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Western Interstate Commission
for Higher Education

www.wiche.edu



Agenda

WICHE Commission Meeting
May 22-23, 2017
Coeur d'Alene, Idaho

Sunday, May 21, 2017

Schedule at a Glance

6:00 - 7:00 p.m. [Tab 1]
Bay 6

Executive Committee Meeting (Open and Closed Sessions)

1-1

Agenda (Open)



Approval of the March 21, 2017, Executive Committee teleconference minutes

1-3

Discussion Item:

Overview of the meeting schedule

Other business

Agenda (Closed)

Discussion Item:

FY 2017 annual evaluation of the president and adoption of FY 2018 performance objectives (separate document)

SCHEDULE
EXEC CTTE
WELCOME
Plenary 1 SAFER SPACES
PROGRAMS
POLICY
Plenary 2 CYBERSECURITY
Plenary 3 KNOCKING
BUSINESS
Plenary 4 COMMUNICATIONS
REFERENCE

Monday, May 22, 2017

Schedule at a Glance

8:00 a.m.
Bay 4

Breakfast and Round Table Discussion on WCET's Price and Cost of Distance Education Report

9:00 – 9:30 a.m. [Tab 2]
Bay 4

Committee of the Whole – Call to Order 2-1

Agenda

Call to order: Patricia Sullivan (NM), WICHE chair

Introduction of new commissioners and guests 2-3



Approval of the November 10, 2016,
Committee of the Whole meeting minutes 2-4

Report of the chair

Report of the president

Recess until May 23, 2017, at 8:30 a.m.

9:30 – 10:45 a.m. [Tab 3]
Bay 4

Plenary Session I: Safer Spaces: Western Efforts to Promote Positive Campus Climates 3-1

Facilitator: Joe Garcia, president, WICHE

Speakers: Hannah Koch, postdoctoral fellow, Mental Health Program;
Christina Sedney, policy analyst, Policy Analysis and Research; Liza Tupa,
director of education and research, Mental Health Program

10:45 – 11:00 a.m.

Break

11:00 a.m. – 12:30 p.m. [Tab 4]
Bay 6

Programs and Services Committee Meeting 4-1

Agenda



Approval of the November 10, 2016, and
January 10, 2017, Programs and Services
Committee meeting minutes 4-3



Approval of the FY 2018 workplan sections
pertaining to the Programs and Services unit's
activities – Jere Mock 4-9

11:00 a.m. – 12:30 p.m. [Tab 5]
Bay 1A



Approval of Professional Student Exchange Program Support Fee Incentives for Participating Public Programs – Margo Colalancia 4-13

Information Items:

Student Exchange Program Updates 4-30

Programs and Services Regional Initiatives 4-38

Higher Education’s Interstate Highway: On-Ramping with Interstate Passport® – Pat Shea

Other business

Policy Analysis and Research Committee Meeting 5-1

Agenda



Approval of the November 10, 2016, Issue Analysis and Research Committee meeting minutes 5-3



Approval of the Western Postsecondary Data Users Network 5-7



Discussion and approval of the FY 2018 workplan sections pertaining to the Policy Analysis and Research unit’s activities 5-9

Information Items:

Staff Updates

Legislative Advisory Committee Update
Committee Composition
Annual Meeting – September 19-20, 2017 (Salt Lake City, UT)

Multistate Longitudinal Data Exchange

Policy Insights – Tuition and Fees in the West 2016-2017: Trends and Implications

Other business

12:30 – 1:45 p.m.
Bay 2

Lunch

Facilitated updates from commissioners on the 2017 legislative sessions and updates on new federal initiatives pertaining to higher education

1:45 – 2:00 p.m.

Break

2:00 – 3:00 p.m. [Tab 6]

Bay 4

Plenary Session II: Cybersecurity Training, Education, and Workforce Development in the Western Region

6-1

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

Speakers: Jim Alves-Foss, professor, Computer Science Department, College of Engineering, University of Idaho, and Karen Thurston, director of the Cybersecurity Training and Operations Center (CTOC), University of Idaho

3:15 – 4:30 p.m. [Tab 7]

Bay 4

Plenary Session III: Knocking at the College Door: Responding to Changing Demographics to Increase Postsecondary Attainment

7-1

Speakers: Joe Garcia, president, WICHE, and Demi Michelau, vice president, policy analysis and research, WICHE

6:30 – 9:30 p.m.

Boardwalk Marina Dock

Dinner Boat Cruise on Lake Coeur d'Alene

Tuesday, May 23, 2017

Schedule at a Glance

8:00 a.m.

Breakfast for WICHE Commissioners, Staff, and Guests

8:30 – 9:45 a.m. [Tab 8]
Bay 4

Committee of the Whole – Business Session

8-1

Agenda

Reconvene Committee of the Whole: Patricia Sullivan, WICHE chair

Report and recommended action of the Executive Committee:
Patricia Sullivan, WICHE chair

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



Approval of the FY 2018 workplan sections
pertaining to the Programs and Services unit's
activities [Tab 4]



Approval of Professional Student Exchange Program
Support Fee Incentives for Participating Public
Programs [Tab 4]

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



Approval of the Western Postsecondary Data
Users Network [Tab 5]



Approval of the FY 2018 workplan sections
pertaining to the Policy Analysis and Research
unit's activities [Tab 5]

Committee of the Whole Action Items



Approval of the FY 2018 annual operating budget –
general and non-general fund budgets

8-3



Approval of FY 2018 salary and benefit
recommendations

8-12



Approval of the proposed Senior Higher Education
Leader Cyber-Exercise Pilot Program

8-13



Approval of the proposed modifications to the
WICHE Bylaws

8-14

		Discussion and approval of the FY 2018 WICHE workplan	8-27
<p>9:45 – 10:30 a.m. [Tab 9] Bay 4</p>	<p>Information Item</p>	Administrative Services/Operations Overview	8-47
<p>10:30 a.m.</p>	Review of the WICHE Commission Code of Ethics	8-50	
<p>References [Tab 10]</p>	<p>Electronic meeting evaluation</p>	https://www.surveymonkey.com/r/CRGXDWL	
	<p>Other business</p>	<p>Adjourn Committee of the Whole Business Session</p>	
	<p>Plenary Session IV: Development of WICHE’s Strategic Communications Plan</p>	9-1	
	<p><i>Speakers:</i> Joe Garcia, president, WICHE, and Jennifer Lucas, director of strategic communications, WICHE</p>		
	<p>Adjournment</p>	Reference	10-1
	WICHE Commission	10-3	
	Commission committees	10-6	
	Legislative Advisory Committee	10-7	
	WICHE staff	10-10	
	Future commission meeting dates	10-10	
	Higher education organizations & acronyms	10-11	
	Map of U.S. Pacific territories and freely associated states	10-14	



Executive Committee Meeting (Open/Closed)

Sunday, May 21, 2017

6:00 – 7:00 p.m.

Bay 6

Western Interstate
Commission
for Higher Education

www.wiche.edu

Sunday, May 21, 2017

6:00 - 7:00 p.m.
Bay 6

Executive Committee Meeting (Open and Closed Sessions)

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

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

Agenda



Approval of the March 21, 2017, Executive Committee teleconference minutes

1-3

Discussion Item:

Overview of the meeting schedule

Other business

Agenda (Closed)

Discussion Item:

FY 2017 annual evaluation of the president and adoption of FY 2018 performance objectives (separate document)

SCHEDULE
EXEC CTTE
WELCOME
Plenary 1 SAFER SPACES
PROGRAMS
POLICY
Plenary 2 CYBERSECURITY
Plenary 3 KNOCKING
BUSINESS
Plenary 4 COMMUNICATIONS
REFERENCE



ACTION ITEM

WICHE Executive Committee Teleconference Minutes Tuesday, March 21, 2017, 3:00 p.m. MDT

Commissioners Present

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

Eileen Klein (AZ)
Loretta Martinez (CO)
Colleen Sathre on behalf of David Lassner (HI)
Tony Fernandez (ID)
Franke Wilmer (MT)
Ray Holmberg (ND)
Barbara Damron (NM)
Vance Farrow (NV)
Dave Buhler (UT)
Don Bennett (WA)
Karla Leach (WY)

Other Commissioners Present

Kim Hunter Reed, (CO)

Commissioners Absent

Stephanie Butler (AK)
Dianne Harrison (CA)
Jude Hofschneider (CNMI)
Cam Preus (OR)
Jim Hansen (SD)
Jeanne Kohl-Welles, (WA), immediate past chair

WICHE Staff Present

Joe Garcia, president
Mike Abbiatti, vice president, Educational Technologies, and executive director, WCET
Erin Barber, executive assistant to the president and to the commission
John Lopez, special assistant to the president and chief administrative officer
Jennifer Lucas, director of strategic communications
Demi Michelau, vice president, Policy Analysis and Research
Craig Milburn, chief financial officer

Chair Patricia Sullivan called the meeting to order. She asked Erin Barber to call roll. A quorum was confirmed.

ACTION ITEM

Approval of the February 21, 2017, Executive Committee Teleconference Minutes

Chair Sullivan noted a correction would be made to the minutes to include Vance Farrow (NV) on the list of present commissioners during the February 21, 2017, conference call. Commissioner Christian moved TO APPROVE THE FEBRUARY 21, 2017, EXECUTIVE COMMITTEE TELECONFERENCE MINUTES AS AMENDED. Commissioner Fernandez seconded the motion. The motion was approved unanimously.

DISCUSSION ITEM

FY 2017 and FY 2018 budget Updates

Chair Sullivan called on Joe Garcia and Craig Milburn for an update on the FY 2017 and FY 2018 budgets. Milburn noted the FY 2017 budget is on track and units are working to spend down their budgets. Currently, the FY 2017 budget is expected to close with an approximate surplus of \$200,000, but Milburn commented that the surplus will likely be lower as budgets get spent over the remainder of the fiscal year. Milburn noted the draft of the FY 2018 budget shows an approximate increase of 3 percent in all categories, including salaries. He highlighted the unit budgets and said most of the units have revenue to carry forward into FY 2018 for grants that will continue into the next fiscal year. The Mental Health Program is showing a slight shortfall but Milburn noted these are preliminary numbers and the staff will address the shortfall before final budgets are presented at the May commission meeting. Chair Sullivan commended the Mental Health Program staff for how quickly they worked to bring their budget out of a deficit and for realigning with the WICHE mission.

ACTION ITEM

Approval of a Proposed Project titled WICHE Task Force on Closing Postsecondary Attainment Gaps

Garcia asked Demi Michelau to provide an overview of the proposed project. Michelau said the purpose of the project is to close postsecondary attainment gaps that exist between different population groups in the West. She noted the project stemmed from feedback received from commissioners during the retreat last fall. The project will span two years and the proposed budget is \$1.1 million to cover 1.0 FTE and project expenses. Through an RFP process, five states in the region will be selected to create a state team. Each state team will receive funding support and direct technical assistance over a two-year period. Commissioner Damron voiced her support for the project and asked Michelau about funders under consideration. Michelau said Kresge and Kellogg foundations were at the top of their list, and invited commissioners to provide other funding possibilities. Michelau also mentioned the many grants WICHE has received from Lumina and Gates foundations and the importance of diversifying their funding portfolio. Commissioner Buhler also stated his support for the project. Commissioner Damron MOVED TO APPROVE STAFF SEEKING FUNDING TO SUPPORT WICHE'S LEADERSHIP FOR THE TASK FORCE ON CLOSING POSTSECONDARY ATTAINMENT GAPS. Commissioner Buhler seconded the motion. The motion was approved unanimously. Chair Sullivan asked commissioners to send their ideas for funding possibilities to Erin and she will pass them along to Garcia and Michelau.

INFORMATION ITEM

WICHE/Department of Homeland Security Senior Leader Cybersecurity Exercise Pilot

Garcia asked Mike Abbiatti to give a summary of the pilot project. Abbiatti said after the retreat, WICHE staff started communicating with FEMA and the Department of Homeland Security's National Exercise Program. FEMA and DHS are interested in regionalizing their exercises and reaching senior leadership at higher education institutions. The pilot project that WICHE, DHS, and FEMA envision will be designed for senior leaders, specifically presidents, CEOs, and COOs at comprehensive research universities. The exercises in the pilot will be designed initially to be face-to-face, but eventually they will be offered virtually and as a hybrid (both virtual and face-to-face). Abbiatti asked the committee members for their help recruiting states and institutions. The first exercises will take place in September, and the exercises will be shorter, more concise, and designed to assist senior leadership in developing a culture of preparedness. He said Commissioner Mark Hagerott has been working at the forefront of this issue and will be assisting with the pilot. Garcia noted the project is consistent with feedback and interest that staff heard from commissioners at the retreat last fall. Commissioner Fernandez mentioned the University of Idaho's work in this area and recommended a cyber audit for institutions. The committee members endorsed the information item and asked staff to bring a formal action item for approval to the May commission meeting. Staff will send an email to commissioners prior to the May meeting to help solicit participation of states and institutions. Questions to commissioners will include: Is your state interested? Which institutions would you nominate (identify expert programs)? Do you give WICHE staff the authorization to talk with the nominated institutions?

DISCUSSION ITEM

Draft of the FY 2018 Workplan

Garcia reviewed proposed changes and additions to the FY 2018 workplan. Michelau highlighted the addition of *Data Insights*, a data companion series to the current *Policy Insights* publication. She also mentioned the addition of a webinar series, a proposed Western network of policy researchers, and a policy forum to bring leaders together in the West to discuss policy issues. Garcia noted a possible expansion of the Mental Health Program's project with the Veterans Administration (VA) on suicide prevention. Discussions are currently underway regarding the expansion and will be added to the final draft of the workplan to be presented at the May meeting. In addition, WCET is working with the Hewlett and Gates foundations on possible projects that will be added to the workplan.

DISCUSSION ITEM

Preliminary Agenda for the May 22-23, 2017, Commission Meeting

Garcia provided updates to the preliminary agenda for the May commission meeting. A roundtable on WCET's recent report on the cost of online learning has been added to breakfast on the first day of the meeting. In response to commissioner feedback, the first plenary session on safer spaces has been expanded to include other campus climate

issues. Finally, two speakers from the University of Idaho Cybersecurity Training and Operations Center have confirmed. Chair Sullivan noted finding a resolution to the PSEP support fee incentives discussion will be on the agenda for action. She encouraged the committee members to caucus with their fellow commissioners and come prepared to share concerns and ideas for a resolution.

Other Business

Chair Sullivan asked for other business. Hearing none, Commissioner Christian moved APPROVAL TO ADJOURN THE EXECUTIVE COMMITTEE TELECONFERENCE. Commissioner Fernandez seconded the motion. The motion was approved unanimously.



2 Monday 9:00 - 9:30 a.m.

Committee of the Whole Call to Order

Monday, May 22, 2017

9:00 – 9:30 a.m.

Bay 4

Western Interstate
Commission
for Higher Education

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Monday, May 22, 2017

9:00 - 9:30 a.m.

Bay 4

Committee of the Whole – Call to Order

Call to order and welcome: Patricia Sullivan (NM), chair

Introduction of new commissioners and guests 2-3



Approval of the November 10, 2016,
Committee of the Whole meeting minutes 2-4

Report of the chair

Report of the president

Recess until May 23, 2017, at 8:30 a.m.

SCHEDULE
EXEC CTTE
WELCOME
Plenary 1 SAFER SPACES
PROGRAMS
POLICY
Plenary 2 CYBERSECURITY
Plenary 3 KNOCKING
BUSINESS
Plenary 4 COMMUNICATIONS
REFERENCE



New Commissioners

Stephanie Butler (AK) first joined the Alaska Commission on Postsecondary Education in 1997 as the institutional authorization program coordinator. In 1998, she was promoted to director of institutional relations and three years later, to the position of director of program operations. In April 2016, the commission appointed Butler to serve as interim executive director following the retirement of the commission's longtime executive director. She was permanently appointed to the position later that year. Prior to joining the commission, Butler worked for the University of Alaska Anchorage. A certified internal auditor, she earned a B.A. in English from Barry University and a master's in business administration and management from Boston University.

Dr. Carmen Fernandez (CNMI) was appointed as president of Northern Marianas College (NMC) in October 2016, by the Northern Marianas College Board of Regents. Prior to becoming NMC president, Fernandez served in various leadership positions at other institutions of higher education including the University of Guam, Palomar College, Nova Southeastern University, and Modesto Junior College. She served as president of NMC from 2007 through 2010, during which she successfully led the institution from a show cause accreditation sanction status to reaffirmation of accreditation. Fernandez began her presidency last year assuring that her leadership, which continues to be guided by a "students first" philosophy, would focus on key priorities that include accelerating the facilities master plan and completion of new NMC facilities, jumpstarting program review and assessment activities, expanding workforce development initiatives, providing competitive wages for NMC faculty and staff, and implementing fund development strategies.

