

WICHE

Annual Report

2014



Alaska
Arizona
California
Colorado
Hawai'i
Idaho
Montana
Nevada
New Mexico
North Dakota
Oregon
South Dakota
U.S. Pacific Territories &
Freely Associated States
Utah
Washington
Wyoming





TABLE OF CONTENTS

A Message from WICHE Chair Dianne F. Harrison	4
A Message from WICHE President David A. Longanecker	6
Programs and Services	8
Policy Analysis and Research	12
Mental Health Program	16
WICHE Cooperative for Educational Technologies (WCET)	20
WICHE Funders	25
WICHE Commissioners	27
WICHE Staff	29

The Western Interstate Commission for Higher Education (WICHE) and its 16 member states and territories work collaboratively to expand educational access and excellence for all citizens of the West. By promoting innovation, cooperation, resource sharing, and sound public policy, WICHE strengthens higher education's contributions to the region's social, economic, and civic life.

This report recaps WICHE's work during fiscal year 2014 (July 1, 2013 – June 30, 2014).

Cover photo: Flatirons – Boulder, Colorado. Bigstock © rblekiki
Photo left: University of Alaska Fairbanks photo by Todd Paris

A Message from WICHE Chair Dianne F. Harrison

Regional collaboration has been an essential part of the Western Interstate Commission for Higher Education's (WICHE) mission since its founding in 1953. The organization's roots trace back to a time when there simply were not enough professional schools to supply each state with the doctors, dentists, and veterinarians it required to meet the needs of a burgeoning post-World War II populace. A number of Western states had yet to build a medical or dental school; unless other states came to their aid and accepted nonresident students at their professional schools, their residents would go unserved. WICHE was created to help states in the West meet critical workforce needs by fostering interstate agreements and programs to broaden access, initially in three professional fields and over the years expanding to include a broad range of undergraduate, graduate, and professional programs.

Today, our region needs more skilled professionals than ever before, and needs them in a multitude of diverse fields. Our Professional Student Exchange program now includes 10 fields, from optometry to occupational therapy, providing a collaborative, cross-border assist to the states and people of our region. WICHE's Western Regional Graduate Program offers tuition savings to students enrolling in 314 master's, certificate and doctoral programs that run the gamut of disciplines. Broadening access to reduced cost undergraduate education (150 percent of resident tuition) is another of WICHE's collaborative hallmarks; during academic year 2013-14 nearly 34,000 students benefited from the Western Undergraduate Exchange and saved an estimated \$264.7 million in tuition. For the states where demand for higher education outstrips availability, WICHE's valuable interstate programs ensure that capacity in other states can be tapped to benefit students throughout the West.



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WICHE is also well known for offering states information and policy models that come from thoughtful research and analysis, as well as for fostering innovative multi-institution collaborations to address shared problems. This year, WICHE engaged in several projects that are particularly relevant to our mission and our modus operandi. One project, the Multistate Longitudinal Data Exchange (MLDE), involved Hawai'i, Idaho, Oregon, and Washington. Funded by the Bill & Melinda Gates Foundation as a pilot initiative, it was aimed at determining whether and how states could share individual-level, longitudinal education and workforce data, while protecting individual confidentiality and data security. In today's highly mobile society, sharing data is increasingly crucial as states and institutions strive to improve students' academic outcomes and employability.

Another collaboration in which we are involved is the creation of the Interstate Passport Initiative, funded initially with a grant from the Carnegie Corporation of New York. Academic leaders from throughout the West and WICHE staff are creating new policies, mechanisms, and practices to support block transfer of outcomes-based lower division general education that is reciprocally accepted by institutions signing on to the Passport agreement. Students who complete their general education requirements at one participating institution can take their "Passport" to any other participating institution to which they have

been admitted and will not be required to repeat any courses in the receiving institution's Passport block. This new framework facilitates transfer, expedites students' progress toward their degrees, and creates efficiencies for institutions. Through WICHE's work with a number of states and via the Adult College Completion Network (ACCN), funded by Lumina Foundation and managed by WICHE, our organization has become a national leader in promoting and enhancing the delivery of high quality degree completion programs and activities for adult returning students.

Similarly, our Mental Health Program, one of our original initiatives, is doing research and providing training in states across the West, as well as assisting several states and agencies with the recruitment and interim support for key mental health leadership positions. Helping states educate and retain psychologists is another aim, achieved through the creation of internship programs for doctoral psychology students in Alaska, Hawai'i, and Texas.

These are a few examples of the many programs that WICHE is involved in that are creating a "united front" in our region in which states and institutions work as partners to tackle tough problems. Others are detailed in this annual report for fiscal year 2014. As in 1953, our final goal is the same: To foster and sustain an educated population and improve life in our region.

A handwritten signature in black ink that reads "Dianne F. Harrison".

Dianne F. Harrison, Ph.D.
President, California State University, Northridge

A Message from WICHE President David A. Longanecker

Seldom in the lives of today's higher education professionals or in the lives of those public policymakers engaged in higher education policy have the times been more active, more chaotic, more challenging, or more exciting. New responses are required to address the global economic challenges facing America, particularly in the West; and the rapid changes in the demographic composition of our nation and region, especially the significant increases in the number of prospective students from communities that higher education has not traditionally served well. Similarly, the heightened focus on new metrics of success within the public policy sphere, especially the focus on increasing "access to success" as measured by completion rather than just "the access goal" of the twentieth century; the new normal of higher education finance forced by the recent recessions; and the rapid introduction of innovation, some quite disruptive, within the enterprise all create a dynamic environment unlike any we have experienced in American higher education in most of our professional work lives.

In the West, WICHE is working hard with our 16 member states and territories to help assure that the West remains a leader in the country and in the world in providing equitable access to success for students to a high quality postsecondary education. This has included substantial work with individual states on issues of workforce development, including ways in which higher education can more nimbly respond to the



With the change agenda so front and center these days, life at WICHE and within the Western region has been hectic, exciting, and frankly exhausting.

changing demands of the workplace. WICHE has also been a leader in helping state governments and institutions of higher education assess how to better serve the large number of adults who have earned some college credits but who never completed and would benefit both themselves and our nation if they returned to get a degree or certificate. WICHE, through its technology unit, the WICHE Cooperative for Educational Technologies, and through its policy efforts has helped in the evolution of the new State Authorization Reciprocity Agreement, in which WICHE and its three sister regional organizations around the country have established a facile program for states to work reciprocally in accepting each other's authorization of institutions' on-line instruction, thus enhancing the quality of oversight at substantially reduced costs of compliance for states and institutions. And, WICHE has continued to provide valued policy analysis and research to assist individual states and the region. Not the least of these was publication of the two volume series: *Higher Education in the American West, Regional History and State Contexts* and *Public Policy Challenges Facing Higher Education in the American West*.

