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NORTHERN MARIANA ISLANDS

HAWAI'I

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MONTANA

NEVADA

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OREGON

SOUTH DAKOTA

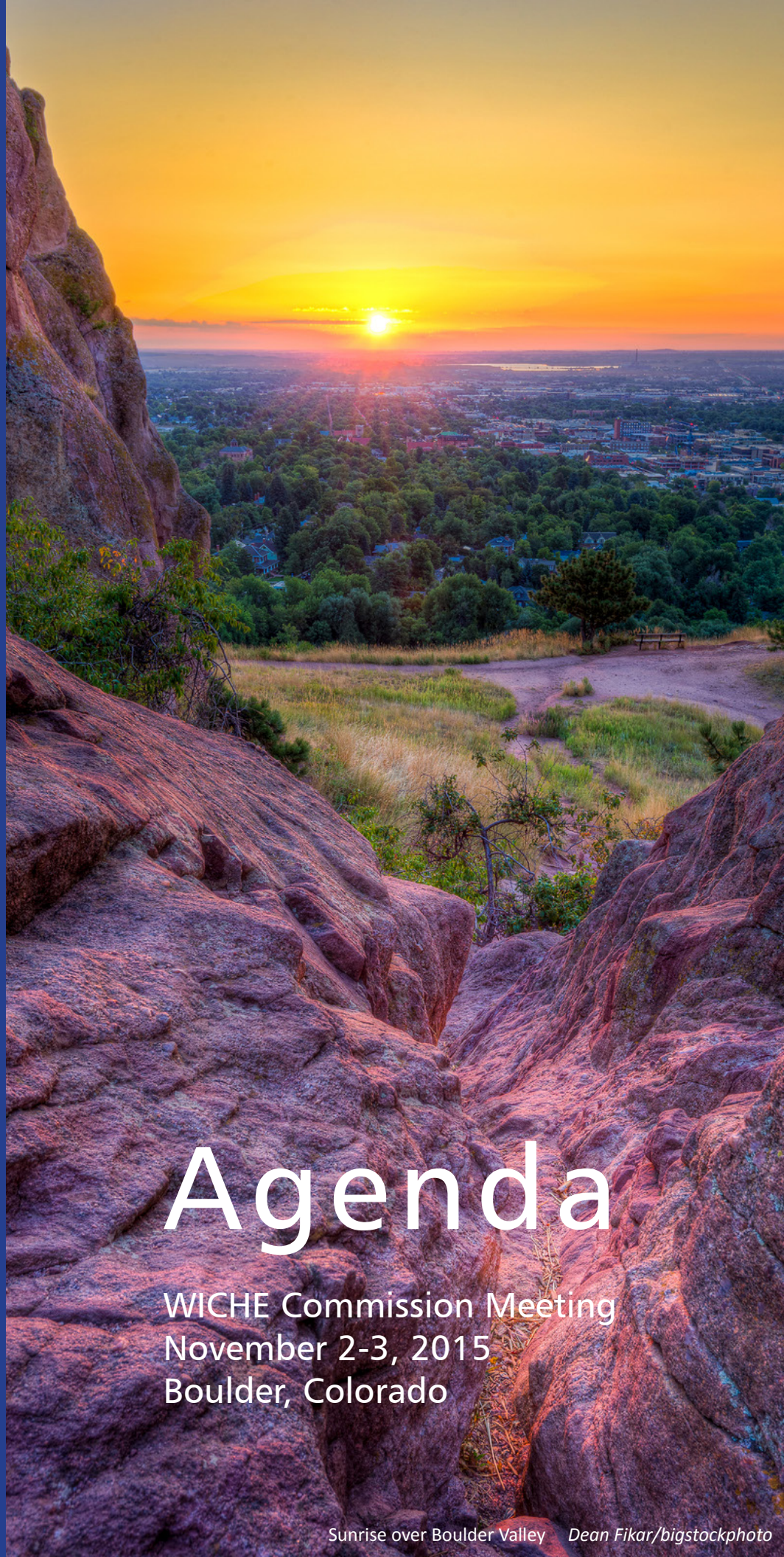
UTAH

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Western Interstate Commission
for Higher Education


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Agenda

WICHE Commission Meeting
November 2-3, 2015
Boulder, Colorado

Monday, November 2, 2015 Schedule at a Glance

<p>2:00 – 2:30 pm Xanadu II & III</p>	<p>State Meetings to Discuss WICHE Presidential Candidates</p>	
<p>2:30 – 3:30 pm Calypso</p>	<p>Meeting for the WICHE Selection Committee and Executive Committee</p>	
<p>3:30 – 4:00 pm [Tab 1] Xanadu II & III</p>	<p>Committee of the Whole – Call to Order</p>	1-1
	<p>Agenda</p>	
	<p>Call to order: Mike Rush, WICHE chair</p>	
	<p>Introduction of new commissioner and guests</p>	1-3
	<p> Approval of the May 11-12, 2015 Committee of the Whole meeting minutes</p>	1-4
	<p>Report of the chair</p>	
	<p>Report of the president</p>	
	<p>Report of the Nominating Committee</p>	
	<p>Reminder to caucus on selection of 2016 committee members</p>	
	<p>Recess until November 3, 2015, at 9:15 am</p>	
<p>4:00 – 5:00 pm [Tab 2] Xanadu II & III</p>	<p>What's up in the West and at WICHE?</p>	2-1
	<p><i>Speaker:</i> David Longanecker, president, Western Interstate Commission for Higher Education (WICHE)</p>	
<p>6:00 pm</p>	<p>Reception</p>	

Tuesday, November 3, 2015 Schedule at a Glance

7:30 am
Xanadu II & III

Breakfast for WICHE Commissioners, Staff, and Guests

8:00 – 9:00 am [Tab 3]
Xanadu II & III

Programs and Services Committee Meeting 3-1

Agenda



Approval of the May 11, 2015 Programs and Services Committee meeting minutes 3-3



Approval of the University of Utah’s School of Dentistry’s Request for Early Participation in WICHE’s Professional Student Exchange Program (PSEP) 3-6

Information Items:

Updates on WICHE’s Student Exchange Program 3-9

Updates on Regional Initiatives 3-18

Overview of the Recently Awarded U.S. Department of Education First in the World Grant in Support of the Interstate Passport Initiative – Pat Shea

Results of the Initial Western Academic Leadership Academy – Pat Shea

Addressing Institutional Challenges Associated with the Affordable Care Act Regulations – Jere Mock

Other business

8:00 – 9:00 am [Tab 4]
Calypso

Issue Analysis and Research Committee Meeting 4-1

Agenda



Approval of the May 11, 2015 Issue Analysis and Research Committee meeting minutes 4-3

Information Items:

WICHE’s Multistate Longitudinal Data Exchange

Knocking at the College Door: Projections of High School Graduates

Benchmarks: WICHE Region 2015

Tuition and Fees in Public Higher Education in the West 2015-16

8:00 – 9:00 am [Tab 5]
Fandango

Discussion Item:

Legislative Activity in the West

Policy Insights: Targeted Recovery: Recapping 2015 Higher Education Legislative Activity in the West

Legislative Advisory Committee Annual Meeting – What We Heard

Other business

Self-funded Units Committee Meeting

5-1

Agenda



Approval of the May 11, 2015 Self-funded Units Committee meeting minutes

5-3

Information Item – WICHE Cooperative for Educational Technologies

WCET Updates on the FY 2016 Workplan:

Membership and Member Leadership Groups

Adaptive Learning - Summit, Fellows Program

Webcast Series and Enterprise Webinar Services

e-Learning Policy and Advocacy

WCET Research

State Authorization Network (SAN)

High-School-to-Higher-Ed Transition Opportunities with Technology

Budget update

Information Item – Mental Health Program

Mental Health Program updates:

Budget update

Program update

Nomination of two WICHE Commissioners to the Mental Health Oversight Council

Other business

9:15 – 10:45 am [Tab 6]
Xanadu II & III

Committee of the Whole – Business Session

6-1

Agenda

Reconvene Committee of the Whole: Mike Rush, WICHE chair

Report and recommended action of the Audit Committee:
Dianne Harrison, committee chair and immediate past WICHE chair



FY 2015 audit report (separate document)

Report and recommended action of the Executive Committee:
Mike Rush, WICHE chair

Report and recommended action of the Programs and Services
Committee: Patricia Sullivan, committee chair

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

Report and recommended action of the Self-funded Units
Committee: Jim Hansen, committee chair

Report on the Legislative Advisory Committee annual meeting:
Jeanne Kohl-Welles, WICHE vice chair

Committee of the Whole Action and Discussion Items

Discussion Item: Update on WICHE’s Budget

6-3



Election of chair, vice chair, and immediate past chair
as officers of the WICHE Commission for 2016



Approval of the finalist for the position of
WICHE president

Remarks of outgoing chair

Remarks of new chair

Selection of 2016 committee members

Meeting evaluation (electronic)
www.surveymonkey.com/r/P7QCFJT

Other business

Adjourn Committee of the Whole Business Session

10:45 – 11:00 am

Break and Hotel Check-out

11:00 am – noon [Tab 7]
Xanadu II & III

The Internet of Things (IoT) in Higher Education: What Is It, and Why Should I Care?

Speaker: Mike Abbiatti, WCET Executive Director, and WICHE Vice President for Educational Technologies

Adjournment

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WICHE staff	8-10
Future commission meeting dates	8-10
FY 2016 Workplan	8-11
Higher education organizations & acronyms	8-30
Map of U.S. Pacific Territories and Freely Associated States	8-33



Committee of the Whole Call to Order

Monday, November 2, 2015
3:30 – 4:00 pm
Xanadu II & III

Western Interstate
Commission
for Higher Education

www.wiche.edu

Monday, November 2, 2015

3:30 - 4:00 pm

Xanadu II & III

Committee of the Whole – Call to Order

Call to order: Mike Rush, WICHE chair

Introduction of new commissioners and guests 1-3



Approval of the May 11-12, 2015
Committee of the Whole meeting minutes 1-4

Report of the chair

Report of the president

Report of the Nominating Committee

Reminder to caucus on selection of 2016 committee members

Recess until November 3, 2015, at 9:15 am

New Commissioners

Matt Freeman is the executive director of the Idaho State Board of Education. The Board of Education is constitutionally charged with providing general supervision, governance, and control of all public education (K-20) in the state. Previously, Freeman served as the board's deputy director and chief fiscal officer for over five years. Prior to working for the board, he spent nine years at the Idaho Legislative Services Office, Budget & Policy Analysis Division, the last four years as principal analyst for higher education. Freeman's professional experience also includes private-sector government relations and communications work, and time in Washington, D.C., where he served as counsel/legislative assistant for a member of Congress. He was awarded his J.D. from the University of Idaho, and received his B.A. in political studies from Whitworth University in Spokane, WA.

Mark Hagerott is chancellor of the North Dakota University System, a position he was appointed to on April 30, 2015. Most recently, Hagerott served as the senior civilian and deputy director of the Center for Cyber Security Studies at the Naval Academy, and panel co-lead of the Defense Science Board. A certified naval nuclear engineer in power generation and distribution who also served as chief engineer for a major environmental project involving the defueling of two atomic reactors, Hagerott changed from engineering to a career in higher education in 2005. Hagerott held numerous academic leadership positions including dean of humanities and social sciences, special assistant to the provost, chair of the admissions board, chair of senior faculty senate committees pertaining to assessment and accreditation, and planning and strategy director in one of the largest U.S. Army educational organizations. Hagerott holds a B.S. from the U.S. Naval Academy, an M.A. in political science and economics from Oxford University where he attended as a Rhodes Scholar, and a Ph.D. in history from the University of Maryland. He also served as a White House Fellow.

Patricia Jones was appointed to the Utah Board of Regents in 2015. She is currently the CEO of the Women's Leadership Institute, which aims to elevate the stature of female leadership in the state of Utah. Jones also served in the Utah Legislature for 14 years and was the first female leader in both the Utah House of Representatives and the Utah Senate. A University of Utah graduate, she is currently a member of the Board of Governors of the Salt Lake Chamber, the Intermountain Healthcare Community Care Foundation, and the National Advisory Board of the University of Utah School of Dentistry. She is married to Dr. Dan E. Jones and has four children, three stepchildren and 16 grandchildren.

David Lassner serves as president of the University of Hawai'i, which comprises 10 campuses and seven education centers on six islands. He has worked at the university since 1977, and was most recently its vice president for information technology and chief information officer. Lassner has played an active leadership role in a variety of local, national, and international Information and Communication Technology (ICT) organizations. Locally, he served on the boards of Hawai'i's High Technology Development Corporation and Hawai'i's PBS affiliate, and he chaired Hawai'i's Broadband Task Force. Nationally and internationally he has chaired the boards of EDUCAUSE and the Pacific Telecommunications Council, served on the boards of Internet2 and the Pacific Northwest Gigapop, and led education activities for the Internet Society. Within WICHE, Lassner was one of the founding Steering Committee members for the Western Cooperative for Educational Telecommunications (WCET); he twice chaired the committee and also served on the Executive Council. He has been recognized with WCET's Richard Jonsen Award for distinguished service to educational telecommunications. Lassner earned an A.B. in economics summa cum laude, an M.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.

Fred Lokken is a tenured professor of political science at Truckee Meadow Community College. In his 24 years at TMCC, Lokken has served as instructor of political science, tenured professor of political science, distance education coordinator/director/assistant dean/associate dean/dean, director of the Incline Village program, and government liaison/cabinet member/campus lobbyist to the State Legislature. Lokken currently serves as chair of the Coalition of Affiliated Councils of the American Association of Community Colleges. COAC represented 32 affiliated councils of the AACC. He is also a member (and past chair) of the board of directors of the Instructional Technology Council. In that capacity, he annually conducts the only national survey of community colleges on distance education. He also serves as a political expert for local, state, and national affairs. He has a B.S. in political science from the University of Wisconsin-La Crosse, an M.A. in political science from Washington State University, and an A.B.D. in political science from the University of British Columbia.

ACTION ITEM

Minutes of the Committee of the Whole

Session I: Call to Order Monday, May 11, 2015

Commissioners Present

Mike Rush (ID), chair
Jeanne Kohl-Welles (WA), vice chair
Dianne Harrison (CA), immediate past chair

Susan Anderson (AK)
Diane Barrans (AK)
Jim Johnsen (AK)
Leah Bornstein (AZ)
Chris Bustamante (AZ)
Eileen Klein (AZ)
Christopher Cabaldon (CA)
Joe Garcia (CO)
Loretta Martinez (CO)
Dene Thomas (CO)
Sharon Hart (CNMI)
Carol Mon Lee (HI)
Tony Fernandez (ID)
Wendy Horman (ID)
Clayton Christian (MT)
Pat Williams (MT)
Franke Wilmer (MT)
Barbara Damron (NM)
Ray Holmberg (ND)
Kari Reichert (ND)
Larry Skogen (ND)
Vance Farrow (NV)
Ryan Deckert (OR)
Camille Preus (OR)
Robert Burns (SD)
James Hansen (SD)
Don Bennett (WA)
Karla Leach (WY)

Commissioners Absent

Linda Thor (CA)
Jude Hofschneider (CNMI)
Joshua Sasamoto (CNMI)
Francisco Hernandez (HI)
Patricia Sullivan (NM)
Mark Moores (NM)
Vic Redding (NV)

Hilda Rosselli (OR)
Jack Warner (SD)
Dave Buhler (UT)
Peter Knudson (UT)
Dan Campbell (UT)
Larry Seaquist (WA)
Frank Galey (WY)
Sam Krone (WY)

Guests/Speakers

Kathy Craft, director, Alaska Health Workforce Coalition
Dennis Jones, president, National Center for Higher Education Management Systems
Ellen Taylor, assistant vice president for student life and director of the counseling center, University of Washington

WICHE Staff

Mike Abbiatti, WICHE vice president for educational technologies and WCET executive director
Erin Barber, executive assistant to the president and to the commission
Margo Colalancia, director, Student Exchange Program
Ken Cole, deputy director, Mental Health Program
Alyssa Gilden, behavioral health research and technical assistance associate, Mental Health Program
Tara Hickey, director, Human Resources
Carl Krueger, project coordinator, Policy Analysis and Research
David Longanecker, president, WICHE
John Lopez, director, W-SARA
Demarée Michelau, director of policy analysis, Policy Analysis and Research
Craig Milburn, chief financial officer, WICHE
Jere Mock, vice president, Programs and Services
Dennis Mohatt, vice president for Behavioral Health, Mental Health Program
Brian Prescott, director of policy research, Policy Analysis and Research
Pat Shea, director, Academic Leadership Initiatives, Programs and Services
Amanda Strickland, behavioral health research and technical assistance associate, Mental Health Program

Chair Mike Rush called the meeting to order and welcomed the commissioners, guests, and staff to the meeting. He introduced newly appointed commissioners:

- Barbara Damron, New Mexico
- Pat Williams, Montana

Chair Rush thanked Leah Bornstein (AZ) and Larry Skogen (ND), both of whom will be leaving their positions before the next commission meeting, for their service to the commission. He also thanked the Alaska commissioners for their assistance with the planning of the meeting.

Action Item

Approval of the November 10-11, 2014 Committee of the Whole Meeting Minutes

Chair Rush asked for discussion and changes to the November 10-11, 2014, Committee of the Whole meeting minutes. Hearing none, the minutes were approved as written.

Report of the Chair

Chair Rush noted in his report that WICHE is doing well under the exceptional leadership of the president and his staff. He reviewed action the Executive Committee had taken during teleconferences in February and March. Rush also reviewed highlights from the WICHE Officers retreat held in February. Those highlights included a review of the budget, succession planning, and discussion of the 2016 workplan.

Report of the President

Chair Rush called on David Longanecker for the report of the president. Longanecker gave updates on staff changes that have occurred within the organization since the last commission meeting. He mentioned the deaths of two long-standing staff members: Marv Myers, director of administrative services, and Annie Finnigan, communications manager. Longanecker gave an update on major initiatives underway in each of the units, including an overview of SARA. Commissioner Cabaldon expressed an interest in hearing more about the long-term governance structure for NC-SARA once it receives its own 501c3 status later on this year. Longanecker agreed to share information on the bylaws and articles. Commissioner Garcia asked how much the Mental Health Program owes WICHE after ending last year with a sizable deficit. Longanecker said he believed the debt would be paid back to WICHE by the of the next fiscal year or the year after. He mentioned that the Mental Health Program has been very successful this year in securing more grant and contract income.

The Committee of the Whole went into recess.

ACTION ITEM

Minutes of the Committee of the Whole

Session II: Business Session Tuesday, May 12, 2015

Commissioners Present

Mike Rush (ID), chair
Jeanne Kohl-Welles (WA), vice chair
Dianne Harrison (CA), immediate past chair

Susan Anderson (AK)
Diane Barrans (AK)
Jim Johnsen (AK)
Leah Bornstein (AZ)
Chris Bustamante (AZ)
Eileen Klein (AZ)
Christopher Cabaldon (CA)
Joe Garcia (CO)
Loretta Martinez (CO)
Dene Thomas (CO)
Sharon Hart (CNMI)
Josh Sasamoto (CNMI)
Carol Mon Lee (HI)
Tony Fernandez (ID)
Wendy Horman (ID)
Clayton Christian (MT)
Pat Williams (MT)
Barbara Damron (NM)
Patricia Sullivan (NM)
Ray Holmberg (ND)
Kari Reichert (ND)
Larry Skogen (ND)
Vance Farrow (NV)
Camille Preus (OR)
Robert Burns (SD)
James Hansen (SD)
Don Bennett (WA)
Karla Leach (WY)

Commissioners Absent

Linda Thor (CA)
Jude Hofschneider (CNMI)
Francisco Hernandez (HI)
Franke Wilmer (MT)

Mark Moores (NM)
Vic Redding (NV)
Ryan Deckert (OR)
Hilda Rosselli (OR)
Jack Warner (SD)
Dave Buhler (UT)
Peter Knudson (UT)
Dan Campbell (UT)
Larry Seaquist (WA)
Frank Galey (WY)
Sam Krone (WY)

Guests/Speakers

Dennis Jones, president, National Center for Higher Education Management Systems

WICHE Staff Present

Erin Barber, executive assistant to the president and to the commission
Margo Colalancia, director, Student Exchange Program
Ken Cole, deputy director, Mental Health Program
Alyssa Gilden, behavioral health research and technical assistance associate, Mental Health Program
Tara Hickey, director, Human Resources
Carl Krueger, project coordinator, Policy Analysis and Research
David Longanecker, president, WICHE
John Lopez, director, W-SARA
Demarée Michelau, director of policy analysis, Policy Analysis and Research
Craig Milburn, chief financial officer, WICHE
Jere Mock, vice president, Programs and Services
Dennis Mohatt, vice president for Behavioral Health, Mental Health Program
Brian Prescott, director of policy research, Policy Analysis and Research
Pat Shea, director, Academic Leadership Initiatives, Programs and Services
Amanda Strickland, behavioral health research and technical assistance associate, Mental Health Program

Chair Rush called the meeting to order.

Report of the Programs and Services Committee

Committee chair Patricia Sullivan reported that the Programs and Services Committee approved the FY 2016 workplan section pertaining to the Programs and Services unit. The committee heard updates on the Student Exchange Programs. The staff are looking at ways institutions can grow the gerontology workforce and will be preparing a brief on the related workforce needs around gerontology. The committee also heard updates on the new Western Academic Leadership Academy, phase two of the Interstate Passport Initiative, and the North American Network of Science Labs Online (NANSLO).

Report of the Issue Analysis and Research Committee

Committee chair Christopher Cabaldon reported that the Issue Analysis and Research Committee focused its discussions around the FY 2016 workplan sections pertaining to the Policy Analysis and Research unit. Staff provided updates on existing activities, including the next edition of *Knocking at the College Door* and ongoing funding possibilities for CACG and the Adult College Completion Network. The committee discussed future projects and agreed that priority should be given to developing funding opportunities for *Hitting the Ground Running: Leveraging Work-Based Learning to Improve Educational Outcomes and Meet Workforce Demands* and *A Second Chance at Success: Reducing the Fiscal and Social Impact of Recidivism Through Inmate Education and Reentry Programs*. Finally, the committee approved the FY 2016 workplan and two additional projects to be approved by the Committee of the Whole. Committee chair Cabaldon MOVED TO APPROVE THE IMPLEMENTATION OF THE COMMON CORE STATE STANDARDS AND ASSESSMENTS: FINDING SOLUTIONS TO CROSS-STATE CHALLENGES (EXPANSION). Commissioner Burns seconded the motion. The motion was approved unanimously. Committee chair Cabaldon moved TO APPROVE THE COUNCIL FOR ADULT AND EXPERIENTIAL LEARNING (CAEL) AND WICHE INITIATIVE (FUELING THE RACE 2.0). Commissioner Anderson seconded the motion. The motion was approved unanimously.