Dr. Kim Hunter Reed (CO) was confirmed as executive director of the Colorado Department of Higher Education in March 2017. Reed most recently served in President Obama's administration as deputy undersecretary at the U.S. Department of Education, leading postsecondary diversity and inclusion work, supporting strong student- and outcomes-focused policies and aggressive national outreach efforts. She also led the White House Initiative on Historically Black Colleges and Universities. Prior to serving in the administration, Reed was a principal at HCM Strategists LLC, a public policy and advocacy consulting firm in Washington, D.C., focused on advancing effective solutions in health and education. Reed has extensive higher education and government experience. She chaired Louisiana's higher education transition team in 2015 and served as Louisiana's state policy director. Reed previously served as chief of staff for the Louisiana Board of Regents and executive vice president of the University of Louisiana System. Reed received a doctorate in public policy from Southern University, as well as a master's of public administration and a bachelor's degree in broadcast journalism from Louisiana State University.

Dr. Francisco Rodriguez (CA) began his tenure as chancellor of the Los Angeles Community College District (LACCD), the nation's largest community college district, in June 2014. Previously, Rodriguez served as superintendent/president at MiraCosta Community College District (Oceanside, CA) for five years and president at Cosumnes River College (Sacramento, CA) for six years. With 30 years of experience as an educator, faculty member, and administrator within California public higher education, Rodriguez is a noted scholar and speaker on topics ranging from higher education, student access and success, governance and governing boards, to workforce development, fundraising, and philanthropy. He has dedicated his career to diversity, equity, and inclusion issues and to outreach to underserved communities, particularly the development of young Latino and African-American males. In his new position, Rodriguez has set as his primary goal the building of LACCD's profile and reputation as the best urban community college district to study and work. His approach is to focus on a well-prepared and innovative faculty and responsive curriculum, excellent educational administrators, state-of-the-art buildings and equipment, superbly trained and professional support staff, and business and community engagement. Rodriguez earned a bachelor of arts in Chicano studies with an emphasis in education and an M.S. in community development, both from the University of California Davis. He also earned a doctorate in education from Oregon State University.

ACTION ITEM

Minutes of the Committee of the Whole

Session I: Call to Order

Thursday, November 10, 2016

Commissioners Present

Jeanne Kohl-Welles (WA), chair
Patricia Sullivan (NM), vice chair

Susan Anderson (AK)
Eileen Klein (AZ)
Christopher Cabaldon (CA)
Dianne Harrison (CA)
Loretta Martinez (CO)
Dene Thomas (CO)
Jude Hofschneider (CNMI)
David Lassner (HI)
Carol Mon Lee (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)
Kari Reichert (ND)
Ryan Deckert (OR)
Camille Preus (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

Stephanie Butler (AK)
Jim Johnsen (AK)
Chris Bustamante (AZ)
Joshua Sasamoto (CNMI)
Colleen Sathre (HI)
Wendy Horman (ID)
Pat Williams (MT)
Mark Moores (NM)
Vance Farrow (NV)
Vic Redding (NV)
Hilda Rosselli (OR)
Mike Rush (SD), immediate past chair
Peter Knudson (UT)
Sam Krone (WY)

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, Policy Analysis and Research
Margo Colalancia, director, Student Exchange Program
Laura Ewing, administrative manager, Policy Analysis and Research
Joseph Garcia, president
Patrick Lane, director of digital services, Policy Analysis and Research
Sarah Leibrandt, research analyst, Policy Analysis and Research
John Lopez, director, W-SARA
Mollie McGill, director of programs and membership, WCET
Demarée Michelau, vice president, Policy Analysis and Research
Craig Milburn, chief financial officer
Jere Mock, vice president, Programs and Services
Dennis Mohatt, vice president for Behavioral Health
Christina Sedney, project coordinator, Policy Analysis and Research
Pat Shea, director, Academic Leadership Initiatives, Programs and Services
Liza Tupa, director of education and research, Mental Health Program

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

ACTION ITEM

Approval of the May 16 - 17, 2016, Committee of the Whole Meeting Minutes

Commissioner Hansen moved TO APPROVE THE MAY 16 - 17, 2016, COMMITTEE OF THE WHOLE MEETING MINUTES. Commissioner Galey seconded the motion. The motion was approved unanimously.

Vice Chair Sullivan mentioned the recent appointment of Stephanie Butler, executive director of the Alaska Commission on Postsecondary Education, to the commission, replacing Diane Barrans. Sullivan asked commissioners to review the SARA Resolution in their meeting packets in preparation for a vote during the Business Session.

Report of the Nominating Committee

Vice Chair Sullivan called on Commissioner Franke Wilmer for the Report of the Nominating Committee. The 2016 Nominating Committee members included Mike Rush (SD), committee chair, Chris Bustamante (AZ), Carol Mon Lee (HI), and Franke Wilmer (MT). The committee met via teleconference on October 24, 2016, to discuss the nominations. Wilmer reported the committee recommends Montana Commissioner Clay Christian as the incoming 2017 vice chair of WICHE. The committee also recommended Patricia Sullivan (NM) as the 2017 chair of WICHE and Jeanne Kohl-Welles (WA) as the 2017 immediate past chair. The Committee of the Whole will vote on the recommendation during the Business Session.

Vice Chair Sullivan highlighted some of the work that has been done by the Executive Committee since the commission met last May. Joe Garcia was welcomed as the new president of WICHE at the end of June. Together with Garcia's help, a Transition Committee was formed and met several times over the summer via teleconference. Sullivan thanked committee members Mike Rush, Jeanne Kohl-Welles, and Christopher Cabaldon for serving on the committee. Diane Barrans, former commissioner from Alaska, chaired the committee. During the Executive Committee meetings in July and August, the 2018 and 2019 meeting dates were approved, Utah was approved to join W-SARA, and the committee planned the retreat and David Longanecker's retirement party. Sullivan went over logistics for the retirement celebration and retreat.

Report of the President

Vice Chair Sullivan called on Garcia for the Report of the President. Garcia introduced staff in attendance. He mentioned that Demi Michelau was promoted to vice president of policy analysis and research. Garcia also mentioned that WICHE's two software developers were let go in the fall because the senior leadership team decided to start outsourcing software development. Garcia mentioned the SHEPC building was paid off in June and WICHE now owns the building in partnership with the State Higher Education Executive Officers and the National Center for Higher Education Management Systems. The SHEPC building migrated to the Front Range GigaPop in October. Work on WICHE's IT environment continues, but Garcia said the migration updated SHEPC's firewall and made other improvements to network security. Garcia highlighted his travel over the past few months and mentioned the upcoming release of *Knocking at the College Door* on December 6, 2016. He asked commissioners to be in touch if they would like him to visit their states. Finally, Garcia noted projects currently underway in WICHE states and mentioned Mike Abbiatti as the point person for efforts around cybersecurity.

The Committee of the Whole went into recess.

ACTION ITEM

Minutes of the Committee of the Whole

Session II: Business Session

Thursday, November 10, 2016

Commissioners Present

Jeanne Kohl-Welles (WA), chair
Patricia Sullivan (NM), vice chair

Susan Anderson (AK)
Eileen Klein (AZ)
Christopher Cabaldon (CA)
Dianne Harrison (CA)
Loretta Martinez (CO)
Dene Thomas (CO)
Jude Hofschneider (CNMI)
David Lassner (HI)
Carol Mon Lee (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)
Kari Reichert (ND)
Ryan Deckert (OR)
Camille Preus (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

Stephanie Butler (AK)
Jim Johnsen (AK)
Chris Bustamante (AZ)

Joshua Sasamoto (CNMI)
Colleen Sathre (HI)
Wendy Horman (ID)
Pat Williams (MT)
Mark Moores (NM)
Vance Farrow (NV)
Vic Redding (NV)
Hilda Rosselli (OR)
Mike Rush (SD), immediate past chair
Peter Knudson (UT)
Sam Krone (WY)

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, Policy Analysis and Research
Margo Colalancia, director, Student Exchange Program
Laura Ewing, administrative manager, Policy Analysis and Research
Joseph Garcia, president
Patrick Lane, director of digital services, Policy Analysis and Research
Sarah Leibrandt, research analyst, Policy Analysis and Research
John Lopez, director, W-SARA
Mollie McGill, director of programs and membership, WCET
Demarée Michelau, vice president, Policy Analysis and Research
Craig Milburn, chief financial officer
Jere Mock, vice president, Programs and Services
Dennis Mohatt, vice president for Behavioral Health
Christina Sedney, project coordinator, Policy Analysis and Research
Pat Shea, director, Academic Leadership Initiatives, Programs and Services
Liza Tupa, director of education and research, Mental Health Program

Vice Chair Patricia Sullivan called the meeting to order.

Report of the Audit Committee

Vice Chair Sullivan called on Commissioner Tony Fernandez for the report of the Audit Committee. Fernandez reported the WICHE Audit Committee met via teleconference on October 17, 2016. In attendance at that meeting were committee members Vic Redding of Nevada, Mike Rush of South Dakota, Patricia Sullivan of New Mexico, Tony Fernandez of Idaho,

Joe Garcia, Craig Milburn, Erin Barber, and Cheryl Wallace, the auditor from RubinBrown. Cheryl Wallace went through the FY 2016 financial statement and discussed RubinBrown's opinion with the committee. They spent several weeks on-site at WICHE over the summer and their investigation resulted in an unmodified opinion that the financial statements represent fairly, in all material respects, the financial position of WICHE. Wallace stressed this is a "clean audit" with no findings or adverse opinion and they had no disagreements with staff. After RubinBrown's presentation, the committee met privately with Wallace for discussion and then privately with the staff. The committee voted unanimously to commend the WICHE team for its hard work and efforts in achieving an unmodified opinion or clean audit this year. Fernandez moved TO APPROVE THE FY 2016 AUDITED FINANCIAL STATEMENT. Commissioner Damron seconded the motion. The motion was approved unanimously.

Report of the Executive Committee

Vice Chair Sullivan gave the report of the Executive Committee. Joe Garcia provided the committee with an overview of the meeting and retreat. The Executive Committee approved bringing the staff's proposed changes to the Sick Leave Conversion Benefit for approval by the commission. Commissioner Leach moved TO APPROVE THE STAFF RECOMMENDATION THAT EFFECTIVE JANUARY 1, 2017, WICHE PROVIDES A TAXABLE, ONE-TIME CASH PAYOUT OF SICK LEAVE FUNDS TO ELIGIBLE DEPARTING STAFF MEMBERS. Commissioner Preus seconded the motion. Garcia commented that the change to the Sick Leave Conversion Benefit does not increase liability for WICHE in any way; it simply provides a onetime cash payout instead of establishing an account for retirees. Commissioner Burns asked if there has been discussion about moving the cash amount into an annuity. Garcia said that option hadn't been explored yet but could be done with the retiree upon his or her departure.

The Executive Committee approved bringing a resolution for SARA forward for approval by the commission. Garcia sent a letter to the U.S. Department of Education in August expressing concerns with some of the language in the proposed rules on the regulation of state authorization. The Midwestern Higher Education Compact's commission recently drafted a resolution to the Secretary, and WICHE Commissioner Mike Rush recommended WICHE draft a similar resolution. The resolution highlights the salient points covered in Garcia's letter. Commissioner Martinez moved TO APPROVE THE SARA RESOLUTION. Commissioner Jones seconded the motion. The motion was approved unanimously.

Report of the Programs and Services Committee

Vice Chair Sullivan called on Commissioner Christian for the report of the Programs and Services Committee. Christian reported the committee had a lengthy discussion about support fee incentives for enrolling PSEP public programs. The committee discussed several options presented by the staff, including eliminating the incentives, but a consensus was not reached. Committee members think there is value to the state for students to be part of a preferential pool, among other considerations. Staff will continue to work on this issue to find a better option to present to the committee for consideration at the May commission meeting. Christian reported that the committee was given updates on the other student exchange programs and on the Interstate Passport.

Report of the Issue Analysis and Research Committee

Vice Chair Sullivan called on Commissioner Christopher Cabaldon for the report of the Issue Analysis and Research Committee. The committee spent time discussing the work of the Multistate Longitudinal Data Exchange (MLDE). WICHE staff are working to secure a cybersecurity insurance policy to protect WICHE from security breaches. The committee also discussed making a modest change to the FY 2017 workplan to include specific work MLDE staff will be doing to provide support to the states that join the exchange on how to use the data. Staff were recently asked to apply for funding from USAFunds for additional support for that work. Commissioner Cabaldon moved TO APPROVE AMENDING THE FY 2017 WORKPLAN TO INCLUDE PROVIDING STATES WITH SUPPORT ON USING DATA. Commissioner Buhler seconded the motion. The motion was approved unanimously. The committee heard updates on the upcoming December 6 release of the new edition of *Knocking at the College Door*. The committee discussed changes in the federal context and how WICHE might be uniquely positioned to provide resources to states.

Report of the Self-funded Units Committee

Vice Chair Sullivan called on Commissioner Jim Hansen for the report of the Self-funded Units Committee. Hansen reported that WCET Executive Director Abbiatti requested approval of the \$4.5 million Gates Foundation grant. Gates has approached WCET to serve as the central Backbone Partner for a national Digital Learning Network. Negotiations continue as to the exact structure and function of the project. The Self-funded Units Committee approved Abbiatti's request. Further information will be provided as the project evolves. Abbiatti provided an After Action Report on the October 12-14 WCET annual meeting held in Minneapolis, MN. The annual meeting was successful in every aspect. The WCET Executive Council convened at the annual meeting to discuss a small increase in WCET member dues. The increase is necessary to

ensure delivery of exceptional services to members. The 8 percent increase was unanimously supported. The fact that WCET provides the best member services for the investment was discussed and WCET staff were congratulated for their continued success. WCET membership is at its largest ever, with over 360 subscribed organizations and institutions, and the number is growing per WCET expectations. Abbiatti reported that the WCET budget remains stable and the outlook for 2017 is promising in terms of revenue based upon new memberships, successful leadership summits and annual meetings, and the Gates grant. Commissioner Hansen moved TO APPROVE FUNDING FROM THE BILL & MELINDA GATES FOUNDATION FOR WCET TO BECOME THE BACKBONE PARTNER FOR THE FOUNDATION'S DIGITAL LEARNING NETWORK. Commissioner Freeman seconded the motion. The motion was approved unanimously.

Vice President for Behavioral Health Dennis Mohatt provided the committee with a program update. The Mental Health Program ended FY 2015-16 with total revenue of \$4,015,125 and total expenditures of \$3,747,892, resulting in a surplus of approximately \$267,000. The surplus was used to repay the remaining amount of the WICHE loan related to the FY 2013-14 shortfall of approximately \$500,000. The Mental Health Program is currently projecting to end the current fiscal year with revenue that meets or exceeds expenditures. The program has received notifications of new funding and new contracts for work in Alaska (internship support and workforce development), Oregon (internship support), and South Dakota (data and outcome measure development). In addition, the program received notification of funding for year three (\$200,000) of the Rural Veteran Suicide Prevention project, in partnership with the Veterans Administration. Dr. Liza Tupa joined WICHE in July 2016 as director of research and evaluation. The program also hired a postdoctoral psychology fellow, Dr. Hannah Koch, who will devote about half of her time to developing a toolkit for sexual violence prevention and bystander training for college campuses to help prevent sexual coercion and violence and to promote healthy relationships. Finally, the program recently hired Johnny Winston as an administrative assistant III to replace Jenny Allen, who resigned from her position earlier this month.

Report on the Legislative Advisory Committee Annual Meeting

Vice Chair Sullivan called on Commissioner and LAC Member Ray Holmberg to report on the Legislative Advisory Committee's annual meeting, which was held September 20 - 21, 2016, in Albuquerque, NM. The theme of the meeting was "Better Data, Better Decisions: Using Data to Inform State Policy," and featured national experts, WICHE staff, and LAC members speaking on legislative trends in the West, outcomes-based funding, dual and concurrent enrollment, state strategies for student success, and the postsecondary attainment gap. Seventeen legislators from nine states participated, and eight WICHE commissioners attended the meeting. Demi Michelau will be in touch with Executive Committee members in states and territories where there are vacancies. Information about the LAC is available on the WICHE website.