With the change agenda so front and center these days, life at WICHE and within the Western region has been hectic, exciting, and frankly exhausting. The stakes are high. The West, unfortunately, has lagged in recent years in contributing to growth in the share of the U.S. population with a college degree. The Western states are also disproportionately represented among those with the largest discrepancies in college attainment between the majority and minority adult populations. So the task ahead is substantial, for as goes the West so too goes the country.

We are fortunate that the West has many of the nation's leading public institutions, from great universities to exceptional community colleges. And our private colleges and universities, both non-profit and profit, also add to the region's wealth of higher education resources. We believe WICHE served the West well this past year in helping this bevy of exceptional institutions and their state governments work to respond to the exceptional challenges and opportunities they faced, and we will continue to serve in this same capacity going forward.

A handwritten signature in black ink that reads "David A. Longanecker".

David A. Longanecker, Ed.D.
President, Western Interstate Commission for Higher Education



PROGRAMS AND SERVICES

WICHE's Programs and Services unit expands access to higher education through three student exchange programs (the Western Undergraduate Exchange, Professional Student Exchange Program, and the Western Regional Graduate Program) and the WICHE Internet Course Exchange. Staff also foster collaboration and resource sharing in higher education through regional initiatives; convene and partner with academic leaders throughout the West; and work to help institutions and states reduce operating costs through innovative programs. The unit also develops and disseminates WICHE electronic and print publications, including: NewsCap, factsheets, annual reports, state briefings, commission agenda books, the annual workplan, and others, as well as managing the WICHE website, social networking media, and media relations.

ACCESS AND SUCCESS

The [Western Undergraduate Exchange \(WUE\)](#), WICHE's signature undergraduate tuition reciprocity program, saved 34,000 students an estimated \$264.7 million in tuition during academic year 2013-14 by allowing them to pay 150 percent of resident tuition instead of full nonresident tuition through enrollment in more than 150 public two- and four-year institutions in 15 states and the Commonwealth of the Northern Mariana Islands. Colleges and universities can tailor their participation, including admission requirements and available programs of study, to individual campus needs.

The [Professional Student Exchange Program \(PSEP\)](#) provides affordable access to 10 professional healthcare fields for students in 10 WICHE states. In academic year 2013-14, 660 students enrolled through PSEP and states invested \$14.5 million in their future healthcare providers' educations.

The [Western Regional Graduate Program \(WRGP\)](#) allows students who are WICHE region residents to enroll in 350 master's, graduate certificate, and doctoral programs at 58 participating institutions on a

resident tuition basis. In fall 2013, more than 1,130 students enrolled through WRGP and saved an estimated \$15.9 million in tuition.

The [Western Academic Leadership Forum](#) gathers academic leaders at institutions with chief executives and chief academic officers for related systems and state coordinating and governing boards to exchange ideas and information, share resources and expertise, and collaborate on regional initiatives. The Forum conducted its annual meeting, themed "Mainstreaming Innovation: Competencies, Credentialing, and Completion" in April in Albuquerque.

The [Western Alliance of Community College Academic Leaders](#) convenes academic leaders at community colleges and technical schools and related systems and state agencies to exchange ideas and information, share resources and expertise, and collaborate on regional initiatives for the two-year higher education sector. The Alliance's annual meeting was in Tempe in March. The theme was "Inside the Nested Boxes: Academic Leaders' Innovative Thinking Challenge."

ACCOUNTABILITY

The [Interstate Passport Initiative](#) launched its block transfer framework for lower-division general education, based on student-learning outcomes rather than seat time in courses or credits. Phase I framework includes three content areas: written communication, oral communication, and quantitative literacy. Phase I Passport Agreement has been signed by 17 institutions. Applications for additional institutions and WICHE states are available. Phase II plans involve finishing the lower division general education framework with six additional content areas and a more dynamic system for tracking academic progress.

A Convening: Transfer Solutions through Cross-Organization Alignment, funded by the Bill & Melinda Gates Foundation, developed plans to conduct a two-stage convening to identify opportunities to align the efforts of multiple regional and

national initiatives around solutions for transfer. The first convening was in March and a second was in July.

The [Academic Leaders Toolkit](#) is a joint project of WICHE's Alliance and Forum. The Toolkit is a searchable, web-based depository of decision-making tools, contributed 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 address increasing responsibilities. The Toolkit is searchable by category, state, and type of institution or organization. Southeast Technical Institute's Student Retention Toolkit received first place and Maricopa Community Colleges' Maricopa-ASU Pathways Program received second place in the Academic Leaders 2014 Tool of the Year competition.

FINANCE

The [Master Property Program \(MPP\)](#) developed by the Midwestern Higher Education Compact (MHEC) has been available to colleges and universities in the West since 2004, through a WICHE partnership with MHEC. The MPP enables participating institutions to benefit from comprehensive property insurance coverage at rates below industry averages, while improving their risk management and asset protection strategies. Available to two- and four-year public and private institutions, the program currently has more than 150 campuses participating with total insured values of more than \$100 billion; it has generated \$65.4 million in savings for the participating institutions since its inception in 1994. Nine institutions and two systems (with 14 campuses) in the WICHE region participate in the program. Representatives from member campuses are invited to an annual MPP Loss Control Workshop each year to focus on topics relevant to risk management and asset protection strategies.

