



ALASKA

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SOUTH DAKOTA

U.S. PACIFIC TERRITORIES &  
FREELY ASSOCIATED STATES

UTAH

WASHINGTON

WYOMING

Western Interstate Commission  
for Higher Education

[www.wiche.edu](http://www.wiche.edu)

# Agenda

WICHE Commission Meeting  
November 10, 2016  
Westminster, Colorado



2:00 - 3:15 p.m. [Tab 4]  
Meadowbrook I

Student Exchange Program Update	3-22
Update on Regional Initiatives	3-31
Update on WICHE’s Participation in the National Research Network Mentoring Program	
Strategies to Grow the Interstate Passport Network	
Other business	

**Issue Analysis and Research Committee Meeting** 4-1

**Agenda**



Approval of the May 16, 2016, Issue Analysis and Research Committee meeting minutes	4-3
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**Information Items:**

- WICHE’s Multistate Longitudinal Data Exchange
- Knocking at the College Door: Projections of High School Graduates*
- Benchmarks: WICHE Region 2016*
- Tuition and Fees in Public Higher Education in the West 2016-17*

**Discussion Item:**

Legislative Activity in the West – What Has Happened and What to Expect in 2017

- *Policy Insights - A Tale of Two Economies: 2016 Higher Education Legislative Activity in the West*
- *Legislative Advisory Committee Annual Meeting – What We Heard*

Other business

2:00 - 3:15 p.m. [Tab 5]  
Meadowbrook II

**Self-funded Units Committee Meeting** 5-1

**Agenda**



Approval of the May 16, 2016, Self-funded Units Committee meeting minutes	5-3
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Approval of funding from the Bill & Melinda Gates Foundation for WCET to become the Backbone Partner for the Foundation’s Digital Learning Network	5-4
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**Information Items – WICHE Cooperative for Educational Technologies (WCET)**

- Annual Meeting – October 12-14, 2016, Minneapolis, MN
- On-deck – dues analysis; convening strategy analysis
- Budget briefing

**Information Items – Mental Health Program**

- Introduction of new staff
- Overview of new projects for FY 2017
- Budget briefing

**Other business**

3:15 - 3:30 p.m.

**Break**

3:30 – 5:00 p.m. [Tab 6]

**Committee of the Whole – Business Session**

6-1

**Agenda**

Reconvene Committee of the Whole: Jeanne Kohl-Welles, WICHE chair

Report and recommended action of the Audit Committee:  
Mike Rush, committee chair and immediate past WICHE chair



Approval of the FY 2016 audit report (separate document)

Report and recommended action of the Programs and Services Committee: Clayton Christian, 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



Approval of funding from the Bill & Melinda Gates Foundation for WCET to become the Backbone Partner for the Foundation’s Digital Learning Network

Report on the Legislative Advisory Committee annual meeting

**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 2017 officers of the WICHE Commission

Other business

Adjourn Committee of the Whole Business Session

**Tab 7**

Reference	7-1
WICHE Commission	7-3
Commission committees	7-6
Legislative Advisory Committee	7-7

**6:30 - 9:00 pm**  
Westminster Ballroom I and II

**Retirement Dinner and Celebration for David Longanecker**

## Thursday, November 10, 2016

**Noon - 1:00 p.m.**

Meadowbrook I

### Executive Committee Meeting

Jeanne Kohl-Welles (WA), chair  
 Patricia Sullivan (NM), vice chair  
 Mike Rush (SD), immediate past chair

- TBD (AK)
- Eileen Klein (AZ)
- Dianne Harrison (CA)
- Loretta Martinez (CO)
- David Lassner (HI)
- Tony Fernandez (ID)
- Clayton Christian (MT)
- Vance Farrow (NV)
- Barbara Damron (NM)
- Ray Holmberg (ND)
- Camille Preus (OR)
- James Hansen (SD)
- TBD (U.S. Pacific Territories and Freely Associated States)
- Dave Buhler (UT)
- Don Bennett (WA)
- Karla Leach (WY)

### Agenda



Approval of the August 25, 2016, Executive Committee teleconference minutes 1-3

#### Discussion Items:

- Overview of the meeting and retreat schedule
- Proposed changes to the Sick Leave Conversion Benefit 1-6

#### Other business

# ACTION ITEM

## Executive Committee Teleconference Minutes

### Thursday, August 25, 2016

#### Commissioners Present

Jeanne Kohl-Welles (WA), chair  
Mike Rush (SD), immediate past chair

Chris Bustamante on behalf of Eileen Klein (AZ)  
Dianne Harrison (CA)  
Loretta Martinez (CO)  
David Lassner (HI)  
Clayton Christian (MT)  
Barbara Damron (NM)  
Fred Lokken on behalf of Vance Farrow (NV)  
Mark Hagerott on behalf of Ray Holmberg (ND)  
Camille Preus (OR)  
Dave Buhler (UT)  
Don Bennett (WA)  
Karla Leach (WY)

#### Commissioners Absent

Diane Barrans (AK)  
TBD (CNMI)  
Tony Fernandez (ID)  
Patricia Sullivan (NM), vice chair  
Jim Hansen (SD)

#### Others Present

Stephanie Butler, interim executive director, Alaska  
Commission on Postsecondary Education

#### WICHE Staff Present

Joe Garcia, president  
Erin Barber, executive assistant to the president  
and to the commission  
John Lopez, director of W-SARA  
Mollie McGill, WCET director of programs and  
membership  
Demi Michelau, director of policy analysis  
Craig Milburn, chief financial officer  
Jere Mock, vice president, Programs and Services

Chair Jeanne Kohl-Welles called the meeting to order. She asked Erin Barber to call roll. A quorum was confirmed.

### ACTION ITEM

#### Approval of the July 20, 2016, Executive Committee Teleconference Minutes

Commissioner Bennett MOVED TO APPROVE THE July 20, 2016, EXECUTIVE COMMITTEE TELECONFERENCE MINUTES. The minutes were seconded. The motion was approved unanimously.

### ACTION ITEM

#### Approval of Utah into the State Authorization Reciprocity Agreement (SARA)

John Lopez, director of W-SARA, reviewed Utah's application process for SARA. Legislation was passed in 2013 identifying the Utah Division of Consumer Protection as the portal agency for SARA. In 2016, additional legislation was passed moving the portal agency to within the Utah System of Higher Education. The W-SARA Steering Committee reviewed Utah's application at the end of July and found no significant concerns with the application. The committee recommended Utah be approved by the WICHE Commission. Commissioner Rush asked if this item would be taken to the full commission for a vote. WICHE staff clarified that approval by the Executive Committee would be sufficient. Commissioner Bennett moved to APPROVE UTAH INTO THE STATE AUTHORIZATION RECIPROCITY AGREEMENT. Commissioner Damron seconded the motion. The motion was approved unanimously.

## **ACTION ITEM**

### **Approval of Funding from the Bill & Melinda Gates Foundation for WCET to Become the Backbone Partner for the Foundation's Digital Learning Network**

Mollie McGill, director of programs and membership for WCET, reported that WCET was one of five organizations asked to submit a concept paper to the Bill & Melinda Gates Foundation at the beginning of August. WCET recently had a call from the Foundation's grant management team and was told the concept paper (pre-proposal) had been accepted for funding. The final proposal and budget will be finalized by September 30 but funding is expected to range between \$1.5 million and \$4 million over three years. With the funding, WCET will provide management to the 10 organizations currently participating in the Digital Learning Network along with several key deliverables. The goal of the Digital Learning Network is to create and maintain a healthy market for digital learning and courseware that serve the needs of low-income, underserved students in the U.S. WCET is requesting contingent approval based on the Foundation's acceptance of their pre-proposal. Staff will bring the final proposal forward for approval at the November commission meeting. Chair Kohl-Welles encouraged staff to reach out to commissioners if they need assistance with letters of recommendation for the final proposal. Commissioner Rush asked how the indirect from the funding would be divided between WCET and WICHE. Craig Milburn responded that WICHE has an indirect sharing agreement with the self-funded units. Commissioner Harrison asked for clarification on the types of courses that would be offered for low-income students. McGill responded that the focus would be on getting additional institutions to sign on for adaptive learning courses and to support students within existing participating institutions to help them be more successful. Chair Kohl-Welles asked how much staff time will be involved to develop the final proposal and budget. McGill commented that Gates has streamlined its investment documents, so the process will fit into existing workloads for WCET staff. Commissioner Harrison MOVED TO APPROVE CONTINGENT FUNDING FROM THE BILL & MELINDA GATES FOUNDATION FOR WCET TO BECOME THE BACKBONE PARTNER FOR THE FOUNDATION'S DIGITAL LEARNING NETWORK. Commissioner Christian seconded the motion. The motion was approved unanimously.

## **DISCUSSION ITEM**

### **FY 2016 and FY 2017 Budget Updates**

Joe Garcia asked Milburn to provide a budget update. Milburn reported FY 2016 closed and auditors are working on site for the next several weeks. He noted FY 2016 saw the largest positive gain in revenue since 2000. FY 2016 closed with \$1 million in indirect cost recovery and \$475, 578 was added to the reserves. Milburn expects a significant amount of indirect in FY 2017 and noted a revised budget may be submitted to the commission for approval in order to put the additional revenues toward bolstering the IT budget and continued remediation of the organization's systems. Garcia added that the additional revenue would also help fund additional positions on the staff that are being considered. Chair Kohl-Welles noted the Presidential Search line in the budget and thanked Commissioner Rush for leading and completing the search within budget. Commissioner Rush asked for clarification on line 12 under Reserves Dedicated During the Year on the budget worksheet that says Deficit (Surplus) for the fiscal year above. Milburn clarified that the surplus is indicated by parentheses.

## **DISCUSSION ITEM**

### **Update on the November Retreat**

Garcia provided an update on planning for the November retreat. An online survey will be sent to commissioners that will seek feedback on areas most critical for the organization and for their role as commissioners. The consultant, Nina Lopez, will also be conducting phone interviews with Executive Committee members and external stakeholders. Lopez will be presenting the results from the survey and phone interviews at the beginning of the retreat.

## **DISCUSSION ITEM**

### **Update on the Legislative Advisory Committee Annual Meeting**

Garcia reported that 14 LAC members have registered for the annual meeting being held in September. The registration numbers are lower than usual due to the election year. He noted vacancies in Arizona, Guam, Montana, and Nevada. Garcia also noted that going forward, WICHE will cover travel expenses for WICHE officers to attend LAC meetings.



## **DISCUSSION ITEM**

### **Update on FY 2017 WICHE Dues Received**

WICHE dues payments have been received by all of the states except Colorado, Nevada, a small portion remaining from New Mexico, North Dakota, and the U.S. Pacific territories and freely associated states (CNMI and Guam). North Dakota is evaluating its continued participation. The state is expecting a budget shortfall due to falling oil prices. Commissioner Hagerott noted that North Dakota hopes to be able to continue its membership but it will depend on how its budget shortfall gets resolved.

## **DISCUSSION ITEM**

### **Update on the 2016 Nominating Committee**

Chair Kohl-Welles appointed Commissioner Rush to serve as chair of the 2016 Nominating Committee. The committee members include Chris Bustamante (AZ), Carol Mon Lee (HI), and Franke Wilmer (MT). Information will be sent out to commissioners in early September seeking their nominations for the 2017 vice chair/chair-elect.

## **Other Business**

Garcia reported to the committee that he recently promoted Demi Michelau to vice president of the Policy Analysis and Research unit. He also noted that Congressman Jared Polis would be meeting with the SHEPC CEOs at the end of the month. Garcia called on John Lopez to give a brief overview of the Department of Education's proposed regulations on online distance education. Lopez noted the Department released a draft rule in July on postsecondary distance education. SARA institutions and the regional CEOs have submitted letters in response to the draft rule. Overall, the draft is good news for SARA because it endorses reciprocity.

Chair Kohl-Welles closed the meeting with a brief overview of the Global Innovative Exchange, a collaboration between the University of Washington, Tsinghua University, and Puget Sound business partners like Microsoft that focuses on international collaboration within higher education. WICHE staff will keep the initiative in mind when planning for future commission meetings.

The meeting was adjourned.

# **DISCUSSION ITEM**

## **Proposed Changes to the Sick Leave Conversion Benefit (SLCB)**

### **Purpose**

The Sick Leave Conversion Benefit (SLCB) provides limited health care benefits to, in most instances, staff members who are retiring from WICHE. Eligible staff members can utilize a portion of their accrued unused sick leave hours to establish an account, which they can draw from to obtain reimbursement for various health care related items for themselves and if applicable, their spouse and dependent children, up to the designated dollar amount within their account. In addition, this benefit provides an incentive and reward to staff members who have made careful and cautious use of their sick leave during their employment with WICHE.

### **Staff Member Eligibility**

To be eligible for the SLCB, terminating WICHE staff members will need to have at least five years of continuous employment with WICHE. In addition, the combination of the staff member's years of age and their total years of employment with WICHE will need to total at least 70 years. This benefit only applies to WICHE staff members who terminate their employment with WICHE after July 1, 2001.

### **The Benefit**

The dollar amount of the SLCB each eligible staff member receives will be based upon a portion of their accrued unused sick leave at the time of their termination of employment with WICHE, which will be multiplied by the average hourly rate of pay per FTE of WICHE staff members during the month immediately preceding the staff member's termination. The accrued sick leave portion of this calculation will be determined as follows: If the terminating staff member has less than 300 hours of sick leave, then 30% of those hours will qualify; if the staff member has more than 300 hours, but less than 600 hours of sick leave, then 40% of those hours will qualify; and if the staff member has at least 600 hours of sick leave, then 50% of those hours will qualify.

To determine the gross amount of the Sick Leave Conversion Benefit for each terminating staff member, the terminating staff member's number of qualifying hours will be multiplied by the average hourly rate of pay per FTE of all of the WICHE staff members during the month immediately preceding the staff member's termination of employment. For example: If the eligible terminating staff member had 550 hours of accrued unused sick leave, then 40% of those hours will qualify (220 hours). If WICHE's average hourly rate of pay in the preceding month were \$35.00, then the amount of the SLCB for that staff member will be \$7,700. No additional amounts will be added to this account after it was initially established by WICHE for the terminating staff member. The amount of the SLCB would be established in an account that the terminated staff member can draw against by submitting claims at periodic intervals until their SLCB funds are fully exhausted.

### **Eligible Reimbursement Items**

Only Internal Revenue Service (IRS) approved health care benefit related items will qualify for reimbursement. These items include, but are not limited to, health and/or dental insurance premiums, co-payments, deductibles, prescriptions, eyeglasses, and hearing aids. Reimbursable items must directly relate to health care items provided for only the staff member and if applicable, their spouse and dependent children.

## History of the Sick Leave Conversion Benefit (SLCB) 2001 – Present

### January 2001:

Human Resources contacted Mountain States Employers Council (MSEC) to obtain an opinion regarding the possibility of WICHE offering this benefit. MSEC recommended WICHE consider a simplified approach to the sick leave conversion benefit (SLCB) such as a cash payout of sick leave to retiring employees since the plan could be somewhat tedious to administer.

### Administrative Policy Advisory Committee (APAC) meeting February 2001:

SLCB was discussed at this meeting. Since WICHE does not pay some portion of accrued sick leave benefits to terminating staff members nor does WICHE provide health insurance related benefits to staff members after retirement, the SLCB was proposed in order for WICHE to provide a retirement benefit. Marv Myers, Director of Administrative Services, discussed the SLCB in detail as follows: The SLCB would be based on the average rate of pay for all staff members at the time of termination. For this important portion of this benefit, all terminating staff members would be treated the same since health related costs tend to be the same for all staff in retirement. In order to be eligible, terminating staff member must have at least five years of continuous employment with WICHE and also the combination of the staff member's age and years of employment with WICHE must total at least 70 years. SLCB accounts will be established based on the following criteria:

- If staff member has less than 300 hours of sick leave at termination, then 30% of those hours would qualify.
- If staff member has more than 300 hours but less than 600 hours, then 40% of those hours would qualify.
- If staff member has at least 600 hours, then 50% of those hours would qualify. Sick leave accrual is capped at 900 hours.

Only IRS eligible expenses qualify for reimbursement. In order to be reimbursed, terminated staff member must submit SLCB claim form and receipts to WICHE for processing.

### Minutes from Executive Committee Conference Call April 2001:

Recent survey of comparable organizations revealed that WICHE's benefits were deficient in two areas: retirement savings contributions and benefits to retiring employees. The employer match on the retirement benefit had been reduced due to budget cuts but was reinstated. Since WICHE does not provide benefits to retiring employees the consideration of the SLCB was discussed and it was agreed that the May 2001 budget presentation would contain this benefit.

### Minutes from Commission Meeting May 2001:

Report of the Benefits Committee included discussion of adding the SLCB plan for staff following retirement to assist in the costs of health-related expenses. Some felt that this benefit is not a priority and would not be a useful recruitment tool. It was suggested that the cost of this benefit could be better spent elsewhere. Others felt that since WICHE does not offer retirement benefits, the SLCB should be added and it would also reward long-term, loyal staff members. The committee was not in total agreement about approving this item, however, after further discussion the motion passed unanimously.

### Recommendations going forward:

In order to comply with HIPAA and IRS requirements, WICHE is proposing a more simplified approach to administering this benefit. Currently, a non-taxable SLCB account is established for eligible staff that departs employment with WICHE. As the account owner incurs medical expenses, claims are submitted until the account is spent. Effective January 1, 2017, WICHE is proposing a taxable, one-time cash payout of those funds rather than creating a SLCB account for each eligible, departing staff member. By adopting a more simplified approach, WICHE eliminates the need to have the plan administered by a third party administrator and other extra administrative oversight which seems an unnecessary burden and expense. This simplified approach will allow for greater flexibility regarding how those funds are spent (currently, SLCB funds can only be spent on IRS eligible medical expenses). Providing a cash payout will also eliminate the tracking of SLCB accounts that lie dormant for years.

# Thursday, November 10, 2016

**1:00 - 1:45 p.m.**

Standley I

## Committee of the Whole – Call to Order

Call to order and welcome: Jeanne Kohl-Welles, chair



Approval of the May 16-17, 2016,  
Committee of the Whole meeting minutes

2-3

Report of the chair

Report of the president

Report of the Nominating Committee

Recess until November 10, 2016, at 3:30 p.m.

# ACTION ITEM

## Minutes of the Committee of the Whole

### Session I: Call to Order Monday, May 16, 2016

#### Commissioners Present

Jeanne Kohl-Welles (WA), chair  
Patricia Sullivan (NM), vice chair  
Mike Rush (SD), immediate past chair

Susan Anderson (AK)  
Diane Barrans (AK)  
Chris Bustamante (AZ)  
Eileen Klein (AZ)  
Christopher Cabaldon (CA)  
Dianne Harrison (CA)  
Dene Thomas (CO)  
Sharon Hart (CNMI)  
Jude Hofschneider (CNMI)  
Joshua Sasamoto (CNMI)  
David Lassner (HI)  
Carol Mon Lee (HI)  
Colleen Sathre (HI)  
Tony Fernandez (ID)  
Matt Freeman (ID)  
Clayton Christian (MT)  
Franke Wilmer (MT)  
Barbara Damron (NM)  
Patricia Sullivan (NM)  
Ray Holmberg (ND)  
Ryan Deckert (OR)  
Camille Preus (OR)  
Hilda Rosselli (OR)  
Robert Burns (SD)  
James Hansen (SD)  
Dave Buhler (UT)  
Patricia Jones (UT)  
Don Bennett (WA)  
Gerry Pollet (WA)  
Frank Galey (WY)  
Karla Leach (WY)

#### Commissioners Absent

Jim Johnsen (AK)  
Loretta Martinez (CO)  
Wendy Horman (ID)  
Pat Williams (MT)  
Mark Moores (NM)  
Mark Hagerott (ND)  
Kari Reichert (ND)  
Vance Farrow (NV)  
Vic Redding (NV)  
Peter Knudson (UT)  
Sam Krone (WY)

#### Guests/Speakers

Tom Bailey, professor of economics and education,  
Teachers College, Columbia University  
Russell Chan, student services specialist,  
University of Hawai'i  
Diane Duffy, chief financial officer, Colorado Department  
of Higher Education  
Marshall Hill, executive director, NC-SARA  
Christine House, executive assistant, Utah System of  
Higher Education  
Louise Lynch, director of WICHE student exchange programs,  
Arizona Board of Regents  
Laurie Nichols, president, University of Wyoming  
Loreen Olney, executive assistant, Utah System of  
Higher Education  
Rose Pangelinan, director, CNMI Scholarship Office  
Lisa Shipley, certifying officer, University of Wyoming  
Laurie Tobol, student assistance manager and state certifying  
officer, Montana University System  
Craig Vaske, senior advising coordinator, University of  
Wyoming  
Jeannine Warner, director and certifying officer, Nevada  
Governor's Office of the Western Regional Education  
Compact

#### 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  
Peace Bransberger, senior research analyst  
Margo Colalancia, director, Student Exchange Program  
Ken Cole, deputy director, Mental Health Program  
Laura Ewing, administrative manager  
Joseph Garcia, incoming president  
Carl Krueger, project coordinator  
Patrick Lane, project manager  
Sarah Leibrandt, project coordinator  
Kim Nawrocki, administrative assistant  
David Longanecker, president  
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  
Christina Sedney, project coordinator  
Pat Shea, director, Academic Leadership Initiatives, Programs  
and Services

Chair Jeanne Kohl-Welles called the meeting to order and welcomed the commissioners, guests, and staff to the meeting. She called on Laurie Nichols, president of the University of Wyoming, to give welcoming remarks. Following remarks by Nichols, Commissioners David Lassner, Carol Lee, and Colleen Sathre presented David Longanecker with a lei from Hawai'i. Chair Kohl-Welles introduced newly appointed commissioners:

- Gerry Pollet, Washington
- Colleen Sathre, Hawai'i

Chair Kohl-Welles thanked Diane Barrans (AK), Jim Hansen (SD), and Sharon Hart (CNMI) for their service to the commission. She also thanked the Wyoming commissioners for their assistance with the planning of the meeting. Guests and speakers in attendance were introduced.

