategies for three evidence-based practices: Trauma-Focused Cognitive Behavioral Therapy, Transition to Independence Model, and Cognitive Behavioral Therapy for Substance Abuse.

COLORADO

Colorado Suicide Prevention Toolkit for Rural Primary Care—Training (Liza Tupa)

The WICHE MHP completed an update of the Suicide Prevention Toolkit for Rural Primary Care and associated patient management tools using funding from the Colorado Department of Public Health and Environment. The WICHE MHP will be providing toolkit trainings in Colorado over the next several months.

HAWAII

Department of Education: Recruitment, Employment, and Facilitation for School-Based Behavioral Health Professionals (Brittany Copithorn)

The Hawai'i Department of Education continues to contract with WICHE MHP to provide marketing, recruitment, screening, and referral services for behavioral health professionals to fill public school vacancies across the Hawaiian Islands.

Hawai'i Internship Program (Liza Tupa)

The WICHE MHP continues to assist the state of Hawai'i in the development and operation of an ultimately accredited psychology internship consortium. A primary program goal is to increase the number of psychologists in Hawai'i and build the state's behavioral health workforce. Three Hawai'i state agencies—the Department of Education, Department of Health, and Department of Public Safety—provide funding to support the WICHE MHP's development and operations of the Hawai'i Internship Program.

Hawai'i Children's and Adolescent Mental Health Division Quality Improvement Review (Ken Cole)

The Hawai'i Department of Health, Children's, and Adolescent Mental Health Division retained the WICHE MHP to review its quality-improvement processes across four domains: program monitoring, clinical quality, billing compliance, and customer and

client service. Five other states will be identified and best practices from the states—along with recommendations for improving quality reporting, analysis, and communication to strengthen client care—were provided to the division.

IDAHO

Idaho Adult Mental Health Needs and Gaps Assessment (Liza Tupa)

The WICHE MHP is assessing services available in Idaho for adults with serious mental health needs, identifying gaps in the continuum of services, and making recommendations to close identified gaps. The study also includes an assessment of the status of WICHE MHP recommendations made in 2008 as part of the Idaho Behavioral Health System Redesign Study.

Southeast Idaho Behavioral Health Planning (Ken Cole)

The WICHE MHP is working with several organizations in Southeastern Idaho, including the Portneuf Health Trust, to identify community behavioral health needs and document gaps in available programs and services. The WICHE MHP is also assisting with the strategic and operational planning needed to launch a crisis center and a transitional housing center.

NEVADA

Nevada Psychology Internship Program (Alyssa Gilden)

The Nevada Division of Public and Behavioral Health, the Nevada WICHE, and the WICHE MHP provide support and funding for the ongoing development and operations of the Nevada Psychology Internship Consortium, which aims to increase the number of psychologists in Nevada and build the state's behavioral health workforce.

OREGON

Oregon Psychology Internship Program (Dennis Mohatt)

The WICHE MHP continues to assist the Oregon State Hospital Psychology Internship Training Program by providing support for the internship website.

SOUTH DAKOTA

South Dakota IMPACT Fidelity Reviews (Hannah Koch)

The WICHE MHP is developing a quality assurance scale for the South Dakota Department of Social Services, Division of Behavioral Health, for use in evaluating the fidelity of the evidence-based practice Individualized Mobile Programs of Assertive Community Treatment (IMPACT) program.

UTAH

Utah Psychology Internship Program (Hannah Koch)

The WICHE MHP is working with partner agencies in Utah to develop a doctoral psychology internship consortium. The WICHE MHP will facilitate the development of the program, help ensure the program meets American Psychological Association accreditation standards, and assist with the accreditation process.

WASHINGTON

Washington SAMHSA Data Consultant (April Hendrickson)

The Washington Health Care Authority (HCA) retained the WICHE MHP to serve as a Substance Abuse and Mental Health Services Administration (SAMHSA) Data Consultant. The WICHE MHP conducted quantitative and qualitative research, as well as technical assistance to HCA. The ultimate goal of the project was to recommend on how HCA can best meet SAMHSA's reporting requirements to maximize use of existing data while minimizing the burden on behavioral health providers.

MULTI-STATE PROJECTS

Rural Veterans Suicide Prevention (Gina Brimner)

WICHE collaborates with the Denver-based federal Veterans Administration/Mental Illness Research, Education, and Clinical Center to develop and pilot-test a veterans suicide-prevention program for rural communities. The initial pilot site is the San Luis Valley of Colorado. During FY19, the program will expand to include two new pilot sites.

Western States Decision Support Group (WSDSG)-Annual Membership Program (April Hendrickson)

Since 1985, WICHE has been managing the WSDSG, an information-sharing network for behavioral-health data and evaluation staff and managers from WICHE states and territories. WICHE manages monthly conference calls to discuss emerging issues in behavioral health data and system evaluation and provides ongoing support to WSDSG members. WICHE also organizes an annual meeting with training and presentations for WSDSG members to stay apprised of developments and best practices in the field of behavioral health data and evaluation. Funding is based on an annual membership fee of \$6,000.



Monday, May 7, 2018

9:30 - 10:45 a.m.

Garden City Ballroom

**Plenary Session I:
Meeting Workforce and Society Needs: Strategies from Montana**

Like many rural Western states, Montana faces demographic, economic, and workforce challenges. The average age of its population is increasing, and the pipeline of high school graduates is slated to diminish. Major statewide workforce shortages loom—yet many of these jobs either require degrees or specialized credentials, or are located in rural parts of the state that face declining population. And a considerable pool of Montana adults have some college experience but no degree, warranting an approach that helps residents flexibly and conveniently build on education and skills already achieved to rapidly achieve those credentials.

Montana has embarked on an innovative effort to address these challenges. The Montana University System has leveraged internal resources and large federal investments to align data and strengthen partnerships with other state agencies to create a cohesive workforce-development pipeline. The Montana Department of Labor & Industry, in collaboration with the Montana University System and Montana employers, has built momentum by braiding college learning with traditional technical instruction, and by developing apprenticeships in new occupational fields.

Session Goals:

- Show how a WICHE member has been comprehensively targeting workforce shortages, while addressing other imperatives felt by many Western states
- Engage commissioners in discussion about how they are addressing workforce demands in their states

Facilitator:

Clayton Christian, Commissioner of Higher Education, Montana University System

Speakers:

Galen Hollenbaugh, Commissioner, Montana Department of Labor & Industry
Erik Rose, Director of Workforce Information and Initiatives,
Montana University System

Biographical Information on the Facilitator and Speakers:

WICHE Commission Chair **Clayton Christian**, appointed to the WICHE Commission in 2010, has served as Montana’s commissioner of higher education since January 2012. Christian served six years as a member and chairman of Montana’s Board of Regents of Higher Education before assuming the chief administrative leadership post in the Montana University System. He serves on the SHEEO executive committee and chairs its federal relations committee, in addition to serving on the NASH Board of Directors. His previous business experience includes title insurance and escrow services, real estate sales and development, commercial land ownership, and management. Christian’s private-sector executive experience includes ownership of the Stewart Title of Missoula and partnering with Stewart Title Guaranty to open title companies in nine Montana communities. Christian has also served as district manager for Stewart Title Guaranty overseeing agency

relationships in Montana, Idaho, and Wyoming. He is a graduate of the University of Montana with a bachelor's degree in business administration with emphasis in finance and management, and he has pursued advanced studies in economics.

Galen Hollenbaugh has been working for the State of Montana for over 20 years and has been with Montana Department of Labor & Industry since 2012, most recently as commissioner. A Missoula native, Hollenbaugh received a bachelor's degree in political science and a master's of public administration from the University of Montana. In addition to his tenure with multiple state agencies, Hollenbaugh also served four terms in the Montana House of Representatives, representing the south central area of Helena.

Erik Rose is the director of workforce information and initiatives for the Montana University System. Rose is involved in many statewide initiatives such as the implementation of Complete College America's Game Changers, High Impact Practice efforts, civil rights compliance, and partnerships that span from K-12 to workforce. He is highly engaged with Montana's Career and Technical Education efforts and spends much of his time working on Carl D. Perkins related activities. He was the chief information officer for RevUp Montana, a \$25 million U.S. Department of Labor Trade Adjustment Assistance Community College and Career Training project, and collaborated with economists from the Montana Department of Labor & Industry to create a comprehensive workforce supply and demand report. Prior to working at the office of the Commissioner of Higher Education, Rose spent four years on the Japan Exchange and Teaching (JET) Program teaching English and promoting cultural awareness in Montana's sister state of Kumamoto, Japan.

Monday, May 7, 2018

11:00 a.m. - 12:15 p.m.
Garden City Ballroom

Plenary Session II: A Federal Perspective on Budget, Policy, and Higher Education

The federal Higher Education Act, which governs key aspects of our national higher education framework and its financing, has been slated for reauthorization by Congress in the 2018 legislative session. In February WICHE members voted to support common principles [see page 4-3] related to issues such as data-sharing, federal/state partnership, and balancing innovation with student focus and relevant safeguards, among others. Yet predicting the trajectory of this legislation is a formidable errand in this turbulent political environment.

The Higher Education Act reauthorization process is one key lens through which to see federal higher education priorities and pain points. Yet it is only one lens: substantive higher education discussion and policy prescription occurs daily in Washington, and their implications greatly influence the actions and strategies of states and institutions. In this session, we will hear from one of America's most effective and experienced advocates for higher education on a national level, in a discussion facilitated by a WICHE-region higher education system leader with a significant stake in the outcomes of federal discussions on budget, policy, and higher education.

Session Goals

- Discuss the impact and implications of recent discussions regarding the Higher Education Act
- Gain a deeper view of higher education circumstances as seen through a national legislative lens

Facilitator:

Dave Buhler, Commissioner of Higher Education, Utah System of Higher Education

Speaker:

Terry W. Hartle, Senior Vice President, Government Relations and Public Affairs, American Council on Education

Biographical Information on the Facilitator and Speaker:

Dave Buhler, appointed to the WICHE Commission in 2012, was named as Utah's eighth commissioner of higher education in June 2012. He is responsible for making recommendations to, and implementing the policies of, the State Board of Regents, the governing board of Utah's eight public colleges and universities. For nearly 12 years prior, he served as associate commissioner for public affairs for the Utah System of Higher Education with responsibility for government and media relations and overseeing the system's strategic priority of participation and outreach. Buhler taught as an adjunct professor of political science at the University of Utah from 1990 to 2006 and was a member of the University of Utah's Board of Trustees from 1999 to 2000. Buhler also served for 12 years as an elected official, including two terms as a member of the Salt Lake City Council (2000-07), and one term as a Utah State Senator (1995-99). From 1992 until 2000 he was an executive in private business with a national testing firm. Additionally, Buhler served eight years in state government including four years as executive director of the Utah Department of Commerce (1989-1992) and as a member of

the staff of Gov. Norman H. Bangerter (1984-89). Buhler earned a Ph.D. in political science at the University of Utah.

Terry W. Hartle is one of America's most effective and experienced advocates for higher education. At ACE, where he has served for more than 20 years, he directs comprehensive efforts to engage federal policymakers on a broad range of issues including student aid, government regulation, scientific research, and tax policy. His work involves representation before the U.S. Congress, administrative agencies, and the federal courts. As an expert voice on behalf of colleges and universities, he is quoted widely in the national and international media on higher education issues. Given ACE's historic role in coordinating the government relations efforts of some 60 associations in the Washington-based higher education community, Hartle plays a central part in developing public policy positions that impact all colleges and universities and oversees the council's external relations functions. Prior to joining the council in 1993, Hartle served for six years as education staff director for the Senate Committee on Labor and Human Resources, then chaired by Sen. Edward M. Kennedy. Prior to 1987, Hartle was director of social policy studies and resident fellow at the American Enterprise Institute, and a research scientist at the Educational Testing Service. Hartle has authored or co-authored numerous articles, books, and national studies and contributes regular book reviews to *The Christian Science Monitor*. Hartle received a doctorate in public policy from George Washington University (DC), a master's in public administration from the Maxwell School at Syracuse University (NY) and a bachelor's degree in history (summa cum laude) from Hiram College (OH). He was awarded an honorary Doctor of Laws degree by Northeastern University. He has received the Hiram College Alumni Achievement Award and has been inducted into the Hiram College Athletic Hall of Fame. He is a member of Phi Beta Kappa.

12:15 - 1:15 p.m.
Big Sky Atrium

Lunch

Special Guest: Steve Bullock, Montana Governor

Biographical Information on the Governor

Montana Governor **Steve Bullock** is a proven leader who has successfully brought people together to get things done for the state of Montana. He is fiscally responsible and shares the values of Montanans. Born and raised in Montana, he works to make Montana stronger for future generations, ensuring that his own three kids—all young Montanans—are able to enjoy the same opportunities afforded to all of us that grew up here. Over the last four years, Bullock has worked with Democrats and Republicans alike to: make responsible decisions about Montana's budget and taxes; make record investments in Montana's public education system; expand healthcare to 90,000 Montanans who need it; bring transparency to Montana's elections; protect Montana public lands and streams and access to them; make strides towards equal pay for equal work for all; strengthen hard-working middle-class families; and foster an economy that allows businesses to create more good-paying jobs.

Western Interstate Commission for Higher Education
(WICHE)

Reauthorization of the Higher Education Act
Statement of Principles and Positions

Adopted: February 28, 2018

Established in 1953, the Western Interstate Commission for Higher Education (WICHE) is a federal compact that was created to promote and facilitate resource sharing, collaboration, and cooperative planning. Today, WICHE has a multifaceted portfolio of research, policy, resource-sharing, and student access programs and priorities. With a mission to expand educational access and excellence for all citizens of the West, WICHE's 16 members include: Alaska, Arizona, California, Colorado, Hawai'i, Idaho, Montana, Nevada, New Mexico, North Dakota, Oregon, South Dakota, Utah, Washington, Wyoming, and entities (including Guam and the Commonwealth of the Northern Mariana Islands) under the auspices of the U.S. Pacific Territories and Freely Associated States. The largest of the country's four geographical regions in terms of land mass, the West serves over 25 percent of the nation's postsecondary students. The region's population is increasing while also growing more diverse. As such, with its independent and innovative tradition and spirit, the West will be central to the future of higher education and America's talent pipeline.

Originally passed in 1965, the Higher Education Act intended to "strengthen the educational resources of our colleges and universities and to provide financial assistance for students in postsecondary and higher education".¹ The most recent reauthorization of the Higher Education Act (then renamed the Higher Education Opportunity Act) occurred in 2008, and so revisiting the law is well overdue. As the U.S. Congress prepares to reauthorize this significant legislation, WICHE encourages Congress to reaffirm the original intent of the law—providing access to higher education—and submits a set of principles and positions for consideration in this effort.

The five positions outlined below are guided by the following principles:

- **Principle 1. States and territories, including the postsecondary systems and institutions within them, are significant partners in ensuring access to high-quality higher education for all students, and in ensuring accountability of our nation's postsecondary enterprise; as such, they have a unique and critical role to play in the higher education policymaking process.**
- **Principle 2. As solutions to our nation's higher education challenges and problems are considered for adoption and implementation, the focus should be on how to support positive outcomes for all students, including protecting students and taxpayers from fraud.**
- **Principle 3. Higher education policy decisions should be informed by data, rigorous research, and evidence.**

¹ Pub. L. No. 89-329.

With these principles in mind, WICHE has adopted the following five positions related to issue areas in which WICHE has deep experience and expertise:

- **Position 1. Actionable Data and Information are Key to Better Outcomes for Students and any Data System(s) Must be Developed Carefully**
- **Position 2. The Time has Come to Create a Federal-State Partnership for Enhancing Affordability**
- **Position 3. The Federal Financial Aid System Should Support Positive Student Outcomes, Be Navigable, and Reduce Fraud and Abuse**
- **Position 4. Innovations are the Future in Higher Education, but Efforts Should be Made to Protect Students and Reduce Fraud**
- **Position 5. Student Protection Should be the Top Priority When Adopting Regulations Regarding the State Authorization of Out-of-State Students**

Position 1. Actionable Data and Information are Key to Better Outcomes for Students and Any System(s) Must be Developed Carefully

The federal government facilitates the development of data and information about the effectiveness of postsecondary education through three main approaches. First, institutions are required to submit aggregated data to the Integrated Postsecondary Education Data System (IPEDS) as a condition of participation in federal financial aid programs. Second, the Department of Education also collects student-level data on students who participate in federal financial aid programs. Third, the federal government has provided substantial funds to states to create longitudinal data systems linking together their own individual-level education and employment data systems. As an overlay to this context, the federal government is legislatively prohibited from creating a comprehensive student-level data system.

These data resources have important gaps that limit their utility. IPEDS has generally only considered first-time, full-time students in its required reporting (although this is changing with the recent Outcome Measures survey), which leaves out an increasing number of students. Additionally, IPEDS data, which are aggregated at the institution-level, can be difficult to use as a tool for state policy analysis and evaluation. The federal student-level records for students receiving financial aid have been used to create the College Scorecard, but there are meaningful differences between the subset of the population included in these data and the actual population. These data are also difficult to use for state policy analysis and evaluation. State Longitudinal Data Systems, when functioning well, can provide a wealth of information about most students in a state but may have gaps when students or workers cross state lines or when student outcomes are not captured in Unemployment Insurance because of self-employment or military service.

There are numerous ways that Congress could seek to improve the way information (not just data) is developed and used to promote successful outcomes for students and to protect taxpayers' investments in postsecondary education. One proposal that purports to accomplish this is the development of a federal student-level data system, which is currently prohibited by law. **While WICHE remains neutral on whether a comprehensive federal student-level data system should be established, proposals that do not consider the needs of all data stakeholders, including students and their families, institutions, and states, could have grave, unintended consequences.** A federally-led data system is only one of

three potential solutions to the data gaps identified above. In considering solutions, WICHE supports the following principles:

1. **Student privacy and data security must be central considerations.** Data security must be a central consideration in the design, implementation, and use of any data resource and must be able to quickly adapt in the face of new threats or technological advancement. Current concerns about technology infrastructure at the U.S. Department of Education, as an example, would need to be remedied before its data collection authority is expanded. Further, limits on the use of data must be carefully proscribed. This would include strict limits on law enforcement uses, well specified uses, and strong limits on access to identifiable data.
2. **There are multiple potential solutions that would improve the postsecondary data ecosystem, but any such solution must provide actionable information to all data stakeholders, including students and their families, state and federal policymakers, accreditors, and institutional leaders.** There are three potential solutions to existing gaps in the data ecosystem: a privately held system, modeled on the existing National Student Clearinghouse; a state-led system that links together existing state data systems; or a federal system that collects individual-level data from states or institutions. Congress would have to include mechanisms to promote participation in any of these systems, which could range from state incentives to participate in data sharing, to mandates that institutions provide data (similar to the existing mandate requiring participation in IPEDS). Any of these options could use state or federal employment data. Each solution would have to provide data back to institutions at the program level, along with other relevant disaggregations. The private and federal solutions would also have to provide data back to states with custom disaggregations to account for state policy analysis as a crucial use case, as is discussed in greater detail below. WICHE remains neutral on which is the best option and the potential mechanisms for incentivizing participation but has substantial expertise in designing and implementing data infrastructure and can provide additional information and examples of a state-led data exchange.
3. **State policy analysis and state-level use cases must be central considerations of the development of any data resources.** Congress should also recognize the possibility that a poorly designed federal student-level data system could still “crowd out” state data systems while providing limited usability, which would potentially leave the data ecosystem worse off than it currently is. Above all, the data ecosystem must be able to provide data to all stakeholders safely and securely in ways that they can effectively utilize it to improve student outcomes and protect taxpayer investments. Any Congressional action on data collection and use must take into account and facilitate state efforts to use student-level data to support state policy and improvement efforts. Current proposals that allow the federal government to create a comprehensive student-level data system fall well short of this mark by not providing usable information to states.

Position 2. The Time has Come to Create a Federal/State Partnership for Enhancing Affordability

As the U.S. Congress deliberates reauthorizing the Higher Education Act, it should consider entering into an intentional partnership with the states, which serve three-quarters of all students through public higher education and often assist private institutions in promoting affordability. The states and the federal government, together, provide the bulk of public funding for higher education and it simply makes sense for these significant public investments to work in sync through intentional policy efforts.

The U.S. Congress has an opportunity to reintroduce “federalism” into federal higher education policy, a concept which is conspicuously missing today. At a time of heightened public concern about rising costs of postsecondary education, the federal government has surprisingly few tools to directly influence how those prices vary for individuals from diverse backgrounds and in different states. For the three-quarters of all students who attend public institutions, state policies affect how much they pay and how likely they are to achieve their educational aspirations. These policies directly and indirectly impact the “sticker price” of postsecondary education, through state-level appropriations and tuition-setting policies; net prices, through state-funded financial aid programs and other policies that steer institutional investment choices; and student success, through the incentives that state policies create to which institutions respond. Yet federal policies aimed at improving affordability – mainly financial aid programs and tax policies – are uniform across the nation and are intended to influence student behaviors. Other federal investments – for example, the U.S. Department of Labor's Trade Adjustment Assistance Community College and Career Training (TAACCT) grant program and the U.S. Department of Education's First in the World grant, both competitive grants that have not been recently opened for competition – were for institutions. No current, significant federal program seeks to shape state policy choices (previous examples of such efforts include the College Access Challenge Grant and the American Recovery and Reinvestment Act of 2009 (ARRA). **Instead, the federal government should seek to intentionally partner with states through a matching or incentive program that uses a metric for preserving or improving affordability for the students who face the highest financial barriers to accessing and completing a postsecondary education.** Such a program would recognize the critical role states play in setting policies that determine how high those barriers are.

Position 3. The Federal Financial Aid System Should Support Positive Student Outcomes, Be Navigable, and Reduce Fraud and Abuse

In FY 2017, the federal government processed more than 19.1 million Free Applications for Federal Student Aid (FAFSA) forms and provided approximately \$122.5 billion in Title IV aid to over 12.9 million postsecondary students and their families, through a combination of grants, loans, and work-study.² The largest of the grant programs is the federal Pell Grant program, which awards grants to students with demonstrated financial need and does not require repayment at a cost to the federal government of nearly \$27 billion in FY 2017. **This program is critical to the success of our nation's students and support for the program should be maintained or increased.**

² U.S. Department of Education, Federal Student Aid, FY 2017 Annual Report, Washington, DC, 20002, <https://www2.ed.gov/about/reports/annual/2017report/fsa-report.pdf>.

In addition, WICHE recognizes the critical role that colleges and universities play in advancing the academic and financial success of students and likewise supports sensible accountability for institutions. Under consideration in the current reauthorization of HEA are proposals that create institutional risk-sharing, or requirements that institutions bear some responsibility when student default rates go above a certain level. Examples include requiring institutions to repay student loan defaults under certain circumstances, replacing borrower cohort default rates at the institutional level with programmatic repayment rates, and requiring institutions to repay unearned aid when a student withdraws. **When considering proposals that would hold bad actors more accountable, we urge Congress to identify fair policy solutions and ensure that the solutions identified address the problems they are designed to solve without creating undue burden for institutions or holding them responsible for situations they cannot control.**

Further, **WICHE supports actions that simplify applying for or receiving financial aid and making repaying loans more straightforward for students. In particular, in determining a student's financial aid eligibility through the FAFSA process, WICHE supports codifying the determination of a student's eligibility for financial aid based on prior-prior year assessments (a policy change made by the U.S. Department of Education in 2016).**

WICHE also supports efforts to simplify the FAFSA in ways that intentionally complement and take into account the impact of such proposals on state financial aid programs and disbursements. With respect to having federal financial aid work in sync with state level data, it simply makes sense. Today, a number of states actually integrate their state programs with the federal programs, however, this is not universal, and it makes much more sense to have the federal government focus on such alignment rather than expecting 50 different state governments to do so.

Position 4. Innovations are the Future in Higher Education, but Efforts Should be Made to Protect Students and Reduce Fraud

With each passing decade, technologies and teaching innovations have resulted in changes to the traditional educational experience, including for example, introducing new modes of instruction, upending the conventional academic calendar, and reworking faculty roles. What has not changed is our mutual responsibility to ensure that federal financial aid is used for instruction that moves students toward their educational goals while protecting against the fraudulent use of student grants and loans.

Over the years, the U.S. Congress and the federal government have implemented a series of measures related to educational innovations that were aimed at protecting students. Specifically, in response to instances of fraudulent use of correspondence study, federal aid was greatly restricted for correspondence students in 1992. Then, in the 1990s and 2000s, the growth of distance education resulted in several conditions that institutions were required to meet to be eligible to disburse aid to students enrolled in such courses and programs. More recently, with the recent expanded adoption of competency-based education (CBE), some of the safeguards written for correspondence and distance education stand in the way of those students seeking to receive federal financial aid. The U.S. Department of Education Office of Inspector General's Audit Report of Western Governors University (WGU) is a prime example of this problem. That report recommended that WGU return more than \$700

million in federal financial aid because of problems with how they meet the current definitions of “interaction” and “faculty.” The report, however, is focused on process over outcomes. The reviewers, themselves, said that they “did not assess whether the school’s model was improving educational quality or expanding access to higher education.”

Even today, both chambers of Congress continue to struggle with defining CBE and other distance education innovations that have been around for decades. The House and Senate could better spend its time by preparing for future (currently unknown) innovations, rather than pursuing granular definitions that are instantly outdated.

A more flexible, yet rigorous, process for declaring institutional eligibility to offer aid via a new mode of instruction is needed, and the U.S. Department of Education needs increased ability to identify and adapt to instructional innovations.

In making this recommendation, **WICHE acknowledges these basic tenets:**

- **Policy formation lags innovation, and it always will.**
- **Change is inevitable, and new innovations that are not now envisioned are on the horizon.**
- **Students must be protected, and federal financial aid should not be used for non-productive or fraudulent purposes.**

As such, **WICHE recommends long- and short-term solutions. For the long-term:**

- **Create a commission to develop a new process and set of regulations to handle innovations. Rather than waiting for years after an innovation has already become main stream, adopt new processes that allow aid to be used for emerging innovations with clear safeguards.**
- **As a model for regulating innovative modes of instruction, consider a modified version of the medical model for approving drugs and treatments; one in which an innovation can emerge from small scale experiments, to successive medium-scale trials, to final approval for large-scale implementation.**
- **WICHE recognizes that this is a major change to current procedures that needs thoughtful development over time.**

For the short-term, until the new process to handle innovations is implemented:

- **Maintain the current definition of distance education with the exception noted below.**
- **Add a definition of CBE to allow financial aid to be provided to students studying in that mode.**
- **Replace the “regular and substantive interaction” definition as it is focused on process. Instead, implement a set of safeguards focused on outcomes that will protect students and curtail financial aid fraud.**

Position 5. Student Protection Should be the Top Priority When Adopting Regulations Regarding the State Authorization of Out-of-State Students

In the United States, state governments have always been responsible for the approval and oversight of postsecondary institutions offering degrees within their boundaries. In 2010, the U.S. Department of Education added a new requirement regarding federal financial aid eligibility for students enrolled through distance education. In addition to demonstrating that an institution had the authority to offer degrees in its home state, the institution was also expected to provide proof that it had that same authority in every state in which it enrolls students at a distance.

Since being issued, the regulation had been vacated by the federal courts and has undergone a failed negotiated rulemaking process. In December 2016, the U.S. Department of Education issued a new state authorization regulation for distance education that is set to go into effect on July 1, 2018. Although the U.S. Department of Education has made no such statement, it is widely believed that the regulation will be delayed or removed. The House version of a bill to reauthorize the Higher Education Act proposes to completely negate the regulation. The Senate is currently constructing its reauthorization bill and it is unclear what they will propose.

Regarding the state's role in higher education policy, WICHE states staunchly guard their responsibility to authorize and oversee institutions serving individuals within their boundaries. As for the federal government's role, it is reasonable for the U.S. Department of Education to ensure that institutions disbursing federal financial aid are following the laws of the states in which the student is located. Such assurance underscores the need for institutions to comply with state expectations when serving its citizens, as the states have the primary responsibility for protecting students. This assertion should extend beyond distance education to any institutional enrollments in a state. WICHE was at the forefront in developing interstate reciprocity to address these issues and strongly supports the State Authorization Reciprocity Agreement (SARA). **Therefore, to better protect students, WICHE supports a requirement that postsecondary institutions comply with authorization regulations for each state in which it serves students for eligibility to disburse federal financial aid. In addition, the U.S. Department of Education should recognize interstate reciprocity agreements as an acceptable method for an institution to obtain that authorization.**

Monday, May 7, 2018

1:30 - 3:00 p.m.
Garden City Ballroom

Programs and Services Committee Meeting

Committee Members




Eileen Klein (AZ), Committee chair
Carol Mon Lee (HI), Committee vice chair

Stephanie Butler (AK)
Committee chair (AZ)
Francisco Rodriguez (CA)
Antwan Jefferson (CO)
Committee vice chair (HI)
Clayton Christian (MT)
Patricia Sullivan (NM)
Fred Lokken (NV)
Nick Hacker (ND)
Hilda Rosselli (OR)
Mike Rush (SD)
Vincent Leon Guerrero (U.S. Pacific Territories and Freely Associated States/Guam)
Peter Knudson (UT)
Gerry Pollet (WA)
Laurie Nichols (WY)

Agenda

Presiding: Eileen Klein, committee chair

Staff: Jere Mock, vice president, Programs and Services
Margo Colalancia, director, Student Access Programs
Pat Shea, director, Academic Leadership Initiatives

	Approval of the November 9, 2017 Programs and Services Committee meeting minutes	5-3
	Approval of the FY 2019 workplan sections pertaining to the Programs and Services unit's activities – Jere Mock	8-23
	Approval of Professional Student Exchange Program Support Fees for the 2019 and 2020 Biennium – Margo Colalancia	5-6

Information Items:

5-22

Student Access Program Updates – Margo Colalancia

Programs and Services Regional Initiatives – Jere Mock

Higher Education's Interstate Highway: New Interstate Passport®
Developments – Pat Shea

Reducing the Postsecondary Attainment Gap for American Indians
and Alaska Natives Initiative Update – Jere Mock

Western Academic Leadership Academy: 2018 Cohort – Pat Shea

Other business

Adjournment

ACTION ITEM

Programs and Services Committee Minutes November 9, 2017

Committee Members Present

Stephanie Butler (AK)
Francisco Rodriguez (CA)
Antwan Jefferson (CO)
Dene Kay Thomas (CO)
Carol Mon Lee (HI)
Matt Freeman (ID), committee vice chair
Patricia Sullivan (NM)
Fred Lokken (NV)
Nick Hacker (ND)
Hilda Rosselli (OR)
Mike Rush (SD)
Vincent Leon Guerrero (U.S. Pacific Territories
and Freely Associated States/Guam)
Peter Knudson (UT)
Gerry Pollet (WA)
Laurie Nichols (WY)

Committee Members Absent

Eileen Klein (AZ), chair
Clayton Christian (MT)

Programs and Services Staff Present

Jere Mock, vice president, Programs and Services
Margo Colancia, director, Student Exchange Programs
Kim Nawrocki, administrative assistant, Programs and
Services
Pat Shea, director, Academic Leadership Initiatives
Jeremy Simon, director, Strategic Communications

Other Staff Present

Candy Allen, senior graphic designer, Communications

ACTION ITEM

Approval of the Programs and Services Committee Minutes of May 22, 2017

Committee Chair Eileen Klein (AZ) was not able to attend the meeting because of a flight cancellation; Committee Vice Chair Matt Freeman (ID) called the meeting to order and he referred the committee members to the first action item, which requests approval of the Programs and Services Committee minutes of the May 22, 2017 committee meeting (pages 5-3 through 5-5 of the November 2017 agenda book). There were no comments or questions. Commissioner Freeman then asked for a motion to approve the minutes of the May 22, 2017, committee meeting. Commissioner Mike Rush (SD) made a motion to approve the minutes and Commissioner Hilda Rosselli (OR) seconded the motion. The motion passed unanimously.

ACTION ITEM

Request for Approval to Launch a New Initiative for Institutions Serving American Indians and Alaska Natives

Jere Mock, vice president of programs and services, presented an action item for a new initiative, titled "Reducing the Postsecondary Attainment Gap for American Indians and Alaska Natives: Linking Policy and Practice." Mock and Ken Pepion, senior project director, have discussed the initiative with staff of a few foundations, and they were recently invited (after the November 2017 agenda book was printed) by Lumina Foundation to submit a grant proposal requesting \$990,000 to launch the project. If the grant request is approved, 10 Native-Serving Institutions (NSIs) in the WICHE region would be invited to participate in a newly forming consortium to support their efforts to increase American Indian/Alaska Native students' postsecondary attainment rates during the first year of the project. During the second and third years, an additional 16 NSIs will be invited to participate to focus increased attention on the disparities that contribute to equity gaps of these students and to design strategies and relevant policies to improve their degree, certificate, and credential attainment.