[MHECare](#) is another WICHE partnership with MHEC, offering institutions and systems a student health insurance plan that MHEC created in 2012-13 through a grant from Lumina Foundation. Working with the program administrator, Mercer, an independent human resources and benefits consulting firm, MHEC and its Student Health Benefits Advisory Committee developed the plan design and selected UnitedHealthcare StudentResources (UHCSR), a national health care provider, to underwrite the program. MHECare offers both standard and customized Patient Protection and Affordable Care Act compliant plans, depending on the size of the institution and number of students enrolled. UHCSR specializes in student health insurance plans and is known for its national network of providers, web-based enrollment and support tools. Mercer and UHCSR were selected through a competitive bid

process led by MHEC, consequently, prospective member institutions do not need to conduct a formal request for proposal to obtain a MHECare quote, saving institutions time and resources. Mercer brings its broad understanding of health care to the student program along with compliance resources, providing independent underwriting and negotiations to assure that rates are competitive and also conducts financial analytics of the claim utilization.

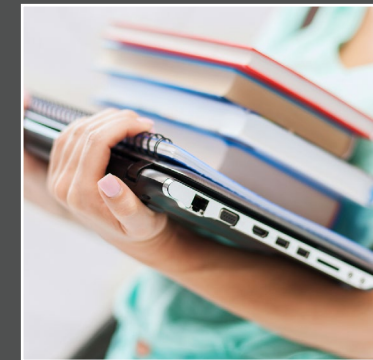
[MHECtech](#), a third collaboration with MHEC, extends the benefits of MHECtech to colleges and universities in the West enabling them to reduce costs on hardware and software products and services by acquiring these items from competitively bid purchasing agreements. WICHE region institutions are eligible to purchase computers at discounted rates under the MHECtech contracts with Dell, Oracle, and ASI Computers provided by GlobalGovED, CompUSA, and TigerDirect; Dell and Xerox printers and peripherals; and data networking offered by Juniper Networks. Other contracts provide preferred pricing on products including Arrow Electronics VMware for virtualization licenses and support, consulting and training advisory services for IT challenges through its Info Tech Research Group; creative software for design, print, media, and web from Corel; education credentials technology from Parchment; and a situational awareness platform providing real-time security information and event monitoring offered by eIQ Networks. Several of the purchasing agreements are also available to K-12 organizations; local, county, and state governments; and nonprofit organizations. The agreements aggregate volume purchases to lower product costs and reduce the time institutions must spend developing and conducting bids themselves.

TECHNOLOGY AND INNOVATION

The [State Authorization Reciprocity Agreement \(SARA\)](#) is a national initiative that will make distance education courses more accessible to students across state lines, as well as making it easier for states to regulate and institutions to participate in interstate distance education. WICHE, as fiscal agent on behalf of its partners – the Midwestern Higher Education Compact, the New England Board of Higher Education (NEBHE), the Southern Regional Education Board (SREB) and the National Council for State Authorization Reciprocity Agreements (NC-SARA) – was awarded a \$2.3 million grant from Lumina Foundation to launch the initiative.

States within the WICHE region can join W-SARA, and the first states to do so include Alaska, Colorado, Idaho, Montana, Nevada, and Washington. Institutions in these states are eligible to participate if they are approved by their home state's SARA portal agency and pay annual fees to NC-SARA.

[WICHE Internet Course Exchange \(ICE\)](#) enables students, through their home institutions, to seamlessly access online courses and programs offered by other two- and four-year ICE member institutions.



WORKFORCE & SOCIETY

The [North American Network of Science Labs Online \(NANSLO\)](#), an alliance of cutting-edge science laboratories based at higher education institutions that use software and robotics, allows students to conduct high quality, openly licensed lab activities for introductory biology, chemistry, and physics online. NANSLO's master scheduler, based at WICHE, allows institutions to reserve time in the labs on a fee-for-service model and for students to schedule their lab activities at times convenient to them.

The [Consortium for Healthcare Education Online \(CHEO\)](#), a U.S. Department of Labor funded project with Pueblo Community College in Colorado as the fiscal agent, unites eight community colleges in five WICHE states in an

initiative to create or transform existing allied health courses for delivery in an online or hybrid format, incorporating NANSLO web-based lab experiments. WICHE conducted professional development workshops in August for CHEO career coaches and in June for faculty using NANSLO experiments.

The [Bridges to the Professoriate](#) initiative managed by WICHE provides the National Institute of General Medical Sciences-Minority Access to Research and Careers' predoctoral fellows with opportunities to participate in the annual Compact for Faculty Diversity Institute on Teaching and Mentoring. This helps the fellows gain skills needed in doctoral programs and academic careers.



POLICY ANALYSIS AND RESEARCH

The Policy Analysis and Research unit offers a variety of policy and information resources to support better-informed decision making, principally at the state level. The unit is involved in a number of research projects and collaborative initiatives that focus on projections of enrollment demand; college completion, adult learners, multistate data sharing to support educational planning and workforce development, and other areas. WICHE staff serve as a resource on higher education issues, including state and federal financial aid, finance, articulation and transfer, the Common Core State Standards, and various college completion initiatives. Its periodic publications, *Policy Insights and Western Policy Exchanges*, explore a range of significant policy issues. The unit also undertakes major, long-term grant-funded projects, collaborates with other regional and national organizations, and provides short-term technical assistance to states in the region.

ACCESS AND SUCCESS

[Knocking at the College Door](#) is WICHE’s well known high school graduate forecasts produced for more than 30 years and used by policymakers, enrollment managers, college counselors, schools and school districts, researchers, and media. In 2013, WICHE released a supplement to the 8th edition of *Knocking, Projections of High School Graduates by Sex and For Major Metropolitan Areas*, that disaggregated projections into male and female graduates by state and race/ethnicity and estimated the portion of projected graduates in the 25 largest U.S. metropolitan areas, and discussed projections in light of educational disparities. WICHE staff also continued to report on projections at numerous presentations and projections were cited in many media outlets in fiscal year 2014.

The [Legislative Advisory Committee \(LAC\)](#) informs the WICHE Commission and staff about significant legislative issues related to higher education, and WICHE staff serve the LAC by informing members about emerging policy issues in the West. LAC members are appointed by the commission and meet annually. Twenty-four legislators from 14 states participated in the 2013 annual meeting that was conducted in September in Las Vegas. The meeting titled “Navigating the Rapidly Changing World of Higher Education” featured national experts and LAC members speaking on legislative trends in the West, state authorization, higher education finance, degree attainment goals, data, MOOCs, and more.