### **ACTION ITEM**

#### **Approval of the November 2-3, 2015, Committee of the Whole Meeting Minutes**

Commissioner Rosselli MOVED TO APPROVE THE NOVEMBER 2-3, 2015, COMMITTEE OF THE WHOLE MEETING MINUTES. Commissioner Anderson seconded the motion. The motion was approved unanimously.

#### **Report of the Chair**

Chair Kohl-Welles reported on the Officers' retreat, which took place in late January and included discussion of the leadership transition, the budget, and plans for a fall retreat. She reminded the commission that the dates of the November meeting were changed to November 10-12, 2016, and will include a business session, a retirement party for David, and a retreat.

Chair Kohl-Welles also noted new committee appointments. Clayton Christian (MT) was appointed chair of the Programs and Services Committee, and Wendy Horman (ID) now serves as the vice chair of this committee. Finally, she reported that the Executive Committee met via teleconference in February and March. During its call in February the committee approved several dedications from the reserves: 1) \$100,000 for an IT audit, which is now complete and David will provide an update in his report; 2) \$100,000 for an organizational systems review when Joe Garcia becomes president; and 3) \$850,000 to cover the float of accounts receivable.

#### **Report of the President**

Chair Kohl-Welles called on David Longanecker for the report of the president. Longanecker said staff are enthusiastic about the upcoming leadership transition. He gave updates on staff changes, including a new hire in Mental Health (Andie Hancock, budget coordinator) and the resignation of the chief technology officer earlier in the year. As a result of the CTO's resignation, an IT audit of WICHE's systems was recently completed. A number of areas were identified as needing remediation. An interim team is onsite at WICHE until a new IT leader is hired. They are beginning work on some of the most critical areas. Longanecker said Joe Garcia will be asking the commission for further dedications from the reserves to help move WICHE's IT systems into a more contemporary, stable place. Longanecker provided a brief update on work being done in all of the units. He mentioned that the new version of *Knocking at the College Door* will be coming out later in the year. Finally, Longanecker thanked the commission for the support they've provided over the course of his tenure at WICHE. Longanecker also thanked the staff for their work and dedication to WICHE.

The Committee of the Whole went into recess.

# ACTION ITEM

## Minutes of the Committee of the Whole

### Session II: Business Session Tuesday, May 17, 2016

#### Commissioners Present

Jeanne Kohl-Welles (WA), chair  
Patricia Sullivan (NM), vice chair  
Mike Rush (SD), immediate past chair

Susan Anderson (AK)  
Diane Barrans (AK)  
Chris Bustamante (AZ)  
Eileen Klein (AZ)  
Christopher Cabaldon (CA)  
Dianne Harrison (CA)  
Dene Thomas (CO)  
David Lassner (HI)  
Carol Mon Lee (HI)  
Colleen Sathre (HI)  
Tony Fernandez (ID)  
Matt Freeman (ID)  
Clayton Christian (MT)  
Franke Wilmer (MT)  
Barbara Damron (NM)  
Patricia Sullivan (NM)  
Mark Hagerott (ND)  
Ray Holmberg (ND)  
Ryan Deckert (OR)  
Camille Preus (OR)  
Hilda Rosselli (OR)  
Robert Burns (SD)  
James Hansen (SD)  
Dave Buhler (UT)  
Patricia Jones (UT)  
Don Bennett (WA)  
Gerry Pollet (WA)  
Frank Galey (WY)  
Karla Leach (WY)

#### Commissioners Absent

Jim Johnsen (AK)  
Sharon Hart (CNMI)  
Jude Hofschneider (CNMI)  
Joshua Sasamoto (CNMI)  
Loretta Martinez (CO)  
Wendy Horman (ID)  
Pat Williams (MT)  
Mark Moores (NM)  
Kari Reichert (ND)

Vance Farrow (NV)  
Vic Redding (NV)  
Peter Knudson (UT)  
Sam Krone (WY)

#### Guests/Speakers

Russell Chan, student services specialist, University of Hawai'i  
Diane Duffy, chief financial officer, Colorado Department of Higher Education  
Marshall Hill, executive director, NC-SARA  
Christine House, executive assistant, Utah System of Higher Education  
Louise Lynch, director of WICHE student exchange programs, Arizona Board of Regents  
Loreen Olney, executive assistant, Utah System of Higher Education  
Rose Pangelinan, director, CNMI Scholarship Office  
Lisa Shipley, certifying officer, University of Wyoming  
Laurie Tobol, student assistance manager and state certifying officer, Montana University System  
Craig Vaske, senior advising coordinator, University of Wyoming  
Jeannine Warner, director and certifying officer, Nevada Governor's Office of the Western Regional Education Compact

#### WICHE Staff Present

Mike Abbiatti, WICHE vice president for educational technologies and WCET executive director  
Erin Barber, executive assistant to the president and to the commission  
Peace Bransberger, senior research analyst  
Margo Colalancia, director, Student Exchange Program  
Joseph Garcia, incoming president  
Carl Krueger, project coordinator  
David Longanecker, president  
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  
Christina Sedney, project coordinator  
Pat Shea, director, Academic Leadership Initiatives, Programs and Services

Chair Jeanne Kohl-Welles called the business session to order.

### **Report of the Executive Committee**

Kohl-Welles reported that the Executive Committee met yesterday morning before the Call to Order. After walking the committee through the schedule for the meeting, David Longanecker gave updates in the following areas:

- Leadership Transition – David discussed the time he and Joe Garcia have spent together over the past several months in preparation for the upcoming transition of leadership. They have made several trips together to visit funders and key partners.
- IT Assessment – WICHE’s chief technology officer recently resigned, so before staffing changes are made Joe Garcia requested that an IT audit be completed. The recently completed assessment found several systems in need of remediation. The firm that completed the assessment is now working on site at WICHE to oversee the IT staff in the interim before a new IT leader is hired and to begin remediation on some of the most critical issues.

The committee discussed the possibility of moving the 2017 WICHE Commission meeting dates from a Monday-Tuesday schedule to a Thursday-Friday schedule. After discussion, the committee agreed that a Monday-Tuesday schedule might be best for the May meetings, due to commencement activities that typically take place later in the week and over the weekend. A Thursday-Friday schedule might work best for the November meeting. The committee decided to keep the current dates of the May 2017 meeting, and staff will survey the commission to see what the majority prefers for dates of the November 2017 meeting and future meetings.

### **Report of the Programs and Services Committee**

Kohl-Welles called on committee chair Clayton Christian for the report of the Programs and Services Committee. Christian MOVED TO APPROVE THE 2017 WORKPLAN SECTIONS PERTAINING TO THE PROGRAMS AND SERVICES COMMITTEE. The motion was seconded and approved. Christian MOVED TO APPROVE A 1.7 PERCENT INCREASE IN SUPPORT FEES FOR PSEP (WITH THE EXCEPTION OF VETERINARY MEDICINE AND ALLOPATHIC MEDICINE). Commissioner Wilmer seconded the motion. The motion was approved unanimously. Christian reported that the committee was asked to consider a request from Midwestern University for early participation in WICHE’s Professional Student Exchange Program. The commission has provided criteria for schools with provisional accreditation to participate in PSEP in certain high-demand fields. Midwestern asked for permission to enroll PSEP veterinary medicine students prior to receiving its full accreditation. Veterinary medicine is currently not considered a high-demand field. The committee declined to change the criteria and did not take action on the request. Finally, the committee heard an update on the Interstate Passport.

### **Report of the Issue Analysis and Research Committee**

Kohl-Welles called on committee chair Christopher Cabaldon for the report of the Issue Analysis and Research Committee. Cabaldon MOVED TO APPROVE THE 2017 WORKPLAN SECTIONS PERTAINING TO THE ISSUE ANALYSIS AND RESEARCH COMMITTEE. Commissioner Deckert seconded the motion. The motion was approved unanimously. Cabaldon reported a webinar will be held for commissioners to see the development of a visualization tool for *Knocking at the College Door*. The committee discussed ways the Policy unit could provide quick-fire policy analysis on issues before providing large reports on projects. Finally, the committee heard updates on the Multistate Longitudinal Data Exchange project, including governance and liability issues associated with the project.

### **Report of the Self-funded Units Committee**

Kohl-Welles called on committee chair Jim Hansen for the report of the Self-funded Units Committee. Hansen said the committee heard updates on WCET projects and initiatives. The budget is stable and WCET continues its work in key areas such as cybersecurity, the annual meeting and leadership summits, distance education, emerging technologies, and faculty and student success. The committee also heard updates on the Mental Health Program. The budget is strong and the program provided work in 10 WICHE states and CNMI. Commissioner Barrans MOVED TO APPROVE THE 2017 WORKPLAN SECTIONS PERTAINING TO WCET AND THE MENTAL HEALTH PROGRAM. Commissioner Anderson seconded the motion. The motion was approved unanimously.

### **WICHE Transition Committee**

Commissioner Mike Rush MOVED TO AUTHORIZE THE CHAIR OF THE COMMISSION TO APPOINT A SMALL TRANSITION COMMITTEE AND THAT UP TO \$5,000 BE AUTHORIZED FOR EXPENSES. Commissioner Christian seconded the motion. Commissioner Rush said the transition committee would work with incoming president Joe Garcia to help prioritize external activities. Commissioner Barrans asked for clarification on who would be directing the committee and what the



interplay would be between the new president and the Executive Committee. Commissioner Rush responded that it would be left to the chair's discretion. Longanecker noted he thought a transition committee was a good idea as long as it didn't interfere with Garcia's management of the organization. Commissioner Cabaldon agreed the committee was a good idea but should be structured to work as a tool for the president instead of a tool for the commission to control the president. Chair Kohl-Welles recommended the WICHE Officers work with Garcia to determine the procedure and composition of the committee. The motion was approved unanimously.

### **ACTION ITEM**

#### **Approval of Guam into the U.S. Pacific Territories and Freely Associated States Membership within WICHE**

Commissioner Cabaldon MOVED TO APPROVE GUAM INTO THE U.S. PACIFIC TERRITORIES AND FREELY ASSOCIATED STATES MEMBERSHIP WITHIN WICHE. The motion was seconded. Longanecker noted he received a letter from Guam Governor Calvo and final documents in time for the commission's approval. The only items left to finalize membership (after approval by the commission) will be for Guam to pay half of the WICHE dues (split equally with CNMI) and to appoint a commissioner. One of CNMI's commissioners will step off the commission to allow Guam one appointment. Longanecker said he was hopeful other islands and territories would follow Guam's lead and join WICHE. Longanecker clarified that the Pacific Island membership within WICHE only has three commissioners and the appointments will rotate among the island members. Islands and territories that do not have a commissioner appointment will be able to have up to three representatives attend commission meetings. These representatives will not have voting privileges but their travel will be covered by WICHE. Commissioner Cabaldon asked if membership for the Pacific Islands fits into the broader mission of the organization, outside of the student exchange programs. Longanecker said they would have access to other programs and partnerships with other institutions and states throughout the WICHE region. Commissioner Sullivan asked for clarification on why WICHE will pay for six representatives to attend commission meetings, instead of three. Longanecker said islands without commission appointments will need to have a voice in order to participate and engage with the organization. Since the membership is split among the islands and territories, they will only have three commissioners but more representation from each island and territory. Commissioner Anderson expressed concern about paying for additional travel expenses that will come with having both commissioners and representatives attend the commission meetings. Longanecker responded that this is what was adopted by the commission in 2012 when the Pacific Island member was approved. The purpose of the representatives is to encourage engagement with the organization. He noted that paying for representatives won't become an issue until one more island or territory joins WICHE. The motion was approved unanimously.

### **ACTION ITEM**

#### **Approval of Hawai'i into the WICHE State Authorization Reciprocity Agreement**

Commissioner Hansen MOVED TO APPROVE HAWAI'I INTO THE STATE AUTHORIZATION RECIPROCITY AGREEMENT. Commissioner Lee seconded the motion. John Lopez provided the commission with an update on SARA. He discussed the process for getting Hawai'i ready for approval. The W-SARA steering committee reviewed and approved its application in April. Commissioner Lassner said he appreciated the assistance in getting Hawai'i into compliance. The motion was approved unanimously.

Lopez noted UT will likely submit its application in July and will then be ready for approval by the commission. Commissioner Buhler MOVED TO AUTHORIZE THE EXECUTIVE COMMITTEE TO APPROVE UTAH INTO THE STATE AUTHORIZATION RECIPROCITY AGREEMENT. Commissioner Bennett seconded the motion. The motion was approved unanimously.

### **ACTION ITEM**

#### **Approval of the FY 2017 Annual Operating Budgets (General and Non-General Fund Budgets)**

Commissioner Anderson MOVED TO APPROVE THE FY 2017 ANNUAL OPERATING BUDGETS (GENERAL AND NON-GENERAL FUND). Commissioner Christian seconded the motion. Chair Kohl-Welles and Longanecker called on Craig Milburn, CFO, to discuss the budgets. Milburn noted a \$67,000 surplus projected for the end of FY 2016. Reserves totaled \$2.2 million at the beginning of FY 2016. Milburn discussed two upcoming changes to the reserves presented in

the FY 2017 budget: the payment on the building will be retired and \$850,000 has been dedicated to float outstanding accounts receivables. There are approximately \$350,000 in undedicated reserves. Longanecker noted the commission should expect some of the undedicated reserves to be requested from Garcia in the coming year to fix IT operations at WICHE. The motion was approved unanimously. Incoming WICHE Chair Jeanne Kohl-Welles agreed with Cabaldon's remarks on Rush's leadership and also expressed her thanks. She noted that she is excited to be assuming the role of chair during the year when Joe Garcia will be taking over as president of WICHE.

**ACTION ITEM**  
**Approval of FY 2017 Salary and Benefit Recommendations**

Commissioner Barrans MOVED TO APPROVE THE FY 2017 SALARY AND BENEFIT RECOMMENDATIONS. The motion was seconded. Longanecker said the recommendation is a 3 percent pool for merit increases and the costs associated with benefits. All increases provided at WICHE are merit-based and are not given for cost of living or step adjustments. Longanecker explained that the commission approves the pool and the president determines the distribution of funds to the staff. The salary and benefit recommendation was included in the budgets presented and subsequently approved. Chair Kohl-Welles asked how many years salaries were frozen at WICHE. Longanecker responded that salaries were frozen for five years but salary increases were given mid-year in the past two years as the budget improved. Longanecker commented that approval of these recommendations will get salary increases back on schedule to be based on the prior year of performance. Commissioner Barrans commended David for his management and the staff for their work in getting the organization to be able to afford the salary increase.

**ACTION ITEM**  
**Approval of FY 2018 and FY 2019 WICHE Dues**

Commissioner Bennett MOVED TO APPROVE FY 2018 AND FY 2019 WICHE DUES. The motion was seconded. Longanecker reported WICHE dues are approved every two years to accommodate states operating on biennial budgets. The proposed increase would be \$149,000 for FY 2018 and \$153,000 for FY 2019. Commissioner Leach commented that, in the midst of state budget cuts that will cut services to students, she planned to vote no on the proposed increase. Commissioner Damron commented that her state faces budget cuts as well, so New Mexico will have a difficult time paying the increased amount. Roll was called by state to record the vote. The motion passed with 14 states voting for approval and 2 states voting no.

**ACTION ITEM**  
**Approval of the FY 2017 WICHE Workplan**

Commissioner Cabaldon MOVED TO APPROVE THE FY 2017 WORKPLAN. The motion was seconded. Longanecker noted the workplan is a continuation of the FY 2016 workplan because of the transition in leadership. He highlighted several potential projects that have yet to receive funding: Safer Spaces: Aligning Policy and Practice to Reduce Sexual Violence on Campuses in the West, A Second Chance at Success: Reducing the Fiscal and Social Impact of Recidivism Through Inmate Education and Reentry Programs, and Hitting the Ground Running: Leveraging Work-based Learning to Improve Educational Outcomes and Meet Workforce Demands. Garcia commented that he's supportive of the current workplan and appreciates the flexibility as he moves into his role as president. He acknowledged the challenges of finding funding for some of the projects but is optimistic about moving forward on these initiatives.

**Other Business**

Chair Kohl-Welles reminded the commission that the next meeting will take place November 10-12, 2016, in Westminster, Colorado. Longanecker thanked the commissioners for their service to the organization. Joe Garcia thanked David for his help with the leadership transition.

The Committee of the Whole was adjourned.

## Thursday, November 10, 2016

2:00 - 3:15 p.m.

Windsor

### Programs and Services Committee Meeting

Clayton Christian (MT), chair  
Wendy Horman (ID), vice chair

- TBD (AK)
- Eileen Klein (AZ)
- Dianne Harrison (CA)
- Dene Thomas (CO)
- Carol Mon Lee (HI)
- Committee vice chair (ID)
- Committee chair (MT)
- Vance Farrow (NV)
- Patricia Sullivan (NM)
- Kari Reichert (ND)
- Hilda Rosselli (OR)
- Mike Rush (SD)
- Joshua Sasamoto (U.S. Pacific Territories and Freely Associated States)
- Patricia Jones (UT)
- Gerry Pollet (WA)
- Frank Galey (WY)

#### Agenda

Presiding: Clayton Christian, committee chair

Staff: Jere Mock, vice president, Programs and Services  
Margo Colalancia, director, Student Exchange Program  
Ken Pepion, senior project director, National Resource Mentoring Network  
Pat Shea, director, academic leadership initiatives



Approval of the May 16, 2016, Programs and Services Committee meeting minutes 3-3

Meeting Overview and Programs & Services Unit Highlights  
– Jere Mock

#### Discussion Item:

Support Fee Incentives for Enrolling Professional Student Exchange Program (PSEP) Public Programs – Margo Colalancia 3-6

#### Information Items:

WICHE’s Veterinary Medicine Cooperative Admissions Program – Margo Colalancia 3-20

Student Exchange Program Update 3-22

Update on Regional Initiatives 3-31

Update on WICHE's participation in the National Research  
Mentoring Network – Ken Pepion

Strategies to Grow the Interstate Passport Network – Pat Shea

**Other business**

**Adjournment**

# ACTION ITEM

## Programs & Services Committee Minutes

### May 16, 2016

#### **Committee Members Present**

Clayton Christian (MT), vice chair

Diane Barrans (AK)  
Eileen Klein (AZ)  
Dianne Harrison (CA)  
Dene Thomas (CO)  
Joshua Sasamoto (CNMI)  
Carol Mon Lee (HI)  
Patricia Sullivan (NM)  
Hilda Rosselli (OR)  
Mike Rush (SD)  
Patricia Jones (UT)  
Gerry Pollet (WA)  
Frank Galey (WY)

#### **Committee Members Absent**

Wendy Horman (ID)  
Vance Farrow (NV)  
Kari Reichert (ND)

#### **Guests Present**

Russ Chan, certifying officer, University of Hawai'i  
Christine House, WICHE certifying officer, Utah State Board of Regents  
Louise Lynch, director, WICHE student exchange programs, Arizona Board of Regents  
Loreen Olney, executive assistant, Utah System of Higher Education  
Rose Pangelinan, director, CNMI Scholarship Office, Commonwealth of the Northern Mariana Islands  
Lisa Shipley, manager of student advising and WICHE certifying officer, University of Wyoming  
Laurie Tobol, WICHE certifying officer and student assistance manager, Montana University System  
Craig Vaske, senior advising coordinator, University of Wyoming  
Jeannine Warner, WICHE certifying officer and director of programs, Nevada

#### **Staff Present**

Margo Colalancia, director, Student Exchange Program  
David Longanecker, president  
Craig Milburn, chief financial officer, WICHE  
Jere Mock, vice president, Programs and Services  
Pat Shea, director, Academic Leadership Initiatives

### ACTION ITEM

#### **Approval of the Programs & Services Committee Minutes of November 3, 2015**

Chair Christian asked for a motion TO APPROVE THE MINUTES OF THE November 3, 2015, COMMITTEE MEETING. Commissioner Galey moved to approve the minutes and Commissioner Rosselli seconded the motion.

### ACTION ITEM

#### **Approval of the Programs and Services FY 2017 Workplan**

Jere Mock presented the FY 2017 Programs & Services workplan. She described it as an ambitious plan that focuses on increasing students' access through WICHE's Student Exchange Programs: the Western Undergraduate Exchange (WUE), the Western Regional Graduate Program (WRGP), the Professional Student Exchange Program (PSEP), and the WICHE Internet Course Exchange.