Commissioner Mike Rush (SD) said that although South Dakota doesn't have a federally designated NSI, the state's higher education system serves many Native Americans and some of the state's tribal college leaders should be invited to participate in the convening. Commissioner Hilda Rosselli (OR) said WICHE staff should also involve leaders from local tribes during the project's implementation. Commissioner Stephanie Butler (AK) mentioned that Alaska Pacific University may soon have a federal NSI designation. Commissioner Patricia Sullivan (NM) said the National Science Foundation's Louis Stokes Alliances for Minority Participation is trying to foster increased collaborations in the West and nationally. The Louis Stokes Alliances program's goal is

to assist universities and colleges in diversifying the nation's science, technology, engineering, and mathematics (STEM) workforce by increasing the number of STEM baccalaureate and graduate degrees awarded to populations historically underrepresented in these disciplines: African Americans, Hispanic Americans, American Indians, Alaska Natives, Native Hawaiians, and Native Pacific Islanders. Commissioner Matt Freeman (ID) asked how much each institution would be awarded for their planning grants. Mock said the Lumina Foundation staff want its grant award to provide planning grants of \$10,000 per institution.

Commissioner Dene Thomas (CO) made a motion to approve that WICHE seek funding for the initiative. Commissioner Guerrero (Guam) seconded the motion. All were in favor; the motion passed. [Note: The grant was awarded in January 2018 and work on the initiative has begun.]

Student Exchange Program Update

Margo Colalancia, director, provided updates on WICHE's Student Exchange Programs. Current academic year (2017-18) enrollment numbers and estimated savings for the Western Undergraduate Exchange (WUE) and the Western Regional Graduate Program (WRGP) will be finalized within the next couple of weeks. Staff expect final WUE enrollment to top 40,000 students this academic year—an increase of over 4 percent over the prior year. Margo noted that graduate programs no longer need to be distinctive to participate in WRGP: all graduate programs are now welcome to participate. Moving forward, each participating WRGP institution will have a “gatekeeper” in the graduate dean's office who will approve new programs. Staff hope to complete the buildout of new databases for WRGP and WUE by summer 2018.

Strategic Communications Director Jeremy Simon is assisting staff as they implement additional marketing strategies to promote the student exchange programs, including submitting content for state college guides; simplifying website copy; creating a new format for the student exchange programs' annual report; producing animated videos for prospective students; high school counselors and college and university admissions advisors; and more. Simon commented that animated videos can be produced at lower costs compared to video featuring students, which may be considered later, depending on the financial resources available.

Colalancia said ten WICHE states invested \$14.2 million to buy down tuition costs for 612 students preparing professional healthcare degrees in 2017-18. WICHE welcomes CNMI into the PSEP circle and is helping notify participating programs about the funds available to CNMI residents aspiring to become physicians (allopathic and osteopathic), physician assistants, dentists, physical and occupational therapists, pharmacists, and veterinarians.

Report on Interstate Passport®, the Western Academic Leadership Forum, and the Western Alliance of Community College Academic Leaders

Pat Shea, director of academic leadership initiatives, provided updates on several leadership initiatives—all of which are self-supported.

The Interstate Passport Network currently has 24 institution members located in eight states, with one state, Arkansas, outside the WICHE region. Twenty-eight thousand students earned Passports at 16 of the member institutions in 2016-17, the first year of the Network's operations. Interstate Passport transfers as a block to other Network member institutions, ensuring that students do not repeat learning already achieved to meet lower-division general education requirements. Various levels of work to explore or to prepare to become Network member institutions are ongoing in 16 states. Interstate Passport has a new website at interstatepassport.wiche.edu and is currently conducting an awareness-building media campaign. Interstate Passport has received \$7.2 million in grant funds to date from the Carnegie Corporation of New York, the Bill & Melinda Gates Foundation, Lumina Foundation, and the U.S. Department of Education.

The Western Academic Leadership Forum will hold its annual meeting April 25-27 in Vancouver, Wash. The theme is *Breaking through the Noise: Messaging for Maximum Impact* and has an outstanding speaker lineup including four WICHE Commissioners: Dave Buhler (UT), Clayton Christian (MT), Barbara Damron (NM), and Gerry Pollet (WA). The Forum currently has a student wellness survey underway and will discuss the results at the annual meeting. Other topics of pressing interest include diversity and inclusion and civil discourse.

The faculty of the Western Academic Leadership Academy, sponsored by the Forum, is currently providing training and advice to 12 talented administrators selected from the four-year sector in six WICHE states to be part of the 2017-18 cohort. A call for the nomination of candidates has just gone out for the 2018-19 cohort. The members, capped at 17, will be selected by the faculty in March and begin training during an intensive seminar on July 11-13, 2018. If the leadership pipeline is of concern, Commissioners are encouraged to learn more about the Academy. The Forum and Academy budgets derive their income from annual membership dues, and from registration and sponsorship fees associated with the annual meeting or participation in the Academy.

The Western Alliance of Community College Academic Leaders will hold its annual meeting in Seattle, April 18-20, 2018. The theme is *Changing the World or Changing with the World* and it also has a spectacular lineup of speakers. The Alliance members are very concerned about the lack of qualified candidates in the pipeline for academic leaders in the two-year sector. There have been many good student success initiatives developed recently, yet many administrators lack the training to put them in place. The Alliance executive committee is eager to start an Academy for the two-year sector and has already identified the required competencies in 12 leadership areas, but it lacks the financial support to build out the training modules and is currently seeking funding. Other areas of top interest are diversity in STEM, awareness of two-year college options among high school counselors, students, and parents, and wellness issues. The Alliance's budget derives its income from annual membership dues, and registration and sponsorship fees associated with the annual meeting.

The WICHE Internet Course Exchange continues to support NEXUS, the nursing education exchange that includes 18 universities that share online enrollments in post-doctoral nursing courses. This year, Sun Path, a consortium of New Mexico's community colleges and four-year institutions, is enrolling students in online courses using the WICHE ICE platform to host its online catalog and student data exchange. WICHE ICE is funded by annual dues paid by member consortia and administrative fees based on enrollments.

Commissioner Rosselli asked about the possibility of using WICHE ICE to provide access for high school teachers to online graduate-level courses so they can be certified as dual-credit instructors. Thirty credits of graduate level courses in the relevant subject area are required according to Rosselli. Shea and Rosselli agreed to continue the conversation offline.

Commissioner Freeman adjourned the Programs and Services Committee meeting.

ACTION ITEM

Student Exchange Program Support Fees for 2019-20 and 2020-21

Every two years, the WICHE Commission sets Professional Student Exchange Program (PSEP) support fees for the next biennium. At its May 7-8, 2018, meeting, the commission will take action on proposed support fee levels for academic years 2019-20 and 2020-21.

WICHE staff recommends support fee increases of 2.2 percent for each year of the biennium for eight of the PSEP fields: dentistry, occupational therapy, optometry, osteopathic medicine, pharmacy, physical therapy, physician assistant, and podiatry. Staff proposes to hold the support fees for allopathic medicine and veterinary medicine at their current levels for each year of the next biennium. Feedback on the recommended increases was sought from the states that provide financial support to students participating in PSEP and from institutions that receive students through the exchange. Their comments are reflected in this narrative.

Relationship to the WICHE Mission

Ensuring that states have access to professional education has been central to WICHE's mission since its inception, as stated in the Western Regional Education Compact, the agreement that established WICHE in the early 1950s. In 2017-18, 612 students preparing for their professional degree in 10 healthcare professions paid significantly reduced tuition while enrolled through WICHE's PSEP. The healthcare professions available through PSEP are: dentistry, allopathic medicine, occupational therapy, osteopathic medicine, optometry, pharmacy, physical therapy, physician assistant, podiatry, and veterinary medicine.

PSEP helps WICHE states to:

- Develop a professional healthcare workforce
- Provide affordable access to a wide range of professional programs that otherwise may not be accessible to students in some states
- Offer students tuition assistance for healthcare programs located out-of-state when a public program is not available within their home state
- Enhance the quality and prestige of participating programs by enabling them to attract exceptional students from throughout the West
- Avoid the costs of establishing new professional schools

Balancing Diverse Needs

Setting support fees involves balancing the diverse needs of states, students, and institutions. States that support students through PSEP face mounting fiscal pressures as they try to provide access to professional education for their residents. The receiving institutions' costs of delivering professional education continue to rise, necessitating greater financial incentives to preserve slots for nonresidents.

For many years, the support fees for programs at public universities met or exceeded the differential between resident and nonresident tuition. However, over the last decade or so, support fee increases haven't kept pace with varying levels of tuition increases. As tuition has increased, the support fees have proportionately decreased.

In the 2017-18 academic year, in five fields (dentistry, occupational therapy, pharmacy, physical therapy, and physician assistant), the support fees no longer cover the full differential for the majority of public programs. These "no incentive" programs are now allowed to charge their PSEP students the shortfall.

When the support fee fully covers the difference between resident and nonresident tuition, PSEP students pay resident tuition and the institution retains the support fee funds that exceed the differential. Most allopathic and veterinary medicine public programs receive a financial incentive to enroll PSEP students.

Over the last few years, there was some concern that the incentives received by some schools were disproportionate. In an attempt to find an option that will best serve the needs of Western states, participating students, and the enrolling professional programs, the commission in May 2017 approved a compromise policy to cap the maximum incentive for each PSEP public program at 20 percent of the respective field's support fee. Amounts in excess of the 20 percent cap are to be applied to further reduce the PSEP students' resident tuition. This new policy will take effect for newly enrolling students, starting fall 2019.

Continuing students (those who enrolled in their respective PSEP program in fall 2018 or prior) will continue to pay resident tuition to public programs receiving an incentive, and the programs will be allowed to retain the full incentive for those continuing students until they graduate.

Recommended Action

WICHE is proposing to hold support fees at the 2018 academic year rate for allopathic medicine and veterinary medicine for the next biennium (2019 and 2020). The freeze will help reduce the disparity of the percentage of nonresident tuition that the support fees cover in these two fields compared to the others. As the Proposed PSEP Support Fees chart illustrates below, the support fees cover 56 percent of 2017-18 nonresident tuition in the fields of allopathic medicine and 61 percent in veterinary medicine. For the fields of dentistry, occupational therapy, pharmacy, physical therapy, physician assistant, optometry, osteopathic medicine, and podiatry, WICHE is proposing to increase the support fees for the next biennium by 2.2 percent each year, in concert with the 2016-17 HECA (Higher Education Cost Adjustment) increase developed by the State Higher Education Executive Officers (SHEEO) association. For those fields, the WICHE support fees provide considerably less coverage—an average of 35.3 percent or less of nonresident tuition (or full private tuition for fields served only by private programs); pharmacy is only covered at 18.3 percent.

Proposed PSEP Support Fees for the 2019 and 2020 Biennium					
* 2.2% increase; ** 0% increase					
	Fees for AY 2017	Avg. % of NR & PRIV T&Fs Covered by AY 2017 Support Fee	Fees for AY 2018	Proposed Fees for AY 2019	Proposed Fees for AY 2020
Dentistry *	\$25,750	30.7%	\$26,175	\$26,750	\$27,350
Medicine **	32,650	55.7	32,650	32,650	32,650
Occupational Therapy *	13,475	34.1	13,700	14,000	14,300
Optometry *	17,725	39.1	18,025	18,425	18,830
Osteopathic Medicine *	22,025	36.4	22,400	22,900	23,400
Pharmacy *	\$7,850	18.3	7,975	8,150	8,330
Physical Therapy *	14,825	35.2	15,075	15,400	15,750
Physician Assistant *	17,550	37.0	17,850	18,250	18,650
Podiatry *	15,275	34.4	15,550	15,900	16,250
Veterinary Medicine **	32,400	60.9	32,400	32,400	32,400

Certifying officers of PSEP supporting states concur that the proposed increase is necessary and most state offices typically budget for an annual increase of approximately 2 percent. From 2016 to 2017, tuition and fees increased an average of 3.3 percent across all of the PSEP healthcare fields. The majority of certifying officers of states supporting students in allopathic medicine and veterinary medicine—particularly from those states that support the greatest number of students in those fields—support the proposed freeze for allopathic and veterinary medicine.

On the following pages, we provide an analysis of the support fee recommendations for each of the fields; enrollment, tuition, and workforce trends; and projected fiscal impact, by state. Each field’s analysis may also include comments on the fee increase by administrators of participating programs.

DENTISTRY

Support Fees		Proposed (2.2% incr.)	
AY17	AY18	AY19	AY20
\$25,750	\$26,175	\$26,750	\$27,350

Supporting States: Alaska, Arizona, CNMI, Hawai'i, Montana, New Mexico, North Dakota, Wyoming

Total AY17 Enrollees (public and private) = 122

Public Institutions (No. WICHE Students Enrolled)	NR: Nonresident R: Resident SF: Support Fees T&F: Tuition & Fees				Students Enrolling AY18 or prior (full SF incentives allowed)			Students Enrolling AY19 or later (incentive capped at 20% of SF = \$5,150 in AY17 terms)			
	AY17 NR T&F	AY17 R T&F	Diff. betw. NR & R T&F	% NR T&F Covered by SF	Per-student Incentive OR Shortfall Student Pays (added to R T&F)	WICHE Student's T&F Share	Total Revenue Recd. by Program (per Student)	Additional \$ Applied to Reduce Student T&F	Incentive to Program Capped at 20% of SF	Student's T&F Share with Capped Incentive	Total Revenue Recd. by Program (per Student)
	A	B	C	D	E	F	G	H	I	J	K
U.C. Los Angeles (0)	\$73,013	\$63,615	\$9,398	35.3%	\$16,352	\$63,615	\$89,365	\$11,202	\$5,150	\$52,413	\$78,163
U.C. San Francisco (1)	73,596	61,351	12,245	35.0	13,505	61,351	87,101	8,355	5,150	52,996	78,746
U. Colorado Denver, AMC (30)	76,287	50,984	25,303	33.8	447	50,984	76,734	0	447	50,984	76,734
† U. Nevada, Las Vegas (0)	98,166	58,951	39,215	26.2	(13,465)	72,416	98,166	0	0	72,416	98,166
† Oregon Health & Science U. (8)	88,492	61,280	27,212	29.1	(1,462)	62,742	88,492	0	0	62,742	88,492
† U. of Utah (4)	80,988	47,220	33,768	31.8	(8,018)	55,238	80,988	0	0	55,238	80,988
† U. Washington (8)	93,345	64,673	28,672	27.6	(2,922)	67,595	93,345	0	0	67,595	93,345
† U. Missouri, Kansas City (OOR) (7)	69,895	38,537	31,358	36.8	(5,608)	44,145	69,895	0	0	44,145	69,895
† U. Nebraska (OOR) (1)	89,357	45,602	43,755	28.8	(18,005)	63,607	89,357	0	0	63,607	89,357
Total Public (59)											
Average	\$82,571	\$54,690	\$27,881	31.6%	-\$2,131	\$60,188	\$85,938	\$2,173		\$58,015	\$83,765
Median	\$80,988	\$58,951	\$28,672	31.8%	-\$2,922	\$62,742	\$88,492	\$0		\$55,238	\$80,988

† The WICHE support fee does not cover the full resident/nonresident tuition differential.

OOR = Out-of-region; not located in a WICHE state

Private Institutions (No. WICHE Students Enrolled)	Full Private T&F	T&F Paid by WICHE Student	% Full Private T&F Covered by SF
A.T. Still U., Mesa (14)	\$95,717	\$69,967	26.9%
Midwestern U. (25)	96,118	70,368	26.8
Loma Linda U. (2)	86,733	60,983	29.7
U. of the Pacific * (1)	127,976	93,643	26.8
U. Southern California (2)	108,606	82,856	23.7
Western U. Health Sciences (2)	77,336	51,586	33.3
Roseman U. of Health Sciences (0)	92,395	66,645	27.9
Creighton U. (OOR) (15)	69,309	43,559	37.2
Marquette U. (OOR) (2)	73,010	47,260	35.3
Total Private (63)			
Average	\$91,911	\$65,207	30.8%
Median	\$92,395	\$66,645	30.6%

* U. of the Pacific operates a three-year accelerated program; student receives four years of support over a three-year period, thus a higher rate of \$34,333 per year in AY17.

MEDICINE (ALLOPATHIC)

Support Fees		Proposed (0% incr.)	
AY17	AY18	AY19	AY20
\$32,650	\$32,650	\$32,650	\$32,650

Supporting States: CNMI, Montana, Wyoming
 Total AY17 Enrollees (public and private) = 33

Public Institutions (No. WICHE Students Enrolled)	NR: Nonresident R: Resident SF: Support Fees T&F: Tuition & Fees				Students Enrolling AY18 or prior (full SF incentives allowed)			Students Enrolling AY19 or later (incentive capped at 20% of SF = \$6,530 in AY17 terms)			
	AY17 NR T&F	AY17 R T&F	Diff. betw. NR & R T&F	% NR T&F Covered by SF	Per-student Incentive OR Shortfall Student Pays (added to R T&F)	WICHE Student's T&F Share	Total Revenue Recd. by Program (per Student)	Additional \$ Applied to Reduce Student T&F	Incentive to Program Capped at 20% of SF	Student's T&F Share with Capped Incentive	Total Revenue Recd. by Program (per Student)
	A	B	C	D	E	F	G	H	I	J	K
U. Arizona/Tucson (1)	\$57,903	\$36,031	\$21,872	56.4%	\$10,778	\$36,031	\$68,681	\$4,248	\$6,530	\$31,783	\$64,433
U. Arizona /ASU Phoenix (2)	53,395	31,523	21,872	61.1	10,778	31,523	64,173	4,248	6,530	27,275	59,925
U.C. Davis (0)	52,177	39,932	12,245	62.6	20,405	39,932	72,582	13,875	6,530	26,057	58,707
U.C. Irvine (0)	51,995	39,750	12,245	62.8	20,405	39,750	72,400	13,875	6,530	25,875	58,525
U.C. Los Angeles (0)	51,739	39,494	12,245	63.1	20,405	39,494	72,144	13,875	6,530	25,619	58,269
U.C. San Diego (0)	51,060	38,815	12,245	63.9	20,405	38,815	71,465	13,875	6,530	24,940	57,590
U.C., San Francisco (0)	51,916	39,671	12,245	62.9	20,405	39,671	72,321	13,875	6,530	25,796	58,446
U. Colorado Denver AMC (3)	68,425	42,469	25,956	47.7	6,694	42,469	75,119	164	6,530	42,305	74,955
† U. Hawai'i (1)	79,238	44,582	34,656	41.2	(2,006)	46,588	79,238	0	0	46,588	79,238
U. Nevada, Reno (2)	61,796	33,492	28,304	52.8	4,346	33,492	66,142	0	4,346	33,492	66,142
U. New Mexico (0)	52,162	22,585	29,577	62.6	3,073	22,585	55,235	0	3,073	22,585	55,235
U. North Dakota (10)	56,904	31,433	25,471	57.4	7,179	31,433	64,083	649	6,530	30,784	63,434
Oregon Health & Science U. (11)	70,926	49,822	21,104	46.0	11,546	49,822	82,472	5,016	6,530	44,806	77,456
† U. Utah (2)	72,702	38,934	33,768	44.9	(1,118)	40,052	72,702	0	0	40,052	72,702
Total Public (32)											
Average	\$59,453	\$37,752	\$21,700	56.1%	\$10,950	\$37,976	\$70,626	\$5,979	\$5,194	\$31,997	\$64,647
Median	\$55,150	\$39,214	\$21,872	59.3%	\$10,778	\$39,583	\$72,233	\$4,248	\$6,530	\$29,030	\$61,680

† The WICHE support fee does not cover the full resident/nonresident tuition differential.

Private Institutions (No. WICHE Students Enrolled)	Full Private T&F	T&F Paid by WICHE Student	% Full Private T&F Covered by SF
Loma Linda U. (1)	\$58,885	\$26,235	55.4%
U. Southern California (0)	64,133	31,483	50.9
Total Private (1)			
Average	\$61,509	\$28,859	53.2%

OCCUPATIONAL THERAPY

Support Fees		Proposed (2.2% incr.)	
AY17	AY18	AY19	AY20
\$13,475	\$13,700	\$14,000	\$14,300

Supporting States: Alaska, CNMI, Hawai'i, Montana, Wyoming

Total AY17 Enrollees (public and private) = 18

Public Institutions (No. WICHE Students Enrolled)	NR: Nonresident R: Resident SF: Support Fees T&F: Tuition & Fees				Students Enrolling AY18 or prior (full SF incentives allowed)			Students Enrolling AY19 or later (incentive capped at 20% of SF = \$2,695 in AY17 terms)			
	AY17 NR T&F	AY17 R T&F	Diff. betw. NR & R T&F	% NR T&F Covered by SF	Per-student Incentive OR Shortfall Student Pays (added to R T&F)	WICHE Student's T&F Share	Total Revenue Recd. by Program (per Student)	Additional \$ Applied to Reduce Student T&F	Incentive to Program Capped at 20% of SF	Student's T&F Share with Capped Incentive	Total Revenue Recd. by Program (per Student)
	A	B	C	D	E	F	G	H	I	J	K
Northern Arizona U. (0)	\$39,615	\$27,267	\$12,348	34.0%	\$1,127	27,267	\$40,742	\$0	\$1,127	\$27,267	\$40,742
† Idaho State U. (2)	38,036	15,940	22,096	35.4	(8,621)	24,561	38,036	0	0	24,561	38,036
U. New Mexico (2)	35,008	21,918	13,090	38.5	385	21,918	35,393	0	385	21,918	35,393
U. North Dakota (1)	23,084	17,659	5,425	58.4	8,050	17,659	31,134	5,355	2,695	12,304	25,779
† U. South Dakota (0)	32,630	17,561	15,069	41.3	(1,594)	19,155	32,630	0	0	19,155	32,630
† U. Utah (1)	47,332	23,274	24,058	28.5	(10,583)	33,857	47,332	0	0	33,857	47,332
† Eastern Washington U. (2)	35,990	21,156	14,834	37.4	(1,359)	22,515	35,990	0	0	22,515	35,990
† U. Washington (1)	38,200	22,344	15,856	35.3	(2,381)	24,725	38,200	0	0	24,725	38,200
Total Public (9)											
Average	\$36,237	\$20,890	\$15,347	38.6%	-\$1,872	\$23,957	\$37,432	\$669	\$526	\$23,288	\$36,763
Median	\$37,013	\$21,537	\$14,952	36.4%	-\$1,477	\$23,538	\$37,013	\$0	\$0	\$23,538	\$37,013

† The WICHE support fee does not cover the full resident/nonresident tuition differential.

Private Institutions (No. WICHE Students Enrolled)	Full Private T&F	T&F Paid by WICHE Student	% Full Private T&F Covered by SF
A. T. Still U. (1)	\$38,646	\$25,171	34.9%
Midwestern U. (2)	45,969	32,494	29.3
Loma Linda U. (0)	44,532	31,057	30.3
Samuel Merritt U. (0)	44,911	31,436	30.0
U. So. California (1)	69,168	55,693	19.5
Touro U., Nevada (0)	41,467	27,992	32.5
Pacific U. (3)	44,130	30,655	30.5
U. Puget Sound (2)	46,300	32,825	29.1
Total Private (9)			
Average	\$46,890	\$33,415	29.5%
Median	\$44,722	31,247	30.1%

OPTOMETRY

Support Fees		Proposed (2.2% incr.)	
AY17	AY18	AY19	AY20
\$17,725	\$18,025	\$18,425	\$18,830

Supporting States: Alaska, Arizona, Colorado, Hawai'i, Montana, Nevada, North Dakota, Utah, Wyoming
 Total AY17 Enrollees (private) = 126

Private Institutions (No. WICHE Students Enrolled)	Full Private T&F	T&F Paid by WICHE Student	% Full Private T&F Covered by SF
Midwestern U. (43)	\$51,784	\$34,059	34.2%
Marshall B. Ketchum U. (28)	45,137	27,412	39.3
Western U. Health Sciences (9)	38,510	20,785	46.0
Pacific U. (40)	47,838	30,113	37.1
Total Private (120)			
Average	\$45,817	\$28,092	39.1%
Median	\$46,488	28,763	38.2%

Additional Out-of-Region Private Enrollment = 6

OSTEOPATHIC MEDICINE

Support Fees		Proposed (2.2% incr.)	
AY17	AY18	AY19	AY20
\$22,025	\$22,400	\$22,900	\$23,400

Supporting States: Arizona, CNMI, Montana, Wyoming
 Total AY17 Enrollees (private) = 55

Private Institutions (No. WICHE Students Enrolled)	Full Private T&F	T&F Paid by WICHE Student	% Full Private T&F Covered by SF
A.T. Still U., Mesa (8)	\$61,967	\$39,942	35.5%
Midwestern U. (21)	73,837	51,812	29.8
Touro U., California (1)	65,081	43,056	33.8
Western U. Health Sciences (10)	56,290	34,265	39.1
Rocky Vista U. (5)	57,717	35,692	38.2
Touro U., Nevada (2)	59,846	37,821	36.8
Pacific NW U. Health Sciences (8)	53,000	30,975	41.6
Total Private (55)			
Average	\$61,105	\$39,080	36.4%
Median	59,846	37,821	36.8%

PHARMACY

Support Fees		Proposed (2.2% incr.)	
AY17	AY18	AY19	AY20
\$7,850	\$7,975	\$8,150	\$8,330

Supporting States: Alaska, CNMI, Nevada

Total AY17 Enrollees (public and private) = 16

NR: Nonresident R: Resident SF: Support Fees T&F: Tuition & Fees

Public Institutions (No. WICHE Students Enrolled)	AY17 NR T&F	Support Fee	AY17 R T&F	T&F Paid by WICHE Student	% NR T&F Covered by Support Fee
	A	B	C	D	E
U. Arizona (0)	\$46,212	\$7,850	\$26,262	\$38,362	17.0%
U.C. San Francisco (0)	51,581	\$7,850	39,336	43,731	15.2%
U. Colorado Denver, AMC (0)	42,121	\$7,850	31,251	34,271	18.6%
U. Hawai'i, Hilo (1)	41,008	\$7,850	24,064	33,158	19.1%
Idaho State U. (0)	36,784	\$7,850	17,910	28,934	21.3%
U. Montana (1)	29,563	\$7,850	11,683	21,713	26.6%
U. New Mexico (0)	41,574	\$7,850	19,694	33,724	18.9%
North Dakota State U. (0)	45,225	\$7,850	17,871	37,375	17.4%
Oregon State U. (0)	40,818	\$7,850	24,402	32,968	19.2%
U. Washington (0)	50,280	\$7,850	30,297	42,430	15.6%
Washington State U. (2)	37,451	\$7,850	20,797	29,601	21.0%
U. Wyoming (0)	32,923	\$7,850	15,957	25,073	23.8%
Total Public (4)					
Average	\$41,295		\$23,294	\$33,445	19.5%
Median	\$41,291		\$22,431	\$33,441	19.0%

Private Institutions (No. WICHE Students Enrolled)	Full Private T&F	Support Fee	T&F Paid by WICHE Student	% Full Private T&F Covered by SF
Midwestern U.* (2)	\$63,017	\$10,467	\$52,550	16.6%
U. of the Pacific* (0)	81,421	11,775	69,646	14.5
U. Southern California (0)	57,967	7,850	50,117	13.5
Western U. Health Sciences (0)	37,381	7,850	29,531	21.0
Regis U. (new) (0)		7,850		
Roseman U.* (10)	57,605	10,467	47,138	18.2
Pacific U.* (0)	53,334	10,467	42,867	19.6
Total Private (12)				
Average	\$57,061		\$47,529	17.1%
Median	\$57,605		\$47,138	16.6%

* Accelerated three-year programs

PHYSICAL THERAPY

Support Fees		Proposed (2.2% incr.)	
AY17	AY18	AY19	AY20
\$14,825	\$15,075	\$15,400	\$15,750

Supporting States: Alaska, CNMI, Hawai'i, Nevada, Wyoming
 Total AY17 Enrollees (public and private) = 49

Public Institutions (No. WICHE Students Enrolled)	NR: Nonresident R: Resident SF: Support Fees T&F: Tuition & Fees				Students Enrolling AY18 or prior (full SF incentives allowed)			Students Enrolling AY19 or later (incentive capped at 20% of SF = \$2,965 in AY17 terms)			
	AY17 NR T&F	AY17 R T&F	Diff. betw. NR & R T&F	% NR T&F Covered by SF	Per-student Incentive OR Shortfall Student Pays (added to R T&F)	WICHE Student's T&F Share	Total Revenue Recd. by Program (per Student)	Additional \$ Applied to Reduce Student T&F	Incentive to Program Capped at 20% of SF	Student's T&F Share with Capped Incentive	Total Revenue Recd. by Program (per Student)
	A	B	C	D	E	F	G	H	I	J	K
† Cal. State U. Fresno (0)	\$44,093	\$27,065	\$17,028	33.6%	(\$2,203)	\$29,268	\$44,093	\$0	\$0	\$29,268	\$44,093
U.C. San Fran/San Fran State U. (1)	43,427	30,816	12,611	34.1	2,214	30,816	45,641	0	2,214	30,816	45,641
† U. Colorado Denver, AMC (0)	54,051	29,035	25,016	27.4	(10,191)	39,226	54,051	0	0	39,226	54,051
† Idaho State U. (1)	46,821	23,965	22,856	31.7	(8,031)	31,996	46,821	0	0	31,996	46,821
† U. Montana (3)	38,975	14,567	24,408	38.0	(9,583)	24,150	38,975	0	0	24,150	38,975
† U. Nevada Las Vegas (3)	47,458	32,470	14,988	31.2	(163)	32,633	47,458	0	0	32,633	47,458
U. New Mexico (1)	38,815	27,429	11,386	38.2	3,439	27,429	42,254	474	2,965	26,955	41,780
U. North Dakota (9)	26,052	19,420	6,632	56.9	8,193	19,420	34,245	5,228	2,965	14,192	29,017
† U. Utah (2)	52,633	28,165	24,468	28.2	(9,643)	37,808	52,633	0	0	37,808	52,633
Eastern Washington U. (1)	34,446	19,642	14,804	43.0	21	19,642	34,467	0	21	19,642	34,467
† U. Washington (1)	54,856	32,244	22,612	27.0	(7,787)	40,031	54,856	0	0	40,031	54,856
Total Public (22)											
Average	\$43,784	\$25,893	\$17,892	35.4%	-\$3,067	\$30,220	\$45,045	\$518	\$742	\$29,702	\$44,527
Median	\$44,093	\$27,429	\$17,028	33.6%	-\$2,203	\$30,816	\$45,641	\$0	\$0	\$30,816	\$45,641

† The WICHE support fee does not cover the full resident/nonresident tuition differential.

Private Institutions (No. WICHE Students Enrolled)	Full Private T&F	T&F Paid by WICHE Student	% Full Private T&F Covered by SF
A. T. Still U. (1)	\$41,417	\$26,592	35.8%
Midwestern U. (4)	44,853	30,028	33.1
Chapman U. (2)	44,862	30,037	33.0
Loma Linda U. (0)	46,156	31,331	32.1
Mt. St. Mary's U. (0)	47,892	33,067	31.0
Samuel Merritt U. (0)	58,566	43,741	25.3
U. of St. Augustine, San Marcos (1)	44,646	29,821	33.2
U. Southern California (2)	69,201	54,376	21.4
U. of the Pacific * (0)	69,346	47,109	32.1
Western U. Health Sciences (0)	40,150	25,325	36.9
Regis U. (7)	31,179	16,354	47.5
George Fox U. (1)	30,210	15,385	49.1
Pacific U. (5)	38,503	23,678	38.5
Touro U.- Nevada (3)	41,572	26,747	35.7
Rocky Mtn. U. of Health Prof. (0)	38,515	23,690	38.5
U. Puget Sound (1)	38,240	23,415	38.8
Total Private (27)			
Average	\$45,332	\$30,044	35.1%
Median	\$43,109	\$28,284	34.4%

* U. of the Pacific operates a two-year accelerated program; student receives three years of support over a two-year period, thus a higher rate of \$22,237 per year in AY17.