Report of the Self-funded Units Committee

Committee chair Jim Hansen reported that the Self-funded Unit Committee heard updates on the Mental Health Program, including the internship programs and a new project with the Veterans Administration. Mental Health staff reported on the condition of the Mental Health budget and noted that surplus funds at the close of FY 2015 will be given to WICHE to pay off the debt from FY 2014. The committee also heard updates from WCET and work it is doing on key initiatives and events taking place in 2015. WCET staff reported that their FY 2015 budget is sound and sustainable. Finally, the committee approved the FY 2016 workplan sections pertaining to the Mental Health Program and WCET.

Report of the Executive Committee

Chair Rush reported that the Executive Committee met before the Call to Order. The committee approved minutes from the March 10th teleconference. Longanecker reviewed the commission meeting schedule. He and Tara Hickey, WICHE's director of human resources, presented compensation data that compared WICHE salaries within areas of administrative support, IT, and finance, to the other regional compacts and nonprofits, using data from the Mountain States Employers Council. Overall, WICHE is doing well with salaries for administrative and finance staff. However, WICHE is not competitive with salaries for IT staff and, as a result, has not been able to fill software developer positions. WICHE is now outsourcing some of its software development projects. Longanecker reminded the committee of the discussion on compensation that occurred at the November meeting, during which he presented data that suggested WICHE is not competitive with its current salaries for staff at the vice president and director levels. Chair Rush reported that the committee discussed succession planning and that Longanecker plans to retire in 12 to 15 months. The committee is working on a transition plan and will be starting a search in plenty of time for the transition to take place.

Action Item

Approval of New Mexico into the WICHE State Authorization Reciprocity Agreement

Chair Rush called on Longanecker and John Lopez, director of W-SARA, for discussion on SARA. Lopez reported that SARA currently has 23 states participating in the program. In the WICHE region, the only states and territory not participating are California, CNMI, Hawai'i, New Mexico, Utah, and Wyoming. New Mexico submitted its application earlier in the spring and was approved conditionally by the W-SARA steering committee at its April 29 meeting. Prior to full approval, New Mexico had to develop a process for handling student records in the case of disaster. That process has been put into place and approved. Commissioner Damron thanked Lopez for his work and recused herself from the vote. Commissioner Anderson MOVED TO APPROVE NEW MEXICO INTO THE WICHE STATE AUTHORIZATION RECIPROCAL AGREEMENT. Commissioner Hansen seconded the motion. The motion was approved unanimously.

Action Item
Approval of Wyoming into the WICHE State Authorization Reciprocity Agreement

John Lopez reported that Wyoming had also submitted its application earlier in the spring, which was approved by the W-SARA steering committee at its April 29th meeting without any conditions. Commissioner Leach thanked Lopez for his work and leadership and recused herself from the vote. COMMISSIONER HANSEN MOVED TO APPROVE WYOMING INTO THE WICHE STATE AUTHORIZATION RECIPROCITY AGREEMENT. Commissioner Cabaldon seconded the motion. The motion was approved unanimously.

Action Item
Approval of the FY 2016 Annual Operating Budget – General and Non-general Fund Budgets

Chair Rush called on Longanecker and Craig Milburn, chief financial officer, for a report on the budgets. Longanecker noted that projections show FY 2015 ending with approximately \$168,000 in surplus due to excess revenue and lower expenditures. FY 2016 currently projects ending with a \$25,000 surplus. There is currently \$2.7 million in reserves, most of which is dedicated. The amount in reserves will be depleted in part at the end of FY 2016 when the final payments are made to pay off the building. Commissioner Garcia asked how much is to be paid off this year and next year. Longanecker said approximately \$175,000 will be paid this year and approximately \$666,000 will be paid to the Ford Foundation next year. Commissioner Horman MOVED TO APPROVE THE FY 2016 ANNUAL OPERATING BUDGET. Commissioner Bornstein seconded the motion. The motion was approved unanimously.

Action Item
Approval of Salary and Benefit Recommendations for FY 2016

Chair Rush called on Longanecker to discuss FY 2016 salaries and benefits. Longanecker noted that he is asking for approval to give salary increases later in the year if the budget improves. Currently, the budget will not support salary increases but Longanecker hopes an increase in revenue from grants and contracts will make it possible to give increases later on in the fall. Commissioner Martinez asked how salary increases were given this year. Longanecker responded that increases were delayed this year until March when the budget was able to accommodate the increase. Commissioner Bennett MOVED TO APPROVE SALARY AND BENEFIT RECOMMENDATIONS FOR FY 2016. Commissioner Thomas seconded the motion. The motion was approved unanimously.

Action Item
Approval of the FY 2016 WICHE Workplan

Chair Rush asked for a motion and second to approve the FY 2016 workplan. Commissioner Anderson MOVED TO APPROVE THE FY 2016 WICHE WORKPLAN. Commissioner Cabaldon seconded the motion. The motion was approved unanimously.

Chair Rush reminded the committee to review the Commissioner Code of Ethics included in the workplan and to also complete the online meeting evaluation. Longanecker noted that the next meeting will be held in Boulder, CO, at the St Julien Hotel on November 2-3, 2015. Commissioner Kohl-Welles noted that it falls on Election Day.

The Committee of the Whole was adjourned.



What's Up in the West and at WICHE?

Monday, November 2, 2015

4:00 – 5:00 pm

Xanadu II & III

Western Interstate
Commission
for Higher Education

www.wiche.edu

Monday, November 2, 2015

4:00 - 5:00 pm

Xanadu II & III

What's Up in the West and at WICHE?

Much has happened at WICHE and in the West since the beginning of the new millennium. Higher education has moved from an era of plenty to a new normal of frugal funding. The 20th century focus on increasing access has expanded into a 21st century national focus on student success, most often reflected in calls for increased completion. The concept of assuring affordability has shifted from assuring that the financial barriers to college attendance were removed for students from low-income backgrounds to trying to reduce the financial burden for middle-income families and students. The nature of the students we serve has begun to focus not just on recent high school students, but to returning adult students. And higher education has significantly transformed the ways in which we educate today's students, relying much more heavily on technology-enhanced educational interventions than was the case in the last century.

WICHE has changed as well, both to lead on some of these changes and to follow on others. Our programs and services have grown both in size and number. Our policy analysis and research efforts have evolved to follow the changes in policy and practice occurring in the new West, including significant investments of WICHE talent and resources devoted to research and policy on economics and finance, demographics and participation rates, accountability, global competitiveness, and workforce development.

In this session, President Longanecker will highlight the nature of these changes, both within the West and in WICHE's efforts to help better inform higher education in the West of trends, challenges, and opportunities, and to coax its member states and their institutions of higher education to embrace the change and innovation around us.

Speaker: David Longanecker, president, WICHE

Biographical Information on the Speaker

David Longanecker has served as the president of the Western Interstate Commission for Higher Education since 1999. Previously, Longanecker served for six years as the assistant secretary for postsecondary education at the U.S. Department of Education. Prior to that he was the state higher education executive officer in Colorado and Minnesota. He was also the principal analyst for higher education for the Congressional Budget Office. Longanecker has served on numerous boards and commissions. He has written extensively on a range of higher education issues. His primary interests in higher education are: expanding access to successful completion for students within all sectors of higher education, promoting student and institutional performance, assuring efficient and effective finance and financial aid strategies, and fostering effective use of educational technologies, all for the purpose of sustaining the nation's strength in the world and increasing the quality of life for all Americans, particularly those who have traditionally been left out

in the past. He holds an Ed.D. from Stanford University, an M.A. in student personnel work from George Washington University, and a B.A. in sociology from Washington State University.

WICHE



Programs and Services Committee Meeting

Tuesday, November 3, 2015

8:00 – 9:00 am

Xanadu II & III

3 Tuesday 8:00 - 9:00 am

Western Interstate
Commission
for Higher Education

www.wiche.edu

Tuesday, November 3, 2015

8:00 - 9:00 am

Xanadu II & III

Programs and Services Committee Meeting

Patricia Sullivan (NM), chair
Clayton Christian (MT), vice chair

- Diane Barrans (AK)
- TBD (AZ)
- Dianne Harrison (CA)
- Dene Thomas (CO)
- Josh Sasamoto (CNMI)
- Carol Mon Lee (HI)
- Wendy Horman (ID)
- Committee vice chair (MT)
- Vance Farrow (NV)
- Committee chair (NM)
- Kari Reichert (ND)
- Hilda Rosselli (OR)
- Mike Rush (SD)
- Peter Knudson (UT)
- Larry Seaquist (WA)
- Frank Galey (WY)

Agenda

Presiding: Patricia Sullivan, committee chair

Staff: Jere Mock, vice president, Programs and Services
Margo Colalancia, director, Student Exchange Programs
Pat Shea, director, academic leadership initiatives



Approval of the May 11, 2015 Programs and Services Committee meeting minutes 3-3



Approval of the University of Utah’s School of Dentistry Request for Early Participation in WICHE’s Professional Student Exchange Program (PSEP) – Margo Colalancia 3-6

Information Items:

Updates on WICHE’s Student Exchange Program – Margo Colalancia 3-9

Update on Regional Initiatives: 3-18

Overview of the Recently Awarded U.S. Department of Education First in the World Grant in Support of the Interstate Passport Initiative – Pat Shea

Results of the Initial Western Academic Leadership Academy – Pat Shea

Addressing Institutional Challenges Associated with the Affordable
Care Act Regulations – Jere Mock

Other business

Adjournment

ACTION ITEM

Programs & Services Committee Minutes

May 11, 2015

Committee Members Present

Clayton Christian (MT), vice chair

Diane Barrans (AK)
Leah Bornstein (AZ)
Dianne Harrison (CA)
Dene Thomas (CO)
Carol Mon Lee (HI)
Wendy Horman (ID)
Vance Farrow (NV)
Kari Reichert (ND)

Committee Members Absent

Josh Sasamoto (CNMI)
Patricia Sullivan (NM), chair
Hilda Rosselli (OR)
Jack Warner (SD)
Peter Knudson (UT)
Larry Seaquist (WA)
Frank Galey (WY)

Staff Present

Margo Colalancia, director, Student Exchange Program
Jere Mock, vice president, Programs and Services
Pat Shea, director, Academic Leadership Initiatives

Commissioner Clayton Christian chaired the meeting on behalf of Commissioner Patricia Sullivan, who was unable to attend because of a flight cancellation.

ACTION ITEM

Approval of the Programs and Services Committee Minutes of May 11, 2015

Commissioner Dianne Harrison motioned TO APPROVE THE MINUTES FROM THE NOVEMBER 2014 PROGRAMS & SERVICES COMMITTEE MEETING; Commissioner Dene Thomas seconded the motion and they were approved by the committee.

ACTION ITEM

Approval of the Programs and Services FY 2015 Workplan

Jere Mock, vice president of Programs and Services, presented the Fiscal Year 2015 Programs and Services workplan. She described it as an ambitious plan that focuses on increasing students' access through WICHE's Student Exchange Programs as well as grant-funded regional initiatives including the second phase of the Interstate Passport Initiative, the Consortium for Health Education Online, and the North American Network of Science Labs Online. The workplan also includes initiatives that foster institutional collaborations for student success and improved institutional quality and accountability, such as the Western Academic Leadership Forum and the Western Alliance of Community College Academic Leaders and a new initiative to grow the pipeline of senior academic administrators, the Western Academic Leadership Academy. Helping institutions, systems, and states achieve cost savings is also included in the workplan and will be offered through WICHE initiatives in collaboration with the Midwestern Higher Education Compact. Commissioner Diane Barrans motioned TO APPROVE THE PROGRAMS AND SERVICES WORKPLAN; Commissioner Leah Bornstein seconded the motion and it was approved by the committee.

INFORMATION ITEM

Student Exchange Program Update

Margo Colalancia reported that the Student Exchange Programs served more than 36,300 students during the current academic year, with an estimated savings of \$300 million for WUE and WRGP students alone.

WICHE states invested more than \$14.7 million to provide affordable access to professional health degree programs through the Professional Student Exchange Program (PSEP), which enrolled some 660 students. University of Utah's new school of dentistry is seeking participation in PSEP prior to its full accreditation; the school's request will be presented as an action item at the November 2015 Commission Meeting.

For WICHE's undergraduate program (WUE), enrollment numbers increased by only 1.7 percent this year compared to 8 to 9 percent increases in prior years. Staff speculates that the leveling off could be due to multiple factors: the declining number of high school graduates, state funding formulas that no longer offer support for nonresident WUE students, and possible competition for seats from international students who pay full nonresident tuition. Some WUE institutions have requested an increase in the WUE rate, from 150 percent to 200 percent, but WICHE leadership is not inclined to increase the WUE rate at this time. WICHE is reinitiating conversations to bring some of California's community colleges into the WUE network.

Commissioner Harrison asked how students and their parents typically learn about WUE, and wondered if California residents were taking full advantage of the WICHE Student Exchange Program. Colalancia stated that special WUE college fairs have been organized in California for the last several years, and that she gives WUE presentations regularly to high school counselors at Western Association for College Admission Counseling (WACAC) meetings. Mock noted that since California's Postsecondary Education Commission (CPEC) dissolved in 2011 there is no central California higher education agency to work through as is done in most of the other WICHE states. As a result, WICHE works primarily with the California State University system office as well as the California Community College system office to disseminate information on the exchange programs, as well as via the WICHE website.

Colalancia said enrollment in the WRGP program (for master's, Ph.D.'s and graduate certificates) increased by 19 percent over last year. More than 380 programs are now participating; 37 of those are new programs that were approved this spring. (They are marked with a star in the WRGP list of programs provided to commissioners.) Commissioner Carol Mon Lee asked why law schools are not involved in WRGP. Colalancia responded that several years ago law was one of the fields included in the Professional Student Exchange Program but that field was suspended once most states in the region had at least one public law school. She said law schools were later invited to participate in the Western Regional Graduate Program but none responded; she will make it a point to invite law schools to participate for the fall 2015 WRGP nominations cycle. Commissioner Mon Lee said that Alaska residents do not have a law school and that University of Hawaii's law school would welcome their students.

Staff is researching the best strategies for WICHE to grow the gerontology workforce. Staff put together a list of existing programs in the WICHE states using information from the Association for Gerontology and Higher Education and the federal National Center for Education Statistics. There are approximately 65 programs in the region, but staff still needs to do additional research on enrollment. Staff will initiate a workforce brief and from there propose a course of action for the commission to consider how Western states can best share existing programs. In addition to course sharing, it may also include: building awareness of "careers in aging" through high school counselors and college pre-health advisors, and providing training opportunities in gerontology for individuals 50+ years old who are interested in gerontology as a second career. The field of gerontology is multidisciplinary and that contributes to its lack of visibility. Furthermore, there is no professional accreditation for gerontology programs.

The American Veterinary Medical Association (AVMA) released its *Veterinary Economics Report* in 2015. The educational market is producing graduates at twice the level that starting salaries would allow a graduate to service his or her student debt obligations and living expenses post-graduation. The author of the AVMA report, Dr. Michael Dicks, presented the report to WICHE's Veterinary Medical Advisory Committee at its annual meeting in June 2015 in Nevada. If approved by the accrediting agency for veterinary education, the University of Arizona plans to open a new veterinary college of 100 seats that will begin enrolling students in fall 2016.

INFORMATION ITEMS

Regional Collaborations

Pat Shea, director of Academic Leadership Initiatives, described the new Western Academic Leadership Academy as a regional solution to the tidal wave of top academic leaders' retirements. Academy participants will interact with sitting provosts and experienced chief academic officers at system and state agencies during this year-long professional development program that launched this summer, beginning with a July 27-29 seminar in Boulder.

Shea said Phase II of the Interstate Passport Initiative is underway, supported by \$2.8 million in grants from the Bill & Melinda Gates Foundation and Lumina Foundation. The passport is a new framework for block transfer of lower-division general education based on faculty-defined learning outcomes and proficiency criteria in nine knowledge and skill areas. By the end of this year, 12 institutions from six states outside the WICHE region will join the effort. By summer 2016, the framework will be complete and institutions can apply for Passport status. The new framework, which embraces both

credit-based and competency-based approaches, is expected to speed students along their path to graduation and save them money.

She gave an update on the North American Network of Science Labs Online (NANSLO), a consortium of remote laboratories based in Colorado, Montana, and British Columbia using cutting-edge software and robotics to allow students to access high-end scientific equipment over the Internet. Students can make an appointment to join their lab partners online to conduct their assigned lab activities in real time from a computer. NANSLO now has 27 lab activities in introductory biology, chemistry, and physics and served over 2,000 students in five terms prior to spring 2015. NANSLO staff is currently developing a fee-for-service model that will allow institutions to purchase time in the remote labs to serve their students.

The meeting was adjourned.

ACTION ITEM

University of Utah's School of Dentistry's Request for Early Participation in WICHE's Professional Student Exchange Program (PSEP)

Summary

The University of Utah's School of Dentistry is provisionally accredited and has requested approval to enroll WICHE Professional Student Exchange Program (PSEP) dental students prior to its full professional accreditation (estimated for August 2017). Staff recommends that commissioners approve early participation of University of Utah's School of Dentistry so that it may begin enrolling PSEP dental students as early as fall 2016 and not wait until fall 2017 or later.

Relationship to the WICHE Mission

PSEP enables WICHE to fulfill its mission of expanding access to postsecondary education and assisting states with workforce development. The WICHE states of Alaska, Arizona, Hawaii, Montana, New Mexico, North Dakota, and Wyoming support students to study dentistry through PSEP.

Background

WICHE standard policy requires that professional programs receiving students through the PSEP have full accreditation status. Full accreditation is granted to programs after their first class graduates, when they meet their professional accrediting body's standards for education. Our policy also requires that if a participating program experiences a change of status affecting its accreditation, the program must report the change to WICHE. If the new status involves a loss of the rights and privileges accorded to graduates of fully accredited programs, the participation of new students will be suspended, pending restoration of full accreditation. This policy has ensured that programs provide the necessary core of required education, training, and experience for their graduates. It also gives students enrolled in the programs reasonable assurance that the professional programs are meeting their stated objectives.

In May 2003 the WICHE Commission was asked to allow two dental schools early participation in the program: A.T. Still University Mesa (ATSU) and the University of Nevada Las Vegas. In November 2003 the Commission approved the schools' participation, and they were eligible to enroll WICHE-supported students in fall 2004. Both schools graduated their first classes in May 2007 and received full accreditation.

In 2008, WICHE was asked to make an exception to its standard policy by several new private schools in the fields of osteopathic medicine, dentistry, and optometry. In May 2009, commissioners approved additional criteria that could allow provisionally accredited professional schools located in the WICHE region in high-demand fields to enroll students through PSEP. The criteria are as follows:

1. The institution is either fully accredited by a regional accrediting agency or holds candidacy status and is actively pursuing regional accreditation. (Candidacy is a pre-accreditation status that demonstrates the institution meets all eligibility requirements. Although candidacy is awarded to institutions that show strong evidence they can achieve accreditation within the candidacy period, it does not assure full accreditation; some institutions are denied. Full accreditation status can take up to seven years.)
2. The regional accrediting agency has authorized the institution to offer the new professional program (if applicable).
3. The new professional program has been approved by the state higher education agency assigned to review new programs (in states where this is applicable).
4. The professional program has received provisional (or initial) accreditation by its professional accrediting body and does not have any specific requirements or recommendations of major concern cited in its most recent accreditation report.
5. The proposed school offers a program of study in a critical need field where there is substantial competition for admission and the number of currently cooperating WICHE schools is proportionately small, compared to the demand for seats.

As a result of commissioners' approval of the new PSEP participation criteria for professional healthcare programs holding provisional professional accreditation, the following programs were allowed to enroll WICHE PSEP students prior to their full accreditation:

- A.T. Still University's College of Osteopathic Medicine (Mesa, Arizona)
- Midwestern University's School of Dentistry (Glendale, Arizona)
- Midwestern University's School of Optometry (Glendale, Arizona)

- Western University of Health Sciences' School of Optometry (Pomona, California)
- Western University of Health Sciences' School of Dentistry (Pomona, California)

All programs have since been fully accredited.

Dental Schools' Accreditation Process

The American Dental Association's (ADA's) Commission on Dental Accreditation (CODA) is recognized by the U.S. Department of Education and accredits dental schools in the United States. A developing program must apply to CODA for initial accreditation. This classification is granted to any dental, advanced dental, or allied dental education program that is in the early stages of planning and development or at an intermediate stage of program implementation and not yet fully operational. Initial accreditation provides evidence to educational institutions, licensing bodies, and government or other granting agencies that, at the time of initial evaluations, the developing education program has the potential to meet the standards set forth in the requirements for an accredited dental educational program. Initial accreditation is granted based upon one or more site evaluation visits and until the program is fully operational.

Initial accreditation is the highest accreditation level that a school can qualify for until it becomes fully operational. A second site visit is conducted in the second year of the program, and then again prior to the graduation of the first class. Upon favorable review the school should receive full accreditation approval without reporting requirements, which is granted to an educational program that achieves or exceeds the basic requirements for accreditation.

Alternatively, a program may receive full accreditation approval with reporting requirements, which indicates that specific deficiencies or weaknesses exist in one or more areas. Evidence of compliance with the cited standards must be demonstrated within 18 months if the program is between one and two years in length or within two years if the program is at least two years in length. If the deficiencies are not corrected within the specified time period, accreditation will be withdrawn, unless CODA extends the period for achieving compliance for good cause.

Students who enter a program with the status of "initial accreditation" and who complete the program are considered graduates of a fully accredited program for purposes of licensure, application to specialty programs, etc. ADA's website (<http://www.ada.org/en/coda>) provides additional detail.

About the University of Utah's School of Dentistry

The University of Utah is located in Salt Lake City, Utah, and was established in 1850. The University of Utah Health Sciences is home to the School of Medicine, the College of Health, the College of Nursing, the College of Pharmacy, and the new School of Dentistry. WICHE currently partners with the university in the fields of allopathic medicine, physician assistant, physical therapy, and occupational therapy through PSEP. The University of Utah is also a very active partner in WICHE's Western Regional Graduate Program (WRGP); 91 students were enrolled at the university through WRGP in 2014-15. The majority of them studied in healthcare fields including audiology, neurosciences, nursing, and occupational therapy (a doctoral program). The university has also been a longtime undergraduate partner and enrolled 121 students through the Western Undergraduate Exchange (WUE) in 2014-15.

The university is regionally accredited by the Northwest Commission on Colleges and Universities (NWCCU; www.nwccu.org). Its site visit occurred in October 2012 and three-year accreditation was granted. A follow-up visit for seven-year accreditation status is scheduled in fall 2015. The University of Utah received approval from the Utah Board of Regents to open the School of Dentistry. The program received initial accreditation from CODA in August 2012 following its first site visit in March 2012. The program completed its mid-cycle CODA visit in April 2015 and was granted continued initial accreditation status in August 2015. CODA reviewed student achievement outcomes, financial resources, institutional accreditation, instruction, facilities and resources, and patient care services. No recommendations were cited in CODA's August 2015 letter.