DISCUSSION ITEM Update on WICHE's budget

Garcia reported the Mental Health Budget is balanced and the debt owed to WICHE has been paid in full. Milburn reported that WICHE ended the year with a positive fund balance and added \$200,000 to its reserves. The loan from the Ford Foundation for the building (owned jointly with NCHEMS and SHEEO) was paid off in June. Milburn said he expects FY 2017 to be a good year with a balanced budget. Garcia noted an evaluation of the building was done over the summer to help establish a long-term maintenance plan. SHEPC is setting aside money month by month to maintain the building. Garcia also noted the healthy reserve amount and mentioned the need to request money from reserves in the future to continue remediation of WICHE's IT environment and to add staff positions.

ACTION ITEM Election of chair, vice chair, and immediate past chair as the 2017 officers of the WICHE Commission

Commissioner Franke Wilmer moved APPROVAL OF THE FOLLOWING 2017 WICHE OFFICERS: PATRICIA SULLIVAN OF NEW MEXICO AS CHAIR, CLAY CHRISTIAN OF MONTANA AS VICE CHAIR and 2018 CHAIR-ELECT, AND JEANNE KOHL-WELLES OF WASHINGTON AS IMMEDIATE PAST CHAIR. Commissioner Hansen seconded the motion. The motion was approved unanimously.

Vice Chair Sullivan called for other business. Hearing none, Commissioner Anderson moved TO ADJOURN THE COMMITTEE OF THE WHOLE BUSINESS SESSION. Commissioner Holmberg seconded the motion. The motion was approved unanimously.



Plenary Session I

Safer Spaces: Western Efforts to Promote Positive Campus Climates

Monday, May 22, 2017
9:30 – 10:45 a.m.
Bay 4

3 Monday 9:30 - 10:45 a.m.

Western Interstate
Commission
for Higher Education

www.wiche.edu



Monday, May 22, 2017

9:30 - 10:45 a.m.

Bay 4

**Plenary Session I:
Safer Spaces: Western Efforts to Promote Positive Campus
Climates**

Only five months into 2017, a host of new and evolving campus climate issues have emerged across the West. Institutions of higher education have increasingly become centers of political discourse, with issues related to the concept of “sanctuary” campuses, free speech, and international students joining perennial discussion topics such as sexual assault. This session will include an overview of emerging campus climate issues in the West from a policy perspective and engage commissioners in a discussion of how these issues are impacting their states, systems, schools, and students – and how they see these conversations evolving in the coming months.

College sexual assault is a serious issue that has received a great deal of attention in the past few years from academia and the press, yet programmatic response and intervention have been sporadic, with limited impact to date. An estimated 15-25 percent of women in the U.S. have experienced a sexual assault during their lifetime, with college women at an increased risk for sexual assault compared with the general population. In this session, we will provide information on the scope and consequences of the issue, review best practices to address and prevent campus sexual assaults, and describe the WICHE Mental Health Program’s comprehensive Campus Sexual Violence Prevention Assessment and how it can assist colleges in preventing sexual violence. Commissioners will be provided the opportunity to discuss related work and need in their states and on their campuses.

Session Goals

- Provide an overview of the evolving policy context around campus climate issues, including sanctuary campuses and international students.
- Provide commissioners with information on the development of comprehensive campus sexual-violence prevention assessment and support models.
- Provide commissioners with best practices for addressing and preventing sexual assaults on campus.
- Provide commissioners with the opportunity to discuss work in their states and on their campuses focused on this topic.

Facilitator: Joe Garcia, president, WICHE

Speakers: Hannah Koch, postdoctoral fellow, Mental Health Program; Christina Sedney, policy analyst, Policy Analysis and Research; Liza Tupa, director of education and research, Mental Health Program

SCHEDULE
EXEC CTTE
WELCOME
Plenary 1 SAFER SPACES
PROGRAMS
POLICY
Plenary 2 CYBERSECURITY
Plenary 3 KNOCKING
BUSINESS
Plenary 4 COMMUNICATIONS
REFERENCE

Biographical Information on the Facilitator and Speakers

Joe Garcia was appointed president of WICHE in June 2016. He served as the lieutenant governor of Colorado and as the executive director of the Colorado Department of Higher Education, beginning in 2011. He had previously served on the WICHE Commission for nine years, including serving as its chair in 2011. During his time as lieutenant governor and as the SHEEO for Colorado, Garcia focused on increasing equity in outcomes for all students, particularly those from low-income backgrounds and communities of color. Prior to being elected lieutenant governor, Garcia served as president of Colorado State University-Pueblo, which was named the Outstanding Member Institution by the Hispanic Association of Colleges and Universities during his tenure. He also served as president of Colorado's second-largest community college, Pikes Peak Community College, where he was twice named President of the Year by the State Student Advisory Council. His previous public service positions include serving as a member of the cabinet of Gov. Roy Romer and as a White House appointee under President Bill Clinton at the Department of Housing and Urban Development. He also was employed in the private practice of law for 10 years at the firm of Holme Roberts & Owen, where he became the first Hispanic partner in the 100-year history of the firm. Garcia earned his B.S. in Business at the University of Colorado Boulder and his J.D. from Harvard Law School.

Hannah Koch is a postdoctoral fellow in WICHE's Mental Health Program. She earned her bachelor's degree with honors in psychology and biological sciences at the University of Chicago and her doctorate at the University of Denver's Graduate School of Professional Psychology with a focus area in couples therapy and systems theory. She is currently pursuing licensure as a psychologist in the state of Colorado. Koch's work with the WICHE Mental Health Program includes a variety of behavioral health research initiatives, including evaluating evidence-based programs such as Assertive Community Treatment and campus sexual violence prevention. Koch has worked in a variety of clinical settings with varied populations, including clients with severe and persistent mental illness at a community mental health center, as well as patients with blood cancers at the University of Colorado Hospital. She has extensive experience in university counseling centers. Through her work at the University of Colorado Boulder's Counseling and Psychological Services and the University of Denver Health and Counseling Center, she gained experience in both crisis intervention and outreach, including creating and implementing healthy relationships programming. She also served as a research project coordinator for a nationwide study of romantic relationship development and assisted with a study investigating family stability over time. Koch is a trained victim advocate for sexual assault survivors, and her primary research interests are in healthy romantic relationship development. She is also an adjunct faculty member at the University of Denver, where she teaches several graduate-level courses in clinical interventions.

Christina Sedney is a policy analyst at WICHE who works on a variety of topics, including policy and practice solutions for adult learners, state legislative trends, and approaches to serving traditionally underrepresented populations. Previously, Sedney worked for the international nonprofit Teach For All and completed a fellowship with the Kenneth Rainin Foundation. She also held multiple roles with the AmeriCorps program City Year, most recently as a project manager on its public policy team. She holds a B.A. from the University of Virginia and a master's in public policy from the University of California, Berkeley.

Liza Tupa is the director of education and research for WICHE's Mental Health Program. A licensed clinical psychologist, her career has focused on public behavioral health service delivery. She has worked in a variety of public behavioral health systems, including the state mental health and substance abuse authority, community mental health, corrections, and state psychiatric inpatient. Prior to joining WICHE, Tupa served as deputy director of Colorado's Office of Behavioral Health, providing leadership in community behavioral health programming and public services planning, procurement, and regulation. Her work there included developing budget requests and proposed legislation, performance improvement, supporting homelessness and institutional transition initiatives for individuals with behavioral health issues, and working closely with a range of other state departments and agencies. Earlier in her career she served in several leadership roles at a state psychiatric inpatient hospital, including as a unit psychologist, APA-accredited psychology internship training director, quality assurance researcher, and ultimately as associate director of the hospital. Tupa's graduate training had a dual focus on clinical work and research, with research specialization in program and assessment tool evaluation. She completed a postdoctoral fellowship in public psychology at the University of Colorado Health Sciences Center, studying public mental health service delivery and mental health case law. Her projects at WICHE have included rural psychology internship development in Nevada and Hawai'i, behavioral healthcare workforce enhancement in Alaska, clinical consultation to the state psychiatric hospital in Wyoming, and creating or updating Toolkits for Suicide Prevention and School Behavioral Health Advocacy. Her professional experience includes numerous clinical trainings, teaching college-level psychology, and local and national presentations in the areas of Colorado's behavioral health system, communication skills training and assessment, critical incident stress debriefings, and recovery- focused mental health service delivery.





Programs and Services Committee Meeting

Monday, May 22, 2017
11:00 a.m. – 12:30 p.m.
Bay 6

4 Monday 11:00 a.m. - 12:30 p.m.

Western Interstate
Commission
for Higher Education

www.wiche.edu

Monday, May 22, 2017

11:00 a.m. - 12:30 p.m.

Bay 6

Programs and Services Committee Meeting

Eileen Klein (AZ), chair
Wendy Horman (ID), vice chair

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

Agenda

Presiding: Eileen Klein, committee chair

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



Approval of the November 10, 2016, and January 10, 2017, Programs and Services Committee meeting minutes 4-3



Approval of the FY 2018 workplan sections pertaining to the Programs and Services unit's activities – Jere Mock 4-9



Approval of Professional Student Exchange Program Support Fee Incentives for Participating Public Programs – Margo Colalancia 4-13

Information Items:

Student Exchange Program Highlights – Margo Colalancia 4-30

Programs and Services Regional Initiatives – Jere Mock 4-38

Higher Education's Interstate Highway: On-Ramping with Interstate Passport® – Pat Shea

Other business

Adjournment

SCHEDULE
EXEC CTTE
WELCOME
Plenary 1 SAFER SPACES
PROGRAMS
POLICY
Plenary 2 CYBERSECURITY
Plenary 3 KNOCKING
BUSINESS
Plenary 4 COMMUNICATIONS
REFERENCE



ACTION ITEM

Programs and Services Committee Minutes November 10, 2016

Committee Members Present

Clayton Christian (MT), chair

Eileen Klein (AZ)
Dianne Harrison (CA)
Dene Thomas (CO)
Carol Mon Lee (HI)
Patricia Sullivan (NM)
Kari Reichert (ND)
Patricia Jones (UT)
Frank Galey (WY)

Guests Present

Diane Duffy, chief operating officer and acting executive director, Colorado Department of Higher Education

Staff Present

Margo Colalancia, director, Student Exchange Program
Joseph Garcia, president
Jere Mock, vice president, Programs and Services
Ken Pepion, senior project director, National Resource Mentoring Network
Pat Shea, director, Academic Leadership Initiatives

Committee Members Absent

Stephanie Butler, (AK)
Wendy Horman (ID), vice chair
Vance Farrow (NV)
Hilda Rosselli (OR)
Mike Rush (SD)
Joshua Sasamoto (U.S. Pacific Territories and Freely Associated States)
Gerry Pollet (WA)

Commissioner Clayton Christian called the meeting to order.

ACTION ITEM

Approval of the Programs and Services Committee Minutes of May 16, 2016

Chair Christian asked for a motion to APPROVE THE MINUTES OF THE May 16, 2016, COMMITTEE MEETING. Commissioner Harrison moved to approve the minutes and Commissioner Sullivan seconded the motion. Jere Mock, vice president of Programs and Services, gave an overview of the committee's agenda and introduced Ken Pepion, who serves as senior program director for WICHE's participation in the National Research Mentoring Network on a .20 FTE basis. He also is the associate vice president of academic affairs at Fort Lewis College in Durango.

DISCUSSION ITEM

Support Fee Incentives for Enrolling Professional Student Exchange Program (PSEP) Public Programs

Margo Colalancia, director of WICHE's student exchange programs, reviewed recent discussions as to whether or not PSEP support fee incentives for public programs should be maintained or eliminated. If the difference between a cooperating public program's resident and nonresident tuition is LESS than the WICHE PSEP support fee for that field, the program or its institution gets to keep the difference as an incentive to enroll WICHE students.

Over the last six weeks, Colalancia interviewed many stakeholders: the WICHE certifying officers, state higher education academic affairs officers (or equivalents) in WICHE states, deans of participating programs that would be affected if support fees were eliminated, and representatives serving on WICHE's Veterinary Medical Advisory Council (i.e., pre-veterinary advisors and state senators).

She explained that an increasing number of applicants who are offered PSEP support are turning it down, because if a student's enrolling institution receives a support fee incentive and the graduate doesn't return home to practice, they

must reimburse their home state for the PSEP support fees paid on their behalf. Non-returning graduates run the risk of paying more for their healthcare education, as they would have paid resident tuition and then be responsible for the support fee reimbursement. However, some students fail to acknowledge that they may not have been admitted to their program without the competitive admissions process that PSEP can provide. PSEP vet med applicants definitely benefit from preferential admission, and some cooperating medical schools give WICHE applicants preferential admission as well. Certifying officers have become increasingly concerned with incentives, particularly in programs where incentives are as high as \$20,000 (i.e., University of California programs). PSEP program tuitions and their resident/nonresident differentials vary widely, making it impossible for WICHE to set support fee amounts that cover the tuition differential of all programs in a field, but don't provide too much to programs with much smaller differentials. For state budgeting purposes, it's critical that the support fee be a standard amount for each field (variable amounts are not an option within a healthcare field).

Commissioners discussed the positive and negative implications of eliminating support fee incentives for: students enrolled in public programs, the public programs themselves, and the physician and veterinarian workforce of states supporting students through PSEP.

Commissioner Eileen Klein (AZ) encouraged committee members to recognize the growing number of educational providers now available in the West and to acknowledge that what may have worked well years ago may need review. She suggested engaging a consultant to evaluate the program and examine alternative models.

Commissioner Dene Thomas (CO) remarked that CSU's veterinary medical program has made a huge commitment to WICHE through the years, and grew its program to its current size in order to educate residents of WICHE states outside of Colorado. She recommended that the committee remain cautious about making any changes to the support fee approach, and that if changes must be made, to wait at least two years to provide sufficient time for study and for the affected programs to plan ahead.

Commissioner Frank Galey (WY) and Commissioner Patricia Sullivan (NM) expressed concern that veterinary applicants from their states who did not benefit from preferential admission would not be admitted to a veterinary college, even though they can successfully finish the program. Commissioner Galey affirmed the importance of student choice and the benefit of educating healthcare professionals in multiple programs that broaden the expertise of a state's veterinary workforce, as opposed to a state limiting itself by establishing a bilateral contract with just one other veterinary program, for example.

Commissioner Clayton Christian (MT) said he believes it's important to keep the incentives that motivate cooperating programs to provide preferential admission. He said he also recognized that while the program in its current form serves the majority of the WICHE PSEP states well, other states with larger applicant pools may favor an alternative model that would direct public programs to credit the student with a greater portion of (or all of) the support fee – where incentives still exist. Since the committee members did not come to a consensus, he directed staff to gather additional information and report back to the Programs and Services Committee to prepare a future recommendation for presentation to WICHE's Executive Committee. He suggested staff consider hiring a consultant. Commissioner Sullivan requested that as part of the information-gathering process, a set of questions be submitted to each state for an official response.

Regarding fall 2016 enrollments in WICHE's three student exchange programs, Colalancia reported that 10 WICHE states invested \$14.7 million to support 639 students through PSEP. WICHE staff is waiting for two institutions to report their WUE enrollments but thus far, all other institutions report 38,212 students enrolled through WUE (compared to a WUE enrollment of 35,632 students in fall 2015). WRGP enrollment counts are still being finalized as well. Thus far, the fall 2016 WRGP enrollment stands at 1,556 (compared to 1,439 WRGP students in fall 2015).

Report on the Compact for Faculty Diversity Research Mentoring Institute

Ken Pepion, senior project director, provided an update on WICHE's role as a subgrantee for the National Research Mentoring Network. He described how the current NIH-supported project is an outgrowth of the WICHE Doctoral Scholars program, which began in 1994 as a partnership with the Southern Regional Education Board and the New England Board of Higher Education. The three regional organizations formed the Compact for Faculty Diversity, which has successfully supported doctoral scholars from underrepresented groups who aspire to careers in the professoriate. A signature activity of the Compact is its Institute on Teaching and Mentoring, which recently held its 23d annual meeting, attended by over 1,100 minority doctoral students, postdoctoral fellows, and early-career faculty.

For the past 15 years, WICHE has received grants from the National Institute of General Medical Sciences (NIGMS) to bring NIH-supported doctoral scholars to the Institute on Teaching and Mentoring. When the NIGMS discontinued those grants, WICHE applied for and was granted a two-year subaward from the National Research Mentoring Network (NRMN) to provide mentor training and professional development to postdoctoral fellows and early-career faculty at the Institute on Teaching and Mentoring. At the 2016 Institute, 61 attendees of the Compact for Faculty Diversity Research Mentoring Institute received training on research mentoring, grant writing, laboratory management, and culturally responsive mentoring. The expected outcomes of those activities will be an increase in the number of grant proposals submitted and grants awarded, increased expertise in lab management, and an increase in the numbers of postdocs and junior faculty either receiving mentoring or becoming mentors to other biomedical students and professionals.