PHYSICIAN ASSISTANT

Support Fees		Proposed (2.2% incr.)	
AY17	AY18	AY19	AY20
\$17,550	\$17,850	\$18,250	\$18,650

Supporting States: Alaska, CNMI, Nevada, Wyoming
 Total AY17 Enrollees (public and private) = 8

Public Institutions (No. WICHE Students Enrolled)	NR: Nonresident R: Resident SF: Support Fees T&F: Tuition & Fees				Students Enrolling AY18 or prior (full SF incentives allowed)			Students Enrolling AY19 or later (incentive capped at 20% of SF = \$3,510 in AY17 terms)			
	AY17 NR T&F	AY17 R T&F	Diff. betw. NR & R T&F	% NR T&F Covered by SF	Per-student Incentive OR Shortfall Student Pays (added to R T&F)	WICHE Student's T&F Share	Total Revenue Recd. by Program (per Student)	Additional \$ Applied to Reduce Student T&F	Incentive to Program Capped at 20% of SF	Student's T&F Share with Capped Incentive	Total Revenue Recd. by Program (per Student)
	A	B	C	D	E	F	G	H	I	J	K
Red Rocks Comm. College (0)	\$52,713	42,829	9,884	33.3%	\$7,666	42,829	\$60,379	\$4,156	\$3,510	\$38,673	\$56,223
† U. Colorado Denver AMC (0)	35,984	16,618	19,366	48.8	(1,816)	18,434	35,984	0	0	18,434	35,984
† Idaho State U. (1)	61,781	39,332	22,449	28.4	(4,899)	44,231	61,781	0	0	44,231	61,781
Oregon Health & Science U.* (0)	49,509	31,959	17,550	35.4	0	31,959	49,509	0	0	31,959	49,509
U. Utah (0)	47,001	29,966	17,035	37.3	515	29,966	47,516	0	515	29,966	47,516
U. Washington * (0)	37,974	20,424	17,550	46.2	0	20,424	37,974	0	0	20,424	37,974
Total Public (1)											
Average	\$47,494	\$30,188	\$17,306	38.2%	\$244	\$31,307	\$48,857	\$693	\$671	\$30,615	\$48,165
Median	\$48,255	\$30,963	\$17,550	36.4%	\$0	\$30,963	\$48,513	\$0	\$0	\$30,963	\$48,513

† The WICHE support fee does not cover the full resident/nonresident tuition differential.

* OHSU and U. Wash. tuition is the same for residents and nonresidents; support fee is credited and the student pays the balance.

Private Institutions (No. WICHE Students Enrolled)	Full Private T&F	T&F Paid by WICHE Student	% Full Private T&F Covered by SF
A. T. Still U. (0)	\$45,424	\$27,874	38.6%
Midwestern U. (1)	53,967	36,417	32.5
Loma Linda U. (0)	52,361	34,811	33.5
Samuel Merritt U. (0)	54,120	36,570	32.4
Touro U.- California (0)	42,892	25,342	40.9
U. Southern California (0)	60,936	43,386	28.8
Western U. Health Sciences (0)	41,060	23,510	42.7
Touro U.- Nevada (6)	46,222	28,672	38.0
Pacific U. (0)	46,899	29,349	37.4
Total Private (7)			
Average	\$49,320	\$31,770	36.1%
Median	\$46,899	\$29,349	37.4%

PODIATRY

Support Fees		Proposed (2.2% incr.)	
AY17	AY18	AY19	AY20
\$15,275	\$15,550	\$15,900	\$16,250

Supporting States: Alaska, Arizona, Montana, Utah, Wyoming
 Total AY17 Enrollees (private) = 23

Private Institutions (No. WICHE Students Enrolled)	Full Private T&F	T&F Paid by WICHE Student	% Full Private T&F Covered by SF
Midwestern U. (12)	\$49,086	\$33,811	31.1%
Samuel Merritt U. (9)	49,138	33,863	31.1
Western U. of Health Sciences (2)	37,360	22,085	40.9
Total Private (23)			
Average	\$45,195	\$29,920	34.4%

VETERINARY MEDICINE

Support Fees		Proposed (0% incr.)	
AY17	AY18	AY19	AY20
\$32,400	\$32,400	\$32,400	\$32,400

Supporting States: Arizona, CNMI, Hawai'i, Montana, Nevada, New Mexico, North Dakota, Wyoming
 Total AY17 Enrollees (public and private) = 162

Public Institutions (No. WICHE Students Enrolled)	AY17 NR T&F	AY17 R T&F	Diff. betw. NR & R T&F	% NR T&F Covered by SF	Students Enrolling AY18 or prior (full SF incentives allowed)			Students Enrolling AY19 or later (incentive capped at 20% of SF = \$6,480 in AY17 terms)			
					Per-student Incentive OR Shortfall Student Pays (added to R T&F)	WICHE Student's T&F Share	Total Revenue Recd. by Program (per Student)	Additional \$ Applied to Reduce Student T&F	Incentive to Program Capped at 20% of SF	Student's T&F Share with Capped Incentive	Total Revenue Recd. by Program (per Student)
	A	B	C	D	E	F	G	H	I	J	K
U.C. Davis * (10)	\$52,051	\$39,806	\$12,245	62.2%	\$20,155	\$39,806	\$72,206	\$13,675	\$6,480	\$26,131	\$58,531
Colorado State U. (78)	59,073	34,037	25,036	54.8	7,364	34,037	66,437	884	6,480	33,153	65,553
Oregon State U. ** (15)	46,029	23,874	22,155	70.4	10,245	23,874	56,274	3,765	6,480	20,109	52,509
† Washington State U. ** (59)	58,163	24,933	33,230	55.7	-830	25,763	58,163	0	0	25,763	58,163
Total Public (162)											
Average	\$53,829	\$30,663	\$23,167	60.8%	\$9,234	\$30,870	\$63,270	\$4,581	\$4,860	\$26,289	\$58,689
Median	\$55,107	\$29,485	\$23,596	59.0%	\$8,805	\$29,900	\$62,300	\$2,325	\$6,480	\$25,947	\$58,347

† The WICHE support fee does not cover the full resident/nonresident tuition differential.

* UC Davis gives all students (Resident, Nonresident, and WICHE) scholarships of \$6,000 - \$8,000 to reduce tuition.

** OSU and WSU give WICHE students \$4,000/year scholarships for four years.

Private Institutions (No. WICHE Students Enrolled)	Full Private T&F	T&F Paid by WICHE Student	% Full Private T&F Covered by SF
Western U. of Health Sciences (0)	\$52,900	\$20,500	61.2%
Total Private (0)			

Estimated Fiscal Impact of the Proposed PSEP Support Fees by State: AY 2019 and 2020 State Summaries

State	Number of Students AY 2017	Approved Fees AY 2018	Proposed Fees AY 2019	Projected Increase AY 2018 to 2019	Proposed Fees AY 2020	Projected Increase AY 2019 to 2020
Alaska	15	\$299,525	\$306,100	\$6,575 (2.2%)	\$312,950	\$6,850 (2.2%)
Arizona	161	\$4,002,175	\$4,062,125	\$59,950 (1.5%)	\$4,123,350	\$61,225 (1.5%)
Colorado	23	\$414,575	\$423,775	\$9,200 (2.2%)	\$433,090	\$9,315 (2.2%)
Hawai'i	46	\$1,006,000	\$1,019,525	\$13,525 (1.3%)	\$1,033,580	\$14,055 (1.4%)
Montana	77	\$2,208,850	\$2,221,000	\$12,150 (0.6%)	\$2,233,420	\$12,420 (0.6%)
Nevada	42	\$823,275	\$830,700	\$7,425 (0.9%)	\$838,350	\$7,650 (0.9%)
New Mexico	69	\$1,999,050	\$2,020,900	\$21,850 (1.1%)	\$2,043,700	\$22,800 (1.1%)
North Dakota	38	\$836,400	\$850,600	\$14,200 (1.7%)	\$865,120	\$14,520 (1.7%)
Utah	39	\$670,800	\$685,750	\$14,950 (2.2%)	\$700,830	\$15,080 (2.2%)
Wyoming	97	\$2,306,925	\$2,329,025	\$22,100 (1.0%)	\$2,352,020	\$22,995 (1.0%)
TOTAL	607	\$14,567,575	\$14,749,500	\$181,925 (1.2%)	\$14,936,410	\$186,910 (1.3%)

Note: The numbers presented are estimates; each state must verify its own numbers to account for fee variations at institutions where its students are enrolled. The projected increases are in some instances slightly more or less than the proposed 2.2 percent increase (for all fields except allopathic medicine and veterinary medicine) because support fees were rounded. The number of students supported in each field also affects the total percentage increase.

Estimated Fiscal Impact of the Proposed PSEP Support Fees by State: AY 2019 and 2020

State and Field	Number of Students AY 2017	Fees AY 2018	Proposed Fees AY 2019	Projected Increase AY 2018 to 2019	Proposed Fees AY 2020	Projected Increase AY 2019 to 2020
ALASKA						
Dentistry	8	\$209,400	\$214,000	\$4,600	\$218,800	\$4,800
Occupational Therapy	0	0	0	0	0	0
Optometry	2	36,050	36,850	800	37,660	810
Pharmacy	3	23,925	24,450	525	24,990	540
Physical Therapy	2	30,150	30,800	650	31,500	700
Physician Assistant	0	0	0	0	0	0
Podiatry	0	0	0	0	0	0
TOTAL (% change)	15	\$299,525	\$306,100	\$6,575 (2.2%)	\$312,950	\$6,850 (2.2%)
ARIZONA*						
Dentistry	46	\$1,204,050	\$1,230,500	\$26,450	\$1,258,100	\$27,600
Optometry	25	450,625	460,625	10,000	470,750	10,125
Osteopathic Medicine	40	896,000	916,000	20,000	936,000	20,000
Podiatry	10	155,500	159,000	3,500	162,500	3,500
Veterinary Medicine	40	1,296,000	1,296,000	0	1,296,000	0
TOTAL (% change)	161	\$4,002,175	\$4,062,125	\$59,950 (1.5%)	\$4,123,350	\$61,225 (1.5%)
COLORADO						
Optometry	23	\$414,575	\$423,775	\$9,200	\$433,090	\$9,315
TOTAL (% change)	23	\$414,575	\$423,775	\$9,200 (2.2%)	\$433,090	\$9,315 (2.2%)
HAWAII						
Dentistry	7	\$183,225	\$187,250	\$4,025	\$191,450	\$4,200
Occupational Therapy	4	54,800	56,000	1,200	57,200	1,200
Optometry	11	198,275	202,675	4,400	207,130	4,455
Physical Therapy	12	180,900	184,800	3,900	189,000	4,200
Veterinary Medicine	12	388,800	388,800	0	388,800	0
TOTAL (% change)	46	\$1,006,000	\$1,019,525	\$13,525 (1.3%)	\$1,033,580	\$14,055 (1.4%)
MONTANA						
Dentistry	10	\$261,750	\$267,500	\$5,750	\$273,500	\$6,000
Medicine	24	783,600	783,600	0	783,600	0
Occupational Therapy	6	82,200	84,000	1,800	85,800	1,800
Optometry	4	72,100	73,700	1,600	75,320	1,620
Osteopathic Medicine	6	134,400	137,400	3,000	140,400	3,000
Podiatry	0	0	0	0	0	0
Veterinary Medicine	27	874,800	874,800	0	874,800	0
TOTAL (% change)	77	\$2,208,850	\$2,221,000	\$12,150 (0.6%)	\$2,233,420	\$12,420 (0.6%)
NEVADA						
Occupational Therapy	0	0	0	0	0	0
Optometry	2	\$36,050	\$36,850	\$800	\$37,660	\$810
Pharmacy	13	103,675	105,950	2,275	108,290	2,340
Physical Therapy	6	90,450	92,400	1,950	94,500	2,100
Physician Assistant	6	107,100	109,500	2,400	111,900	2,400
Veterinary Medicine	15	486,000	486,000	0	486,000	0
TOTAL (% change)	42	\$823,275	\$830,700	\$7,425 (0.9%)	\$838,350	\$7,650 (0.9%)

Note: Fiscal impact of the proposed PSEP support fees based on current-year enrollments, using base fee levels in all fields. For year-round or accelerated programs, higher fees apply.

* Arizona is phasing out occupational therapy. Does not include 5 OT students enrolled in AY17.

Estimated Fiscal Impact of the Proposed PSEP Support Fees by State: AY 2019 and 2020 (cont.)

State and Field	Number of Students AY 2017	Fees AY 2018	Proposed Fees AY 2019	Projected Increase AY 2018 to 2019	Proposed Fees AY 2020	Projected Increase AY 2019 to 2020
NEW MEXICO						
Dentistry	38	\$994,650	\$1,016,500	\$21,850	\$1,039,300	\$22,800
Veterinary Medicine	31	1,004,400	1,004,400	0	1,004,400	0
TOTAL (% change)	69	\$1,999,050	\$2,020,900	\$21,850 (1.1%)	\$2,043,700	\$22,800 (1.1%)
NORTH DAKOTA						
Dentistry	8	\$209,400	\$214,000	\$4,600	\$218,800	\$4,800
Optometry	24	432,600	442,200	9,600	451,920	9,720
Veterinary Medicine	6	194,400	194,400	0	194,400	0
TOTAL (% change)	38	\$836,400	\$850,600	\$14,200 (1.7%)	\$865,120	\$14,520 (1.7%)
UTAH						
Optometry	26	\$468,650	\$479,050	\$10,400	\$489,580	\$10,530
Podiatry	13	202,150	206,700	4,550	211,250	4,550
TOTAL	39	\$670,800	\$685,750	\$14,950 (2.2%)	\$700,830	\$15,080 (2.2%)
WYOMING						
Dentistry	5	\$130,875	\$133,750	\$2,875	\$136,750	\$3,000
Medicine	9	293,850	293,850	0	293,850	0
Occupational Therapy	3	41,100	42,000	900	42,900	900
Optometry	9	162,225	165,825	3,600	169,470	3,645
Osteopathic Medicine	9	201,600	206,100	4,500	210,600	4,500
Physical Therapy	29	437,175	446,600	9,425	456,750	10,150
Physician Assistant	2	35,700	36,500	800	37,300	800
Podiatry	0	0	0	0	0	0
Veterinary Medicine	31	1,004,400	1,004,400	0	1,004,400	0
TOTAL	97	\$2,306,925	\$2,329,025	\$22,100 (1.0%)	\$2,352,020	\$22,995 (1.0%)
TOTALS BY ACADEMIC FIELD						
Dentistry	122	\$3,193,350	\$3,263,500	\$70,150	\$3,336,700	\$73,200
Medicine	33	1,077,450	1,077,450	0	1,077,450	0
Occupational Therapy	13	178,100	182,000	3,900	185,900	3,900
Optometry	126	2,271,150	2,321,550	50,400	2,372,580	51,030
Osteopathic Medicine	55	1,232,000	1,259,500	27,500	1,287,000	27,500
Pharmacy	16	127,600	130,400	2,800	133,280	2,880
Physical Therapy	49	738,675	754,600	15,925	771,750	17,150
Physician Assistant	8	142,800	146,000	3,200	149,200	3,200
Podiatry	23	357,650	365,700	8,050	373,750	8,050
Veterinary Medicine	162	5,248,800	5,248,800	0	5,248,800	0
TOTAL	607	\$14,567,575	\$14,749,500	\$181,925 (1.2%)	\$14,936,410	\$186,910 (1.3%)

Note: Fiscal impact of the proposed PSEP support fees based on current-year enrollments, using base fee levels in all fields. For year-round or accelerated programs, higher fees apply.

Survey of Cooperating Programs

The table below summarizes by PSEP field: state investment, current coverage of the 2017-18 support fees, national workforce projections, earning potential, and average student debt for new graduates.

WICHE PSEP Fast Facts 2017-18													
Field	AY17 # Students	AY17 States	AY17 \$ Investment	Proposed Increase (%)	Proposed SF AY19	Proposed SF AY20	% NR/PRIV Tuition that AY17 SF Covers	# of Public Pgms. where SF Covers R/NR Differential	Avg. T&F Increase AY16 to AY17	Estimated Growth % (BLS)	Employment Change 2016-2026 (BLS)	Median Pay 2016 (BLS)	Avg. Student Debt, Class of 2016 or 2017
DENTISTRY	122	AK, AZ, CNMI, HI, MT, NM, ND, WY	\$3,085,708	2.2%	\$26,750	\$27,350	30.7%	3 of 9	3.2%	19%	29,300	\$159,770	\$287,331
MEDICINE (Allopathic)	33	CNMI, MT, WY	\$1,040,454	0.0%	\$32,650	\$32,650	55.7%	12 of 13	2.7%	13%	91,400	\$208,000	\$190,694
OCCUPATIONAL THERAPY	18	AK, AZ, CNMI, HI, MT, WY	\$166,190	2.2%	\$14,000	\$14,300	34.1%	3 of 9	3.5%	24%	31,000	\$81,910	Not Available
OPTOMETRY	126	AK, AZ, CNMI, CO, HI, MT, NV, ND, UT, WY	\$2,233,350	2.2%	\$18,425	\$18,830	39.1%	N/A	3.1%	18%	7,200	\$106,140	\$167,482
OSTEOPATHIC MEDICINE	55	AZ, CNMI, MT, WY	\$1,211,375	2.2%	\$22,900	\$23,400	36.4%	N/A	3.5%	13%	91,400	\$208,000	\$247,218
PHARMACY	16	AK, CNMI, NV	\$154,387	2.2%	\$8,150	\$8,330	18.3%	N/A	3.0%	6%	17,400	\$122,230	\$163,494
PHYSICAL THERAPY	49	AK, CNMI, HI, NV, WY	\$716,542	2.2%	\$15,400	\$15,750	35.2%	4 of 11	3.6%	28%	67,100	\$85,400	\$83,000
PHYSICIAN ASSISTANT	8	AK, CNMI, NV, WY	\$140,400	2.2%	\$18,250	\$18,650	37.0%	3 of 9	3.3%	37%	39,600	\$101,480	\$94,947
PODIATRY	23	AK, AZ, MT, UT, WY	\$351,325	2.2%	\$15,900	\$16,250	34.4%	N/A	3.7%	10%	1,100	\$124,830	\$210,367 (SMU 2017 DPM grad)
VETERINARY MEDICINE	162	AZ, CNMI, HI, MT, NV, NM, ND, WY	\$5,151,600	0.0%	\$32,400	\$32,400	60.9%	3 of 4	3.5%	19%	15,000	\$88,770	\$143,758

WICHE staff surveyed participating programs on the proposed increases and trends related to their field. Forty-eight of approximately 135 programs responded. Following are their comments, along with staff research on new programs opening in the region.

Deans' Comments on Proposed Fee Increases/Freezes

Though appreciative of the 2.2 percent increase proposed for most fields, several partnering programs remarked that PSEP support fees are not keeping pace with the cost of professional education. A few allopathic medical programs commented that although they understand why support fee rates for medicine and veterinary medicine were frozen, their tuitions are still increasing and they look forward to sustainable increases in the future.

Several pharmacy schools remarked they would like to see the support fee increased significantly; current levels only cover 18 percent of nonresident/private tuition. When pharmacy was first offered through PSEP, the fee was set low intentionally and not designed to cover the full resident/nonresident differential as it was for all other fields. WICHE staff advocated for an equity increase almost a decade ago, but it was rejected by states supporting students in pharmacy. If there is state support for an increase, staff could revisit the issue in the future.

New Professional Healthcare Schools Opening in the West

The Bureau of Labor Statistics (BLS) projects a need for 91,400 new physicians by 2026. There are many new allopathic and osteopathic medical schools with preliminary, candidate, or applicant accreditation status in the WICHE states, gearing up to help meet those needs:

- California Northstate University College of Medicine, Elk Grove, Calif. (private, for-profit) enrolled its inaugural class in fall 2016.
- The University of Nevada Las Vegas School of Medicine matriculated its first class in fall 2017.
- Washington State University Spokane's Elson S. Floyd College of Medicine matriculated its first class in fall 2017.
- The Idaho College of Osteopathic Medicine, Meridian, Idaho (private) received pre-accreditation status from the Commission on Osteopathic College Accreditation (COCA) in December 2017, and the college is interviewing for its fall 2018 inaugural class. The college is a partnership of The Burrell Group, LLC and Idaho State University.
- Burrell College of Osteopathic Medicine (BCOM), Las Cruces, N.M. (private) partnered with New Mexico State University and received pre-accreditation status from the Commission on Osteopathic College Accreditation (COCA) in August 2017; matriculation of its inaugural class is to be determined.
- California University of Science and Medicine-School of Medicine, San Bernardino, Calif. (private) received preliminary accreditation in February 2018 from the Liaison Committee on Medical Education (LCME); matriculation of its inaugural class is to be determined.
- Roseman University of Health Sciences College of Medicine, Las Vegas, Nev. (private, nonprofit) is an applicant school with the LCME; matriculation of its inaugural class is to be determined.

Demand for physician assistants (PAs) continues to explode, too; it is one of the fastest-growing fields served by PSEP. The Bureau of Labor Statistics estimates a growth rate of 37 percent from 2016 to 2026. In the WICHE region alone, there are 11 new programs that are either developing or are provisionally accredited and have enrolled students. The majority are in California and include current PSEP partner institutions Chapman University and Marshall B. Ketchum University. Rocky Vista University, Colorado's osteopathic medical college, is planning a PA program, as is the University of Nevada, Reno. Rocky Mountain University of Health Professions, located in Utah, has a provisionally accredited PA program and has recently enrolled students.

In veterinary medicine, there are two new schools in the West, both located in Arizona. Midwestern University, in Glendale, matriculated its first class in fall 2014. It will be eligible for full accreditation in spring 2018, pending graduation of its first class and a successful accreditation review. With that accreditation, it will be an additional option for WICHE PSEP veterinary medicine students.

The University of Arizona first began its plans to open a veterinary college in 2012. It proposed an innovative model of a one-year, pre-professional program (not requiring an undergraduate degree), followed by an accelerated three-year, year-round DVM professional program. A teaching hospital is not planned; rather, it plans to partner with veterinarians in hospitals, clinics, and elsewhere to provide clinical experiences in the student's third year. The college hoped to enroll its first class in Fall 2017, but was denied preliminary accreditation by the American Veterinary Medical Association (AVMA)'s Council on Education (COE) in 2016. It has now hired an interim dean and engaged a consultant to facilitate its accreditation. A site visit is scheduled for June 2019. If granted provisional accreditation to enroll students, WICHE staff speculate that the program could enroll its first class in 2020 or 2021.

Changes, Challenges, and Innovations

Allopathic Medicine and Curricular Innovation: Oregon Health & Science University (OHSU) School of Medicine implemented its new MD curriculum with its 2014 matriculating class. The program is competency-based and learner-centered with an emphasis on flipped classrooms and self-directed learning. Depending on their background, some students may finish medical school in less than four years. At least two WICHE OHSU medical students have already graduated early (within less than four full years). To graduate, students must demonstrate competencies including: delivering care as a member of an interprofessional healthcare team, skills in lifelong learning, the ability to integrate physical exam findings with laboratory data, imaging, and genetic profiles to develop a patient's diagnosis and treatment.

The University of Utah School of Medicine's updated curriculum includes an emphasis on Team-Based Learning (TBL) and Case-Based Learning (CBL). They are also incorporating a Core Faculty model in which faculty preceptors will teach and mentor medical students across the four-year program.

Physical Therapy Programs in California and the State Authorization Reciprocity Agreement (SARA): University of California San Francisco's (UCSF) physical therapy program remarked that it is hampered by current challenges related to sending students out of state for clinical experiences. California is the only state, outside of Massachusetts, that does not belong to SARA. As a result, students' options to complete such experiences are somewhat limited, so they often choose to stay in California for their 34 weeks of clinical learning experiences. UCSF is not alone. The University of Southern California, a long-time WICHE PSEP partner in six fields, recently added a new delivery pathway for its doctor of physical therapy degree. The new hybrid program expands its on-campus program by 48 new seats and assumes accreditation under the campus-based program. If California were a SARA member state, the institution and students could benefit from SARA coverage related to experiential learning. However, since California is not a SARA state, the institution must follow the non-SARA process and contact the appropriate state agencies to receive permission to enroll students who don't reside in California.

Occupational Therapy Mandate for Doctorate: Currently, occupational therapists are required to obtain a master's (MOT) to practice. The American Occupational Therapy Association (AOTA) recently mandated that the entry-level doctorate will become the new standard for occupational therapists by a target date of 2025. Although the MOT is still the standard, there is steady movement toward the occupational therapy doctorate (OTD) among WICHE's cooperating programs. Almost half of WICHE's cooperating programs either already offer the OTD or plan to transition to the doctorate program in the next few years. By the next biennium (2021 and 2022), WICHE will need to increase the support fee payment slightly. Current payments cover two and one-half years of study, but the OTD requires an additional semester—a total of three full years.

Graduate Medical Education for Residencies: In February 2014, the American Association of Colleges of Osteopathic Medicine (AACOM), the American Osteopathic Association (AOA), and the Accreditation Council for Graduate Medical Education (ACGME) forged an agreement that will result in a single accreditation system for graduate medical education under the sponsorship of the ACGME by June 2020. Resulting from these efforts, medical students will no longer need to register for two (M.D. and D.O.) separate residency-matching systems.

Pharmacy Programs: The market for pharmacy graduates continues to soften. This has been attributed to the opening of many new schools and older pharmacists delaying retirement. Large, regional prescription fulfillment centers and automation have eliminated some dispensing positions. Several cooperating PharmD schools noted that applications to pharmacy schools are down nationwide.

Western University of Health Sciences' PharmD program received a Robert Wood Johnson Foundation grant to support a resident summer program for underrepresented minorities. They have also established an "early assurance" program for Hispanic-serving feeder colleges. The PharmD program now offers medical Spanish to first- and second-year student pharmacists.

Financial Literacy Best Practices and Veterinary Medicine: Veterinary medical students and veterinarians are passionate about their calling, but theirs is a profession known for relatively high student debt and disproportionately low salaries. WICHE's long-time partner, Colorado State University's College of Veterinary Medicine and Biomedical Sciences (CSU CVMB), was the first veterinary college in the nation to take action to educate its applicants and students on sound financial management.

In February 2015, CSU hired a financial education specialist (FES). The FES position summary reads: "The Financial Education Specialist provides financial guidance for the approximately 600 Doctorate of Veterinary Medicine (DVM) students, current Interns and Residents and new DVM alumni (up to one year after graduation) as a member of the DVM Student Services Program. The specialist conducts one-on-one and group advising sessions, develops financial education programs, and teaches financial literacy as part of the DVM curriculum. The specialist develops financial education content for online access on various personal finance topics. The specialist provides individual education debt counseling for current students enrolled in the DVM program and serves as a liaison with Student Financial Services to help students identify all available financial resources. The specialist should be knowledgeable about scholarship opportunities for DVM students both at CSU and outside CSU and be able to help advise/educate students on this topic."

The results of CSU's financial education specialist's (FES) interaction with students has been positive. Chad Jones, CSU's FES, has demystified the world of financial literacy for the many students who have consulted with him, particularly regarding student loan repayment strategies. WICHE's Veterinary Medical Advisory Council benefited from a presentation he gave at its June 2016 meeting. Jones is a certified financial planner and works exclusively with CSU's DVM students to review their financial circumstances and financially guide them in smart decision-making throughout and beyond their DVM studies.

Jones designed a four-year program that teaches students about: budgeting and tracking expenses (Year 1); different types of loans, repayment and loan-forgiveness options (Year 2); "Financial World 101"—an overview of "all things financial," including a

required project setting a seven-year personal financial plan (Year 3); and development of individual financial strategies (Year 4). He also works with pre-vet students and teaches them about the differences between private and federal loans.

Jones and his position are truly unique. He is only one of four financial advisors in the nation hired and dedicated to work full-time with students in the healthcare professions. His three counterparts work with medical students enrolled at the University of Washington, Oregon Health and Science University, and Drexel University. These advisors are employees of their universities and are not tied to any commercial services or products.

There is a critical need for financial literacy programs and financial education specialists. The benefits of CSU's model are obvious, not only for students in veterinary medicine and other healthcare professions, but also at the undergraduate and even high school levels. Dr. Melinda Frye, DVM, recently submitted an article to the *Journal of the American Veterinary Medical Association* describing CSU's program. WICHE staff will share the article with commissioners upon publication (anticipated late spring 2018). WICHE staff would like to explore commissioner interest on the possibility of scaling up financial literacy efforts, both on campus and online, at their state institutions and high schools.

Action Requested

Approval of the proposed 2.2 percent increase in support fees for all of the PSEP fields for each year of the 2019 and 2020 biennium, excluding allopathic medicine and veterinary medicine which will not receive a support fee increase during the biennium.

INFORMATION ITEMS

Update on Student Access Programs

A New Name

To those not familiar with WICHE, the term “student exchange” evokes ideas of a study abroad program. For years, WICHE staff have endured many a puzzled look while delivering their elevator speech about our student programs. To better describe what our programs do—increase **access** for students—we are now referring to our WUE, WRGP, and PSEP programs (individually and collectively) as Student **Access** Programs. A new name, but the same time-tested programs that give students affordable access to higher education in the West.

Western Undergraduate Exchange (WUE)

This regional tuition-reciprocity program enables a student in a WICHE member state/territory to enroll in a participating two- or four-year public institution located in another WICHE state, and pay 150 percent of the enrolling institution’s resident tuition, or less, instead of nonresident tuition. In the 2017-18 academic year, 40,094 WUE students enrolled at some 160 WUE institutions saved more than \$365.4 million in tuition costs. Sonoma State University joined WUE in February 2018. Final enrollment and savings numbers for WUE, WRGP, and PSEP were published in Feb. 2018 in the *WICHE Student Exchange Programs: By the Numbers 2017-18*, which was reorganized this year to highlight data in a state-centric way (and whose publication preceded the renaming from “exchange” to “access.” For more on this program, visit wiche.edu/wue.

Western Regional Graduate Program (WRGP)

A growing resource for the West, WRGP allows master’s, graduate certificate, and doctoral students who are WICHE state/territory residents to enroll in more than 400 high-quality graduate programs offered by 60 public institutions in the West and pay resident tuition rates. In the 2017-18 academic year, 1,534 WRGP students saved an estimated \$24.1 million while studying out-of-state. This year, WICHE is lifting the “distinctiveness” or high-workforce-need program requirement, a change that will allow more graduate programs to participate and attract more diverse students. Each institution will determine which graduate programs can enroll students at the WRGP resident tuition rate. We are reorganizing the program and planning a new database that will accommodate many new graduate programs. For more on this program, visit wiche.edu/wrgp.

Professional Student Exchange Program (PSEP)

WICHE has provided Western residents with affordable access to professional education since the early 1950s: some 15,000 practitioners have benefitted. This academic year, 10 WICHE states are investing more than \$14.2 million to support 612 students studying for a professional healthcare degree. Students can choose from more than 130 fully accredited programs at more than 60 participating public and private institutions. The student’s home state legislature appropriates funds to buy down tuition costs in the fields the state elects to support. Residents of the Commonwealth of the Northern Mariana Islands (CNMI) are now eligible to apply for PSEP funds for their professional studies in: allopathic and osteopathic medicine, dentistry, occupational therapy, pharmacy, physician assistant, physical therapy, and veterinary medicine. Regis University’s Doctorate of Pharmacy program joined PSEP in March 2018. Staff also looks forward to welcoming Midwestern University’s College of Veterinary Medicine as soon as it graduates its first class and receives full accreditation (anticipated summer 2018). For more on this program, visit wiche.edu/psep.

WICHE May 2018 Certifying Officers Meeting

Certifying officers play an important role in their state’s participation in WICHE’s Student Access Programs. Typically, they are staff members of state higher education agencies or institutional systems in states that do not have a state-level higher education agency. In states that fund students through PSEP, certifying officers review the prospective students’ applications for “certification” to determine whether or not the individual meets the home state’s residency criteria and is eligible to be considered for support. They administer all aspects of PSEP for their home-state residents and also serve as state liaisons for the WUE and WRGP programs. Certifying officers meet in Missoula on May 6, 2018, just prior to the WICHE Commission meeting. Discussion topics include PSEP support fee increases prior to the WICHE Commission’s vote on the action item; possible collaboration on a loan management system for PSEP payback states; strategy and tactics for marketing the student access programs; and more.

WICHE June 2018 Veterinary Medicine Advisory Council Meeting

The purpose of the council is to provide a forum for communication and liaison between WICHE staff, member states, and the region’s schools of veterinary medicine so that the workforce needs of the region can be met. Each WICHE member state may appoint two members to the council. Candidates are nominated by the respective state’s Executive Committee member in

consultation with the state higher education agencies and the state veterinary association. Members of the council may include legislators with expertise in the profession, state veterinarians, and practicing veterinarians who are members of state veterinary associations. Deans of the Colleges of Veterinary Medicine and the director of WICHE's Student Exchange Program are ex officio, nonvoting members. In June, the council will meet in Medora, N.D. Primary topics of interest to the group include collaborating to develop online courses in animal nutrition, financial literacy for pre-vet and currently enrolled Doctor of Veterinary Medicine (DVM) students, and a STEM bridge program to prepare more qualified and competitive DVM applicants.

Update on Academic Leadership Initiatives

Western Alliance of Community College Academic Leaders

Members of the Alliance are the chief academic leaders of the two-year institutions and the associated system and state agencies in the WICHE region. The Alliance held its annual meeting April 18-20 in Seattle, with 90+ attendees. Nine institutions/organizations from the state of Washington joined as new members this year: Bellevue College, Green River College, Lake Washington Institute of Technology, North Seattle College, Pierce College District, Spokane Community College, Tacoma Community College, Washington Student Achievement Council, and Wenatchee Valley College. The Alliance continues to pursue funding to offer a year-long professional development program for prospective chief academic leaders in the two-year sector. For more information about the Alliance, see wiche.edu/alliance.