The workplan also encompasses several grant-funded initiatives including Phases two and three of the Interstate Passport and the Compact for Faculty Diversity National Research Mentoring Network . Other initiatives foster institutional collaborations for student success and improved institutional quality, innovation, and accountability, such as the Western Academic Leadership Forum, the Western Alliance of Community College Academic Leaders, and the new initiative to expand the pipeline of senior academic administrators, the Western Academic Leadership Academy.

WICHE will also continue to offer institutions, systems, and states opportunities to achieve cost savings and enhanced efficiency through innovative programs developed by the Midwestern Higher Education Compact, including a technology

purchasing initiative, MHECtech; a property insurance and risk management program, the Master Property Program; and a student health insurance program, MHECare.

Commissioner Patricia Jones made a motion to approve the workplan and Commissioner Dianne Harrison seconded the motion. The motion was approved unanimously.

### **ACTION ITEM**

#### **Approval of the Professional Student Exchange Program Support Fees for 2017-18 and 2018-19**

Margo Colalancia reviewed the biennial fee-setting process for WICHE's Professional Student Exchange Program. She explained that the proposed increase of 1.7 percent for the majority of the fields is in concert with the HECA (Higher Education Cost Adjustment) index, which increased by 1.7 percent between 2014 and 2015. WICHE's goal is to keep students' financial burden as low as possible and to keep support fee rates affordable for states so that they can support as many PSEP students as possible. It is a complex balancing act. In the past, WICHE also tried to meet public institutions' tuition differentials (the difference between resident and nonresident tuition) so that they have sufficient incentive to save seats for WICHE students. However, since 2012, WICHE has realized that there is no "sweet spot" support fee rate for any professional field that will accommodate the wide variation of tuition differentials. Therefore, WICHE has ceased attempting to set support fees high enough to meet the nonresident/resident tuition differentials of all of its public programs.

Colalancia showed a chart illustrating the disparity of the percentage of nonresident/private tuition that the support fees cover for the fields of allopathic medicine and veterinary medicine (approximately 60 percent) compared to the other eight fields supported through PSEP (about 38 percent). She also showed a bar graph of the number of programs in each field that receive an incentive to enroll a WICHE student. In allopathic medicine, 13 out of 14 fields receive an incentive and in veterinary medicine, four out of four public programs receive an incentive. For the other fields served by public institutions, the majority of programs no longer receive incentives. Colalancia explained that support fees for allopathic medicine and veterinary medicine were intentionally set high in the past because there was a dearth of programs to serve Western residents, and WICHE states were willing to pay a premium to obtain seats for their students. Today's landscape has changed with the opening of more professional allopathic medical and veterinary medicine programs.

In consultation with state certifying officers, WICHE staff proposed to freeze support fees for allopathic medicine and veterinary medicine at their 2016 levels to help reduce the disparity of the percentage of nonresident/private tuition that the support fees cover in these two fields compared to the others (60 percent vs. 38 percent). The 1.7 percent proposed increase for each year of the biennium would apply to eight PSEP fields: dentistry, occupational therapy, optometry, osteopathic medicine, pharmacy, physical therapy, physician assistant, and podiatry.

Commissioner Dene Thomas presented a copy of a February 2016 memo from the Colorado Department of Higher Education's (CDHE) certifying officer addressed to Colorado Lt. Governor Joe Garcia outlining concerns regarding the Colorado professional healthcare schools that could be affected by the support fee freeze in allopathic medicine and veterinary medicine, particularly Colorado State University's College of Veterinary Medicine and the University of Colorado Denver's Anschutz School of Medicine. Colalancia noted that she had a long conversation with Thomas Hadley, executive director of operations of the veterinary college, and she was aware of the college's concerns. The medical school would be less affected because it enrolls a smaller number of WICHE PSEP students.

Commissioner Barrans made a motion TO APPROVE THE 1.7 PERCENT INCREASE IN SUPPORT FEES FOR THE PSEP FIELDS OF DENTISTRY, OCCUPATIONAL THERAPY, OPTOMETRY, OSTEOPATHIC MEDICINE, PHARMACY, PHYSICAL THERAPY, PHYSICIAN ASSISTANT, AND PODIATRY, AND TO HOLD SUPPORT FEES FOR ALLOPATHIC MEDICINE AND VETERINARY MEDICINE AT THEIR 2016 LEVELS FOR THE 2017 AND 2018 BIENNIUM. Commissioner Galey seconded the motion and it was approved unanimously.

### **ACTION ITEM**

#### **Midwestern University's College of Veterinary Medicine's Request for Early Participation in WICHE's Professional Student Exchange Program (PSEP)**

Colalancia said that Midwestern University's College of Veterinary Medicine has requested early participation in WICHE's PSEP, prior to its full accreditation that is anticipated in mid-2018. In 2008, the WICHE Commission approved five criteria for weighing such requests. WICHE staff has decided not to support allowing Midwestern early participation because

it does not meet the fifth criterion pertaining to high workforce need. Furthermore, veterinary medicine-supporting member states have reduced their capacity to fund veterinary seats; the job outlook for veterinarians is relatively flat; and the substantial increase in the number of veterinary programs has softened competition for veterinary seats. Also, WICHE's newest partner veterinary program – Western University of Health Sciences – was required to wait until it was fully accredited to participate in 2014. The Programs & Services Committee declined to change their criteria and did not approve Midwestern's request for early participation in PSEP.

### **Student Exchange Information Items**

Finally, Colalancia noted that 31 new programs were approved to participate in the Western Regional Graduate Program as a result of a program solicitation conducted during late 2015. She also said that WICHE's certifying officers met on Sunday. WICHE welcomed Louise Lynch of Arizona; Rose Pangelinan of CNMI; Russ Chan of Hawai'i; Laurie Tobol of Montana; Jeannine Warner of Nevada; Christine House and Loreen Olney of Utah; and Craig Vaske and Lisa Shipley of Wyoming.

### **Interstate Passport<sup>SM</sup>**

Pat Shea gave a brief presentation on the Interstate Passport, a new framework for block transfer of lower-division general education based on learning outcomes. In April, faculty from institutions in seven states (CA, HI, ND, OR, SD, UT, WY) completed the development of the Passport Learning Outcomes (PLOs) and Proficiency Criteria for all nine knowledge and skill areas: oral communication, written communication, quantitative literacy, creative expression, human cultures, natural sciences, human society and the individual, critical thinking, and teamwork and value systems. Any regionally accredited nonprofit institution can now construct its Passport Block – a list of courses/learning experiences by which its students can achieve the PLOs and earn a Passport – and apply, beginning July 1, to become a part of the Interstate Passport Network.

Shea showed an excerpt from Laramie County Community College's Passport Block as an example of what one might contain. She also provided a map from a recent study by the National Student Clearinghouse showing that, nationally, 14.6 percent of 2014 bachelor's degree recipients had prior enrollments in another state. In the WICHE region, 11 of the 15 states were at 20 percent or higher.

Commissioner Hilda Rosselli asked if high schools with dual enrollment programs were involved in the Passport. Shea responded that it is up to the faculty at each Passport institution to determine whether their students have achieved the Passport Learning Outcomes. If faculty at an institution determines that a student has achieved some of the PLOs through a dual enrollment course and that student goes on to earn the Passport, he or she can transfer to another Passport institution knowing that he/she will have met the lower-division general education requirements in the Passport's nine areas at the new institution. Commissioner Patricia Jones (UT) applauded the Passport and said it is in alignment with the business community's need for graduates with soft skills.

# DISCUSSION ITEM

## Support Fee Incentives for Enrolling PSEP Public Programs

### Background

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 if their field of study isn't offered by a public institution in their home state. In 2016-17, 640 students are pursuing a professional degree in 10 healthcare professions and they pay reduced tuition while enrolled through WICHE's PSEP. The healthcare professions available through PSEP are: dentistry, medicine, occupational therapy, osteopathic medicine, optometry, pharmacy, physical therapy, physician assistant, podiatry, and veterinary medicine.

Since PSEP began in the early 1950s, public programs have contracted with WICHE to charge PSEP students resident tuition, and the programs received a "support fee" from the student's home state. The support fee covered the resident/nonresident differential AND included some financial incentive to enroll WICHE students who are nonresidents.

**Fig. 1: Most Industrious University (MIU) College of Medicine**

MIU nonresident tuition	\$60,000
<u>MIU resident/WICHE student tuition</u>	<u>-\$30,000</u>
Resident/nonresident differential =	\$30,000
<u>WICHE PSEP support fee for medicine =</u>	<u>\$32,000</u>
MIU's incentive to enroll a WICHE student=	\$2,000 (\$32,000 - \$30,000)

Over the last decade, support fee increases have not kept up with tuition increases, and the majority of public programs receive little or no fiscal incentive. Some programs – particularly those that do not allow nonresidents to file for residency after a specified period of time – were actually losing revenue by enrolling WICHE PSEP students, because the support fee was less than their resident/nonresident tuition differential.

**Fig. 2a: Best Western University (BWU) College of Dentistry (ORIGINAL METHOD)**

BWU nonresident tuition	\$63,000
<u>BWU resident tuition</u>	<u>-\$33,000</u>
Resident/nonresident differential	\$30,000
<u>WICHE's PSEP support fee for dentistry</u>	<u>\$25,000</u>
Uncovered difference/loss	\$5,000 (\$30,000 - \$25,000)

In 2011, the WICHE Commission approved a policy to prevent cooperating public programs from incurring a financial loss when enrolling WICHE students. *As a result, public institutions are no longer required to charge resident tuition.* When the support fee does not cover the difference between resident and nonresident tuition, a program can credit the support fee against full nonresident tuition and the student pays the balance. The new policy took effect for students enrolling in fall 2013 and later.

**Fig. 2b: Best Western University (BWU) College of Dentistry (OPTIONAL METHOD)**

BWU nonresident tuition	\$63,000
<u>WICHE's support fee for dentistry</u>	<u>-\$25,000</u>
WICHE student balance for tuition	\$38,000

### The Issue

Recently, attention has turned to programs that are still receiving incentives. In November 2015, certifying officers organized a committee to discuss the larger support fee incentives received by a few public cooperating programs whose resident/nonresident tuition differential is less – and in some cases substantially less – than the support fee payment. Program tuitions and their resident/nonresident differentials vary widely, making it impossible to find a "sweet spot" that satisfies both the admitting programs and the states that buy down the cost of their residents' professional healthcare education. The incentives – for programs that still receive them – range from about \$100 to \$20,400. For examples of



the incentives/lack of incentives and total revenues received by enrolling PSEP programs, please see the charts on pages 3-10 – 3-19. It's important to note that private programs in all fields, and public pharmacy programs, have never received incentives.

The University of California's professional healthcare programs (such as allopathic medicine, dentistry, and veterinary medicine) receive some of the higher incentives, as the differential between resident and nonresident tuition in the UC system typically is about \$12,245. The resulting PSEP incentives for those programs can be from \$9,000 to \$20,400. Over the last decade, only six PSEP students have enrolled in University of California professional schools. However, the University of California Davis' School of Veterinary Medicine resumed its participation in PSEP a few years ago. An increasing number of WICHE veterinary applicants are interested in UC Davis, and eight students are currently enrolled in its program, which was recently ranked first in the nation (and the world) among veterinary schools.

**Fig. 3: University of California Davis, School of Veterinary Medicine**

[Note: UC medical and dental schools have similar differentials]

UCD nonresident tuition	\$51,000
<u>UCD resident/WICHE student tuition</u>	<u>-\$39,000</u>
Resident/nonresident differential =	\$12,000
<u>WICHE PSEP support fee for vet med =</u>	<u>~\$32,400</u>
UCD's incentive to enroll a WICHE student=	~\$20,400 (\$32,400 - \$12,000)

WICHE PSEP students from a state with a return-for-service requirement are taking a financial risk of paying more for their education *if they do not return to their home state to practice*. Over the course of four years, UC medical and vet med schools receive approximately \$81,600 more than nonresident tuition for each PSEP student (\$20,400/year x 4 years). In the current academic year, there are a total of 10 PSEP students enrolled in UC medical or vet med programs.

A PSEP graduate from a service-payback state who does not return to his or her home state must reimburse ALL support fees paid on his/her behalf, even though he/she didn't receive financial credit for the full support fee amount on his/her tuition bills. A countervailing factor is that most WICHE students would never be admitted to UC Davis' veterinary program without the advantage of being evaluated in the WICHE applicant pool, as opposed to the larger and extremely competitive nonresident pool. Although the UC incentives of \$20,400 are the exception, other programs are receiving incentives as well. For more detail, see charts at the end of this section.

### Programs' Concerns

In January 2016, Margo Colalancia interviewed deans, associate deans, and program directors of cooperating programs that enroll a critical number of PSEP students and receive an incentive. Representatives of the following programs were interviewed; their 2016 PSEP enrollments and incentives are noted:

#### Allopathic Medicine:

- Oregon University of Health Sciences/OHSU (10 students; incentive of ~\$13,100 each)
- University of Colorado Denver/UC DENVER (2 students; incentive of ~\$6,700 each)
- University of North Dakota/UND (8 students; incentive of ~\$8,200 each)

#### Occupational Therapy and Physical Therapy:

- University of North Dakota/UND (3 occupational therapy students, incentive of ~\$7,200 each; 8 physical therapy students, incentive of ~\$8,200 each).

#### Veterinary medicine:

- Colorado State University/CSU (99 students; incentive of ~\$6,400 each)
- Oregon State University/OSU (11 students; incentive of ~\$10,900 each)
- University of California Davis/UC DAVIS (8 students; incentive of ~\$20,100 each)
- Washington State University/WSU (49 students; incentive of ~\$1,350 each).

The preferential admission advantage given to WICHE vet med applicants cannot be disputed. However, in the other fields, some programs that receive incentives give preferential admission to PSEP applicants while others do not, and some are unsure of their policy. Some said that elimination of incentives might end their participation in PSEP or, at a minimum, prevent them from giving preferential admission to WICHE applicants. It's important to note that some programs' resident

tuition is a notable bargain compared to most others in the WICHE region. As an example, the University of North Dakota's (UND) allopathic medicine, occupational therapy, and physical therapy programs receive healthy incentives to enroll WICHE students, but their resident tuition rates are true bargains, especially when compared to other programs in the region.

The support fee incentives issue was further discussed in June 2016 with deans and admissions directors of WICHE's cooperating colleges of veterinary medicine (CVMs) and pre-vet advisors from states without veterinary schools. The points below summarize their perspective:

- CVMs work very closely with WICHE state admissions committees (composed of veterinarians practicing in states with no public CVM) to get state input on the state's applicant pool, as well as to provide preferential admission for WICHE veterinary applicants. It is a labor-intensive process for the cooperating programs.
- Some less competitive (but qualified) WICHE veterinary students tend to require more student support resources than the average nonresident student who does not receive preferential admission. The cooperative admissions procedure also gives some less qualified applicants from WICHE states who aren't awarded support the opportunity to enroll (at nonresident tuition rates); they tend to use more support resources as well.
- Some veterinary programs return a portion of the incentive payments to WICHE students as scholarships. Oregon State University awards each WICHE student approximately \$4,000 per year. The University of California Davis CVM provides scholarships to all of its students (resident, nonresident, and WICHE) amounting to between \$6,000 and \$8,000 per year.

WICHE's counterpart organization, the Southern Regional Education Board (SREB), operates a program similar to PSEP. SREB recently stopped allowing incentive payments to enrolling programs, and cooperating programs must now credit 100 percent of the support fee to the student's account. This new policy has resulted in more students accepting their home states' funding, because they now receive credit for the full support fee amount on their tuition bill.

### Proposed Solutions

From November 2015 to February 2016, a certifying officers' subcommittee studied the incentive payments received by some public programs. The certifying officers evaluated several options; their advantages and disadvantages are noted below:

1. Option 1: Eliminate incentives to public programs and treat the PSEP support fee like a standard scholarship; require all public programs to apply 100 percent of the support fee to the student's nonresident tuition. Most certifying officers of states that fund students in fields that are still receiving incentives prefer this option.
  - a. This option is easy to understand and administer for all parties (states, students, and institutions). (+)
  - b. Private programs already credit the student with 100 percent of the support fee against full private tuition. If the same were done for public programs, this model would represent a consistent approach for all providers and for participating students. (+)
  - c. Students from service-payback states will no longer bear additional financial risk; their account will be credited for all support fee monies for which they contract. (+)
  - d. Elimination of risk will likely increase the number of students who accept PSEP support and reduce the number of students who decline PSEP support. (+)
  - e. Elimination of incentives may result in fewer PSEP applicants receiving offers of admission, especially applicants who are *still very qualified and capable of successfully earning the professional healthcare degree, but who might be less competitive when evaluated in large nonsponsored applicant pools*. Ultimately, this might reduce the number of healthcare professionals educated through PSEP and negatively affect a state's healthcare workforce. (-)
  - f. In some programs, WICHE PSEP students would pay less than residents. Some program administrators see this as unfair. (-)
2. Option 2: Limit incentives to a percentage of the support fee and require public programs to apply the remaining incentive balance against the student's nonresident tuition.
  - a. This would be complicated for programs to administer, difficult for students to understand, and it would be difficult for WICHE to monitor whether or not students' accounts are being correctly credited. (-)
  - b. Incentives for most programs have already eroded; this option would not improve the position of programs that no longer have an incentive. (-)

3. Option 3: Status quo; continue to allow programs to keep their incentives when the differential is less than the support fee payment.
  - a. The number of students from service-payback states who decline PSEP support may continue to increase. Depending on where they enroll, if they don't return to their home state to practice, they may owe more than what they actually received credit for in PSEP support fees on their tuition bill. (-)
  - b. Public programs that receive incentives will continue to provide preferential admission to PSEP applicants, especially veterinary medicine schools. (+)

### **Implementation of a new model**

If WICHE commissioners elect to change the way support fees are applied and use Option 1 or 2, an implementation plan will need to be created as well. For example, will the new method be phased in for new students and will continuing students be grandfathered for the duration of their program under the current method, or will the new model take effect for all students at a determined date?

### **Recommendation**

At the May 2016 Certifying Officers' Meeting in Laramie, the certifying officers present voted to eliminate the incentives. WICHE staff is interviewing stakeholders (certifying officers, state higher education officers, and cooperating program administrators). Staff will further discuss the issue with commissioners. If the majority of stakeholders agree that incentives should not continue, WICHE staff recommends crediting the support fee against nonresident tuition. Staff does not recommend trying to implement a "maximum incentive" because it would be too complicated to administer and too complicated for students to understand. If a change is made, staff would recommend a minimum two-year window to implement the change.

The charts on pages 3-10 through 3-19 show which states send students through PSEP and the states' investment by field, as well as the incentives/lack of incentives and total revenues received by enrolling programs.

**Professional Student Exchange Program (PSEP)  
Enrollment and Support Fees by Profession, 2016-2017**

Sending State	Dentistry	Medicine	Occupational Therapy	Optometry	Osteopathic Medicine	Pharmacy	Physical Therapy	Physician Assistant	Podiatry	Veterinary Medicine	TOTALS
Alaska	9 \$202,400		0 \$0	1 \$17,425		4 \$33,367	3 \$43,725	0 \$0	0 \$0		17 \$296,917
Arizona	44 1,130,066		13 123,665	22 383,350	42 892,467				6 90,150	40 1,296,000	167 \$3,915,698
California	0	0	0	0	0	0	0	0	0	0	0 \$0
Colorado				22 383,350							22 \$383,350
CNMI		0	0	0	0	0	0	0	0	0	0 \$0
Hawai'i	8 210,833		4 57,416	12 209,100			14 204,050			11 356,400	49 \$1,037,799
Idaho	0	0	0	0	0	0	0	0	0	0	0 \$0
Montana	9 227,700	25 812,950	6 92,749	5 87,125	6 129,900				1 15,025	29 923,400	81 \$2,288,849
Nevada				4 69,700		15 146,304	4 58,300	6 103,500		16 518,400	45 \$896,204
New Mexico	43 1,071,033									32 1,020,600	75 \$2,091,633
N. Dakota	8 202,400			25 435,625						6 194,400	39 \$832,425
Oregon	0	0	0	0	0	0	0	0	0	0	0 \$0
S. Dakota	0	0	0	0	0	0	0	0	0	0	0 \$0
Utah				23 400,775					17 255,425		40 \$656,200
Washington	0	0	0	0	0	0	0	0	0	0	0 \$0
Wyoming	2 50,600	6 195,900	5 13,250	10 174,250	9 194,850		36 524,700	3 51,750		33 1,069,200	104 \$2,274,500
<b>TOTALS</b>	<b>123 \$3,095,032</b>	<b>31 \$1,008,850</b>	<b>28 \$287,080</b>	<b>124 \$2,160,700</b>	<b>57 \$1,217,217</b>	<b>19 \$179,671</b>	<b>57 \$830,775</b>	<b>9 \$155,250</b>	<b>24 \$360,600</b>	<b>167 \$5,378,400</b>	<b>639 \$14,673,575</b>

## Support Fee Incentives DENTISTRY 2016-17

Supporting states: Alaska, Arizona, Hawai'i, Montana, New Mexico, North Dakota, and Wyoming

Total number of students enrolled (public and private): 123

Approved Support Fees		
AY 2016	AY 2017	AY 2018
\$25,300	\$25,750	\$26,175

	Number of WICHE Students Enrolled	Nonresident Tuition & Fees	Resident Tuition & Fees	Difference between Nonresident and Resident Tuition & Fees	Incentive OR Shortfall that Student Pays (over Res T&F)	WICHE Student Tuition & Fees Responsibility	Total Revenue Received by Institution (Student T&F plus SF)	Percentage of Nonresident Tuition & Fees Covered by Support Fee	OPTION 1: Credit full Support Fee (NR - SF), student pays balance	
									Student T&F Responsibility	Revenue loss to programs (# students x incentive)
<b>PUBLIC INSTITUTIONS</b>										
U.C. Los Angeles	1	\$69,984	\$60,934	\$9,050	\$16,250	\$60,934	\$86,234	36.2%	\$44,684	\$16,250
U.C. San Francisco	1	71,439	59,194	12,245	13,055	59,194	84,494	35.4%	46,139	13,055
U. Colorado Denver, AMC †	34	74,921	49,618	25,303	(3)	49,621	74,921	33.8%	49,621	0
U. Nevada, Las Vegas †	0	96,408	57,961	38,447	(13,147)	71,108	96,408	26.2%	71,108	0
Oregon Health & Science U. †	5	86,736	59,792	26,944	(1,644)	61,436	86,736	29.2%	61,436	0
U. of Utah (new) †	4	78,286	45,785	32,501	(7,201)	52,986	78,286	32.3%	52,986	0
U. Washington †	7	90,004	61,643	28,361	(3,061)	64,704	90,004	28.1%	64,704	0
U. Missouri, Kansas City † (OOR)	6	66,661	36,796	29,865	(4,565)	41,361	66,661	38.0%	41,361	0
U. Nebraska † (OOR)	0	87,602	44,101	43,501	(18,201)	62,302	87,602	28.9%	62,302	0
<b>Total Public</b>	<b>58</b>									
<b>Average in region</b>		\$81,111	\$56,418	\$24,693	\$85,298	\$607	\$59,998	31.6%	\$55,811	
<b>Median in region</b>		78,286	59,194	26,944	86,234	(1,644)	60,934	32.3%	52,986	

† The WICHE support fee does not cover the resident/nonresident tuition differential.  
OOR = Not located in a WICHE state; out-of-region.