The University of Utah's School of Dentistry matriculated its first class of 20 students (all Utah residents) in fall 2013 under the leadership of the founding dean, Dr. G. Lynn Powell. Dr. Powell retired in 2014 and Dr. Glen R. Hanson, DDS, Ph.D., now serves as dean. The program will continue to reserve 20 seats per year for Utah residents and began adding additional seats for nonresidents in fall 2014. The fall 2015 entering class consisted of 21 Utah residents and seven nonresidents. By 2020, the school anticipates enrolling 20 Utah residents and 20 nonresidents. The program strives to become a regional center for oral health for Western states that don't have dental programs, including Alaska, Idaho, Montana, New Mexico, North Dakota, South Dakota, and Wyoming. The 2015-16 resident tuition is \$36,094 and the nonresident tuition is \$67,675.

Utah dental students study year-round; the accelerated curriculum will enable them to complete their clinical competencies by the end of their third year. In their fourth year, they will begin a quasi-residency program which is designed to hone their clinical skills. Ultimately, the extra clinical hours gained in their last year will greatly enhance their skill level and productivity. The program is oriented toward public dentistry; the school has clinical training agreements with eight clinics in the Salt Lake City area. An arrangement with the local United Way will also give students clinical hours treating elementary school students. Administration is also negotiating rural clinic rotations. One will use a mobile dental clinic to travel to and serve rural residents of Utah, and another clinical rotation will be at the Community Health Initiative in Silver City, New Mexico. Finally, dental students have many opportunities to engage in interprofessional education from their first year and throughout the program. They teach and learn with their student colleagues and future healthcare professionals who are also learning at the university; they include future pharmacists, physical therapists, physician assistants, and physicians.

The Ray and Tye Noorda Oral Health Sciences Building serves as the new home of the University of Utah’s School of Dentistry and was completed in early 2015. It encompasses cutting-edge classrooms, laboratories, and a dental clinic. The 80,000-square-foot complex was designed to accommodate up to 50 dental students per class. Thanks to careful financial planning and generous donors, the building was constructed and equipped debt-free and on schedule.

Workforce Demand for Dentists

The West and the nation have tremendous workforce demand in oral healthcare, especially for practitioners willing to work in rural areas or with underserved populations. The American Dental Education Association’s (ADEA) March 2015 report, “Examining American’s Dental Safety Net,” states that as of October 2014, there were 4,968 dental Health Professional Shortage Areas (HPSAs). An estimated 49 million people live in HPSAs. Dental HPSAs are defined as areas where there are more than 5,000 people per dentist. The Health Resources and Services Administration (HRSA) estimates an additional 7,300 dentists are needed to eliminate the current HPSA designations. For the 2016-17 academic year, 65 institutions will enroll students. Admission to dental school continues to be very competitive. Nationally, in 2013, 12,162 applicants applied for 5,769 seats, giving applicants a 2.1-to-1 chance of being admitted. For its fall 2015 entering class, the University of Utah received 571 applications for 28 seats (a 20:1 ratio).

Cooperating PSEP Dental Schools

WICHE states supported a total of 123 students in dentistry in 2014-15. Details showing the students’ home states and where they are enrolled are shown in the chart below.

SENDING STATE	ATSU	MDWST	LLU	UCLA	UCSF	UOP	USC	WUHS	COLO	UNLV	OHSU	WASH	OUT OF REGION	TOTAL
ALASKA									3		1			4
ARIZONA	7	14		1	2	6	1		9			3		43
HAWAII						1	1		2		1	3		8
MONTANA									2		1	3		6
NEW MEXICO	7	4				3			13			1	18	46
NORTH DAKOTA		2							2		1		4	9
WYOMING		1							3		2		1	7
TOTALS	14	21	0	1	2	10	2	0	34	0	6	10	23	123

Staff Recommendation/Action Requested

Competition for seats in dental schools is high, and several WICHE states over the past few years have been unable to fully award all their budgeted PSEP dentistry funding at our current in-region institutions because too few of their dental applicants were admitted to a cooperating program. In addition, in 2014-15, almost 18 percent of our PSEP dentistry students were enrolled at out-of-region institutions. Students who study in-region are more likely to remain in the West upon graduating. Therefore, WICHE would prefer to see more students enrolled in programs located in WICHE states. Providing access for WICHE students to the University of Utah’s dental program will potentially allow student access to an additional 14 seats.

WICHE staff recommends that the commission approve the University of Utah School of Dentistry’s requests for early participation in PSEP, effective for the fall 2016 entering class. CODA’s pre-graduation site visit is scheduled for 2017. The inaugural class will graduate in June 2017. If CODA’s visit is favorable – and all current indications show that it will be – the program should be fully accredited by approximately August 2017. Staff will monitor the school’s progress until full accreditation is received.

INFORMATION ITEM

Student Exchange Program Update

Western Undergraduate Exchange

The Western Undergraduate Exchange (WUE) is a regional tuition-reciprocity agreement created in 1987; it is WICHE's most widely used student exchange program and the largest of its kind nationally. WUE allows students from WICHE states to enroll in participating two- and four-year public institutions and pay 150 percent of the enrolling institution's resident tuition. In 2014-15, 34,281 WUE students and their families saved more than \$279.4 million in tuition costs. Residents of WICHE member states can choose from 156 participating WUE institutions. WUE enrollment counts and savings estimates for 2015-16 will be available in December 2015. See pages 3-12 through 3-17 for a list of participating WUE institutions.

No new institutions have joined the WUE network since May 2015, but Fort Lewis College (in Colorado) recently reactivated its participation in the program. Several institutions have expressed interest in WUE. They include Sonoma State University, the University of Hawai'i-Kaua'i Community College, Luna Community College (in New Mexico), the New Mexico Military Institute, and Shoreline Community College (in Washington).

The University of Nevada Reno (UNR) recently requested that WICHE consider increasing the WUE tuition rate to 200 percent of resident tuition. WICHE does not want to give participating institutions the option of charging variable WUE rates outside of the authorized 150 percent, because it would be confusing for students and it cannot be defended on a marginal cost basis. UNR announced that moving forward, WUE will become a merit-based award for its students. An analysis of UNR's most recent incoming class predicts that the number of students eligible for a WUE tuition rate could drop by about 72 percent (from 900 WUE seats to 250). UNR has also created a discounted nonresident rate of 200 percent of resident tuition to be used for students who don't qualify for the WUE rate. Colorado State University has used WUE as a merit-based award for about five years and is pleased with the results. Its retention rate of WUE students is 88 percent, compared to 84 percent overall, and its four-year graduation rate of WUE students is 52 percent, compared to 35 percent overall.

WICHE staff met with the California Community Colleges Chancellor's Office (CCCCO) in June 2015 to recommence conversations with new CCCCCO staff members on how select California community colleges with enrollment capacity could begin participating in WUE through a CCCCCO board resolution. Staff awaits further work on this issue by CCCCCO's legal staff.

Margo Colalancia will co-present a session on the four regional compacts and regional tuition reciprocity programs (like WUE) at the National Association for College Admission Counseling (NACAC) annual meeting in San Diego in October 2015. New England Board of Higher Education (NEBHE) and Southern Regional Education Board (SREB) counterparts will co-present; staff from the Midwestern Higher Education Compact (MHEC) are unable to attend. California high school counselor attendance at the NACAC meeting will be high, thereby further increasing WUE's visibility with California residents.

Western Regional Graduate Program

WRGP allows master's, graduate certificate, and doctoral students who are residents of the 15 participating states and the Commonwealth of the Northern Mariana Islands to enroll in 380 high-quality programs at 59 participating institutions on a resident tuition basis. In fall 2014, 1,345 students enrolled through WRGP and saved an estimated \$19.9 million in tuition. See pages 3-12 through 3-17 for a list of the 59 institutions offering WRGP graduate programs.

WICHE is accepting nominations for new WRGP programs this fall. Graduate deans and provosts at all public institutions in the WICHE region have been notified of the Nov. 20, 2015, submission deadline and nomination process. WICHE is particularly interested in adding graduate programs in healthcare and law (for fields not available through WICHE's Professional Student Exchange Program) and high-demand fields including: cyber security; software programming; gerontology; health informatics; microtechnology and nanotechnology; green building and building energy conservation; emerging media and communications; biotechnology and bioinformatics; alternative energy technology and sustainability; geospatial technology; market research, data mining, data science and analytics; homeland security and emergency

and disaster management; and new programs that train for hybrid jobs that require a combination of technology and marketing skills.

To be eligible for WRGP, programs that aren't related to health must be "distinctive," meaning they must be offered at no more than four institutions in the WICHE region (exclusive of California). Healthcare-related programs and others with documented high workforce need are not subject to the distinctiveness criteria. However, nominated programs must be of high quality to be approved for participation.

WRGP is a tremendous opportunity for WICHE states to share distinctive programs (and the faculty who teach them) and to build their workforces in a variety of disciplines, particularly in healthcare and the sciences. More than 125 healthcare-related programs are now offered through WRGP, including audiology, speech pathology, public health, graduate nursing, bioengineering, psychology and counseling, and many more.

Participating programs find WRGP is an effective recruitment tool that attracts talented students who are ethnically and geographically diverse. Programs can choose to limit the number of WRGP awards each academic year to ensure that their participation is feasible over the long term. Application forms and nomination information are available on the WRGP website (www.wiche.edu/wrgp). WICHE staff encourages WICHE commissioners to spread the word to graduate programs in their state that might be interested in nominating programs for the exchange.

Professional Student Exchange Program

The Professional Student Exchange Program (PSEP) provides students in 10 Western states with access to a wide range of professional programs that otherwise might not be affordable for them because the fields of study are not offered at public institutions in their home states. (California, Idaho, Oregon, South Dakota, Washington, and the Commonwealth of the Northern Mariana Islands do not support students through the program.) The home state pays a support fee to the admitting schools to help cover the cost of the student's education and the student pays reduced tuition. Each state determines the fields and the number of students it will support. Through PSEP, students have access to professional degree programs in 10 healthcare fields: medicine, dentistry, veterinary medicine, physical therapy, occupational therapy, optometry, podiatry, osteopathic medicine, physician assistant, and pharmacy. The 60 institutions offering PSEP programs are listed on pages 3-12 through 3-17.

During the 2015-16 academic year, 644 students are enrolled through PSEP and their home states will expend more than \$14.7 million in support fees to reduce their tuition. As of this writing, student enrollment numbers are down by 13 students; staff will have exact participation numbers at the November Commission meeting, once all contract changes have been processed. Multiple factors are contributing to the decline in the number of students using the program. Some states are dealing with flat state budgets. That situation, coupled with PSEP support fees that increase by about 2 to 3 percent per year, has contributed to the gradual erosion of the number of students served. The rise of new professional healthcare programs in pharmacy, physician assistant, and veterinary medicine are also factors. Finally, some students want to keep their options open after graduation and are declining PSEP support if their home state requires a service payback. Arizona used to require non-returning graduates to reimburse 50 percent of the support fees expended on their behalf, but now requires 100 percent reimbursement. As a result, more Arizona residents are declining WICHE support as soon as it's offered to them. In 2013, Wyoming instituted a service-payback obligation for all professions except veterinarians and is now seeing a handful of new students decline support each year, which rarely happened in the past.

June 2015 Certifying Officers Meeting

Certifying officers met at Rocky Vista University (RVU) in Parker, Colorado, to discuss administrative issues related to WICHE's Student Exchange Programs. They discussed how their states administer service-payback requirements for PSEP and methods to decrease default rates for graduates who must repay the state if they opt not to return and provide service. Jay Perry (SD) gave an update on WICHE's Passport Initiative. The group hosted three guest speakers on topics pertinent to the students WICHE serves. Peace Bransberger, WICHE's senior research analyst, provided a comparison of the key proposals for retooling state financial aid and how they affect college students. RVU's osteopathic medical dean, Dr. Thomas Told, gave a brief update on graduate medical education (GME). Told and Dr. Mark Lea also gave a surgical simulation demonstration using RVU's "cut suit" that is used to train their osteopathic medical students in surgery techniques.

Guest speaker Joyce Weil, assistant professor in the School of Human Sciences at the University of Northern Colorado, presented on the growing need for gerontologists. She explained the demographic changes driving this need, reviewed the many different roles needed to serve the aging population, and gave examples of students' paths in gerontology. Colancia encouraged certifying officers to talk with their state higher education offices about how WICHE states could collaborate to create more gerontology-related programs and attract students and mid-career changers to the profession.

WICHE staff continues to consult with state higher education office administrators, gerontology experts, and others, to determine what the most effective regional initiative to grow the elder care workforce might be, and find resources to fund such efforts.

WICHE's June 2015 Veterinary Medicine Advisory Council Meeting

Members met in June 2015 in Tahoe City, California. Michael Dicks, director of the American Veterinary Medical Association's (AVMA) Veterinary Economics Division, presented on the economic trends in the veterinary markets of workforce, services, and education. He engaged the council members in a discussion regarding the decline in state funding for higher education and how rising tuition costs are contributing to high debt loads for veterinary medical graduates (averaging more than \$150,000), a particularly difficult situation for graduates earning low starting salaries. He also addressed the rapid drop in the number of applicants to veterinary programs; in 2014, there were 1.6 applicants per seat, compared to 2.4 applicants per seat in 2008.

The group also discussed how changes in the educational landscape are affecting some states' participation in supporting veterinary medical students through WICHE's Professional Student Exchange Program (PSEP). With the recent opening of a new college in the West (Midwestern University in Glendale, Arizona) and plans for yet another (University of Arizona Tucson), along with the alternative bilateral arrangements developed by some states (Montana State University/Washington State University; Utah State University/Washington State University; and, University of Alaska Fairbanks/Colorado State University), council members discussed the future of the WICHE model of cooperative veterinary education in the West. The University of Arizona Tucson's proposed veterinary college, which will be initially established largely through private funds, is scheduled for a professional accreditation site visit by the American Veterinary Medical Association (AVMA) in January 2016. If granted provisional accreditation by the AVMA, the school could begin enrolling students as early as fall 2016.

Institutions Participating in WICHE's Student Exchange Program – October 2015

State/Institution	WUE	WRGP	Number of WRGP Programs	PSEP	Number of PSEP Programs	Public/Private
Alaska						
Prince William Sound Community College	●					Public
University of Alaska Anchorage	●	●	4			Public
University of Alaska Anchorage/University of Alaska Fairbanks*		●	1			Public
University of Alaska Fairbanks	●	●	3			Public
University of Alaska Southeast, Juneau	●					Public
Alaska Totals			8		0	
Arizona						
A.T. Still University, Mesa Campus				●	5	Private
Arizona State University		●	18			Public
Arizona State University, Downtown	●	●	5			Public
Arizona State University, Polytechnic	●					Public
Arizona State University, West	●	●	6			Public
Arizona Western College	●					Public
Central Arizona College	●					Public
Chandler-Gilbert Community College	●					Public
Cochise College	●					Public
Coconino Community College	●					Public
Eastern Arizona College	●					Public
Estrella Mountain Community College	●					Public
GateWay Community College	●					Public
Glendale Community College	●					Public
Mesa Community College	●					Public
Midwestern University				●	8	Private
Mohave Community College	●					Public
Northern Arizona University	●	●	31			Public
Northern Arizona University, Yuma	●					Public
Northland Pioneer College	●					Public
Paradise Valley Community College	●					Public
Phoenix College	●					Public
Pima Community College	●					Public
Rio Salado Community College	●					Public
Scottsdale Community College	●					Public
South Mountain Community College	●					Public
University of Arizona, Tucson				●	2	Public
University of Arizona	●	●	17			Public
University of Arizona South	●					Public
University of Arizona, Phoenix				●	1	Public
Yavapai College	●					Public
Arizona Totals			77		16	
California						
California State University, Bakersfield	●					Public
California State University, Channel Islands	●					Public
California State University, Chico	●					Public
California State University, Dominguez Hills	●					Public
California State University, East Bay	●	●	2			Public

State/Institution	WUE	WRGP	Number of WRGP Programs	PSEP	Number of PSEP Programs	Public/Private
California State University, Fresno				●	1	Public
California State University, Maritime Academy	●					Public
California State University, Monterey Bay	●	●	1			Public
California State University, Northridge	●					Public
California State University, Sacramento	●					Public
California State University, San Bernardino	●					Public
California State University, San Marcos	●					Public
California State University, Stanislaus	●	●	1			Public
Chapman University				●	1	Private
Humboldt State University	●	●	5			Public
Loma Linda University				●	5	Private
Marshall B. Ketchum University				●	1	Private
Mount St. Mary's College				●	1	Private
Samuel Merritt University				●	4	Private
San Francisco State University		●	3			Public
Stanford University				●	1	Private
Touro University, California				●	2	Private
University of California, Davis				●	2	Public
University of California, Irvine				●	1	Public
University of California, Los Angeles				●	2	Public
University of California, San Diego				●	2	Public
University of California, San Francisco and Berkeley**		●	1	●	1	Public
University of California, San Francisco				●	3	Public
University of California, San Francisco and San Francisco State University***				●	1	Public
University of California, Merced	●					Public
University of Southern California				●	6	Private
University of the Pacific		●	1	●	3	Private
Western University of Health Sciences				●	8	Private
California Totals			17		45	
Colorado						
Adams State University	●	●	1			Public
Aims Community College	●					Public
Arapahoe Community College	●					Public
Colorado Mesa University	●					Public
Colorado Mountain College	●					Public
Colorado Northwestern Community College	●					Public
Colorado School of Mines		●	8			Public
Colorado State University	●	●	9	●	1	Public
Colorado State University, Pueblo	●	●	2			Public
Community College of Aurora	●					Public
Community College of Denver	●					Public
Fort Lewis College	●					Public
Front Range Community College	●					Public
Lamar Community College	●					Public
Metropolitan State University of Denver	●					Public
Morgan Community College	●					Public
Northeastern Junior College	●					Public
Otero Junior College	●					Public

State/Institution	WUE	WRGP	Number of WRGP Programs	PSEP	Number of PSEP Programs	Public/Private
Pikes Peak Community College	●					Public
Pueblo Community College	●					Public
Red Rocks Community College	●			●	1	Public
Regis University				●	1	Private
Rocky Vista University				●	1	Private
Trinidad State Junior College	●					Public
University of Colorado at Boulder		●	17			Public
University of Colorado at Colorado Springs	●	●	8			Public
University of Colorado Denver	●	●	16			Public
University of Colorado Denver, Anschutz Medical		●	15	●	5	Public
University of Northern Colorado	●	●	20			Public
Western State Colorado University	●					Public
Colorado Totals			96		9	
CNMI						
Northern Marianas College	●					Public
CNMI Totals			0		0	
Hawai'i						
University of Hawai'i, Hilo	●			●	1	Public
University of Hawai'i, Manoa	●	●	14	●	1	Public
University of Hawai'i, Maui College	●					Public
University of Hawai'i, West Oahu	●					Public
Hawai'i Totals			14		2	
Idaho						
Boise State University	●	●	1			Public
College of Southern Idaho	●					Public
Idaho State University	●	●	13	●	4	Public
Lewis-Clark State College	●					Public
North Idaho College	●					Public
University of Idaho	●					Public
Idaho Totals			14		4	
Montana						
Dawson Community College	●					Public
Flathead Valley Community College	●					Public
Great Falls College Montana State University	●					Public
Helena College University of Montana	●					Public
Highlands College of Montana Tech	●					Public
Miles Community College	●					Public
Montana State University, Billings	●	●	5			Public
Montana State University, Bozeman	●		3			Public
Montana State University, Northern	●					Public
Montana Tech of the University of Montana	●	●	3			Public
University of Montana, Missoula	●	●	4	●	2	Public
University of Montana, Western	●					Public
Montana Totals			15		2	

State/Institution	WUE	WRGP	Number of WRGP Programs	PSEP	Number of PSEP Programs	Public/Private
Nevada						
College of Southern Nevada	●					Public
Great Basin College	●					Public
Nevada State College	●					Public
Roseman University of Health Sciences				●	1	Private
Touro University, Nevada				●	4	Private
Truckee Meadows Community College	●					Public
University of Nevada, Las Vegas	●	●	3	●	2	Public
University of Nevada, Reno	●	●	4	●	1	Public
Western Nevada Community College	●					Public
Nevada Totals			7		8	
New Mexico						
Eastern New Mexico University, Portales	●	●	1			Public
Eastern New Mexico University, Roswell	●					Public
New Mexico Highlands University	●	●	1			Public
New Mexico Institute of Mining and Technology	●	●	2			Public
New Mexico Junior College	●					Public
New Mexico State University	●	●	12			Public
Northern New Mexico College	●					Public
Santa Fe Community College	●					Public
University of New Mexico	●	●	13	●	4	Public
Western New Mexico University	●			●	1	Public
New Mexico Totals			29		5	
North Dakota						
Bismarck State College	●					Public
Dakota College at Bottineau	●					Public
Dickinson State University	●					Public
Lake Region State College	●					Public
Mayville State University	●					Public
Minot State University	●					Public
North Dakota State College of Science	●					Public
North Dakota State University	●	●	1	●	1	Public
University of North Dakota	●	●	8	●	3	Public
Valley City State University	●	●	1			Public
Williston State College	●					Public
North Dakota Totals			10		4	
Oregon						
Eastern Oregon University	●					Public
Klamath Community College	●					Public
Oregon Health & Science University		●	2	●	3	Public
Oregon Institute of Technology	●					Public
Oregon State University				●	2	Public
Pacific University				●	5	Private
Portland State University	●	●	6			Public
Southern Oregon University	●	●	2			Public
University of Oregon		●	2			Public
Western Oregon University	●	●	1			Public
Oregon Totals			13		10	

State/Institution	WUE	WRGP	Number of WRGP Programs	PSEP	Number of PSEP Programs	Public/Private
South Dakota						
Black Hills State University	●	●	2			Public
Dakota State University	●	●	1			Public
Northern State University	●					Public
South Dakota School of Mines and Technology		●	5			Public
South Dakota State University	●	●	2			Public
University of South Dakota	●	●	1	●	1	Public
South Dakota Totals			11		1	
Utah						
Dixie State University	●					Public
Salt Lake Community College	●					Public
Snow College	●					Public
Southern Utah University	●	●	1			Public
University of Utah	●	●	31	●	4	Public
Utah State University	●	●	15			Public
Utah State University Eastern	●					Public
Utah Valley University	●					Public
Weber State University	●					Public
Utah Totals			47		4	
Washington						
Central Washington University	●	●	2			Public
Eastern Washington University	●	●	5	●	2	Public
Pacific Northwest University of Health Sciences				●	1	Private
Spokane Community College	●					Public
Spokane Falls Community College	●					Public
University of Puget Sound				●	2	Private
University of Washington		●	4	●	5	Public
Washington State University	●	●	6	●	2	Public
Washington State University, Spokane		●	2			Public
Washington State University, Tri-Cities	●					Public
Western Washington University	●					Public
Washington Totals			19		12	
Wyoming						
Casper College	●					Public
Central Wyoming College	●					Public
Eastern Wyoming College	●					Public
Gillette College	●					Public
Laramie County Community College	●					Public
Northwest College	●					Public
Sheridan College	●					Public
University of Wyoming	●	●	6	●	1	Public
Western Wyoming Community College	●					Public
Wyoming Totals			6		1	
Out-of-Region						
Creighton University, School of Dentistry (NM, ND, WY)				●	1	Private
Illinois College of Optometry (CO, ND)				●	1	Private
Marquette University, School of Dentistry (ND)				●	1	Private

State/Institution	WUE	WRGP	Number of WRGP Programs	PSEP	Number of PSEP Programs	Public/Private
New England College of Optometry (CO)				●	1	Private
Northeastern State University (CO)				●	1	Public
Nova Southeastern University (CO)				●	1	Private
Salus University (CO)				●	1	Private
Southern College of Optometry (CO)				●	1	Private
University of Missouri Kansas City, School of Dentistry (NM)				●	1	Public
University of Nebraska Medical Center, College of Dentistry (ND)				●	1	Public
Out-of-Region Totals					10	
Total Number of Participating Institutions in WICHE's Student Exchange Program						
	156	59	380	60	133	

* Designate joint programs.