Report on Interstate Passport®

Pat Shea, WICHE's director of academic leadership initiatives, made a presentation entitled *Strategies to Grow the Interstate Passport Network*. Interstate Passport – a new framework for block transfer of lower-division general education – received a supplemental grant of \$750,000 from the Bill & Melinda Gates Foundation in October 2016, bringing the total amount of grant funding received to date for this project to \$7,256,436. Shea talked briefly about five strategies the project staff is using to expand participation in the Network. These include: 1) establishing a national student tracking infrastructure through the National Student Clearinghouse; 2) implementing a promotional dues offer that provides complimentary membership for five years to the first 100 institutions that apply; 3) making state and campus visits to build interest and understanding in Interstate Passport; 4) establishing partnerships with the other regional compacts to grow interest and participation in their regions; and 5) putting many self-help resources on the website for various state and institution audiences. In July, the Interstate Passport Network was officially launched and already 19 institutions have become members, with many more working on constructing their Passport Blocks, a requirement to apply for membership. Shea recommended that institutions in states interested in taking advantage of the two limited-time offers – the state/campus visits and the special membership promotion with five-year free memberships – contact Interstate Passport staff as soon as possible to express their interest and discuss next steps.

ACTION ITEM

Programs and Services Committee Minutes

November 10, 2016

Committee Members Present:

Clayton Christian (MT), chair

Stephanie Butler (AK)
Eileen Klein (AZ)
Dianne Harrison (CA)
Dene Thomas (CO)
Wendy Horman (ID), vice chair
Patricia Sullivan (NM)
Vance Farrow (NV)
Hilda Rosselli (OR)
Mike Rush (SD)

Committee Members Absent:

Carol Mon Lee (HI)
Kari Reichert (ND)
Joshua Sasamoto (U.S. Pacific Territories and Freely
Associated States)
Patricia Jones (UT)
Gerry Pollet (WA)
Frank Galey (WY)

Staff Present:

Margo Colalancia, director, Student Exchange Program
Joe Garcia, president, WICHE
Jere Mock, vice president, Programs and Services
Kim Nawrocki, administrative assistant, Programs and
Services
Pat Shea, director, Academic Leadership Initiatives

Commissioner Clayton Christian called the meeting to order.

Joe Garcia, president of WICHE, said the purpose of the meeting was to further review support fee incentives received by some public programs that participate in WICHE's Professional Student Exchange Program (PSEP). This issue was discussed at the November 2016 Commission meeting, and at that time, the Programs and Services Committee felt that further review was in order.

Margo Colalancia, director of WICHE's student exchange programs, provided an overview of PSEP support fees, which historically were intended to cover the cost of the resident/nonresident tuition differential and provide a financial incentive to enroll PSEP students. Currently, the support fee does not cover the differential for the majority of public programs; as a result, the student, in some cases, must pay nonresident tuition minus the support fee, so that those public programs don't come up short financially. Colalancia said that today's discussion was to focus on the case of a minority of public programs that still receive incentives and have substantial PSEP enrollment. There are still some programs where the support fee exceeds the differential and the enrolling program charges the student resident tuition and gets to keep the remainder – as an incentive to enroll PSEP students. Garcia added that concerns have been expressed by commissioners and certifying officers in some of the participating states that this is an unjust incentive, and WICHE staff was asked to determine if the incentive enables students to receive preferential consideration during the admissions process.

Colalancia explained that this issue has arisen as some students realize that the enrolling institution is receiving more for a PSEP student than for a student enrolled as a nonresident – and that if a PSEP graduate from one of these programs does not return to their home state to practice (if they are from a service payback state), then they will essentially be paying more for their professional education than they would have as a nonresident. Some of these PSEP students forget, however, that they may not have been admitted to the program, and had the opportunity to complete a professional healthcare degree, had they been evaluated in a nonresident applicant pool where applicants must be highly competitive to be admitted. Colalancia reported that at the May 2016 Certifying Officers Meeting, the state certifying officers voted to change PSEP support fees to a scholarship program in which students would receive the full credit of the support fee, and incentives to cooperating public programs would be eliminated. However, at the November 2016 Commission meeting, the majority of the Programs and Services Committee members were in favor of keeping incentive payments, but wanted to review the issue further.

Jere Mock, vice president of Programs and Services, added that the purpose of today's call was to provide an opportunity for further discussion and for the committee to vote on the staff's recommended action, and that the committee's actions would be advanced for final approval by the WICHE Executive Committee or the full Commission. She said a more extensive review of the support fee issue could also be undertaken, but additional time would be needed to conduct

the analysis. The staff's recommendation is to cap program incentives at 15 percent of the support fee, effective for the 2019 academic year. Colalancia added that staff and several certifying officers reviewed the possibility of allowing states to choose between (1) keeping incentives (but capping at 15 percent) OR (2) using PSEP as a scholarship program (thus eliminating institutional incentives). However, staff and the consulted certifying officers ultimately concluded that would be too complicated for the various participating professional programs and staff to administer, and that admissions offers to applicants of "scholarship" states would be negatively affected, because those states were not willing to pay an incentive to enrolling programs.

Commissioner Dene Thomas (CO) reported that she talked with Diane Duffy, interim executive director of the Colorado Department of Higher Education (CDHE), who communicated Colorado State University's (CSU's) College of Veterinary Medicine's concerns, since the college's admissions committee reviews WICHE-region PSEP applicants separately from the nonresident applicant pool and frequently provides more academic and student support resources for WICHE PSEP students. Commissioner Thomas said Duffy expected that a change in incentives was inevitable at some point, but hoped that it would be gradual, and that WICHE would provide sufficient notice and time for affected programs to adapt to any changes. Commissioner Thomas commented that this recommendation seemed to be a carefully crafted compromise and she hoped that CSU and CDHE would be receptive to it.

Commissioner Patricia Sullivan (NM) expressed concern that New Mexico students wanting to enroll in a veterinary medicine program would not be competitive without the incentive, because they don't have access to the same pre-veterinary courses that other states offer.

Commissioner Clayton Christian (MT) stated that Montana values the advantage the incentive gives its students and would like to do what it can to preserve it. He provided comments from ND Commissioner Kari Reichert (she was not available to participate in the call), who indicated that her state views those incentives as a way to reward efficiency and recapture legislative investment in North Dakota programs that are very affordable, thanks to relatively generous state support of public higher education.

Commissioner Eileen Klein (AZ) expressed concern that incentives may convince the Arizona Legislature to redirect veterinary medicine funds to Midwestern University [a private program in Glendale], and possibly redirect all WICHE program funds for Arizona – which enrolls the most students of any WICHE state through PSEP. Klein stated she needs to be able to make a clear case as to the value that PSEP students are receiving for any incentives received by enrolling programs. She added that incentives to the University of California schools (primarily in medicine and vet med) are excessive. Klein said even if the proposed action item is approved as a temporary solution, she believes it's important to obtain an independent analysis of what states should be paying for their students in light of current tuition rates and marketplace factors.

Commissioner Christian asked if there are any options for further analysis. Garcia indicated further analysis at this point likely will not help commissioners make a better decision. Supply and demand fluctuates greatly for professional education and veterinary services, so it would be difficult to calculate this in a way that further informs the decision process. He stated the staff recommendation is to cap the incentive at 15 percent of the support fee. If it is approved and states later find it's not working, a new solution can always be considered at a later date.

Commissioner Thomas asked about the proposed implementation timeline for fall 2019. Colalancia stated this could be changed, but that staff suggested fall 2019 because that is the first year of the next biennium when support fees will be set again (for 2019-20 and 2020-21). The two-year period would give affected programs time to ease into the new arrangement. Several of the colleges of veterinary medicine traditionally have committed to provide annual scholarships to WICHE students of \$4,000 or more, and they likely use part of their PSEP incentives to fund these scholarships. The planned implementation also proposes that the cap begin only with new enrolling students (as of fall 2019), and to grandfather in continuing students under the current policy that does not cap incentives.

Commissioner Dianne Harrison (CA) asked who is the most disadvantaged in the current scenario. Garcia replied students may have an advantage in admissions, but if their state has a return service/repayment requirement, they could end up repaying more than the cost of their education. Mock added that the University of California, Davis (UC Davis) veterinary school previously reviewed WICHE applicants with their resident pool, but because of difficulties in coordinating UC Davis's admissions process with the WICHE admissions process, its administrators have indicated that effective for the enrolling class of fall 2018, they will review WICHE applicants in the nonresident pool. Commissioner Klein asked how WICHE can justify offering UC Davis more money for no admissions preference (as they have indicated for the future); she stated Colorado State University clearly works with the program and reviews WICHE residents separately. Commissioner

Harrison asked if there was a way to tie incentives to the admissions consideration. Colancia reported this is easy to demonstrate in veterinary medicine, thanks to DVM programs' participation in a cooperative admissions and rankings procedure, but it would not be possible for other PSEP fields. Garcia added it is impossible to track how much of a preference is provided to WICHE students; institutions can tell us they give WICHE applicants greater consideration, but there is no way to gather concrete evidence to support that.

Commissioner Rush (SD) asked if a sending state can restrict the schools to which its residents can apply. Mock stated that WICHE's mission is to offer students access and choice, so it has historically been the students' preference and states have not opted to exclude any particular provider.

Commissioner Harrison asked if UC Davis is violating the rules of its agreement by not offering preferential admissions consideration to WICHE applicants, and if this should be addressed. Commissioner Thomas stated this issue should not be part of the current vote, but part of a follow-up with the institution. Commissioner Klein indicated she could not support providing incentives to programs like UC Davis that are stating they will no longer provide preferential admission consideration to WICHE PSEP applicants; she underlined the importance of knowing the value/admissions preference that PSEP programs provide to applicants. Garcia stated that staff can revisit the issue with UC Davis and make sure the veterinary program understands the benefits of working with WICHE. Staff can monitor how many WICHE applicants have applied and how many are admitted and see if there are any negative admissions trends.

A commissioner asked if there are other programs that might withdraw from PSEP if the incentive is eliminated. Colancia reported that University of North Dakota's programs (medicine, physical therapy, and occupational therapy) and Oregon Health & Sciences University's medical program indicated earlier that they would no longer offer preferential admission if WICHE states ceased to provide incentives. Colorado State University and Oregon State University veterinary programs also said they would stop providing preferential admissions if the incentive is eliminated. On behalf of North Dakota Commissioner Kari Reichert, Commissioner Christian indicated that the University of North Dakota may withdraw its programs from PSEP if the support fee incentive is capped.

Commissioner Rush made a motion TO APPROVE THE PROPOSAL TO CAP SUPPORT FEE INCENTIVES AT 15 PERCENT OF SUPPORT FEE FOR PUBLIC PROGRAMS ENROLLING PSEP STUDENTS. Commissioner Rosselli seconded the motion and it was approved unanimously (commissioners present: Butler, Clayton, Farrow, Harrison, Klein, Sullivan, and Thomas).

[Note: HI Commissioner Carol Mon Lee was unable to participate in the call but indicated in a January 14 email that it was her intention to vote in favor of capping support fee incentives at 15 percent.]

ACTION ITEM

Programs and Services FY 2018 Workplan

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

EXISTING ACTIVITIES ONGOING

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

Project	Focus	Geo Scope	Staffing	Partners
Western Undergraduate Exchange (WUE)	Access & success; workforce & society	Western	1.05 FTE	All WICHE member states; 160 institutions
Professional Student Exchange Program (PSEP)	Access & success; workforce & society	Western	1.05 FTE	All WICHE members, except CA, CNMI, ID, OR, SD, and WA; 132 programs at 62 institutions
Western Regional Graduate Program (WRGP)	Access & success; workforce & society	Western	1.05 FTE	All WICHE member states; more than 457 programs and 60 institutions
WICHE Internet Course Exchange	Access & success; technology & innovation	National	.05 FTE and consultants	2 consortia serving 36 institutions
Student Exchange Program database upgrades and enhancements	Access & success; workforce and society; technology	Western	.20 FTE	All WICHE member states
Western Academic Leadership Forum	Access & success; accountability	Western	.35 FTE	All WICHE member states except HI; 48 institutions, 9 systems
Western Alliance of Community College Academic Leaders	Access & success; accountability	Western	.30 FTE	All WICHE member states; 72 institutions
Academic Leaders Toolkit	Access & success	Western	(included in Forum and Alliance FTE)	Forum and Alliance members
Western Academic Leadership Academy	Workforce & society; accountability	Western	.12 FTE and consultants	Forum members
MHECare	Access & success; finance	WICHE/MHEC/NEBHE states	.10 FTE	MHEC/Mercer/United HealthCare Student Resources, 3 states: AK; CA; CO; 6 institutions

Project	Focus	Geo Scope	Staffing	Partners
Master Property Program	Finance	WICHE/MHEC/NEBHE/SREB states	.05 FTE	MHEC/Marsh/insurance carriers, 8 states: AZ; CO; ID; NV; OR; UT; WA; WY
MHECtech	Finance	WICHE/MHEC/SREB states	.10 FTE	All WICHE member states
WICHE website, print and electronic communications, media relations	All 5 focus areas	Western/U.S.	2.0 FTE + consultant	All WICHE member states
Conversion of WICHE's constituent relations database to Salesforce	All 5 focus areas	Western/U.S.	.20 FTE	All WICHE member states

EXISTING ACTIVITIES PROJECTS & INITIATIVES

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

Project	Focus	Geo Scope	Funding	Staffing	Timeline	Partners
Interstate Passport®	Access & success; innovation	National	Bill & Melinda Gates Foundation (\$1,647,733); Lumina Foundation (\$1,199,953); U.S. Department of Education First in the World (\$2,999,482)	3.08 - 3.19 FTE + consultants	10/6/2014 - 6/30/2017 for Lumina grants; 10/6/2014-9/30/2019 for Gates grant; 10/1/2015-9/30/2019 for First in the World grant	100+ institutions in 11 WICHE and 5 other states

Interstate Passport® is a program that facilitates block transfer of lower-division general education based on learning outcomes and proficiency criteria. It includes learning outcomes for nine knowledge and skill areas developed by faculty at institutions in multiple states as well as an academic progress tracking system for Passport transfer students designed by registrars and institutional researchers. The goal of the Interstate Passport is to eliminate transfer students' unnecessary repetition of learning previously achieved. WICHE staff provides overall direction and support for this multistate effort.

NEW DIRECTIONS

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

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

Project Title	Focus	Priority	Geo Scope	Funding	Staffing	Timeline	Partners
North American Network of Science Labs Online: ScienceLabReady	Access & success; innovation	★★★ ●●● ■■■	International	Currently seeking funding at \$1.8 million level	1.75 FTE	TBD	Great Falls College - MSU (MT), and North Island College, British Columbia

North American Network of Science Labs Online (NANSLO): ScienceLabReady is an international consortium enabling students to conduct lab activities in introductory biology, chemistry, and physics courses over the internet using software and robotics to control high-quality scientific equipment as they converse in real time with their lab partners across the nation. WICHE staff, in partnership with US Ignite, Internet2, and InCommon Federation, are exploring funding possibilities for a research project measuring the learning outcomes for students in virtual labs and to pilot the use of the NANSLO laboratories with K-12 students.

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

POTENTIAL FUTURE PROJECTS

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

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

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

Improving American Indian College Completion: Linking Policy and Practice (focus areas: access & success). Over three to five years, the initiative will focus on identifying and implementing high impact practices among Native American Serving Institutions (NASI) and develop common goals and strategies to impact state and federal higher education policy to help improve college completion rates among American Indian students.

COMPLETED PROJECTS

Work that staff finished in FY 2017.

Consortium for Healthcare Education Online (CHEO). Eight community colleges in five WICHE states created new (or transformed existing) allied health courses for delivery in an online or hybrid format, incorporating new, web-based experiments designed by North American Network of Science Labs Online (NANSLO). WICHE coordinated the NANSLO work and provided professional development for project partners.

Bridges to the Professoriate provided National Institute of General Medical Sciences (NIGMS)-Minority Access to Research and Careers' (MARC) predoctoral fellows with opportunities to participate in the annual Compact for Faculty Diversity's Institute on Teaching and Mentoring, helping them to gain the skills needed in doctoral programs and academic careers. Annual funding was provided to WICHE (a total of \$3,511,750 over the past 16 years) to support the attendance of NIGMS' MARC fellows at the Institute on Teaching and Mentoring and associated professional development activities.