	Number of WICHE Students Enrolled	Full Private Tuition & Fees	Percentage of Tuition & Fees Covered by Support Fee	
			WICHE Student Tuition & Fees Paid by	Tuition & Fees Covered by Support Fee
<b>PRIVATE INSTITUTIONS</b>				
A.T. Still U., Mesa	16	\$89,304	\$64,004	28.3%
Midwestern U.	23	92,531	67,231	27.3%
Loma Linda U.	2	85,018	59,718	29.8%
Roseman U. of Health Sciences	0	88,898	63,598	28.5%
U. of the Pacific *	4	126,789	93,656	26.1%
U. Southern California	2	106,674	81,374	23.7%
Western U. Health Sciences	2	74,936	49,636	33.8%
Creighton U. (OOR)	15	69,602	44,302	36.3%
Marquette U. (OOR)	1	70,610	45,310	35.8%
<b>Total Private</b>	<b>65</b>			
<b>Average in region</b>		<b>\$94,879</b>	<b>\$63,203</b>	<b>28.2%</b>
<b>Median in region</b>		<b>89,304</b>	<b>65,618</b>	<b>27.8%</b>

\*U. of the Pacific operates a three-year accelerated program; student receives four years of support over a three-year period, thus a higher rate of \$33,733 per year in AY 2016.

## Support Fee Incentives ALLOPATHIC MEDICINE 2016-17

Supporting states: Montana and Wyoming

Total number of students enrolled (public and private): 31

Approved Support Fees		
AY 2016	AY 2017	AY 2018
\$32,650	\$32,650	\$32,650

PUBLIC INSTITUTIONS	Number of WICHE Students Enrolled	Nonresident Tuition & Fees	Resident Tuition & Fees	Difference between Nonresident and Resident Tuition & Fees	Incentive OR Shortfall that Student Pays (over Res T&F)	WICHE Student Tuition & Fees Responsibility	Total Revenue Received by Institution (Student T&F plus SF)	Percentage of Nonresident Tuition & Fees Covered by Support Fee	OPTION 1: Credit full Support Fee (NR - SF), student pays balance	
									Student T&F Responsibility	Revenue loss to programs (# students x incentive)
U. Arizona/Tucson	1	\$56,380	\$34,706	\$21,674	\$10,976	\$34,706	\$67,356	57.9%	\$23,730	\$10,976
U. Arizona/ASU Phoenix	2	52,957	31,283	21,674	10,976	31,283	63,933	61.7%	20,307	21,952
U.C. Davis	0	54,336	42,091	12,245	20,405	42,091	74,741	60.1%	21,686	0
U.C. Irvine	0	50,952	38,707	12,245	20,405	38,707	71,357	64.1%	18,302	0
U.C. Los Angeles	0	50,169	37,924	12,245	20,405	37,924	70,574	65.1%	17,519	0
U.C. San Diego	1	50,043	37,798	12,245	20,405	37,798	70,448	65.2%	17,393	20,405
U.C. San Francisco	1	50,725	38,480	12,245	20,405	38,480	71,130	64.4%	18,075	20,405
U. Colorado Denver, AMC	2	67,733	41,777	25,956	6,694	41,777	74,427	48.2%	35,083	13,388
U. Hawai'i †	1	79,012	44,356	34,656	(2,006)	46,362	79,012	41.3%	46,362	0
U. Nevada, Reno	2	60,562	31,212	29,350	3,300	31,212	63,862	53.9%	27,912	6,600
U. New Mexico	0	51,586	22,009	29,577	3,073	22,009	54,659	63.3%	18,936	0
U. North Dakota	8	54,730	30,239	24,491	8,159	30,239	62,889	59.7%	22,080	65,272
Oregon Health & Science U.	10	67,746	48,238	19,508	13,142	48,238	80,888	48.2%	35,096	131,420
U. of Utah	1	70,002	37,502	32,500	150	37,502	70,152	46.6%	37,352	150
<b>Total Public Average Median</b>	<b>29</b>	<b>\$58,458</b> <b>54,533</b>	<b>\$36,986</b> <b>37,861</b>	<b>\$21,472</b> <b>21,674</b>	<b>\$11,178</b> <b>10,976</b>	<b>\$37,129</b> <b>37,861</b>	<b>\$69,779</b> <b>70,511</b>			

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

PRIVATE INSTITUTIONS	Number of WICHE Students Enrolled	Full Private Tuition & Fees	Tuition & Fees Paid by WICHE Student	Percentage of Tuition & Fees Covered by Support Fee
Loma Linda U.	2	\$58,173	\$25,523	56.1%
Stanford U.	0	61,782	29,132	52.8%
U. Southern California	0	61,689	29,039	52.9%
<b>Total Private Average Median</b>	<b>2</b>	<b>\$60,548</b> <b>61,689</b>	<b>\$27,898</b> <b>29,039</b>	<b>54.0%</b> <b>52.9%</b>

## Support Fee Incentives OCCUPATIONAL THERAPY 2016-17

Supporting states: Alaska, Hawaii'i, Montana, and Wyoming

Total number of students enrolled (public and private): 28

Approved Support Fees		
AY 2016	AY 2017	AY 2018
\$13,250	\$13,475	\$13,700

	Number of WICHE Students Enrolled	Nonresident Tuition & Fees	Resident Tuition & Fees	Difference between Nonresident and Resident Tuition & Fees	Incentive OR Shortfall that Student Pays (over Res T&F)	WICHE Student Tuition & Fees Responsibility	Total Revenue Received by Institution (Student T&F plus SF)	Percentage of Nonresident Tuition & Fees Covered by Support Fee	OPTION 1: Credit full Support Fee (NR - SF), student pays balance	
									Student T&F Responsibility	Revenue loss to programs (# students x incentive)
<b>PUBLIC INSTITUTIONS</b>										
Idaho State U. †	1	\$34,863	\$15,370	\$19,493	(\$6,243)	\$21,613	\$34,863	38.0%	\$21,613	\$0
U. New Mexico †	1	33,468	19,851	13,617	(367)	20,218	33,468	39.6%	20,218	0
U. North Dakota	3	23,067	16,998	6,069	7,181	16,998	30,248	57.4%	9,817	21,543
U. South Dakota †	0	32,172	17,179	14,993	(1,743)	18,922	32,172	41.2%	18,922	0
U. Utah †	1	45,602	22,448	23,154	(9,904)	32,352	45,602	29.1%	32,352	0
Eastern Washington U. †	2	37,892	18,768	19,124	(5,874)	24,642	37,892	35.0%	24,642	0
U. Washington †	2	38,528	22,204	16,324	(3,074)	25,278	38,528	34.4%	25,278	0
Western New Mexico U. (closing)	2									
<b>Total Public Average</b>	<b>12</b>	<b>\$35,085</b>	<b>\$18,974</b>	<b>\$16,111</b>	<b>(\$2,861)</b>	<b>\$22,860</b>	<b>\$36,110</b>		<b>\$22,860</b>	<b>\$21,835</b>
<b>Median</b>		<b>34,863</b>	<b>18,768</b>	<b>16,324</b>	<b>(3,074)</b>	<b>21,613</b>	<b>34,863</b>		<b>21,613</b>	<b>21,613</b>

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

	Number of WICHE Students Enrolled	Full Private Tuition & Fees	Tuition & Fees Paid by WICHE Student	Percentage of Tuition & Fees Covered by Support Fee
<b>PRIVATE INSTITUTIONS</b>				
A. T. Still U.	7	\$35,800	\$22,550	37.0%
Midwestern U.	2	44,327	31,077	29.9%
Loma Linda U.	0	44,501	31,251	29.8%
Samuel Merritt U.	0	52,419	39,169	25.3%
U. So. California	1	67,617	54,367	19.6%
Pacific U.	3	42,648	29,398	31.1%
Touro U., Nevada	0	41,994	28,744	31.6%
U. Puget Sound	3	44,838	31,588	29.6%
<b>Total Private Average</b>	<b>16</b>	<b>\$46,768</b>	<b>\$33,518</b>	<b>29.2%</b>
<b>Median</b>		<b>44,414</b>	<b>31,164</b>	<b>29.8%</b>

## Support Fee Incentives PHYSICAL THERAPY 2016-17

Supporting states: Alaska, Hawai'i, and Wyoming

Total number of students enrolled (public and private): 57

Approved Support Fees		
AY 2016	AY 2017	AY 2018
\$14,575	\$14,825	\$15,075

	Number of WICHE Students Enrolled	Nonresident Tuition & Fees	Resident Tuition & Fees	Difference between Nonresident and Resident Tuition & Fees	Incentive OR Shortfall that Student Pays (over Res T&F)	WICHE Student Tuition & Fees Responsibility	Total Revenue Received by Institution (Student T&F plus SF)	Percentage of Nonresident Tuition & Fees Covered by Support Fee	OPTION 1: Credit full Support Fee (NR - SF), student pays balance	
									Student T&F Responsibility	Revenue loss to programs (# students x incentive)
<b>PUBLIC INSTITUTIONS</b>										
Cal State U., Fresno †	0	\$43,614	\$27,618	\$15,996	(\$1,421)	\$29,039	\$43,614	33.4%	\$29,039	\$0
U. C. San Fran/San Fran State U.	1	42,866	30,255	12,611	1,964	30,255	44,830	34.0%	28,291	1,964
U. Colorado Denver, AMC †	1	53,014	28,602	24,412	(9,837)	38,439	53,014	27.5%	38,439	0
Idaho State U. †	1	40,437	18,818	21,619	(7,044)	25,862	40,437	36.0%	25,862	0
U. Montana †	5	36,474	13,043	23,431	(8,856)	21,899	36,474	40.0%	21,899	0
U. Nevada Las Vegas	1	45,873	31,963	13,910	665	31,963	45,873	31.8%	31,298	0
U. New Mexico	0	38,133	27,162	10,971	3,604	27,162	41,737	38.2%	23,558	0
U. North Dakota	8	25,071	18,713	6,358	8,217	18,713	33,288	58.1%	10,496	65,736
U. Utah †	1	50,595	26,824	23,771	(9,196)	36,020	50,595	28.8%	36,020	0
Eastern Washington U.	2	32,362	17,898	14,464	111	17,898	32,362	45.0%	17,787	0
U. Washington †	1	52,456	29,844	22,612	(8,037)	37,881	52,456	27.8%	37,881	0
<b>Total Public Average Median</b>	<b>21</b>	<b>\$41,900 42,866</b>	<b>\$24,613 27,162</b>	<b>\$17,287 15,996</b>	<b>(\$2,712) (1,421)</b>	<b>\$28,648 29,039</b>	<b>\$43,153 43,614</b>	<b>36.4% 34.0%</b>	<b>\$27,325 28,291</b>	

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

	Number of WICHE Students Enrolled	Full Private Tuition & Fees	Tuition & Fees Paid by WICHE Student	Percentage of Tuition & Fees Covered by Support Fee
<b>PRIVATE INSTITUTIONS</b>				
A. T. Still U.	3	\$39,296	\$24,721	37.1%
Midwestern U.	2	43,290	28,715	33.7%
Chapman U.	3	42,866	28,291	34.0%
Loma Linda U.	0	44,052	29,477	33.1%
Mt. St. Mary's U.	0	44,777	30,202	32.6%
Samuel Merritt U.	0	55,809	41,234	26.1%
U. of St. Augustine (San Marcos)	1	47,975	33,400	30.4%
U. Southern California	2	66,617	52,042	21.9%
U. of the Pacific (accel. 2-yr prog)	0	70,162	48,300	30.6%
Western U. Health Sciences	1	39,095	24,520	37.3%
Regis U.	12	45,865	31,290	31.8%
George Fox U.	0	29,278	14,703	49.8%
Pacific U.	6	39,439	24,864	37.0%
Touro U. Nevada	4	42,597	28,022	34.2%
Rocky Mtn. U. of Health Professions	0	36,135	21,560	40.3%
U. Puget Sound	2	36,072	21,497	40.4%
<b>Total Private Average Median</b>	<b>36</b>	<b>\$45,208 43,078</b>	<b>\$30,177 28,503</b>	<b>34.4% 33.8%</b>



## Support Fee Incentives PHYSICIAN ASSISTANT 2016-17

Supporting states: Alaska, Nevada, and Wyoming

Total number of students enrolled (public and private): 9

Approved Support Fees		
AY 2016	AY 2017	AY 2018
\$17,250	\$17,550	\$17,850

PUBLIC INSTITUTIONS	Number of WICHE Students Enrolled	Nonresident Tuition & Fees	Resident Tuition & Fees	Difference between Nonresident and Resident Tuition & Fees	Incentive OR Shortfall that Student Pays (over Res T&F)	WICHE Student Tuition & Fees Responsibility	Total Revenue Received by Institution (Student T&F plus SF)	Percentage of Nonresident Tuition & Fees Covered by Support Fee	OPTION 1 : Credit full Support Fee (NR - SF), student pays balance	
									Student T&F Responsibility	Revenue loss to programs (# students x incentive)
Red Rocks Comm. College	0	\$29,091	27,317	1,774	\$15,476	27,317	\$44,567	59.3%	\$11,841	\$0
U. Colorado Denver, AMC †	1	43,037	19,887	23,150	(5,900)	25,787	43,037	40.1%	25,787	0
Idaho State U. †	1	60,100	38,468	21,632	(4,382)	42,850	60,100	28.7%	42,850	0
Oregon Health & Science U. *	0	48,420	31,170	17,250	0	31,170	48,420	35.6%	31,170	0
U. Utah	1	45,284	28,889	16,395	855	28,889	46,139	38.1%	28,034	855
U. Washington *	0	37,974	20,724	17,250	0	20,724	37,974	45.4%	20,724	0
<b>Total Public</b>	<b>3</b>	<b>\$43,984</b>	<b>\$27,743</b>	<b>\$16,242</b>	<b>\$1,008</b>	<b>\$29,456</b>	<b>\$46,706</b>	<b>41.2%</b>	<b>\$26,734</b>	
<b>Average in region</b>		<b>44,161</b>	<b>28,103</b>	<b>17,250</b>	<b>0</b>	<b>28,103</b>	<b>45,353</b>	<b>39.1%</b>	<b>26,911</b>	

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

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

PRIVATE INSTITUTIONS	Number of WICHE Students Enrolled	Full Private Tuition & Fees	Tuition & Fees Paid by WICHE Student	Percentage of Tuition & Fees Covered by Support Fee
A. T. Still U.	0	\$43,800	\$26,550	39.4%
Loma Linda U.	0	41,319	\$24,069	41.7%
Midwestern U.	0	52,041	\$34,791	33.1%
Pacific U.	0	44,739	\$27,489	38.6%
Samuel Merritt U.	0	51,459	\$34,209	33.5%
Touro U. California	0	41,829	\$24,579	41.2%
Touro U. Nevada	4	49,182	\$31,932	35.1%
U. Southern California	1	54,362	\$37,112	31.7%
Western U. Health Sciences	1	39,555	\$22,305	43.6%
<b>Total Private</b>	<b>6</b>	<b>\$46,476</b>	<b>\$29,226</b>	<b>37.6%</b>
<b>Average in region</b>		<b>44,739</b>	<b>27,489</b>	<b>38.6%</b>

## Support Fee Incentives VETERINARY MEDICINE 2016-17

Supporting states: Arizona, Hawai'i, Montana, Nevada, New Mexico, North Dakota, and Wyoming

Approved Support Fees		
AY 2016	AY 2017	AY 2018
\$32,400	\$32,400	\$32,400

	Number of WICHE Students Enrolled	Nonresident Tuition & Fees	Resident Tuition & Fees	Difference between Nonresident and Resident Tuition & Fees	Incentive OR Shortfall that Student Pays (over Res T&F)	WICHE Student Tuition & Fees Responsibility	Total Revenue Received by Institution (Student T&F plus SF)	Percentage of Nonresident Tuition & Fees Covered by Support Fee	OPTION 1: Credit full Support Fee (NR - SF), student pays balance	
									Student T&F Responsibility	Revenue loss to programs (# students x incentive)
<b>PUBLIC INSTITUTIONS</b>										
Colorado State U.	99	\$57,988	\$31,982	\$26,006	\$6,394	\$31,982	\$64,382	55.9%	\$25,588	\$633,006
Oregon State U. *	11	44,668	23,158	21,510	10,890	23,158	55,558	72.5%	12,268	119,790
U. C. Davis *	8	51,709	39,464	12,245	20,155	39,464	71,864	62.7%	19,309	161,240
Washington State U. *	49	54,413	23,359	31,054	1,346	23,359	55,759	59.5%	22,013	65,954
Western U. Health Sciences (private)	0	51,810			0	19,410	51,810	62.5%	19,410	0
<b>Total Public</b>	<b>167</b>	<b>\$52,118</b>	<b>\$29,491</b>	<b>\$22,704</b>	<b>\$9,696</b>	<b>\$27,475</b>	<b>\$59,875</b>		<b>\$19,718</b>	
<b>Average in region</b>		<b>51,810</b>	<b>27,671</b>	<b>23,758</b>	<b>8,642</b>	<b>23,359</b>	<b>55,759</b>		<b>19,410</b>	
<b>Median in region</b>										

\* U.C. Davis gives all students (RES, NR, WICHE) grants of \$6,000 to \$8,000 to reduce tuition. OSU scholarships WICHE students \$4,000/year for 4 years. WSU scholarships WICHE students \$4,000/year for 4 years.

**FIELDS NOT AFFECTED BY PROPOSED CHANGES**

WICHE’s cooperating programs for the fields of optometry, osteopathic medicine, and podiatry are served exclusively by private institutions. Private programs would not be affected by any of the proposed changes. In addition, support fees for the field of pharmacy were historically set low and were never intended to cover the resident/nonresident tuition differential for public programs. Therefore, public pharmacy programs would not be affected by any proposed changes either. Nonetheless, for 2016-17 academic year information purposes, we have included tuition and fees information and general support fee analysis for the aforementioned fields in the tables that follow.

<b>Support Fee Incentives OPTOMETRY 2016-17</b>					
Supporting states: Alaska, Arizona, Colorado, Hawaii, Montana, Nevada, North Dakota, Utah, and Wyoming					
PRIVATE INSTITUTIONS	Number of WICHE Students Enrolled	Full Private Tuition & Fees	Tuition & Fees Paid by WICHE Student	Approved Support Fees	
				AY 2016	AY 2018
Marshall B. Ketchum U.	24	43,551	\$26,126	\$17,425	\$18,025
Midwestern U.	39	\$50,172	32,747		
Pacific U.	47	46,613	29,188		
Western U. Health Sciences	9	37,350	19,925		
Illinois College Optometry (OOR)	2	44,310	26,885		
Northeastern State University (OOR)	1	38,360	20,935		
Salus University (OOR)	2	46,150	28,725		
<b>Total Private</b>	<b>124</b>				
<b>Average in region</b>		<b>\$44,442</b>	<b>\$26,997</b>		<b>39.7%</b>
<b>Median in region</b>		<b>45,082</b>	<b>27,657</b>		<b>38.7%</b>

OOR = Not located in a WICHE state; out-of-region.