INFORMATION ITEM

Programs and Services Regional Initiatives

WICHE Internet Course Exchange

The WICHE Internet Course Exchange (WICHE ICE) is a robust administrative tool designed for use by a wide variety of consortia to support multi-institution collaboration among faculty offering online courses within and/or across states. Through ICE, participating institutions expand their students' access to high-quality online courses and programs taught by faculty at other member institutions. Seamlessly, students enroll, obtain advising, and use financial aid from their home campus, which transcripts the course. The primary user of ICE today is the Nursing Education Xchange (NEXus), a consortium of 20 universities sharing excess capacity in doctoral nursing courses. Currently, ICE is working with NEXus on creating a student interface that will streamline the enrollment process even further. For more information on NEXus, see <http://www.winnexus.org/>

WICHE ICE provides a secure encrypted database accessible via the Web for sharing data about courses and enrolling students in them at other institutions. WICHE provides the financial transaction services supporting the student exchanges. A listserv enables members to keep in touch with one another about enrollment needs. Policy and users' manuals provide detailed instructions and resources for participating institutions. The WICHE ICE website (www.wiche.edu/ice) provides more information about how the program works, as well as other resources for members.

Western Academic Leadership Forum

The Western Academic Leadership Forum (the Forum), established in 1984, gives academic leaders in the WICHE states a venue for sharing information, resources, and expertise as they address issues of common concern across the region and work together on innovative solutions. The organization's members are provosts; academic vice presidents at bachelor's, master's, and doctoral-level institutions; and chief executives and chief academic officers for system and state coordinating and governing boards. The Forum is funded primarily via membership dues, with additional funding provided by sponsors of the annual meeting.

The Forum will hold its 2016 annual meeting in Missoula, MT, on April 20-22 in conjunction with its sister organization, the Western Alliance of Community College Academic Leaders. This year's theme is "At the Confluence: Academic Leaders Steering their Communities Forward." In addition to topics focused on the confluence of the two- and four-year sectors, there will be sessions of particular interest to the four-year institutions including ones on the Affordable Care Act, accreditation, recruiting and training talented faculty, the lifecycle of faculty careers, high-impact practices making a difference in faculty communities, and building inclusive communities. More information about the Forum can be found at www.wiche.edu/forum with current Forum members listed on page 3-24.

Western Alliance of Community College Academic Leaders

The Western Alliance of Community College Academic Leaders (the Alliance), established in 2010, is modeled after the Western Academic Leadership Forum. The Alliance provides academic leaders of two-year institutions and their related systems and state coordinating and governing boards with a venue for sharing information, resources, and expertise among community colleges and technical schools. Together, the members address issues of common concern across the region and work together on innovative solutions. Like the Forum, the Alliance is funded from membership dues and sponsorship of the annual meeting.

The Alliance will hold its 2016 annual meeting in Missoula, MT, on April 20-22, in conjunction with its sister organization, the Western Academic Leadership Forum. This year's theme is "At the Confluence: Academic Leaders Steering their Communities Forward." In addition to topics focused on the confluence of the two- and four-year sectors, there will be sessions of particular interest to the two-year institutions including accreditation, transfer, redesigning developmental education, turning the rhetoric of equity into institutional practice, and perspectives from workforce representatives on collaborating with community colleges.

The West's top academic leaders of the two-year sector are represented in the Alliance's membership of 87. For more information, see www.wiche.edu/alliance. Current Alliance members are listed on page 3-24.

Academic Leaders Toolkit

The toolkit is a joint project of the Forum and the Alliance. This web-based repository (<http://alt.wiche.edu>) contains profiles of successful decision-making tools and processes used by academic leaders. Tools in a broad range of categories – such as program evaluation, creation, and elimination; faculty recruitment and retention; and student outcomes assessment – help academic leaders better address their increasing range of responsibilities. The toolkit is searchable by category, state, and type of institution or organization. During the awards luncheon at the annual meeting next spring, the winners of the 2016 Academic Leaders Tool of the Year will be named.

Interstate Passport Initiative

The Interstate Passport Initiative (www.wiche.edu/passport) is a grassroots effort by academic leaders in the WICHE region to reform transfer using a regional approach. At the request of these academic leaders, WICHE staff is leading the work to create a new learning-outcomes-based framework for transfer with the goal of improving graduation rates, shortening time to degree, and saving students' money. The new framework focuses on lower-division general education, the common denominator among institutions – concentrating on it as a whole, not on individual courses – and allows for a cross-border “match” of outcomes-integrated general education for block transfer.

The Passport is being rolled out in phases. The Phase I development project, which was funded by a grant from the Carnegie Corporation of New York, concluded in April 2014. The Phase II development project was launched in October 2014 with a two-year award totaling \$2.8 million in grants from the Bill & Melinda Gates Foundation and Lumina Foundation.

The academic areas included in the Passport reference the Liberal Education and America's Promise Essential Learning Outcomes (LEAP ELOs) developed by the Association of American Colleges and Universities and widely adopted by institutions across the country. Sixteen two-year and four-year institutions from five states (HI, ND, OR, UT, WY) are signatories of the Passport Agreement for Phase I and are pilot-testing its implementation. Phase I learning outcomes are in three foundational skill areas: oral communication, written communication, and quantitative literacy. Each institution determines the contents of its Passport Block – the ways its students can achieve the learning outcomes for these lower-division general education areas. Students who complete the Passport Block at one Passport institution have their learning recognized when they transfer to another Passport institution, and will not be required to repeat any courses to meet lower-division general education requirements.

In Phase II, faculty from 20+ two-year and four-year institutions from seven states (CA, HI, ND, OR, SD, UT, WY) are developing Passport Learning Outcomes (PLOs) and transfer-level proficiency criteria for the remaining six lower-division general education knowledge and skill areas (natural sciences, human cultures, human society and the individual, creative expression, critical thinking, and teamwork and value systems), acknowledging that their institutions' lower-division general education learning outcomes in these areas are equivalent to the PLOs. Institutions that later apply for Passport status will not be required to use the same language as the PLOs in their learning outcomes, but rather, to ensure alignment with the PLOs.

The Passport is based on the concepts of faculty agreement and tracking. Faculty members at a Passport institution agree with their colleagues at other Passport institutions to: 1) provide their respective students with appropriate learning opportunities addressing the PLOs; 2) assess these students' proficiency in achieving the PLOs; 3) award the Passport to students who have earned it; and 4) recognize the learning of Passport transfer students as having met lower-division general education requirements by accepting them with a block transfer. Additionally, Passport institutions agree to send data to the Passport Central Data Repository (CDR), operated by Utah State University, on the academic performance of Passport and non-Passport students who enroll in their institution for two terms after they transfer. The CDR sorts the data from the receiving institutions and forwards it to the relevant sending institutions for use in their continuous-improvement efforts. The CDR also forwards aggregate data to the Passport Review Board for its annual review of the overall performance of the Passport program. Registrars and institutional research representatives of institutions participating in Phase I developed the processes for recording the Passport on student records, and for tracking and reporting on Passport students.

Other work during the two-year term of Phase II includes involving the registrars and institutional researchers from the participating institutions in revising and expanding the Passport's student verification and academic progress tracking systems. Additionally, staff and consultants are authoring a business plan for sustainability and a data management plan to prepare the Passport for nationwide deployment.

By April 2016, the work of developing the Passport Framework will be complete, and regionally accredited not-for-profit

institutions in both the two- and four-year sectors can apply for Passport status. With approximately 33 percent of today's students transferring – and nearly 27 percent of them crossing state lines, according to a study by the National Student Clearinghouse – the Passport promises a new way to streamline transfer students' pathways to graduation. Current Phase II participating institutions and organizations are listed on page 3-25.

To support the Passport's scaling and enhancement effort, the U.S. Department of Education's Fund for the Improvement of Postsecondary Education announced on Sept. 21, 2015, that WICHE has been awarded a First in the World grant totaling \$2.99 million. The four-year project will focus on four different scopes of work: (1) building a more robust and automated national data collection and student tracking infrastructure in partnership with the National Student Clearinghouse; (2) modeling the mapping of critical assignments to Passport Learning Outcomes, in partnership with the National Center for Higher Education Management Systems; (3) scaling participation in the Passport through a robust marketing campaign and a series of webinars for key stakeholders in the higher education community; and (4) examining the impact of the Passport on transfer students, with research to be conducted by the School of Management and Labor Relations' Education and Employment Research Center at Rutgers University.

Institutions from three other WICHE states (CO, MT, NM) will join their colleagues in Passport activities through the First in the World grant.

North American Network of Science Labs Online

The North American Network of Science Labs Online (NANSLO) (www.wiche.edu/nanslo) is an alliance of cutting-edge science laboratories located at higher education institutions in the West that provide students enrolled in introductory science courses with opportunities to conduct their lab activities on state-of-the-art science equipment over the Internet. From any computer, students can log into one of the labs' Web interfaces and manipulate a microscope or other scientific equipment, participate in conversation with lab partners, ask for assistance from a knowledgeable lab technician in real time, and collect data and images for their science assignments.

NANSLO's laboratories feature high-quality scientific equipment whose controls are enabled through software and robotics manipulated by students over the Internet. State-of-the-art Nikon microscopes, spectrometers, and air tracks equipped with cameras are included in the current inventory so students can see how the equipment moves in response to their keyboard clicks on a Web interface to the instrument's control panel. Via NANSLO's premium equipment, some colleges are able to give their students access to higher quality equipment than they could provide locally due to financial and/or space limitations.

The NANSLO hub is based at WICHE, which serves as the public's primary resource for information about NANSLO, coordinates communication among the network's laboratory partners, provides the centralized scheduling system, and oversees selected contracting and financial transaction services for the partners. The three laboratories are located at Red Rocks Community College in CO, Great Falls College Montana State University in MT, and North Island College in British Columbia. Other laboratories with different equipment and lab activities supporting a growing number of scientific disciplines are expected to be added to the network over time.

NANSLO currently supports institutions offering online lab courses developed in the Consortium for Healthcare Education Online project, described below. Other institutions can now contract with NANSLO to provide laboratory services to their students on a fee-for-service model.

Consortium for Healthcare Education Online

In September 2012 the Consortium for Healthcare Education Online (CHEO) was created with the award of a four-year grant of \$14,171,229 through the U.S. Department of Labor's TAACCCT initiative (www.doleta.gov/taaccct). This program assists colleges in meeting the needs of displaced workers, veterans, and the underemployed by emphasizing the provision of educational and career-training programs that can be completed in two years or fewer.

Funding for CHEO consortium members supports the development of allied health certificates delivered in a hybrid or online format and the development of comprehensive academic support and employment services, to include the hiring of a career coach for each college partner. The consortium is led by Pueblo Community College in CO, and includes seven other colleges: Kodiak College, AK; Otero Junior College, CO; Red Rocks Community College, CO; Great Falls College–MSU; Flathead Valley Community College, MT; Lake Area Technical Institute, SD; and Laramie County Community College, WY.

The following certificate and degree credentials are being made available by members of the consortium: polysomnography, emergency medical services (basic, intermediate, and advanced), health information technology,

occupation endorsement certification, medical office support, medical lab technology, occupational endorsement certificate, nurse aide, home healthcare, hospice care, medication aide, healthcare core, pre-nursing, paramedicine, radiation technology, medical lab technician, practical nursing, nurse aide certificate, cardiopulmonary resuscitation, and A.A.S. degrees.

Another major component of CHEO was the expansion and use of NANSLO. This included the addition of a third lab on the network, one at Great Falls College MSU, and the relocation of the Colorado lab to Red Rocks Community College where it has more space. Together, the NANSLO partners developed 27 new laboratory activities for use by CHEO students in their introductory science and allied health courses. More than 2,000 student lab activities took place using the NANSLO remote laboratories in the 2014-15 academic year in support of CHEO.

As a contractor for the CHEO consortium, WICHE contracted with curriculum leads to develop the academic procedures for the new NANSLO lab activities in consultation with faculty at participating institutions. It also provided a series of professional development workshops and webinars for both faculty and career coaches from May 2013 through May of this year. It is also developing and implementing in phases a centralized scheduling and financial transaction system that allows students to schedule appointments to perform their lab assignments, and the NANSLO laboratories to serve students at other institutions on a fee-for service model.

This \$872,259 contract to WICHE has supported a portion of the salaries and benefits for seven employees, totaling 1.6 FTE from its inception in February 2013 through the conclusion of the contract in March 2016. Additionally, it provided funds to hire consultants to assist with the professional development workshops and webinars; to support faculty experts leading discipline panel activities to create lab procedures; and to contract with a consultant to develop the new NANSLO lab-scheduling software. Other funding covered workshop costs and staff travel to conferences for presentations. WICHE is scheduled to earn \$62,837 in administrative overhead during the term of the project.

Western Academic Leadership Academy

The Western Academic Leadership Academy is a year-long professional development program for academic leaders aspiring to become chief academic officers in the WICHE region's postsecondary four-year sector. The Academy, a new project of the Western Academic Leadership Forum (Forum), had a pilot launch this past summer.

The Academy's faculty, consisting of active and retired Forum members, shares its expertise as it trains academic leaders on the unique roles and responsibilities a provost assumes at any institution. The faculty focuses specifically on developing practical skills within academic affairs, fiscal affairs, student affairs, and external relationships, with a special sensitivity to the culture and environment of the West's higher education community.

This year's cohort of 15, selected by the Academy's faculty and the Forum's executive committee, began the program with an intensive three-day face-to-face seminar at WICHE's headquarters, July 26-28. Throughout the rest of their term, they will participate in a series of webinars with the faculty and other Forum members. Via a listserv they will continue dialogue with their colleagues and the faculty throughout the year as they develop their follow-on academic priorities and experiences on their home campuses. Discussions will address topics in the context of academic leadership, the development of academic goals and priorities, and specific skill sets that are required of chief academic officers.

To be considered for participation in the 2015 cohort, academic leaders held a position of dean or higher at one of the Forum member institutions or organizations and were nominated by their respective official representatives. A call for nominations for the 2016 cohort will be issued later this year. For more information about this past summer's kick-off program, see <http://www.wiche.edu/info/walf/academyOverview3-15.pdf>.

MHECare: A Student Health Insurance Collaborative to Benefit Students and Institutions

At its semiannual meeting in May 2012, the WICHE Commission voted to partner with the Midwestern Higher Education Compact (MHEC) to expand the benefits of the MHECare student health program to public and private institutions in the WICHE region. The New England Board of Higher Education and the Southern Regional Education Board subsequently got involved, so that institutions in 47 states are eligible to participate. The plan includes competitively priced medical benefits; vision and dental insurance are not included at this time. Seventeen campuses in the WICHE region are participating in the program for the 2015-16 academic year. They are listed on page 3-25.

MHECare offers both standard and customized Patient Protection and Affordable Care Act-compliant student health insurance plans. The standard MHECare PPO plans can be selected by institutions with fewer than 500 students enrolled in the plan and by institutions that do not currently offer a program. The rates for the plans are not based on the individual

campus claims experience but on the entire pool of participating campuses on the respective plan. As of this academic year, institutions offering one of the standard plans must require enrollment on a tight waiver basis, requiring students to be on the plan unless they provide evidence of other health insurance coverage. Campuses are expected to verify student eligibility in the event of a claim.

Institutions with more than 500 students enrolled have more options, including the standard PPO plans or a plan with features tailored to the institution's student population. The cost for the plan will be underwritten based on the institution's past claims experience and utilization.

MHEC staff, working with its regional Student Benefits Advisory Committee and with financial support provided by Lumina Foundation, created this initiative to provide colleges and universities with health insurance for their students with cost savings that could only be achieved by working collaboratively across institutions. MHEC conducted competitive bid processes prior to entering into a contract with Mercer Health & Benefits, an independent consulting firm, to serve as the program administrator for MHECare. Working with its MHEC Student Benefits Advisory Committee and Mercer staff, MHEC developed the plan design and then conducted another competitive bid process to select UnitedHealthcare StudentResources (UHCSR), a national healthcare carrier, to underwrite the program. UHCSR specializes in student health insurance plans, has a large national network of providers, offers Web-based enrollment and support tools, and quotes competitive rates. It is a division of the national healthcare carrier UnitedHealthcare.

As the MHECare underwriting pool grows as more institutions participate, the impact of unpredictable catastrophic claims will be lessened, resulting in more-stable rates over time. This is particularly beneficial in today's environment where health insurance costs have increased due to the expanded benefits required under the Patient Protection and Affordable Care Act (PPACA), the addition of PPACA fees, and the potential shift in risk as students make individual decisions about health care coverage in light of the PPACA coverage mandate and associated costs for those who opt not to be insured.

The first step for institutions interested in MHECare is to obtain a request-for-quote form from Jennifer Dahlquist, MHEC's vice president and chief financial officer (jenniferd@mhec.org). Additional information will be required if quotes are requested for more than the standard PPO plans. The additional information may include a copy of the current plan design, requested benefits, and claims experience. MHECare questions may be addressed to Dahlquist at 612.626.1602 or to Jere Mock at jmock@wiche.edu or 303.541.0222. For more details on the plans' key provisions and students' out-of-pocket costs, see www.wiche.edu/mhecare and www.mhec.org/mhecare.

Master Property Program

WICHE offers participation in the Midwestern Higher Education Compact's Master Property Program (MPP) to colleges and universities in the West. Institutional members benefit from comprehensive property insurance coverage tailored to their specific needs, while improving their risk management and asset protection strategies. The program is available to two- and four-year public and private higher education institutions, subject to approval by the MPP Leadership Committee.

Currently, 150 participating campuses have total insured values of over \$106 billion. The program has generated more than \$94.7 million in savings for its participating institutions since its inception. The base program rates are typically below industry averages and help members to reduce their insurance costs while improving their asset protection. The average program rate has fallen 42 percent since 2002-03, from .045 cents to .026 cents, with enhancements to coverages and services. Members also have the opportunity to earn annual dividends, based on the consortium's comprehensive loss ratios. Current members have expressed strong satisfaction with the program as evidenced by the 95 percent retention rate since the 2000-01 year.

The MHEC program was created in 1994; WICHE has partnered with MHEC in offering the program since 2004. The New England Board of Higher Education began participating in the MPP in 2009 and beginning in November 2013, institutions in the Southern Regional Education Board states also became eligible to participate in the property program. The base program is currently underwritten by Lexington (AIG) and Zurich and is jointly administered by Marsh and Captive Resources under the direction of a Leadership Committee representative of the participating insured institutions. Thirteen members currently serve on the committee, including Craig Kispert, associate vice president for business and planning at Seattle Pacific University, and Laura Peterson, risk manager at the University of Wyoming, who represent WICHE member institutions on the MPP Leadership Committee. Jere Mock represents WICHE at the Leadership Committee meetings. Because of the size and complexity of the program, the Leadership Committee has developed four subcommittees to work on specific areas of the program and to make recommendations to the full committee. The subcommittees include the Executive Subcommittee, Underwriting and Marketing Subcommittee, Engineering and Loss Control Subcommittee, and Finance and Audit Subcommittee.

Ten institutions and two systems (with 14 campuses) in the WICHE region are members of the Master Property Program. Participating systems and campuses are listed on page 3-25.

Representatives from member campuses participated in a March 11-13, 2015, MPP Annual Meeting and Loss Control Workshop in St. Louis. The workshop topics focused on risk management strategies and current events in higher education. The workshop included risk managers, along with campus security, facilities, and environmental health and safety staff, who exchange ideas on effective campus practices. The 2016 workshop will also be held in St. Louis on March 10-11.

WICHE staff continues to work with the program administrators to provide information on the Master Property Program to institutions in the West.

MHECtech

WICHE also partners with the Midwestern Higher Education Compact on its MHECtech program, which enables colleges and universities in the Midwest, South (Southern Regional Education Board member states), and West to purchase off competitively bid purchasing agreements to contain or reduce their purchasing costs. WICHE region institutions are eligible to purchase computers and software at discounted rates under the MHECtech contracts with Dell and Oracle, as well as Dell and Xerox printers and peripherals. Other contracts provide preferred pricing on products including VMware for virtualization licenses and support, consulting and training through Arrow Electronics; advisory services to IT challenges through Info Tech Research Group; creative software for design, print, media and web from Corel Corporation; and CampusCloud services from Campus EAI Consortium, including storage, virtual and machine hosting, and web hosting. Two additional contracts include statistical and analytical software from the SAS Institute and Parchment, an industry leader in education credentials technology, including electronic transcripts and other student credentials. The newest contract is for data and voice networking services and is offered by Cienna from Walker and Associates Inc., and includes multiplexing equipment, software, and related services.

Several of the purchasing agreements are also available to K-12 organizations; local, county, and state governments; and nonprofit organizations. The agreements aggregate volume purchases to lower product costs and reduce the time institutions must spend developing and conducting bids themselves. MHEC undertakes the time and expense of the RFP process, and institutions can purchase the goods or services knowing that the due diligence in selecting the vendor has already been done. The MHECtech website (www.mhectechnet.org) and WICHE's website (www.wiche.edu/costSavingPurchasing) provide details on the vendors, contracts, and eligible entities.