ACTION ITEM

Approval of Professional Student Exchange Program Support Fee Incentives for Participating Public Programs

Summary

Divergent stakeholder and state views on the appropriate level of financial incentives for healthcare programs at public universities that enroll students through WICHE's Professional Student Exchange Program (PSEP) point to the need for the Commission to re-examine this issue. Over the past 16 months, discussions centering on the appropriate level of support fee incentives for the various programs have been held with staff of state higher education agencies that use PSEP to build their healthcare workforce, with commissioners serving on the Programs and Services Committee, and with Executive Committee members. Viewpoints differ based on a state's: in-state availability of university offerings in the PSEP fields, rural/urban demography, and the varying levels of support fee incentives within the fields due to differing resident/nonresident tuition spreads. In response, this action item outlines the support fee rationale and fee-setting process and provides two proposed options for commissioners' consideration:

1. Maintain the *status quo* for support fee incentives into the AY 2019-20 biennium.
2. Cap the maximum incentive for PSEP public programs at 20 percent of the respective field's support fee.

Spreadsheets provided in the following pages illustrate the financial effects of the two options on the participating public programs and PSEP students; see pages 4-19 – 4-29 for affected fields of dentistry, medicine (allopathic), occupational therapy, physical therapy, physician assistant, and veterinary medicine. Also see spreadsheets titled "Fiscal Impact to Public Institutions if Support Fee Incentives Are Capped" (pages 4-25 – 4-27), for a summary analysis.

The Executive Committee member from each state is asked to confer with his/her fellow state commissioners and decide which option their state favors. The state's representative on the Programs and Services Committee should convey the state's preference during the committee's meeting on May 22 in preparation for its vote and recommendation to the full commission. The Committee of the Whole will cast a final vote during its business meeting on May 23.

Background

WICHE's Professional Student Exchange Program (PSEP) has provided Western residents with affordable access to professional healthcare education since the early 1950s. Each member state determines if it will participate in PSEP to broaden access options for its residents in up to 10 healthcare fields. For the 10 states that participate, their legislatures appropriate funds to buy down tuition costs for a specific number of students in one or more of the PSEP fields. Those funds are administered through WICHE and are sent directly to the participating institutions as a "support fee."

For many years, the support fees for programs at public universities exceeded the differential between resident and nonresident tuition. However, over the last decade or so, support fee increases have not kept pace with varying levels of tuition increases. Across all fields, the level of support fee incentive varies significantly by institution because of varying resident/nonresident tuition differentials. In five fields (dentistry, occupational therapy, pharmacy, physical therapy, and physician assistant), the incentives no longer cover the differential for most programs. Therefore, the "no incentive" programs are allowed to charge their PSEP students the shortfall (as illustrated in Figure 1 on page 4-14). However, when the support fee covers the difference between resident and nonresident tuition, PSEP students pay resident tuition and the institution retains the support fee funds that exceed the differential (the support fee "incentive," as illustrated in Figure 2 on page 4-14).

The variations in the resident/nonresident tuition differentials have made it impossible to find a "sweet spot" support fee amount that provides some incentive, but not too much, for all participating programs within a field. A support fee is set for each field by the WICHE Commission every two years. The fees are typically increased incrementally in concert with the Higher Education Cost Adjustment (HECA) index. States pay the same support fee rate to all educational providers in a field, even though the differences between resident and nonresident tuition can vary greatly. For example, a state pays \$13,250 to educate an occupational therapist, no matter where he or she enrolls.

The following illustration is for Eastern Washington University's occupational therapy program, where the difference between resident and nonresident tuition is greater than the support fee and the institution does not receive an incentive.

CATEGORY 1 (NO INCENTIVE):

When the support fee doesn't cover the resident/nonresident tuition differential, the program subtracts the support fee from its nonresident tuition, and the student pays the balance. With a few exceptions, most PSEP dentistry, occupational therapy, pharmacy, physical therapy, and physician assistant programs fit into this category.

Figure 1. CATEGORY 1 (NO INCENTIVE): Eastern Washington University (EWU) Occupational Therapy
EWU nonresident tuition = \$37,892
EWU resident tuition = \$18,768
Resident/nonresident differential = \$19,124 (\$37,892 - \$18,768)
AY 2016 PSEP support fee for occupational therapy = \$13,250
Uncovered differential = \$5,874 (\$19,124 - \$13,250)
The PSEP support fee does not cover the differential. Therefore, EWU charges the WICHE student nonresident tuition minus the support fee:
EWU nonresident tuition = \$37,892
AY 2016 support fee for occupational therapy = -\$13,250
WICHE student tuition balance = \$24,642

The next example involves the University of North Dakota's occupational therapy program, which receives a support fee incentive.

CATEGORY 2 (INCENTIVE):

When the support fee equals or exceeds the resident/nonresident tuition differential, the student pays resident tuition and the public program keeps the difference as an incentive to enroll WICHE students, and for its efforts to provide preferential admission to our applicants. All PSEP participating public veterinary programs and several public allopathic medical programs give preferential admission to WICHE applicants.

Figure 2. CATEGORY 2 (INCENTIVE): University of North Dakota (UND) Occupational Therapy
Nonresident tuition = \$23,067
Resident tuition (=WICHE student tuition) = 16,998
Tuition Differential (Nonresident – Resident) = \$6,069
AY 2016-17 Support Fee for occupational therapy = \$13,250
Tuition Differential (Nonresident – Resident) = \$6,069
Incentive to UND = \$7,181 (\$13,250 - \$6,069)

Important note: While in the examples above the two institutions receive dramatically different incentives (\$0 vs. \$7,181 per student per year), the sending state pays exactly the same support fee to each institution. The only difference is that UND charges lower tuition than EWU and there is a smaller differential between UND's resident and nonresident tuition.

Different Perspectives, Conflicting Concerns

WICHE states paid \$14.6 million in PSEP support fees for the 2016-17 academic year. An estimated \$1.39 million of that amount was in excess of the nonresident/resident differentials and was retained as an incentive by some public programs to enroll PSEP students. Several certifying officers (staff members of state higher education agencies that administer PSEP for their states) expressed concern about high incentives received by certain participating programs (particularly in veterinary medicine and allopathic medicine), and consequently created a subcommittee in November 2015 to explore the issue further. The subcommittee members' greatest concern is in cases where institutions receive significant incentives, sometimes as high as \$20,000, as is the case for the University of California system's allopathic medical programs (with two PSEP students currently enrolled), and for the University of California Davis' veterinary medical program (with eight PSEP students currently enrolled). The next highest incentive (where there is substantial PSEP student enrollment) is for the Oregon Health & Science University's allopathic medical program, where the current incentive is \$13,142 per student, with 10 students currently enrolled. For more detail, see the table "Fiscal Impact of PSEP Support Fee Incentives by State (AY 2016-17)" on pages 4-28 – 4-29 for the current financial impact on students and the incentives collected by participating programs.

Depending on your role and circumstances, support fee incentives are – or aren't – a concern. The various, sometimes conflicting, perspectives of the different parties involved are described below:

1. **Rural states.** Many WICHE commissioners and other PSEP stakeholders representing rural states believe that support fee incentives are a reasonable cost and one that's necessary to build their healthcare workforce. Some are concerned that too few of their undergraduate students could successfully compete in national applicant pools for admission if programs decided to discontinue providing preferential admission to PSEP applicants because the support fee incentive levels were reduced or eliminated. They also believe that any resulting incentive to a program is justifiable, because it would be much more expensive to establish and operate a public professional healthcare program in their own state.
2. **Public programs that enroll PSEP students.** WICHE's cooperating public programs are funded by student tuition dollars and state taxpayer dollars. Their administrators believe that any incentives they receive for a WICHE/nonresident student should remain with the institution or program, to help compensate for the absence of state taxpayer dollars contributed by the student's home state. Furthermore, if the program makes special accommodations to review WICHE applicants in a separate regional pool (rather than their national applicant pool), they should receive some extra compensation for the additional staff time required to do that. WICHE's schools of veterinary medicine make substantial efforts to review WICHE applicants before they review the national pool. Some programs also argue that because some WICHE students are less competitive (but still capable of succeeding in the program, and in their profession), they may require more student supports, such as counseling or tutoring.
3. **State legislatures.** Most legislators understand that it's a bargain to educate their healthcare professionals through WICHE's PSEP and not have the expense of building and maintaining their own school. However, they want reassurances that any incentive that public programs receive is not excessive and is a fair price to pay, taking into consideration the current supply of educational seats compared to workforce demand for each healthcare professional needed to serve the residents of their state. Some states also want reassurance of preferential admission being granted to WICHE applicants. The reality is that admissions preference is difficult to verify, except in relation to WICHE's cooperating veterinary medicine programs.
4. **Non-returning PSEP graduates.** If a graduate from a service payback state doesn't return home to practice, the state requires the individual to reimburse all support fees paid on his/her behalf, and oftentimes interest (terms vary by state). For a graduate who was enrolled in a public program that received a support fee incentive, this means that the individual must reimburse more than what a nonresident in the same program would have paid for his/her education. Graduates may choose not to return to their home state for many reasons (e.g., no suitable job opportunities for the spouse, health issues or special family obligations that can't be met in the home state, etc.). These graduates may end up paying significantly more for their education if they don't return home to practice. However, many students forget that they might not have been admitted to their professional program to begin with, without the preferential admission that the WICHE PSEP program offers them, particularly in veterinary medicine.

Service Payback States Where PSEP PSEP Graduates Must Return Home and Serve	States That Don't Require Their PSEP Graduates to Return Home and Serve
1. Arizona 2. Colorado 3. Hawai'i 4. New Mexico 5. Nevada 6. Wyoming (all fields, except vet med)	1. Alaska 2. Montana 3. North Dakota 4. Utah 5. Wyoming (vet med)

The illustration below shows the total amount that a graduate of Colorado State University's veterinary medicine program – who is from a service payback state – would pay for his/her education because they're not returning home to serve: four years of resident tuition plus four years of support fees.

PSEP Graduate (CSU Vet Med) Who Doesn't Return Home – and Is From a Service Payback State	
New grad already paid resident tuition while enrolled as a WICHE PSEP student = \$127,928	(\$31,982 x 4) Resident Tuition x 4 Years
Non-returning grad must now reimburse home state additional \$ = \$129,600	(\$32,400 x 4) Support fee x 4 years
Minimum total a grad will pay for education = \$257,528	
A regular nonresident @ CSU for 4 years paid = \$231,952	(\$57,988 x 4) Nonresident Tuition x 4 years
Non-returning PSEP grad will end up paying this much more for education = \$25,576	(This is the same amount the school received as an incentive.)

Timeline and Developments

WICHE staff, certifying officers, public program representatives, and state higher education offices have spent considerable time and effort reviewing the support fee incentive issue and exploring options.

- May 2016 Certifying Officers' Meeting:** Certifying officers voted to recommend to the WICHE Commission the elimination of support fee incentives and to make PSEP a scholarship-type program where students enrolled in public programs would receive full credit for the support fee toward their nonresident tuition. This is how support fees are used for private programs; the student receives full credit for the support fee and the private institution does not receive an incentive to enroll the student.
- June 2016 WICHE Veterinary Medicine Advisory Council meeting:** The deans of the four public cooperating programs and pre-veterinary advisors discussed their concerns with the certifying officers' recommendation. The deans concluded that if support fee incentives were completely eliminated, they could no longer justify the special WICHE veterinary medical admissions process and that this could decrease some WICHE applicants' chances of admission as they would have to compete in the national pool.
- November 2016 WICHE Commission Meeting:** The Programs and Services Committee members had a focused, in-depth discussion and the majority favored retaining incentives for the preferential admission advantage. However, not everyone agreed that incentives were still necessary, now that many more professional healthcare programs are available in the West. The committee asked WICHE staff to study the issue further.
- November - December 2016:** Staff researched the issue further and drafted a compromise strategy that would limit excessive support fee incentives, but maintain them on a more moderate level. Margo Colalancia interviewed several stakeholders (certifying officers, state higher education executive officers, and cooperating program administrators) during this period to obtain their input.
 - January 10, 2017:** The Commission's Programs and Services Committee held a conference call to discuss WICHE staff's proposed action item to cap support fee incentives at 15 percent of the support fee. The balance of the support fee would be applied to the student's resident tuition account. Discussion points of note:

- Arizona Commissioner Eileen Klein stated the importance of being able to make a clear case to state legislators of the value that WICHE PSEP students are receiving for the incentives being paid to cooperating programs. She asked if support fees are in alignment with current marketplace supply and demand factors (these vary dramatically from state to state, and by program, however) and suggested that WICHE consider engaging an independent consultant to review the program and perhaps come up with new solutions.
- Margo Colalancia said that University of California Davis vet med recently indicated that it may no longer give WICHE applicants preferential admission (effective for the entering class of 2018) because WICHE deadlines don't line up well with their normal admissions process. They are exploring changing some of their deadlines but WICHE staff won't know until late April what UC Davis' plans are. Several commissioners felt that a program should not receive any incentive if it's not providing preferential admission to WICHE applicants.
- Preferential admission in veterinary medicine for WICHE applicants is easier to validate because of WICHE's early cooperative admissions process that was established circa 1996. In other fields, it is impossible to prove that WICHE applicants are receiving preference. However, several institutions noted that they review WICHE applicants in a special pool (e.g., the University of North Dakota's medical, occupational therapy, and physical therapy programs and Oregon Health & Science University's School of Medicine).
- Commissioners from Montana, New Mexico, and Wyoming said that they do not want their PSEP students to lose preferential admission consideration in veterinary medicine, particularly at Colorado State University (CSU) where 99 PSEP students are enrolled (from Arizona: 26, Hawai'i: 7, Montana: 22, Nevada: 7, New Mexico: 21, North Dakota: 5, and Wyoming: 11). Currently, CSU receives an incentive of \$6,394 per student (representing 19.73 percent of the vet med support fee).
- WICHE staff advise against excluding programs where preference can't be proven; reducing the number of cooperating programs limits student choice and opportunity.
 - Members of the Programs and Services Committee voted, and with some reluctance approved the 15 percent cap on support fees, effective for new PSEP students enrolling in Fall 2019.
- **January 20, 2017, WICHE Officers Retreat:** Commission Vice Chair Clay Christian (MT) and Commission Chair Patricia Sullivan (NM) expressed concern to WICHE President Joe Garcia that the action item had passed, and that their states' applicants may lose the preferential admission advantage, particularly in veterinary medicine. That conversation made it clear that this issue should be resolved by a vote of the entire WICHE Commission.
- **February 21, 2017, WICHE Executive Committee Conference Call:** Executive Committee members discussed staff's revised proposal to either: 1) allow support fee incentives when they naturally occur (status quo), or 2) cap support fee incentives at 15 percent and apply any incentive in excess of the 15 percent to further reduce a student's resident tuition. Commissioners agreed that the issue should be brought to the full WICHE Commission at the May 2017 meeting.

Staff Recommendation

After further analyzing the potential impact of varying support-fee level caps on the participating programs (particularly those that enroll large numbers of PSEP students), WICHE staff supports Option 2 below, which provides a 20 percent cap on the support fee incentive.

OPTION 1: Maintain the status quo, which would allow incentives to continue, without a cap, when they are the result of a public program's resident/nonresident differential being lower than the support fee for that field.

This option makes it likely that participating programs currently receiving incentives will continue to offer some level of preferential admission to WICHE PSEP applicants; public veterinary medicine programs will be incentivized to continue evaluating WICHE certified residents in their special, preferential applicant pools. Some commissioners believe this option is overly responsive to the enrolling institutions and not responsive enough to students who use the program. If this option is approved, some states may elect to stop working with programs that are capturing high incentives (e.g., University of California programs that are getting approximately \$20,000 in incentives).

See *OPTION 1 (columns E-H) of the 2016-17 Support Fee Incentive Options spreadsheets on pages 4-19 through 4-24 for more detail.*

OPTION 2: Cap support fee incentives at 20 percent of the support fee for each field. Amounts in excess of the 20 percent would be applied to further reduce the student's resident tuition. This option is a compromise and still provides some incentive to most participating programs to continue to offer some level of preferential admission to WICHE applicants. CSU's veterinary program said it will still give WICHE applicants preferential admission with a 20 percent

cap, which equals their current incentive level. However, programs whose incentives drop dramatically may decide to discontinue any preferential admissions practices that previously benefited WICHE PSEP applicants. Examples of program incentives that would drop with a 20 percent cap include: University of California professional programs that currently receive an incentive of ~\$20,000 (dentistry, medicine, veterinary medicine); University of North Dakota (medicine, occupational therapy, and physical therapy); and Oregon Health & Sciences University (medicine); and Oregon State University (veterinary medicine).