The [Adult College Completion \(ACC\) Network](#), funded by Lumina Foundation, is a learning network that unites organizations and agencies working to increase college completion by adults with prior college credits but no degree. The number of network members continues to grow. WICHE conducted five ACC webinars, gave several presentations, and convened its annual meeting in St. Louis, Missouri. The ACC Network and WICHE have become national leaders in the area of adult learners and continue to be an important resource to those who strive to better serve non-traditional students.

[College Access Challenge Grant \(CACG\) Consortium and College Access Regional \(CAR\) Network](#) is a federally-funded formula grant program designed to increase the number of low-income students prepared to enroll and succeed in post-secondary education. States can participate either through the CACG Consortium (Alaska and Idaho currently take part with WICHE administering the state program), or through the CAR Network (involving Alaska, Idaho, Utah, and North Dakota), which is a collaborative council composed of designated CACG program staff from each of the states. The CAR Network conducted two meetings in fiscal year 2014 – one in Salt Lake City, Utah, in January 2014, and one in

Bismarck, North Dakota, in June 2014. As part of the CAR Network, WICHE also published a *Western Policy Exchanges* brief titled “Effective Collaboration and Coordination: Lessons from Research and Practice” which summarizes research on building successful collaborative efforts and highlights examples from across the country that can potentially serve as models for those overseeing college access programs.

Equity in Excellence, funded by the Bill & Melinda Gates Foundation and the Ford Foundation, is a WICHE partnership with the Center for Urban Education at the University of Southern California that supports the implementation of Colorado’s higher education reform agenda. With a focus on metropolitan Denver, the project is working to align the state’s higher education policy measures with equity-focused actions within community colleges and four-year institutions. Specifically, WICHE wrote and published a policy audit titled, [“Equity in Excellence for Colorado’s Future: A Policy Audit and Analysis,”](#) which is intended to provide an external, objective perspective, with the goal of assisting Colorado’s state and institutional higher education leaders in designing or redesigning policies to achieve the goals in the state’s master plan and to make those policies equitable toward all students.

FINANCE

Tuition and Fees in Public Higher Education in the West 2013-14 is the latest update of WICHE’s annual [“Tuition and Fees”](#) report, focusing on public institutions in WICHE’s region, includes an institution-by-institution historical review of tuition changes from year to year, as well as those from one, five, and 10 years ago. The report presents published tuition and fee amounts as averages, both unweighted and weighted, by full-time equivalent enrollments (enrollment-weighted averages provide a truer estimate of the published price a typical student faces, based on enrollment patterns). A related Policy Insights publication, [“Tuition and Fees in the West 2013-14,”](#) summarizes the report’s findings and discusses state budget levels, higher education appropriations, state financial aid programs, and other state finance policy innovations.

[Policy Insights – Constructive Innovation: Recapping 2013 Higher Education Legislative Activity in the West](#) summarizes the key topics and trends addressed during the 2013 Western legislative sessions and highlights other new and emerging issues to monitor in the region. Some states in the West in 2013 appropriated more money to postsec-

ondary institutions and looked for ways to avoid steep tuition increases. At the same time, an increased focus on postsecondary accountability and productivity – the idea of improving efficiency and outcomes, which has grown increasingly popular over the years in numerous states – continued to gain momentum during the 2013 legislative sessions. Other policy issues that drew interest in 2013 included college affordability and a stronger emphasis on college readiness. Issues to watch included online education and guns on campus. Also notable was the passage of legislation that offers in-state tuition to undocumented students – often a policy debate, particularly in the West. And financing strategies and funding issues took center stage in all Western states.

[States in the Driver’s Seat: Leveraging State Aid to Align Policies and Promote Access, Success, and Affordability](#) report, one in a series commissioned by Lumina Foundation to consider comprehensive financial aid reform, outlined a new framework for redesigning state financial aid programs through a series of proposals to align governmental and institutional policies and leverage financial resources to promote access, affordability, and success in attaining higher education.



ACCOUNTABILITY

Benchmarks: WICHE Region 2013 presents information on the West’s progress in improving access to, success in, and financing of higher education. The information is updated annually to monitor change over time and to encourage its use as a tool for informed discussion in policy and education communities, focusing on demographics related to access, success, and finance in the West. Beginning in 2013, the Benchmarks indicators were made available as online downloadable data tables and graphics.

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WORKFORCE & SOCIETY

The [Facilitating Development of a Multistate Longitudinal Data Exchange](#) project completed its pilot phase. The Multistate Data Exchange developed a governance model and architecture for a state-owned/managed data resource to answer policy-relevant questions on human capital development and mobility and their linkage to state workforce needs, and exchanged four states’ longitudinal educational and earnings data. The project demonstrated the extent to which data spanning state lines is important in understanding the mobility of human capital. WICHE is preparing two capstone reports on the pilot project for release early in fiscal year 2015. Additionally, WICHE submitted a proposal for a second phase of the project, which will focus on refining the project to make it more useful and to expand it to additional states.

The [State Higher Education Policy Database \(SHEPD\)](#) is the nation’s only online searchable database of higher education policies. It provides state and national policymakers, education leaders, practitioners, and education consumers with an inventory of state-level policies and resources in key policy issue areas related to access and success in higher education. In fiscal year 2014, WICHE added new features, including a blog and an electronic SHEPD alert distribution list to keep subscribers current on important updates and changes to the sites.

The [Policy Publications Clearinghouse](#) is a depository of publications, reports, and briefs related to higher education.



MENTAL HEALTH PROGRAM

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

ACCESS AND SUCCESS

State Psychiatric Hospital Consultation offers support for state hospital improvement processes in Alaska, Arizona, and South Dakota.

South Dakota Tribal Engagement facilitates discussions between the South Dakota Division of Behavioral Health and Tribal Behavioral Health programs to provide Medicaid-funded rehabilitation services.

ACCOUNTABILITY

The **Alaska Outcomes Identification and System Performance Project** developed self-reported outcome measures used in clinical care and to monitor the performance of the behavioral health treatment system. These outcome measures demonstrated meaningful change reported by clients and the ability to discriminate higher performing providers from the statewide average as well as lower performing providers.