Western Academic Leadership Forum

Members of the Forum are the provosts and vice presidents of academic affairs of the four-year institutions and the chief academic leaders of the associated system and state agencies in the WICHE region. Four institutions joined as new members this year: California State University, Chico, Colorado School of Mines, University of Hawai'i-Manoa, and Southern Oregon University. The Forum held its annual meeting April 25-27 in Vancouver, Wash., with 70+ attendees. A meeting highlight was the release of the results of the Forum's wellness survey, in which 25 member institutions participated—nearly one-half of those to whom the survey was sent. The intent of the survey was to get a sense of the scope of student wellness challenges at member institutions and the trends taking place in recent years. Categories in the 20-question survey included mental health-related counseling, student conduct violations, accommodations for students with disabilities, food insecurity, and student homelessness. For a copy of the report, see the Forum website at wiche.edu/forum/initiatives.

Western Academic Leadership Academy

Sponsored by the Western Academic Leadership Forum, the Academy is a professional development program designed to develop the pipeline for future academic leaders for the four-year sector. The Academy's faculty—sitting or retired provosts among the Forum's membership—selected the 2018 cohort whose 18 members hail from eight WICHE states—California, Colorado, Idaho, Montana, New Mexico, North Dakota, Oregon, and South Dakota. The Academy's summer intensive will be held July 11-13 in the SHEPC Learning Center at WICHE. For more information, see wiche.edu/forum/academy.

Interstate Passport®

Interstate Passport is a program that facilitates the block transfer of lower-division general education attainment based on learning outcomes, rather than specific courses and credits. Twenty-five institutions in ten states are members of the Interstate Passport Network. New members this year include North Idaho College and Air University/Community College of the Air Force. Several meetings of various stakeholders from member institutions are planned for this spring and summer to help ensure consistency in the program's implementation and to share best practices. Target groups include military advisors, interstate faculty team chairs, institution liaisons, campus marketing directors, and academic advisors. Outreach continues to other institutions in six of the participating states and at least eight other states. Staff will be seeking funding to further scale Interstate Passport as the grants from the Bill & Melinda Gates Foundation and Lumina Foundation conclude in September. The U.S. Department of Education's First in the World grant continues through September 2019 with a no-cost extension anticipated for one additional year to complete the research component. For more information, see interstatepassport.wiche.edu.

Update on Collaborative Cost-Savings Initiatives

Master Property Program

A property insurance and risk-management initiative, the Master Property Program (MPP) has saved participating institutions over \$114 million since its inception. The MPP, developed by the Midwestern Higher Education Compact (MHEC), has over 160 participant campuses representing total insured values of \$94.8 billion. WICHE-region institutions became eligible to participate in the program in 1996. Institutions in the West taking part include: Pima County Community College (AZ), Colorado College, Colorado School of Mines, University of Northern Colorado, The College of Idaho, the Nevada System of Higher Education's seven campuses and Desert Research Institute Centers, Lewis & Clark College (OR), Reed College (OR), Willamette University (OR), Westminster College (UT), Seattle Pacific University, (WA), Whitman College (WA), and the University of Wyoming. On March 7-9, several representatives from WICHE-region institutions participated in the MPP's annual all-insureds meeting and loss control workshop in St. Louis, exchanging best practices and lessons learned and working with experts in asset protection, facilities management, campus security, and environmental health. The MPP is governed by a leadership committee comprised of leaders from member institutions, WICHE-region member institutions are represented by two members on the committee: Laura Betzold, chief risk officer and associate general counsel at the University of Wyoming, and Craig Kispert, vice president for business and finance at Seattle Pacific University.

MHECtech

WICHE also partners with MHEC on a second program, MHECtech, that provides discounted purchasing options to higher education institutions (publics and not-for-profit privates), K-12 districts and schools, state agencies, county and municipal governments, and other education-related nonprofits that want to buy computers, software, printing equipment, document management services, and related training and consulting services. MHEC's Technologies Committee and staff conduct extensive competitive procurement processes and negotiate favorable agreements with several vendors. The program reduces the duplication of procurement processes and helps eligible campuses and other entities save money and increase their range of purchasing options. Some of the participating vendors include: Dell, HP, Oracle America, VMware from Arrow Electronics, and Xerox. The mhectech.org website provides details on vendors and eligible entities and links to the vendor contracts. For more information on the Master Property Program or MHECtech, contact Jere Mock, WICHE vice president of programs, at jmock@wiche.edu.

Monday, May 7, 2018

1:30 - 3:00 p.m.
Montana Boardroom

Policy Analysis and Research Committee

Committee Members

Christopher Cabaldon (CA), chair
Susan Anderson (AK), vice chair

Committee vice chair (AK)
Chris Bustamante (AZ)
Committee chair (CA)
Kim Hunter Reed (CO)
Colleen Sathre (HI)
Matt Freeman (ID)
Franke Wilmer (MT)
Mark Hagerott (ND)
Barbara Damron (NM)
Chet Burton (NV)
Ryan Deckert (OR)
Robert Burns (SD)
Carmen Fernandez (CNMI)
Peter Knudson (UT)
Don Bennett (WA)
Fred Baldwin (WY)

Agenda

Presiding: Christopher Cabaldon, committee chair

Staff:

Demarée Michelau, vice president, Policy Analysis and Research
Patrick Lane, director of data initiatives, Policy Analysis and Research



Approval of the November 9, 2017, Policy Analysis and Research Committee meeting minutes 6-3



Discussion and approval of the FY 2019 workplan sections pertaining to the Policy Analysis and Research unit's activities 8-26

Discussion Items:

WICHE Insights—Exploring IPEDS Outcome Measures in the WICHE Region 6-8

Legislative Advisory Committee Update
Committee Composition
Annual Meeting—September 25-26, 2018 (Boise, ID)

Information Item:

WICHE Insights—Tuition and Fees in the West 2017-18: Trends and Implications

Other Business

Adjournment

ACTION ITEM

Policy Analysis and Research Committee Minutes

November 9, 2017

1:30 - 2:35 p.m.

Committee Members Present

Christopher Cabaldon (CA), chair
Dave Buhler (UT), vice chair

Susan Anderson (AK)
Colleen Sathre (HI)
Tony Fernandez (ID)
Franke Wilmer (MT)
Mark Hagerott (ND)
Barbara Damron (NM)
Chester Burton (NV)
Ryan Deckert (OR)
Robert Burns (SD)
Carmen Fernandez (U.S. Pacific Territories and
Freely Associated States)
Fred Baldwin (WY)
Jeanne Kohl-Welles (WA)

Committee Members Absent

Chris Bustamante (AZ)
Kim Hunter Reed (CO)

Staff Present

Joe Garcia, president
Sommer Aly, administrative assistant

Policy Analysis and Research staff:

Demarée Michelau, vice president
Patrick Lane, director of data initiatives
Peace Bransberger, senior research analyst
Sarah Ohle Leibbrandt, research analyst
Laura Ewing, administrative manager
Colleen Falkenstern, research coordinator

Chair Cabaldon convened the Policy Analysis and Research Committee at 1:30 pm November 9, 2017. Demarée Michelau called roll, and a quorum was established.

ACTION ITEM

Approval of the Policy Analysis and Research Committee Meeting Minutes of May 22, 2017

After Chair Cabaldon asked committee members to review the minutes from the May 22, 2017 meeting, Commissioner Damron moved approval, which was seconded by Commissioner T. Fernandez. The minutes were approved unanimously.

ACTION ITEM

Exploratory Research into Programs Designed to Increase Postsecondary Attainment in Idaho

Patrick Lane introduced the project, *Exploratory Research into Programs Designed to Increase Postsecondary Attainment in Idaho*, which is a grant proposal submitted to the Institute for Education Statistics (IES) in partnership with the Idaho State Board of Education. The project would carry out an evaluation of Idaho's Advanced Opportunities project. Lane described the effort as an opportunity to help Idaho increase access and success and followed up by adding that there is a related action item on the agenda that would allow for this type of partnership to expand to other states.

Commissioner Anderson asked how this item is related to the reducing postsecondary gaps for American Indian/Alaska Native students project. Demarée Michelau responded that she had not previously thought of that connection and announced that WICHE was awarded funding from Lumina Foundation for the WICHE Task Force for Closing Postsecondary Attainment Gaps and that the project would begin December 1. Michelau stated that there is opportunity for connections between the work of the Task Force and the *Reducing the Postsecondary Attainment Gap for American Indian/Alaska Natives: Linking Policy and Practice* project, which would also begin December 1 if funding is received. Commissioner Anderson added that there could be connection between the projects, and Commissioner T. Fernandez agreed.

Commissioner Deckert asked for clarification about whether WICHE approached Idaho or if Idaho approached WICHE to begin the partnership. Lane informed the committee that it was a little bit of both, explaining that Idaho has targeted goals related

to reducing equity gaps and WICHE is positioned to be able to disseminate findings from the project to other states. Further, he indicated that, if appropriate, this could advance the research into other states. Michelau provided additional context to the origins of the partnership with Idaho, informing the committee of initial discussions that began when Michelau and Christina Sedney facilitated a meeting of Idaho advisors and counselors with the McClure Center for Public Policy earlier in the year.

Chair Cabaldon asked how the project fits into the workplan and how staff used the workplan as a guide in deciding to engage in this project. Michelau mentioned that this action item is one of three action items on the agenda that relates to the Western Postsecondary Data Users Network that was approved at the May commission meeting and added that WICHE is thinking about how to assist with increasing state capacity. Lane added that WICHE envisions this project would investigate ways to improve policy at the state level and is intended to not be a one-off, but instead to build research partnerships to drive progress in the future. Chair Cabaldon followed up that this is a big bucket for the workplan and added that this could be a good case study.

Commissioner Anderson mentioned that she would like to focus on how the projects work together—as both focus on helping institutions recruit and retain diverse students. Michelau responded that the projects are fairly separate and distinct. Commissioner Anderson stated that she wanted to make sure that these projects were not duplicating efforts.

Commissioner Wilmer added that reducing the gaps is one study, while increasing attainment is another and they are complementary as opposed to duplicating. Chair Cabaldon followed up that the two projects fall into Research and Analysis and Programs and Services and there is grey area in how things align within the agenda.

Chair Cabaldon called for the approval of the action item and Commissioner T. Fernandez moved approval. The motion was seconded by Commissioner Wilmer and the motion was approved unanimously.

ACTION ITEM

Regional IPEDS Partnership

Patrick Lane introduced the action item by explaining that staff at the Washington Student Achievement Council (WSAC) approached WICHE asking about an entity that host IPEDS data in a clean format. Lane described the difficulty of using IPEDS, while acknowledging that the data are important, and the best source of postsecondary data. Data users in Washington are running into the issues of accessing clean IPEDS data and are interested in creating a data library of consistent and transparent data. Therefore, they sought out WICHE to assess interest in accessing these data regionally.

Lane updated the committee on current progress of the project, which includes a survey that will be disseminated to data colleagues in the West to understand interest and assess if this would improve efficiency and be used to shape policy. Lane added that a proposal was submitted to the Spencer Foundation to engage in an initial discussion and there may be partners to bring to the table. Lane ended by reiterating that the partnership is intended to increase capacity for institutions and states and provide better information for policymakers.

Commissioner Damron asked who will be receiving the survey: state agencies or institutions? Lane responded that surveys have begun going to state agencies.

Chair Cabaldon called for the approval of the action item and Commissioner Sathre moved approval. The motion was seconded by Commissioner Buhler and the motion was approved unanimously.

ACTION ITEM

Scaling Technology-Assisted Skill-Building in Rural Areas

Demarée Michelau introduced the action item and informed the committee that this would be a joint effort with the WICHE Cooperative for Educational Technologies (WCET) to scale work-based learning to rural areas. The project would identify successful models (for example, nursing simulation labs) and attempt to scale these models into rural areas in an effort to create more work-based opportunities and living wages in the rural West. The project would focus on areas where economies are changing as a result of technology and automation. Michelau explained that WICHE submitted a pre-proposal to Google Foundation and received word that the proposal did not advance in the process, but WICHE would like to continue to move forward with this idea.

Commissioner Hagerott stated that this was a wonderful idea and could envision this program in North Dakota, and added that the project resonates with challenges in North Dakota, where automation has disrupted jobs in tribal and rural areas of the state. Commissioner Hagerott referenced Bismarck State College's distance-based model as an exemplary model and followed up on his previous comments adding that the job disruption is leading to depression and other health issues, especially among older populations. Commissioner Damron added that this is about prevention.

Chair Cabaldon expressed that this was a great idea and that he does not think of this as exclusively rural and that there are urban centers, such as Richmond, Calif., that do not have access to this information. Chair Cabaldon went on to highlight the positive work of institutions that are doing this work in a variety of ways, specifically referencing direct instruction, leading to skill-building and sustaining work opportunities. Chair Cabaldon used an example from Long Beach, Calif., where students are connected with a Mediterranean company and able to do work remotely, as an example of how jobs are brought into areas to support a sufficient workforce using artificial intelligence, robotics, and technology-assisted work.

Commissioner T. Fernandez stated that Idaho received grant money from partners to provide distance education to 10th graders in the state by teaching CTE skills that will make them employable. Commissioner T. Fernandez mentioned that this is a cooperative effort with local manufacturers, University of Idaho, and CEA and will begin in the spring with distance courses followed by an intensive summer training. Commissioner Anderson asked if high school students will get credit; Commissioner T. Fernandez responded that they may when they accumulate enough credits.

Commissioner Kohl-Welles mentioned that at Big Bend Community College there are a lot of Running Start students and asked if a program like this would work with Running Start students. Michelau responded that she does not see why it would not work for Running Start students.

Commissioner C. Fernandez asked how often WICHE can reapply to Google. Michelau was not sure but expressed that WICHE is now the sphere of the foundation. Chair Cabaldon suggested going to the commission with a more comprehensive proposal.

Chair Cabaldon called for the approval of the action item and Commissioner Hagerott moved approval. The motion was seconded by Commissioner Burns and the motion was approved.

ACTION ITEM

Evaluation and Research Partnerships

Patrick Lane started by stating that this item was a companion item to the first action item. Lane expressed that WICHE is interested in establishing closer research relationships and believes that this would be useful to the states in the region. Lane shared a draft letter that explained the process for soliciting interest in research partnerships and provided clarification that the IES grants include implementation in the first year of the grant and evaluation in the second.

Chair Cabaldon asked who the letter would go to. Lane responded that it is intended to go to commissioners and then heads of research, adding that it could be different people in different offices. Chair Cabaldon mentioned that it does not identify money or scope of issues and includes no deadlines or actionable items and suggested including in the letter a list of WICHE's top priorities and deadlines, stating that it is difficult to be actionable when too general.

Commissioner Burns stated that the letter references citizens and considering the DACA discussion from the morning, asked about changing the language to residents. President Garcia responded that the word "citizens" is in the WICHE mission statement, which is why we use it, adding that this issue comes up often and referenced the language in the Western Regional Education Compact. Demarée Michelau stated that in the compact, the reference is to student exchange, but it is in the bylaws.

Commissioner Sathre suggested it may be helpful to contact the commissioners on the executive committee.

Chair Cabaldon called for the approval of the action item and Commissioner Buhler moved approval. The motion was seconded by Commissioner Deckert and the motion was approved unanimously.

ACTION ITEM
**Resolution of the Western Interstate Commission for Higher Education in Support of
the Deferred Action for Childhood Arrivals (DACA) Program added to the
Agenda of the Committee**

Chair Cabaldon introduced a new item to the Committee agenda and referred to Commissioner Deckert.

Commissioner Deckert asked if, in response to the Deferred Action for Childhood Arrivals (DACA) discussion today, it would be impactful for WICHE to join other organizations in making a statement in support of Deferred Action for Childhood Arrivals.

Commissioner Deckert passed out a draft resolution from WICHE in support of the Deferred Action for Childhood Arrivals program, adding that this committee would be the jurisdiction and proper body to see it first when drafting a resolution. Commissioner Deckert explained that he is attempting to get language before this committee that would be a resolution of one of the bigger issues facing the West, with the goal of having language come out of committee that could be brought to the commission the following day.

Chair Cabaldon called for the action item to be added to the agenda of the committee. Commissioner Wilmer moved approval. The motion was seconded by Commissioner T. Fernandez and the motion was approved and added to the agenda of the committee.

ACTION ITEM
**Resolution of the Western Interstate Commission for Higher Education in Support of
the Deferred Action for Childhood Arrivals (DACA) Program**

Commissioner C. Fernandez stated that she appreciated this and recognized that this is a small way to be able to help.

President Garcia informed the committee that he drafted a letter in preparation of the commission meeting, in anticipation that commissioners may want to put together a resolution. President Garcia stated that he looked at other higher education groups' statements and recognizes that this was an effort to put something down on paper and is intentionally "light." Commissioner Burns also brought a separate resolution. Commissioner Burns explained that, based on the morning's Deferred Action for Childhood Arrivals (DACA) presentation, there should be a shift in the conversation from an immigration issue to a workforce issue.

Commissioner Kohl-Welles referenced a staff member she works with that may have to sever her employment unless she seeks a work authorization. Commissioners then suggested a series of edits to the draft resolution.

Commissioner Wilmer added that the resolution should address leadership of the House and Senate and the Committees. Commissioner Deckert added that leaders of Western states have real jurisdictional power and included that WICHE should utilize strategic communications and reference that this is an unprecedented statement, representing that this is an issue of gravity.

Chair Cabaldon suggested that if there is consent, the committee should create a writing and editing committee that would work with the WICHE president to come up with the resolution by the morning.

Commissioner Anderson asked if action must be taken tomorrow or if the committee can discuss the following day and vote at a later date, adding that when things are done quickly items may be missed. Chair Cabaldon responded that this issue is not new, and many committee members have already taken similar action and if an email vote was conducted things could become more difficult. Commissioner Damron stated her support to get this out tomorrow and would like a hand vote.

Chair Cabaldon articulated that there would be a subcommittee of Chair Cabaldon, Commissioner Burns, Commissioner Deckert, and President Garcia overnight and open to suggestions, and we will be ready for the Committee of the Whole.

Chair Cabaldon called for the approval of the action item and Commissioner C. Fernandez moved approval. The motion was seconded by Commissioner Kohl-Welles and the motion to convene a writing committee was approved unanimously.

Commissioner Kohl-Welles stated that the most recent topic that was voted on to acknowledge a position was Common Core but did not recall how that was done. Demarée Michelau responded that WICHE signed on as a supporting group but did not do a resolution and in 2015 agreed to a position statement on the reauthorization of the Higher Education Act.

DISCUSSION ITEM

2017 Higher Education Legislative Activity in the West: What You Need to Know

Demarée Michelau referred the committee to the *2017 Higher Education Legislative Activity in the West: What You Need to Know*, written by Christina Sedney. Michelau explained that the sections of the *WICHE Insights* were reviewed by the states. In response to questions as to why the annual legislative review is released in November, Michelau explained that this is due to the timing of the California legislative calendar.

DISCUSSION ITEM

Legislative Advisory Committee Update

Demarée Michelau provided members of the committee with a current Legislative Advisory Committee (LAC) roster and explained that a more robust report of LAC activity will be provided at the Committee of the Whole but did add that the annual convening took place in Park City this year and will be in Idaho in 2018.

Chair Cabaldon pointed the committee to look through their handout and to let Michelau know if they see any issues. Michelau added that there are a lot of terms ending and she will be following up about those.

INFORMATION ITEM

Tuition and Fees in Public Higher Education in the West 2017-18

Chair Cabaldon referenced a discussion of the Tuition and Fees survey and data at the May meeting and indicated that those suggestions were added to this edition.

DISCUSSION ITEM

Benchmarks: WICHE Region 2017

Demarée Michelau referred the committee to *Benchmarks: WICHE Region* and explained that these are regional indicators and largely an online resource and will be in PowerPoint if commissioners are interested in using the data in that format. Michelau went on to add that WICHE staff looked at previous benchmarks and did adjust some charts, in response to last year's retreat.

INFORMATION ITEM

Negotiated Rulemaking Committee Pertaining to Gainful Employment

Patrick Lane informed the committee that he had not been selected.

INFORMATION ITEM

Western Postsecondary Data Users Network Project

There was no separate discussion of the Western Postsecondary Data Users Network Project.

Adjournment

As there was no other business, Chair Cabaldon concluded the session at 2:35 p.m.

Peace Bransberger, Senior Research Analyst
and Colleen Falkenstern, Research Coordinator

wiche.edu

Exploring IPEDS Outcome Measures in the WICHE Region

Background

The first round of data from the Integrated Postsecondary Education Data System's (IPEDS) newest survey component, Outcome Measures (OM), was released to the public in Fall 2017. The OM data provide a more nuanced, detailed alternative suite of information about student outcomes than do the long-standing IPEDS graduation rates, and better coverage of the diverse student populations that have been historically overlooked in traditional graduation rate calculations.¹ Importantly, the IPEDS OM survey begins to address some of the limitations of the prevailing Graduation Rate (GR) component data.²

In this brief, WICHE summarizes and describes these data so that users can become familiar with them. The sections to follow explain the differences between the long-standing GR data and these new OM data; they also illustrate the additional progression and completion information the OM data provide about public postsecondary institutions in the WICHE region (representing 16 states and territories in the Western United States) and their undergraduate populations.³ The final section of this brief details additional changes to be incorporated in the next wave of OM data, and the Technical Glossary provides cohort and element definitions.

OM Data Cover 60 Percent More Public College Students in the West

Within the 2016 OM survey data, institutions reported the number of students who were conferred a degree, diploma, certificate, or other formal award for the first time at that institution (hereafter, "credential"), and enrollment status if they did not receive one of these credentials in the time period tracked, for the cohort of degree/certificate-seeking undergraduates who started at the institution in Fall 2008.⁴

Key Takeaways

Recently released IPEDS Outcome Measures data begin to address known limitations with official college graduation rates. These rates have only included "traditional" college outcomes of first-time students, leaving out part-time students and many types of non-first-time students. Now that the wider diversity of students is represented, WICHE observes important and even surprising trends about student outcomes.

- A majority of public college undergraduates in the WICHE region were left out of those official graduation rate measures—including the overwhelming majority of students at public community colleges.
- Students in this first cohort who were not first-time at the tracking institution were more likely to achieve credentials than first-time students.

These and other key findings for researchers and policymakers are explored within this *WICHE Insights* brief.

The outcomes are reported for four student groupings:

- First-time, full-time
- First-time, part-time
- Non-first-time, full-time
- Non-first-time, part-time

Institutions reported credential and enrollment status for entering Fall 2008 undergraduates at two points in time: after six years (by August 31, 2014) and after

eight years (by August 31, 2016).⁵ Table 1 summarizes these entering Fall 2008 undergraduates at WICHE-region public institutions. Only the category of first-time, full-time undergraduates had previously been covered by the federally reported GR graduation rates data. **The OM data, however, cover three additional categories of students comprising about 60 percent of entering Fall 2008 undergraduates in the region.** For example, at public four-year institutions in the WICHE region, there were about 200,600 students (after adjustments) in the Fall 2008 GR graduation rate cohort of students comprised only of first-time, full-time students. Subtle differences exist between the OM and GR cohort definitions and adjustments, but roughly the same number of first-time, full-time students were tracked for the OM results (204,810).⁶ And the OM data also provide outcomes information for 129,470 more Fall 2008 undergraduates at public four-year WICHE-region institutions (39 percent).

An even more consequential number of undergraduates were captured by OM data but not by the GR cohort definition at public two-year WICHE-region institutions—448,500 students—as 71 percent of entering undergraduates in Fall 2008 at

WICHE-region public two-year institutions were either part-time or non-first-time students.⁷ This additional, more comprehensive accounting of different types of students provides important information about postsecondary progression and completion for all types of students and institutions—information that was previously unavailable through IPEDS.

Public Four-Year Student Populations in the West

One of the key enhancements of the OM data is the more comprehensive coverage of student outcomes. For example, in addition to data about credential attainment, it provides information about transfer outcomes.

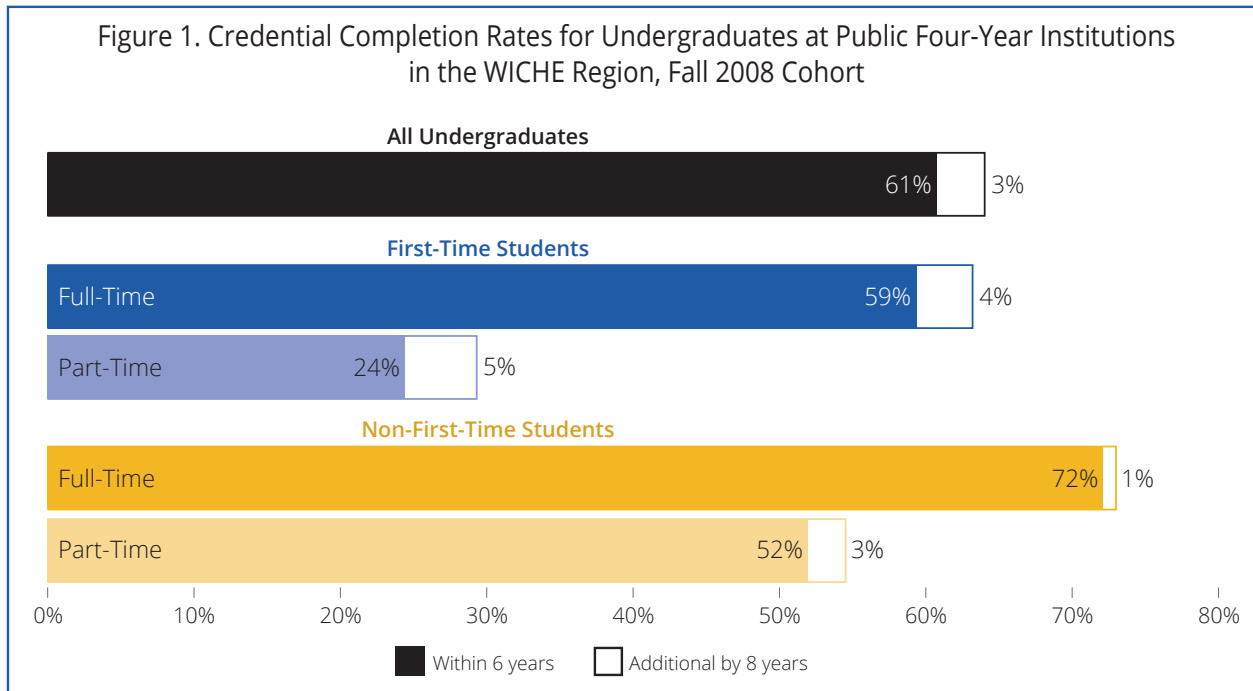
Part-Time and Non-First-Time Students: Figure 1 illustrates outcomes for the additional student populations tracked in the OM data but not the GR graduation rate data—only the students covered by the dark blue bar are common between the OM and GR data. Perhaps the most substantial new piece of information reflected in the OM data about public four-year institutions in the WICHE region is for non-first-time and part-time undergraduates. Including this

Table 1. Undergraduates Who Started in Fall 2008 at Public Institutions in the WICHE Region

	Students in the Fall 2008 Cohort		Completed at Starting Institution		Did Not Complete at Starting Institution Within 8 Years		
	Number	Percent of Total	Within 6 Years	Additional Within 8 Years	Transferred	Still Enrolled	Unknown
Public 4-Year All Undergraduates	334,280		61%	3%	19%	1%	16%
First-Time							
Full-Time	204,810	61%	59%	4%	20%	2%	15%
Part-Time	13,400	4%	24%	5%	30%	3%	37%
Non-First-Time							
Full-Time	89,580	27%	72%	1%	13%	1%	13%
Part-Time	26,490	8%	52%	3%	20%	1%	24%
Public 2-Year All Undergraduates	634,110		23%	2%	43%	2%	31%
First-Time							
Full-Time	185,610	29%	37%	2%	36%	2%	23%
Part-Time	197,380	31%	13%	2%	40%	3%	42%
Non-First-Time							
Full-Time	73,800	12%	35%	2%	40%	1%	22%
Part-Time	177,320	28%	13%	1%	54%	1%	29%

Source: WICHE calculations of IPEDS Outcome Measures data, 2016.

View state-level results in a new data table at wiche.edu/pub/factbook



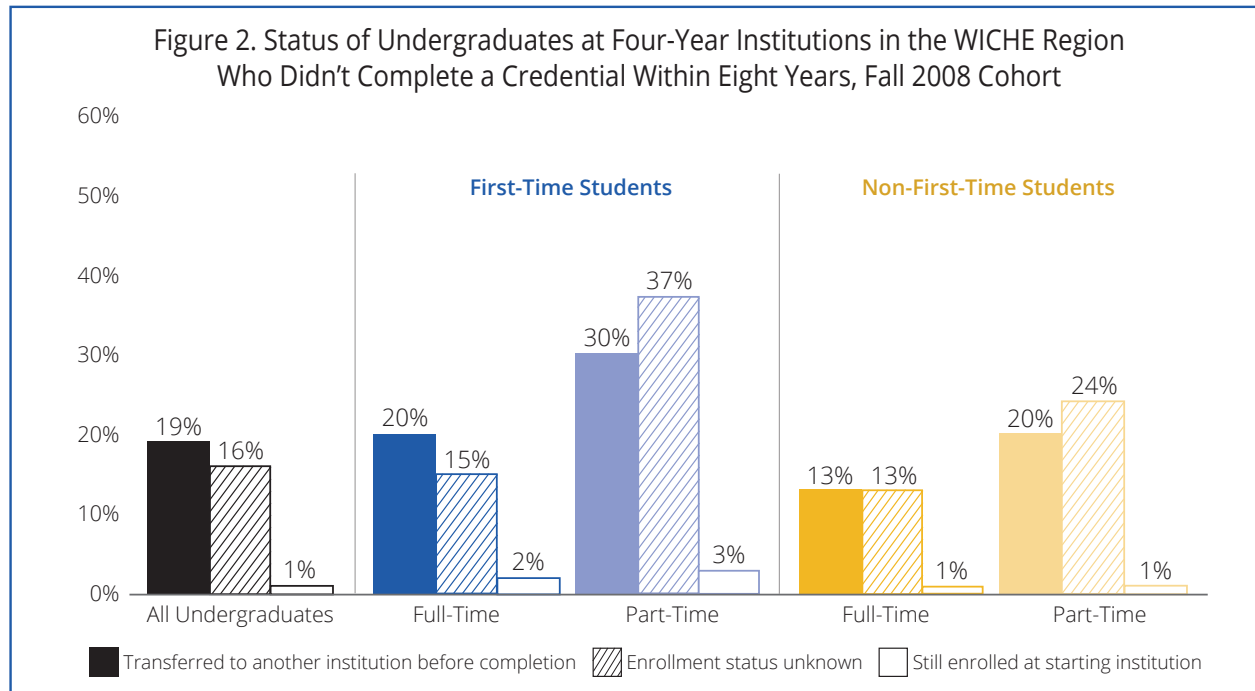
39 percent of entering Fall 2008 students increased the overall six-year completion rate at public four-year institutions to 61 percent, compared to 59 percent for first-time, full-time students only.⁸

And overall, *non-first-time* undergraduates completed a credential within six years at higher rates than *first-time* students. **The rate (72 percent) at which non-first-time, full-time students completed a credential within six years exceeded that rate (59 percent) for their first-time peers by 13 percentage points.** And the rate for non-first-time, *part-time* students (52 percent) was 28 percentage points higher than for their first-time peers (24 percent). While it is not possible to isolate the circumstances of non-first-time students in the OM data, some may, for example, be returning after a stop-out or lapse while others may be recent

transfers captured when the cohort was set; both should be captured in the OM cohort.

Credentials Within Six and Eight Years: Figure 1 also indicates the percentage of credential completions that occur between six and eight years at public four-year institutions in the WICHE region. An additional 4 percent of entering Fall 2008 first-time, full-time undergraduates received a credential when tracked at eight years. The greatest gain from tracking at eight years was for first-time, part-time students; the credential completion rate went up by five percentage points at eight years for this group. This is not surprising, since part-time students typically take more time to complete, and first-time, part-time students might need more time to complete more credits than non-first-time, part-time students, who may enroll requiring fewer credits for completion.