Regional Initiatives – Participating Systems and Institutions

Current members of the Western Academic Leadership Forum

Alaska

Alaska Commission on
Postsecondary Education
University of Alaska Anchorage
University of Alaska Southeast
University of Alaska System

Arizona

Arizona Board of Regents
University of Arizona

California

California State Polytechnic
University, Pomona
California State University, Fresno
California State University,
Fullerton
California State University, Long
Beach
California State University,
Northridge
California State University, San
Marcos
California State University System
Sonoma State University

University of California, San
Diego

Colorado

Colorado State University, Fort
Collins
Colorado State University–Pueblo
Metropolitan State University of
Denver

Idaho

Boise State University
Idaho State University
University of Idaho

Montana

Montana State University,
Bozeman
University of Montana, Missoula
Montana University System
Montana State University,
Northern

Nevada

Nevada State College

University of Nevada, Las Vegas
University of Nevada, Reno
Nevada System of Higher
Education

New Mexico

New Mexico State University
University of New Mexico
Western New Mexico University

North Dakota

Mayville State University
Minot State University
University of North Dakota
Valley City State University

Oregon

Eastern Oregon University
Oregon State University
Oregon Higher Education
Coordinating Commission
Pacific University
Portland State University
University of Oregon

South Dakota

Black Hills State University
Dakota State University
Northern State University
South Dakota Board of Regents
South Dakota State University

Utah

Dixie State College of Utah
Utah System of Higher Education
University of Utah

Washington

Central Washington University
Eastern Washington University
Evergreen State College
University of Washington
Educational Outreach
Washington State University
Washington Student
Achievement Council

Wyoming

University of Wyoming

Current members of the Western Alliance of Community College Academic Leaders

Alaska

University of Alaska Fairbanks
University of Alaska Fairbanks
Community and Technical
College
University of Alaska Fairbanks,
Chukchi Campus
University of Alaska Fairbanks,
Interior-Aleutians Campus
University of Alaska Fairbanks,
Kuskokwim Campus
University of Alaska Fairbanks,
Northwest Campus
University of Alaska Anchorage
Community and Technical
College
University of Alaska Fairbanks,
Bristol Bay

Arizona

Maricopa Community Colleges
Arizona Western College
Eastern Arizona College
Chandler-Gilbert Community
College
Estrella Mountain Community
College
Glendale Community College

GateWay Community College
Mesa Community College
Phoenix College
Paradise Valley Community
College
Rio Salado College
Scottsdale Community College
South Mountain Community
College
Yavapai College

California

California Community Colleges
Chancellor's Office
Cerritos College
Modesto Junior College

Colorado

Colorado Community College
System
Arapahoe Community College
Colorado Northwestern
Community College
Community College of Aurora
Community College of Denver
Front Range Community College
Lamar Community College
Morgan Community College

Northeastern Junior College
Otero Junior College
Pikes Peak Community College
Pueblo Community College
Red Rocks Community College
Trinidad State Junior College

Commonwealth of the Northern Mariana Islands

Northern Marianas College

Hawai'i

University of Hawai'i Community
Colleges System
Honolulu Community College
Leeward Community College
Hawai'i Community College
Windward Community College
University of Hawai'i Maui
College
Kauai Community College
Kapi'olani Community College

Idaho

College of Southern Idaho
North Idaho College

Montana

Montana University System
Missoula College, University of
Montana
City College at MSU Billings
Highlands College of Montana
Tech
Flathead Valley Community
College
Great Falls College, Montana
State University

Nevada

College of Southern Nevada
Great Basin College
Western Nevada College

New Mexico

New Mexico Military Institute
New Mexico State University
Alamogordo

North Dakota

Williston State College

Oregon

Oregon Department of
Community Colleges and
Workforce Development
Central Oregon Community
College
Chemeketa Community College
Mount Hood Community College
Portland Community College
Southwestern Oregon
Community College

Treasure Valley Community
College
Umpqua Community College

South Dakota

Lake Area Technical Institute
Mitchell Technical Institute
South Dakota Department of
Education
Southeast Technical Institute
Western Dakota Technical
Institute

Utah

Salt Lake Community College

Washington

Cascadia Community College
Columbia Basic College
Community Colleges of Spokane
Edmonds Community College
Spokane Falls Community
College
Washington State Board for
Community and Technical
Colleges

Wyoming

Casper College
Laramie County Community
College
Northwest College
Western Wyoming Community
College

Current participants in the Interstate Passport Initiative Phase II

California

Academic Senate of the California
Community Colleges (ASCCC)
Academic Senate of the California
State University (ASCSU)

Hawai'i

Leeward Community College
University of Hawai'i West Oahu

North Dakota

Lake Region State College
North Dakota State College of Science

North Dakota State University
Valley City State University

Oregon

Blue Mountain Community College
Western Oregon University

South Dakota

Black Hills State University
Dakota State University
Northern State University
South Dakota School of Mines & Technology
South Dakota State University
University of South Dakota

Utah

Dixie State University
Salt Lake Community College
Snow College
Southern Utah University
The University of Utah
Utah State University
Utah Valley University
Weber State University

Wyoming

Laramie County Community College

Current members of MHECare

Alaska

University of Alaska System
University of Alaska Anchorage
University of Alaska Fairbanks

California

Alliant International University
California Institute of Technology
Fresno Pacific University
University of South Los Angeles

Colorado

Metropolitan State University of Denver

Nevada

Sierra Nevada College

North Dakota

Bismarck State College
Dakota College at Bottineau
Dickinson State University

Lake Region State College
Mayville State University
Minot State University
North Dakota State College of Science
North Dakota State University
University of North Dakota
Valley City State University
Williston State College

Current members of the Master Property Program

Arizona

Pima County Community College -
six campuses and four learning and
education centers

Colorado

Colorado College
University of Northern Colorado

Idaho

The College of Idaho

Nevada

Nevada System of Higher Education:
• College of Southern Nevada - Charleston
Campus

- College of Southern Nevada - Cheyenne
Campus
- Desert Research Institute - Northern
Nevada Science Center
- Desert Research Institute - Southern
Nevada Science Center
- Great Basin College
- Nevada State College at Henderson
- Truckee Meadows Community College
- University of Nevada, Las Vegas
- University of Nevada, Reno
- Western Nevada College

Oregon

Lewis and Clark College
Reed College
Willamette University

Utah

Westminster College

Washington

Seattle Pacific University

Wyoming

University of Wyoming

WICHE



Issue Analysis and Research Committee Meeting

Tuesday, November 3, 2015

8:00 – 9:00 am

Calypso

Western Interstate
Commission
for Higher Education

www.wiche.edu

4 Tuesday 8:00 - 9:00 am

Tuesday, November 3, 2015

8:00 - 9:00 am

Calypso

Issue Analysis and Research Committee Meeting

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

Susan Anderson (AK)
Chris Bustamante (AZ)
Committee chair (CA)
Joe Garcia (CO)
Sharon Hart (CNMI)
David Lassner (HI)
Tony Fernandez (ID)
Franke Wilmer (MT)
Mark Hagerott (ND)
Barbara Damron (NM)
Vic Redding (NV)
Ryan Deckert (OR)
Robert Burns (SD)
Committee vice chair (UT)
Jeanne Kohl-Welles (WA)
Karla Leach (WY)

Agenda

Presiding: Christopher Cabaldon, committee chair

Staff:

Demarée Michelau, director of policy analysis
Brian Prescott, director of policy research
Laura Ewing, administrative manager
Patrick Lane, MLDE project manager
Sarah Ohle Leibrandt, project coordinator
Christina Sedney, project coordinator



Approval of the May 11, 2015 Issue Analysis and Research Committee meeting minutes

4-3

Information Items:

WICHE's Multistate Longitudinal Data Exchange

Knocking at the College Door: Projections of High School Graduates

Benchmarks: WICHE Region 2015

Tuition and Fees in Public Higher Education in the West 2015-16

Discussion Item:

Legislative Activity in the West

- *Policy Insights. Targeted Recovery: Recapping 2015 Higher Education Legislative Activity in the West*
- Legislative Advisory Committee Annual Meeting – What We Heard

Other business

Adjournment

ACTION ITEM

Issue Analysis and Research Committee Minutes

Monday, May 11, 2015

Committee Members Present

Christopher Cabaldon (CA), chair

Susan Anderson (AK)

Chris Bustamante (AZ)

Joe Garcia (CO)

Tony Fernandez (ID)

Franke Wilmer (MT)

Barbara Damron (NM)

Larry Skogen (ND)

Ryan Deckert (OR)

Robert Burns (SD)

Jeanne Kohl-Wells (WA)

Karla Leach (WY)

Committee Members Absent

Dave Buhler (UT), vice chair

Sharon Hart (CNMI)

Vic Redding (NV)

Staff Present

Carl Kreuger, project coordinator

David Longanecker, president, WICHE

Demarée Michelau, director of policy analysis

Brian Prescott, director of policy research

Chair Cabaldon (CA) convened the Issue Analysis and Research Committee meeting on May 11, 2015, at 10:55 am. Demarée Michelau called roll, and a quorum was established.

ACTION ITEM

Approval of the Issue Analysis and Research Committee meeting minutes of November 10, 2014

Chair Cabaldon asked committee members to review THE MINUTES OF THE NOVEMBER 10, 2014, COMMITTEE MEETING and then asked for a motion to approve. Commissioner Burns moved for approval, which was seconded by Commissioner Wilmer. The minutes were approved with two abstentions, from Commissioner Anderson and Commissioner Damron, who were not present at the November 2014 meeting.

ACTION ITEM

Discussion and Approval of the FY 2016 Workplan Sections Pertaining to the Policy Analysis and Research Unit's Activities

Discussion of the FY 2016 workplan was moved up on the agenda in order to provide better context for discussion of the proposed projects. As the workplan is core to WICHE's mission, Demarée Michelau and Brian Prescott described the Policy Analysis & Research Unit's previously commissioner-approved projects for which staff is seeking funding, in order of priority.

First, Prescott explained that a concept paper related to the project "Hitting the Ground Running: Leveraging Work-based Learning to Improve Educational Outcomes and Meet Workforce Demands" has been under review by interested parties, with mixed reviews to this point. WICHE now needs to see how the concept as originally conceived fits into the current funding climate and policy landscape and revise it in order to shop it around to additional potential funders. Commissioners Anderson and Skogen asked Prescott to clarify the current status of the project. Prescott explained that the original funder that expressed interest is now uncertain, so WICHE needs to find other alternatives. Chair Cabaldon emphasized that even without immediate funding, approval of the idea is still something the committee needs to consider so that WICHE can "hit the ground running" when resources eventually become available. This prompted Commissioner Garcia to ask how WICHE transitions from one grant to another and ensures consistent funding for projects and staff. Prescott and Michelau used the *Knocking at the College Door*, Adult College Completion Network (ACCN), and College Access Challenge Grant (CACG) programs as different examples and approaches of how to engage existing and prospective funders to keep the work afloat. The College Board and ACT have traditionally supported the *Knocking* work

and will be asked to continue to do so in the future. In the case of ACCN, WICHE is working with Lumina to submit an extension at an appropriate time. Since 2014-15 was the last official year of the CACG program, it will be up to officials in participating states whether they want to continue in WICHE's consortium during the carryover year.

Next, Michelau explained that the recidivism project has been under discussion for several years and had somewhat fallen as a priority, largely due to ongoing difficulties with the targeted funder. Another meeting with the foundation's project officer is scheduled for May 18. If funding is secured, the Policy Unit would partner with WICHE's Mental Health unit.

Moving on, Prescott explained that through the "Streamlining Implementation of Outcomes-Based Funding Models" prospective project, WICHE will try to create a meeting of the minds regarding effective implementation of performance funding systems. Commissioner Damron asked if WICHE communicated or collaborated with the National Conference of State Legislatures (NCSL) regarding this topic. Prescott responded that NCSL would likely be engaged in the work in some way, should funding become available.

Michelau briefly described the Serving Student Soldiers of the West project and asked for some guidance as how to best make it a reality. Commissioner Leach commented that there have been a number of new initiatives related to veterans education at the state and national levels that are worthy of investigation. Commissioner Skogen asked if the project's focus was active military members or veterans. Michelau responded that both were under consideration and the project needs to be aligned in such a way to ensure that the concerns and needs of both populations are being met. Skogen suggested narrowing the focus since the two groups are quite different. An exclusive focus on the veteran student population would open up the possibility of working with groups like the American Legion, Veterans of Foreign Wars, and other organizations. Commissioner Burns asked if this project initially came about because of residency and tuition issues. Commissioner Leach clarified that it resulted from attempts to align state policies with federal laws. Commissioner Wilmer noted the preponderance of best practices that already exist, including a list of the best institutions for veteran students. She further commented that a new study outlining how states and institutions can do better with what already exists in relation to veterans education would be of great value. Commissioner Garcia also commented that the Post 9/11 GI Bill presents additional opportunities to inform the work.

Chair Cabaldon once again stressed that going through both "New Directions" and "Potential Future Projects" in the larger context of the workplan will help to focus future efforts, avoid conflicts, and help prioritize what has been proposed and approved. The purpose of the workplan discussion is to help the Policy Analysis and Research Unit prioritize certain projects, enable them to go in different directions, or even fall off the "New Directions" list altogether. The ultimate goal of the workplan discussion is to consider staffing, resources, and chance of success in an effort to help the unit prioritize its work.

The committee next addressed items in the "Potential Future Projects" section of the workplan.

- Ideas Proposed from the Survey of Commissioners. What does the IAR Committee consider important based on the survey results of all commissioners? Student demographic changes in the West? Federal engagement? Commissioner Anderson suggested a link to the "minority-majority" project that has already been proposed.
- The Impact of Dual and Concurrent Enrollment on Student Success in Postsecondary Education. There are always questions and concerns regarding the quality and effectiveness of dual credit programs, and detailed analysis needs to be done. Attention to a renewed effort on dual and concurrent enrollment is a timely issue where WICHE's expertise could be helpful.
- Changing Direction 2.0. Have already had early but productive conversations about a new look at states' efforts to address ATFA (appropriations, tuition, and financial aid) finance policies, perhaps with an emphasis on the role of residency. Prescott stated this proposed project would likely be among the next to come back to the committee as an action item.
- Informing Career and Technical Education and Economic Development Programs to Meet State Workforce Demands.
- Assessing the State Landscape on State Policy and Student Learning Outcomes. Michelau stated that the policy unit is still looking for the right niche for this project. Commissioner Damron expressed her desire to keep this issue on the radar, as it is a pressing issue in New Mexico.

- Strategies for Improving the Delivery of Remedial and Developmental Education Policies and Practices. Commissioner Damron stressed the need to investigate how to improve remediation in New Mexico and other states.
- Addressing Workforce Needs with the Emerging Majority-Minority. Prescott stated this was another issue that has been under consideration for a long time. Commissioner Anderson stated that the project fits nicely with the “Impact of Western Demographic Changes on Student Success and Services” issue identified in the recent Survey of Commissioners. Commissioner Damron also identified this as a pressing issue for states like New Mexico that already have a “majority-minority” population.

Commissioner Cabaldon asked for a motion for approval of the workplan with the amendment that items of lower priority in the “New Directions” section would be shaded. Commissioner Burns moved TO APPROVE THE WORKPLAN and Commissioner Leach seconded. The motion was adopted.

ACTION ITEM

Approval of a Proposed Project: The Implementation of the Common Core State Standards and Assessments: Finding Solutions to Cross-State Challenges (Expansion)

Michelau provided some project background by summarizing a Gates-funded meeting that WICHE held in 2014 during which Western states discussed the implementation of common academic standards and assessments, particularly in relation to how students move across state lines. Four areas of challenges were identified: data and reporting, admissions, readiness, and communications. Following the meeting, admissions was dropped as a focus area because this issue thus far is mostly limited to Colorado.

Michelau asked the committee for permission to approach Gates and other funders, if necessary, to support expansion of this work. Commissioner Garcia expressed his support of the idea, but also his concerns about how fluid the topic seems to be and how states keep changing their approach. Commissioner Kohl-Welles noted the considerable controversy and backlash against the standards in most states, including Washington. She further noted that resistance is coming from the far left and far right and that the majority of teachers in her state do not want the high-stakes testing that goes along with the standards. Commissioner Wilmer agreed that there is a major teacher backlash and that the issue is going to become even more politicized in light of the upcoming presidential election. She stated that if WICHE can address these concerns, clear up misinformation, and alleviate the tension around the standards, this project would be a significant contribution. David Longanecker noted that WICHE possesses the unique capacity to help guide this particular discussion and build energy around the Smarter Balanced consortium and assessments in general. He additionally noted that the West has not pushed back on the standards as much as some other regions have, and this creates a further opportunity for WICHE to establish the network and facilitate conversations between postsecondary and K-12 stakeholders. Chair Cabaldon urged caution and argued for a concentration on the cross-state challenges. WICHE cannot allow this project to come across as a Common Core State Standards (CCSS) promotion. Instead, states need to move beyond the rhetoric and implement reciprocity agreements and other strategies. Commissioner Burns asked if the project will address the lack of uniformity that exists from state to state. Longanecker answered that WICHE can help “translate” the debate across the region and help everyone understand the variation between state approaches.

Commissioner Skogen suggested changing the name and focusing exclusively on the second part – the cross-state challenges. Commissioner Anderson suggested referring to “cross-state opportunities” instead of “challenges” to further remove any negative connotations related to the standards, and also suggested eliminating reference to the CCSS in particular by retitling the project as “Cross-State Opportunities Related to Improving Common Academic Standards.”

Commissioner Burns wondered how WICHE will know if this project succeeds in fostering a national conversation. Longanecker suggested looking at the SARA project as an example of how WICHE molded the discussion and moved the state authorization agenda forward.

Commissioner Garcia moved TO APPROVE THE PROJECT. Commissioner Damron seconded. The motion was adopted unanimously.

ACTION ITEM
Approval of a Proposed Project: Council for Adult and Experiential Learning (CAEL)
and WICHE Initiative (Fueling the Race 2.0)

Michelau provided background on a previous CAEL study that showed prior learning assessment (PLA) students were more likely to complete a degree. She then suggested the time has come to revisit this research. Towards this end, Lumina approached CAEL and WICHE to partner and launch a “Fueling the Race 2.0” that includes looking at the return on investment, and if the landscape has changed in the intervening years since the report was released. Initial funding opportunities to support this project might have dwindled, but it is still a valid and important opportunity for WICHE and the advancement of the adult learning agenda. Commissioner Garcia stated that he was wholly supportive and that further investigation was needed to address the concerns of provosts or institutional leaders. Commissioner Burns agreed that more validation would be valuable.

Commissioner Burns moved TO APPROVE THE PROJECT. Commissioner Bustamante seconded. The motion was adopted unanimously.

The meeting was recessed at 12:10 pm and reconvened at 5:15 pm by Chair Cabaldon.

Commissioner Burns moved TO APPROVE THE FY 2016 WORKPLAN. Commissioner Leach seconded and suggested an amendment to “shade” the lower priority items for future reconsideration, and committee members agreed before seconding the motion. The FY 2016 workplan was unanimously approved.

Michelau reported that Christina Sedney has been hired as project coordinator on the ACCN project, replacing Patrick Lane, who became project manager of the MDLE project.

Prescott announced the release of the latest *Policy Insights* brief, which reported on WICHE’s annual survey of published tuition and fees amounts.

Next, Prescott discussed the initial results of a new survey that sought to gather data on the amount of net tuition revenue contributed by resident and non-resident students, as well as to capture their number within the overall student body. He shared a two-page summary of the preliminary data, noting there are substantial gaps in the data, and reported that the policy unit will continue to work on an analysis of the responses to be shared at a later date.

As there was no other business, Chair Cabaldon adjourned the IAR Committee at 5:45 pm.



Self-funded Units Committee Meeting

Tuesday, November 3, 2015

8:00 – 9:00 am

Fandango

Western Interstate
Commission
for Higher Education

www.wiche.edu

Tuesday, November 3, 2015

8:00 - 9:00 am

Fandango

Self-funded Units Committee Meeting

Jim Hansen (SD), chair
Jim Johnsen (AK), vice chair

Committee vice chair (AK)
Eileen Klein (AZ)
TBD (CA)
Loretta Martinez (CO)
Jude Hofschneider (CNMI)
TBD (HI)
Matt Freeman (ID)
Pat Williams (MT)
Fred Lokken (NV)
Mark Moores (NM)
Ray Holmberg (ND)
Camille Preus (OR)
Committee chair (SD)
Peter Knudson (UT)
Don Bennett (WA)
Sam Krone (WY)

Agenda

Presiding: Jim Hansen, chair

Staff:

Mike Abbiatti, WCET executive director, and WICHE vice president for educational technologies
Mollie McGill, director, programs and membership, WCET
Russ Poulin, director, policy and analysis, WCET
Dennis Mohatt, vice president for behavioral health, Mental Health Program
Ken Cole, director of operations, Mental Health Program



Approval of the May 11, 2015 Self-funded Units Committee meeting minutes

5-3

Information Item – WICHE Cooperative for Educational Technologies

WCET Updates on the FY16 Workplan

Membership and Member Leadership Groups

Adaptive Learning – Summit, Fellows Program

Webcast Series and Enterprise Webinar Services

e-Learning Policy and Advocacy

WCET Research

State Authorization Network (SAN)

High-School-to-Higher-Ed Transition Opportunities with Technology

Budget update

Information Item – Mental Health Program

Mental Health Program Update:

Budget update

Program update

Nomination of two WICHE Commissioners to the Mental Health Oversight Council

Other business

Adjournment

ACTION ITEM

Self-funded Units Committee Meeting Minutes

May 11, 2015

Committee Members Present

Jim Hansen (SD), chair
Jim Johnsen (AK), vice chair

Eileen Klein (AZ)
Loretta Martinez (CO)
Mike Rush (ID)
Pat Williams (MT)
Ray Holmberg (ND)
Camille Preus (OR)
Don Bennett (WA)

Committee Members Absent

Linda Thor (CA)
Jude Hofschneider (CNMI)
Francisco Hernandez (HI)
TBD (NV)
Mark Moores (NM)
Peter Knudson (UT)
Sam Krone (WY)

Staff Present

Mike Abbiatti, WICHE vice president for educational technologies and executive director, WCET
Ken Cole, director of operations, Mental Health Program
Alyssa Gilden, behavioral health research and technical assistance associate, Mental Health Program
Dennis Mohatt, vice president for behavioral health, Mental Health Program
Amanda Strickland, behavioral health research and technical assistance associate, Mental Health Program

Commissioner Hansen called the meeting to order.

ACTION ITEM

Approval of the Self-Funded Units Committee Meeting Minutes of November 10, 2014

A motion TO APPROVE THE SELF-FUNDED UNITS COMMITTEE MINUTES FROM November 10, 2014, was made by Commissioner Hansen, moved by Commissioner Johnsen, and seconded by Commissioner Martinez. The minutes were approved and submitted.

Mental Health Program Update

Staff from the Mental Health Program introduced themselves. Dr. Alyssa Gilden, a previous post-doctoral fellow, has transitioned to the position of behavioral health research and technical assistance associate. Amanda Strickland, also a behavioral health research and technical assistance associate, is a new hire.