The **South Dakota Survey** is an annual mail survey to clients of the Division of Behavioral Health, used to monitor access to care, quality of care, outcomes, and satisfaction with treatment services.

TECHNOLOGY & INNOVATION

The **Western States Decision Support Group** is a collaboration with the Substance Abuse and Mental Health Services Administration to provide a platform for collaboration and learning relating to improving the capacity of WICHE member states to measure performance and system outcomes and to use data as a tool in planning and public policy development.

Alaska E-Psych project was completed in Fall 2013. This project examined the feasibility of providing close observation and other psychiatric hospital supports via interactive telecommunications to remote hospitals, where inpatient care was being delivered to persons with acute behavioral health disorders.

The **South Dakota Division of Behavioral Health Data Systems Improvement Project** helps the South Dakota Division of Community Behavioral Health review their data collection and reporting procedures in order to recommend a strategy for modernizing and updating their data infrastructure, data collection, and data analysis and performance monitoring based on multi-stakeholder input and needs.

WORKFORCE & SOCIETY

The **Arizona Evidence-Based Practices Project** implements four evidence-based practices in the greater Phoenix area's Maricopa County. For the next two years, the project will include the evaluation of service providers of assertive community treatment, supported employment, permanent supportive housing, and consumer operated services, in an effort to facilitate behavioral health system and service improvements.

The **Arizona Behavioral Health Workforce Recruitment** initiative is one example of WICHE's efforts to assist several states with the recruitment of individuals to fill vacant behavioral health positions across state public mental health systems.

The **Suicide Prevention Toolkit and Training in Primary Care** provides training on implementing suicide prevention in primary care settings across the region. During the year WICHE was engaged in numerous suicide prevention planning and education efforts with multiple partners across the country and developed the Suicide Prevention Toolkit for Rural Primary Care Practices.

The **Department of Defense (DoD) Research Study** utilizes WICHE as a contractor to test the efficacy of the military Mental Health First Aid program, in a DoD-funded study with the Kansas Army National Guard, to examine its effectiveness in reducing stigma and increasing help-giving behavior to troops in psychological distress.

The **Alaska Psychology Internship Consortium**, developed and supported by WICHE over the past three years, expands available training slots and builds workforce in the state.

The **Alaska Pacific University Doctoral Program Accreditation Project** was initiated by WICHE staff this year to facilitate the accreditation of a doctoral program in psychology aimed at serving students across the state using a blended education model.

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

The **Hawai'i Internship Program** is a doctoral psychology internship consortium within the state's health, education, and public safety departments that WICHE is continuing to develop. This consortium successfully trained its first cohort of interns this year and secured seven interns for the 2014

academic year. Additionally, the program completed an application for accreditation by the American Psychological Association and successfully participated in an accreditation site visit.

The **Texas Psychology Internship Programs** provides WICHE staff consultation to five educational institutions in developing or strengthening their doctoral psychology internship programs.

The **Mat-Su Behavioral Health Needs Assessment** is a multi-partner effort to identify behavioral health and planning needs in the Mat-Su area in Alaska.

The **University of Alaska-Anchorage College of Health Research Competitor Analysis** is a collaboration involving WICHE and the University of Alaska Anchorage Institute of Circumpolar Health Studies to develop joint research capacity for behavioral health research in Alaska.

Alaska Competencies Training offered a train-the-trainer event based on WICHE's work conducted in a multi-year project to build core competencies and curriculum to enhance the direct care workforce across human service settings. WICHE provided technical assistance to the Trust Training Cooperative, the entity in Alaska responsible for coordinating the activities of the cohort of trainers throughout the past year. Project staff also identified areas of expansion and marketing of the competencies to other populations.

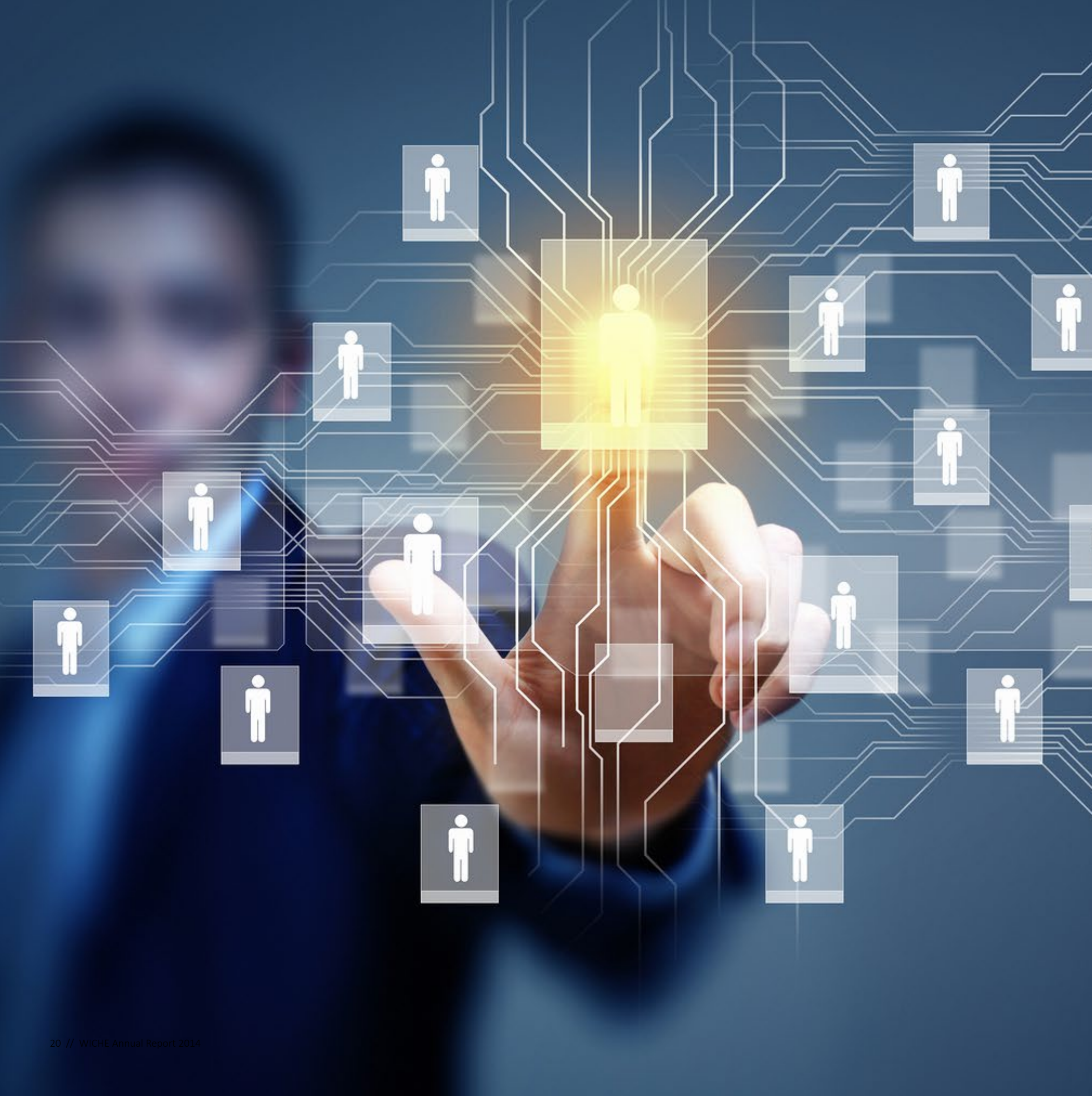
The **Arizona State Hospital Consultation** involved WICHE providing a second year of consultation to increase the capacity of staff to identify and manage risk across treatment units and hospital culture.