View state-level results in a new data table at wiche.edu/pub/factbook



Students Who Haven't Completed a Credential at the Institution Within Eight Years: On average, 36 percent of entering Fall 2008 undergraduates at public four-year institutions in the WICHE region did not complete a credential at the institution that started tracking them within eight years (Figure 2). About half of these students—19 percent of the beginning total—instead transferred to another institution during this time. First-time, part-time students were the most likely to have transferred (30 percent). All part-time students showed substantially higher rates of “enrollment status unknown” when tracking concluded.⁹

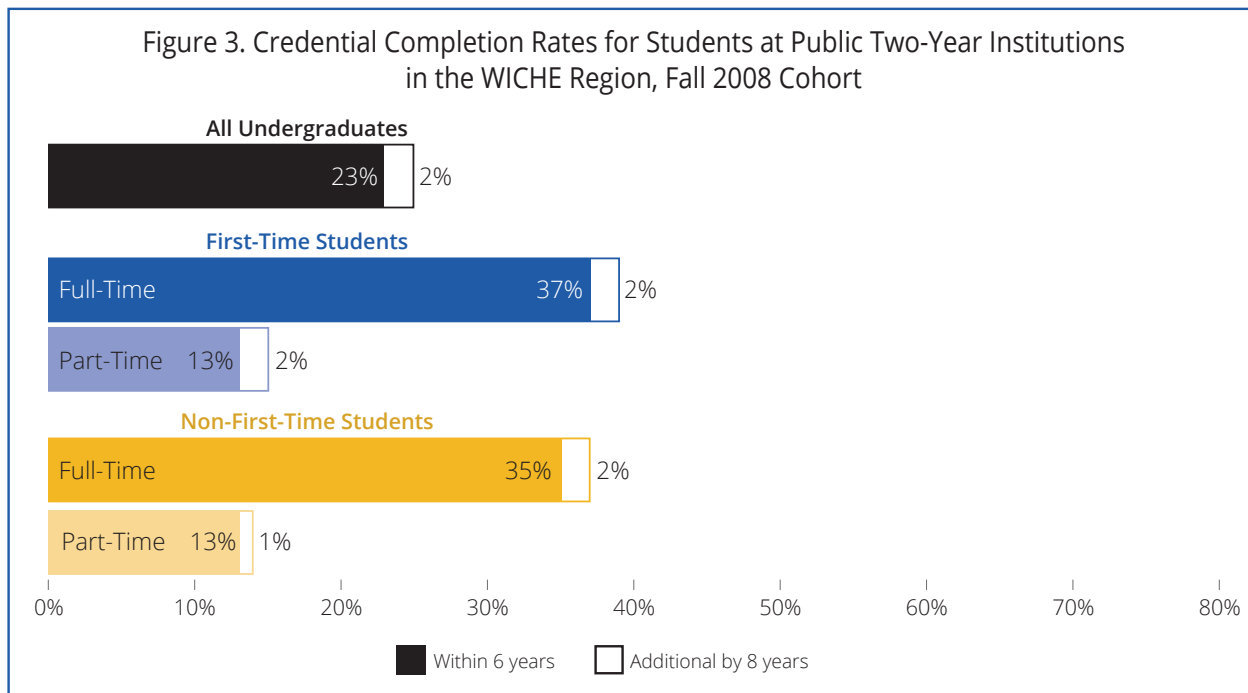
Public Two-Year Student Populations in the West

Two-year institutional leaders have legitimately critiqued official graduation rates from the IPEDS GR component for not capturing a substantial subset of their student populations—non-first-time students and those enrolled part-time. The OM data describe outcomes with these student populations, and the data reveal the importance of developing and interpreting outcomes for students at two-year colleges differently than for those at four-year institutions.

Part-Time and Non-First-Time Students: The OM data reveal that graduation rates from the IPEDS GR component portray only about one-third of all students at public two-year institutions in the WICHE region, since **only 29 percent of the entering Fall 2008 cohort enrolled full-time as first-time students (See Table 1). The OM data, importantly, reflected the other 71 percent of students at public two-year students in the WICHE region in Fall 2008.** Among these were the almost 60 percent of the entering Fall 2008 students at two-year institutions who started part-time, and the 40 percent of all students who were non-first-time students. The results, however, from tracking this first OM cohort illustrate the variation in student trajectories and how outcomes for which the definition of success is limited to credentials or “graduation rates” may not always be the most meaningful for this sector.

In the WICHE region, completion rates that accounted for all types of students at public two-year institutions were considerably lower than those that included only first-time, full-time students. Just 23 percent of Fall 2008 public two-year students received a credential by six years, compared to 37 percent of first-time, full-time students (Figure 3).¹⁰ And only 13 percent of students in both part-time categories (first-time and non-first-time) completed a credential within six years.

View state-level results in a new data table at wiche.edu/pub/factbook



As discussed below, much of this difference may be attributable to the share of students who transfer, and therefore are not reported as “completed.” GR and OM data both reflect degree/certificate-seeking students, but the non-first-time category may have a different meaning and different implications for two-year colleges than for four-year institutions.¹¹ While circumstances of students considered “non-first-time” cannot be known with certainty, it is plausible that the non-first-time category in OM data at a four-year institution reflects transfer-in students that were not covered by GR graduation rate data, as well as students simply returning after a stop-out or for an additional degree (among other circumstances). It is also plausible that there is wider variety of credentials and transfer intentions among students returning to a two-year institution as non-first-time than those who return as non-first-time to a four-year institution. To that point, as discussed below, part-time students returning to two-year institutions had the highest transfer rate (54 percent) of all student categories in Table 1.

Regarding enrollment intensity in the region, completion trends of part-time students at public two-year institutions were similar to those at public four-year institutions. Overall, *full-time* two-year students who entered in Fall 2008 completed at higher rates than *part-time* students. However, there was slight difference in completion rates between *first-time* and *non-first-time* students at two-year institutions (37 and 35 percent, respectively), compared to the greater difference between these student groups at four-year institutions.

Credentials Within Six and Eight Years: As with students at public four-year institutions in the WICHE region, a relatively small percentage of completions (2 percent more, on average) occurred between the six- and eight-year thresholds. This especially makes sense in the case of two-year students, since eight years is 400 percent or more of expected completion time for most two-year credentials.¹²

View state-level results in a new data table at wiche.edu/pub/factbook

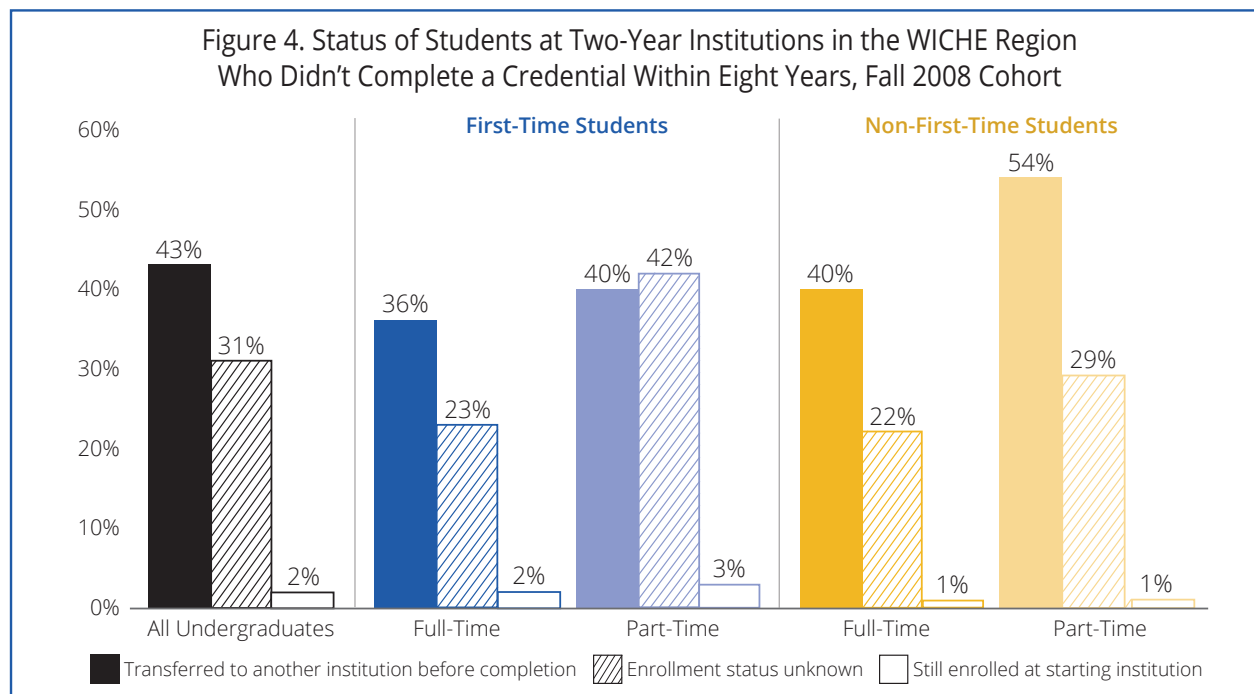
Students Who Haven't Completed a Credential at the Institution Within Eight Years: Seventy-six percent of entering Fall 2008 students at public two-year institutions in the region did not receive a credential within eight years at the institution that started tracking them (Figure 4). Among those non-completers, 57 percent transferred to another institution within eight years. **Part-time students at public two-year colleges were more likely to have transferred than full-time students. And almost half of those who transferred were non-first-time students (46 percent).** Ultimately in the WICHE region in Fall 2008, four out of 10 of all the two-year students transferred (43 percent), and more than five out of 10 of those who started as non-first-time, part-time students (54 percent) transferred instead of completing a credential in the time in which they were tracked.

As expected, the OM data suggest that a bulk of two-year institutions' work is with students who transfer, but leave unanswered questions about the circumstances, enrollment patterns, and completion rates of these often more multifaceted student populations than can be answered by even the very detailed OM data. For example, some Fall 2008 cohort students who transferred will likely be captured at their new institution in a subsequent OM

cohort, but it will not be possible to isolate them. And among students who had not transferred, a very low percentage were still enrolled (not surprising after eight years), with a substantially higher percentage of two-year students with unknown enrollment status than among public four-year institutions.

These OM results for two-year students likely reflect a wide range of possible circumstances, including students who are working, have children, and/or may be pursuing education but not necessarily a degree. And many of the non-first-time undergraduates at two-year institutions who are now being tracked by OM may, by definition, be returning to a previously attended institution or even enrolling in their third (or more) postsecondary institution. At the very least, these non-completion data highlight the importance of constructing and interpreting two-year colleges' "success" rates differently from those of four-year institutions.

The WCET *Frontiers* blog (wcetfrontiers.org), from the WICHE Cooperative for Educational Technologies (WCET), discusses institution-level Outcome Measures results to encourage its 370-plus institutional members to analyze the new data.



View state-level results in a new data table at wiche.edu/pub/factbook

Summary and Implications

This first wave of OM data is an important first step in better understanding student postsecondary progress as seen through varied student cohort lenses. Though the first round of any new dataset often has some limitations, many of the implications from these data quantify trends that heretofore have not been widely tracked. The next wave of data from the 2017-18 IPEDS collection cycle (2009-10 OM cohort) is due for release later this year. These and subsequent waves of data will include further new detail, including:

- Outcomes by Pell Grant and non-Pell Grant recipients
- Full-year enrollments (OM 2016 was limited to Fall 2008 enrollees at institutions who report to IPEDS as an “academic year”)
- Awards made within four years since entry (in addition to the current six- and eight-year intervals)
- Whereas credentials reported for this first wave of OM are the first award made to the student at the institution during the relevant time interval, future cohorts/cycles will reflect the highest credential conferred to the student, and the results will be detailed by level (certificate, associate’s, bachelor’s).¹³

Relying on graduation rate data that are limited to first-time, full-time undergraduates provides institutional leaders, policymakers, students, and families with incomplete outcomes data. The OM data survey is a welcome step forward. While these data cannot represent all possible variations or all student intentions or circumstances, they describe a substantial portion of formerly unknown student outcomes. The additional detail and coverage are particularly relevant for two-year institutions that serve multiple missions within the higher education enterprise. WICHE will continue to analyze and provide information about the OM data as they become available.

There are important distinctions between the credential rate from Outcome Measures data and the Graduation Rate data, as described throughout this brief.

Users should clearly distinguish between these data as they are not synonymous.

Endnotes

¹ Federally calculated graduation rates have been reported using the IPEDS Graduation Rate (GR) component data since the passage of the Student Right to Know and Campus Security Act of 1990. These official GR graduation rates are limited to first-time, full-time undergraduates. The Outcome Measures (OM) survey component originated at the recommendation of the Committee on Measures of Student Success, and the OM survey component and measures were developed through two IPEDS Technical Review Panels. See Association of Institutional Research (AIR), IPEDS Training, Outcome Measures, accessed Jan. 18, 2018 from <https://www.airweb.org/EducationAndEvents/IPEDSTraining/Tutorials/Pages/OutcomeMeasures.aspx>.

² A detailed comparison between the Graduation Rates and Outcome Measures surveys is available from the Institute for Higher Education Policy (IHEP), An Evolution of Measuring Student Outcomes in IPEDS, December 2017, accessed Jan. 18, 2018 from http://www.ihep.org/sites/default/files/uploads/postsecdata/docs/data-at-work/postsecdata_gr-om_explainer.pdf.

³ As with most IPEDS components, the OM data also cover private non-profit and for-profit institutions. This brief focuses on public postsecondary institutions, which in Fall 2016 enrolled about 90 percent of students in the WICHE region.

⁴ Ninety-seven percent of the 2008 OM cohort in the WICHE region were reported by institutions that report as an academic year, and 3 percent started at a program/hybrid institution.

⁵ U.S. Department of Education, Integrated Postsecondary Education Data System (IPEDS), Outcome Measures Survey Form, 2016-17, accessed Jan. 17, 2018 from https://nces.ed.gov/ipeds/surveys/2016/pdf/package_13_101.pdf.

⁶ WICHE calculations from IPEDS 2014 Graduation Rates Survey data.

⁷ There were about 180,000 first-time, full-time students tracked by two-year institutions for the GR Fall 2008 cohort, roughly the same number as tracked by OM, but likely reflecting slight differences in cohort definition and adjustment.

⁸ The “official” graduation rate for the corresponding four-year GR cohort (which includes only first-time, full-time undergraduates) was also 59 percent, despite slight differences in the cohort definition and the difference in what the percent completion represents—150 percent of program time for GR and any award by six years after starting for OM.

⁹ There is substantial variation in the rate of students coded as status “unknown” by the conclusion of the tracking period. Since this is the first round of OM, some colleges may still be adjusting to this new level of tracking and these rates may decrease in newer rounds of OM. It is also possible that some categories of students have more indeterminate outcomes, relative to whether and how intensely they considered themselves “degree/certificate-seeking” when they entered the cohort.

¹⁰ Whereas we presented information about the corresponding GR rate for first-time, full-time undergraduates at four-year institutions (endnote 8), we do not compare it here for students at two-year institutions, because there are more consequential impacts for the two-year sector from the differences in cohort definition and adjustment and between what the “official” graduation rate and OM completion rates represent.

¹¹ In GR rates data, only the overall category of degree/certificate-seeking students is delineated for two-year institutions, but two categories are delineated for four-year institutions: seeking bachelor’s-equivalent degrees or seeking other degrees. OM data delineate only one overall category of degree/certificate-seeking students.

¹² On the other hand, with an increasing number of two-year colleges offering four-year degrees, one might expect increases in future years in the information captured by the longer tracking period; however, it will not be possible to isolate two- and four-year degree/certificate-seeking students at two-year colleges in the OM data.

¹³ U.S. Department of Education, Integrated Postsecondary Education Data System (IPEDS), Outcome Measures Survey Form, 2017-18, accessed Jan. 17, 2018 from https://surveys.nces.ed.gov/ipeds/downloads/forms/package_13_101.pdf.

View state-level results in a new data table at wiche.edu/pub/factbook

OM Data Technical Glossary

2008 Cohort	All undergraduate students who began at the reporting institution in 2008—Fall 2008 enrollment counts for institutions that report as an academic year, and 2008-09 full-year enrollment counts for program/hybrid reporting institutions.
Adjusted Cohort	At six and eight years, the 2008 cohort is adjusted to reflect exclusions to the cohort. Exclusions to the cohort include students who are deceased or permanently disabled and unable to return, left to serve in the armed forces, left to serve with a foreign aid service of the Federal Government, or left to serve on an official church mission.
Credential	Completion data at six and eight years reflect the count of all students receiving a degree, diploma, certificate, or other formal award from the reporting institution (referred to throughout as “credential;” also called “award” in IPEDS documentation). All credentials in the 2016 survey are the first credential conferred and students are only reported once regardless of additional credentials later received.
Degree/certificate-seeking	Institutions only include degree/certificate-seeking students in the OM cohort, which includes students who are: enrolled in courses for credit who are seeking a degree, certificate, or other formal award; all students who have received any financial aid or received state or local financial aid based on eligibility requirements that state that student must be enrolled in a degree, certificate, or transfer-seeking program; all students who obtained a student visa to attend a U.S. postsecondary institution.
Eight-Year Completion Rate	The percentage of students from the adjusted 2008 cohort who received their first credential by August 31, 2016.
Enrolled in Another Institution	Students who left the reporting institution prior to receiving a credential and subsequently enrolled in another institution. This only includes those students whose subsequent enrollment has been confirmed.
Enrollment Status Unknown	A value calculated by subtracting those who have received a credential, are still enrolled, or have transferred to another institution, from the adjusted 2008 cohort.
First-time	A student with no prior postsecondary experience who is attending the reporting institution for the first time as an undergraduate. This includes those enrolled in occupational or academic programs, those enrolled in the fall term who attended for the first time in the prior summer term, and those entering with advanced standing (i.e., college credits earned during high school)
Full-time	Student enrolled for 12 or more semester or quarter credits, or 24 or more contact hours a week each term.
Non-First-Time	Student with postsecondary experience prior to attending the reporting institution.
Part-Time	Student enrolled for less than 12 credits per semester or quarter, or less than 24 contact hours per week.
Six-Year Completion Rate	The percentage of students from the adjusted 2008 cohort who received their first credential by August 31, 2014.
Still Enrolled	Students who have not received a credential and are still enrolled in the reporting institution.

Source: U.S. Department of Education, Integrated Postsecondary Education Data System (IPEDS), 2016-17 Survey Materials: Glossary, accessed March 16, 2018 from <https://nces.ed.gov/ipeds/use-the-data/annual-survey-forms-packages-archived>.

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Monday, May 7, 2018

3:15 - 4:30 p.m.

Garden City Ballroom

Plenary Session III Using Funding Formulas to Increase Access, Success, and Equity

Many states, including a majority of WICHE states, have adopted college completion goals. Many of those same states have or are considering adopting “performance” or “outcomes-based” funding allocation models, in an effort to reward institutions that increase degree completion, persistence, or achieve other state goals.

Along with increasing student success and degree completion, many states are seeking ways to close “equity gaps”—the difference between the rate at which white and non-white students (or low-income and high-income students) earn postsecondary credentials.

In this session, you will hear from two national experts on the magnitude and impact of those gaps and the use, as part of state funding formulas, of “equity metrics” to encourage and reward efforts to close gaps. Which institutions in your state are serving minority and low-income students effectively, and how are they funded relative to other institutions? What are the costs and the complications of designing and utilizing such an approach, and how can your state address its own gaps? Who has used equity metrics, and how have they worked?

As in all WICHE plenary sessions, we also hope to engage commissioners in sharing their own thoughts and asking questions about the methods, results, and political implications of the use of different metrics in funding formulas.

Session Goals:

- Share two examples of innovative efforts to increase student access and improve student success
- Engage commissioners in an in-depth discussion about how these efforts are being implemented in states, incorporating identified successes and challenges

Facilitator:

Joe Garcia, President, Western Interstate Commission for Higher Education

Speakers:

Anna Cielinski, Senior Policy Analyst, Center for Postsecondary and Economic Success, Center for Law and Social Policy
Tiffany Jones, Director of Higher Education, Education Trust

Biographical Information on the Facilitator and Speakers

Anna Cielinski is a senior policy analyst with the Center for Law and Social Policy. She analyzes and advocates for performance measurement and data systems that provide incentives to enroll and best serve low-income or lower-skilled people. This work spans postsecondary education, adult education, career and technical education, and workforce development policies. Previously, she was a congressional staffer for seven years, with experience in both the U.S. House and U.S. Senate. Cielinski graduated from Vanderbilt University with a bachelor's in economics and holds a Master of Public Policy from the McCourt School of Public Policy at Georgetown University.

Joe Garcia assumed the presidency of WICHE in June 2016. Garcia left his dual role as Colorado lieutenant governor and executive director of the state's Department of Higher Education and is the seventh president of WICHE since its founding 62 years ago. Before his inauguration as lieutenant governor in 2011 and re-election in 2015, Garcia was president of Colorado State University-Pueblo. During his four-year tenure there, he helped the institution overcome financial difficulties and stagnant enrollment and enhanced its reputation through aggressive marketing and nontraditional solutions. Previously, he was president of Colorado's second-largest community college, Pikes Peak Community College, overseeing three campuses serving more than 16,000 students a year. Garcia, who earned a business degree from the University of Colorado and a juris doctorate from Harvard Law School, began his career in 1983 with Holme Roberts & Owen, where he went on to become the first Hispanic partner in the 100-year history of the storied Denver law firm. In 1993, he joined former Gov. Roy Romer's cabinet as executive director of the Colorado Department of Regulatory Agencies, a position he held until his appointment in 1999 as the U.S. Department of Housing and Development's regional director for the Rocky Mountain states. Throughout his career, Garcia has been actively involved as a board member for numerous civic, educational, and cultural nonprofit organizations, including the YMCAs of Pueblo, Colorado Springs, and Denver; Pikes Peak Legal Aid; economic development agencies in Pueblo and Colorado Springs; the Colorado Housing and Finance Authority; Pikes Peak Child Nursery Centers; and the Hispanic Association of Colleges and Universities. He served nine years on the WICHE Commission and was its chair in 2012.

Tiffany Jones directs the higher education policy team at The Education Trust, where she promotes legislation to improve access, affordability, and success for low-income students and students of color. Central to this work is supporting equity—and student-centered accountability and affordability policies at the state and federal levels. Before joining Ed Trust, Jones led higher education work at the Southern Education Foundation, where she partnered with Historically Black Colleges and Universities and Hispanic-Serving Institutions to advance student success and engage in analysis of federal and state policies (such as performance- and outcomes-based funding) using an equity lens. Prior to SEF, she was a dean's fellow at the Center for Urban Education at the University of Southern California, where she helped advance the equity scorecard in Minority-Serving Institutions and urban high schools. Jones has written academic and policy publications on how higher education policy and practices impact college success for low-income students and students of color. In her upcoming book, *Can Equity be Bought? Outcomes Based Funding for Racial Equity*, she introduces a framework for prioritizing equity issues in higher education accountability systems. A Michigan native, Jones holds a Ph.D. in urban education policy from the University of Southern California, a master's degree in higher education administration from the University of Maryland, College Park, and a bachelor's degree in family studies and English from Central Michigan University.

Tuesday, May 8, 2018

8:30 - 10:00 a.m.
Garden City Ballroom

Committee of the Whole – Business Session

Reconvene Committee of the Whole: Clayton Christian, WICHE chair

Agenda

Report and recommended action of the Executive Committee:
Clayton Christian, WICHE chair



Leadership transition (separate document)

Report and recommended action of the Programs and Services Committee:
Eileen Klein, committee chair

5-1



Approval of the FY 2019 workplan sections pertaining to the Programs and Services unit's activities

8-23



Approval of Professional Student Exchange Program support fees for the 2019-20 and 2020-21 biennium

5-6

Report and recommended action of the Policy Analysis and Research Committee: Christopher Cabaldon, committee chair

6-1



Approval of the FY 2019 workplan sections pertaining to the Policy Analysis and Research unit's activities

8-26

Committee of the Whole Action Items



Approval of FY 2019 salary and benefit recommendations

8-3



Approval of the FY 2019 operating budget – general fund and non-general fund budgets

8-4



Approval of dues for the FY 2020 and FY 2021 biennium

8-12



Approval of expenditures from reserves for strategic priorities (handout)



Approval of the proposed modifications to the WICHE Bylaws

8-13



Approval of the FY 2019 workplan

8-21

Information Item

Electronic meeting evaluation:

<https://www.surveymonkey.com/r/May2018commissionmtg>



Other business

Adjourn Committee of the Whole Business Session

ACTION ITEM

Approval of FY 2019 Salary and Benefit Recommendations

Salary

All standard salary increases at WICHE are provided based on performance; WICHE does not provide across-the-board raises, step increases, or cost-of-living adjustments. Occasional exceptions to the “merit-only” policy are made if salary surveys indicate a position is out of alignment with other positions within the organization, in exceptional circumstances or, where necessary, to retain a valued individual.

As reflected in the proposed budget agenda item, President Garcia is pleased to recommend a 3 percent pool for performance-based increases to staff who have performed at exceptionally high levels over the past year. This proposal is not inclusive of the forthcoming results of the salary market analysis, which may result in further adjustments.

Benefits

The proposed budget also includes a 3 percent increase in benefits for staff, all of which are related either to benefits directly associated with salary (e.g., agency contributions to the retirement plan, life/AD&D/STD/LTD insurance, workers' compensation, unemployment compensation, and Social Security) or to projected changes in the costs of general benefits (e.g., medical and dental insurance premiums).

Major benefits to staff include the following:

- Participation in WICHE's retirement plan, which provides two-to-one matching for contributions up to a combined 15 percent [5 from staff, 10 from WICHE], in TIAA-managed accounts
- Medical insurance through United Health Care and dental insurance through Lincoln Financial Group. Medical insurance includes the option to participate in a health savings account (HSA). WICHE provides a set portion of the payment for the medical and dental insurance premiums, with staff paying the remainder, which varies depending upon the plan and level of coverage elected. WICHE also contributes to each staff member's health savings account each pay period, if they have one.
- An optional flex spending account, which is available for qualified medical and dependent care expenses
- Life, accidental death and dismemberment, short-term disability, and long-term disability insurance, Which are provided to eligible staff members
- Generous vacation, sick leave, paid holidays, and personal business leave time for WICHE staff
- Conversion of up to 450 hours of accumulated sick leave for most individuals retiring from WICHE (requires at least five years of service and combined age and tenure at WICHE of at least 70 years)
- An employee assistance program for all staff and immediate family members
- Bus passes made available through the Denver metro area's RTD Eco Pass program

Actions Requested

Approval of a 3 percent salary and benefits pool increase, which would cost the WICHE general fund approximately \$54,000 and is included in the proposed FY 2019 budget.

ACTION ITEM

Approval of FY 2019 Operating Budget (encompassing General Fund and Non-General Fund Budgets)

Background

The general fund budget proposed by staff for FY 2019 (July 1, 2018 to June 30, 2019) is for a WICHE programmatic agenda that provides service to member states and supports a wide range of highly significant projects. General Fund income not only supports basic WICHE program activities, such as the work of the Student Access Programs and the Policy Analysis and Research unit: it also allows WICHE to efficiently align and engage with other higher education resource-sharing activities throughout and beyond the West, many of which are supported by nonstate dollars.

The five budgets following the general fund budget reflect projected non-general fund budgets for each of WICHE's five primary operating units. Non-general fund activities include all projects supported by fees, grants, or contracts. Of these five budgets, the WCET unit, the Mental Health unit, and Administrative Services/Operations are self-funded.

Action Requested

Approval of the FY 2019 general fund budget and the FY 2019 non-general fund budgets.

Western Interstate Commission for Higher Education

General Fund Budget

Comparing FY 2018 with FY 2019

Revenue and Expenditures

Feb 2018

	FY 2018				FY 2019				
	FY 2018 Budget	FY 2018 Projection	Projection Higher or (Lower) than Budget		FY 2019 Budget	FY 2019 Higher or (Lower) than FY 201	Budget Budget	FY 2019 Higher or (Lower) than FY 201	Budget Projection
Revenue									
4102 Indirect Cost Reimbursements	\$600,000	\$635,091	\$35,091	5.8%	\$650,000	\$50,000	8.3%	\$14,909	2.3%
4104 Indirect Cost Sharing-WICHE	(\$160,000)	(\$185,921)	(\$25,921)	16.2%	(\$160,000)	\$0	0.0%	\$25,921	-13.9%
4201 Members/Fees States/Institutions a	\$2,384,000	\$2,285,700	(\$98,300)	-4.1%	\$2,448,000	\$64,000	2.7%	\$162,300	7.1%
4300 Interest	\$50,000	\$87,288	\$37,288	74.6%	\$120,000	\$70,000	140.0%	\$32,712	37.5%
4400 Publication Sales & Refunds	\$52	\$17	(\$34)	-66.7%		(\$52)	-100.0%	(\$17)	-100.0%
4600 Other Income	\$60,000	\$7,786	(\$52,214)	-87.0%	\$10,000	(\$50,000)	-83.3%	\$2,214	28.4%
4850 Credit Card Transaction Rev. / Units	\$500	\$167	(\$333)	-66.7%	\$120	(\$380)	-76.0%	(\$47)	-28.0%
Total Revenue	\$2,934,552	\$2,830,127	(\$104,425)	-3.6%	\$3,068,120	\$133,568	4.6%	\$237,994	8.4%
Expenditures									
0102 Student Exchange Program	\$355,609	\$341,799	(\$13,810)	-3.9%	\$376,871	\$21,262	6.0%	\$35,072	10.3%
0104 Policy Analysis & Research	\$418,542	\$423,281	\$4,739	1.1%	\$439,888	\$21,346	5.1%	\$16,607	3.9%
0105 Communications & Public Affairs	\$427,748	\$439,745	\$11,997	2.8%	\$481,661	\$53,913	12.6%	\$41,916	9.5%
0106 Programs & Services	\$40,213	\$37,321	(\$2,892)	-7.2%	\$46,280	\$6,067	15.1%	\$8,959	24.0%
0110 President's Office	\$577,911	\$523,493	(\$54,418)	-9.4%	\$563,483	(\$14,428)	-2.5%	\$39,990	7.6%
0111 Commission Meeting Expense	\$209,263	\$185,804	(\$23,459)	-11.2%	\$214,934	\$5,671	2.7%	\$29,130	15.7%
0112 Administrative Services	\$646,398	\$645,761	(\$636)	-0.1%	\$683,712	\$37,315	5.8%	\$37,951	5.9%
0115 Miscellaneous Gen. Fund	\$185,259	\$193,052	\$7,793	4.2%	\$190,817	\$5,558	3.0%	(\$2,236)	-1.2%
0116 Program Development	\$25,000	\$14,510	(\$10,490)	-42.0%	\$25,000	\$0	0.0%	\$10,490	72.3%
0131 LAC Meeting	\$42,436	\$48,455	\$6,019	14.2%	\$43,709	\$1,273	3.0%	(\$4,746)	-9.8%
Total Expenditures	\$2,928,379	\$2,853,220	(\$75,159)	-2.6%	\$3,066,356	\$137,977	4.7%	\$213,135	7.5%
Surplus (Deficit) for the Fiscal Year	\$6,173	(\$23,094)	(\$29,267)		\$1,765	(\$4,408)			
Reserves at Beginning of Year									
1 Minimum Reserve b	\$351,405	\$351,405	\$0	0.0%	\$367,963	\$16,558	4.7%	\$16,558	4.7%
2 Reserve for Facility Payments c	\$259,000	\$259,000	\$0	0.0%	\$259,000	\$0	0.0%	\$0	0.0%
3 Reserve for Unexpected Shortfall d	\$292,838	\$292,838	\$0	0.0%	\$306,636	\$13,798	4.7%	\$13,798	4.7%
4 Reserve to Operate Accounts Receivable e	\$850,000	\$850,000	\$0	0.0%	\$850,000	\$0	0.0%	\$0	0.0%
5 Reserve Available for Dedication	\$999,472	\$999,472	\$0	0.0%	\$846,022	(\$153,450)	-15.4%	(\$153,450)	-15.4%
Reserves at Beginning of Year	\$2,752,715	\$2,752,715	\$0	0.0%	\$2,629,621	(\$123,094)		(\$123,094)	
Reserves Dedicated during Year									
6 Organizational Systems Review f	\$100,000	\$100,000	\$0	0.0%	\$0	\$100,000	100.0%	\$100,000	100.0%
7 Deficit (Surplus) for the Fiscal Year above	(\$6,173)	\$23,094	(\$29,267)		(\$1,765)	(\$4,408)	71.4%	\$24,858	107.6%
Reserves Dedicated during the Fiscal Year	\$93,827	\$123,094	(\$29,267)	0.0%	(\$1,765)	\$95,592		\$124,858	
Reserves at End of Year	\$2,658,888	\$2,629,621	(\$29,267)		\$2,631,386	(\$27,502)			

(a) At the May 2016 meeting the Commission set the FY 2018 dues to \$149K and the FY 2019 dues to \$153K.

(b) Minimum reserve set by the commission is 12% of Budgeted Expenses. Set May 2000.

(c) Facility Payments reserve set by commission at 6 months of cost. Set May 2007.

(d) Unexpected Shortfall reserve set by commission at 10% of Budgeted Expenses. To be used only if anticipated funding does not materialize. Set May 2007.

(e) Reserve amount needed float accounts receivable until payments are received for contracted work. Approved by Executive Committee February 2016.

(f) Approved by Executive Committee February 2016.