Dennis Mohatt and Ken Cole reviewed the Mental Health Program's financial performance for FY15 as well as the projected budget for FY16. The program looks fiscally sound for FY16. It was noted that future budget surpluses would be paid toward their balance to the WICHE reserves. The MHP aims to eliminate its debt to WICHE in the next two years.

Cole and the Mental Health Program's budget coordinator, Sandra Martinez, are working to build processes that closely track projects' revenue and expenses. It is hoped that such processes will aid project management by providing real-time assessments of expenses.

Mohatt talked about existing projects including the Psychology Internship Initiative. The Mental Health Program has 28 projects for FY15 and served all but four states of the commission. To close, he reported on the continuation of the Rural Veteran Suicide Prevention work with Veterans Affairs and new projects starting in Hawai'i, Idaho, and South Dakota.

ACTION ITEM

Approval of the FY 2016 Workplan Sections Pertaining to the Mental Health Program

A motion TO APPROVE THE FY 2016 WORKPLAN SECTIONS PERTAINING TO THE MENTAL HEALTH PROGRAM was made by Commissioner Hansen, moved by Commissioner Johnsen, and seconded by Commissioner Bennett. The workplan was approved and submitted.

WICHE Cooperative for Educational Technologies (WCET) Update

WCET Executive Director Mike Abbiatti briefed the committee on WCET's process to identify and set strategic foci, operational priorities, and tactical assets/events for its 2015 action agenda. Strategic input was obtained from the WCET Executive Council, and the WCET Steering Committee provided operational input as the baseline for the 2015 plan. The WCET items in the overall WICHE workplan are a direct reflection of the outcomes of the 2105 planning process.

WCET activities and events fit within at least one of three strategic focus areas: 1) technology-enhanced teaching and learning practice, 2) the evolving policy ecosystem driving technology-enhanced teaching and learning, and 3) member-driven advocacy for dynamic deployment, support and governance of technology-enhanced teaching and learning.

Operational niches for 2015 are: 1) adaptive learning, 2) evolving policy issues, and 3) the role of technology in the high-school-to-higher-education transition. WCET's five tactical assets are: the Annual Meeting, Leadership Summits, one-to-many electronically delivered webinars and Google Hangouts, the Frontiers blog, content distribution via the WCET website and documents such as the Talking Points series, and a new Fellows Program. The Fellows Program will enable WCET to extend staff resources, more deeply engage members, and generate a broader and deeper understanding of selected topics of interest.

Abbiatti provided examples of activities and events associated with the 2015 planning process and the direct relationship with the overall WICHE workplan. Specific reference was made to the June Adaptive Learning Leadership Summit in Santa Fe, NM, and the successful relationship between the State Authorization Reciprocity Agreement (SARA) team and the WCET State Authorization Network (SAN) team. WCET's SAN program began its fifth year on April 1 with over 70 member institutions and systems. WCET's expertise on policy awareness and policy interpretation continues to be a service highly desired and used by the membership.

Finally, the 2015 budget was briefed in support of the currently planned and evolving events and activities for the coming year. The budget is both financially sound and sustainable. Having no further business, Abbiatti yielded the floor for questions and comments from the committee members.

Commission Hansen adjourned the meeting.



Committee of the Whole Business Session

Tuesday, November 3, 2015

9:15 – 10:45 am

Xanadu II & III

Western Interstate
Commission
for Higher Education

www.wiche.edu

Tuesday, November 3, 2015

9:15 - 10:45 am

Xanadu II & III

Committee of the Whole – Business Session

Agenda

Reconvene Committee of the Whole: Mike Rush, WICHE chair

Report and recommended action of the Audit Committee:
Dianne Harrison, committee chair and immediate past
WICHE chair



FY 2015 audit report (separate document)

Report and recommended action of the Executive Committee:
Mike Rush, WICHE chair

Report and recommended action of the Programs and Services Committee:
Patricia Sullivan, committee chair

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

Report and recommended action of the Self-funded Units Committee:
Jim Hansen, committee chair

Report on the Legislative Advisory Committee annual meeting:
Jeanne Kohl-Welles, WICHE vice chair

Committee of the Whole Action and Discussion Items

Discussion Item: Update on WICHE’s budget 6-3



Election of chair, vice chair, and immediate past
chair as the 2016 officers of the WICHE Commission



Approval of the finalist for the position of
WICHE president

Remarks of outgoing chair

Remarks of new chair

Selection of 2016 committee members

Meeting evaluation (electronic)
<https://www.surveymonkey.com/r/P7QCFJT>

Other business

Adjourn Committee of the Whole business session

DISCUSSION ITEM

Update on WICHE's Budget

WICHE did not budget for any deficits for FY 2015 and did not realize any in the General Fund or in any program areas as you can see on the report titled *General Fund Budget Comparing FY 2015 with FY 2016* and the report titled *Program Area Revenue and Expense Summary*.

Since WICHE is the majority partner in the State Higher Education Policy Center (SHEPC), all the financial activity at SHEPC is combined with the WICHE financial activity and presented in the WICHE financial statements. As can be seen on the *Statement of Revenues, Expenses and Changes in Net Position*, WICHE's net position at the end of FY 2014 is \$5,812,265 and the total of WICHE and SHEPC is \$7,203,466.

The Programs and Services unit, the Policy unit, the Professional Student Exchange program (PSEP), and Bridges to the Professoriate all experienced gains or no changes.

The Mental Health unit experienced a gain of \$250,364. Since they began the year with a negative fund balance of <\$514,771>, they now have a negative fund balance of <\$264,407>.

The WCET unit experienced a gain of \$120,137. Since they began the year with a fund balance of \$310,606, they are now at a fund balance of \$430,743.

The General Fund began the year with a reserve of \$1,748,405. WICHE added to this reserve \$460,354 and now has a reserve of \$2,208,759. Of this total \$1,435,000 has been designated for various liabilities by past actions of the commission which leaves \$773,787 available for dedication as can be seen on the report titled *General Fund Budget Comparing FY 2015 with FY 2016*. The largest portion of these liabilities is the balloon payment on the Ford Foundation loan for the building which will come due in June 2016.

Looking ahead to Fiscal Year 2016

Again, WICHE did not budget a deficit for FY 2015 nor have we in FY 2016. We added considerably to the General Fund Reserve last year as can be seen on the report titled *General Fund Budget Comparing FY 2015 with FY 2016*. This was accomplished by experiencing significantly higher indirect cost reimbursements than budgeted and realizing savings which resulted from spending less in certain general fund areas than were budgeted.

The General Fund budget for FY 2016 adopted by the commission in May 2015 has a budgeted surplus of \$25,436, though these funds were subsequently dedicated to merit increases by action of the Executive Committee at its August 20, 2015 meeting.

Western Interstate Commission for Higher Education

General Fund Budget

Comparing FY 2015 with FY 2016

Revenue and Expenditures

	FY 2015				FY 2016				
	FY 2015 Budget	FY 2015 Actual	Actual Higher or (Lower) than Budget		FY 2016 Budget	FY 2016 Budget Higher or (Lower) than FY 2015 Budget		FY 2016 Budget Higher or (Lower) than FY 2015 Actual	
Revenue									
4102 Indirect Cost Reimbursements	\$380,000	\$785,063	\$405,063	106.6%	\$500,000	\$120,000	31.6%	(\$285,063)	-36.3%
4104 Indirect Cost Sharing-WICHE	(\$120,000)	(\$205,766)	(\$85,766)	71.5%	(\$120,000)	\$0	0.0%	\$85,766	-41.7%
4201 Members/Fees States/Institutions	\$2,192,000	\$2,279,000	\$87,000	4.0%	\$2,256,000	\$64,000	2.9%	(\$23,000)	-1.0%
4202 California Unpaid Dues	\$87,000	\$0	(\$87,000)	-100.0%		(\$87,000)		\$0	
4300 Interest	\$20,000	\$11,550	(\$8,450)	-42.2%	\$30,000	\$10,000	50.0%	\$18,450	159.7%
4400 Publication Sales & Refunds	\$50	\$0	(\$50)	-100.0%	\$50	\$0	0.0%	\$50	
4600 Other Income	\$10,000	\$5,001	(\$4,999)	-50.0%	\$58,000	\$48,000	480.0%	\$52,999	1059.7%
4850 Credit Card Transaction Rev. / Units	\$1,000	\$0	(\$1,000)	-100.0%	\$1,000	\$0	0.0%	\$1,000	
4900 Interfund Transfers		\$156	\$156			\$0		(\$156)	-100.0%
Total Revenue	\$2,570,050	\$2,875,005	\$304,955	11.9%	\$2,725,050	\$155,000	6.0%	(\$149,955)	-5.2%
Expenditures									
0102 Student Exchange Program	\$313,211	\$285,411	(\$27,800)	-8.9%	\$313,211	\$0	0.0%	\$27,800	9.7%
0104 Policy Analysis & Research	\$368,980	\$366,136	(\$2,844)	-0.8%	\$391,839	\$22,859	6.2%	\$25,702	7.0%
0105 Communications & Public Affairs	\$441,307	\$311,870	(\$129,437)	-29.3%	\$441,306	(\$1)	0.0%	\$129,436	41.5%
0110 President's Office	\$481,964	\$450,732	(\$31,233)	-6.5%	\$532,202	\$50,237	10.4%	\$81,470	18.1%
0111 Commission Meeting Expense	\$190,393	\$185,726	(\$4,667)	-2.5%	\$196,105	\$5,712	3.0%	\$10,379	5.6%
0112 Administrative Services	\$550,054	\$558,703	\$8,649	1.6%	\$595,964	\$45,910	8.3%	\$37,261	6.7%
0115 Miscellaneous Gen. Fund	\$168,921	\$195,298	\$26,377	15.6%	\$173,989	\$5,068	3.0%	(\$21,310)	-10.9%
0116 Program Development	\$15,000	\$9,416	(\$5,584)	-37.2%	\$15,000	\$0	0.0%	\$5,584	59.3%
0131 LAC Meeting	\$40,000	\$33,619	(\$6,381)	-16.0%	\$40,000	\$0	0.0%	\$6,381	19.0%
Total Expenditures	\$2,569,830	\$2,396,911	(\$172,919)	-6.7%	\$2,699,614	\$129,784	5.1%	\$302,703	12.6%
Surplus (Deficit) for the Fiscal Year	\$220	\$478,094	\$477,874		\$25,436	\$284,784		\$152,748	
Reserves at Beginning of Year									
1 Minimum Reserve	\$308,380	\$308,380	\$0	0.0%	\$323,954	\$15,574	5.1%	\$15,574	5.1%
2 Reserve for Facility Payments	\$227,000	\$227,000	\$0	0.0%	\$227,000	\$0	0.0%	\$0	0.0%
3 Reserve for Unexpected Shortfall	\$256,983	\$256,983	\$0	0.0%	\$269,961	\$12,978	5.1%	\$12,978	5.1%
4 Reserve required for CECFA Bond.	\$70,000	\$70,000	\$0	0.0%					
5 CECFA Bond Balloon Payment	\$105,000	\$105,000	\$0	0.0%					
6 Ford Loan Balloon Payment	\$614,057	\$614,057	\$0	0.0%	\$614,057	\$0	0.0%	\$0	0.0%
7 Reserve Available for Dedication	\$166,985	\$166,985	\$0	0.0%	\$773,787	\$606,802	363.4%	\$606,802	363.4%
Reserves at Beginning of Year	\$1,748,405	\$1,748,405	\$0	0.0%	\$2,208,759	\$635,354	373.5%	\$635,354	373.5%
Reserves Dedicated during Year									
8 Deferred Compensation / President	\$17,740	\$17,740	\$0	0.0%	\$39,600	(\$21,860)		(\$21,860)	-123.2%
9 Deficit (Surplus) for the Fiscal Year above	(\$220)	(\$478,094)	\$477,874		(\$25,436)	\$25,216		(\$452,658)	94.7%
Reserves Dedicated during the Fiscal Year	\$17,520	(\$460,354)	\$477,874		\$14,164	\$3,356		(\$474,518)	-28.5%
Reserves at End of Year	\$1,730,885	\$2,208,759	\$477,874		\$2,194,595	\$638,710		\$160,836	

- (a) At the May 2014 meeting the Commission set the FY 2016 dues to \$141K and the FY 2017 dues to \$145K. The FY15 Dues are at \$137K.
- (b) California unpaid Dues from 2005 paid on May 23, 2014 but credited to FY15 by vote of the Commission at the May 2014 meeting.
- (c) Minimum reserve set by the commission is 12% of Budgeted Expenses. Set May 2000.
- (d) Facility Payments reserve set by commission at 6 months of cost. Set May 2007.
- (e) Unexpected Shortfall reserve set by commission at 10% of Budgeted Expenses. To be used only if anticipated funding does not materialize. Set May 2007.
- (f) CECFA Bond reserve. Legal requirement of bond financing.
- (g) CECFA Bond balloon payment amount is \$175,100, but the \$70,000 reserve requirement will expire at the time the loan is paid off.
- (h) Ford Loan balloon payment amount is \$1,070,345 of which WICHE owes 57.37%.
- (i) Deferred compensation plan for President approved by Commission at the November 2010 meeting. Renewed at July 2015 Exec. Cmte. Mtg.

Western Interstate Commission for Higher Education

Program Area Revenue and Expense Summary for FY 2015

	Programs & Services	Policy Analysis	PSEP & Bridges	Mental Health	WCET	Self Supporting Services
Revenue						
Membership Dues and Fees	\$ 1,537,843			\$ 207,000	\$ 1,717,575	
Conference Registration Fees	\$ 17,305				\$ 353,421	
Grants and Contracts	\$ 2,795,385	\$ 1,117,926	\$ 215,289	\$ 3,090,231	\$ 21,022	
Indirect Cost Sharing						
Interest	\$ 766	\$ 850			\$ 109	
Miscellaneous Income	\$ (15,665)	\$ 11,078		\$ 8,753	\$ 58,995	\$ 14,167
General Fund Allocation	\$ 328,204	\$ 366,136	\$ 270,912			
Total Revenue	\$ 4,663,838	\$ 1,495,990	\$ 486,201	\$ 3,305,984	\$ 2,151,122	\$ 14,167
Expenses						
Salaries	\$ 909,620	\$ 550,958	\$ 194,128	\$ 987,491	\$ 487,425	\$ 225,081
Benefits	\$ 344,171	\$ 198,353	\$ 69,498	\$ 314,554	\$ 163,726	\$ 81,906
Audit, Legal & Consulting	\$ 204,860	\$ 120,500	\$ -	\$ 950,349	\$ 10,326	\$ -
Subcontracts	\$ 2,157,985	\$ 130,780	\$ 25,140	\$ 56,083	\$ 780,150	
Travel	\$ 265,562	\$ 273,333	\$ 137,457	\$ 327,002	\$ 285,688	\$ 4,761
Printing and Copying	\$ 13,901	\$ 7,358	\$ 3,968	\$ 7,504	\$ 6,072	\$ 441
Rent	\$ 126,932	\$ 28,995	\$ 19,675	\$ 43,036	\$ 42,104	\$ 21,487
Computer/Network	\$ 67,080	\$ 24,868	\$ 15,088	\$ 87,680	\$ 33,953	\$ 33,149
Communications	\$ 17,273	\$ 5,867	\$ 4,073	\$ 16,583	\$ 12,789	\$ 15,099
Supplies and Expense	\$ 128,797	\$ 11,620	\$ 1,361	\$ 84,905	\$ 58,834	\$ 43,556
Marketing / Depreciation	\$ 6,223	\$ -	\$ -	\$ -	\$ 34,396	\$ 83,395
Indirect Costs	\$ 130,228	\$ 1,421	\$ 917	\$ 180,433	\$ 153,713	
Credits for other programs	\$ 158,797	\$ 131,205	\$ 14,896	\$ -	\$ (38,191)	\$ (499,022)
Total Expenses	\$ 4,531,429	\$ 1,485,258	\$ 486,201	\$ 3,055,620	\$ 2,030,985	\$ 9,853
Excess Revenue (Loss)	\$ 132,409	\$ 10,732	\$ (0)	\$ 250,364	\$ 120,137	\$ 4,314

WICHE



The Internet of Things (IoT) in Higher Education: What Is It, and Why Should I Care?

Tuesday, November 3, 2015
11:00 am – noon
Xanadu II & III

Western Interstate
Commission
for Higher Education

www.wiche.edu

7 Tuesday 11:00 am - noon

Tuesday, November 3, 2015

11:00 am - noon
Xanadu II & III

The Internet of Things (IoT) in Higher Education: What Is It, and Why Should I Care?

The Internet of Things is NOT simply a story about connecting millions of devices to the global Internet. IoT is about what our states and institutions actually DO with Internet connectivity. IoT translates to strategic legislation, operational policy, and tactical events, timelines, and impact on student performance. The requirements of IoT go far beyond the capabilities and decision-making authority of our institutional chief information officers. Therefore, the need for informed leaders at all levels is critical to investments in student success. IoT-associated activity is a major investment in time, money, and people for the foreseeable future.

This session is based on a core narrative: What do we do when our students arrive on our campuses in Internet-enabled vehicles, wearing Internet-enabled clothing, carrying eight to 10 Internet-enabled devices, and with clear expectations that our systems can support them? What do we do as we collect more data about our students? Is this data considered "Pattern of Life Data?" Will we be accused of profiling? Real issues are finance, security versus privacy, policy, staffing, legal, and the presence (or absence) of a viable IoT strategy to provide a framework for future investments.

The IoT phenomenon is unfolding as we speak in your home and community. Does your state have an IoT strategy? Are you ready for the inevitable?

Speaker: Mike Abbiatti, WCET executive director, and WICHE vice president for educational technologies

Biographical Information on the Speaker

Mike Abbiatti is the executive director of WCET and WICHE vice president for educational technologies. Abbiatti assumed the WCET leadership position in January 2015. Previously he was the director of the Southern Regional Education Board (SREB) Educational Technology Cooperative. Abbiatti was formerly associate commissioner for information and learning technology for the Louisiana Board of Regents. He is the founding director of the successful Louisiana Board of Regents Electronic Campus, and former director of distance education for Louisiana State University. Abbiatti has been recognized by the Computerworld-Smithsonian Awards Program as a laureate for his leadership in the design, deployment, and utilization of information technology for the benefit of Louisiana's citizens, and is a past member of the EDNET Education Executive Advisory Board. Other national recognitions include the United States Distance Learning Association's Most Outstanding Achievement by an Individual in K-12 Award, and *Electronic Learning Magazine's* Distinguished Achievement Award through the Educator of the Year Program.

WICHE



Reference

WICHE Commission

Commission committees

Legislative Advisory Committee

WICHE staff

Future commission meeting dates

FY 2016 Workplan

Higher education organizations
and acronyms

Map of U.S. Pacific territories and
freely associated states

Western Interstate
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for Higher Education

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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 Commonwealth of the Northern Mariana Islands, WICHE's newest member. This regional commission provides governance and guidance to WICHE's staff in Boulder, CO. Mike Rush, executive director of the South Dakota Board of Regents, is the 2015 chair of the WICHE Commission; Jeanne Kohl-Welles, Washington State Senator, is vice chair.

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LEGISLATIVE ADVISORY COMMITTEE

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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 Allison Murray, accounting specialist

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 Georgia Frazer, administrative assistant

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 Willie duMaine, senior software developer
Derek Engelhorn, junior software developer
 Kiawa Lewis, junior network administrator

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 Ken Cole, director of operations
 Brittany Copithorn, project coordinator
Nathan Demers, behavioral health and technical assistance associate
 Alyssa Gilden, behavioral health and technical assistant associate
 Debra Kupfer, consultant
Sandra Martinez, budget analyst
 Nate Mohatt, research scientist
 Amanda Strickland, behavioral health research and technical assistance associate
 Mimi Windemuller, project manager

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 Jennifer Shanika, administrative manager, NC-SARA and W-SARA

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 Christina Sedney, project coordinator

Programs and Services and Communications and Public Affairs

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 Candy Allen, senior graphic designer
 Margo Colalancia, director, Student Exchange Program
 John Fellers, web manager
 Kay Hulstrom, administrative manager
 Kim Nawrocki, administrative assistant
 Ken Pepion, director, Bridges to the Professoriate and the Compact for Faculty Development Research Mentoring Institute
Angela Rochat, data coordinator, the Compact for Faculty Development Research Mentoring Institute
 Sue Schmidt, project coordinator, NANSLO/CHEO
 Pat Shea, director, academic leadership initiatives
 Kate Springsteen, administrative assistant
 Cathy Walker, project manager, Interstate Passport Initiative

WCET

Mike Abbiatti, WCET executive director and WICHE vice president for educational technologies
 Rosa Calabrese, coordinator, digital and project services
Cheryl Dowd, director, State Authorization Network
 Mollie McGill, director of programs and membership
 Russell Poulin, director of policy analysis
 Sherri Artz Gilbert, manager, operations
 Cali Morrison, manager, communications
 Megan Raymond, manager, events and programs
 Peggy Stevens, office support manager, PAR Framework

Names in **bold** type indicate new employees or new positions within WICHE.

Future Commission Meeting Dates

2016

May 16-17, 2016, Laramie, Wyoming
 November 7-8, 2016, Colorado

2017

May 22-23, 2017, Idaho
 November 6-7, 2017, Colorado

2018

TBD

WICHE Workplan 2016

WICHE and its 16 member states and territories work collaboratively to expand educational access and excellence for their citizens. By promoting innovation, cooperation, resource sharing, and sound public policy, WICHE strengthens higher education's contributions to our social, economic, and civic life.

The 48-member WICHE Commission, appointed by the governors of the 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.

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 the U.S. Pacific territories and freely associated states (the Commonwealth of the Northern Mariana Islands is the first to participate).

Focus Areas. In fiscal 2016 WICHE's four units – Programs and Services, Policy Analysis and Research, Mental Health Program, and WCET – will strive to assist our members' institutions and students, focusing on five areas.

- Finance: Examining appropriations, tuition, and financial aid policy and practice at the institutional, state, and federal level.
- Access & Success: Improving students' access to higher education and success in it, especially those students we haven't served well in the past.
- Workforce & Society: Helping to ensure our institutions are meeting workforce and society needs.
- Technology & Innovation: Developing innovations that improve higher education and lower 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 2016, our potential projects for the future, 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); in addition, we list projects that staff previously considered pursuing but that staff now proposes to remove from the workplan.
- Completed Projects: Work that staff finished in FY 2015.

Priority. In the FY 2016 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 competence. 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 to help 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. It also oversees projects that bring together the West's higher education leaders to work toward common goals; assists in smoothing the transfer process; links students with next-generation learning opportunities; and helps institutions to achieve cost savings through collaborative purchasing.