**Support Fee Incentives  
OSTEOPATHIC MEDICINE 2016-17**

Supporting states: Arizona, Montana, and Wyoming

Approved Support Fees		
AY 2016	AY 2017	AY 2018
\$21,650	\$22,025	\$22,400

Percentage of Tuition & Fees Covered by Support Fee	Tuition & Fees Paid by WICHE Student
36.2%	\$38,119
30.6%	49,122
42.0%	29,850
38.8%	34,133
34.5%	41,053
34.0%	41,956
39.4%	33,320

Number of WICHE Students Enrolled	Full Private Tuition & Fees
10	\$59,769
23	70,772
6	51,500
6	55,783
1	62,703
2	63,606
9	54,970

**PRIVATE INSTITUTIONS**

A.T. Still U., Mesa	10	\$59,769
Midwestern U.	23	70,772
Pacific Northwest U. of Health Science	6	51,500
Rocky Vista U.	6	55,783
Touro U., California	1	62,703
Touro U., Nevada	2	63,606
Western U. Health Sciences	9	54,970

<b>Total Private Average Median</b>	<b>57</b>	<b>\$59,872</b> <b>59,769</b>
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0OR = Not located in a WICHE state; out-of-region.

**Support Fee Incentives  
PODIATRY 2016-17**

Supporting states: Alaska, Arizona, Montana, Utah, and Wyoming

Approved Support Fees		
AY 2016	AY 2017	AY 2018
\$15,025	\$15,275	\$15,550

Percentage of Tuition & Fees Covered by Support Fee	Tuition & Fees Paid by WICHE Student
32.4%	\$31,320
31.6%	32,578
41.1%	21,565

Number of WICHE Students	Full Private Tuition & Fees
12	\$46,345
11	47,603
1	36,590

**PRIVATE INSTITUTIONS**

Midwestern U.	12	\$46,345
Samuel Merritt U. (CA Sch. of Pod. Med.)	11	47,603
Western U. Health Sciences	1	36,590

<b>Total Private Average</b>	<b>24</b>	<b>\$43,513</b>
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\$28,488 35.0%

## Support Fee Incentives PHARMACY 2016-17

Supporting states: Alaska and Nevada

Total number of students enrolled (public and private): 19

Approved Support Fees		
AY 2016	AY 2017	AY 2018
\$7,700	\$7,850	\$7,975

PUBLIC INSTITUTIONS	Number of WICHE Students	Nonresident Tuition & Fees	Resident Tuition & Fees	Support Fee	Tuition & Fees Paid by WICHE Student	Percentage of NR T&Fs Covered by Support Fee
U. Arizona	0	\$44,849	\$25,097	\$7,700	\$37,149	17.2%
U.C. San Francisco	0	51,421	38,151	7,700	43,721	15.0%
U. Colorado Denver, AMC	0	39,805	28,623	7,700	32,105	19.3%
U. Hawai'i, Hilo	0	40,770	23,826	7,700	33,070	18.9%
Idaho State U.	1	35,974	17,296	7,700	28,274	21.4%
U. Montana	1	29,583	10,876	7,700	21,883	26.0%
U. New Mexico	0	44,507	23,468	7,700	36,807	17.3%
North Dakota State U.	0	28,521	17,169	7,700	20,821	27.0%
Oregon State U.	0	39,565	23,683	7,700	31,865	19.5%
W. Washington	0	51,604	30,907	7,700	43,904	14.9%
Washington State U.	3	37,429	20,775	7,700	29,729	20.6%
U. Wyoming	0	31,888	15,398	7,700	24,188	24.1%
<b>Total Public</b>	<b>5</b>	<b>\$39,660</b>	<b>\$22,939</b>		<b>\$31,960</b>	<b>20.1%</b>
<b>Average</b>		<b>39,685</b>	<b>23,576</b>		<b>31,985</b>	<b>19.4%</b>
<b>Median</b>						
PRIVATE INSTITUTIONS	Number of WICHE Students	Nonresident Tuition & Fees	Support Fee	Tuition & Fees Paid by WICHE Student	Percentage of NR T&Fs Covered by Support Fee	
Midwestern U. *	4	\$60,706	\$10,267	\$50,439	16.9%	
Pacific U. *	0	50,695	10,267	40,428	20.3%	
Roseman U. *	10	55,499	10,267	45,232	18.5%	
U. of the Pacific *	0	78,087	11,550	66,537	14.8%	
U. Southern California	0	55,691	7,700	47,991	13.8%	
Western U. Health Sciences	0	48,125	7,700	40,425	16.0%	
<b>Total Private</b>	<b>14</b>	<b>\$58,134</b>		<b>\$48,509</b>	<b>16.7%</b>	
<b>Average</b>		<b>55,595</b>		<b>46,612</b>	<b>16.5%</b>	
<b>Median</b>						

## INFORMATION ITEM

# WICHE's Veterinary Medical Cooperative Admissions Procedure

In the mid-1990s, when seats for veterinary education in the West were limited, WICHE and its partner veterinary programs devised an admissions procedure for applicants from WICHE states that would give them preferential admission over the general nonresident pool, and give cooperating programs the advantage of filling their seats and getting commitments from WICHE residents as early as possible. The "veterinary cooperative admissions procedure" is time-intensive for all parties (veterinary schools, state offices that support veterinary students, and the WICHE central office). WICHE veterinary applicants receive preferential admission by the admitting colleges because their applications are reviewed in a special WICHE applicant pool that is reviewed after the resident applicant pool, but before the national applicant pool. Some WICHE applicants would not be competitive if they were considered in the larger, national applicant pool.

For vet med, rankings are conducted early (December/January). States then authorize WICHE to release the names of conditionally WICHE-funded applicants, and cooperating CVMs make "conditional WICHE offers" to the top-ranked applicants who applied to their program. The number of names released for WICHE support by each state depends on the number of new student slots that have been provisionally budgeted for support in the coming academic year. (The offers are "conditional" pending final approval of PSEP appropriations by legislatures in the participating WICHE states.)

Recently, several certifying officers whose states support students in veterinary medicine have expressed concern because the procedure – used only for veterinary medical applicants in PSEP – gives veterinary applicants the advantage of being notified of their PSEP funding status prior to the finalization of state budgets, and much earlier in the year (January, February) than applicants for other healthcare professions served by PSEP (April, May, June). Additionally, when the cooperative admissions procedure was adopted in the 1990s, the number of veterinary medicine seats available was limited, and admissions were highly competitive. The recent opening of new veterinary programs has increased the capacity for veterinary education and has consequently softened the competition for seats. Because both access and availability are no longer at a premium, some of the WICHE states believe the cooperative admission process has outlived its usefulness. Those state offices propose to eliminate the veterinary medical cooperative admissions procedure and switch to the same ranking process and timeframe used for the other nine fields of study served by PSEP.

A few WICHE states favor keeping the veterinary cooperative admissions process for their residents. They are not concerned about the early notification because entering WICHE veterinary students are advised that their WICHE PSEP funding is conditional upon their home state's budget being sufficiently funded to accommodate the awarded seats. Those states would like to maintain the preferential admission advantage because it allows their qualified WICHE applicants to compete for admission in some of the top veterinary colleges in the nation, which include the University of California Davis (rated number one) and Colorado State University (rated number three).

Although it requires extra work, WICHE's cooperating vet med programs favor keeping the special admissions procedure as well. Washington State University (WSU) allows non-WICHE nonresident students to file for residency and pay resident tuition in their second through fourth years. Admissions staff are concerned that if WICHE awards aren't made until late spring, WICHE applicants who don't know if they'll be funded will opt for WSU because it could be cheaper in the long run. However, once WICHE funding awards are distributed, some of the students who initially accept WSU offers may later switch to Oregon State University or Colorado State University where nonresidents are not allowed to file for residency for the duration of their professional education. This could cause excessive movement in class composition for all partner programs as late as June prior to the fall enrollment.

The ranking and awarding process for vet med is an anomaly compared to the other fields served through PSEP. Applicants for the other nine fields served by PSEP do not benefit from an early ranking as vet med applicants do. Most frequently, students enrolling in WICHE PSEP fields other than veterinary medicine have to make a school choice prior to knowing whether or not they will receive WICHE PSEP support. Students seeking WICHE support in other fields must wait until the governor of their home state signs the budget; then their state offices authorize WICHE to release names of WICHE-funded students. Depending on a state's legislative calendar, a student might know if he/she is WICHE-funded as early as mid-March, but most often they must wait until April or May, and sometimes as late as June.

State certifying officers who attended the May 2016 meeting voted to discontinue the early vet med rankings and awarding of conditional support to vet med students prior to the signing of their state budgets. They believe that

applicants to all the PSEP professional programs should be treated the same, and that given the softening of competition for vet med seats and the increase in the number of veterinary colleges serving the West, special arrangements for vet med are no longer warranted.

Members of WICHE's Veterinary Medicine Advisory Committee who met in June 2016 stated that abandoning the vet med cooperative admissions procedure would force them to rank WICHE applicants with the general nonresident pool, making some applicants less competitive, which could ultimately decrease the number of veterinarians in the West. Cooperating programs speculated that if support fee incentives were eliminated, it would likely mean the end of their participation in the special vet med admissions process anyway. Several pre-vet advisors expressed concern that some of their applicants – although qualified – would not be as competitive without the “WICHE advantage”.

### **Proposed Implementation**

Certifying officers favor discontinuing the cooperative admissions procedure after the current admissions cycle. For the states opposed to the early ranking process, WICHE staff recommends eliminating early rankings after the 2017-18 admissions cycle is complete (April 2017). Applicants for the 2018-19 admissions cycle will be ranked a few weeks in advance of each state's projected budget finalization date. Names of students to be supported will be announced as each funding state authorizes WICHE staff to do so.

WICHE staff recognizes that a few states still appreciate the advantage of early rankings. For those states, WICHE staff is willing to conduct early rankings, as long as cooperating veterinary programs are still willing to participate.

# 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 2015-16, 35,632 WUE students and their families saved more than \$308.8 million in tuition costs. Since WUE began in 1988, students and their parents have saved an impressive \$2.85 billion on approximately 463,400 annual tuition bills. Residents of WICHE member states can choose from 159 participating WUE institutions. WUE enrollment counts and savings estimates for 2016-17 will be available in December 2016. See pages 3-25 through 3-30 for a list of participating institutions.

After a brief hiatus in its WUE participation, South Dakota School of Mines and Technology will resume its participation for the 2016-17 academic year. New Mexico State University-Alamogordo (NMSU-A) is WICHE's newest partner. NMSU-A is a community college branch within the NMSU system offers two-year degrees and certificates in several disciplines. It also offers bachelor's degrees in nursing and education in cooperation with NMSU-Las Cruces.

This fall, Eastern Washington University (EWU) calculated its WUE rate based on its 2014-15 resident tuition rate, prior to two years of tuition rollbacks in the State of Washington, which totaled 20 percent for 2015-16 and 2016-17 combined. This resulted in a WUE rate of 185 percent of resident tuition for the 2016-17 academic year. EWU has been asked to rectify tuition charges and charge the correct rate in the future.

**Western Regional Graduate Program.** The Western Regional Graduate Program (WRGP) allows master's, graduate certificate, and doctoral students who are residents of the 15 participating states, the Commonwealth of the Northern Mariana Islands, and Guam to enroll in 409 high-quality programs at 60 participating institutions on a resident tuition basis. In fall 2015, 1,439 students enrolled through WRGP and saved an estimated \$21.1 million in tuition. See pages 3-25 through 3-30 for a list of institutions offering WRGP graduate programs.

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. Some 140 healthcare-related programs are now offered through WRGP, including audiology and speech pathology, bioengineering, biostatistics, graduate nursing, health administration, psychology and counseling, public health, and many more.

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. The submission deadline is Monday, Nov. 21, 2016. WICHE is particularly interested in adding graduate programs in healthcare (for fields not available through the Professional Student Exchange Program) and high-demand fields including: cybersecurity; 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 other 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.

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](http://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 because the fields of study are not offered at public institutions in their home states. (California, Idaho, Oregon, South Dakota, Washington, the Commonwealth of the Northern Mariana Islands, and Guam 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 62 institutions offering PSEP programs are listed on pages 3-25 through 3-30.

During the 2016-17 academic year, 640 students are enrolled through PSEP and their home states will expend almost \$14.7 million in support fees to reduce their tuition. As of this writing, student enrollment numbers are down by eight students compared to last year; staff will have exact participation numbers at the November Commission meeting, once all contract changes have been processed.

Multiple factors have contributed to the decline in the number of students using PSEP over the past few years: 1) Some states are still dealing with budgets cuts or flat budgets. At the same time, PSEP support fees continue to increase by about 2 percent per year, resulting in a slow erosion in the number of students that are funded. 2) The increase in the number of new public professional healthcare programs in dentistry, pharmacy, physical therapy, physician assistant, occupational therapy, and veterinary medicine has reduced several states' need for PSEP in those healthcare fields. 3) Two states have disadvantageous arrangements for their PSEP students. Alaska residents use PSEP as a state loan program. Students must reimburse 100 percent of the support fee received on their behalf. Even if they return to Alaska and join the state's healthcare workforce, there is no reward for their service. Nevada PSEP graduates who return to their home state and serve are still required to reimburse 25 percent of the support fee. 4) Finally, some students from service-payback states are reticent to accept WICHE PSEP support if they want to keep their post-graduation practice location options open. Directly related to the service-payback obligation that the majority (about 65 percent) of PSEP graduate now have, WICHE staff and certifying officers from payback states observe that more students decline WICHE support if they are enrolling in a public program where the support fee exceeds the difference between resident and nonresident tuition, resulting in an incentive for the enrolling program. [This issue is outlined in detail in the DISCUSSION ITEM on pages 3-6 through 3-19.]

**May 2016 Certifying Officers Meeting.** Certifying officers met in Laramie, Wyoming, just prior to the commission meeting to discuss administrative issues related to WICHE's Student Exchange Programs. They discussed the problems that support fee incentives are creating for PSEP students enrolled in public programs, and the need to change the way support fees are applied. They also discussed the need for changes in WICHE's cooperative veterinary medicine admissions procedure. [This issue is outlined in detail in the DISCUSSION ITEM on pages 3-20 through 3-21.]

WICHE's executive director of WCET, Mike Abbiatti, gave certifying officers an overview of cybersecurity and its implications for higher education. Certifying officers were encouraged to raise awareness in their states about the severe shortage of cybersecurity programs and trained professionals in the WICHE region and nationwide. Dr. Kevin Murray, director of medical education at the University of Wyoming, provided an overview of healthcare systems, spending, utilization of procedures, and patient outcomes in the United States compared with other developed countries.

**WICHE's June 2016 Veterinary Medicine Advisory Council Meeting.** Members met in June 2016 in Cody, Wyoming. Major topics of discussion included the possibility of eliminating support fee incentives to enrolling programs and the potential ramifications for veterinary student access to participating programs, including the possible discontinuation of the cooperative veterinary medicine admissions procedure, which gives WICHE PSEP-certified applicants an advantage in the admissions review at WICHE's partner veterinary programs.

The deans' panel focused on pipeline efforts to attract more diverse students to the veterinary profession. Some programs work with students as early as the 6<sup>th</sup> grade. Dr. Phillip Nelson, dean of Western University of Health Sciences' College of Veterinary Medicine, is a leader in diversity efforts, said that Western will host a regional diversity symposium in California in 2018. The deans also led a discussion on the apparent new trend to focus more on primary care core competencies and spend less time on exposing students to specialty training.

The meeting was highlighted by a presentation by guest speaker Chad Jones, a certified financial planner who advises Colorado State University's doctor of veterinary medicine students how to take control of their finances and best manage their student debt. Financial education advisors who are detached from advisory firms, brokerages, or banks – and hired directly by universities are extremely rare. Jones currently has only two counterparts in the nation who provide student debt counseling and financial management advising to students studying in the healthcare professions; they serve students at Oregon Health Sciences University and Drexel University in Pennsylvania.

Regarding new veterinary programs in the West, the University of Arizona Tucson's proposed veterinary college underwent a professional accreditation site visit by the American Veterinary Medical Association (AVMA) in January 2016. The proposed program hoped to begin enrolling students as early as this fall. However, in late July 2016 the AVMA's Council on Education denied the university's request for provisional accreditation. In August 2016, the university affirmed its plans to appeal.

## Institutions Participating in WICHE's Student Exchange Program – November 2016

State/Institution	WUE	WRGP	Number of WRGP Programs	PSEP	Number of PSEP Programs	Public/Private
<b>Alaska</b>						
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
<b>Alaska Totals</b>	<b>3</b>	<b>3</b>	<b>8</b>	<b>0</b>	<b>0</b>	
<b>Arizona</b>						
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, Phoenix				●	1	Public
University of Arizona South	●					Public
University of Arizona, Tucson	●	●	22	●	2	Public
Yavapai College	●					Public
<b>Arizona Totals</b>	<b>26</b>	<b>5</b>	<b>82</b>	<b>4</b>	<b>16</b>	
<b>California</b>						
California State Polytechnic University, Pomona	●					Public
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
California State University, Fresno				●	1	Public

State/Institution	WUE	WRGP	Number of WRGP Programs	PSEP	Number of PSEP Programs	Public/Private
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 University				●	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				●	3	Public
University of California, San Francisco and San Francisco State University				●	1	Public
University of California, Merced	●					Public
University of St. Augustine				●	1	Private
University of Southern California				●	6	Private
University of the Pacific		●	1	●	3	Private
Western University of Health Sciences				●	8	Private
<b>California Totals</b>	<b>15</b>	<b>6</b>	<b>13</b>	<b>18</b>	<b>45</b>	
<b>Colorado</b>						
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		●	9			Public
Colorado State University	●	●	10	●	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	●	●	18			Public
University of Colorado Denver, Anschutz Medical		●	15	●	5	Public
University of Northern Colorado	●	●	21			Public
Western State Colorado University	●					Public
<b>Colorado Totals</b>	<b>25</b>	<b>9</b>	<b>101</b>	<b>5</b>	<b>9</b>	
<b>CNMI</b>						
Northern Marianas College	●					Public
<b>CNMI Totals</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	
<b>Hawai'i</b>						
University of Hawai'i, Hilo	●			●	1	Public
University of Hawai'i, Manoa	●	●	18	●	1	Public
University of Hawai'i, Maui College	●					Public
University of Hawai'i, West Oahu	●					Public
<b>Hawai'i Totals</b>	<b>4</b>	<b>1</b>	<b>18</b>	<b>2</b>	<b>2</b>	
<b>Idaho</b>						
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
<b>Idaho Totals</b>	<b>6</b>	<b>2</b>	<b>14</b>	<b>1</b>	<b>4</b>	
<b>Montana</b>						
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	●	●	7	●	2	Public
University of Montana, Western	●					Public
<b>Montana Totals</b>	<b>12</b>	<b>3</b>	<b>18</b>	<b>1</b>	<b>2</b>	

State/Institution	WUE	WRGP	Number of WRGP Programs	PSEP	Number of PSEP Programs	Public/Private
<b>Nevada</b>						
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
<b>Nevada Totals</b>	<b>7</b>	<b>2</b>	<b>7</b>	<b>4</b>	<b>8</b>	
<b>New Mexico</b>						
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 Military Institute	●					Private
New Mexico State University	●	●	12			Public
New Mexico State University – Alamogordo	●					Public
Northern New Mexico College	●					Public
Santa Fe Community College	●					Public
University of New Mexico	●	●	13	●	4	Public
Western New Mexico University	●					Public
<b>New Mexico Totals</b>	<b>12</b>	<b>5</b>	<b>29</b>	<b>1</b>	<b>4</b>	
<b>North Dakota</b>						
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
<b>North Dakota Totals</b>	<b>11</b>	<b>3</b>	<b>10</b>	<b>2</b>	<b>4</b>	
<b>Oregon</b>						
Eastern Oregon University	●					Public
George Fox University				●	1	Private
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

State/Institution	WUE	WRGP	Number of WRGP Programs	PSEP	Number of PSEP Programs	Public/Private
Portland State University	●	●	10			Public
Southern Oregon University	●	●	2			Public
University of Oregon		●	2			Public
Western Oregon University	●	●	1			Public
<b>Oregon Totals</b>	<b>6</b>	<b>5</b>	<b>17</b>	<b>4</b>	<b>11</b>	
<b>South Dakota</b>						
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
<b>South Dakota Totals</b>	<b>6</b>	<b>5</b>	<b>11</b>	<b>1</b>	<b>1</b>	
<b>Utah</b>						
Dixie State University	●					Public
Rocky Mountain University of Health Professions				●	1	Private
Roseman University of Health Sciences – South Jordan				●	1	Private
Salt Lake Community College	●					Public
Snow College	●					Public
Southern Utah University	●	●	1			Public
University of Utah	●	●	32	●	5	Public
Utah State University	●	●	16			Public
Utah State University Eastern	●					Public
Utah Valley University	●					Public
Weber State University	●					Public
<b>Utah Totals</b>	<b>9</b>	<b>3</b>	<b>49</b>	<b>3</b>	<b>7</b>	
<b>Washington</b>						
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	●	●	5	●	2	Public
Washington State University, Spokane		●	2			Public
Washington State University, Tri-Cities	●					Public
Western Washington University	●					Public
<b>Washington Totals</b>	<b>7</b>	<b>5</b>	<b>18</b>	<b>5</b>	<b>12</b>	

State/Institution	WUE	WRGP	Number of WRGP Programs	PSEP	Number of PSEP Programs	Public/Private
<b>Wyoming</b>						
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
<b>Wyoming Totals</b>	<b>9</b>	<b>1</b>	<b>6</b>	<b>1</b>	<b>1</b>	
<b>Out-of-Region</b>						
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
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
<b>Out-of-Region Totals</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>10</b>	<b>10</b>	
<b>Total Number of Participating Institutions in WICHE's Student Exchange Program</b>						
	<b>159</b>	<b>58</b>	<b>401</b>	<b>62</b>	<b>136</b>	



# INFORMATION ITEM

## Update on 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 collaborative efforts among faculty at institutions 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 a consortium's member institutions. Seamlessly, students enroll, obtain advising, and use financial aid from their home campus, which transcripts the course. The major user of ICE, today, is the Nursing Education Xchange (NEXus), a consortium of 18 universities sharing excess capacity in doctoral nursing courses. For more information on NEXus, see <http://www.winnexus.org/>.