Western Interstate Commission for Higher Education

Two-Year Budget for FY 2018 and FY 2019

Programs and Services

Feb 2018

8 months elapsed 4 months remaining Object / Description	FY 2018 Total	FY 2018 Budget	FY 2019 Budget	Variance	%
Actual > 01-Jul-17 -- 28-Feb-18 Forecast > 01-Mar-18 -- 30-Jun-18	01-Jul-17 30-Jun-18	01-Jul-17 30-Jun-18	01-Jul-18 30-Jun-19	FY 2019 budget higher or (lower) than FY 18	
11-20 MHEC Master Property Program	\$0	\$20,000	\$20,000	\$0	0.0%
11-21 MHECtech	\$87,435	\$95,324	\$115,000	\$19,676	20.6%
11-22 MHECare	\$38,726	\$22,300	\$22,000	(\$300)	-1.3%
11-35 NANSLO	\$70			\$0	
11-42 Passport Phase II - Gates	\$914,185	\$898,427	\$387,757	(\$510,670)	-56.8%
11-43 Passport Phase II - Lumina	\$104,151	\$95,421	\$23,983	(\$71,438)	-74.9%
11-61 Passport Phase III - ED	\$305,391	\$1,000,061	\$609,611	(\$390,449)	-39.0%
13-01 ICE School	\$13,050			\$0	
14-01 NSI Initiative Y1	\$500,000	\$500,000	\$218,987	(\$281,013)	-56.2%
14-02 NSI Initiative Y2	\$0		\$326,486	\$326,486	
14-91 NRMN - CFD RMI	\$22,854			\$0	
15-01 Western Academic Leader Forum	\$101,365	\$104,450	\$100,575	(\$3,875)	-3.7%
15-15 Internet Course Exchange	\$21,058	\$7,500	\$18,800	\$11,300	150.7%
15-20 Western Alliance Comm Colleges	\$98,949	\$89,750	\$100,300	\$10,550	11.8%
15-30 Forum Academy	\$28,500	\$40,000	\$40,400	\$400	1.0%
Revenue	\$2,235,732	\$2,873,233	\$1,983,899	(\$889,333)	-31.0%
Total Revenue	\$2,235,732	\$2,873,233	\$1,983,899	(\$889,333)	-31.0%
11-01 General Student Services	\$1			\$0	
11-20 MHEC Master Property Program	\$11,497	\$9,752	\$17,250	\$7,498	76.9%
11-21 MHECtech	\$80,874	\$95,324	\$114,983	\$19,659	20.6%
11-22 MHECare	\$2,720	\$19,667	\$5,925	(\$13,742)	-69.9%
11-42 Passport Phase II - Gates	\$526,428	\$831,794	\$217,437	(\$614,357)	-73.9%
11-43 Passport Phase II - Lumina	(\$109,725)	\$71,438	\$23,983	(\$47,456)	-66.4%
11-61 Passport Phase III - ED	\$488,342	\$771,410	\$609,611	(\$161,798)	-21.0%
12-01 Institutional Collaborations	\$63			\$0	
14-01 NSI Initiative Y1	\$283,496	\$281,013	\$137,501	(\$143,513)	-51.1%
14-02 NSI Initiative Y2	\$0		\$172,647	\$172,647	
14-91 NRMN - CFD RMI	\$22,854			\$0	
15-01 Western Academic Leader Forum	\$87,790	\$102,403	\$98,809	(\$3,594)	-3.5%
15-15 Internet Course Exchange	\$14,446	\$5,798	\$11,870	\$6,072	104.7%
15-20 Western Alliance Comm Colleges	\$58,076	\$85,553	\$89,355	\$3,802	4.4%
15-30 Forum Academy	\$28,719	\$39,332	\$39,147	(\$185)	-0.5%
Expense	\$1,495,581	\$2,313,485	\$1,538,518	(\$774,967)	-33.5%
Total Expense	\$1,495,581	\$2,313,485	\$1,538,518	(\$774,967)	-33.5%
Revenue over (under) Expense	\$740,152	\$559,748	\$445,382	(\$114,366)	

Western Interstate Commission for Higher Education

Two-Year Budget for FY 2018 and FY 2019

Policy Analysis and Research

Feb 2018

	FY 2018	FY 2018	FY 2019		
8 months elapsed 4 months remaining	Total	Budget	Budget	Variance	%
Object / Description	Actual > 01-Jul-17 -- 28-Feb-18 Forecast > 01-Mar-18 -- 30-Jun-18	01-Jul-17 30-Jun-18	01-Jul-18 30-Jun-19	FY 2019 budget higher or (lower) than	FY 18
50-01 Policy Core Account	\$550			\$0	
50-25 NM SHEM	\$45,297	\$45,303		(\$45,303)	-100.0%
51-18 WSAC Regional HE Needs Asses	\$91,711	\$111,379		(\$111,379)	-100.0%
51-30 Hawaii MLDE Contract	\$17,868	\$5,000	\$10,000	\$5,000	100.0%
51-32 Multistate Data Exchange 2	\$1,250,386	\$1,222,769	\$321,097	(\$901,672)	-73.7%
52-15 UCLA Smarter Balanced	\$45,569			\$0	
53-01 CO Adult Learning Symposium	\$0	\$10,000		(\$10,000)	-100.0%
53-13 CDHE Attainment Gap	(\$340)			\$0	
54-13 WICHE Task Force on Att Gaps	\$300,000	\$300,000	\$228,445	(\$71,555)	-23.9%
55-01 Anticipated New Funding	\$0		\$237,837	\$237,837	
Revenue	\$1,751,041	\$1,694,451	\$797,379	(\$897,072)	-52.9%
Total Revenue	\$1,751,041	\$1,694,451	\$797,379	(\$897,072)	-52.9%
50-01 Policy Core Account	\$17,485			\$0	
50-18 HSG Methods Review & Expansio	\$0			\$0	
50-25 NM SHEM	\$45,297	\$45,304		(\$45,304)	-100.0%
51-18 WSAC Regional HE Needs Asses	\$90,095	\$111,379		(\$111,379)	-100.0%
51-30 Hawaii MLDE Contract	\$17,000	\$5,000	\$10,000	\$5,000	100.0%
51-32 Multistate Data Exchange 2	\$1,249,897	\$1,222,769	\$320,785	(\$901,984)	-73.8%
52-15 UCLA Smarter Balanced	\$38,764			\$0	
53-01 CO Adult Learning Symposium	\$0	\$10,000		(\$10,000)	-100.0%
54-13 WICHE Task Force on Att Gaps	\$93,613	\$171,555	\$228,445	\$56,890	33.2%
55-01 Anticipated New Funding	\$0		\$237,837	\$237,837	
Expense	\$1,552,151	\$1,566,007	\$797,067	(\$768,940)	-49.1%
Total Expense	\$1,552,151	\$1,566,007	\$797,067	(\$768,940)	-49.1%
Revenue over (under) Expense	\$198,890	\$128,444	\$312	(\$128,132)	

Western Interstate Commission for Higher Education

Two-Year Budget for FY 2018 and FY 2019

Mental Health

Feb 2018

8 months elapsed 4 months remaining	FY 2018 <i>Total</i>	FY 2018 <i>Budget</i>	FY 2019 <i>Budget</i>	<i>Variance</i>	<i>%</i>
<i>Object / Description</i>	<i>Actual > 01-Jul-17 -- 28-Feb-18 Forecast > 01-Mar-18 -- 30-Jun-18</i>	01-Jul-17 30-Jun-18	01-Jul-18 30-Jun-19	FY 2019 budget higher or (lower) than FY 18	
40-01 MH - State Affiliation Fees	\$371,125	\$330,000	\$340,000	\$10,000	3.0%
40-10 MH - Decision Support Group	\$66,000	\$60,000	\$60,000	\$0	0.0%
40-21 MH - Suicide Prevention Toolkits	\$9,575	\$2,500	\$2,500	\$0	0.0%
41-01 MH - Consulting Main Account	\$132,915	\$135,000	\$150,000	\$15,000	11.1%
41-20 AZ Evidence Based FY14--FY15	\$468,855	\$461,732	\$523,941	\$62,209	13.5%
41-30 AZ Mercy Maricopa EBP FY15-16	\$193,785	\$201,175	\$130,075	(\$71,100)	-35.3%
41-39 AZ MMIC Training 2017	\$133,527	\$215,945	\$180,000	(\$35,945)	-16.6%
41-45 SD DBH Annual Fidelity Review	\$50,625	\$45,625	\$46,500	\$875	1.9%
41-80 VA Rural Suici FY 15, 16 and 17	\$542,417	\$457,968	\$1,038,168	\$580,200	126.7%
42-02 UTEP FY 13 Intern Program	\$668			\$0	
42-22 MH of Colorado School Based BH	\$43,850	\$43,850		(\$43,850)	-100.0%
43-06 ID Portneuf Health Planning	\$50,889	\$57,250		(\$57,250)	-100.0%
43-14 ID MH Needs Assessment 2018	\$84,498	\$84,498		(\$84,498)	-100.0%
43-62 WA SAMHSA Data Reporting	\$65,674	\$66,788		(\$66,788)	-100.0%
44-40 MH - AK API FY 15/16	\$26,991	\$20,833	\$29,167	\$8,333	40.0%
45-01 MH - Anticipated New Funding	\$81,000	\$56,000	\$400,000	\$344,000	614.3%
45-37 AK Natv Tribal Hlth Consortium	\$23,378			\$0	
45-40 AK Trust PIC FY17/18	\$70,825	\$63,000	\$59,000	(\$4,000)	-6.3%
45-43 MH - AK PIC Interns FY11-FY17	\$108,333	\$100,000	\$100,000	\$0	0.0%
46-01 HI - DOH	\$17,250	\$17,250	\$17,250	\$0	0.0%
46-06 HI - DOE Interns	\$317,544	\$311,350	\$272,499	(\$38,851)	-12.5%
46-07 HI - DPS Interns	\$139,370	\$123,003	\$160,402	\$37,399	30.4%
46-08 HI - DOH Interns	\$53,695	\$80,316	\$154,000	\$73,684	91.7%
46-15 HI DOE Recruitment	\$111,295	\$108,000	\$96,000	(\$12,000)	-11.1%
46-31 OR Psych Internship FY 15-18	\$2,400	\$2,400	\$2,400	\$0	0.0%
46-36 UT Psychology Internship	\$90,000	\$90,000		(\$90,000)	-100.0%
46-40 NV Intern Stipends FY 15-16-17	\$145,788	\$142,500	\$174,167	\$31,667	22.2%
46-51 NV Psych Internship FY 15	\$60,116	\$44,757	\$30,000	(\$14,757)	-33.0%
Revenue	\$3,462,389	\$3,321,740	\$3,966,068	\$644,328	19.4%
Total Revenue	\$3,462,389	\$3,321,740	\$3,966,068	\$644,328	19.4%
40-01 MH - State Affiliation Fees	\$794,033	\$853,565	\$890,826	\$37,260	4.4%
40-10 MH - Decision Support Group	\$11,721	\$30,825	\$53,380	\$22,555	73.2%
40-21 MH - Suicide Prevention Toolkits	\$18,020	\$1,500	\$1,500	\$0	0.0%
41-01 MH - Consulting Main Account	\$94,209	\$0		\$0	#Num!
41-20 AZ Evidence Based FY14--FY15	\$504,233	\$493,956	\$546,414	\$52,458	10.6%
41-30 AZ Mercy Maricopa EBP FY15-16	\$194,071	\$201,175	\$130,075	(\$71,100)	-35.3%
41-38 AZ MMIC PSH Redesign	\$11			\$0	
41-39 AZ MMIC Training 2017	\$133,528	\$124,466	\$180,000	\$55,534	44.6%
41-45 SD DBH Annual Fidelity Review	\$44,763	\$65,164	\$35,729	(\$29,435)	-45.2%
41-80 VA Rural Suici FY 15, 16 and 17	\$406,260	\$304,142	\$872,345	\$568,203	186.8%
41-83 AZ MMIC MHBG EPB Grant Awar	\$4,396			\$0	
42-02 UTEP FY 13 Intern Program	\$668	\$2,037		(\$2,037)	-100.0%
42-22 MH of Colorado School Based BH	\$25,516	\$13,833		(\$13,833)	-100.0%
43-06 ID Portneuf Health Planning	\$41,566	\$31,010		(\$31,010)	-100.0%

Western Interstate Commission for Higher Education

Two-Year Budget for FY 2018 and FY 2019

Mental Health (continued)

Feb 2018

8 months elapsed 4 months remaining	FY 2018	FY 2018	FY 2019	Variance	%
<i>Object / Description</i>	<i>Total</i>	<i>Budget</i>	<i>Budget</i>	FY 2019 budget higher or (lower) than	FY 18
<i>Actual ></i>	<i>01-Jul-17 -- 28-Feb-18</i>	<i>01-Jul-17</i>	<i>01-Jul-18</i>		
<i>Forecast ></i>	<i>01-Mar-18 -- 30-Jun-18</i>	<i>30-Jun-18</i>	<i>30-Jun-19</i>		
43-14 ID MH Needs Assessment 2018	\$7,747			\$0	
43-62 WA SAMHSA Data Reporting	\$33,324	\$66,179		(\$66,179)	-100.0%
44-40 MH - AK API FY 15/16	\$24,387	\$26,406	\$22,598	(\$3,808)	-14.4%
45-37 AK Natv Tribal Hlth Consortium	\$23,378	\$1,001		(\$1,001)	-100.0%
45-40 AK Trust PIC FY17/18	\$66,076	\$89,370	\$55,212	(\$34,158)	-38.2%
45-43 MH - AK PIC Interns FY11-FY17	\$100,821	\$99,959	\$99,959	\$0	0.0%
46-01 HI - DOH	\$31,509	\$22,340	\$17,401	(\$4,939)	-22.1%
46-02 HI - DPS	\$27,146	\$22,764	\$22,349	(\$415)	-1.8%
46-03 HI - DOE	\$28,616	\$27,310	\$28,490	\$1,180	4.3%
46-06 HI - DOE Interns	\$260,830	\$261,154	\$298,103	\$36,949	14.1%
46-07 HI - DPS Interns	\$91,950	\$156,196	\$169,487	\$13,291	8.5%
46-08 HI - DOH Interns	\$84,106	\$143,911	\$177,182	\$33,270	23.1%
46-15 HI DOE Recruitment	\$81,267	\$42,060	\$61,814	\$19,753	47.0%
46-36 UT Psychology Internship	\$19,014	\$19,105	\$49,470	\$30,365	158.9%
46-40 NV Intern Stipends FY 15-16-17	\$133,410	\$114,711	\$126,250	\$11,540	10.1%
46-51 NV Psych Internship FY 15	\$57,490	\$50,782	\$28,721	(\$22,061)	-43.4%
Expense	\$3,344,063	\$3,264,920	\$3,867,305	\$602,385	18.5%
Total Expense	\$3,344,063	\$3,264,920	\$3,867,305	\$602,385	18.5%
Revenue over (under) Expense	\$118,326	\$56,820	\$98,763	\$41,943	

Western Interstate Commission for Higher Education

Two-Year Budget for FY 2018 and FY 2019

WCET

Feb 2018

	FY 2018	FY 2018	FY 2019		
8 months elapsed 4 months remaining					
	Total	Budget	Budget	Variance	%
Object / Description	Actual > 01-Jul-17 -- 28-Feb-18 Forecast > 01-Mar-18 -- 30-Jun-18	01-Jul-17 30-Jun-18	01-Jul-18 30-Jun-19	FY 2019 budget higher or (lower) than	FY 18
20-01 WCET Core Revenue	(\$22,938)	(\$25,000)		\$25,000	-100.0%
20-02 WCET Indirect Cost Share	\$65,732	\$115,000	\$144,738	\$29,738	25.9%
20-03 WCET Membership Dues	\$823,476	\$815,000	\$800,000	(\$15,000)	-1.8%
20-04 WCET Sponsorships	\$42,175	\$62,951	\$55,000	(\$7,951)	-12.6%
21-17 WCET Annual Meeting 2017	\$209,445	\$220,000		(\$220,000)	-100.0%
21-18 WCET Annual Mtg Fall 2018	\$16,913	\$20,940	\$220,000	\$199,060	950.6%
21-43 State Auth Net Work Boulder17	\$5	\$0		\$0	#Num!
21-44 WCET Summit June 2017	\$1,068	\$0		\$0	#Num!
21-45 State Authorization Net Yr 7	\$421,764	\$392,160		(\$392,160)	-100.0%
21-46 State Auth Net Wkshop Sept Bld	\$15,875	\$19,500		(\$19,500)	-100.0%
21-48 WCET Summit 2018	\$60,000			\$0	
21-49 State Authorization Net Yr 8	\$0		\$775,000	\$775,000	
22-41 WCET Hewlett Z Initiative	\$127,046	\$148,260	\$150,386	\$2,126	1.4%
22-42 WCET- Colorado OER	\$18,031	\$20,000		(\$20,000)	-100.0%
24-20 Gates Backbone	\$1,243,801	\$1,855,670	\$1,871,173	\$15,503	0.8%
24-21 Gates Unrecoverable BB Expens	\$46,484	\$50,000		(\$50,000)	-100.0%
25-05 CyberSecurity Fellow	\$3,725		\$6,561	\$6,561	
Revenue	\$3,072,603	\$3,694,481	\$4,022,858	\$328,377	8.9%
Total Revenue	\$3,072,603	\$3,694,481	\$4,022,858	\$328,377	8.9%
20-10 WCET - Administration	\$758,931	\$790,309	\$866,152	\$75,843	9.6%
21-17 WCET Annual Meeting 2017	\$215,182	\$206,841		(\$206,841)	-100.0%
21-18 WCET Annual Mtg Fall 2018	\$16,913	\$20,940	\$219,665	\$198,725	949.0%
21-40 State Auth. Network Workshop 3	\$130			\$0	
21-43 State Auth Net Work Boulder17	\$5			\$0	
21-44 WCET Summit June 2017	\$1,068			\$0	
21-45 State Authorization Net Yr 7	\$421,764	\$392,160		(\$392,160)	-100.0%
21-46 State Auth Net Wkshop Sept Bld	\$15,876	\$19,500		(\$19,500)	-100.0%
21-48 WCET Summit 2018	\$60,000			\$0	
21-49 State Authorization Net Yr 8	\$0		\$561,483	\$561,483	
22-41 WCET Hewlett Z Initiative	\$127,046	\$148,260	\$150,386	\$2,126	1.4%
22-42 WCET- Colorado OER	\$18,032	\$20,000		(\$20,000)	-100.0%
24-20 Gates Backbone	\$1,243,801	\$1,855,670	\$1,871,173	\$15,503	0.8%
24-21 Gates Unrecoverable BB Expens	\$46,485	\$47,400		(\$47,400)	-100.0%
25-05 CyberSecurity Fellow	\$3,725		\$6,561	\$6,561	
Expense	\$2,928,957	\$3,501,079	\$3,675,420	\$174,341	5.0%
Total Expense	\$2,928,957	\$3,501,079	\$3,675,420	\$174,341	5.0%
Revenue over (under) Expense	\$143,646	\$193,402	\$347,438	\$154,036	

Western Interstate Commission for Higher Education

Two-Year Budget for FY 2018 and FY 2019

Administrative Services/Operations

Feb 2018

	FY 2018	FY 2018	FY 2019		
8 months elapsed 4 months remaining	Total	Budget	Budget	Variance	%
Object / Description	Actual > 01-Jul-17 -- 28-Feb-18 Forecast > 01-Mar-18 -- 30-Jun-18	01-Jul-17 30-Jun-18	01-Jul-18 30-Jun-19	FY 2019 budget higher or (lower) than	FY 18
4201 Members/Fees States/Institution	\$642,500	\$425,000	\$430,000	\$5,000	1.2%
4600 Other Income	\$95,967	\$135,865	\$100,000	(\$35,865)	-26.4%
Total Revenue	\$738,467	\$560,865	\$530,000	(\$30,865)	-5.5%
Total Revenue	\$738,467	\$560,865	\$530,000	(\$30,865)	-5.5%
5010 Exempt / Salaried	\$145,810	\$118,665	\$133,760	\$15,095	12.7%
5011 Non-Exempt / Hourly	\$47,346	\$47,064	\$47,291	\$227	0.5%
5025 Budget Only - Wage Increases	\$2,207	\$6,620	\$8,000	\$1,380	20.8%
Total Salaries	\$195,363	\$172,349	\$189,052	\$16,703	9.7%
5100 Regular Staff Benefits	\$63,742	\$54,691	\$59,747	\$5,056	9.2%
5101 Vacation Benefits	\$12,700	\$15,029	\$16,588	\$1,558	10.4%
Total Benefits	\$76,442	\$69,720	\$76,335	\$6,615	9.5%
5200 Consulting Fees	\$44,789		\$45,000	\$45,000	
Total Consulting Fees	\$44,789		\$45,000	\$45,000	
5300 Travel, Staff	\$24,723	\$25,000	\$25,000	\$0	0.0%
5304 Travel, Other	\$11,767	\$7,000	\$12,000	\$5,000	71.4%
5310 Misc. Meeting Expense	\$7,507	\$21,000	\$21,000	\$0	0.0%
Total Travel	\$43,998	\$53,000	\$58,000	\$5,000	9.4%
5400 Printing & Copying	\$439	\$1,000	\$1,000	\$0	0.0%
Printing & Copying	\$439	\$1,000	\$1,000	\$0	0.0%
5500 Rent	\$12,612	\$10,684	\$11,689	\$1,004	9.4%
Total Rent	\$12,612	\$10,684	\$11,689	\$1,004	9.4%
5610 Telephone Equipment	\$1,157	\$1,056	\$1,109	\$53	5.0%
5611 Long Dist. / FAX / Cell Phone	\$6,258	\$4,000	\$6,500	\$2,500	62.5%
5612 Postage and Freight	\$62	\$120	\$120	\$0	0.0%
Total Communications	\$7,477	\$5,176	\$7,729	\$2,553	49.3%
5630 Office and Computer Supplies	\$1,519	\$600	\$600	\$0	0.0%
5631 Books and Periodicals	\$244	\$240	\$250	\$10	4.2%
5633 Other Expense	\$8,518	\$1,500	\$8,500	\$7,000	466.7%
5673 IT User Fees	\$12,319	\$12,000	\$14,112	\$2,112	17.6%
5701 Software Purchases	\$100	\$300		(\$300)	-100.0%
Total Supplies & Expense	\$22,700	\$14,640	\$23,462	\$8,822	60.3%
5990 Indirect Costs	\$58,414	\$47,000	\$61,839	\$14,839	31.6%
Indirect Costs	\$58,414	\$47,000	\$61,839	\$14,839	31.6%
Total Expense	\$462,232	\$373,569	\$474,105	\$100,536	26.9%
Revenue over (under) Expense	\$276,235	\$187,295	\$55,895	(\$131,400)	

ACTION ITEM

Approval of Dues for the FY 2020 and FY 2021 Biennium

The commission establishes dues in May every other year for the coming biennium. Action on the dues for FY 2020 and FY 2021 is needed at this meeting. The commission sets the dues two years in advance, so that states that operate on biennial budgets can include WICHE dues in their budget planning. Action is required at this meeting because states will begin the budget planning for future years before the commission meets next in November.

Rationale for Dues Increases

In recent years, the commission has adhered to a philosophy that it was best to gradually increase dues each year to adjust for inflation rather than to have significant fluctuations that require substantial increases in some years to make up for ground lost by holding dues stable in other years. This has allowed WICHE to cover natural inflationary increases in costs of service delivery (and increased demand for WICHE services), salaries, health insurance, and goods and services purchased by WICHE.

Current Circumstances of WICHE Dues

Dues for the upcoming fiscal year, FY 2019, were established at \$153,000 at the May 2016 commission meeting. This represents a \$4,000 (2.7 percent) increase over the current \$149,000 dues for FY 2018.

Staff recommends a \$3,000 increase from \$153,000 to \$156,000 (2.0 percent) for FY 2020, and another increase of \$3,000 from \$156,000 to \$159,000 (1.9 percent) for FY 2021.

Action Requested

Approval of the following WICHE dues scheduled for each member:

FY 2020: \$156,000

FY 2021: \$159,000

ACTION ITEM

Approval of the proposed modifications to the WICHE Bylaws

WESTERN INTERSTATE COMMISSION FOR HIGHER EDUCATION

BYLAWS

ARTICLE I

Organization, Mission, Operating Principles

Section 1. Organization

The Western Interstate Commission for Higher Education (WICHE) is a public interstate agency that operates under the Western Regional Education Compact. The Compact has been adopted by the legislatures of fifteen Western states, signed into law by their governors, approved by the Congress of the United States, and signed by the President. The Compact calls for the governor of each of those states to appoint three Commissioners (referred to collectively herein as "The Commission") to oversee the development of WICHE programs and to assure that the Compact is carried out for the benefit of the citizens of the West. Other states in the Western region may become affiliated members of WICHE when mutual interests exist and when the Commission determines that it would benefit WICHE to enter such arrangements.

Higher education, as defined by the Commission and WICHE, consists of those programs offered by accredited colleges and universities, and includes the following:

- a. Academic, technical, and professional fields of study leading to associate, baccalaureate, and/or graduate degrees;
- b. Continuing education;
- c. Vocational-technical education; and
- d. Distance-delivered education.
- e. Such other programs and services as defined by the Commission

Section 2. Mission

The member states of the Commission work collaboratively to expand educational access and excellence for all citizens of the West. By promoting innovation, cooperation, resource sharing, and sound public policy among states and institutions, WICHE strengthens higher education's contributions to the region's social, economic, and civic life.

Section 3. Objectives

WICHE seeks to accomplish its mission through a variety of activities that have the following objectives:

- a. To extend the availability of quality higher education programs among Western states.
- b. To identify emerging issues, trends, and problems affecting higher education.
- c. To provide research, analysis, and reporting of information on public policy issues of concern in the WICHE states, and to provide opportunities for discussion and a stronger understanding of these issues among policymakers.
- d. To promote collaboration within higher education and among the educational sectors, the government sector, and the private sector.
- e. To identify the broad array of technical, programmatic, and financial resources available in higher education and to link those resources to the needs of the region.
- f. To serve as an informed and objective representative of higher education before Western governmental and education leaders.
- g. To help increase the participation and success in higher education of underrepresented and underserved populations.
- h. To promote the use of new and effective technologies, models, and methods in higher education.
- i. To strengthen the linkages between higher education and the economy, including workforce requirements and government services.
- j. To encourage Western higher education cooperation with other regions and, where appropriate, across national boundaries.

Section 4. Program Criteria

The name of the agency implies certain criteria:

- a. Western. That the program has significant implications for people and institutions in the Western states, but may have implications for other states as well;
- b. Interstate. That the program has significant implications for more than one state, usually a group of states, with interstate and interinstitutional cooperation implied;
- c. Commission. That the program is sponsored or co-sponsored by the Commission and has its approval;
- d. Higher Education. That the program has a significant component related to higher education.

Section 5. Operating Principles

- a. Programs and projects shall receive formal approval of the Commission according to procedures the Commission has established and may, from time to time, revise;
- b. Requests for services originating with or endorsed by the governors or legislatures of the compacting states shall be given priority by the Commission and staff.

Section 6. Affiliated States

States geographically in the Western region but not signatories to the Western Regional Education Compact may be afforded status as affiliated states in accordance with policies and procedures approved by the Commission.

ARTICLE II Membership

Section 1. Member States

The membership of the Commission shall consist of three residents of each member state, at least one of whom shall be an educator engaged in the field of higher education. The Commissioners from each member state shall be appointed by the governor thereof as provided by law in such state. The Commissioners from each affiliated state shall be selected as determined by the state. Commissioners may be removed or suspended from office as provided by the laws of the states from which they shall have been appointed.

Upon the majority vote of the member states, territories of the United States meeting the Program Criteria set forth in Article I, Section 4 of these Bylaws may be admitted as members either individually or in joint membership with other U.S. territories. If admitted individually, such territory shall be treated as a member state for the purpose of these Bylaws and shall have the same rights and obligations as all other member states, shall pay the same membership dues as all member states, and shall be represented on the Commission by three members, at least one of whom shall be an educator engaged in the field of higher education. If one or more territories are admitted as joint members, said territories shall be represented on the Commission by a total of three individuals and said joint members shall have one vote in accordance with Article III, Section 5 of these Bylaws and the details laid out in the membership document for accepting the U.S. Pacific Territories and Freely Associated States approved by the Commission on November 13, 2012.

Section 2. Tenure

The term of each Commissioner shall be four years. Each Commissioner shall hold office until a successor shall be appointed and qualified.

Section 3. Vacancies

If any Commission office becomes vacant for any reason, the Secretary-Treasurer shall inform the appropriate governor, and request the governor to fill the office for the remainder of the unexpired term.

Section 4. Powers of the Commission

The Compact delegates to the Commissioners acting as a Commission complete power and control over the organization known as WICHE and its component parts. The powers of the Commission include the following powers that the Compact has expressly given to the Commission:

- To make and implement policy.
- To make contracts.
- To hire the president of WICHE and determine his or her compensation and terms of appointment.
- To determine what programs and services shall be offered.
- To sue and to be sued.
- To determine through budgeting and policy the parameters for personnel positions to be funded and the amount and configuration of WICHE's compensation system.
- To hold title to all property belonging to WICHE.

Section 5. Duties and Functions of the Commission

Under its broad responsibility defined in the Compact for overseeing the management and control of WICHE, the Commission has many specific duties and functions. Its power to control, manage, and govern WICHE necessarily includes exercise of wide discretion, including discretion in what actions it takes directly and in what authority it delegates to individuals and groups within WICHE. The delegation by the Commission of authority to individuals within WICHE does not relieve the Commission from its ultimate responsibility for the entire organization. The Commission may withdraw or modify delegated authority, but not on a retroactive basis. Listed below are those duties and functions considered by the Commission to be of primary importance:

- a. To select and appoint a president of WICHE who serves as WICHE's chief executive officer (generally considered to be the most important task carried out by the Commissioners).
- b. To adopt bylaws, policies, rules, and regulations for the operation of WICHE.
- c. To evaluate periodically the Mission, Goals, and Objectives of the Commission; the established procedures and policies of WICHE; the performance of the president of WICHE; and consider proposals from the president or from committees within WICHE with the president's recommendation.
- d. To delegate authority and responsibility deemed by the Commission to be appropriate and necessary for the most effective operation of WICHE with the full understanding that such delegation implies the right of the Commission to withdraw or modify the delegation when it is considered wise to do so .
- e. To approve, or authorize others to approve, all grants and contracts between WICHE and other parties, including but not limited to those contracts for: services rendered, programs offered, equipment and materials to be purchased, lease or rent of facilities, lease or rent or purchase of land, construction of buildings, and care and preservation of all WICHE property.
- f. To approve, by budgeting, the expenditures of all moneys.
- g. To approve policies which apply to the rights and responsibilities of those who are employed by WICHE.
- h. To receive benefits and donations directly from the federal government or from state governments or from private or corporate sources, to be used in ways recommended by the president and deemed by the Commissioners to be in the best interests of WICHE and consistent with its Mission.
- i. To give priority to requests for services, within the parameters of the Compact, Mission, and resources, originating with or endorsed by the governors or legislators of the compacting.

ARTICLE III Meetings

Section 1. Meetings of the Commission

The full Commission shall meet twice each year. Meetings of the Commission shall be held during the months of May or June and November or December on the day and at a time and place set at least one meeting in advance of the meeting to be held. All members shall be given written or electronic notice (or such other form of notice as may be approved from time to

time by the Commission at a regular meeting of the Commission) of the meetings at least sixty (60) days prior to the full Commission meetings.

Section 2. Special Meetings

Special meetings may be called at any time by the Chair or upon request of the delegations of three or more states, provided, however, that all members shall be given at least thirty (30) days' notice as to the time and place the special meeting is to be held, unless such notice is waived by the written action of a majority of the whole number of member states.

Section 3. Attendance at Meetings

Commissioners shall attend two meetings of the full Commission and all special meetings of the Commission each year. When conditions develop which will prevent their attendance, they shall notify the president's office as soon as possible.

Section 4. Quorums

One or more Commissioners from each state of a majority of the whole number of member states shall constitute a quorum for the transaction of business.

Section 5. Voting

Each member state represented at any meeting of the Commission or any committee of the Commission is entitled to one vote.

Section 6. Agenda

Items of business requiring action at the meetings of the Commission shall be limited to those appearing on the agenda, which shall be mailed or otherwise delivered electronically to the members not less than five business days in advance of the scheduled meeting. Whenever possible, working papers and staff recommendations on these items shall accompany and be delivered in the same manner as the agenda. Nothing in this bylaw shall prohibit the Commission from adding items to the agenda of any meeting if no action is requested thereon at that meeting.

Section 7. Executive Sessions

Executive sessions of the Commission may be held at the discretion of the Chair of the Commission or at the request of any three Commissioners present and voting. The president shall be present at all executive sessions. The Chair of the Commission, with the approval of a majority of the Commissioners present and voting, may invite other individuals to attend.