The **Commonwealth of the Northern Mariana Island (CNMI) Children's System of Care** called on WICHE to provide technical assistance for the preparation of a grant application for the CNMI behavioral health system. The Child and Family System of Care Planning Grant has been funded and additional assistance to that planning effort will be provided during fiscal year 2015.

The **Guam Technical Assistance** initiative provides a range of training and technical support by WICHE staff and consultants for system improvements in the public behavioral health system serving Guam.

Mental Health First Aid (MHFA) Training maintains staff trained as MHFA instructors and has assisted in the adaptation of MHFA for rural, military, and Spanish speaking populations. Staff also participated in training instructors for a recent youth MHFA version.





WICHE COOPERATIVE FOR EDUCATIONAL TECHNOLOGIES (WCET)

WCET is a national membership-based cooperative of colleges and universities, higher education agencies and companies that share a commitment to improving the quality and reach of online and hybrid education through the cooperative exchange of information, resources, and services among members. Based at WICHE, WCET's mission is to accelerate the adoption of effective practices and policies, advancing excellence in technology-enhanced teaching and learning in higher education. As a nationally recognized innovative and reliable organization it provides a highly regarded annual conference, website, webcasts, and publications to inform members about current issues and those on the horizon.

Sponsors and partners for WCET's conference and other initiatives include: Badge Alliance, Blackboard, Campus Labs, Cengage Learning, CourseSmart, Mediasite by Sonic Foundry, MHEC, M-SARA, Mozilla Foundation, Online Learning Consortium, Pearson Learning Solutions, Sage Road Solutions, Shindig, SmarterServices, Smarthinking, Soft Chalk, UPCEA, Vital Source, YouSeeU, and Zoom.

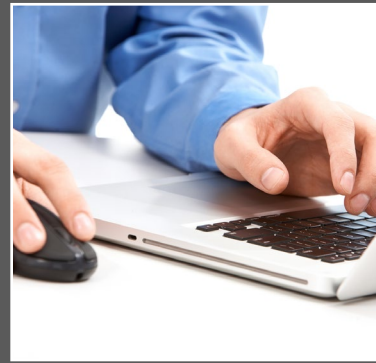
ACCESS AND SUCCESS

The [Predictive Analytics Reporting \(PAR\) Framework](#) is a national provider of learning analytics as a service. PAR unites two- and four-year public, proprietary, traditional, and progressive colleges and universities to collaborate on boosting student retention by identifying practices that support student progress toward academic goals. The PAR Framework offers educational stakeholders a unique multi-institutional perspective for examining dimensions of student success that will help improve retention in U.S. higher education. PAR is distinguished among the many data analytics solutions emerging in the education domain by its common, openly published data definitions and student success frameworks.

[Connecting Communities of Broadband and Learning Innovation](#) bridges the expertise of e-learning and distance leaders with the technology innovators of broadband to generate resource-rich learning in both the physical and the virtual classroom. WCET membership includes many leading universities that are active in the deployment of broadband networks. Mike Abbiatti, director of SREB's Educational Technology Cooperative and active WCET member contributed an article on this topic to WCET's blog titled "Net Neutrality, Classroom Reality, and Ending the 'Range War'." In addition, WCET serves as WICHE's representative to the [Northwest Academic Computing Consortium](#).

WCET TECHNOLOGY AND INNOVATION

e-Learning Policy is a source of information regarding state and federal policies that affect U.S. online and distance education providers. Some issues tracked relate to Title IV federal financial aid policies including state authorization of distance education, regulations for military students, and financial aid fraud. Russell Poulin, interim co-executive director, was appointed by the U.S. Department of Education as the distance education representative to the Program Integrity and Improvement Negotiated Rulemaking Committee in 2014. Poulin was also asked to testify at an open hearing on technical specifications for the proposed Postsecondary Institutional Ratings System. Information on institutional-level policies transpires directly from the WCET membership and/or the Managing Online Education survey. Examples of recent institutional level policies include academic integrity, online student preparedness, providing student services, tuition and fees for distance students, and policies pertaining to the use of adjunct faculty in online education.



WCET Research: Managing Online Education (MOE)

conducted by WCET in partnership with eCampusAlberta, BCcampus, and the Connecticut Distance Learning Consortium, obtains data on the instructional, operational, and technology infrastructure of online operations in higher education. The 2013 MOE survey focused on institutional adoption of quality standards, course completion rates (online vs. face-to-face), the sources of online course content, faculty development opportunities, and student services offered at a distance. Results of the 2013 MOE survey received national media coverage, noting that WCET's research adds valuable context to important discussions of online student success and completion.

Boot Camp: Building Institutional Readiness for Data Analytics

was a working meeting (convened in Vail, June 2014) for institutions that want to build capacity for analytics, including institutional analytics for performance reporting and learning analytics for student success. Institutions sent cross-functional key staff from information technology, institutional research, academic affairs, and student success, to break down the

traditional silos of data ownership and to build a broader analytics capacity at their specific institution.