The Montana University System began using ICE in the summer term of this academic year to support the sharing of online courses among five of its institutions: Flathead Valley Community College, Fort Peck Community College, Great Falls College, Missoula College, and Montana State University Northern. Currently, New Mexico's Sun Path Consortium (Skill UP Network: Pathways Acceleration in Technology and Healthcare) is exploring the use of WICHE ICE to support its exchange of online courses among 11 institutions involved in its U.S. Department of Labor Trade Adjustment Assistance Community College Career Training (TAACCCT) grant focusing on healthcare and information technology.

Through WICHE ICE, each consortium is provided its own web-based electronic catalog for sharing course information and encrypted data about students enrolling in these shared courses at other institutions. Based on the consortium's business rules and at its discretion, WICHE may provide the financial transaction services supporting the consortium's exchange. Policy and users' manuals provide detailed instructions and resources for consortia and their participating member institutions. The WICHE ICE website ([www.wiche.edu/ice](http://www.wiche.edu/ice)) provides more information about how the program works, as well as other resources for consortia clients and their respective 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 its annual meeting.

The Forum will hold its 2017 annual meeting in Salt Lake City, UT, on April 26-28. The meeting's theme will be "Designing for Quality in Higher Education Facet by Facet." WICHE President Joe Garcia will deliver the keynote speech, "Improving Lives, Growing our Economy, and Strengthening our Democracy." Sessions will focus on improving student learning; assignment design and assessment; race, equity and inclusion; the minority pipeline in STEM; and classrooms of the future, among others. More information about the Forum can be found at [www.wiche.edu/forum](http://www.wiche.edu/forum); its 61 current members are listed on page 3-37.

### **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 school communities. Together, the members address issues of common concern across the region and work together on innovative solutions. Like the Forum, the Alliance is funded by membership dues and sponsorship of its annual meeting.

The Alliance will hold its 2017 annual meeting in Long Beach, CA, on March 22-24. The theme will be "The Future of Community Colleges: Thriving in a World of Flux." Dr. Eloy Ortiz Oakley, incoming chancellor of the California Community Colleges, has been invited to give the keynote. Program officers from the Bill & Melinda Gates Foundation and Lumina Foundation will address the attendees on the role of philanthropy in the student success agenda during the Awards Luncheon. Other topics include new strides in competency-based education, the value of alternative credentials in the marketplace, guided pathways, next-generation student services, affordable course materials, and other topics.

The West's top academic leaders of the two-year sector are represented in the Alliance's membership of 77. For more information, see [www.wiche.edu/alliance](http://www.wiche.edu/alliance). Current Alliance members are listed on page 3-37.

**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. Each organization recognizes the top tool of the year for its sector during the awards luncheon at their respective annual meetings. Winners, selected by a committee of official representatives from each organization, are named from the pool of new tools submitted by members and others during the membership year. Beginning in 2017, the Alliance will make its annual award in memory of Bernice Joseph, former executive dean of the College of Rural and Community Development and vice chancellor for rural, community and Native education at the University of Alaska, Fairbanks, who was instrumental in helping to found the Alliance and who served on its executive committee.

### **Interstate Passport<sup>SM</sup>**

Interstate Passport ([www.wiche.edu/passport](http://www.wiche.edu/passport)) provides 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 most 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. Students who earn a Passport at one participating institution and transfer to another will have their learning achievement recognized; they will not be required to repeat courses or other learning opportunities at the receiving institution to meet lower-division general education requirements in the Passport's nine knowledge and skill areas.

The idea and design for this grassroots initiative was conceived in 2010 by chief academic leaders in the West as a solution for transfer students, who too often lose credits, have to repeat courses, and spend additional money to complete their degrees. 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 Interstate Passport promises a new way to streamline transfer students' pathways to graduation.

Since 2011, faculty from both two- and four-year institutions in multiple WICHE states have worked collaboratively to develop the Passport Learning Outcomes (*what a student should know and be able to do*) and attendant proficiency criteria (*ways students demonstrate achievement of the learning outcomes*) in lower-division general education.

Referencing the LEAP Essential Learning Outcomes developed by the Association of American Colleges and Universities, the Passport framework comprises nine knowledge and skill areas: oral communication, written communication, quantitative literacy, natural sciences, human cultures, critical thinking, creative expression, human society and the individual, and teamwork and value systems.

Each of the nine areas includes a consensus set of Passport Learning Outcomes (PLOs) reflecting the learning outcomes of the participating institutions' or states' faculty. The Proficiency Criteria (PC) provide examples of current classroom assignments as a context within which to establish an understanding among faculty about student proficiency with the learning outcomes at the lower-division general education level, and to review the rigor of one's own assignments.

To participate in the Interstate Passport Network (Network), each institution must construct its Passport Block – a list of courses and/or learning opportunities by which its students achieve the Passport Learning Outcomes. Students who do so will be awarded a Passport by the institution and notified of this achievement. For many students, this will stand as an early milestone on their way to a degree. For those who transfer, it will ensure that they do not waste time repeating learning they have already achieved at their former institution even if the courses or credits required of their new Network member institution's Block are different. Faculty also benefit by knowing that they can change the curriculum in the courses in their institution's Block without triggering an articulation review as long as the PLOs are still addressed.

Institutions participating in the Network agree, as part of its quality assurance effort, to report the number of Passports awarded and supply data on the academic performance of Passport and non-Passport students who transfer into their institution for at least two terms after they transfer, as well as for students who earn the Passport at their institution for at least two terms after earning it. These data are sorted and analyzed by the Passport's Central Data Repository (CDR). Each sending institution receives a report detailing how well its former students have performed at Passport receiving institutions for use in continuous improvement efforts.

The CDR also reports aggregate data to the Passport Review Board (PRB) for its use in evaluating the overall performance of the Interstate Passport program. The design for noting the Passport on student records and tracking academic performance was developed by registrars and institutional researchers from participating institutions. Currently, Utah State University serves as the CDR. Later this year, much of this work will transition to the National Student Clearinghouse, whose automated processes will make it easier for institutions to participate in the Interstate Passport.

Faculty, registrars, institutional researchers, academic advisors, and campus marketing specialists from two-year and four-year institutions at 90+ institutions in 16 states are involved in the development and testing of the Passport Framework. Some have been involved since Phase 1 kicked off in 2011 while others have come aboard more recently to evaluate the process of constructing a Passport Block or to pilot the process of mapping critical assignments to the PLOs. States involved to date include: Arkansas, California, Colorado, Hawai'i, Idaho, Indiana, Kentucky, Montana, New Mexico, North Dakota, Ohio, Oregon, South Dakota, Virginia, Utah, and Wyoming. Institutions and organizations in the WICHE region currently participating in some ongoing development activities are listed on page 3-38.

Network member institutions currently include: HI: Leeward Community College and University of Hawaii West Oahu; OR: Blue Mountain Community College; UT: Dixie State University, Salt Lake Community College, Snow College, Southern Utah University, The University of Utah, Utah State University, Utah Valley University, and Weber State University; WY: Laramie County Community College.

In July, regionally accredited not-for-profit institutions were invited to apply for membership in the Interstate Passport Network, a consortium of institutions authorized to award the completed learning outcomes-based Passport for lower-division general education in its nine areas – Passport-LDGE. To do so, institutions had to provide a copy of their Passport Block. When the NSC infrastructure rolls out this fall, it will support the participation of institutions nationwide, and institutions are expected to join in waves as they complete the work necessary to apply for participation. The application requires that institutions agree to all of the terms of the Memorandum of Agreement (MOA), which has a five-year renewable term for institutions in good standing. The MOA requires the institution, through its faculty, to review the PLOs and define their institution's Passport Block; and through its registrar to award the Passport to students who achieve it, notate student achievement of the Passport on the student record, recognize incoming Passport students as having met their lower-division general education requirements, and participate in the tracking process.

The 16 Phase I Signatory institutions each receive 10-year free memberships. Five-year free memberships are available to the first 100 institutions that are approved for charter memberships. For the first year (through June 30, 2017), up to 25 of these charter membership "slots" will be reserved on a first-come-first-serve basis for institutions from the seven development states (California, Hawaii, North Dakota, Oregon, South Dakota, Utah, and Wyoming). Any institution receiving charter membership status must identify its Passport Block and become a fully functioning network participant within six months of being approved. For institutions that join the Network after the limited time promotion, the fee for each five-year membership will be based on the number of full-time equivalent students at the institution according to IPEDS for the last reported academic year. Pricing will be on a sliding scale, with three tiers:

0 – 2,499 students:	\$2,500/year
2,500 – 9,999 students:	\$5,000/year
10,000+ students:	\$7,500/year

Discounts of 10 percent of the membership fees are available to institutions paying for the full five-year term. System-wide contracts receive a 10 percent discount on the total cost for all institutions in the system. If the system is joining and paying for the full five-year term, then it receives a 20 percent discount on the total full cost for all institutions in the system.

The Interstate Passport's development activities have been funded by the Carnegie Corporation of New York (\$550,000), the Bill & Melinda Gates Foundation (\$2,397,732), Lumina Foundation (\$1,200,000), and a First in the World (FITW) grant from the U.S. Department of Education (\$2,999,482).

### **North American Network of Science Labs Online**

The North American Network of Science Labs Online (NANSLO) is designed to be an alliance of cutting-edge science laboratories located at higher education institutions 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. Currently, one laboratory is located at Great Falls College Montana State University and the other is at 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 28 lab activities in introductory biology and chemistry. Other institutions can now contract with NANSLO to provide laboratory services to their students on a fee-for-service model.

### **Western Academic Leadership Academy**

The Western Academic Leadership Academy, founded in 2015, 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 will host its third cohort next summer.

The Academy's faculty, consisting of sitting campus provosts and system academic officers, shares its expertise as it trains future academic leaders on the unique roles and responsibilities of a provost. 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.

Next year's cohort, to be capped at 17, will be selected by the Academy's faculty, from a pool of candidates nominated by the official representatives of Forum member institutions and organizations. The year's activities will kick off with an intensive three-day, face-to-face seminar at WICHE's headquarters, July 19-21. Throughout the rest of the term, they will participate in a variety of activities led by the faculty and guest speakers including webinars, conference calls, and listserv discussions on a range of topics of common interest. Each participant is assigned a mentor from the Academy faculty to provide advice and counsel on the individual's next career steps.

To be considered for participation in the 2017 cohort, academic leaders must hold a position of dean or higher at one of the Forum member institutions or organizations. For more information about the Academy, see [www.wiche.edu/Academy](http://www.wiche.edu/Academy).

### **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 not-for-profit 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 or dental insurance is not included at this time. Campuses in the WICHE region that are participating in the program are listed on page 3-38.

MHECare offers Patient Protection and Affordable Care Act-compliant student health insurance plans. MHECare Student Health Insurance offers both standard and customized fully insured plans, depending on the size of the institution and number of students enrolled. The plans are tailored to campuses that require proof of health insurance as a condition of enrollment for a sizable portion of their student populations.

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 can be achieved by working collaboratively across institutions. They 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 staff 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. This past February, MHEC announced an agreement with Consolidated Health Plans (CHP) to also provide expanded student health insurance options for institutions.

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.

## **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 not-for-profit private higher education institutions, subject to approval by the MPP Leadership Committee.

As of the September 1, 2016, renewal, 83 member institutions, totaling some 165 campuses, have total insured values of over \$105.6 billion. The program has generated more than \$114.5 million in savings for its participating institutions since its inception. Competitive rates, coverage, and service are the hallmarks of the program. The base program rate typically benchmarks below industry averages and helps members to reduce their insurance costs while improving their asset protection. The rate reflects all costs for participation in the base program, which includes potential total limits of \$501 million. Also included in this rate is the cost for loss-control services and risk reports that are the member's property. Members also have the option to purchase additional layers up to \$1.75 billion, based on their needs. The costs of these layers are allocated based upon member participation and typically benchmark below industry averages. The average program rate has fallen 43.3 percent since 2002-03, from .045 cents to .0255 cents, with continued enhancements to coverage and services. Members also have the opportunity to earn annual dividends, based on the consortium's comprehensive loss ratios. At the end of the most recent underwriting year, \$1,779,902 was distributed back to the participating institutions in dividends, and a cumulative distribution of \$18.1 million in dividends has been made since the program began. Current members have expressed strong satisfaction with the program as evidenced by the 98 percent retention rate.

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. Twelve members currently serve on the committee, including Craig Kispert, associate vice president for business and planning at Seattle Pacific University, and Laura Betzold, chief risk officer at the University of Wyoming, representing WICHE member institutions. Jere Mock represents WICHE at the Leadership Committee meetings. Because of the size and complexity of the program, the Leadership Committee has developed five subcommittees to work on specific areas of the program and to make recommendations to the full committee. The subcommittees include the Executive, Underwriting and Marketing, Engineering and Loss Control, Finance and Audit, and the Loss Control Workshop.

Eleven institutions and two systems (with 20 campuses and centers) in the WICHE region are members of the Master Property Program. Participating systems and campuses are listed on page 3-38.

Representatives from member campuses participated in a March 9-11, 2016, MPP Annual Meeting and Loss Control Workshop in St. Louis. The workshop topics focused on risk management strategies, fire protection, loss prevention, and emergency response in higher education. The workshop included risk managers; campus security; facilities; and environmental health and safety staff who exchange ideas on effective campus risk management and loss-control practices. The 2017 workshop will also be held in St. Louis, on March 8-10.

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 master purchasing agreements for hardware, software, and technology services to contain or reduce their purchasing costs.

**Hardware:** WICHE region colleges and universities and state education agencies are eligible to purchase hardware at discounted rates. New master agreements with Dell, Hewlett Packard, Lenovo, and Walker and Associates (for Ciena) have hardware provisions covering desktops, laptops, tablet devices, servers, and network equipment. These new agreements run through FY 2018, with renewal options. A print management solution is also available through Xerox.

**Software:** Software agreements are available from Arrow Electronics for VMware virtualization software, Corel Corporation for creative software applications, Oracle for campus license discounts, and SAS Institute for analytical solutions.

**Services:** A master agreement with Info-Tech Research Group provides research and advisory services to campus leadership to improve core IT processes. The MHEC e-Transcript Initiative (ETI) with Parchment offers a mechanism to facilitate the transfer of student transcript information in a consistent format between WICHE-region public and private high schools to WICHE-region public and private colleges and universities. The ETI also facilitates the transfer of this information among participating WICHE postsecondary institutions.

Several of the purchasing agreements are also available to K-12 organizations; local, county, and state governments; and education-related 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 due diligence in selecting the vendor has already been done. The MHECtech website ([www.mhectech.org](http://www.mhectech.org)) provides details on the vendors, contracts, and eligible entities.

## Regional Initiatives' Participating Systems and Institutions

### Current members of the Western Academic Leadership Forum

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#### 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

Azusa Pacific University  
California Polytechnic University  
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  
Marco  
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

#### Hawai'i

University of Hawai'i System  
University of Hawai'i - West O'ahu

#### 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  
University of South Dakota

#### Utah

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

#### Washington

Central Washington University  
Eastern Washington University  
Washington State University  
University of Washington  
Educational Outreach  
Evergreen State College

#### Wyoming

University of Wyoming

### Current members of the Western Alliance of Community College Academic Leaders

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#### 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 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  
System  
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 (MSU)

Missoula College, University of  
Montana  
City College at MSU Billings  
Highlands College of Montana  
Tech  
Great Falls College, Montana State  
University

#### Nevada

College of Southern Nevada  
Great Basin College  
Truckee Meadows Community  
College  
Western Nevada College

#### New Mexico

New Mexico Military Institute  
New Mexico State University  
Alamogordo

#### North Dakota

Williston State College

#### Oregon

Chemeketa Community College  
Portland 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 Basin College  
 Edmonds Community College

Spokane Falls Community College

Washington State Board for  
 Community and Technical  
 Colleges

**Wyoming**

Laramie County Community  
 College  
 Western Wyoming Community  
 College

**Current participants in the development and testing of the Interstate Passport<sup>SM</sup>**

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**California**

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

**Colorado**

Aims Community College  
 University of Northern Colorado

**Hawai'i**

Leeward Community College  
 University of Hawai'i West Oahu

**Idaho**

Idaho State University  
 North Idaho College

**Montana**

Great Falls College  
 University of Montana

**New Mexico**

New Mexico State University  
 Santa Fe Community College

**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 (2015-16)**

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**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**

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**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:  
 • Community College of Southern  
 Nevada – Charleston Campus

- Community College of Southern  
 Nevada – Cheyenne Campus
- Desert Research Institute – Northern  
 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 Community College

**Oregon**

Lewis and Clark College  
 Reed College  
 Willamette University

**Utah**

Westminster College

**Washington**

Seattle Pacific University

**Wyoming**

University of Wyoming



# Thursday, November 10, 2016

2:00 - 3:15 p.m.  
Meadowbrook I

## Issue Analysis and Research Committee Meeting

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

- Susan Anderson (AK)
- Chris Bustamante (AZ)
- Committee chair (CA)
- TBD (CO)
- Colleen Sathre (HI)
- Tony Fernandez (ID)
- Franke Wilmer (MT)
- Vic Redding (NV)
- Barbara Damron (NM)
- Mark Hagerott (ND)
- Ryan Deckert (OR)
- Robert Burns (SD)
- TBD (U.S. Pacific Territories and Freely Associated States)
- Committee vice chair (UT)
- Jeanne Kohl-Welles (WA)
- Karla Leach (WY)

### Agenda

Presiding: Christopher Cabaldon, committee chair

Staff: Demarée Michelau, vice president, policy analysis and research  
 Peace Bransberger, senior research analyst  
 Patrick Lane, director of data initiatives  
 Sarah Ohle Leibrandt, research analyst  
 Christina Sedney, policy analyst



Approval of the May 16, 2016, 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 2016*  
*Tuition and Fees in Public Higher Education in the West 2016-2017*

### Discussion Item:

Legislative Activity in the West – What Has Happened and What to Expect in 2017

- *Policy Insights* – A Tale of Two Economies: 2016 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 16, 2016

#### **Committee Members Present**

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

Susan Anderson (AK)  
Chris Bustamante (AZ)  
Sharon Hart (CNMI)  
Colleen Sathre (HI)  
Tony Fernandez (ID)  
Franke Wilmer (MT)  
Fred Lokken (NV)  
Barbara Damron (NM)  
Mark Hagerott (ND)  
Ryan Deckert (OR)  
Robert Burns (SD)  
Jeanne Kohl-Welles (WA)  
Karla Leach (WY)

#### **Staff Present**

David Longanecker, president  
Erin Barber, executive assistant to the president and to the commission  
Demarée Michelau, director of policy analysis  
Peace Bransberger, senior research analyst  
Laura Ewing, administrative manager  
Patrick Lane, MLDE project manager  
Carl Krueger, project coordinator  
Sarah Ohle Leibbrandt, project coordinator  
Christina Sedney, project coordinator

Chair Cabaldon convened the Issue Analysis and Research Committee meeting on May 16, 2016, at 11:00 AM. Demarée Michelau called roll, and a quorum was established.

#### **ACTION ITEM**

#### **Approval of the Issue Analysis and Research Committee meeting minutes of November 3, 2015**

Chair Cabaldon asked committee members to review the minutes from the November 3, 2015, meeting. Commissioner Wilmer moved approval, which was seconded by Commissioner Fernandez. The minutes were approved.

#### **ACTION ITEM**

#### **Discussion and Approval of the FY 2017 Workplan Sections Pertaining to the Policy Analysis and Research Unit's Activities**

Michelau first noted that there have not been significant changes to the workplan since FY 2016, as WICHE staff has been waiting for the executive leadership transition to occur before making any major changes in direction.

#### **State Higher Education Policy Database (SHEPD)**

Michelau said that it may be time to revisit the structure and scope of SHEPD, created in 2001 as a searchable online database of national legislative and board policies.