Section 8. Special Executive Sessions

Special executive sessions, limited to the members of the Commission, shall be held only to consider the appointment, salary, or tenure of the president.

ARTICLE IV Officers, Terms, Duties

Section 1. Officers

The officers of the Commission shall include a Chair, a Vice Chair, a Past Chair, and a Secretary-Treasurer. The president shall be the Secretary-Treasurer.

Section 2. Election

The Chair and the Vice Chair shall be elected at the Commission meeting in the fall and shall hold office for one year, or until their successors are elected and qualified.

Section 3. Duties

The officers shall perform the usual duties of their respective offices, including the following:

- a. **Chair.** The Chair of the Commission shall serve as Chair ex officio of the Executive Committee, shall call and preside at all meetings of the Commission and of the Executive Committee, shall prepare agendas for these meetings, shall appoint the appointive members of all committees, and shall be an ex officio member of all Commission committees, with power to vote, but in no event shall any member state have more than one vote in any committee, including the Executive

Committee. In the intervals between meetings of the Commission and of the Executive Committee, the Chair shall represent these bodies.

At the next meeting of each body, the Chair shall report to members all action taken on their behalf. All such acts of the Chair shall be taken subject to ratification by the Executive Committee or the Commission, according to their respective jurisdictions. Pursuant to Article V, Section 1, upon retirement from this office, the Chair, if still a WICHE Commissioner, shall serve one year on the Executive Committee and may vote only in accordance with the provisions of Article V, Section 1, below.

- b. **Vice Chair.** In the absence of the Chair or in the event the Chair is present but desires the Vice Chair to do so, it shall be the duty of the Vice Chair to perform all the duties of the Chair. The Vice Chair shall be an ex officio member of all Commission committees, with power to vote in accordance with the provisions of Article V, Section 1, below, and shall assist the Chair and president in liaison with executive, legislative, and other public bodies. The Vice Chair shall be the Chair-Elect and shall succeed the Chair in office. In the event there is a vacancy in the office of the Chair, the Vice Chair shall serve as Acting Chair until the full Commission, at its next regularly scheduled meeting, can take formal action to designate the Chair.
- c. **Past Chair.** Upon retirement from the office of Chair, the past Chair, if still a WICHE Commissioner, shall serve one year in the position of Past Chair and serve on the Executive Committee with power to vote in accordance with the provisions of Article V, Section 1, below. In the event that there is a vacancy in the office of the Vice Chair, the Past Chair shall serve as Acting Vice Chair until the full Commission, at its next regularly scheduled meeting, can take formal action to elect or designate a new Vice Chair.
- d. **Secretary-Treasurer.** The Executive Committee shall appoint the president to act as its Secretary- Treasurer to keep minutes of all meetings of the Commission and its committees. If requested by the governor of any member state, it shall be the duty of the Secretary-Treasurer to provide copies of the minutes and records of Commissioner attendance of all Commission and Executive Committee meetings so requested. The Secretary-Treasurer shall file, index, and preserve carefully all minutes, papers, and documents pertaining to the business and proceedings of the Commission and its committees; shall act as custodian of all funds of the Commission; and shall keep proper accounts concerning the disposition of all such funds. The Commission shall cause the books of account of the Commission to be audited annually.

Section 4. Annual Authorizations of Officers; Delegation of Authority

Each year, after the election of new officers of the Commission, the following authorizations and delegations of authority are approved by the Commission, such authorizations and delegations being effective until rescinded or until the next election of Commission officers:

- a. The Chair and other newly elected officers of the Commission are authorized to sign or delegate the signing of checks, drafts, and other documents on the Commission's behalf following Commission fiscal procedures.
- b. The Vice Chair of the Commission is authorized to sign for the president of the Commission in the absence of the Chair.
- c. The Past Chair of the Commission is authorized to sign for the Chair or the Vice Chair in the absence of both.
- d. The president of the Commission is authorized to sign contracts, grants, and other agreements that are necessary for the daily operation of WICHE and to hire, evaluate, promote, and make retention decisions of all WICHE employees (except for the president's position). The president of the Commission is further authorized to delegate similar authority to other WICHE-employed administrators connected with various entities of the Commission to execute designated contractual documents and to hire, evaluate, promote, and make retention decisions for WICHE staff related to their respective responsibilities. The president shall furnish the Executive Committee at each regular meeting of the Commission a list of staff members with delegated signatory authority.

Section 5. Bond

The officers shall execute such bond as may be required from time to time by the Executive Committee. The cost of such bond shall be charged against Commission funds.

Section 6. Delegation of Authority

The officers are authorized to enter contractual agreements and sign documents on behalf of the Commission. The Secretary-Treasurer is further authorized to sign contracts, grants, and other agreements that are necessary for the effective operation of WICHE.

ARTICLE V Committees

Section 1. Executive Committee

The Executive Committee shall consist of one Commissioner from each member state, with committee members selected by their respective state delegations by whatever procedure each delegation may determine. The Chair of the Commission shall serve ex officio, as Chair of the Executive Committee. The Vice Chair and the Past Chair shall be ex officio members of the Executive Committee. The Chair, Vice Chair, and the Past Chair may vote if representing their state in Executive Committee meetings; notwithstanding any other provision of the bylaws, in no case shall there be more than one vote per state.

Section 2. Powers of the Executive Committee

Except as otherwise provided in the Compact, during the intervals between the meetings of the Commission, the Executive Committee may exercise all the powers of the Commission. The Executive Committee may fix its own rules of procedure, and it shall keep a record of its proceedings and shall report these proceedings to the Commission at the next regular or special meeting of the Commission.

Section 3. Attendance at the Executive Committee Meetings

Members of the Executive Committee shall attend all regular and special Executive committee meetings, and when unable to attend, shall arrange for one other Commissioner from their respective states to attend as their official representative with power to vote in accordance with the provisions of Article V, Section 1.

Commissioners who are not members of the Executive Committee shall be invited to all meetings of the Executive Committee at their own expense, with voice but no vote.

Section 4. Conduct of the Executive Committee Meetings

The provisions of the following listed sections of Article III shall also apply to the meetings of the Executive Committee:

- Section 4. Quorums
- Section 5. Voting
- Section 6. Agenda
- Section 7. Executive Sessions
- Section 8. Special Executive Sessions

Section 5. Audit Committee

The Audit Committee of the Commission shall be composed of at least three and not more than five members, shall be composed only of current or former Commissioners, each of whom shall otherwise be independent of any fiduciary advantage from either WICHE or from the public accounting firm employed to audit WICHE. Each member should be knowledgeable about nonprofit financial management principles and practices. The Chair of the Commission shall appoint the members of the Audit Committee, with the Past Chair of the Commission serving as the Chair of the Audit Committee. To preserve continuity, members of the Audit Committee shall be appointed to three- or four-year, staggered terms. No member shall serve for more than five consecutive years. The Audit Committee shall:

- review the appointment and compensation of the registered public accounting firm employed to audit WICHE, and recommend to the Commission retaining or reselecting the auditor;
- review and approve any amendments to the fees to be paid in the audit contract; and
- receive the annual audit of the organization from the auditor, engage in a review of the audit with the auditor, and recommend to the Commission whether to accept or reject the annual audit as submitted to the Commission.

Section 6. Special Committees

At any meeting, the Commission may authorize the creation of such special committees as it deems necessary and appropriate and may fix their size, duties, and tenure.

Section 7. Committees

Members of Committees shall attend all regular and special meetings of their committees, and when unable to attend, shall arrange for one other Commissioner from their respective member states or territories to attend as their official representative with power to vote.

Section 8. Standing Committees

The Chair of the Commission, with the ratification of a majority of the commissioners, may from time to time establish such standing committees as the Chair and the majority of the Commission deem necessary and appropriate to conduct the work of the Commission. Each such standing committee shall have one commissioner from each member state or territory and each member state shall have one vote, and one vote only, on matters brought before said standing committee.

ARTICLE VI

The President of the Commission

Section 1. Employment of the president by the Commission

The Commission employs the president of WICHE.

Section 2. Delegation of Authority by the Commission to the president

The president of WICHE is the chief executive officer of WICHE to whom the Commission delegates the authority and responsibility for implementing the Commission's Mission, Objectives, Program Criteria, and Operating Principles and managing, supervising, and controlling WICHE's staff, except for such matters as the Commission reserves to itself. The president and all other holders of WICHE's employee positions are subject to the rules, regulations, policies, and operating budgets issued and approved by the Commission. The president or persons designated by the president are responsible for naming persons to fill positions at WICHE. The president may reorganize the structure of WICHE's staff, subject only to the right of the Commission to review the reorganization if the Commission deems it appropriate.

Section 3. Reporting by the president

The president alone reports directly to the Commission. Other individuals and groups within WICHE, except those responsible for internal auditing, may approach the Commission officially on formal Commission business only through the president or in accordance with approved rules, regulations, policies and procedures for review by the Commission or for setting the Commission's agendas.

Section 4. Duties and Powers of the president

The role of the president of WICHE is one of creative leadership and therefore not to be described by a detailed list of specific duties. As the chief executive officer of WICHE, the president is responsible to the Commission for implementation of the Commission's rules, regulations, policies, and procedures and for the functioning of WICHE's staff and has the authority and responsibility necessary to direct the staff in carrying out the responsibility and authority delegated to the staff by these policies. All decisions and actions of the president are subject to the right of the Commission to intervene. This right is used with discretion and only as appropriate. The magnitude and complexity of the operation of WICHE make it neither wise nor feasible for the Commission to intervene in decisions and actions of the president and those to whom the president delegates responsibilities, except in the most unusual circumstances. Under the general authority granted to the president of WICHE by the Commission, the president has duties and responsibilities including but not limited to:

- a. Discharging primary responsibility for all the factors that contribute to the quality of WICHE programs and services.
- b. Maintaining general supervision of all relationships between representatives of the member states and the various levels of WICHE staff.
- c. Directing financial management of WICHE and its component parts in conformity with Commission management rules, regulations, policies, and procedures. This function includes but is not limited to the preparation of budgets, requests to member states, grant and contract requests, maintenance of financial records and accounts for WICHE and its hosted programs, the receipt and expenditure of all WICHE funds, preparation of required financial reports, and signing of grants and contracts.
- d. Directing personnel, including employment and termination, individual wage determination within Commission-ratified policy, assigning and reassigning administrative duties, and conditions of employment for administrators, staff, and other employees of WICHE's programs.
- e. Directing operation and maintenance of the physical plant, purchase of supplies and equipment, and the maintenance of appropriate inventories and records of real and personal property under the jurisdiction of the Commission. Ensuring that the WICHE Office shall be established in one of the member States.
- f. Overseeing fundraising.
- g. Directing management of investments in accordance with the policies and procedures established by the Commission.

- h. Serving as the primary spokesperson for the Commission to news media, constituent groups, government agencies, etc.
- i. Redelegating the above authority as deemed necessary.

Section 5. Removal of the president of the Commission

The relationship between the president of the Commission and the Commission is governed by the letter of appointment or contract between them and by the rules, regulations, and policies of the Commission. The president may be removed only as stated in the letter of appointment or contract.

ARTICLE VII

Finance

At the direction of the Executive Committee, the president shall submit a proposed annual budget for the consideration of the Commission. The Commission shall act upon such proposed budget at its spring meeting.

ARTICLE VIII

Changing Bylaws

Any bylaw may be adopted, amended, or repealed by the affirmative vote of a majority of the whole number of member states, provided, however, that notice of the proposed action shall be included in the call for the meeting at which they are to be considered and that copies of all proposed changes shall be sent with the call to all members of the Commission.

ARTICLE IX

Suspension of Rules

At any meeting of the Commission or its Executive Committee, any rules laid down in these bylaws may be suspended by a vote of two-thirds of the whole number of member states for any purpose not inconsistent with the provision of the Western Regional Education Compact. This article does not apply to Article VIII.

Adoption and revisions to the bylaws

Bylaws adopted August 11, 1952; revised August 14, 1961; December 5, 1964; March 27, 1965; August 9, 1971; August 14, 1975; August 13, 1977; February 3, 1979; December 5, 1980; June 15, 1984; June 17, 1989; December 2, 1989; June 13, 1992; December 6, 1997; May 22, 2000; November 9, 2004; November 6, 2007; and May 8, 2018.



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2018-19 WICHE Workplan

Draft WICHE Workplan FY 2019

For 65 years, the Western Interstate Commission for Higher Education has been the leading higher education agency serving states, students, and institutions throughout and beyond the American West. By promoting innovation, cooperation, resource sharing, and sound public policy, WICHE strengthens higher education's contributions to our social, economic, and civic life.

This annual Workplan reflects the projects and priorities WICHE's 60-some staff intend to pursue this coming fiscal year beginning July 1, 2018.

The 48-member WICHE Commission, appointed by the governors of the 16 member states and territories, approves the workplan's focus areas and reviews and authorizes staff to conduct projects and initiatives in support of each area. The commissioners are surveyed to solicit their ideas for future projects.

Focus Areas: In FY 2019, WICHE's Programs and Services, Policy Analysis and Research, Mental Health Program, and WCET units focus their activities in five areas.

- **Finance:** examining appropriations, tuition, and financial-aid policy and practice at the institutional, state, and federal levels
- **Access & Success:** improving students' access to and success in higher education, especially those traditionally underserved
- **Workforce & Society:** helping to ensure that our institutions are meeting workforce and societal needs
- **Technology & Innovation:** developing innovations that improve higher education and reduce costs
- **Accountability:** working to ensure that students receive the education they've been promised, and that government is receiving a strong return on its investment

Workplan Activities: Our work for FY 2019, our proposed future projects, and our recently completed projects are organized according to the following categories:

- **Existing Activities:** our current work, divided into two types:
 - **Ongoing Activities:** continuing work that supports WICHE's mission, supported by the general fund or fees
 - **Projects & Initiatives:** Continuing (or new) work supported by grants and contracts.
- **New Directions:** commissioner-approved projects for which staff is seeking funding
- **Potential Future Projects:** work that staff is considering pursuing (and bringing to the commission for approval). Also listed are projects that staff previously considered pursuing but now proposes to remove from the workplan
- **Completed Projects:** work that staff finished in FY 2018

Priority: In the FY 2019 workplan, as per commissioners' request, **Existing Activities** are not given a priority ranking since they are initiatives that WICHE staff is committed to accomplishing. **New Directions** are prioritized by mission relevance, opportunity, and staff capacity. **Potential Future Projects** are under consideration and have not been commissioner-approved; therefore, they are not prioritized.

Programs & Services

The primary goals of the Programs and Services unit are to improve student access and success and to foster higher education collaborations that increase institutional effectiveness. Programs and Services manages WICHE’s four-pronged Student Exchange Program and a number of other initiatives that help institutions and students—undergraduate, graduate, and professional—save money and make good use of available resources. The unit also oversees projects that bring together the West’s higher education leaders to work toward common goals, streamline the student transfer process through a new nationwide network of Interstate Passport® institutions, and develop a new cadre of academic administrators. In addition, it helps institutions achieve cost savings through three purchasing programs in collaboration with the Midwestern Higher Education Compact (MHEC).

EXISTING ACTIVITIES ONGOING

Continuing work supported by the general fund or by fees. All work in this category is considered high priority.

Project	Focus	Geo Scope	Staffing	Partners
Western Undergraduate Exchange (WUE)*	Access & success; workforce & society	Western	1.05 FTE	All WICHE member states; 160 institutions
Professional Student Exchange Program (PSEP)	Access & success; workforce & society	Western	1.05 FTE	All WICHE members send and/or receive students except Guam; 130 programs at 60 institutions participate across the WICHE region
Western Regional Graduate Program (WRGP)*	Access & success; workforce & society	Western	1.05 FTE	All WICHE member states; more than 430 programs (a FY18 eligibility change will increase these numbers)
WICHE Internet Course Exchange	Access & success; technology & innovation	National	.10 FTE	2 consortia serving 28 institutions
Student Access Programs administrative database upgrades*	Access & success; workforce and society; technology	Western	.30 FTE	All WICHE member states
Western Academic Leadership Forum <ul style="list-style-type: none"> • Professional Development: 2019 Annual Meeting • Collaborative projects 	Access & success; accountability	Western	.45 FTE	All WICHE member states; 53 institutions, 10 systems
Western Alliance of Community College Academic Leaders <ul style="list-style-type: none"> • Professional Development: 2019 Annual Meeting • Collaborative projects 	Access & success; accountability	Western	.35 FTE	All WICHE member states; 77 institutions, 8 systems

Project	Focus	Geo Scope	Staffing	Partners
Academic Leaders Toolkit	Access & success	Western	(included in Forum and Alliance FTE)	Forum and Alliance members
Western Academic Leadership Academy	Workforce & society; accountability	Western	.15 FTE and consultants	Forum members
MHECare	Access & success; finance	WICHE/MHEC/NEBHE states	.10 FTE	MHEC/United HealthCare Student Resources, 3 states (AK, CA, CO), 6 institutions
Master Property Program	Finance	WICHE/MHEC/NEBHE/SREB states	.05 FTE	MHEC/Marsh carriers, 8 states (AZ, CO, ID, NV, OR, UT, WA, WY), 22 campuses
MHECtech	Finance	WICHE/MHEC/SREB states	.15 FTE	All WICHE member states

*Note: During FY 2019, the Programs & Services unit will expand the marketing of WUE and WRGP to benefit more students and institutions through targeted state-specific publicity and activities as well as increased outreach to high school counselors and admissions advisors. With the lifting of the WRGP program-distinctiveness requirement (previously there had to be no more than five similar programs in the region excluding healthcare programs), staff anticipate a significant increase in the number of WRGP offerings and institutions, and commensurate increased enrollments. New WUE and WRGP databases will be developed to improve administrative functions and enrollment reporting along with public-facing web interfaces.

EXISTING ACTIVITIES PROJECTS & INITIATIVES

Continuing (or new) work supported by grants or contracts. All work in this category is considered high priority.

Project	Focus	Geo Scope	Funding	Staffing	Timeline	Partners
Interstate Passport[®]	Access & success; innovation	National	Bill & Melinda Gates Foundation (\$1,647,733); Lumina Foundation (\$1,199,953); U.S. Department of Education First in the World (\$2,999,482)	4.12 FTE (first 3 months) to 4.02 FTE (remaining 9 months) + consultant	10/14-9/18 for Lumina grants; 10/14-9/18 for Gates grant; 10/15-9/19 for U.S. Department of Education First in the World grant	25 institutions in 8 WICHE plus 1 other state (CA, HI, ID, ND, OR, SD, UT, WY, AR) are members; institutions in these and other states are in the exploration stage
Reducing the Postsecondary Attainment Gap for American Indians and Alaska Natives: Linking Policy and Practice	Access & success	National	Lumina Foundation (\$990,000)	1.61 FTE	12/17-11/20	25 institutions in 7 WICHE states (AK, AZ, CO, MT, NM, UT, WA); 3 other states (MN, OK, NC)

Interstate Passport® is a nationwide network of regionally accredited, nonprofit, public and private two- and four-year institutions dedicated to the block transfer of lower division general education attainment based on multi-state, faculty-developed learning outcomes and proficiency criteria in nine knowledge and skill areas. It also provides institutions in the network with an academic progress tracking system for Passport transfer students designed by registrars and institutional researchers. The goal of Interstate Passport is to eliminate transfer students’ unnecessary repetition of learning previously achieved. WICHE staff provide overall direction and support for this effort that is building an interstate transfer network for students across the country.

Reducing the Postsecondary Attainment Gap for American Indians and Alaska Natives: Linking Policy and Practice is an initiative that over three years will focus on identifying and supporting the implementation of high-impact practices among Native American-Serving Nontribal Institutions (NASNTI) to improve American Indian and Alaska Native students’ postsecondary attainment, develop common goals and strategies to influence state and federal higher education policy to help this population of students and institutions, and work toward the creation of a network of Native American-Serving Institutions (NSIs) to mobilize them to enhance their visibility in higher education and public policy arenas.

NEW DIRECTIONS

Commissioner-approved projects for which staff is actively seeking funding, prioritized as follows:

- ★ = Urgency (mission-critical) ★ = low, ★★ = medium, ★★★ = high
- = Opportunity (funding) ● = low, ●● = medium, ●●● = high
- = Competence (staff/consultants) ■ = low, ■■ = medium, ■■■ = high

Project Title	Focus	Priority	Geo Scope	Funding	Staffing	Timeline	Partners
Seeking additional external funding for the Reducing the Postsecondary Attainment Gap for American Indians and Alaska Natives: Linking Policy and Practice initiative to further assist NASNTIs and sustain an institutional network	Access & success	★★★ ●● ■■■	National	\$750,000	1.75 FTE	TBD	Native American-Serving Nontribal institutions
Interstate Passport	Access & success; innovation	★★★ ●● ■■■	National	TBD	4.5 FTE	TBD	Interstate Passport Network Members

Previously considered projects we propose to remove from the workplan:

North American Network of Science Labs Online (NANSLO) was established with grant funding as an international consortium of higher education institutions enabling students to conduct online lab activities in introductory biology, chemistry, and physics courses using software and robotics to control high-quality scientific equipment as they conversed in real time with geographically dispersed lab partners. Due to a lack of further funding to support NANSLO operations, WICHE and its partner institutions have ceased its operations.

POTENTIAL FUTURE PROJECTS

Work that staff is considering pursuing and bringing to the commission for approval, along with ideas generated by the survey of commissioners:

Alliance Academic Leadership Academy will identify, develop, and prepare aspiring academic leaders for advancement and success within progressively more complex administrative roles in community, junior, and technical colleges across the West.

Policy Analysis and Research

The Policy Analysis and Research unit supports better-informed decision making, principally at the state level, by providing a variety of policy analysis and data resources. The unit leads research projects and collaborative initiatives that focus on closing postsecondary attainment gaps, college completion, and multistate data sharing to support educational planning and workforce development. WICHE staff are a useful resource on higher education issues including demographic change, equity in higher education, adult learners, state and federal financial aid, finance, articulation and transfer, federal policy, and college completion initiatives. The unit's two publication series, *WICHE Insights* and *Western Policy Exchanges*, explore a wide range of significant policy issues. The unit also undertakes major, long-term grant-funded projects, collaborates with other regional and national organizations, and provides short-term technical assistance to members.

EXISTING ACTIVITIES

ONGOING

Continuing work supported by the general fund or by fees. All work in this category is considered high priority.

Project	Focus	Geo Scope	Staffing	Partners
Tuition and Fees in Public Higher Education in the West	Finance	Western	.025 FTE	All WICHE members
Legislative Advisory Committee	Finance; access & success; workforce & society; technology & innovation; accountability	Western	.10 FTE	All WICHE members
State Policy and Data Profiles*	Finance; access & success; workforce & society; technology & innovation; accountability	Western	.20 FTE	WICHE Communications
Policy Publications Clearinghouse	Finance; access & success; workforce & society; technology & innovation; accountability	National	.025 FTE	N/A
Benchmarks: WICHE Region	Accountability	Western	.025 FTE	N/A
Regional Fact Book for Higher Education in the West	Accountability	Western	.025 FTE	N/A
<i>WICHE Insights</i>	Finance; access & success; workforce & society; technology & innovation; accountability	Western	.10 FTE	N/A
<i>Western Policy Exchanges</i>	Finance; access & success; workforce & society; technology & innovation; accountability	Western	.05 FTE	N/A

Project	Focus	Geo Scope	Staffing	Partners
WICHE Policy Webinar Series	Finance; access & success; workforce & society; technology & innovation; accountability	Western	.10 FTE	Variable

Note: During FY 2019, the Policy Analysis and Research unit is planning to update its perennial products (including *Tuition and Fees*, the *Policy Publications Clearinghouse*, *Benchmarks*, and the *Regional Fact Book*), which will include synthesizing these complementary resources and making them available online in a more contemporary format, state and policy data profiles. These profiles will include on-demand data downloads and visualization, and connect them more directly to written resources such as *WICHE Insights*, *Western Policy Exchanges*, and webinars.

EXISTING ACTIVITIES PROJECTS & INITIATIVES

Continuing (or new) work supported by grants or contracts. All work in this category is considered high priority.

Project	Focus	Geo Scope	Funding	Staffing	Timeline	Partners
Multistate Longitudinal Data Exchange	Workforce & society; access & success; accountability	Western, expanding nationally	Gates Foundation, \$5,000,000	2.5 FTE in Year 4 through 2019	8/14-12/19	CO, HI, ID, ND, WA,* SAS
WICHE Task Force on Closing Postsecondary Attainment Gaps	Access & success; workforce & society; accountability	Western	Lumina Foundation, \$400,000	1.0 FTE	12/17-11/19	Lumina Foundation; States TBD
<i>Knocking at the College Door: Projections of High School Graduates</i>	Access & success	National	ACT, College Board	.50 FTE	1/16-ongoing	ACT, College Board
Analysis of University of Hawai'i Graduates	Accountability; workforce & society	Western	University of Hawai'i, \$30,000	.15 FTE	1/16-12/18	University of Hawai'i

* WICHE will conduct additional outreach to secure additional state partners in FY19.

Multistate Longitudinal Data Exchange (MLDE): The MLDE project, a follow-up to WICHE's successful pilot project, is aimed at stitching together state longitudinal data systems in order to better track the development of human capital through K-12 and postsecondary education and its deployment in the workforce, while accounting for individual mobility.

WICHE Task Force on Closing Postsecondary Attainment Gaps. The goal of this new effort is to catalyze state efforts to close attainment gaps so that all students in the West have the credentials they need to contribute to the regional economy. The Task Force will be composed of teams from five Western states, each including representatives from higher education, K-12, state government, business and workforce, and local communities. WICHE will work with state teams to conduct state-level policy and practice gap analyses; state-level data gap analyses; host three in-state meetings for each team; and convene three Task Force meetings to facilitate interstate collaboration. The work will result in a set of regional recommendations for closing attainment gaps applicable across a variety of contexts; state-specific action plans tailored to each participating state's context; and early-stage implementation support for the state action plans.

Knocking at the College Door: Projections of High School Graduates. The Policy Analysis and Research unit has produced state-by-state forecasts for high school graduates for almost 40 years. These projections have become the nation's most widely consulted resource of its kind for a diverse audience of policymakers, enrollment managers,

college counselors, educators, researchers, and news media. The 9th edition of projections (through the Class of 2032) was released in December 2016.

University of Hawai'i Analysis of Mobility and Work Patterns. WICHE is conducting an analysis of University of Hawai'i graduates who work in other states, and an analysis of Hawai'i high school students who attend universities in other states and their work patterns.

NEW DIRECTIONS

Commissioner-approved projects for which staff is actively seeking funding, prioritized as follows:

- ★ = Urgency (mission-critical)
- = Opportunity (funding)
- = Competence (staff/consultants)
- ★ = low, ★★ = medium, ★★★ = high
- = low, ●● = medium, ●●● = high
- = low, ■■ = medium, ■■■ = high

Project Title	Focus	Priority	Geo Scope	Funding	Staffing	Timeline	Partners
Western Postsecondary Data Users Network	Access & success; workforce & society; accountability	★★★ ●● ■■■	Western	\$50,000	.50 FTE	Six months	Western states
Regional IPEDS Partnership	Access & success; workforce & society; accountability	★★ ● ■■■	Western	Dependent upon size and scale of effort	.05 FTE	Dependent upon size and scale of effort	Western states
Exploratory Research into Programs Designed to Increase Postsecondary Attainment in Idaho	Access & success; accountability	★★★ ●● ■■■	Western	\$385,313	.0825 FTE	2 years	Idaho State Board of Education
Scaling Technology-Assisted Skill Building in Rural Areas	Access & success; workforce & society	★★★ ●● ■■■	Western	\$1 million	1.5 FTE	3 years	WCET
Evaluation and Research Partnerships	Access & success; accountability	★★★ ●● ■■■	Western	Dependent upon size and scale of effort	.05 FTE	Ongoing	Western states
Building Evidence for Scale: Policy and Practice Solutions for Adult Learners	Access & success; workforce & society	★★★ ●●● ■■■	National	\$1.5-2 million	1.75 FTE	4 years	TBD
Data with a Purpose	Accountability; workforce & society	★★★ ●●● ■■■	National	\$497,475	.50 FTE	2 years	Strada Education Network
A Second Chance at Success: Reducing the Fiscal and Social Impact of Recidivism Through Inmate Education and Re-entry Programs	Access & success; workforce & society	★★ ●● ■■	Western	\$2.5 million	2 FTE	3 years	TBD

Project Title	Focus	Priority	Geo Scope	Funding	Staffing	Timeline	Partners
Serving Student Soldiers of the West	Access & success; workforce & society	★★ ● ■ ■	Western	\$1 million	1.35 FTE	3 years	Mental Health Program

Note: The shaded initiative is of lower priority for staff in the context of their current workload than the other initiatives.

Western Postsecondary Data Users Network. State education and workforce development agencies continue to make progress in improving data systems that have the potential to provide critical information to students and their families, policymakers, and institutional leaders. To take full advantage of these systems, states must have highly competent staff that can analyze the available data and convert it to usable information that can be used to improve programs and policies. Additionally, state researchers must have opportunities to explore new areas of research that can drive policy conversations. Barriers to states taking advantage of these data systems include limited opportunities for state postsecondary researchers to engage in professional development; heavy workloads managing existing reporting duties, leaving little time for exploratory analyses; and few chances to network with colleagues in other states to address common problems. WICHE hopes to address these issues by exploring the need for and, if appropriate, establishing a Western Postsecondary Data Users Network, an effort that would convene key state, system, and institutional education and workforce researchers to address common questions, provide technical assistance, and assist in professional development with the aim of ensuring that Western policymakers have access to high-quality evidence to develop, assess, and improve education and training policies and programs.

Regional IPEDS Partnership. IPEDS is a notoriously complicated, but valuable, data resource with substantial institutional-level data on student progress, enrollment, graduation rates, expenditures, and other key measures. It is difficult and time-consuming to prepare datasets for comparative analyses that are useful for reporting and policymaking purposes. WICHE understands that state agency staff spend a substantial portion of time downloading and preparing IPEDS data for analysis and that institutional researchers in the state do the same, all using similar datasets. WICHE is pursuing the development of a data resource in which the data are cleaned and prepared one time, then made available to all.

Exploratory Research into Programs Designed to Increase Postsecondary Attainment in Idaho. Western states are implementing many new innovative policies and programs to increase access to postsecondary education and improve success rates for those who enroll. Recent examples include expansion of dual and concurrent enrollment offerings, changes to state financial aid programs, and reforms in developmental education requirements. Legislators, governors, and institutional leaders (not to mention students and their families) all want assurances that these programs are both effective and a wise use of limited financial and human resources. The Institute for Education Sciences (IES) offers grants for state agencies to partner with research organizations like WICHE to carry out exploratory research leading to rigorous evaluations. WICHE staff, working with the Idaho State Board of Education, have submitted a proposal to IES to begin this work. The project would have direct and tangible benefits for Idaho but would also benefit other WICHE states. Information about the efficacy of innovative programs is valuable not only to the state or institution that enacts the policy or program, but to others in the West (and across the country) who are also looking to improve student outcomes. WICHE will carry out (if funded by IES) an evaluation of Idaho’s Advanced Opportunities project or (if not funded) seek other funding opportunities.

Scaling Technology-Assisted Skill Building in Rural and Other Areas of Need. This project, which would be a joint effort of the Policy Analysis and Research unit and WCET, would leverage technology to scale work-based learning to rural and other communities of need by providing underserved students with the training they need to succeed in their local economy’s high-demand fields and the ability to adapt should demand for certain careers change. Specifically, after conducting a landscape analysis of innovative program models of technology-assisted work-based learning opportunities, WICHE will utilize its robust network of state and postsecondary institutional partners across the region to identify pilot sites for project implementation that involves expanding the models. Selected pilot sites will be situated in rural, low-income areas with identified high-demand industry sectors. The project will convene pilot and mentor sites to share lessons learned and craft implementation plans for the pilot sites. The project will incorporate seed funding for small-scale testing of technology-assisted training opportunities, with the potential for scale, and will rigorously evaluate the process using longitudinal data to inform larger-scale state policy decisions over time.

Evaluation and Research Partnerships. Western states are implementing many new innovative policies and programs aimed at improving student outcomes. Examples include developmental courses, summer bridge programs, dual and concurrent enrollment, and efforts to decrease “summer melt.” The Institute for Education Sciences (IES) and other funders offer grants to support partnerships between education agencies and research entities that produce usable information for states and help advance the overall knowledge of the field. WICHE is interested in bolstering state efforts to improve access and success by engaging in partnerships wherever it is useful to those states and where it fits within WICHE’s mission. One immediate opportunity is an IES grant program that supports low-cost, short-duration evaluations of education interventions. Partnering with a state agency (or agencies) to carry out such an evaluation would help address state capacity issues, provide actionable information to the participating state, provide evidence for other states to consider in designing education interventions, and potentially provide opportunities to secure additional funding. WICHE will solicit partner agencies to jointly submit proposals to IES and identify other research and evaluation needs where WICHE can be of assistance.