WCET Leadership Summit offers single-issue focused discussions among higher education administrators who are considering adoption of an emergent technology-related initiative. The summits are designed to provide leaders with a checklist of the challenges, opportunities, and options for advancing such initiatives. [The 2014 Leadership Summit, "Designing Alternative Pathways to Credentials,"](#) addressed competency-based education (CBE), the renewed interest in credit for prior learning, digital badges, and other alternative credentials. Valuable lessons learned about creating CBE programs were shared by leaders from Northern Arizona University, Southern New Hampshire University, Kentucky Council on Postsecondary Education, University of Wisconsin-Milwaukee, and University of Maine at Presque Isle. WCET Fellow, Patricia Book, authored ["All Hands on Deck: Ten Lessons from Early Adopters of Competency-based Education"](#) as a resource for the summit.

WCET Annual Meeting and Awards celebrated its 25th Annual Meeting October 2013 in Denver and drew a sold-out audience of 500. The WCET Outstanding Work (WOW) award, established to recognize innovative solutions to key problems, honored three organizations including Lane Community College (Oregon) for its OER Faculty Fellowship that provides support and opportunities for Lane faculty to create and use OERs in their courses and save students money by reducing textbook requirements and increasing the number of textbook free courses. Also, the University of Central Florida's Obojobo a "One Stone Many Birds" Institutional Strategy for Shareable Instructional Resources; and the University of North Carolina: The Online Proctoring Network standardizes and streamlines proctoring for instructors, students and proctors. In addition Dr. Fred Hurst, senior vice president for Extended Campuses at Northern Arizona University, received the Richard Jonsen Award, WCET's top award given annually to a WCET member whose career has been committed to improving postsecondary educational programs and services through innovative uses of technology.

The **State Authorization Network (SAN)**, now in its fourth year, is a membership service for individuals seeking to comply with state authorization regulations related to the provision of distance courses and programs. WCET provides training on state regulations, access to experts, strategies on meeting state requirements, and maintains a community of practitioners among participants to share effective practices and latest developments. Participation in SAN is an additional fee-for-service opportunity for WCET member institutions, systems, and consortia. SAN has worked closely with state regulators, including conducting a joint session and its own meeting in conjunction with the national conference of state regulators.

WCET Membership Services offer members numerous benefits. It produces short briefs in the Talking Points and Q&A series, available on the WCET website, including "State Authorization and Military Students," "State Authorization and MOOCs," "How to Successfully Choose and Develop a Relationship with Vendors," and "What Is Prior Learning Assess-

ment." In addition, through member-only email discussions, WCET's popular Frontiers blog, and regular Twitter updates, educators from institutions with large as well as small online and distance education programs can readily tap into WCET's network of e-learning experts. The number of members on the email list exceeds 2,300 North American subscribers. WCET's Senior Academic Leaders Forum provides provosts, deans, and senior academic leaders with a peer-to-peer networking opportunity on the engagement of adjunct faculty, data analytics, and other topics.

Badges - New Currency for Professional Credentials is a massive open online course (MOOC) that WCET, Mozilla, Blackboard, and Sage Road Solutions hosted in Fall 2013. This MOOC explored the growing interest in using badge systems to document and certify skills and knowledge for competency based learning, college completion, workplace development and employment. More than 1,800 participants enrolled in the course. MOOC partners agreed to extend the course as a community during 2014 with webcast presentations and online discussions. Access to the full library of badges-related video presentations is available on WCET's YouTube channel.

The **Mobile App Series** features Robbie Melton, associate vice chancellor of e-Learning mobilization for the Tennessee Board of Regents, who volunteers as WCET's "App-ologist" by providing expertise on mobile applications for teaching and learning in postsecondary education. As a cooperative organization, WCET members are encouraged to be engaged and to contribute their expertise.

Monthly National Webcast Series gathers experts on e-learning issues and topics. Examples of webcast programs in fiscal year 2014 included: "Combating Fraud While Protecting Aid for True Students," "Bringing a Campus Experience to Online Students," "Big Audacious Conversation About Competency-Based Education," and "What's New with SARA? Update on the National State Authorization Reciprocity Agreement." WCET's webcasts attract a national audience and webcast archives are available on WCET's YouTube channel.



WICHE'S FUNDERS

- Bill & Melinda Gates Foundation
- Carnegie Corporation of New York
- Lumina Foundation
- National Institutes of Health
- State of Alaska
- State of Colorado
- State of Hawai'i
- State of South Dakota
- U.S. Department of Defense

Bill & Melinda Gates Foundation

Guided by the belief that every life has equal value, the Bill & Melinda Gates Foundation works to help all people lead healthy, productive lives. In developing countries, it focuses on improving people's health and giving them the chance to lift themselves out of hunger and extreme poverty. In the United States, it seeks to ensure that all people—especially those with the fewest resources—have access to the opportunities they need to succeed in school and life. Based in Seattle, Washington, the foundation is led by CEO Sue Desmond-Hellmann and Co-chair William H. Gates Sr., under the direction of Bill and Melinda Gates and Warren Buffett.

Carnegie Corporation of New York

Carnegie Corporation of New York was established by Andrew Carnegie in 1911 to promote the advancement and diffusion of knowledge and understanding. In keeping with this mandate, the Corporation's agenda focuses on the issues that Andrew Carnegie considered of paramount importance: international peace, the advancement of education and knowledge, and the strength of our democracy.

Lumina Foundation

Lumina Foundation is an independent, private foundation committed to increasing the proportion of Americans with high-quality degrees, certificates and other credentials to 60 percent by 2025. Lumina's outcomes-based approach focuses on helping to design and build an accessible, responsive and accountable higher education system while fostering a national sense of urgency for action to achieve Goal 2025. For more information, log on to: www.luminafoundation.org



WICHE'S COMMISSIONERS

WICHE is governed by three gubernatorally-appointed Commissioners from each state. The WICHE Commission molds the organization's mission and set its priorities.