#### **Regional Factbook for Higher Education in the West**

Michelau reported that WICHE is exploring alternative ways to present these data using new tools, such as Tableau, rather than static data tables as has previously been done. Chair Cabaldon noted that he appreciates thinking about modernizing WICHE's approach to data and information presentation.

#### **Adult College Completion Network (ACCN)**

The ACCN grant is ending September 30, 2016, and WICHE is working with Lumina Foundation to determine what future support might look like. WICHE will pursue funding to maintain the network as well as to pursue state-level work in this area.

### **Serving Student Soldiers of the West**

Michelau noted that a graduate student approached WICHE about researching and writing a grant proposal, on the organization's behalf, related to supporting military students in the West.

Commissioner Burns asked for an update on the remaining projects in the workplan. Michelau responded with the following information:

### **Hitting the Ground Running (Work-based learning project)**

This proposal is with USA Funds, but has been in their hands for a long time. There is a chance it may still be funded.

### **Second Chance at Success (Corrections education project)**

The Ford Foundation was previously the project's best funding hope, but it is shifting its giving priorities to global initiatives. WICHE is considering the MacArthur Foundation as a possible funder; however, this also may not be a fit with their priorities.

### **Safer Spaces (Sexual assault prevention project)**

WICHE is pursuing funding but is having difficulty identifying funders for such a project. Two applications to the Robert Wood Johnson Foundation have not been successful. Commissioner Damron mentioned she had served as a fellow at the Robert Wood Johnson Foundation and might be able to provide some insight on additional opportunities there and also mentioned that the National Institutes of Health (NIH) might be a possibility. Commissioner Kohl-Welles suggested more nontraditional funders, such as CNN, Microsoft, or the Ms. Foundation. Commissioner Wilmer further suggested that perhaps connecting with Vice President Biden might provide some opportunities for funding given his interest in the topic.

### **Fueling the Race 2.0 (Prior learning assessment research project with CAEL)**

This project has not gotten traction with Lumina Foundation, which originally requested the proposal to further explore the outcomes of students using prior learning assessment (PLA). Lumina staff seem to feel that the research question has been asked and answered through the original research. David Longanecker suggested that Lumina may also have been hesitant to fund a proposal that was geared toward "selling" CAEL's services rather than truly evaluating the impact of PLA. Commissioner Leach suggested that WCET's focus on credentialing might match with PLA research questions, and might serve as an avenue to approach the project outside of partnering with CAEL. Michelau agreed that a less product-oriented partner might be valuable.

### **Outcomes-Based Funding Project**

WICHE is not actively pursuing funding for the project at this time.

### **Common Core Project**

WICHE is not actively pursuing funding for the project at this time.

Commissioner Hagerott asked how the committee should go about identifying new issues to add to the workplan. Michelau replied that commissioners should reflect on what issues they would like to see addressed and bring these to the November retreat. Longanecker added that Joe Garcia and the Executive Committee will be providing additional guidance on the framing of issues for the retreat.

Chair Cabaldon suggested that at the retreat the committee also think about putting in place a process for producing smaller-scale projects with a quicker turnaround (such as short issue briefs) that could lead to further work but would not require long, drawn-out funding processes, essentially serving as "analytical way stations" to guide the committee in selecting issues to focus on.

Commissioner Burns asked if the potential future projects section of the workplan fully aligned with the current workplan. Michelau replied that they aligned in part with current activities, but fully with WICHE's areas of focus. She further noted that no potential future projects would be pursued until the arrival of WICHE's new president and that this could be a topic of discussion for the November retreat.

Commissioner Deckert asked if the organizational audit mentioned in the President's address would affect the IAR Committee. Longanecker responded that it could, as the audit might encompass everything from staff structure to the committee structure of the Commission itself. Commissioner Hagerott encouraged everyone to pursue big ideas in thinking through changes with the organizational consultant, as dysfunction in Washington, D.C., might lead to

an increasingly important role for states and regions in serving the needs of their students and wider populations. He mentioned North Dakota is pursuing a “Vision 2030” process, and suggested WICHE strive to be forward-thinking as well.

Commissioner Leach suggested that WICHE staff target their energies on big ideas, avoiding issues where the “story is the same or the audience doesn’t want to hear it” – citing concurrent enrollment and remediation. Longanecker suggested that WICHE focus on analysis, rather than descriptive reports, combing evidence and theory and being clear about what works and what does not in higher education.

Commissioner Burns moved to approve the FY 2017 workplan, Commissioner Damron seconded, and the motion to approve the workplan passed with none opposed.

## INFORMATION ITEMS

### ***Knocking on the College Door Projections***

Chair Cabaldon noted that WICHE staff will be hosting a webinar to share an in-depth look at the new data visualization tool they are developing for the *Knocking on the College Door* projections. Michelau added that a goal of the webinar is to solicit specific feedback on the data visualization tool and encouraged committee members to share the invitation with colleagues who have expertise in this area. Commissioner Damron asked if the committee had received an electronic invitation for this event, and Michelau confirmed that they had.

### ***Policy Insights: Tuition and Fees in the West 2015-16***

Michelau announced that the latest *Policy Insights* brief, which reports on WICHE’s annual survey of published tuition and fees, would be released in a few days. She also noted that the publication was shared with committee members in advance, per their request to receive the document a week in advance of release.

### **Legislative Advisory Committee Update**

Michelau mentioned that the Legislative Advisory Committee (LAC) currently has vacancies in Arizona and one vacancy from the Commonwealth of the Northern Mariana Islands. The next meeting of the LAC has been confirmed for Sept. 20-21, 2016, and will take place in Albuquerque, NM. Michelau will confer with Commissioner Damron given the New Mexico location, and she will send out the agenda in advance.

### **Staff Updates**

The Policy Analysis and Research team has hired an intern – Colleen Falkenstern – to assist with the *Knocking on the College Door* projections over the course of the spring, and she will stay on through the summer. The unit has also hired another intern for the summer, a graduate student from the University of Iowa.

## DISCUSSION ITEM

### **Multistate Longitudinal Data Exchange (MLDE)**

Patrick Lane provided an overview of the MLDE, describing it as a way for states to link individual-level education and employment data, with significant potential to augment the data picture currently provided by state-level systems by adding information on those who have migrated across state lines. The project has completed a pilot phase in Hawai’i, Idaho, Oregon, and Washington, demonstrating proof of concept, and now has funding from the Bill & Melinda Gates Foundation to expand to 10 additional states. A component of the grant conditions was that the project pursue a national scope – rather than just in the West – which the Commission approved. As a result, project staff have worked closely with the other regional compacts to recruit “clusters” of states with significant interstate migration, both within and outside the West. The criteria for states to enter the MLDE include: the status of the state’s data infrastructure; the amount of between-state migration occurring; the capacity to use data effectively (that is to inform policymaking); and their location within a cluster of participating states.

The project has now developed the technological infrastructure for the exchange itself and, because of its structure, is in a position to include as many states as meet the participation criteria. As of today’s meeting, project staff has sent data-sharing agreements to 15 states for review. Further, leading the MLDE project has involved WICHE in national-level conversations on data, such as the debate around the development of a national Student Unit Record Data System. WICHE does not have an official position for or against such a data system, only that whatever emerges at the national

level should include the ability for states to access their state-level data. MLDE staff has been asked to write a paper on how the MLDE fits into these national data conversations, which will come out this week.

As a follow-up to questions that arose at the last committee meeting regarding the use of national-level income data – such as IRS data – instead of state-level Unemployment Insurance (UI) data, Lane said that the technological infrastructure of the exchange could allow for this if national-level data become available. The exchange is designed to send data request files to different types of data systems. However, Lane noted that Tennessee has been attempting to work with the IRS to receive income data and has not yet seen results from this effort, perhaps suggesting that, for the moment, state UI data are the most reliable source of income data available.

Chair Cabaldon noted that the suggestion of pursuing IRS data originally came from Commissioner Lassner, who is no longer on the IAR Committee, but that his concerns with state UI data were valid. For example, California uses its UI data for program reviews, but this has become increasingly problematic as more and more people operate in the “entrepreneurial sector” (such as Uber drivers and Etsy producers), decreasing the fidelity of UI data as a marker of income. Therefore, keeping doors open to other sources, such as IRS data, would be useful as UI data may distort program outcomes. Lane agreed that state UI data can be problematic, sharing an example from the MLDE pilot in Hawai’i, where a program generated a significant number of graduates who were employed by the military and not captured in the income data.

Commissioner Bustamante asked what types of data are required for joining. Lane replied that the architecture of the exchange can accommodate single or multiple state data systems. Lane further noted that the MLDE staff has had preliminary conversations with Arizona, but, the state does not yet seem ready to join. Commissioner Bustamante offered his and Commissioner Klein’s assistance in these conversations as needed.

Commissioner Hagerott added that North Dakota has done a significant amount of research examining the state’s workforce needs and yet this has limited value due to the vast difference in regional micro-economies within the state. Lane noted that another weakness in the UI data is that individuals’ location is noted as the location of their companies’ headquarters – not individuals’ home addresses.

Lane went on to update the committee on the MLDE’s governance structure, explaining that WICHE’s long-term goal is to “get out of the data exchange business.” Ultimately, the aim is to shift the governance structure to the state participants. Currently the MLDE has a governance working group, which could transition into an interim board of directors, and perhaps eventually spin off into a full board of directors who would manage relationships with both WICHE and the technical entity. Lane asked what the committee’s views on this might be; in particular, how they envision the Commission’s relationship with their state representatives in this governance context.

Chair Cabaldon asked that the group think carefully about the larger question of “spinoff” organizations from WICHE and what their relationship is in terms of accountability to states. Given the increasing number of spinoff-type organizations (such as NC-SARA), what is the role of WICHE and the commission in the operation of entities that WICHE has incubated, especially those with significant policy implications. Chair Cabaldon suggested this might be a more appropriate topic for discussion at the November retreat.

Commissioner Leach noted that liability must be a serious consideration given WICHE’s IT issues. Lane responded that the MLDE uses an external contractor for sensitive data, recognizing WICHE’s own IT limitations. Commissioner Hagerott noted that all participants should be careful to examine the fine print on all contracts, given recent insurance issues that have arisen in connection with security breaches at large banks. Commissioner Sathre asked if the MLDE contains personal data, and Lane replied that the MLDE does not function as a single database; rather it is multiple connected databases, and only states have their own personally identifiable information, and they pass relevant information to the external contractor, who matches it with other states and then makes a data request to relevant states. Moreover, the external contractor has a robust security system in place, and emphasizes security over efficiency and cost. Information is segregated so that complete personal information is never all in one place.

Michelau added that WICHE itself does not house the data and that WICHE has been careful to confer with attorneys throughout the process. Chair Cabaldon responded that, nevertheless, WICHE must be attentive to issues surrounding a possible security breach since we are using public authority to collect data, and it is our legal and moral responsibility to get this right.

Commissioner Bustamante further noted that if there is even a slight security breach, the consequences can be severe. He shared that Maricopa has spent \$20 million dealing with a potential security breach, having not been absolved of liability.

Commissioner Sathre added that while the possibility of a security breach is troubling, she is ultimately a supporter of the project.

Lane went on to ask the committee what research questions they might like to see addressed with the data. Commissioner Damron replied that the outcomes of dual credit and early college participants would be of particular interest, given quality-related issues New Mexico has faced in these two programs. Currently the approach is popular with legislators but participants seem to be requiring remediation when they reach postsecondary education raising concerns about the programs' effectiveness. Commissioner Damron felt that data on the subject from WICHE could be a powerful motivator to enhance the quality of these programs. Commissioner Bustamante responded that Arizona has had success in dual and concurrent enrollment quality assurance by accrediting programs through the National Association of Concurrent Enrollment Partnerships.

Commissioner Deckert added that in Oregon the private sector knows where there are areas of economic growth, and that these need to be connected to relevant degree offerings and talent pipelines.

Chair Cabaldon mentioned that debunking mythology around where students are going would be helpful, essentially using students who went out of state as a sort of control group to isolate the impact of a state's colleges as compared to its high school preparation.

As there was no other business, Chair Cabaldon adjourned the IAR Committee at 12:10 PM.

# Thursday, November 10, 2016

**2:00 - 3:15 p.m.**  
Meadowbrook II

## Self-funded Units Committee Meeting

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

- Committee vice chair (AK)
- TBD (AZ)
- TBD (CA)
- Loretta Martinez (CO)
- David Lassner (HI)
- Matt Freeman (ID)
- Pat Williams (MT)
- Fred Lokken (NV)
- Mark Moores (NM)
- Ray Holmberg (ND)
- Camille Preus (OR)
- Committee chair (SD)
- Jude Hofschneider (U.S. Pacific Territories and Freely Associated States)
- Peter Knudson (UT)
- Don Bennett (WA)
- Sam Krone (WY)

### Agenda

Presiding: Jim Hansen, chair

Staff:

- Mike Abbiatti, WICHE vice president for educational technologies and WCET executive director
- Dennis Mohatt, vice president for behavioral health
- Ken Cole, director of operations, Mental Health Program



Approval of the May 16, 2016, Self-funded Units Committee meeting minutes 5-3



Approval of funding from the Bill & Melinda Gates Foundation for WCET to become the Backbone Partner for the Foundation's Digital Learning Network 5-4

### Information Item – WICHE Cooperative for Educational Technologies

- Annual Meeting – October 12-14, 2016, Minneapolis, MN
- On-deck – Dues analysis; convening strategy analysis
- Budget briefing

### Information Item – Mental Health Program

- Mental Health Program Update
- Introduction of new staff



- Overview of new projects for FY17
- Budget outlook

Other business

Adjournment

# ACTION ITEM

## Self-funded Units Committee Meeting Minutes

### May 16, 2016

#### **Committee Members Present**

Jim Hansen (SD), chair  
  
TBD (AZ)  
TBD (CA)  
Jude Hofschneider (CNMI)  
David Lassner (HI)  
Matt Freeman (ID)  
Ray Holmberg (ND)  
Camille Preus (OR)  
Committee chair (SD)  
Don Bennet (WA)

#### **Committee Members Absent**

Jim Johnsen (AK), vice chair  
Loretta Martinez (CO)  
Pat Williams (MT)  
Fred Lokken (NV)  
Mark Moores (NM)  
Peter Knudson (UT)  
Sam Krone (WY)

#### **Staff Present**

Mike Abbiatti, WICHE vice president for education technologies and executive director, WCET  
Ken Cole, director of operations, Mental Health Program  
Dennis Mohatt, vice president for behavioral health

Chairman Jim Hansen called the committee to order at 10:45 a.m. on May 16, 2016. Chairman Hansen asked Mike Abbiatti, WCET executive director to present the WCET progress report.

Abbiatti outlined the 2016 WCET Priorities as formulated at the yearly staff retreat. The priorities serve as core input to the WICHE workplan. Each WCET Strategic Focus Area (Practice, Policy, and Advocacy) related to technology-enhanced teaching and learning is represented by a series of events and activities throughout FY 2016. Examples of the events and activities include a new cybersecurity initiative, a series of informational blogs, and webinars that provide broad and deep insight into policy issues governing electronically delivered content, and the impact of technology on the emerging higher education credentials discussion. Abbiatti described the upcoming (June 8,9) Leadership Summit in Salt Lake City on the topic of connected credentials as a significant gathering of national experts working to understand the value and evolution of higher education degrees, certifications, badges, and yet-to-be-developed credentials that will verify student competencies for prospective employers.

Abbiatti reported that the WCET budget remains stable and the outlook for 2016 is promising in terms of revenue from new memberships, successful Leadership Summits and the annual meeting. Outstanding staff remains the primary asset for the organization.

Vice President for Behavioral Health Dennis Mohatt provided the committee with a program update. The Mental Health Program is finishing up an extremely busy fiscal year, with 37 projects being completed in 10 of the WICHE states and CNMI. It was also a year ending with only three states not paying the \$15,000 support fee (CA, MT, UT). The new fiscal year is already taking shape with multiple new projects in Alaska, Hawai'i, and South Dakota, as well as continuing work in several states. The program submitted a response to a federal solicitation for multi-year funding of a Rural Health Policy Research Center, focused on behavioral health, and expects to know in August if the application was successful. Finally, the nearly half-million dollar project with Arizona focused on improving quality was renewed for another year.

Ken Cole, director of operations for mental health, reviewed budget performance, and reported a second consecutive year of revenue in excess of expenses. With a positive fund balance anticipated of over \$250,000, the Mental Health Program will retire its debt to WICHE reserves, and carry a positive fund balance into FY17. Mohatt and Cole responded to questions from the committee and no action items were presented.

The committee approved the FY 2017 workplan sections pertaining to WCET and the Mental Health Program. Chairman Hansen called for the committee meeting to adjourn.

# **ACTION ITEM**

## **Approval of Funding from the Bill & Melinda Gates Foundation for WCET to Become the Backbone Partner for the Digital Learning Network**

### **Relationship to WICHE Mission**

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

WCET proposes to be the Backbone Partner for the Bill & Melinda Gates Foundation's Digital Learning Network. The goal of the Digital Learning Network is to create and sustain a healthy market for digital learning and courseware that serve the needs of low-income, underserved students in the U.S. As the Backbone Partner, one of the WCET's principal roles is to promote innovation, cooperation, and resource sharing among the current set of Network Partners. This project directly supports WICHE's mission for educational access and equity.

### **Background**

In 2015-16, WCET led two initiatives to raise awareness of innovations in the field of adaptive learning and personalized learning. The 2015 Leadership Summit featured institutional grantees from the Bill & Melinda Gates Foundation adaptive learning grants program. The Summit introduced WCET to many of the major corporate providers and institutional users of adaptive technologies. Also in 2015, WCET created its first fellowship to advance WCET's expertise and community of users in the area of adaptive learning. Niki Bray, WCET Fellow on Adaptive Learning, has strengthened WCET's reputation as a "go to" organization on adaptive learning. Both of these initiatives engaged key personnel from the Bill & Melinda Gates Foundation who experienced WCET first-hand as an effective convener, collaborator, and information disseminator.

This established reputation no doubt played a role in the Gates Foundation's invitation to WCET, along with four other organizations, to submit a pre-proposal to its "Call for Concept: Backbone Partner to the Digital Learning Network." WCET was selected as the finalist and began planning meetings with the foundation's program officer in mid-August. WCET's final proposal and budget will be submitted by Oct. 26, 2016.

### **Program Description**

The Gates Foundation has in progress multiple grant projects broadly related to digital courseware and their potential to increase retention and progress for low-income, minority, first-generation students to perform well academically in their general-education undergraduate course requirements. The premise is that if at-risk students can succeed in 100 and 200 level courses, they will persist in their academic goals.

Several institutions and adaptive learning suppliers are currently creating and implementing courseware. Approximately 100 general education courses, designed for personalized learning instruction and instructor access to learning analytics, will be available or in a testing stage in 2017.

In addition, the Gates Foundation is supporting a collection of organizations whose role is to raise awareness of early findings about the impact of personalized, digital courseware on student outcomes, to share lessons learned and institutional case studies, and to obtain buy-in among institutional decision makers as well as teaching faculty in a different approach to teaching high-stakes courses that can move the needle on retention and persistence for first-generation and low-income students.

The problem is that the impact of all of these investments and grant projects will fall short of their potential without more strategic direction and strategic communications to reach a wider higher-education audience. WCET has been invited by the foundation to serve as the Backbone Partner to the Digital Learning Network.

The Backbone will create and support a network that advances the work of the 12 Network Partners and, over time, establishes a healthy, sustainable digital courseware market in postsecondary education. Initially, the Backbone will be responsible for the following three functions:

1. Establish the network. This is a leadership function that entails the design of a strategic organization, with a shared vision for the future of the network, and a clear understanding of Network Partners' individual and collective roles. The Backbone will lead the process for the establishment of an effective governance structure. Within the three-year period of the grant, the Backbone will have executed the vision of bringing the current collection of partners from "loose cohort" to "generative network."
2. Network management. Coordination, facilitation, and communication are critical network management roles that the Backbone will provide. The Backbone will document progress, shepherd partner collaborations, and ensure steady momentum. The Backbone will ensure that the network is focused on vision, clarity, and action.
3. Tactical support. The Backbone will provide directly or will identify external resources to support the work of the Network Partners. WCET will map existing "assets" that have been produced by the Network Partners and identify strategies to broaden awareness and utilization of these assets among colleges and universities, especially those institutions that serve high enrollments of first-generation, low-income students

The current Network Partners are: Achieving the Dream, Association of Public and Land-Grant Universities' Personalized Learning Consortium, Digital Learning Research Network at University of Texas Arlington, EdSurge, Educause, Intentional Futures, MindWires, New Media Consortium, Online Learning Consortium, SRI International, the SxSW.Edu organizers, and Tyton Partners.

### **Staff and Fiscal Impact**

The proposed budget request to the Bill & Melinda Gates Foundation will be between \$4 million and \$5 million for a three-year grant period. The indirect cost recovery rate is 15 percent of direct costs.

New hires will include a director, assistant director, and administrative assistant, all full-time. WCET will realize some salary savings by redirecting a small portion of existing staff to assist with meeting planning, communications, and budgeting. The Backbone director will report directly to Mike Abbiatti, WCET executive director and WICHE vice president for educational technologies.