If the commission chooses Option 2, WICHE staff recommend implementing the 20 percent cap on incentives beginning fall 2019. The cap would be effective for new students enrolling in fall 2019. Continuing students would continue to pay resident tuition to public programs receiving an incentive, and the programs would be allowed to collect the full incentive for continuing students until they graduate. This approach is recommended because several of the public veterinary programs have awarded WICHE vet med students four-year scholarships of \$4,000 to \$8,000 each year; they are using a portion of the existing PSEP incentive to scholarship WICHE vet med students.

See OPTION 2 (columns I-L) of the 2016-17 Support Fee Incentive Options spreadsheets on pages 4-19 through 4-24 for more detail.

Support Fee Incentive Options DENTISTRY 2016-17

Supporting states: Alaska (9), Arizona (44), Hawai'i (8), Montana (9), New Mexico (43), North Dakota (8), and Wyoming (2)

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

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

	OPTION 1: Status Quo (Allow Support Fee Incentives When They Occur)							OPTION 2: Cap Incentive to 20% of Support Fee (\$5,060)				
	A	B	C	D	E	F	G	H	I	J	K	L
Public Institutions	Number of WICHE Students Enrolled (Public)	AY 2016 Nonresident Tuition & Fees	AY 2016 Resident Tuition & Fees	Difference between Nonresident and Resident Tuition & Fees	Per Student Incentive OR Shortfall that Student Pays (in addition to Resident T&F)	WICHE Student Tuition & Fees Responsibility	Total Per Student Revenue Received by Program (Student Tuition & Fees, plus Support Fee)	Total Support Fee Incentive for AY 2016 Enrollment	Additional Applied to Student Tuition Lost Program Per Student)	Per Student Incentive to Program Capped at 20% of Support Fee	Student Tuition & Fees Responsibility with Capped Incentive	TOTAL Support Fee Revenue Loss for Program, by 2016 Enrollment
U.C. Los Angeles	1	\$69,984	\$60,934	\$9,050	\$16,250	\$60,934	\$86,234	\$16,250	\$11,190	\$5,060	\$49,744	-\$11,190
U.C. San Francisco	1	\$71,439	\$59,194	\$12,245	\$13,055	\$59,194	\$84,494	\$13,055	\$7,995	\$5,060	\$51,199	-\$7,995
U. Colorado Denver, AMC †	34	\$74,921	\$49,618	\$25,303	(\$3)	\$49,621	\$74,921	\$0	\$0	\$0	\$49,621	\$0
U. Nevada, Las Vegas †	0	\$96,408	\$57,961	\$38,447	(\$13,147)	\$71,108	\$96,408	\$0	\$0	\$0	\$71,108	\$0
Oregon Health & Science U. †	5	\$86,736	\$59,792	\$26,944	(\$1,644)	\$61,436	\$86,736	\$0	\$0	\$0	\$61,436	\$0
U. of Utah (new) †	4	\$78,286	\$45,785	\$32,501	(\$7,201)	\$52,986	\$78,286	\$0	\$0	\$0	\$52,986	\$0
U. Washington* †	7	\$90,004	\$61,643	\$28,361	(\$3,061)	\$64,704	\$90,004	\$0	\$0	\$0	\$64,704	\$0
U. Missouri, Kansas City † (OOR)	6	\$66,661	\$36,796	29,865	(\$4,565)	\$41,361	\$66,661	\$0	\$0	\$0	\$41,361	\$0
U. Nebraska † (OOR)	0	\$87,602	\$44,101	\$43,501	(\$18,201)	\$62,302	\$87,602	\$0	\$0	\$0	\$62,302	\$0
Total Public	58											

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

Support Fee Incentive Options MEDICINE (ALLOPATHIC) 2016-17

Supporting states: Montana (25) and Wyoming (6)

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

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

	OPTION 1: Status Quo (Allow Support Fee Incentives When They Occur)										OPTION 2: Cap Incentive to 20% of Support Fee (\$6,530)			
	A	B	C	D	E	F	G	H	I	J	K	L		
Public Institutions	Number of WICHE Students Enrolled (Public)	AY 2016 Nonresident Tuition & Fees	AY 2016 Resident Tuition & Fees	Difference between Nonresident and Resident Tuition & Fees	Per Student Incentive OR Shortfall that Student Pays (in addition to Resident T&F)	WICHE Student Tuition & Fees Responsibility	Total Per Student Revenue Received by Program (Student Tuition & Fees, plus Support Fee)	Total Support Fee Incentive for AY 2016 Enrollment	Additional Applied to Student Tuition (also Lost Program Per Student)	Per Student Incentive to Program Capped at 20% of Support Fee	Student Tuition & Fees Responsibility with Capped Incentive	TOTAL Support Fee Revenue Loss for Program, by 2016 Enrollment		
U. Arizona/Tucson	1	\$56,380	\$34,706	\$21,674	\$10,976	\$34,706	\$67,356	\$10,976	\$4,446	\$6,530	\$30,260	-\$4,446		
U. Arizona /ASU Phoenix	2	\$52,957	\$31,283	\$21,674	\$10,976	\$31,283	\$63,933	\$21,952	\$4,446	\$6,530	\$26,837	-\$8,892		
U.C. Davis	0	\$54,336	\$42,091	\$12,245	\$20,405	\$42,091	\$74,741	\$0	\$13,875	\$6,530	\$28,216	\$0		
U.C. Irvine	0	\$50,952	\$38,707	\$12,245	\$20,405	\$38,707	\$71,357	\$0	\$13,875	\$6,530	\$24,832	\$0		
U.C. Los Angeles	0	\$50,169	\$37,924	\$12,245	\$20,405	\$37,924	\$70,574	\$0	\$13,875	\$6,530	\$24,049	\$0		
U.C. San Diego	1	\$50,043	\$37,798	\$12,245	\$20,405	\$37,798	\$70,448	\$20,405	\$13,875	\$6,530	\$23,923	-\$13,875		
U.C., San Francisco	1	\$50,725	\$38,480	\$12,245	\$20,405	\$38,480	\$71,130	\$20,405	\$13,875	\$6,530	\$24,605	-\$13,875		
U. Colorado Denver AMC	2	\$67,733	\$41,777	\$25,956	\$6,694	\$41,777	\$74,427	\$13,388	\$164	\$6,530	\$41,613	-\$328		
U. Hawai'i †	1	\$79,012	\$44,356	\$34,656	(\$2,006)	\$46,362	\$79,012	\$0	\$0	\$0	\$46,362	\$0		
U. Nevada, Reno	2	\$60,562	\$31,212	\$29,350	\$3,300	\$31,212	\$63,862	\$6,600	\$0	\$3,300	\$31,212	\$0		
U. New Mexico	0	\$51,586	\$22,009	\$29,577	\$3,073	\$22,009	\$54,659	\$0	\$0	\$3,073	\$22,009	\$0		
U. North Dakota	8	\$54,730	\$30,239	\$24,491	\$8,159	\$30,239	\$62,889	\$65,272	\$1,629	\$6,530	\$28,610	-\$13,032		
Oregon Health & Science U.	10	\$67,746	\$48,238	\$19,508	\$13,142	\$48,238	\$80,888	\$131,420	\$6,612	\$6,530	\$41,626	-\$66,120		
U. Utah	1	\$70,002	\$37,502	\$32,500	\$150	\$37,502	\$70,152	\$150	\$0	\$150	\$37,502	\$0		
Total Public	29													

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

Support Fee Incentive Options OCCUPATIONAL THERAPY 2016-17

Supporting states: Alaska (0), Hawai'i (4), Montana (6), and Wyoming (5)

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

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

	OPTION 1: Status Quo (Allow Support Fee Incentives When They Occur)							OPTION 2: Cap Incentive to 20% of Support Fee (\$2,650)				
	A	B	C	D	E	F	G	H	I	J	K	L
Public Institutions	Number of WICHE Students Enrolled (Public)	AY 2016 Nonresident Tuition & Fees	AY 2016 Resident Tuition & Fees	Difference between Nonresident and Resident Tuition & Fees	Per Student Incentive OR Shortfall that Student Pays (in addition to Resident T&F)	WICHE Student Tuition & Fees Responsibility	Total Per Student Revenue Received by Program (Student Tuition & Fees, plus Support Fee)	Total Support Fee Incentive for AY 2016 Enrollment	Additional Applied to Student Tuition (also Lost Program Per Student)	Per Student Incentive to Program Capped at 20% of Support Fee	Student Tuition & Fees Responsibility with Capped Incentive	TOTAL Support Fee Revenue Loss for Program, by 2016 Enrollment
Idaho State U. †	1	\$34,863	\$15,370	\$19,493	(\$6,243)	\$21,613	\$34,863	\$0	\$0	\$0	\$21,613	\$0
U. New Mexico †	1	\$33,468	\$19,851	\$13,617	(\$367)	\$20,218	\$33,468	\$0	\$0	\$0	\$20,218	\$0
U. North Dakota	3	\$23,067	\$16,998	\$6,069	\$7,181	16,998	\$30,248	\$21,543	\$4,531	\$2,650	\$12,467	-\$13,593
U. South Dakota †	0	\$32,172	\$17,179	\$14,993	(\$1,743)	\$18,922	\$32,172	\$0	\$0	\$0	\$18,922	\$0
U. Utah †	1	\$45,602	\$22,448	\$23,154	(\$9,904)	\$32,352	\$45,602	\$0	\$0	\$0	\$32,352	\$0
Eastern Washington U. †	2	\$37,892	\$18,768	\$19,124	(\$5,874)	\$24,642	\$37,892	\$0	\$0	\$0	\$24,642	\$0
U. Washington †	2	\$38,528	\$22,204	\$16,324	(\$3,074)	\$25,278	\$38,528	\$0	\$0	\$0	\$25,278	\$0
(Western New Mexico U. (closing))	2											
Total Public	12											

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

Support Fee Incentive Options PHYSICAL THERAPY 2016-17

Supporting states: Alaska (3), Hawai'i (14), Nevada (4), and Wyoming (36)

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

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

	OPTION 1: Status Quo (Allow Support Fee Incentives When They Occur)										OPTION 2: Cap Incentive to 20% of Support Fee (\$2,915)			
	A	B	C	D	E	F	G	H	I	J	K	L		
Public Institutions	Number of WICHE Students Enrolled (Public)	AY 2016 Nonresident Tuition & Fees	AY 2016 Resident Tuition & Fees	Difference between Nonresident and Resident Tuition & Fees	Per Student Incentive OR Shortfall that Student Pays (in addition to Resident T&F)	WICHE Student Tuition & Fees Responsibility	Total Per Student Revenue Received by Program (Student Tuition & Fees, plus Support Fee)	Total Support Fee Incentive for AY 2016 Enrollment	Additional Applied to Student Tuition (also Lost Program Per Student)	Per Student Incentive Capped at 20% of Support Fee	Student Tuition & Fees Responsibility with Capped Incentive	TOTAL Support Fee Revenue Loss for Program, by 2016 Enrollment		
Cal. State U. Fresno†	0	\$43,614	\$27,618	\$15,996	(\$1,421)	\$29,039	\$43,614	\$0	\$0	\$0	\$29,039	\$0		
U.C. San Fran/ San Fran State U.	1	\$42,866	\$30,255	\$12,611	\$1,964	\$30,255	\$44,830	\$1,964	\$0	\$1,964	\$30,255	\$0		
U. Colorado Denver, AMC †	1	\$53,014	\$28,602	\$24,412	(\$9,837)	\$38,439	\$53,014	\$0	\$0	\$0	\$38,439	\$0		
Idaho State U. †	1	\$40,437	\$18,818	\$21,619	(\$7,044)	\$25,862	\$40,437	\$0	\$0	\$0	\$25,862	\$0		
U. Montana †	5	\$36,474	\$13,043	\$23,431	(\$8,856)	\$21,899	\$36,474	\$0	\$0	\$0	\$21,899	\$0		
U. Nevada Las Vegas	1	\$45,873	\$31,963	\$13,910	\$665	\$31,963	\$45,873	\$665	\$0	\$665	\$31,963	\$0		
U. New Mexico	0	\$38,133	\$27,162	\$10,971	\$3,604	\$27,162	\$41,737	\$0	\$689	\$2,915	\$26,473	\$0		
U. North Dakota	8	\$25,071	\$18,713	\$6,358	\$8,217	\$18,713	\$33,288	\$65,736	\$5,302	\$2,915	\$13,411	-\$42,416		
U. Utah †	1	\$50,595	\$26,824	\$23,771	(\$9,196)	\$36,020	\$50,595	\$0	\$0	\$0	\$36,020	\$0		
East. Washington U.	2	\$32,362	\$17,898	\$14,464	\$111	\$17,898	\$32,362	\$222	\$0	\$111	\$17,898	\$0		
U. Washington †	1	\$52,456	\$29,844	\$22,612	(\$8,037)	\$37,881	\$52,456	\$0	\$0	\$0	\$37,881	\$0		
Total Public	21													

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

Support Fee Incentive Options PHYSICIAN ASSISTANT 2016-17

Supporting states: Alaska (0), Nevada (6), and Wyoming (3)

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

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

	OPTION 1: Status Quo (Allow Support Fee Incentives When They Occur)							OPTION 2: Cap Incentive to 20% of Support Fee (\$3,450)				
	A	B	C	D	E	F	G	H	I	J	K	L
Public Institutions	Number of WICHE Students Enrolled (Public)	AY 2016 Nonresident Tuition & Fees	AY 2016 Resident Tuition & Fees	Difference between Nonresident and Resident Tuition & Fees	Per Student Incentive OR Shortfall that Student Pays (in addition to Resident T&F)	WICHE Student Tuition & Fees Responsibility	Total Per Student Revenue Received by Program (Student Tuition & Fees, plus Support Fee)	Total Support Fee Incentive for AY 2016 Enrollment	Additional Applied to Student Tuition (also Lost Program Per Student)	Per Student Incentive to Program Capped at 20% of Support Fee	Student Tuition & Fees Responsibility with Capped Incentive	TOTAL Support Fee Revenue Loss for Program, by 2016 Enrollment
Red Rocks Comm. College	0	\$29,091	\$27,317	\$1,774	\$15,476	\$27,317	\$44,567	\$0	\$12,026	\$3,450	\$15,291	\$0
U. Colorado Denver AMC †	1	\$43,037	\$19,887	\$23,150	(\$5,900)	\$25,787	\$43,037	\$0	\$0	\$0	\$25,787	\$0
Idaho State U. †	1	\$60,100	\$38,468	\$21,632	(\$4,382)	\$42,850	\$60,100	\$0	\$0	\$0	\$42,850	\$0
Oregon Health & Science U.*	0	\$48,420	\$31,170	\$17,250	\$0	\$31,170	\$48,420	\$0	\$0	\$0	\$31,170	\$0
U. Utah	1	\$45,284	\$28,889	\$16,395	\$855	\$28,889	\$46,139	\$855	\$0	\$855	\$28,889	\$0
U. Washington *	0	\$37,974	\$20,724	\$17,250	\$0	\$20,724	\$37,974	\$0	\$0	\$0	\$20,724	\$0
Total Public	3											

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

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

Support Fee Incentive Options VETERINARY MEDICINE 2016-17

Supporting states: Arizona (40), Hawai'i (11), Montana (29), Nevada (16), New Mexico (32), North Dakota (6), and Wyoming (33)

Total number of students enrolled (public and private): 167

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

	OPTION 1: Status Quo (Allow Support Fee Incentives When They Occur)						OPTION 2: Cap Incentive to 20% of Support Fee (\$6,480)					
	Number of WICHE Students Enrolled (Public)	AY 2016 Nonresident Tuition & Fees	AY 2016 Resident Tuition & Fees	Difference between Nonresident and Resident Tuition & Fees	Per Student Incentive OR Shortfall that Student Pays (in addition to Resident T&F)	WICHE Student Tuition & Fees Responsibility	Total Per Student Revenue Received by Program (Student Tuition & Fees, plus Support Fee)	Total Support Fee Incentive for AY 2016 Enrollment	Additional Applied to Student Tuition (also Lost Program Per Student)	Per Student Incentive to Program Capped at 20% of Support Fee	Student Tuition & Fees Responsibility with Capped Incentive	TOTAL Support Fee Revenue Loss for Program, by 2016 Enrollment
A	B	C	D	E	F	G	H	I	J	K	L	
U.C. Davis *	8	\$51,709	\$39,464	\$12,245	\$20,155	\$39,464	\$71,864	\$161,240	\$13,675	\$6,480	\$25,789	-\$109,400
Colorado State U.	99	\$57,988	\$31,982	\$26,006	\$6,394	\$31,982	\$64,382	\$633,006	\$0	\$6,394	\$31,982	\$0
Oregon State U. **	11	\$44,668	\$23,158	\$21,510	\$10,890	\$23,158	\$55,558	\$119,790	\$4,410	\$6,480	\$18,748	-\$48,510
Washington State U. **	49	\$54,413	\$23,359	\$31,054	\$1,346	\$23,359	\$55,759	\$65,954	\$0	\$1,346	\$23,359	\$0
Total Public	167											