Alaska

Susan Anderson, president/CEO, The CIRI Foundation, Anchorage
Diane M. Barrans, executive director, Alaska Commission on Postsecondary Education, Juneau
James Johnsen, senior vice president, Alaska Communications, Anchorage

Arizona

Leah Bornstein (Immediate past WICHE chair), president, Coconino Community College, Flagstaff
Chris Bustamante, president, Rio Salado College, Tempe
Eileen Klein, president, Arizona Board of Regents, Phoenix

California

Christopher Cabaldon, principal, Capitol Impact, and mayor, West Sacramento City, Sacramento
Dianne Harrison (WICHE chair), president, California State University, Northridge, Northridge
Linda Thor, chancellor, Foothill-De Anza Community College District, Los Altos Hills

Colorado

Joseph Garcia, lieutenant governor, State of Colorado, and executive director, Colorado Department of Higher Education, Denver
Loretta Martinez, general counsel and secretary to the board, Metropolitan State University of Denver, Denver
Dene Kay Thomas, president, Fort Lewis College, Durango

Commonwealth of the Northern Mariana Islands

Sharon Hart, president, Northern Marianas College, Saipan
Jude Hofschneider, lieutenant governor, Commonwealth of the Northern Mariana Islands, Saipan
Joshua Sasamoto, president, Pacific Development, and Marianas Home, Saipan

Hawai'i

Francisco Hernandez, vice chancellor for students, University of Hawai'i at Manoa, Honolulu
Carol Mon Lee, attorney and retired associate dean, University of Hawai'i Richardson School of Law, Honolulu
Steven Wheelwright, president, Brigham Young University Hawai'i, Laie

Idaho

J. Anthony Fernandez, president, Lewis-Clark State College, Lewiston
Wendy Horman, representative, Idaho House of Representatives, Idaho Falls
Michael Rush (WICHE vice chair), executive director, Idaho State Board of Education, Boise

Montana

Dick Anderson, chief executive officer, Dick Anderson Construction, Helena
Clayton Christian, commissioner of higher education, Montana University System, Helena
Franke Wilmer, state representative, Bozeman

Nevada

Vance Farrow, industry specialist-healthcare, Governor's Office of Economic Development, Las Vegas
Vic Redding, vice chancellor of finance, Nevada System of Higher Education, Reno
(Appointment pending)

New Mexico

José Garcia, cabinet secretary, New Mexico Higher Education Department, Santa Fe
Mark Moores, state senator, Albuquerque
Patricia Anaya Sullivan, assistant dean, New Mexico State University, Las Cruces

North Dakota

Ray Holmberg, state senator, Grand Forks
Kari Reichert, vice president, National Information Solutions Cooperative, Bismarck
Larry Skogen, interim chancellor, North Dakota University System, Bismarck

Oregon

Ryan Deckert, president, Oregon Business Association, Portland
Camille Preus, president, Blue Mountain Community College, Pendleton
Hilda Rosselli, college and career readiness director, Oregon Education Investment Board, Salem

South Dakota

Robert Burns, dean emeritus, SDSU Honors College, and distinguished professor emeritus, South Dakota State University, Brookings
James O. Hansen, former regent, South Dakota Board of Regents, Pierre
Jack Warner, executive director, South Dakota Board of Regents, Pierre

Utah

Dave Buhler, commissioner, Utah System of Higher Education, Salt Lake City
Dan Campbell, vice chair, Utah Board of Regents, and managing partner, EsNet Group, Provo
Peter C. Knudson, state senator, Brigham City

Washington

Don Bennett, deputy director, Washington Student Achievement Council, Olympia
Jeanne Kohl-Welles, state senator, Seattle
Larry Seaquist, state representative, Olympia

Wyoming

Frank Galey, dean, College of Agriculture and Natural Resources, University of Wyoming, Laramie
Sam Krone, state representative, Cody
Karla Leach, president, Western Wyoming Community College, Rock Springs



WICHE'S STAFF

The WICHE website, www.wiche.edu, includes a staff directory with phone numbers and e-mail contact information.

President's Office

David Longanecker, president
Erin Barber, executive assistant to the president and to the commission

Accounting and Administrative Services

Craig Milburn, chief financial officer
Robin Berlin, senior accounting specialist
Noe Sekimoto-Cole, accounting specialist

Human Resources

Tara Hickey, human resources coordinator

IT Services

Jerry Worley, chief technology officer
Willie Dumaine, senior software developer
Kris Schwarz, junior network administrator

Mental Health Program

Dennis Mohatt, vice president, behavioral health
Joanne Brothers, budget coordinator
Tamara DeHay, associate director
Nathan Demers, research assistant
Alyssa Gilden, post-doctoral fellow
Debra Kupfer, consultant
Holly Martinez, administrative assistant
Nate Mohatt, research scientist
Sarah Ross, senior program and research associate

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

Marshall Hill, executive director, NC-SARA
John Lopez, director, W-SARA
Alan Contreras, coordinator, NC-SARA and W-SARA
Lisa Greco, communications coordinator, NC-SARA
Michelle Robles-Perez, office manager, NC-SARA and W-SARA

Policy Analysis and Research

Demarée Michelau, director of policy analysis
Brian Prescott, director of policy research
Peace Bransberger, senior research analyst
Laura Ewing, administrative manager
Carl Krueger, project coordinator
Patrick Lane, project manager, Multistate Longitudinal Data Exchange

Programs and Services and Communications

Jere Mock, vice president
Candy Allen, senior graphic designer
Jenny Allen, administrative assistant
Margo Colalancia, director, Student Exchange Program
John Fellers, web design manager
Annie Finnigan, communications manager
Kay Hulstrom, administrative manager
Kim Nawrocki, administrative assistant
Ken Pepion, senior project director, Bridges to the Professoriate
Sue Schmidt, project coordinator, NANSLO/CHEO
Pat Shea, director, Academic Leadership Initiatives
Kate Springsteen, administrative assistant, Interstate Passport Initiative
Cathy Walker, project manager, Interstate Passport Initiative

WCET

Mike Abbiatti, incoming executive director
Mollie McGill, interim co-executive director
Russell Poulin, interim co-executive director
Sherri Artz Gilbert, manager, operations
Cali Morrison, manager, communications
Megan Raymond, manager, events and programs
Peggy Stevens, office support manager, PAR Framework

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