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; 156 institutions
Professional Student Exchange Program (PSEP)	Access & success; workforce & society	Western	1.05 FTE	All WICHE members, except CA, CNMI, ID, OR, SD, and WA; 127 programs at 53 institutions
Western Regional Graduate Program (WRGP)	Access & success; workforce & society	Western	1.05 FTE	All WICHE member states; 346 programs at 59 institutions
WICHE Internet Course Exchange	Access & success; technology & innovation	National	Consultants	Consortium of 20 institutions
Student Exchange Program database upgrades and enhancements	Access & success; workforce and society; technology	Western	.20 FTE	All WICHE member states
Western Academic Leadership Forum	Access & success; accountability	Western	.40 FTE	All WICHE member states except HI; 47 institutions, 11 systems
Western Alliance of Community College Academic Leaders	Access & success; accountability	Western	.35 FTE	All WICHE member states; 74 institutions, 10 systems
Academic Leaders Toolkit	Access & success	Western	(included in Forum and Alliance FTE)	Forum and Alliance members
MHECare	Access & success; finance	WICHE/MHEC/NEBHE states	.10 FTE	MHEC/Mercer/United HealthCare Student Resources, 3 states: AK; CA; CO; 6 institutions; several prospects
Master Property Program	Finance	WICHE/MHEC/NEBHE/SREB states	.05 FTE	MHEC/Marsh/Lexington, 8 states: AZ; CO; ID; NV; OR; UT; WA; WY
MHECtech	Finance	WICHE/MHEC/SREB states	.05 FTE	All WICHE member states

Project	Focus	Geo-Scope	Staffing	Partners
WICHE website, print and electronic communications, media relations	All 5 focus areas	Western/U.S.	2.25 FTE + consultant	All WICHE member states
Conversion of WICHE's constituent relations database to Salesforce	All 5 focus areas	Western/U.S.	.20 FTE	All WICHE member states

**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 Phase II	Access & success; innovation	Western + MHEC, NEBHE, SREB states	Bill & Melinda Gates Foundation (\$1,647,733) and Lumina Foundation (\$1,199,953)	2.95 FTE + consultants	10/6/2014 - 9/30/2016	21+ institutions in 7 WICHE states and 12 institutions in other compact states
Consortium for Health Education Online (CHEO)	Access & success; technology & innovation	Western	U.S. Department of Labor: Trade Adjustment & CC & Career Training Grant (WICHE contract: \$872,259)	2.7 FTE + consultants	10/2012 - 9/2016	Pueblo Community College (CO) is fiscal agent; 8 institutions in 5 states: AK, CO, MT, SD, WY
Implementation of the WICHE State Authorization Reciprocity Agreement (W-SARA)	Access & success; technology & innovation	Western	Lumina Foundation Year 2: \$124,454; Gates Foundation: \$34,542; NC-SARA Jan. 2015 Allocation: \$58,182; FY 2015 Institutional Fee Budget: \$122,502; W-SARA Institutional Fee revenue: Feb. 17, 2005: \$218,000	WICHE SARA: 2.3 FTE	Ongoing	Regionally: States that sign the reciprocity agreement and institutions that pay annual dues Nationally: NC-SARA MHEC, NEBHE, SREB

Project	Focus	Geo-Scope	Funding	Staffing	Timeline	Partners
Bridges to the Professoriate	Access & success	National	National Institute of Health (\$223,000)	.20 FTE	7/1/2008 - 6/30/2016	Southern Regional Education Board; National Institute of General Medical Sciences

Consortium for Health Education Online (CHEO): Eight community colleges in five WICHE states are creating or transforming existing allied health courses for delivery in an online or hybrid format, incorporating new, web-based lab experiments from the North American Network of Science Labs Online (NANSLO) project, where it's appropriate to do so.

Interstate Passport Initiative - Phase II: The Interstate Passport Initiative is creating a new framework for block transfer of lower-division general education based on student-learning outcomes and transfer-level proficiency criteria to streamline and accelerate the transfer process for students.

Implementation of the WICHE State Authorization Reciprocity Agreement (W-SARA): WICHE and the other three regional education compacts are administering SARAs so that any institution offering distance education may acquire authorization from its home state to enable it to operate in other participating states; the National Council is coordinating inter-regional activities.

Bridges to the Professoriate: Provides National Institute of General Medical Sciences-Minority Access to Research and Careers' predoctoral fellows with opportunities to participate in the annual Compact for Faculty Diversity's Institute on Teaching and Mentoring, helping them to gain skills needed in doctoral programs and academic careers.

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
North American Network of Science Labs Online: Optimizing Remote Laboratory Delivery to Improve Student Engagement, Learning, and Retention in STEM	Access & success; innovation	★★★ ●●● ■■■	International	Pending proposal to NSF by Great Falls College MSU, WICHE's share is \$46,402	.05 FTE + consultant	Fall 2015 - Fall 2018	Colorado Community College System, Great Falls College-MSU (MT), and North Island College in British Columbia

Project Title	Focus	Priority	Geo-scope	Funding	Staffing	Timeline	Partners
NANSLO: eScience LabPrep	Access & success; innovation	*** ●●● ■ ■ ■	International	Currently seeking funding at \$2.6 million level	1.24 FTE	TBD	Colorado Community College System, Great Falls College-MSU (MT), and North Island College in British Columbia
Interstate Passport Initiative: Mapping Critical Assignments in Institutions' Passport Block to Passport Learning Outcomes	Access & success; innovation	*** ●●● ■ ■ ■	Western + MHEC, NEBHE, SREB states	Currently seeking funding at \$1,035,298 level	1.5 FTE + consultants	TBD	NCHEMS
Western Academic Leadership Academy	Access & success; innovation	*** ●●● ■ ■ ■	WICHE region	Institutional fees	.05 FTE	Launches July 2015; annual convening and ongoing support	Western Academic Leadership Forum
Compact for Faculty Diversity Research Mentoring Institute	Access & success	*** ●●● ■ ■ ■	WICHE region	Currently seeking funding at \$250,000/year	.05 FTE	Oct. 2015 - Sept. 2017	SREB; National Research Mentoring Network

North American Network of Science Labs Online: Optimizing Remote Laboratory Delivery to Improve Student Engagement, Learning, and Retention in STEM. Great Falls College MSU has a proposal pending with the National Science Foundation involving WICHE and the other NANSLO partners in a research project to identify best practices in teaching lab courses online in introductory gateway science courses.

North American Network of Science Labs Online: eScience LabPrep. Targeting students in the summer before they enroll in science courses at community colleges, NANSLO's new science prep course, if funded, will feature an innovative and relevant skill building curriculum centered on the use of lab activities via NANSLO's web-based robotically-controlled equipment and other modalities to increase student success and retention in STEM courses and programs.

Interstate Passport Initiative: Mapping Critical Assignments in Institutions' Passport Block to Passport Learning Outcomes. In this project, we will work with faculty at participating and candidate institutions to map their critical assignments in the Passport Block courses to the Passport Learning Outcomes. In addition to providing a professional development exercise for faculty on quality assurance, its findings will help to provide external validity for the Passport.

Western Academic Leadership Academy. This intensive professional development program is designed to prepare administrators at four-year institutions in the WICHE region for the role of chief academic officer at an institution or system and create a pool of candidates for interim and permanent leadership positions.

Compact for Faculty Diversity Research Mentoring Institute. *Focus area: Access & success.* To build on the success of the multiyear Bridges to the Professoriate initiative, we are pursuing funding from the National Institutes of Health-supported National Research Mentoring Network's supplemental project awards for a new initiative to recruit and train mentors for underrepresented minority students in the biomedical sciences and create other activities to further the professional development of doctoral students, postdoctoral fellows, and junior faculty

in the biomedical fields. These activities will expand and enhance the Compact for Faculty Diversity's highly successful Institute on Teaching and Mentoring. The primary goal of the Institute has been to increase the likelihood that ethnic minority doctoral students complete the Ph.D. by providing effective mentoring, professional development, and financial support.

Previously considered projects we propose to remove from the workplan. None.

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.

A Convening to Examine the Impact of Western Demographic Changes on Current and Future Academic Programs, Curriculum and Student Services. *Focus areas: Access & success; technology & innovation.* In collaboration with the Policy Analysis and Research, WCET, and Mental Health staffs, we will seek approval to solicit external funding to bring together policymakers, institutional leaders, and other relevant constituencies to examine how higher education can be more responsive to the West's changing demography through its array of existing and planned academic programs, curriculum enhancements, and expanded student services. The implications of the demographic changes on the future workforce will also be addressed, with emphasis placed on working with institutions to provide academic programs that address the needs of an aging, and increasingly ethnically diverse population.

COMPLETED PROJECTS

Work that staff finished in FY 2015.

A Convening: Transfer Solutions through Cross-Organization Alignment. In a two-stage convening, representatives of four major collaborative projects and others focusing on reform in the student transfer arena examined opportunities for alignment that could result in greater impact.

Policy Analysis and Research

The Policy Analysis and Research unit offers a variety of policy and information resources to support better-informed decision making, principally at the state level. The unit is involved in a number of research projects and collaborative initiatives that focus on college completion: adult learners; multistate data-sharing to support educational planning and workforce development; and other critical areas. WICHE staff serve as a useful resource on a number of higher education issues, including state and federal financial aid, finance, articulation and transfer, the Common Core State Standards, and various college completion initiatives. Its publication series, including *Policy 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 Higher Education Policy Database	Finance, access & success, workforce & society, technology & innovation, accountability	National	.20 FTE	National Conference of State Legislatures, Lumina Foundation
Policy Publications Clearinghouse	Finance, access & success, workforce & society, technology & innovation, accountability	National	.025 FTE	N/A
Benchmarks	Accountability	Western	.025 FTE	N/A
Regional Fact Book for Higher Education in the West	Accountability	Western	.025 FTE	N/A
Policy Insights	Finance, access & success, workforce & society, technology & innovation, accountability	National	.05 FTE	N/A
Western Policy Exchanges	Finance, access & success, workforce & society, technology & innovation, accountability	Western	.05 FTE	N/A

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
Adult College Completion Network	Access & success; workforce & society	National	Lumina Foundation: \$1,133,800	1.65 FTE	10/2010 - 9/2015	Lumina Foundation
College Access Challenge Grant (CACG) Consortium	Access & success	Western states	State memoranda of agreement/ U.S. Dept. of Education: Year 6 revenue, \$120,000	.70 FTE	Year 6: 8/2014 - 8/2015	2 Consortium states (AK, ID)
<i>Knocking at the College Door: Projections of High School Graduates</i>	Access & success	National	ACT, College Board: \$441,000	.5 FTE	10/2010 - 12/2015	ACT, College Board
Multistate Longitudinal Data Exchange	Workforce & society; access & success; accountability	Western, expanding nationally	Gates Foundation, \$5,000,000	2.15 in Year 1	8/2014 - 7/2018	Original states (HI, ID, OR, WA) Expansion states, NSC, SHEEO, NCHEMS

Adult College Completion Network (www.adultcollegecompletion.org): WICHE manages the ACC Network, a learning network that unites organizations and agencies working to increase college degree and credential completion by adults with prior college credits.

College Access Challenge Grant Consortium: States can participate in the CACG Consortium, which involves WICHE working closely with the state to administer its federally funded formula grant program, designed to increase the number of low-income students who are prepared to enroll and succeed in postsecondary education.

The **Multistate Longitudinal Data Exchange (MLDE)** project is a follow-up to WICHE's successful pilot project, both of which are 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.

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
The Implementation of the Common Core State Standards and Assessments: Finding Solutions to Cross-State Challenges	Access & success	*** ●●● ■ ■ ■	Western and additional bordering states	\$1.75 million	1.35 FTE	3 years	SBAC, PARCC, MHEC
Hitting the Ground Running: Leveraging Work-Based Learning to Improve Educational Outcomes and Meet Workforce Demands	Access & success, workforce & society	*** ● ■ ■	Western	\$1 million	1.75 FTE	3 years	TBD
A Second Chance at Success: Reducing the Fiscal and Social Impact of Recidivism through Inmate Education and Reentry Programs	Access & success, workforce & society	** ●● ■ ■	Western	\$2.5 million	2 FTE	3 years	WICHE Mental Health Program
Streamlining Implementation of Outcomes-Based Funding Models	Accountability	** ●● ■ ■	Western	\$2.25 million	2 FTE	3 years	American Council on Education, NCHEMS, SHEEO, National Association of System Heads
Serving Student Soldiers of the West	Access & success, workforce & society	** ● ■ ■	Western	\$1 million	1.35 FTE	3 years	Mental Health Program, U.S. Dept. of Defense, Service-members Opportunity Colleges, American Council on Education
* Smarter Balanced Assessment Consortium (SBAC); Partnership for Assessment of Readiness for College and Careers (PARCC); State Higher Education Executive Officers Association (SHEEO); American Association of Colleges for Teacher Education (AACTE).							

The Implementation of the Common Core State Standards and Assessments: Finding Solutions to Cross-State Challenges: The overall goal of this project is to bring together key state leaders involved in the implementation of the Common Core State Standards and assessments to discuss challenges associated with student movement across state lines and identify practical solutions.

Hitting the Ground Running: Leveraging Work-Based Learning to Improve Educational Outcomes and Meet Workforce Demands: The goal of this work is 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.

A Second Chance at Success: Reducing the Fiscal and Social Impact of Recidivism through Inmate Education and Reentry 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, be successful individually and to be productive, contributing members of society through effective, comprehensive prison education and reentry programs.

Streamlining Implementation of Outcomes-Based Funding Models: A project to assist states and postsecondary institutions in adopting outcomes-based funding policies in ways that best ensure those policies' goals are achieved.

Serving Student Soldiers of the West: Policy and Practice Solutions: The goal of this project is to increase access to and success in higher education for military students 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). 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.

Ideas Proposed from the Survey of Commissioners: Impact of Western Demographic Changes on Student Services and Curriculum, Promising Practices in Innovation to Replicate in States, Federal Engagement, Governance and Leadership.

The Impact of Dual and Concurrent Enrollment on Student Success in Postsecondary Education: A project that would assess the impact of enrolling students in and successfully completing dual and concurrent enrollment courses while still in high school on their success in postsecondary education.

Changing Direction 2.0: A project building off WICHE's previous national project of the same name but addressing the new post-recession fiscal climate, which would promote the adoption of contemporary higher education finance policies that link appropriations, tuition setting, and financial aid policies.

Informing Career and Technical Education and Economic Development Programs to Meet State

Workforce Needs: A potential partnership with the Institute for Higher Education Leadership and Policy at Sacramento State University to explore how career and technical education and economic development programs can be best organized and informed with contemporary workforce data, in order to meet state workforce needs.

Redefining Degrees: A potential partnership with Sacramento State University's Institute for Higher Education Leadership and Policy to study and recommend more effective degree pathways, including applied degrees.

Assessing the Landscape on State Policy on Student-Learning Outcomes: A project that would assist 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.

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

Identifying Effective College Persistence and Success Projects and Working to Bring Them to Scale:

A project in which WICHE would launch a program that identifies the most effective – and cost-effective – college persistence and success projects and bring them to scale.

Addressing Workforce Needs with the Emerging Majority-Minority: A project that would build on previous work that strengthened the connections between higher education institutions and workforce-training programs in an effort to promote a more explicit focus on how state workforce needs can be met through better service to racial/ethnic minorities and other underrepresented populations.

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

Policy and Assessment Framework for Washington's Opportunity Scholarship program. This project was to be led by NCHEMS and they have informed us that it no longer remains a priority in their work.

COMPLETED PROJECTS

Work that staff finished in FY 2015.

The Implementation of the Common Core State Standards and Assessments: Finding Solutions to Cross-State Challenges.

Equity in Excellence.

New Models of Student Financial Support.

University of Hawai'i (UH) System Board of Regents Contract in which WICHE was hired to provide research support for the University of Hawai'i System Board of Regents regarding the structure of the UH System relative to the UH Manoa and the question of whether the Board of Regents should reconsider the 2001 separation of the roles of the chancellor of the UH Manoa and the president of the UH System.

Mental Health

The WICHE Mental Health Program (MHP) seeks to enhance the public systems of care and the workforce that serves persons with mental health issues and their families. The program approaches this mission through partnerships with state mental health authorities, 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 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
Mental Health Unit Administration	Workforce & society	Western & national	.90 FTE	States
Decision Support Group	Workforce & society	Western	.20 FTE	States
Psychology Internship Development	Workforce & society	Western	.35 FTE	States & 501(c)3s

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
Alaska Division of Juvenile Justice	Workforce & society	Western	\$60,000	.10 FTE	1/15-12/15	Alaska
Alaska HRSA Internship Expansion Grant	Workforce & society	Western	\$354,253	.35 FTE	9/12-9/15	HRSA
Alaska Pacific University Doctoral Training Program	Workforce & society	Western	\$99,825	.30 FTE	3/14-2/16	Alaska & Trust
Alaska Psychiatric Institute Technical Assistance	Workforce & society	Western	\$100,000	.15 FTE	9/14-9/15	Alaska
APA Grant to Support Internship Program - Colorado	Workforce & society	Western	\$20,000	.16 FTE	2/15-2/16	American Psychological Association
APA Grant to Support Internship Program - Oregon	Workforce & society	Western	\$19,881	.01 FTE	2/15-2/16	American Psychological Association
APA Grant to Support Internship Program - Nevada	Workforce & society	Western	\$20,000	.16 FTE	2/15-2/16	American Psychological Association
Arizona – Evidence-Based Practices	Workforce & society	Western	\$850,500	3.2 FTE	1/14-6/16	Arizona

Project	Focus	Geo-Scope	Funding	Staffing	Timeline	Partners
Arizona – Recruitment and Staffing	Workforce & society	Western	\$528,359	.10 FTE	5/14-5/17	Arizona
Arizona State Hospital Quality Project	Workforce & society	Western	\$44,500	.12 FTE	7/14-6/16	Arizona
Association of Psychology Postdoctoral and Internship Centers (APPIC)	Workforce & society	Western	\$49,987	.50 FTE	10/14-9/15	APPIC
Colorado Mental Health First Aid Initiative Evaluation	Workforce & society	Western	\$60,000	.25 FTE	11/14-7/15	Colorado Behavioral Healthcare Council
Hawai'i Internship Program	Workforce & society	Western	\$376,015	.04 FTE	7/14-7/15	Hawai'i
Hawai'i PIC	Workforce & society	Western	\$20,000	.10 FTE	2/15-6/16	Hawai'i
Hawai'i Recruitment	Workforce & society	Western	\$100,000	.25 FTE	2/15-6/16	Hawai'i
Nevada Psychology Internship Program	Workforce & society	Western	\$300,000	.30 FTE	1/15-8/17	Nevada
Oregon Psychology Internship Program	Workforce & society	Western	\$167,558	.60 FTE	4/14-6/16	Oregon
Rural Veterans Suicide Prevention Community-Based Initiative	Workforce & society	Western	\$199,000	1.18 FTE	2/15-2/16	Veterans Administration Office of Rural Health
Texas – Bexar County Internship Project	Workforce & society	Western	\$10,675	.05 FTE	3/14-6/16	Bexar County, TX
Texas – Lone Star Internship Program	Workforce & society	Western	\$55,000	.15 FTE	4/13-12/15	Hogg Foundation
Texas – UTEP Internship Program	Workforce & society	Western	\$18,288	.15 FTE	9/14-8/15	U of Texas, El Paso

Alaska Division of Juvenile Justice: WICHE provides technical assistance to the Division of Juvenile Justice focused on the development of performance measures for division core services and key activities; including assessing the division's readiness for Medicaid reimbursement and, if feasible, assist with development of a Medicaid reimbursement system.

Alaska Health Resources and Services Administration (HRSA) Internship Expansion Grant: This contract represents a three-year training grant from the HRSA to expand the available training slots in the Alaska Psychology Internship Consortium, developed and supported by WICHE.

Alaska Pacific University Doctoral Program: WICHE contracts with APU to provide consultation and technical assistance to support the programs process of seeking accreditation by the American Psychological Association.

Alaska Psychiatric Institute Technical Assistance: WICHE is providing technical assistance and consultation focusing on strategic planning, staffing, and the provision of effective and efficient services.

American Psychological Organization Grants: WICHE applied for and was awarded three grants from the APA to support continued work with internship programs in Colorado, Oregon, and Nevada.

Arizona – Evidence Based Practices: WICHE partners with the Arizona Department of Health Services to assist with recruiting and staffing to support the implementation of four evidence-based practices in the Maricopa County public behavioral health system.

Arizona Recruitment and Staffing: WICHE is providing staff to fill a few key positions at the Arizona State Hospital and Division of Behavioral Health.

Arizona State Hospital Quality Project: WICHE is supporting the pilot implementation of a risk assessment at the Arizona State Hospital. Additionally, WICHE is conducting a survey of the culture of safety at the hospital.

Association of Psychology Postdoctoral and Internship Centers (APPIC): A two-year collaboration between WICHE and APPIC to conduct a nationwide evaluation of doctoral psychology internship programs that are currently not accredited by the American Psychological Association, to determine the barriers to accreditation and develop a tool to assess accreditation readiness.

Colorado Mental Health First Aid Initiative Evaluation: WICHE is evaluating the outcomes and processes for the Colorado Behavioral Healthcare Council’s statewide dissemination of Mental Health First Aid trainings.

Hawai’i Internship Program: Three Hawai’i state agencies - the Department of Education, Department of Health, and Department of Public Safety - provide funding to support WICHE’s ongoing development and operations of the Hawai’i Psychology Internship Consortium.

Hawai’i PIC: WICHE received a grant from the American Psychological Association (APA) to support the Hawai’i Psychology Internship Consortium in seeking accreditation.

Hawai’i Recruitment: WICHE contracts with the Hawai’i Department of Education to provide recruitment and hiring services to assist with development of behavioral health workforce in the public school system.

Nevada Psychology Internship Program: WICHE assists the state of Nevada in developing and accrediting a psychology internship training program within its state-run community behavioral health clinics.

Oregon Psychology Internship Program: WICHE assists the state of Oregon in developing and accrediting a psychology internship training program within its state hospital.

Rural Veterans Suicide Prevention (RVSP): WICHE is collaborating with the Denver-based federal Veterans Administration VISN 19 Mental Illness Research, Education and Clinical Center to develop and pilot test a veteran suicide prevention program for rural communities. The current funding is for year one of the three year initiative, with a similar budget expected each year.

Texas Bexar County Internship Project: The Bexar County Juvenile Probation Department provides funding to support WICHE’s consultation related to the accreditation process for their psychology internship program.

Texas – UT Lone Star Intern Program: The MHP provides support for the development of a psychology internship program.

Texas UTEP Intern Program: The University of Texas at El Paso provides funding to support WICHE’s ongoing consultation and technical assistance to the El Paso Psychology Internship Consortium. This internship program is funded through a grant from the Hogg Foundation for Mental Health.

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

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.

The MHP is negotiating an award from the State of South Dakota to evaluate the state's drug court system.

The MHP expects to submit a proposal for funding through the HRSA Rural Health Research Grants Program, which should have a solicitation during late FY15 or early FY16.