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

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

Fiscal Impact to Public Institutions if Support Fee Incentives Are Capped at 20% (AY 2016 Support Fee and Tuition Rates)

DENTISTRY

AY 2016 Support Fee = \$25,300 Public Institutions	AY 16 Support Fee Incentives			20% Incentive Cap (\$5,060)		
	A	B	C	D	E	F
	AY 2016 Enrollment	Full Incentive Per Student (or Amount that Student Pays, In Addition to Resident Tuition)	Total Incentives by Enrollment	Incentive, Per Student	Total Incentives by Enrollment	Revenue Change
U.C. Los Angeles	1	\$16,250	\$16,250	\$5,060	\$5,060	-\$11,190
U.C. San Francisco	1	\$13,055	\$13,055	\$5,060	\$5,060	-\$7,995
U. Colorado Denver, AMC †	34	(\$3)	\$0	\$0	\$0	\$0
U. Nevada, Las Vegas †	0	(\$13,147)	\$0	\$0	\$0	\$0
Oregon Health & Science U. †	5	(\$1,644)	\$0	\$0	\$0	\$0
U. of Utah (new) †	4	(\$7,201)	\$0	\$0	\$0	\$0
U. Washington*†	7	(\$3,061)	\$0	\$0	\$0	\$0
U. Missouri, Kansas City † (OOR)	6	(\$4,565)	\$0	\$0	\$0	\$0
U. Nebraska † (OOR)	0	(\$18,201)	\$0	\$0	\$0	\$0
Total Public Enrollment	58		\$29,305			-\$19,185

MEDICINE

AY 2016 Support Fee = \$32,650 Public Institutions	AY16 Support Fee Incentives			20% Incentive Cap (\$6,530)		
	A	B	C	D	E	F
	AY 2016 Enrollment	Full Incentive Per Student (or Amount that Student Pays, In Addition to Resident Tuition)	Total Incentives by Enrollment	Incentive, Per Student	Total Incentives by Enrollment	Revenue Change
U. Arizona/Tucson	1	\$10,976	\$10,976	\$6,530	\$6,530	-\$4,446
U. Arizona /ASU Phoenix	2	\$10,976	\$21,952	\$6,530	\$13,060	-\$8,892
U.C. Davis	0	\$20,405	\$0	\$6,530	\$0	\$0
U.C. Irvine	0	\$20,405	\$0	\$6,530	\$0	\$0
U.C. Los Angeles	0	\$20,405	\$0	\$6,530	\$0	\$0
U.C. San Diego	1	\$20,405	\$20,405	\$6,530	\$6,530	-\$13,875
U.C., San Francisco	1	\$20,405	\$20,405	\$6,530	\$6,530	-\$13,875
U. Colorado Denver AMC	2	\$6,694	\$13,388	\$6,530	\$13,060	-\$328
U. Hawaii †	1	(\$2,006)	\$0	\$0	\$0	\$0
U. Nevada, Reno	2	\$3,300	\$6,600	\$3,300	\$6,600	\$0
U. New Mexico	0	\$3,073	\$0	\$3,073	\$0	\$0
U. North Dakota	8	\$8,159	\$65,272	\$6,530	\$52,240	-\$13,032
Oregon Health & Science U.	10	\$13,142	\$131,420	\$6,530	\$65,300	-\$66,120
U. Utah	1	\$150	\$150	\$150	\$150	\$0
Total Public Enrollment	29		\$290,568			-\$120,568

† The WICHE PSEP support fee does not cover the difference between resident and nonresident tuition.

Fiscal Impact to Public Institutions if Support Fee Incentives Are Capped at 20% (continued)
(AY 2016 Support Fee and Tuition Rates)

OCCUPATIONAL THERAPY

AY 2016 Support Fee = \$13,250		AY16 Support Fee Incentives		20% Incentive Cap (\$2,650)		
Public Institutions	AY 2016 Enrollment	Full Incentive Per Student (or Amount that Student Pays, In Addition to Resident Tuition)	Total Incentives by Enrollment	Incentive, Per Student	Total Incentives by Enrollment	Revenue Change
	A	B	C	D	E	F
Idaho State U. †	1	(\$6,243)	\$0	\$0	\$0	\$0
U. New Mexico †	1	(\$367)	\$0	\$0	\$0	\$0
U. North Dakota	3	\$7,181	\$21,543	\$2,650	\$7,950	-\$13,593
U. South Dakota †	0	(\$1,743)	\$0	\$0	\$0	\$0
U. Utah †	1	(\$9,904)	\$0	\$0	\$0	\$0
Eastern Washington U. †	2	(\$5,874)	\$0	\$0	\$0	\$0
U. Washington †	2	(\$3,074)	\$0	\$0	\$0	\$0
Total Public Enrollment	10		\$21,543			-\$13,593

PHYSICAL THERAPY

AY 2016 Support Fee = \$14,575		AY16 Support Fee Incentives		20% Incentive Cap (\$2,915)		
Public Institutions	AY 2016 Enrollment	Full Incentive Per Student (or Amount that Student Pays, In Addition to Resident Tuition)	Total Incentives by Enrollment	Incentive, Per Student	Total Incentives by Enrollment	Revenue Change
	A	B	C	D	E	F
Cal State U. Fresno †	0	(\$1,421)	\$0	\$0	\$0	\$0
U.C. San Fran/San Fran State U.	1	\$1,964	\$1,964	\$1,964	\$1,964	\$0
U. Colorado Denver, AMC †	1	(\$9,837)	\$0	\$0	\$0	\$0
Idaho State U. †	1	(\$7,044)	\$0	\$0	\$0	\$0
U. Montana †	5	(\$8,856)	\$0	\$0	\$0	\$0
U. Nevada Las Vegas	1	\$665	\$665	\$665	\$665	\$0
U. New Mexico	0	\$3,604	\$0	\$2,915	\$0	\$0
U. North Dakota	8	\$8,217	\$65,736	\$2,915	\$23,320	-\$42,416
U. Utah †	1	(\$9,196)	\$0	\$0	\$0	\$0
Eastern Washington U.	2	\$111	\$222	\$111	\$222	\$0
U. Washington †	1	(\$8,037)	\$0	\$0	\$0	\$0
Total Public Enrollment	21		\$68,587			-\$42,416

* Institution charges the same tuition for both residents and nonresidents.

† The WICHE PSEP support fee does not cover the difference between resident and nonresident tuition.

Fiscal Impact to Public Institutions if Support Fee Incentives Are Capped at 20% (continued)
(AY 2016 Support Fee and Tuition Rates)

PHYSICIAN ASSISTANT

AY 2016 Support Fee = \$17,250	AY16 Support Fee Incentives			20% Incentive Cap (\$3,450)		
	AY 2016 Enrollment	Full Incentive Per Student (or Amount that Student Pays, In Addition to Resident Tuition)	Total Incentives by Enrollment	Incentive, Per Student	Total Incentives by Enrollment	Revenue Change
Public Institutions	A	B	C	D	E	F
Red Rocks Comm. College	0	\$15,476	\$0	\$3,450	\$0	\$0
U. Colorado Denver AMC †	1	(\$5,900)	\$0	\$0	\$0	\$0
Idaho State U. †	1	(\$4,382)	\$0	\$0	\$0	\$0
Oregon Health & Science U.*	0	\$0	\$0	\$0	\$0	\$0
U. Utah	1	\$855	\$855	\$855	\$855	\$0
U. Washington *	0	\$0	\$0	\$0	\$0	\$0
Total Public Enrollment	3		\$855			\$0

VETERINARY MEDICINE

AY 2016 Support Fee = \$32,400	AY16 Support Fee Incentives			20% Incentive Cap (\$6,480)		
	AY 2016 Enrollment	Full Incentive Per Student (or Amount that Student Pays, In Addition to Resident Tuition)	Total Incentives by Enrollment	Incentive, Per Student	Total Incentives by Enrollment	Revenue Change
Public Institutions	A	B	C	D	E	F
U.C. Davis	8	\$20,155	\$161,240	\$6,480	\$51,840	-\$109,400
Colorado State U.	99	\$6,394	\$633,006	\$6,394	\$633,006	\$0
Oregon State U.	11	\$10,890	\$119,790	\$6,480	\$71,280	-\$48,510
Washington State U.	49	\$1,346	\$65,954	\$1,346	\$65,954	\$0
Total Public Enrollment	167		\$979,990			-\$157,910

* Institution charges the same tuition for both residents and nonresidents.

† The WICHE PSEEP support fee does not cover the difference between resident and nonresident tuition.

Fiscal Impact of PSEP Support Fee Incentives by State (AY 2016-17)

Incentives Gained by Program/Institution and by State				Current Student Financial Impact, by Resident's Home State															
State	Field	Institution	PSEP Students Enrolled	Incentive per Student	Support Fee Incentive Total	AZ*	AZ#	HI*	HI#	MT	MT#	NV*	NV#	NM*	NM#	ND	ND#	WY**	WY#
AZ	MED	U. of Arizona/ Tucson	1	\$10,976	\$10,976					\$10,976	1								
AZ	MED	U. of Arizona/ ASU PHX	2	\$10,976	\$21,952					\$21,952	2								
Subtotal AZ					\$32,928														
CA	DENT	UC Los Angeles	1	\$16,250	\$16,250	\$16,250	1												
CA	DENT	UC San Francisco	1	\$13,055	\$13,055	\$13,055	1												
CA	MED	UC San Diego	1	\$20,405	\$20,405					\$20,405	1								
CA	MED	UC San Francisco	1	\$20,405	\$20,405					\$20,405	1								
CA	PT	UC San Fran./ San Fran. State U.	1	\$1,964	\$1,964			\$1,964	1										
CA	VM	UC Davis (\$6-8K scholarship/yr)	8	\$20,155	\$161,240	\$40,310	2	\$40,310	2	\$40,310	2			\$20,155	1			\$20,155	1
Subtotal CA					\$233,319														
CO	MED	U. Colorado Denver	2	\$6,694	\$13,388					\$6,694	1							\$6,694	1
CO	VM	Colorado State U.	99	\$6,394	\$633,006	\$166,244	26	\$44,758	7	\$140,668	22	\$44,758	7	\$134,274	21	\$31,970	5	\$70,334	11
Subtotal CO					\$646,394														
NV	MED	U. of Nevada Reno	2	\$3,300	\$6,600					\$6,600	2								
NV	PT	U. of Nevada Las Vegas	1	\$665	\$665			\$665	1										
Subtotal NV					\$7,265														

*Service Payback State, **WY vet med graduates not required to return.

Fiscal Impact of PSEP Support Fee Incentives by State (AY 2016-17) - Continued

Incentives Gained by Program/Institution and by State		Current Student Financial Impact, by Resident's Home State																	
State	Field	Institution	PSEP Students Enrolled	Incentive per Student	Support Fee Incentive Total	AZ *	AZ#	HI *	HI#	MT	MT#	NV *	NV#	NM *	NM#	ND	ND#	WY **	WY#
ND	MED	U.of North Dakota	8	\$8,159	\$65,272					\$40,795	5							\$24,477	3
ND	OT	U.of North Dakota	3	\$7,181	\$21,543													\$21,543	3
ND	PT	U.of North Dakota	8	\$8,217	\$65,736													\$65,736	8
				Subtotal ND	\$152,551														
OR	MED	Oregon U. of Health Sciences	10	\$13,142	\$131,420					\$105,136	8							\$26,284	2
OR	VM	Oregon State U. (\$4K scholarship/yr)	11	\$10,890	\$119,790	\$54,450	5			\$21,780	2	\$32,670	3					\$10,890	1
				Subtotal OR	\$251,210														
UT	MED	U. Utah	1	\$150	\$150					\$150	1								
UT	PA	U. Utah	1	\$855	\$855							\$855	1						
				Subtotal UT	\$1,005														
WA	PT	Eastern Washington U.	2	\$222	\$444			\$222	1									\$222	1
WA	VM	Washington State U. (\$4K scholarship/yr)	49	\$1,346	\$65,954	\$9,422	7	\$2,692	2	\$4,038	3	\$8,076	6	\$13,460	10	\$1,346	1	\$26,920	20
				Subtotal WA	\$66,398														
		Total Students Enrolled	213																
		TOTAL INCENTIVES			\$1,391,070	\$299,731	42	\$90,611	14	\$439,909	51	\$86,359	17	\$167,889	32	\$33,316	6	\$273,255	51

*Service Payback State; **WY vet med graduates not required to return.

INFORMATION ITEM

Student Exchange Program Update

Western Undergraduate Exchange. WICHE's regional tuition-reciprocity agreement, the Western Undergraduate Exchange (WUE), enables students from WICHE states to enroll in participating two- and four-year public institutions at 150 percent (or less) of resident tuition. During the 2016-17 academic year, 38,317 students enrolled at 160 participating WUE institutions and saved an estimated \$341.5 million in tuition costs. Since WUE began in 1988, students and their parents have saved an impressive \$3.2 billion on approximately 501,750 annual tuition bills.

California State Polytechnic University-Pomona, the New Mexico Military Institute, and Grays Harbor College (WA) are the latest institutions to join WUE. The 2016-17 WUE enrollment numbers, reported by institution, can be found in the *2016-17 Student Exchange Program Statistical Report*. Commissioners were mailed copies in February and it is also available at <http://wiche.edu/files/info/2016statisticalReport-FINAL.pdf>. Detailed Classification of Instructional Programs (CIP) code-based WUE enrollment reports are available to state higher education offices and WUE institutions, or other interested constituents, by request. See pages 27 through 32 of the report for a list of participating WUE institutions.

Western Regional Graduate Program. The Western Regional Graduate Program (WRGP) is a growing resource for the West, allowing master's, graduate certificate, and doctoral students who are residents of WICHE member states to enroll in high-quality programs and pay resident tuition. In fall 2016, 1,567 students enrolled through WRGP and saved an estimated \$23.3 million dollars in tuition. WICHE's *2016-17 Student Exchange Program Statistical Report* now gives detailed WRGP enrollment information by institution and program; see pages 17-22 at <http://wiche.edu/files/info/2016statisticalReport-FINAL.pdf>.

Fifty-five new programs were added to WRGP this spring, bringing the total to 462, offered by 61 participating institutions. WRGP is a tuition-reciprocity program similar to WUE, whereby students enroll directly in the participating programs. WRGP has become a tremendous resource for graduates in the Western states who are looking for distinctive programs and those in areas of high workforce demand. It's also an opportunity for WICHE states to share these programs (and the faculty who teach them) to build the region's workforce in a variety of disciplines, particularly healthcare.

At this time, more than 150 healthcare-related programs are available through WRGP. Several graduate nursing programs were approved in the most recent nomination round for new WRGP programs. The University of Colorado Denver's College of Nursing offers a new program in veteran and military healthcare, and two others that focus on adult gerontology nursing. The University of Utah offers a nursing master's and a graduate certificate in care management. The University of South Dakota will make its MBA program in health services administration available through WRGP this fall as well. Also pertaining to healthcare, the University of Washington is making its master's and doctoral programs in applied toxicology, environmental health, occupational and environmental exposure science, environmental and occupational hygiene, and environmental toxicology available. Several new programs will address other critical workforce needs in the West. The University of Colorado Denver will offer its master's in information systems with a specialization in cybersecurity, and its master's in business analytics with an industry specialization in big data. Portland State University's School of Architecture will offer its graduate certificate in public interest design, which is a growing field. The goal of public interest design is to aid underserved populations throughout the world using sustainable design methods.

Professional Student Exchange Program. The Professional Student Exchange Program (PSEP) provides students in 10 Western states (all WICHE states except California, Idaho, Oregon, South Dakota, and Washington, as well as CNMI) with affordable access to professional programs that otherwise would not be available to them because the fields of study are not offered at public institutions in their home states. In 2016-17, 639 students enrolled through PSEP to become allopathic or osteopathic physicians, dentists, veterinarians, physical therapists, occupational therapists, optometrists, podiatrists, physician assistants, and pharmacists.