### **Action Requested**

WCET seeks approval to accept a grant from the Bill & Melinda Gates Foundation to serve as the Backbone Partner to the Digital Learning Network.

# Thursday, November 10, 2016

**3:30 - 5:00 p.m.**

Standley I

## Committee of the Whole – Business Session

### Agenda

Reconvene Committee of the Whole: Jeanne Kohl-Welles, WICHE chair

Report and recommended action of the Audit Committee:  
Mike Rush, committee chair and immediate past WICHE chair



FY 2016 audit report (separate document)

Report of the Executive Committee: Jeanne Kohl-Welles, WICHE chair

Report and recommended action of the Programs and Services Committee:  
Clayton Christian, committee chair [Tab 3]

Report and recommended action of the Issue Analysis and Research  
Committee: Christopher Cabaldon, committee chair [Tab 4]

Report and recommended action of the Self-funded Units Committee:  
Jim Hansen, committee chair [Tab 5]



Approval of funding from the Bill & Melinda Gates  
Foundation for WCET to become the Backbone  
Partner for the foundation’s Digital Learning  
Network [Tab 5]

Report on the Legislative Advisory Committee annual

### 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 2017 officers of the  
WICHE Commission

Other business

Adjourn Committee of the Whole Business Session

## **DISCUSSION ITEM**

### **Update on WICHE's Budget**

In May 2015, the Commission approved a balanced budget for the FY 2016 General Fund. In June, at the end of FY 2016, the actual revenues and expenditures exceeded the budget by a good amount due to our experiencing significantly higher indirect cost recovery than we anticipated. This surplus can be seen on the report titled *General Fund Budget Comparing FY 2016 with FY 2017*. Also, as is seen on the second accompanying report titled *Program Area Revenue and Expense Summary*, most of the WICHE program areas experienced gains as well with the exception of a small loss in the Self Supporting Services. Overall, WICHE experienced a very positive financial year for FY 2016.

Since WICHE is the majority partner in the State Higher Education Policy Center (SHEPC), all the financial activity at SHEPC is combined with the financial activity at WICHE and presented in the audited WICHE financial statements. As can be seen on the schedule titled *Statement of Revenues, Expenses and Changes in Net Position*, which is not here in the agenda book, but rather found in the audited financial statements, WICHE's net position at the beginning of FY 2016 was \$7,203,466 and is \$9,114,484 at the end of FY 2016.

The Programs and Services Area, the Policy Area, the Professional Student Exchange program (PSEP), and the Compact for Faculty Diversity all experienced gains or no changes. No change is the normal result of programs like PSEP or the Bridges to the Professoriate which are not designed to do anything other than pay the expenses of the program.

The Mental Health unit experienced a gain of \$267,232. Since they began the year with a negative fund balance of <\$264,407>, they now have a positive fund balance of \$2,825.

The WCET unit experienced a gain of \$23,007. Since they began the year with a fund balance of \$430,743 and repaid a loan from WICHE of \$100,000 they are now at a fund balance of \$353,750.

The General Fund began the year with a Reserve of \$2,208,759. WICHE added to this reserve \$217,577 and now has a reserve of \$2,426,336. Of this total the Commission has designated certain portions to be held for specific purposes. These are \$341,098 as a minimum reserve, \$239,000 for facility payments to SHEPC, \$284,248 for unexpected shortfalls and \$850,000 for an operating accounts receivable. This leaves \$711,990 available for future designations by the Commission. These amounts can be seen on the report titled *General Fund Budget Comparing FY 2016 with FY 2017*.

#### **Looking ahead to Fiscal Year 2017**

The FY 2017 general fund budget, approved by the Commission at the May 2016 meeting, is also a balanced budget. It actually has a slight surplus of \$2,069. At the time of this writing we are only one quarter into the current year, but it appears that the general fund is operating within budget. Over the next months, the program managers will each be accessing how each of their programs are doing and making adjustments as necessary in order to meet their budgets. WICHE staff will be submitting preliminary FY 2018 budgets to the Executive Committee in February and completed FY 2018 budgets to the full Commission in May 2017.

# Western Interstate Commission for Higher Education

## General Fund Budget

Comparing FY 2016 with FY 2017

Revenue and Expenditures

October 2016

	FY 2016				FY 2017				
	FY 2016 Budget	FY 2016 Actual	Actual Higher or (Lower) than Budget		FY 2017 Budget	FY 2017 Budget Higher or (Lower) than FY 2016 Budget		FY 2017 Budget Higher or (Lower) than FY 2016 Actual	
<b>Revenue</b>									
4102 Indirect Cost Reimbursements	\$500,000	\$1,052,015	\$552,015	110.4%	\$600,000	\$100,000	20.0%	(\$452,015)	-43.0%
4104 Indirect Cost Sharing-WICHE	(\$120,000)	(\$190,350)	(\$70,350)	58.6%	(\$160,000)	(\$40,000)	33.3%	\$30,350	-15.9%
4201 Members/Fees States/Institutions	\$2,256,000	\$2,256,000	\$0	0.0%	\$2,320,000	\$64,000	2.8%	\$64,000	2.8%
4300 Interest	\$30,000	\$23,215	(\$6,785)	-22.6%	\$24,000	(\$6,000)	-20.0%	\$785	3.4%
4400 Publication Sales & Refunds	\$50	\$0	(\$50)	-100.0%	\$52	\$2	3.1%	\$52	
4600 Other Income	\$58,000	\$50,635	(\$7,365)	-12.7%	\$60,000	\$2,000	3.4%	\$9,365	18.5%
4850 Credit Card Transaction Rev. / Units	\$1,000	(\$8)	(\$1,008)	-100.8%	\$500	(\$500)	-50.0%	\$508	#####
4900 Interfund Transfers		(\$3,421)	(\$3,421)			\$0		\$3,421	-100.0%
<b>Total Revenue</b>	<b>\$2,725,050</b>	<b>\$3,188,086</b>	<b>\$463,036</b>	<b>17.0%</b>	<b>\$2,844,552</b>	<b>\$119,502</b>	<b>4.4%</b>	<b>(\$343,535)</b>	<b>-10.8%</b>
<b>Expenditures</b>									
0102 Student Exchange Program	\$313,211	\$312,464	(\$746)	-0.2%	\$345,302	\$32,092	10.2%	\$32,838	10.5%
0104 Policy Analysis & Research	\$391,839	\$391,097	(\$741)	-0.2%	\$406,074	\$14,236	3.6%	\$14,977	3.8%
0105 Communications & Public Affairs	\$441,306	\$440,840	(\$467)	-0.1%	\$453,594	\$12,288	2.8%	\$12,754	2.9%
0110 President's Office	\$532,202	\$531,779	(\$423)	-0.1%	\$560,577	\$28,376	5.3%	\$28,798	5.4%
0111 Commission Meeting Expense	\$196,105	\$195,480	(\$624)	-0.3%	\$203,123	\$7,018	3.6%	\$7,642	3.9%
0112 Administrative Services	\$595,964	\$595,788	(\$175)	0.0%	\$627,749	\$31,785	5.3%	\$31,960	5.4%
0115 Miscellaneous Gen. Fund	\$173,989	\$186,410	\$12,422	7.1%	\$179,863	\$5,875	3.4%	(\$6,547)	-3.5%
0116 Program Development	\$15,000	\$15,513	\$513	3.4%	\$25,000	\$10,000	66.7%	\$9,487	61.2%
0131 LAC Meeting	\$40,000	\$43,136	\$3,136	7.8%	\$41,200	\$1,200	3.0%	(\$1,936)	-4.5%
<b>Total Expenditures</b>	<b>\$2,699,614</b>	<b>\$2,712,509</b>	<b>\$12,895</b>	<b>0.5%</b>	<b>\$2,842,483</b>	<b>\$142,869</b>	<b>5.3%</b>	<b>\$129,974</b>	<b>4.8%</b>
<b>Surplus (Deficit) for the Fiscal Year</b>	<b>\$25,436</b>	<b>\$475,578</b>	<b>\$450,142</b>		<b>\$2,069</b>	<b>(\$23,367)</b>		<b>(\$473,509)</b>	
<b>Reserves at Beginning of Year</b>									
1 Minimum Reserve	\$323,954	\$323,954	\$0	0.0%	\$341,098	\$17,144	5.3%	\$17,144	5.3%
2 Reserve for Facility Payments	\$239,000	\$239,000	\$0	0.0%	\$239,000	\$0	0.0%	\$0	0.0%
3 Reserve for Unexpected Shortfall	\$269,961	\$269,961	\$0	0.0%	\$284,248	\$14,287	5.3%	\$14,287	5.3%
4 Ford Loan Balloon Payment	\$614,057	\$614,057	\$0	0.0%	\$0	(\$614,057)	-100.0%	(\$614,057)	-100.0%
5 Reserve to Operate Accounts Receivable					\$850,000				
6 Reserve Available for Dedication	\$761,787	\$761,787	\$0	0.0%	\$711,990	(\$49,797)	-6.5%	(\$49,797)	-6.5%
<b>Reserves at Beginning of Year</b>	<b>\$2,208,759</b>	<b>\$2,208,759</b>	<b>\$0</b>	<b>0.0%</b>	<b>\$2,426,336</b>	<b>(\$632,423)</b>	<b>-96.0%</b>	<b>(\$632,423)</b>	<b>-96.0%</b>
<b>Reserves Dedicated during Year</b>									
7 WICHE Presidential Search	\$75,000	\$75,099	(\$99)	-0.1%					
8 WICHE IT Audit		\$46,601							
9 Deferred Compensation / President	\$39,600	\$36,300	\$3,300	8.3%	\$0	\$39,600	100.0%	\$36,300	100.0%
10 Information Technology (IT) Review	\$100,000	\$100,000	\$0	0.0%	\$0	\$100,000	100.0%	\$100,000	100.0%
11 Organizational System Review	\$0	\$0	\$0		\$100,000	(\$100,000)		(\$100,000)	
12 Deficit (Surplus) for the Fiscal Year above	(\$25,436)	(\$475,578)	\$450,142		(\$2,069)	(\$23,367)	91.9%	(\$473,509)	99.6%
<b>Reserves Dedicated during the Fiscal Year</b>	<b>\$189,164</b>	<b>(\$217,577)</b>	<b>\$453,342</b>	<b>8.2%</b>	<b>\$97,931</b>	<b>\$16,233</b>	<b>291.9%</b>	<b>(\$437,209)</b>	<b>299.6%</b>
<b>Reserves at End of Year</b>	<b>\$2,019,595</b>	<b>\$2,426,336</b>	<b>\$453,342</b>		<b>\$2,328,405</b>	<b>(\$616,190)</b>		<b>(\$1,069,632)</b>	

- (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 were \$137K.
- (b) Minimum reserve set by the commission is 12% of Budgeted Expenses. Set May 2000.
- (c) Facility Payments reserve set by commission at 6 months of cost. Set May 2007.
- (d) Unexpected Shortfall reserve set by commission at 10% of Budgeted Expenses. To be used only if anticipated funding does not materialize. Set May 2007.
- (e) Ford Loan balloon payment amount is \$1,070,345 of which WICHE owes 57.37%.
- (f) Reserve amount needed float accounts receivable until payments are received for contracted work. Approved by Executive Committee February 2016.
- (g) Budget created by Executive Committee for Presidential Search.
- (h) Deferred compensation plan for President approved by Commission at the November 2010 meeting. Renewed at July 2015 Exec. Cmte. Mtg.
- (i) Approved by Executive Committee February 2016.
- (j) Approved by Executive Committee February 2016.

*Western Interstate Commission for Higher Education*

*Program Area Revenue and Expense Summary for FY 2016*

	Programs & Services	Policy Analysis	PSEP & Bridges	Mental Health	WCET	Self Supporting Services
<b>Revenue</b>						
Membership Dues and Fees	\$ 755,583			\$ 150,000	\$ 1,047,985	
Conference Registration Fees	\$ 12,705	\$ 16,822			\$ 361,026	
Grants and Contracts	\$ 1,832,453	\$ 2,090,936	\$ 250,467	\$ 3,546,644	\$ 104,429	
Indirect Cost Sharing						
Interest	\$ 2,412	\$ 3,870			\$ -	
Miscellaneous Income	\$ 41,417	\$ 13,414		\$ 160,289	\$ 74,268	\$ (9,691)
General Fund Allocation	\$ 440,840	\$ 391,097	\$ 312,464			
<b>Total Revenue</b>	<b>\$ 3,085,410</b>	<b>\$ 2,516,138</b>	<b>\$ 562,931</b>	<b>\$ 3,856,934</b>	<b>\$ 1,587,708</b>	<b>\$ (9,691)</b>
<b>Expenses</b>						
Salaries	\$ 571,331	\$ 609,488	\$ 236,042	\$ 1,133,506	\$ 644,006	\$ 269,460
Benefits	\$ 197,735	\$ 202,775	\$ 57,793	\$ 412,109	\$ 210,309	\$ 89,875
Audit, Legal & Consulting	\$ 506,919	\$ 225,815	\$ -	\$ 1,224,667	\$ 41,125	\$ -
Subcontracts	\$ 835,357	\$ 923,406	\$ 25,141	\$ 106,335	\$ 116,385	\$ -
Travel	\$ 234,496	\$ 224,238	\$ 180,012	\$ 312,445	\$ 316,803	\$ 1,234
Printing and Copying	\$ 16,074	\$ 8,685	\$ 3,913	\$ 4,282	\$ 7,829	\$ 842
Rent	\$ 45,865	\$ 26,392	\$ 20,255	\$ 41,570	\$ 47,754	\$ 21,488
Computer/Network	\$ 42,471	\$ 26,107	\$ 15,039	\$ 62,635	\$ 43,651	\$ 35,822
Communications	\$ 23,038	\$ 8,331	\$ 4,168	\$ 15,023	\$ 15,083	\$ 15,759
Supplies and Expense	\$ (26,354)	\$ 11,088	\$ 2,170	\$ 54,603	\$ 23,164	\$ 49,396
Marketing / Depreciation	\$ (48)	\$ -	\$ -	\$ -	\$ 13,752	\$ 83,405
Indirect Costs	\$ 198,983	\$ 215,878	\$ 20,776	\$ (158,153)	\$ 102,044	\$ -
Credits for other programs	\$ 160,730	\$ (3,878)	\$ (2,378)	\$ 380,680	\$ (17,204)	\$ (564,020)
<b>Total Expenses</b>	<b>\$ 2,806,597</b>	<b>\$ 2,478,325</b>	<b>\$ 562,931</b>	<b>\$ 3,589,702</b>	<b>\$ 1,564,701</b>	<b>\$ 3,261</b>
<b>Excess Revenue (Loss)</b>	<b>\$ 278,813</b>	<b>\$ 37,813</b>	<b>\$ 0</b>	<b>\$ 267,232</b>	<b>\$ 23,007</b>	<b>\$ (12,952)</b>





**Reference**

- WICHE Commission 7-3
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# WICHE COMMISSION

WICHE's 48 commissioners are appointed by their governors from among state higher education executive officers, college and university presidents, legislators, and business leaders from 15 Western states and the U.S. Pacific territories and freely associated states, WICHE's newest member. This regional commission provides governance and guidance to WICHE's staff in Boulder, CO. Jeanne Kohl-Welles, King County councilmember, is the 2016 chair of the WICHE Commission; Patricia Sullivan, associate dean of the College of Engineering at New Mexico State University, is vice chair.

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*Guam appointment pending*

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# 2016 COMMISSION COMMITTEES

## Executive Committee

Jeanne Kohl-Welles (WA), chair  
Patricia Sullivan (NM), vice chair  
Mike Rush (SD), immediate past chair

TBD (AK)  
Eileen Klein (AZ)  
Dianne Harrison (CA)  
Loretta Martinez (CO)  
David Lassner (HI)  
Tony Fernandez (ID)  
Clayton Christian (MT)  
Vance Farrow (NV)  
Barbara Damron (NM)  
Ray Holmberg (ND)  
Camille Preus (OR)  
Jim Hansen (SD)  
TBD (U.S. Pacific Territories and Freely Associated States)  
Dave Buhler (UT)  
Don Bennett (WA)  
Karla Leach (WY)

## Issue Analysis and Research Committee

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

Susan Anderson (AK)  
Chris Bustamante (AZ)  
Committee chair (CA)  
TBD (CO)  
Colleen Sathre (HI)  
Tony Fernandez (ID)  
Franke Wilmer (MT)  
Vic Redding (NV)  
Barbara Damron (NM)  
Mark Hagerott (ND)  
Ryan Deckert (OR)  
Robert Burns (SD)  
TBD (U.S. Pacific Territories and Freely Associated States)  
Committee vice chair (UT)  
Jeanne Kohl-Welles (WA)  
Karla Leach (WY)

## Programs and Services Committee

Clayton Christian (MT), chair  
Wendy Horman (ID), vice chair

TBD (AK)  
Eileen Klein (AZ)  
Dianne Harrison (CA)  
Dene Thomas (CO)  
Carol Mon Lee (HI)  
Committee vice chair (ID)  
Committee chair (MT)  
Vance Farrow (NV)  
Patricia Sullivan (NM)  
Kari Reichert (ND)  
Hilda Rosselli (OR)  
Mike Rush (SD)  
Joshua Sasamoto (U.S. Pacific Territories and Freely Associated States)  
Patricia Jones (UT)  
Gerry Pollet (WA)  
Frank Galey (WY)

## Self-funded Units Committee

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

Committee vice chair (AK)  
TBD (AZ)  
TBD (CA)  
Loretta Martinez (CO)  
David Lassner (HI)  
Matt Freeman (ID)  
Pat Williams (MT)  
Fred Lokken (NV)  
Mark Moores (NM)  
Ray Holmberg (ND)  
Camille Preus (OR)  
Committee chair (SD)  
Jude Hofschneider (U.S. Pacific Territories and Freely Associated States)  
Peter Knudson (UT)  
Don Bennett (WA)  
Sam Krone (WY)

## Audit Committee

Mike Rush (SD), chair, and immediate past WICHE chair  
Tony Fernandez (ID)  
Vic Redding (NV)  
Patricia Sullivan (NM), WICHE vice chair  
Don Bennett (WA)

# 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.

\*WICHE commissioner

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### Representative Paul Seaton

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VACANCY

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VACANCY

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# WICHE STAFF

## President's Office

Joe Garcia, president  
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## Accounting and Administrative Services

Craig Milburn, chief financial officer  
Robin Berlin, senior accounting specialist  
Ana Sosa, accounting specialist

## Human Resources

Tara Torline, director of human resources  
Georgia Frazer, administrative assistant

## IT Services

Kiawa Lewis, junior network administrator

## Mental Health Program

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Ken Cole, director of operations  
Brittany Copithorn, project coordinator  
**April Hancock**, program evaluation and research associate  
**Hannah Koch**, postdoctoral fellow  
Debra Kupfer, consultant  
Andie Hancock, budget coordinator  
**Liza Tupa**, director, education and research  
Mimi Windemuller, project manager

## National Council for State Authorization Reciprocity Agreements (NC-SARA) & WICHE State Authorization Reciprocity Agreement (W-SARA)

Marshall Hill, executive director, NC-SARA  
Alan Contreras, coordinator, NC-SARA and W-SARA  
John Lopez, director, W-SARA  
Holly Martinez, administrative assistant, NC-SARA and W-SARA  
Jennifer Shanika, technical operations manager and communications coordinator, NC-SARA

## Policy Analysis and Research

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## Programs and Services and Communications and Public Affairs

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Margo Colalancia, director, Student Exchange Program  
John Fellers, web manager  
Kay Hulstrom, administrative manager  
Kim Nawrocki, administrative assistant  
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Angela Roachat, data coordinator  
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Cathy Walker, project manager, Interstate Passport Initiative

## WCET

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Mollie McGill, director, programs and membership  
Russell Poulin, director, policy analysis  
Sherri Artz Gilbert, assistant director, operations and member services  
**Lindsey Downs**, manager, communications  
Megan Raymond, assistant director of programs and sponsorships

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

### Future Commission Meeting Dates

2017	2018	2019
May 22-23, 2017, 2016, Coeur d'Alene, ID	May 7-8, 2018 - TBD	May 20-21, 2019 - TBD
November 9-10, 2017 - TBD	November 8-9, 2018 - TBD	November 7-8, 2019 - TBD

## 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	pecsc.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:**

ABOR	Arizona Board of Regents	abor.asu.edu
ACPE	Alaska Commission on Postsecondary Education	state.ak.us/acpe/acpe.html
CCHE	Colorado Commission on Higher Education	highered.colorado.gov/cche.html
CDHE	Colorado Department of Higher Education	highered.colorado.gov
ISBE	Idaho State Board of Education	www.boardofed.idaho.gov
MUS	Montana University System	mus.edu
NDUS	North Dakota University System	ndus.nodak.edu
NMC	Northern Marianas College	marianas.edu
NMHED	New Mexico Higher Education Department	hed.state.nm.us
NSHE	Nevada System of Higher Education	nevada.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
UAS	University of Alaska System	alaska.edu
UH	University of Hawai'i	hawaii.edu
UW	University of Wyoming	uwyo.edu

# U.S. PACIFIC TERRITORIES AND FREELY ASSOCIATED STATES

## East Asia and Oceania