The MHP will support the behavioral health system in the CNMI with their development of a proposal for a five-year Child and Family Systems of Care transformation grant during late FY15; with potential funding beginning in the second quarter of FY16.

The MHP submitted a proposal for a 3-year HRSA Outreach Grant to support continued work with the Colorado Psychology Internship Consortium. If awarded, funding will be in the spring of 2015.

In cooperation with the School of Health at the University of Alaska-Anchorage, the MHP is working with the Alaska Mental Health Trust Authority to conceptualize and create a center for policy analytics. The decision to proceed with such a joint venture will be made during FY 15-16.

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

COMPLETED PROJECTS

Work that staff finished in FY 2015.

Alaska Core Competencies: The MHP, in collaboration with the Annapolis Coalition, continued its work developing training curricula for supervisors to enhance their ability to support workplace based education building direct care workers skills and competencies.

Alaska Psychology Internship Consortium: The MHP received \$100,000 annually from the Alaska Department of Health and Social Services (DHSS) to support the ongoing operations of and technical assistance provided to the Alaska Psychology Internship Consortium.

Alaska Internship TA: The MHP contracted with the Alaska Mental Health Trust Authority to provide ongoing technical assistance to the Alaska Psychology Internship Consortium.

Alaska Mat Su Health Foundation Environmental Scan: The MHP conducted a scan of behavioral health resources and gaps in the Mat Su Borough and a funding analysis and developed recommendations to strengthen the system.

Alaska OISSP Child and Adolescent CSR: The MHP developed a new survey to assess client outcomes and quality of life for children and adolescents in publically funded behavioral health services in Alaska and conducted a pilot test of the new measures to establish validity and reliability.

Colorado HRSA Funded Internship Program: The MHP assisted with the development of a rural psychology internship consortium.

Colorado Office of Behavioral Health Needs Assessment: The Mental Health Program conducted an inventory, gap analysis, and assessment of Colorado's behavioral health needs, including state hospital beds, for the Office of Behavioral Health.

South Dakota Consumer Survey: The MHP administered the South Dakota consumer survey to monitor access to care, quality of care, outcomes, and satisfaction with treatment services.

South Dakota Human Services Center: WICHE conducted an inpatient unit environmental suicide risk and mitigation review; and developed a briefing of suicide risk and mitigation opportunities and recommendations to reduce vulnerability to suicide.

Texas Harris County Internship Project: The MHP provides consultation and technical assistance to the psychology internship program. This internship program is funded through a grant from the Hogg Foundation for Mental Health.

Utah State Hospital: WICHE conducted an inpatient unit environmental suicide risk and mitigation review; and developed a briefing of suicide risk and mitigation opportunities and recommendations to reduce vulnerability to suicide and enhance the environment of care.

Washington – Western State Hospital: WICHE developed a set of training modules that can be incorporated into Western State Hospital's curriculum for its forensic psychiatric nursing staff. 12/14-6/30/15 \$9,900

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 340 colleges, universities, state higher education agencies, non-profits and for-profit companies across the U.S. and Canada, with over 2,900 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. WCET is the leader in the practice and policy of technology-enhanced learning in higher education.

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	6.55 FTE	340 member institutions, organizations, & companies
WCET Leadership Summit on Adaptive Learning for 2015	Technology & innovation, access & success	North American	WCET staff	Corporate sponsors
WCET Webcast Series	Technology & innovation, access & success	North America	WCET staff	
e-Learning Policy & Advocacy	Technology & innovation, access	North America	WCET staff	UPCEA, Online Learning Consortium, Educause, other organizations
WCET Research	Technology & innovation	North America	WCET staff	Members and 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
Adaptive Learning (targeted niche for 2015)	Technology & innovation, access & success	North America	Existing membership dues, possible corporate and/or grant support	WCET staff	3/15-12/15	Member institutions and organizations

Project	Focus	Geo-Scope	Funding	Staffing	Timeline	Partners
High School to Higher Education Transition Opportunities Facilitated through Technology (targeted niche for 2015)	Technology & innovation, access & success	North America	Existing membership dues, possible corporate and/or grant support	WCET staff	3/15-12/15	Other WICHE units, WCET members
Deployment of Steering Committee Priorities to Advance WCET Focus Areas	Technology & innovation, access & success	North America	Existing membership dues	WCET staff	3/15-12/15	WCET Steering Committee, WCET members
State Authorization Network (SAN) - Year 5	Access & success	National	SAN member fees	.45 FTE	4/15-3/16	NCHEMS & 63 member systems or organizations representing more than 700 institutions
State Authorization Compliance (for beginners) Workshop	Access & success	National	Registration fees	WCET staff	7/15	Franklin University

WCET's three operational niches for 2015 include **adaptive learning, high school to higher education transition, and the further evolution of WCET's successful policy work.**

- **The 2015 Leadership Summit**, "Adaptive Learning in Higher Education: Improving Outcomes Dynamically," is scheduled for June 10-11, in Santa Fe and will convene 150 higher education decision makers, vice presidents for academic affairs, deans, and key personnel who lead campus innovation teams. In addition to the summit, WCET will produce resources, case studies, information on suppliers of adaptive learning solutions, and other resources throughout the year. External funding will be sought to support this work.
- The **high school to higher education transition**, particularly when facilitated through technology, is an area where many WCET college and university members are deeply engaged in their states and districts. Some examples include online dual enrollment programs, eportfolio and alternative assessments of prior learning, technology-rich career education and training programs, and more. WCET will utilize its existing assets (summit, webinars, blogs, annual meeting) to advance awareness of promising practices.
- **Evolving policy issues** is WCET's third targeted niche for 2015. WCET already has a strong national reputation as a trusted source of information on policy developments at the federal and state levels that relate to educational technologies. WCET will build upon this reputation and develop additional strategic partnerships on the policy front in order to: 1) organize a more united voice on e-learning policy matters, and 2) expand our capability to keep WCET members informed of the most current policy developments.

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 the state regulations, access to experts, strategies on meeting state requirements, and supports a community of practitioners to share effective practices and latest developments.

Authorization Workshops for Beginners. In FY15 and FY16, WCET has partnered with Franklin University (Columbus, Ohio) to bring together experts in the field of state authorization to educate higher education personnel who are new to intricacies of authorization. The two-day workshop was first held in March 2015 in Atlanta and will be repeated in July 2015 in Denver. The workshop is open to WCET members and non-members alike. The FY15 Workshop sold out well in advance of the program and the same response is expected for the FY16 Workshop.

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
Institutional Data on Cost versus Price of Distance Education	Finance, access & success	★ ● ■■	North America	TBD	TBD	TBD	TBD
teleHealth & teleMedicine – Collaborative Project with WICHE Mental Health Program	Workforce & society, technology & innovation	★ ● ■■	Western	TBD	TBD	TBD	TBD

teleHealth & teleMedicine: WCET will explore telehealth and telemedicine opportunities with the WICHE Mental Health Program in order to leverage technology assets to impact the delivery of health care in the West.

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.

Contingent faculty: Cost and Quality Implications. WCET will conduct research, in partnership with the Rand Corporation, on cost and educational outcomes related to different models of using adjunct faculty. Grant funding will be sought to support this work. This potential project was reported in the May 2014 Workplan. Information on the NSF proposal submitted by the Rand Corporation is still pending.

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

eContent Initiatives. In November 2013 Rhonda Epper submitted a concept paper to Lumina Foundation, at their request, describing two possible projects related to e-textbooks and open content. The concept paper recommends WCET as the best qualified organization for leading a possible e-textbook project because WCET’s community includes the e-learning campus leaders who would need to be involved. Lumina has indicated general interest, however e-content is not at the top of its strategic plan at this time.

COMPLETED PROJECTS

Work that staff finished in FY 2015.

The PAR Framework. The PAR Framework successfully concluded its transition as a WCET project and, as of January 1, 2015, exists as its own 501(c)3 entity, based in Chapel Hill, North Carolina. The PAR executive team and WICHE president are collaborating on the submission of final project reports to the Bill & Melinda Gates Foundation.

HIGHER EDUCATION ORGANIZATIONS & ACRONYMS

Higher ed is addicted to acronyms, so much so that the actual names of organizations are sometimes almost lost to memory. Below, a list of acronyms and the organizations they refer to (plus a few others).

AACC	American Association of Community Colleges	aacc.nche.edu
AACTE	American Association of Colleges for Teacher Education	aacte.org
AAC&U	Association of American Colleges and Universities	aacu.org
AASCU	American Association of State Colleges and Universities	aascu.org
AASHE	Association for the Advancement of Sustainability in Higher Education	aashe.org
AAU	Association of American Universities	aau.edu
ACC NETWORK	Adult College Completion Network	adultcollegecompletion.org
ACCT	Association of Community College Trustees	acct.org
ACE	American Council on Education	acenet.edu
ACSFA	Advisory Committee on Student Financial Assistance	ed.gov/ACSFA
ACT	(college admission testing program)	act.org
ACTA	American Council of Trustees and Alumni	goacta.org
ACUTA	Association of College & University Telecommunications Administrators	acuta.org
AED	Academy for Educational Development	aed.org
AEI	American Enterprise Institute for Public Policy Research	aei.org
AERA	American Educational Research Association	aera.net
AGB	Association of Governing Boards of Universities and Colleges	agb.org
	Ingram Center for Public Trusteeship and Governance	agb.org/ingram-center-public-trusteeship-and-governance
AIHEC	American Indian Higher Education Consortium	aihec.org
AIHEPS	Alliance for International Higher Education Policy Studies	nyu.edu/steinhardt/iesp/aiheps/
AIR	Association for Institutional Research	airweb.org
APLU	Association of Public and Land-grant Universities (formerly NASULGC)	aplu.org
ASPIRA	An association to empower Latino youth	aspira.org
ASHE	Association for the Study of Higher Education	ashe.ws
CAE	Council for Aid to Education	cae.org
CAEL	Council for Adult and Experiential Learning	cael.org
CASE	Council for Advancement and Support of Education	case.org
CBO	Congressional Budget Office	cbo.gov
CCA	Complete College America	completecollege.org
CGS	Council of Graduate Schools	cgsnet.org
CHEA	Council for Higher Education Accreditation	chea.org
CHEO	Consortium for Health Education Online	www.wiche.edu/NANSLO/CHEO
CHEPS	Center for Higher Education Policy Studies	utwente.nl/mb/cheps
CIC	Council of Independent Colleges	cic.org
CLA	Collegiate Learning Assessment	cae.org/content/pro_collegiate.htm
COE	Council for Opportunity in Education	coenet.us
CONAHEC	Consortium for Higher Education Collaboration	conahec.org
CONASEP	CONAHEC's Student Exchange Program	conahecstudentexchange.org
CSG-WEST	Council of State Governments - West	csgwest.org
CSHE	Center for the Study of Higher Education	ed.psu.edu/cshe
CSPN	College Savings Plan Network	collegesavings.org
CUE	Center for Urban Education, University of Southern California	cue.usc.edu
DQC	Data Quality Campaign	dataqualitycampaign.org
ECS	Education Commission of the States	ecs.org

ED - U.S. Dept. of Education links:

ED-FSA	Federal Student Aid	ed.gov/about/offices/list/fsa
ED-IES	Institute of Education Sciences	ed.gov/about/offices/list/ies
ED-NCES	National Center for Education Statistics	nces.ed.gov
ED-OESE	Office of Elementary & Secondary Education	ed.gov/about/offices/list/oes
ED-OPE	Office of Postsecondary Education	ed.gov/about/offices/list/ope
ED-OSERS	Office of Special Education & Rehabilitative Services	ed.gov/about/offices/list/osers
ED-OVAE	Office of Vocational and Adult Education	ed.gov/about/offices/list/ovae

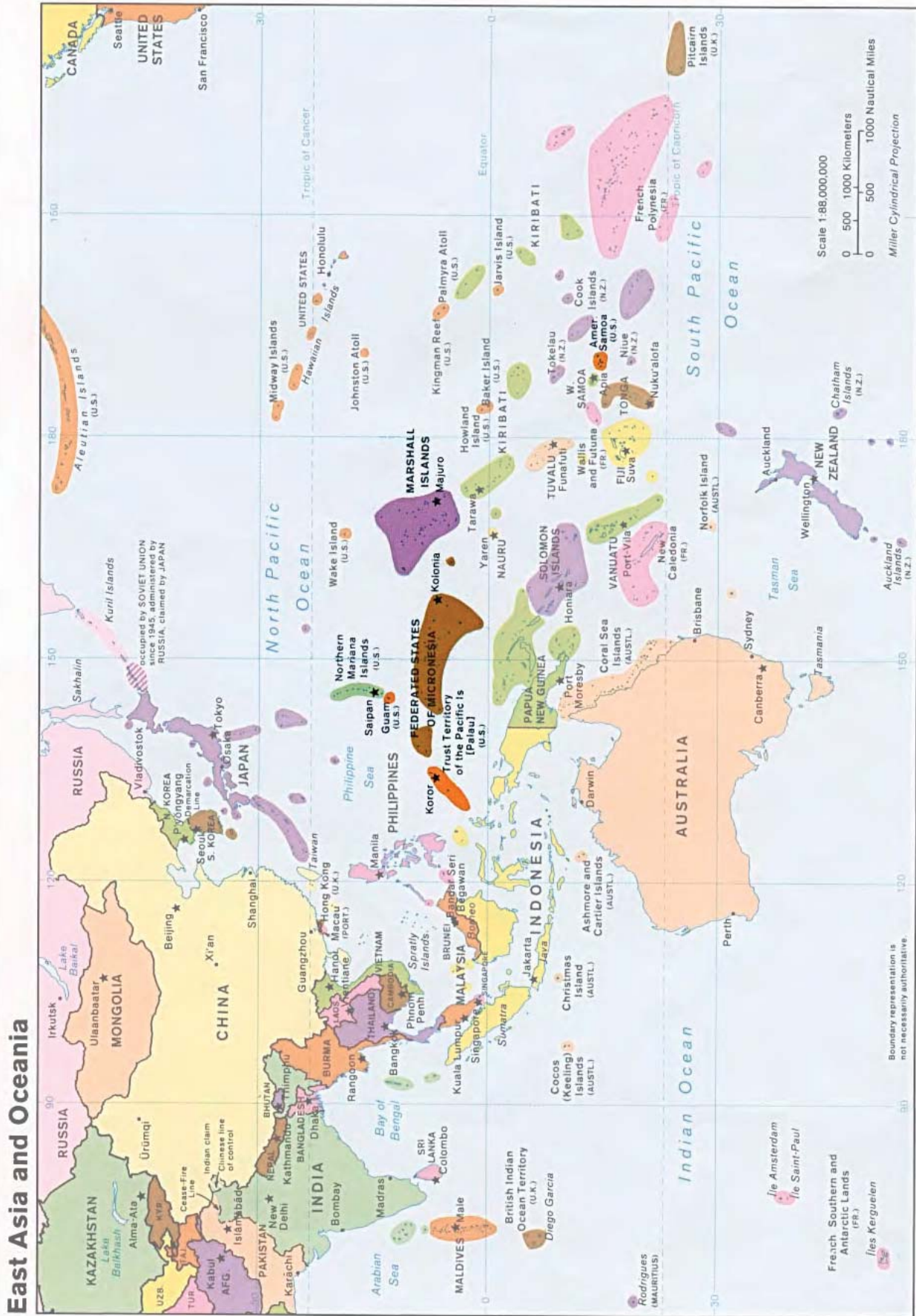
FIPSE	Fund for the Improvement of Postsecondary Education	ed.gov/about/offices/list/ope/fipse
EdREF	EdRef College Search Reference	EdRef.com
EC	Electronic Campus Initiatives	ecinitiatives.org
EDUCAUSE	An association for higher ed change via technology and info resources	educause.edu
EPI	Educational Policy Institute	educationalpolicy.org
ETS	Educational Testing Service	ets.org
Excelencia	Excelencia in Education	edexcelencia.org
GHEE	Global Higher Education Exchange	ghee.org
HACU	Hispanic Association of Colleges and Universities	hacu.net
HBLI	Hispanic Border Leadership Institute	asu.edu/educ/hbli
HLC	Higher Learning Commission of the North Central Association	ncahlc.org
ICE	Internet Course Exchange (WICHE)	wiche.edu/ice
IHELP	Institute for Higher Education Leadership and Policy, California State University Sacramento	csus.edu/ihelp
IHEP	Institute for Higher Education Policy	ihep.org
IIE	Institute of International Education	iie.org
IPEDS	Integrated Postsecondary Education Data System	nces.ed.gov/ipeds
JBC	Joint Budget Committee	
JFF	Jobs for the Future	jff.org
M-SARA	Midwestern State Authorization Reciprocity Agreement	mhec.org/sara
McREL	Mid-continent Research for Education and Learning	mcrel.org
MHEC	Midwestern Higher Education Compact	mhec.org
MOA	Making Opportunity Affordable	makingopportunityaffordable.org
MSA/CHE	Middle States Association of Colleges and Schools, Commission on Higher Education	middlestates.org
N-SARA	New England State Authorization Reciprocity Agreement	nebhe.org/programs-overview/sara/overview/
NAAL	National Assessment of Adult Literacy	nces.ed.gov/naal
NACOL	North American Council for Online Learning	nacol.org
NACUBO	National Association of College and University Business Officers	nacubo.org
NAEP	National Assessment of Educational Progress	nces.ed.gov/nationsreportcard
NAFEO	National Association for Equal Opportunity in Higher Education	nafeo.org
NAFSA	(an association of international educators)	nafsa.org
NAICU	National Association of Independent Colleges and Universities	naicu.edu
NANSLO	North American Network of Science Labs Online	http://wiche.edu/nanslo
NASFAA	National Association of Student Financial Aid Administrators	nasfaa.org
NASH	National Association of System Heads	nashonline.org
NASPA	National Association of Student Personnel Administrators	naspa.org
NASSGAP	National Association of State Student Grant and Aid Programs	nassgap.org
NC-SARA	National Council - State Authorization Reciprocity Agreements	nc-sara.org
NCA-CASI	North Central Association Commission on Accreditation and School Improvement	ncacihe.org
NCA	North Central Association of Colleges and Schools	northcentralassociation.org
NCAT	The National Center for Academic Transformation	thencat.org
NCCC	National Consortium for College Completion	n/a
NCHEMS	National Center for Higher Education Management Systems	nchems.org
NCLB	No Child Left Behind	ed.gov/nclb
NCPPHE	National Center for Public Policy and Higher Education	www.highereducation.org
NCPR	National Center for Postsecondary Research	postsecondaryresearch.org
NCSL	National Conference of State Legislatures	nctl.org
NEASC-CIHE	New England Association of Schools and Colleges, Commission on Institutions of Higher Education	neasc.org
NEBHE	New England Board of Higher Education	nebhe.org
NGA	National Governors' Association	nga.org
NILOA	National Institute for Learning Outcomes Assessment	learningoutcomeassessment.org
NLA/SLA	New Leadership Alliance for Student Learning and Accountability	newleadershipalliance.org
NPEC	National Postsecondary Education Cooperative	nces.ed.gov/npec
NRHA	National Rural Health Association	nrharural.org
NSC	National Student Clearinghouse	studentclearinghouse.org
	Pathways to College Network	pathwaystocollege.net
NWCCU	Northwest Commission on Colleges and Universities	www.nwccu.org

OECD	Organisation for Economic Co-operation and Development	www.oecd.org
PARCC	Partnership for the Assessment of Readiness for College and Careers	www.parcconline.com
PISA	Program for International Student Assessment	www.pisa.oecd.org
PESC	Postsecondary Electronic Standards Council	pecs.org
PPIC	Public Policy Institute of California	ppic.org
RMAIR	Rocky Mountain Association for Institutional Research	rmair.org
S-SARA	Southern State Authorization Reciprocity Agreement	sreb.org/page/1740/state_authorization.html
SACS-CoC	Southern Association of Schools and Colleges, Commission on Colleges	sascoc.org
SBAC	Smarter Balanced Assessment Consortium	www.smarterbalanced.org
SFARN	Student Financial Aid Research Network	pellinstitute.org/conference_SFARN.html
SHEEO	State Higher Education Executive Officers	sheeo.org
SHEPC	State Higher Education Policy Center	n/a
SHEPD	State Higher Education Policy Database	higheredpolicies.wiche.edu
SONA	Student Organization of North America	conahec.org/conahec/sona
SREB	Southern Regional Education Board	sreb.org
SREC	Southern Regional Electronic Campus	electroniccampus.org
SURA	Southeastern Universities Research Association	sura.org
TBD	Transparency by Design	wcet.wiche.edu/advance/transparency-by-design
UCEA	University Professional & Continuing Education Association (formerly NUCEA)	ucea.org
UNCF	United Negro College Fund	uncf.org
UNESCO	United Nations Educational, Scientific, and Cultural Organization	unesco.org
UPCEA	University Professional Continuing Education Association	upcea.edu
VSA	Voluntary System of Accountability	voluntarysystem.org
W-SARA	Western State Authorization Reciprocity Agreement	wiche.edu/sara
WACCAL	Western Alliance of Community College Academic Leaders	wiche.edu/waccal
WAGS	Western Association of Graduate Schools	wagsonline.org
WALF	Western Academic Leadership Forum	wiche.edu/walf
WASC-ACCJC	Western Association of Schools and Colleges, Accrediting Commission for Community and Junior Colleges	accjc.org
WASC-Sr	Western Association of Schools and Colleges, Accrediting Commission for Senior Colleges and Universities Washington College Directory Network	wascsenior.org/wasc washington.collegedirectorynetwork.com
WCET	WICHE Cooperative for Educational Technologies	wcet.wiche.edu
WGA	Western Governors' Association	westgov.org
WICHE	Western Interstate Commission for Higher Education	wiche.edu
WIN	Western Institute of Nursing	ohsu.edu.son.win

SHEEO Offices in the West:

ACPE	Alaska Commission on Postsecondary Education	state.ak.us/acpe/acpe.html
UAS	University of Alaska System	alaska.edu
ABOR	Arizona Board of Regents	abor.asu.edu
CCHE	Colorado Commission on Higher Education	highered.colorado.gov/cche.html
CDHE	Colorado Department of Higher Education	highered.colorado.gov
UH	University of Hawai'i	hawaii.edu
ISBE	Idaho State Board of Education	www.boardofed.idaho.gov
MUS	Montana University System	mus.edu
NMHED	New Mexico Higher Education Department	hed.state.nm.us
NSHE	Nevada System of Higher Education	nevada.edu
NDUS	North Dakota University System	ndus.nodak.edu
OEIB	Oregon Higher Education Coordinating Commission	education.oregon.gov
SDBOR	South Dakota Board of Regents	ris.sdbor.edu
USBR	Utah State Board of Regents	utahsbr.edu
WASC	Washington Student Achievement Council	wsac.wa.gov
WCCC	Wyoming Community College Commission	commission.wcc.edu
UW	University of Wyoming	uwyo.edu

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