Building Evidence for Scale: Policy and Practice Solutions for Adult Learners. Building on WICHE’s *Adult College Completion Network* and other work related to adult learners, WICHE proposes to leverage its existing membership and activities to pursue new approaches to achieve the following four objectives: 1) build the evidence base for effectively serving adult learners, 2) facilitate collaboration among network members, 3) share scalable solutions across the field, and 4) link adult college completion work with the broader equity agenda. WICHE will also seek to partner with states to increase the number of adults with a postsecondary credential of value. To accomplish that goal, the project will: identify high-impact supports for adult learners that correlate with increased credential completion; develop effective and aligned policy and practice for serving adult learners in concert with states, postsecondary systems and institutions, employers, and local leaders; and measure the impact of initiatives aimed at increased postsecondary credential completion for adults to drive continuous improvement.

Data with a Purpose. Building on WICHE’s *Multistate Longitudinal Data Exchange (MLDE)*, *Data with a Purpose* seeks to build a bridge between data available through the MLDE and decision makers to ensure that the data are effectively used to guide policy and improve practice. Specifically, *Data with a Purpose* will seek to accomplish two tasks: 1) facilitate state research using multistate data to analyze crucial issues related to postsecondary education and employment and 2) translate this research and analysis into actionable information that can be used to improve state and institutional policies.

A Second Chance at Success: Reducing the Fiscal and Social Impact of Recidivism Through Inmate Education and Re-entry Programs. The overall goal of this project is to reduce the fiscal and social impact of recidivism on states by helping former inmates, upon release from the correctional system, to be successful individually and to be productive, contributing members of society through effective, comprehensive prison education and re-entry programs.

Serving Student Soldiers of the West: Policy and Practice Solutions is a project whose goal is to increase access to and success in higher education for members of the military and their families in the Western region.

POTENTIAL FUTURE PROJECTS

Work that staff is considering pursuing (and bringing to the commission for review or approval):

Western Policy Forum would be an annual convening designed to advance WICHE’s mission by bringing together key postsecondary state, system, and institutional leaders in the Western region to learn about successful strategies around access and success, accountability, finance, workforce, and innovation.

A Hole in State Policy: Alternative Providers in Higher Education would be a joint WICHE/WCET project that would explore states’ role in the oversight of alternative providers in higher education. Activities might include conducting research on the few state efforts that are underway, convening interested key stakeholders to gather input on options for addressing issues, identifying ways to avoid duplication of efforts in establishing a regulatory environment, proposing new frameworks, and creating a model or options to help states address challenges.

Exploring Strategies for Improving the Delivery of Remedial and Developmental Education Policies and Practices is a project that would build on emerging practices in the field to help states more effectively and efficiently target remedial education to students, particularly adult learners.

Impact of Federal Policy and State Budgets and Policy. Several pieces of federal legislation, ranging from tax reform to the reauthorization of the Higher Education Act, are likely to have an impact on state budgets and higher education

policy. WICHE proposes to engage in work that will keep constituents informed and help policymakers align their policy and practice to better serve students in the West.

Previously considered projects that we propose to remove from the workplan:

Hitting the Ground Running: Leveraging Work-Based Learning to Improve Educational Outcomes and Meet Workforce Demands. The goal of this work was to help states (and perhaps metropolitan areas) facilitate the development of partnerships among institutions and businesses to ensure effective linkages between the workplace and the classroom through co-op/internship programs.

Safer Spaces: Aligning Policy and Practice to Reduce Sexual Violence on College Campuses in the West. WICHE hoped to conduct research examining how contemporary policy approaches to sexual-violence prevention at postsecondary institutions are being implemented, with the goal of identifying those that research suggests have the greatest potential to reduce the prevalence of sexual violence. The initial stage of the research was to be structured as a case study of the state of Washington's implementation of recent state and institutional policies. Informed by these findings, WICHE intended to launch a competitive RFP process to select two additional states as sites to scale up the successful strategies and practices identified in Washington.

The Impact of Dual and Concurrent Enrollment on Student Success in Postsecondary Education is a project that would have assessed the postsecondary success of students who enroll in (and successfully complete) dual and concurrent enrollment courses while still in high school. Current activities on the workplan address this type of work in more detail.

Assessing the Landscape of State Policy on Student Learning Outcomes. This project would have assisted states in understanding the various efforts underway to better capture student learning outcomes, especially with respect to the Degree Qualifications Profile and its applicability to statewide and institutional curriculum design and assessment.

Addressing Workforce Needs with the Emerging Majority-Minority. This project would have built on previous work aimed at strengthening connections between higher education institutions and workforce-training programs to promote a more explicit focus on how states' workforce needs can be met through better service to racial/ethnic minorities and other underrepresented populations.

COMPLETED PROJECTS

Work that staff finished in FY 2018:

Idaho's Future: Improving the Transition from High School to College and Career. In June 2017, in partnership with the McClure Center for Public Policy Research at the University of Idaho and the Idaho State Board of Education, WICHE staff facilitated "Idaho's Future: Improving the Transition from High School to College and Career," a three-day meeting of 31 high-school career and college counselors and postsecondary academic advisors and career counselors that examined the student pipeline from 8th grade through the first year of postsecondary education, and drafted nine recommendations that were presented to the State Board of Education.

Washington State Higher Education Needs Assessment. WICHE's Policy and Mental Health units leveraged their expertise in qualitative research and education and workforce development policy to compile comprehensive regional perspectives on emerging economic trends, employer needs, and community and student demand. The project team employed a mixed-methods approach to solicit feedback from local stakeholders using in-person focus groups, supplemented by an online employer survey and key informant interviews, all informed by quantitative data about each of the regions. The final report can be found here: www.wsac.wa.gov/sites/default/files/2017.12.08.regional_education.needs.assessment.pdf.

New Mexico Statewide Higher Education Master-plan (NM SHEM) committee: WICHE assisted the New Mexico Higher Education Department (NMHED) with the work of NM SHEM, which was intended to result in the development of shared strategies and goals for efficiency in higher-education delivery as well as increased completion rates. WICHE provided planning, research, document preparation, and technical support to this effort and also assisted in the planning and implementation of the NMHED Governance Summit.

Mental Health

The WICHE Mental Health Program seeks to enhance the public systems of care and the workforce that serves people with behavioral health issues and their families. The program approaches this mission through partnerships with state behavioral health agencies, federal agencies, advocacy and consumer groups, and higher education institutions. Activities focus on direct technical assistance to state and local agencies, policy analysis and research, support of state mental health agency data analysis, and liaison activities with higher education to enhance workforce development.

EXISTING ACTIVITIES PROJECTS & INITIATIVES

Active work supported by grants or contracts. All work in this category is considered high priority.

Project	Focus	Geo Scope	Funding	Staffing	Timeline	Partners
Alaska Psychology Internship Consortium – Interns *	Workforce & society	Western	\$600,000	.10 FTE	7/13-6/19	Alaska
Alaska Internship Consortium – Technical Assistance *	Workforce & society	Western	\$100,500	.05 FTE	10/16-6/18*	Alaska Trust
Arizona – Evidence-Based Practices Fidelity Monitoring	Workforce & society	Western	\$2,273,553	4.2 FTE	6/14-6/19	Arizona
Arizona Mercy Maricopa Evidence Based Practices	Workforce & society	Western	\$430,075		7/14-6/18*	Arizona
Arizona Mercy Maricopa Training 2017	Workforce & society	Western	\$300,000	Consultants	1/17-12/18	Arizona
Rural Veteran Suicide Prevention *	Workforce & society	Western	\$1,749,847	.10 FTE	2/15-3/19	Veterans Administration Office of Rural Health & Office of Suicide Prevention
Colorado System of Care Study Design	Workforce & Society	Western	\$19,250	.10 FTE	9/1/17-6/18*	Colorado
Colorado Suicide Prevention Toolkit	Workforce & Society	Western	\$20,935	.10 FTE	7/17-6/18*	Colorado
Hawai'i Psychology Internship Program *	Workforce & society	Western	\$2,138,026	.30 FTE	7/13-6/19	Hawai'i
Hawai'i Department of Education Recruitment	Workforce & Society	Western		.15 FTE		Hawai'i
Idaho – Southeast Needs Assessment and Planning	Workforce & Society	Western	\$57,250	.10 FTE	10/17-6/18*	Portneuf Health Trust
Idaho – Adult Mental Health Needs Assessment	Workforce & Society	Western	\$84,498	.10 FTE	3/18-2/19	Idaho
Nevada Psychology Internship Program	Workforce & society	Western	\$811,341	.50 FTE	7/14-8/18	Nevada

* Subject to renewal in advance of FY19, but ongoing.

Project	Focus	Geo Scope	Funding	Staffing	Timeline	Partners
Oregon Psychology Internship Program	Workforce & society	Western	\$194,558		4/14-12/19	Oregon & APA
South Dakota IMP(ACT) Fidelity Reviews	Workforce & society	Western	\$148,000	.15 FTE	6/15-6/18	South Dakota Division of Behavioral Health
Western States Decision Support Group (WSDSG) – Annual Membership Program	Workforce & society	Western	Varies annually	.15 FTE	Ongoing	WICHE member states and territories

* WICHE expects these projects will be renewed for FY 2018-19.

Alaska Psychology Internship Consortium (AK-PIC) – Interns. WICHE supports the ongoing operations of the AK-PIC for interns and faculty.

Alaska Internship Consortium (AK-PIC) – Technical Assistance. WICHE contracted with the Alaska Mental Health Trust Authority to provide technical assistance to the AK-PIC and prepare it to successfully become reaccredited by the American Psychological Association (APA), in the wake of newly revised accreditation standards.

Arizona Evidence-Based Practices (EBPs) Fidelity Monitoring. WICHE partners with the Arizona Health Care Cost Containment System to assist with staffing to support the implementation and fidelity reviews of four EBPs in the Maricopa County public behavioral health system. WICHE supports the Project Lead and three fidelity reviewers.

Arizona Mercy Maricopa Evidence-Based Practices (EBPs). WICHE provides training, education, and guidance concerning EBPs and fidelity tools to ensure Mercy Maricopa provider staff is offering high-quality EBPs and are ensuring fidelity to identified EBPs protocols. WICHE supports training and technical assistance related to the implementation of the identified EBPs, and evaluation/quality improvement monitoring of the practices.

Arizona Mercy Maricopa Training. WICHE is collaborating with Mercy Maricopa Integrated Care (MMIC) to develop a training academy to increase workforce expertise by implementing training strategies for three evidence-based practices: Trauma-Focused Cognitive Behavioral Therapy (TF-CBT), Transition to Independence (TIP) Model, and Cognitive Behavioral Therapy for Substance Abuse (CBT-SA).

Colorado System of Care Study Design. The Colorado Department of Human Services (CDHS) has been awarded a System of Care Expansion and Sustainability Grant from the U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration. This grant builds on the prior planning grant and implementation grant. CDHS has asked the WICHE MHP to develop the methodology for a study to assess the community-based behavioral health service array for children, youth, and young adults with behavioral health challenges in Colorado.

Colorado Suicide Prevention Toolkit for Rural Primary Care. WICHE completed an update of the Suicide Prevention Toolkit for Rural Primary Care and associated patient management tools using funding from the Colorado Department of Public Health and Environment. WICHE will be providing toolkit trainings in Colorado over the next several months.

Hawai'i Department of Education: Recruitment, Employment, and Facilitation for School-Based Behavioral Health Professionals. The Hawai'i Department of Education continues to contract with WICHE MHP to provide marketing, recruitment, screening, and referral services for behavioral health professionals to fill public school vacancies across the Hawaiian Islands.

Hawai'i Psychology Internship Program (HI-PIC). WICHE assists the state of Hawai'i in the development and operation of an accredited psychology internship consortium. A primary goal of the internship program is the establishment of a pipeline to build Hawai'i's behavioral health workforce. Three Hawai'i state agencies—the Department of Education, the Department of Health, and the Department of Public Safety—provide funding to support HI-PIC.

Idaho Adult Mental Health Needs and Gaps Assessment. WICHE is assessing services available in Idaho for adults with serious mental health needs, identifying gaps in the continuum of services, and making recommendations to close identified gaps. The study also includes an assessment of the status of WICHE recommendations made in 2008 as part of the Idaho Behavioral Health System Redesign Study.

Idaho Southeast Behavioral Health Needs Assessment and Planning. WICHE is working with several organizations in Southeastern Idaho, including the Portneuf Health Trust, to identify community behavioral health needs and document gaps in available programs and services. As part of the project, the WICHE MHP is also assisting with the strategic and operational planning needed to launch a crisis center and a transitional housing center.

Nevada Psychology Internship Program. WICHE assists the state of Nevada in the development and operation of an ultimately accredited psychology internship consortium. A primary goal of the internship program is the establishment of a pipeline to build Nevada’s behavioral health workforce. The Nevada Division of Public and Behavioral Health and WICHE provide support and funding for WICHE’s ongoing development and operations of the Nevada Psychology Internship Consortium (NV-PIC).

Oregon Psychology Internship Program. WICHE will continue to assist the Oregon State Hospital Psychology Internship Training Program by providing support for the internship website and technical assistance to help the program comply with accreditation standards.

Rural Veterans Suicide Prevention. WICHE is collaborating with the Denver-based federal Veterans Administration/ Mental Illness Research, Education, and Clinical Center to develop and pilot-test a veterans suicide-prevention program for rural communities. The initial pilot site is the San Luis Valley of Colorado. During FY19, the program will expand to include two new pilot sites.

South Dakota IMP(ACT) Fidelity Reviews. WICHE is continuing to assist the South Dakota Division of Behavioral Health to evaluate the fidelity of the evidence-based practice Assertive Community Treatment (ACT) at community behavioral health clinics in three locations in South Dakota.

Utah Psychology Internship Program. WICHE is working with partner agencies to develop a doctoral psychology internship consortium. WICHE will facilitate program development, help ensure the program meets American Psychological Association accreditation standards, and assist with the accreditation process.

Western States Decision Support Group (WSDSG)-Annual Membership Program. Since 1985, WICHE has been managing the WSDSG, an information-sharing network for behavioral-health data and evaluation staff and managers from WICHE states and territories. WICHE manages monthly conference calls to discuss emerging issues in behavioral health data and system evaluation, and provides ongoing support to WSDSG members. WICHE also organizes an annual meeting with training and presentations for WSDSG members to stay apprised of developments and best practices in the field of behavioral health data and evaluation. Funding is based on an annual membership fee of \$6,000.

NEW DIRECTIONS

None at this time.

POTENTIAL FUTURE PROJECTS

Work that staff is considering pursuing (and bringing to the commission for review or approval). Also listed are projects that staff previously considered pursuing but now proposes to remove from the workplan.

Substance Abuse and Mental Health Services Administration (SAMHSA) Indefinite Delivery Indefinite Quantity (IDIQ). In collaboration with JBS International, WICHE was an awardee for the IDIQ-Domain III-Policy Analysis and Related Projects. Also, in collaboration with the National Association of State Mental Health Program Directors (NASMHPD), WICHE was an awardee for the IDIQ-Domain V-Technical Assistance and Training Projects. This will allow WICHE, in collaboration with JBS International and NASMHPD, to respond to Task Order requests under these domains over a five-year period.

Campus Sexual Assault Prevention—Following an exhaustive review of current best practices, WICHE is currently developing a program to support Institutes of Higher Education (IHEs) in the prevention of sexual assault.

State of Washington—Assessment of Campus Behavioral Health Care Capacity. This project, a legislative initiative, would involve contracting with the Washington Student Achievement Council (WSAC) to conduct an evaluation of mental health counseling and services for students at 34 public community and technical college campuses as well as six public four-year multi-campus institutions.

Psychology Internship Initiative—The MHP expects to expand its doctoral psychology internship initiative with Idaho and New Mexico during FY19 and FY20, pending funding decisions in each state.

Beacon Health Rural Consultation—Beacon Health Options is a leading managed behavioral health company, serving 44 million individuals across all 50 states. On behalf of employers, health plans and government agencies, it manages behavioral health insurance and EAP benefits to ensure robust individual access to mental health and addiction services. The WICHE Mental Health Program will work with Beacon to help improve behavioral healthcare for rural and frontier residents of the Western U.S.

National Institutes of Health (NIH)—WICHE MHP has been approached to provide an update (pending NIH funding decision) to its publication *Mental Health and Rural America: An Overview and Annotated Bibliography*. The revision would expand the publication’s focus to include substance use and addiction, with special emphasis on opioid addiction in rural and frontier areas of the U.S.

Montana – The WICHE Mental Health Program anticipates conducting a behavioral health system study for the Montana Department of Public Health and Human Services, Addictive and Mental Disorders Division. The study will include estimates of the unmet need for behavioral health services in Montana; an analysis of behavioral health funding; and an analysis of the state’s publicly funded behavioral health service system, including the current service delivery structure, integration of physical and behavioral health services, and service capacity. Recommendations for strengthening the behavioral health systems and options for restructuring the delivery and financing of services will be included.

Previously considered projects that we propose to remove from the workplan. None at this time.

COMPLETED PROJECTS

Work that staff finished in FY 2018.

Alaska Psychiatric Institute Technical Assistance. WICHE provided technical assistance and consultation focused on strategic planning, staffing, and the provision of effective and efficient services.

Alaska Review of Behavioral Health Aide (BHA) Curriculum and Competency Assessment. WICHE contracted with the Alaska Native Tribal Health Consortium (ANTHC) to complete a review of the existing BHA curriculum and associated assessment, as well as a comparison to the Alaska Core Competencies for Direct Care Workers and associated curricula/evaluations.

Colorado Division of Youth Services—Operational Program Plans. WICHE prepared Operational Program Plans for three Division of Youth Services facilities located in Greeley, Colorado Springs, and Grand Junction. An Operational Program Plan documents program needs in relation to the physical space for the program and is the first requirement for state capital-construction funding.

Colorado School-Based Behavioral Health Advocacy Toolkit. WICHE contracted with Mental Health Colorado to create a toolkit for advocates to use in improving school-based mental health and substance-use disorder services. The project also includes a literature review as well as surveys, interviews, and focus groups with key stakeholders.

Hawai’i Children’s and Adolescent Mental Health Division Quality Improvement Review. The Children’s and Adolescent Mental Health Division of the Hawai’i Department of Health retained WICHE to review its quality-improvement processes across four domains: program monitoring, clinical quality, billing compliance, and customer and client service. The effort included identifying best practices in five other states, and making recommendations for improving reporting, analysis, and communication to strengthen client care.

Hawai'i State Hospital Budgeting. The Hawai'i Department of Health retained WICHE to provide an external and independent evaluation and review of the Hawai'i State Hospital budgeting process and make recommendations to improve its budget and expenditure system.

Hawai'i - The Hawai'i Department of Health, Early Interventions Section (EIS), retained the WICHE MHP to analyze differences in reimbursement rates paid by other state EIS agencies across the country for various disciplines (including occupational therapy, speech therapy, etc.). The study included a comparative analysis of salaries for various positions involved in EIS services and adjusted the rates and salaries based on regional cost of living differences.

Montana State Hospital (MSH) Staffing Study. WICHE reviewed and analyzed MSH staffing, length of stay, and hospital-bed data as well as registered nursing staff duties and supervision models for direct-care staff, and a comparison of MSH to five similar hospitals on these indicators.

South Dakota Technical Assistance Systems of Care (SOC) Statewide Implementation. WICHE reviewed a community collaborative serving children and at-risk youth in Yankton to determine the feasibility of, and make recommendations for, statewide implementation.

Utah State Hospital (USH) Technical Assistance and LEAN Process Improvement for Reducing Restoration Length of Stay. WICHE provided technical assistance and held a LEAN Rapid Improvement event to assist the hospital in reducing the average length of stay for forensic patients being restored to competency to stand trial.

Washington State Data Consultation. WICHE conducted research and provided data consultation to the Washington Health Care Authority to provide recommendations on how it may best meet the federal Substance Abuse and Mental Health Administration block-grant data reporting requirements.

WCET

The WICHE Cooperative for Educational Technologies (WCET) was established in 1989 to promote collaboration and information-sharing about educational technologies in higher education. WCET’s mission is to accelerate the adoption of effective practices and policies, advancing excellence in technology-enhanced teaching and learning in higher education. Today, WCET supports over 360 colleges, universities, state higher education agencies, nonprofits and for-profit companies across the U.S. and Canada, with over 3,800 active WCET users. WCET’s strategic action plan focuses on practice, policy, and advocacy, and fulfills these core functions by leveraging the expertise within the WCET community, supporting action agendas based on member priorities, facilitating information dissemination and professional networking, and delivering responsive excellence to its higher education members.

EXISTING ACTIVITIES ONGOING

Continuing work supported by the general fund or by fees. All work in this category is considered high-priority.

Project	Focus	Geo Scope	Staffing	Partners
WCET National Membership Cooperative	Technology & innovation; access & success	North America	7.75 FTE	Over 360 member institutions, organizations, and companies
WCET Leadership Summit	Technology & innovation; access & success	North America	WCET staff	Corporate sponsors
WCET Webcast Series	Technology & innovation; access & success	North America	WCET staff	
e-Learning Policy & Advocacy	Technology & innovation; access & success	North America	WCET staff	Members, UPCEA, OLC, other organizations
WCET Research	Technology & innovation	North America	WCET staff	Members, other organizations

EXISTING ACTIVITIES PROJECTS & INITIATIVES

Continuing (or new) work supported by grants or contracts. All work in this category is considered high-priority.

Project	Focus	Geo Scope	Funding	Staffing	Timeline	Partners
WCET Z Course and Z Degree Adoption Program	Technology & innovation; access & success	North America	William and Flora Hewlett Foundation	WCET staff	2017-20	Organizations active in OER

Project	Focus	Geo Scope	Funding	Staffing	Timeline	Partners
Evolving Higher Education Policy Issues	Technology & innovation; access & success	North America	Existing membership dues	WCET staff	7/18-6/19	Members, other WICHE units
Deployment of Steering Committee Priorities to Advance WCET Focus Areas	Technology & innovation; access & success	North America	Existing membership dues	WCET staff	7/18-6/19	WCET Steering Committee, WCET members
State Authorization Network (SAN) - Year 8	Access & success	National	SAN member fees	2.25 FTE	7/18-6/19	NCHEMS & more than 90 members representing more than 600 institutions

Focus areas. WCET’s focus areas for 2018-19 include emerging technologies, institutional success, policy and regulation, and student success. WCET works with its membership to produce a variety of deliverables related to each focus area, including guest blogs, interactive webinars, digital content, summits, member discussions, research, and its annual meeting.

Emerging technologies. Specific topics to be addressed include the Internet of Things (IoT), virtual reality, and artificial intelligence.

Institutional success. WCET is well known for its leadership in the area of managing online learning. As technology extends beyond distance education and online units, WCET is updating this focus area to more broadly address institutional success. This is accomplished through WCET’s live and virtual events as well as interactive discussions among 3,800 subscribers.

Policy and regulation. WCET keeps its members informed of federal developments that may have an impact on higher education and its use of instructional technologies to enhance learning and extend access. The U.S. Department of Education requested input from WCET regarding the Department’s rules about “substantive and regular interaction” vis-a-vis innovations in digital learning.

Student success. WCET continues to serve as a knowledge center on adaptive learning. Additional topics that are important to WCET’s membership include open educational resources (OER) and e-texts, developing a culture of accessibility and universal design for learning (UDL), academic integrity, and connecting credentials. WCET partnered with GlobalMindED to develop a new Digital Inclusion Award, which recognizes an individual, organization, or program for having shown significant impact on first-generation learner populations with regard to increasing involvement in global digital leadership.

WCET’s State Authorization Network (SAN) is a membership service for those seeking to comply with state authorization regulations related to the provision of online and distance courses and programs. WCET provides training on state regulations, access to experts, strategies on meeting state requirements, and support to a community of practitioners sharing effective practices and latest developments. In its seventh successful year of operation, SAN serves over 600 institutions from more than 90 members (a mix of individual institutions, partnerships, systems, and consortia).

NEW DIRECTIONS

Commissioner-approved projects for which staff is actively seeking funding, prioritized as follows:

- ★ = Urgency (mission-critical) ★ = low, ★★ = medium, ★★★ = high
- = Opportunity (funding) ● = low, ●● = medium, ●●● = high
- = Competence (staff/consultants) ■ = low, ■■ = medium, ■■■ = high

Project Title	Focus	Priority	Geo Scope	Funding	Staffing	Timeline	Partners
Backbone Services to the Digital Learning Solution Hub	Technology & innovation; access & success	★★ ●●● ■■	North America	Bill & Melinda Gates Foundation	3.0 FTE	2017-20	14 Gates Foundation grantees

POTENTIAL FUTURE PROJECTS

Work that staff is considering pursuing (and bringing to the commission for review or approval). In addition, at the end of this section, we list projects that staff previously considered pursuing but that staff now proposes to remove from the workplan.

Licensure programs that cross state lines. State Authorization Reciprocity Agreement (SARA) addresses degree programs that cross state lines. SARA does not apply to additional authorizations required of postsecondary programs that lead to licensure, such as teacher and nursing licensure. WCET is exploring opportunities for partners and funders to better inform students and to rationalize such requirements within a profession across state lines.

COMPLETED PROJECTS

Work that staff finished in FY 2018:

29th Annual Meeting, October 2017, Denver.

WCET Leadership Summit. June 2018, Newport Beach, Calif.

SAN Workshops and Conferences. In addition to many virtual events and communications SAN provides to its members, SAN convened several in-person workshops.

Tuesday, May 8, 2018

10:15 - 11:30 a.m.

Garden City Ballroom

Plenary Session IV: How Data Analytics Can Inform Student Success: A Story from Hawai'i

Five years ago, the State of Hawai'i adopted an attainment goal known as "55 by 25"—which aims to increase the percentage of working-age college-credentialed Hawaiians to 55 percent by 2025 (from its 2013 baseline of 44 percent). The state then began to systematically apply data and technology to meet this aggressive target. This presentation will describe that infrastructure, which includes several statewide information and data systems, and several key initiatives that leverage these systems to advance student success.

One such initiative is "15 to Finish," an analytics-driven program that promotes positive impact on student outcomes by increasing the number of students taking 15 or more credits a semester (rather than the traditional 12-credit baseline for full-time students). Born at the University of Hawai'i, this widely adopted initiative has won national recognition.

Another is the homegrown "STAR" graduation pathway software system—which benefits students by supporting curriculum pathways and degree audit across multiple campuses, GPS-driven registration, and (soon) workforce-focused information on its interface. STAR also benefits the institution and its ability to serve students, helping identify issues with program velocity and course scheduling. By leveraging UH's statewide student information system and course-by-course articulation tables, Hawai'i has become a national per-capita leader in reverse transfer.

And University of Hawai'i's participation in the Predictive Analytic Reporting framework—a collaborative, multi-institution data-mining initiative created and managed at WICHE by the WCET unit—helped set the stage for its Integrated Planning and Advising for Student Success in Higher Education (iPASS) efforts, as its campuses have worked to integrate predictive analytics with its student systems and enhance their ability to identify, intervene, and target services to at-risk students who may benefit from added support in order to progress toward completion. The efforts led to the University of Hawai'i's WCET Outstanding Work (WOW) award in 2016.

Session Goals:

- Share how data analytics can be used to increase student success
- Engage commissioners in discussion about the implications of Hawai'i circumstances for success in their own states or territories

Facilitator:

Don Bennett, Deputy Director, Washington Student Achievement Council

Speakers:

Pearl Imada Iboshi, Director of Institutional Research & Analysis,
University of Hawai'i

David Lassner, President, University of Hawai'i System

Hae Okimoto, Interim Associate Vice President of Student Affairs and
Director of Academic Technologies, University of Hawai'i

Biographical Information on the Facilitator and Speakers

Don Bennett, appointed to the WICHE Commission in 2010, has been the deputy director of the Washington Student Achievement Council since June 2013. He took military leave from July 2015 to June 2016 to serve full-time as state judge advocate for the Washington Army National Guard. Earlier, Bennett held several positions over a six-year period with the Achievement Council's predecessor, the Washington Higher Education Coordinating Board, including deputy director, and as executive director from 2010 through 2012. Earlier in his career, Bennett served as executive secretary of the State Personnel Appeals Board from 1997 to 2006, leadership counsel for the Washington State Senate, director of Policy and Legal Services for the Washington State School Directors' Association, and as staff counsel for the Washington State Senate Education Committee. Bennett has also had a distinguished career in the military: he was deployed to Iraq in support of Operation Iraqi Freedom (2004-05) as staff judge advocate for the 81st Brigade Combat Team. He was commissioned as a judge advocate officer in 1989 after 14 years of enlisted service. Since his promotion to colonel in 2008, Bennett has served as staff judge advocate for the Joint Force Headquarters of the Washington Army National Guard. Bennett earned a juris doctor degree from the University of Puget Sound School of Law in 1986.

Pearl Imada Iboshi is director of the Institutional Research and Analysis office for the University of Hawai'i system. In this capacity, she oversees the university's effort to promote consistent data collection across all ten system campuses, is an active member of the Hawai'i Graduation Initiative to improve graduation rates at all campuses, and is part of the effort to promote data-driven decision-making. She previously was acting director for the Department of Labor and Industrial Relations and the state economist in the Department of Business Economic Development and Tourism for the State of Hawai'i. Originally from Hilo, Hawai'i, Imada Iboshi received her undergraduate degree in economics from Grinnell College in Iowa, her master's degree in the same field from Hitotsubashi University in Tokyo, and her doctorate in economics from the University of Hawai'i at Manoa.

David Lassner, appointed to the WICHE Commission in 2015, began serving as president of the University of Hawai'i System in 2013. He has worked at the university since 1977, most recently as its first vice president for information technology and chief information officer. He is also a member of the university's graduate faculty and has taught both online and in-person in computer science, communications, business and education. Lassner served on the boards of Hawai'i's High Technology Development Corporation and Public Broadcasting Service affiliate and chaired the state's broadband task force. Lassner also served on the board of Internet2 and was a co-founder and board member of the Kualii Foundation, a founding steering committee member and past chair of WICHE's Western Cooperative for Educational Technologies (WCET), and past chair of the boards of the Pacific Telecommunications Council and of EDUCAUSE. He is currently a board member of the National Association of System Heads (NASH), and on the board of governors of the East West Center. Lassner earned a bachelor's in economics and a master's in computer science at the University of Illinois at Urbana-Champaign and a Ph.D. in communication and information sciences from the University of Hawai'i.

Hae K. Okimoto is serving as interim associate vice president for student affairs in addition to her role as director of academic technologies for the University of Hawai'i System, where she has primary responsibility for both the policy and operations of distance learning, academic technologies supporting teaching and learning, the student information system, and user services. She sits on numerous committees committed to student success and the Hawai'i Student Graduation Initiative, and is one of the analytics leads in this area. Okimoto is also actively involved in WCET—the WICHE Cooperative in Educational Technologies since its founding and is one of six original participants in the Predictive Analytics Reporting framework.



Reference

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WICHE COMMISSION

WICHE's 48 commissioners are appointed by their governors from among state higher education executive officers, college and university presidents, legislators, and business leaders from 15 Western states and the U.S. Pacific territories and freely associated states, WICHE's newest member. This regional commission provides governance and guidance to WICHE's staff in Boulder, Colo. Clayton Christian, commissioner of higher education at the Montana University System, is the 2018 chair of the commission.

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WICHE's Legislative Advisory Committee works to strengthen state policymaking in higher education in the West by engaging legislators who are appointed by the WICHE Commission in the discussion of higher education issues and by seeking their input on strategies for interstate collaboration.

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Jere Mock, vice president
Robin Berlin, administrative coordinator
Margo Colalancia, director, Student Access Programs
Anna Galas, project manager, Interstate Passport®
Kay Hulstrom, manager, institution services
Kim Nawrocki, administrative assistant
Ken Pepion, senior project director
Shelley Plutto, administrative assistant
Angela Rochat, data coordinator
Pat Shea, director, academic leadership initiatives
Kate Springsteen, member services coordinator, Interstate Passport

WCET

Mike Abbiatti, WICHE vice president for educational technologies and WCET executive director
Rosa Calabrese, manager, digital and project support services
Cheryl Dowd, director, State Authorization Network
Lindsey Downs, manager, communications
Sherri Artz Gilbert, assistant director of operations
Stacey Güney, director, Digital Learning Solution Network
Chuck Hayward, assistant director, Digital Learning Solution Network
Joyce Holliday, administrative assistant
Mollie McGill, director, programs and membership
Russell Poulin, director, policy and analysis
Megan Raymond, assistant director of programs and sponsorships
Tanya Spilovoy, director, Open Policy

As of 4.12.18

Future Commission Meeting Dates

2018	2019	2020
November 8-9, 2018 - Colorado	May 20-21, 2019 - North Dakota November 7-8, 2019 - Colorado	May 18-19, 2020 - Arizona November 5-6, 2020 - Colorado