Students pay reduced tuition at 63 out-of-state public and private institutions. Participating states determine the fields and the numbers of students they will support. The student's home state pays a support fee to the admitting schools to help cover the cost of the student's education. In the current academic year, sending states invested over \$14.6 million to train healthcare professionals through WICHE's PSEP. Two new programs have joined PSEP: Northern Arizona University's occupational therapy program and Rocky Mountain University of Health Professions' physical therapy program (in Utah). The institutions participating in PSEP are listed on pages 4-32 through 4-37 of the agenda book.

Certifying Officers' Meeting. Certifying officers play an important role in their state's participation in WICHE's Student Exchange Programs. Typically, they are staff members of state higher education agencies or institutional systems in states that do not have a state-level higher education agency. In states that fund students through PSEP, certifying officers review the prospective students' applications for "certification" to determine whether or not the individual is a *bona fide* resident of the home state and eligible to be considered for support. They administer all aspects of PSEP for their home state residents. They also serve as state liaisons for the WUE and WRGP programs. Certifying officers will meet in Coeur d'Alene, just prior to the WICHE Commission meeting on May 21, 2017. They will discuss support fee incentives prior to the WICHE Commission's vote on the action item regarding the incentives; the veterinary medicine cooperative admissions procedure; PSEP legislative appropriations; applicant pools and acceptances; current state PSEP payback policies and new ones under consideration; and strategize new ways to market PSEP, WUE, and WRGP.

WICHE's June 2017 Veterinary Medicine Advisory Council Meeting. The purpose of the council is to provide a forum for communication and liaison between WICHE staff and member states and the schools of veterinary medicine in the region so that the workforce needs of the region can be met. Each member state may appoint two members to the council. Candidates are nominated by the respective state's Executive Committee member in consultation with the state higher education agencies and with the state veterinary association. Members of the council may include legislators with expertise in the profession, state veterinarians, and practicing veterinarians who are members of state veterinary associations. The deans of the Colleges of Veterinary Medicine and the director of WICHE's Student Exchange Program are *ex officio*, nonvoting members.

In June, the council will meet in Newport, Oregon, and will be hosted by Oregon State University's College of Veterinary Medicine, located in Corvallis. Guest speaker will be Michael Dicks, director of the Veterinary Economics Division of the American Veterinary Medical Association (AVMA). He will speak on AVMA's Fix the Debt initiative, and will lead a discussion with WICHE's cooperating veterinary medicine programs as to what they are doing to address the issue. The AVMA has partnered with several entities to develop a financial literacy program for veterinary students and graduates, and Dicks will solicit feedback from the group on that issue as well.

Institutions Participating in WICHE's Student Exchange Program – May 2017

State/Institution	WUE	WRGP	Number of WRGP Programs	PSEP	Number of PSEP Programs	Public/Private
Alaska						
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	●					Public
Alaska Totals	3	3	8	0	0	
Arizona						
A.T. Still University, Mesa Campus				●	5	Private
Arizona State University		●	19			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	●	●	35	●	1	Public
Northern Arizona University, Yuma	●	●	1			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
Arizona Totals	26	6	88	5	17	
California						
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
California Totals	15	6	13	18	45	
Colorado						
Adams State University	●	●	1			Public
Aims Community College	●					Public
Arapahoe Community College	●					Public
Colorado Mesa University	●					Public
Colorado Mountain College	●					Public
Colorado Northwestern Community College	●					Public
Colorado School of Mines		●	9			Public
Colorado State University	●	●	12	●	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	●	●	27			Public
University of Colorado Denver, Anschutz Medical		●	21	●	5	Public
University of Northern Colorado	●	●	21			Public
Western State Colorado University	●					Public
Colorado Totals	25	9	118	5	9	
CNMI						
Northern Marianas College	●					Public
CNMI Totals	1	0	0	0	0	
Hawai'i						
University of Hawai'i, Hilo	●			●	1	Public
University of Hawai'i, Manoa	●	●	23	●	1	Public
University of Hawai'i, Maui College	●					Public
University of Hawai'i, West Oahu	●					Public
Hawai'i Totals	4	1	23	2	2	
Idaho						
Boise State University	●	●	1			Public
College of Southern Idaho	●					Public
Idaho State University	●	●	20	●	4	Public
Lewis-Clark State College	●					Public
North Idaho College	●					Public
University of Idaho	●	●	3			Public
Idaho Totals	6	3	24	1	4	
Montana						
Dawson Community College	●					Public
Flathead Valley Community College	●					Public
Great Falls College Montana State University	●					Public
Helena College University of Montana	●					Public
Highlands College of Montana Tech	●					Public
Miles Community College	●					Public
Montana State University, Billings	●	●	6			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
Montana Totals	12	3	19	1	2	

State/Institution	WUE	WRGP	Number of WRGP Programs	PSEP	Number of PSEP Programs	Public/Private
Nevada						
College of Southern Nevada	●					Public
Great Basin College	●					Public
Nevada State College	●					Public
Roseman University of Health Sciences				●	1	Private
Touro University, Nevada				●	4	Private
Truckee Meadows Community College	●					Public
University of Nevada, Las Vegas	●	●	3	●	2	Public
University of Nevada, Reno	●	●	4	●	1	Public
Western Nevada Community College	●					Public
Nevada Totals 7	2	7	4	8		
New Mexico						
Eastern New Mexico University, Portales	●	●	1			Public
Eastern New Mexico University, Roswell	●					Public
New Mexico Highlands University	●	●	1			Public
New Mexico Institute of Mining and Technology	●	●	2			Public
New Mexico Junior College	●					Public
New Mexico Military Institute	●					Private
New Mexico State University	●	●	18			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
New Mexico Totals	12	5	35	1	4	
North Dakota						
Bismarck State College	●					Public
Dakota College at Bottineau	●					Public
Dickinson State University	●					Public
Lake Region State College	●					Public
Mayville State University	●					Public
Minot State University	●					Public
North Dakota State College of Science	●					Public
North Dakota State University	●	●	2	●	1	Public
University of North Dakota	●	●	8	●	3	Public
Valley City State University	●	●	1			Public
Williston State College	●					Public
North Dakota Totals	11	3	11	2	4	
Oregon						
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	●	●	13			Public
Southern Oregon University	●	●	2			Public
University of Oregon		●	1			Public
Western Oregon University	●	●	1			Public
Oregon Totals	6	5	19	4	11	
South Dakota						
Black Hills State University	●	●	2			Public
Dakota State University	●	●	1			Public
Northern State University	●					Public
South Dakota School of Mines and Technology	●	●	5			Public
South Dakota State University	●	●	2			Public
University of South Dakota	●	●	9	●	1	Public
South Dakota Totals	6	5	19	1	1	
Utah						
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	●	●	33	●	5	Public
Utah State University	●	●	18			Public
Utah State University Eastern	●					Public
Utah Valley University	●					Public
Weber State University	●	●	1			Public
Utah Totals	9	4	53	3	7	
Washington						
Central Washington University	●	●	2			Public
Eastern Washington University	●	●	5	●	2	Public
Pacific Northwest University of Health Sciences				●	1	Private
Spokane Community College	●					Public
Spokane Falls Community College	●					Public
University of Puget Sound				●	2	Private
University of Washington		●	4	●	5	Public
Washington State University	●	●	5	●	2	Public
Washington State University, Spokane		●	3			Public
Washington State University, Tri-Cities	●					Public
Western Washington University	●					Public
Washington Totals	7	5	19	5	12	

State/Institution	WUE	WRGP	Number of WRGP Programs	PSEP	Number of PSEP Programs	Public/Private
Wyoming						
Casper College	●					Public
Central Wyoming College	●					Public
Eastern Wyoming College	●					Public
Gillette College	●					Public
Laramie County Community College	●					Public
Northwest College	●					Public
Sheridan College	●					Public
University of Wyoming	●	●	6	●	1	Public
Western Wyoming Community College	●					Public
Wyoming Totals	9	1	6	1	1	
Out-of-Region						
Creighton University, School of Dentistry (NM, ND, WY)				●	1	Private
Illinois College of Optometry (CO, ND)				●	1	Private
Marquette University, School of Dentistry (ND)				●	1	Private
New England College of Optometry (CO)				●	1	Private
Northeastern State University (CO)				●	1	Public
Nova Southeastern University (CO)				●	1	Private
Salus University (CO)				●	1	Private
Southern College of Optometry (CO)				●	1	Private
University of Missouri Kansas City, School of Dentistry (NM)				●	1	Public
University of Nebraska Medical Center, College of Dentistry (ND)				●	1	Public
Out-of-Region Totals	0	0	0	10	10	
Total Number of Participating Institutions in WICHE's Student Exchange Program						
	160	61	462	63	137	

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 19 universities sharing excess capacity in doctoral nursing courses. For more information on NEXus, see <http://www.winnexus.org/>.

The Montana University System used ICE during 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. Several institutions in Arkansas are also exploring the use of WICHE ICE to support a newly forming exchange in their state.

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) 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 held its 2017 annual meeting in Salt Lake City, UT, on April 26-28. The meeting's theme was "Designing for Quality in Higher Education Facet by Facet." WICHE President Joe Garcia delivered the keynote address, "Improving Lives, Growing our Economy, and Strengthening our Democracy." Sessions focused 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; its 66 current members are listed at the end of this section.

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 across their community. 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 held its 2017 annual meeting in Long Beach, CA, on March 22-24. The theme was "The Future of Community Colleges: Thriving in a World in Flux." Program officers Scott Jenkins from Lumina Foundation and Suzanne Walsh from the Bill & Melinda Gates Foundation delivered the keynote entitled "Policy, Philanthropy, and You: A Practical Dialogue with Funders." Other topics included presentations and discussions on new strides in competency-based education, the

value of alternative credentials in the marketplace, guided pathways, next-generation student services, affordable course materials, and many other topics.

The West's top academic leaders of the two-year sector are represented in the Alliance's membership of 79. For more information, see www.wiche.edu/alliance. Current Alliance members are listed at the end of this section.

Academic Leaders Toolkit. The toolkit, jointly operated by the Forum and the Alliance, is a web-based repository (<http://alt.wiche.edu>) that contains profiles of successful decision-making tools and processes submitted 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 reviews the profiles submitted during the current academic year by its members and selects one tool to honor during the awards luncheon at its respective annual meeting. Winners, selected by a committee of official representatives from each organization, are chosen based on their innovation, problem-solving capability, potential for impact, and replicability at other institutions. This year, the Alliance renamed 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. The Alliance's inaugural Bernice Joseph Award went to the University of Hawai'i Community Colleges for its *Sector Mapping Tool*.

Interstate Passport®

Interstate Passport (www.wiche.edu/passport) is a program that facilitates block transfer of lower-division general education based on learning outcomes with the goals of improving graduation rates, shortening time to degree, and saving students money. 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 or are required to repeat courses, which results in spending additional money to complete their degrees. This experience is particularly common when students transfer across state lines. For the nation's fall 2008 cohort, nearly one in five transfers among students who started in two-year public institutions, and nearly a quarter of transfers from four-year public institutions, crossed state lines, according to the National Student Clearinghouse's Signature Report #9 (July 2015). Thus, Interstate Passport promises a new way to streamline these 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 or be able to do*) and attendant proficiency criteria (*examples of 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 Interstate Passport program 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 constructs its Passport Block – a list of courses and/or learning opportunities by which its students achieve the Passport Learning Outcomes. Students who do so are awarded a Passport by the institution and notified of this achievement. For many students, this stands as an early milestone on their way to a degree. For those who transfer, it ensures that they do not waste time repeating learning in general education they have already achieved at their former institution even if the courses or credits required in 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.

Network member Institutions agree, as part of the Interstate Passport's quality assurance effort, to participate in two new services offered through the National Student Clearinghouse (NSC) in support of the program: PassportVerify and Academic Progress Tracking. When students earn a Passport at a Network member institution, the institution reports this data to NSC so that other institutions can verify if, where, and when incoming transfer students earned a Passport. This ensures that students' learning is recognized by the receiving institutions. The member institutions also supply de-identified 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 aggregated by sending institution, which then receives a report detailing how well its former students have performed at Network receiving institutions for use in continuous improvement efforts.

An additional report of aggregate data goes to the Passport Review Board (PRB) for its use in evaluating the overall performance of the Interstate Passport program.

Faculty, registrars, institutional researchers, academic advisors, and campus marketing specialists from two-year and four-year institutions at 90+ institutions in 16 states have been involved in the development and testing of various components of the Interstate Passport program. These include institutions in 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 at the end of this section.

Beginning in July 2017, the Interstate Passport Network began accepting online applications from regionally accredited, public and not-for-profit private two-year and four-year institutions. Official members of the Interstate Passport Network currently include: HI: Leeward Community College and University of Hawaii West Oahu; ND: Lake Region State College and University of North Dakota; OR: Blue Mountain Community College and Western Oregon University; SD: Black Hills State University, Dakota State University, Northern State University, South Dakota School of Mines & Technology, South Dakota State University, and University of South Dakota; UT: Dixie State University, Salt Lake Community College, Snow College, Southern Utah University, University of Utah, Utah State University, Utah Valley University, and Weber State University; and WY: Laramie County Community College.

Five-year free memberships are available to the first 100 institutions that are approved for charter memberships. 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 per IPEDS data 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. Systemwide 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.

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 high-quality images for their science assignments and lab reports.

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 can 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 those aspiring to become chief academic leaders in the WICHE region's postsecondary four-year sector. The Academy will host its third cohort this 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.

The 2017-18 cohort 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, the candidates are invited to reach out to their assigned faculty mentor for advice and counsel on the individual's next career steps. The cohort will reconvene for a culminating seminar during the Western Academic Leadership Forum's annual meeting in Spring 2018.

To be considered for participation in the Academy, 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 <http://www.wiche.edu/forum/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 now eligible to participate. The plan includes competitively priced medical benefits; vision and dental insurance are not included at this time. Campuses in the WICHE region that are participating in the program are listed at the end of this section.

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, quotes, and competitive rates. It is a division of the national healthcare carrier UnitedHealthcare. In February 2016, 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, 87 member institutions, totaling some 160 campuses, have total insured values of over \$92.9 billion. The program has generated more than \$121.2 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 46 percent since 2002-03, from .045 cents to .0244 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 at the end of this section.

Representatives from member campuses participated in a March 9-11, 2017, 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 managers, and environmental health and safety staff who exchanged ideas on effective campus risk management and loss-control practices. The 2018 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.mhectechnology.org) provides details on vendors, contracts, and eligible entities.

Regional Initiatives' Participating Systems and Institutions

Current members of the Western Academic Leadership Forum

<p>Alaska Alaska Commission on Postsecondary Education University of Alaska Anchorage University of Alaska Fairbanks University of Alaska Southeast University of Alaska System</p> <p>Arizona Arizona Board of Regents University of Arizona</p> <p>California Azusa Pacific University California Polytechnic University California State Polytechnic University, Pomona California State University System California State University, Fresno California State University, Fullerton California State University, Long Beach California State University, Northridge California State University, San Marcos</p>	<p>Sonoma State University University of California, San Diego</p> <p>Colorado Colorado State University Colorado State University-Pueblo Metropolitan State University of Denver</p> <p>Hawai'i University of Hawai'i System University of Hawai'i - West O'ahu</p> <p>Idaho Boise State University Idaho State University University of Idaho</p> <p>Montana Montana Office of the Commissioner of Higher Education Montana State University, Billings Montana State University, Bozeman Montana State University, Northern Montana Tech of the University of Montana</p>	<p>University of Montana, Missoula University of Montana Western</p> <p>Nevada Nevada State College Nevada System of Higher Education University of Nevada, Las Vegas University of Nevada, Reno</p> <p>New Mexico New Mexico State University University of New Mexico Western New Mexico University</p> <p>North Dakota Mayville State University Minot State University University of North Dakota Valley City State University (ND)</p> <p>Oregon Eastern Oregon University Oregon State University Oregon Institute of Technology Pacific University Portland State University</p>	<p>State of Oregon Higher Education Coordinating Commission</p> <p>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</p> <p>Utah Dixie State College of Utah University of Utah Utah System of Higher Education Utah Valley University</p> <p>Washington Central Washington University Eastern Washington University Evergreen State College Washington State University Vancouver Washington Student Achievement Council</p> <p>Wyoming University of Wyoming</p>
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Current members of the Western Alliance of Community College Academic Leaders

<p>Alaska University of Alaska Fairbanks University of Alaska Fairbanks, Bristol Bay 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</p> <p>Arizona Maricopa Community Colleges Arizona Western College Eastern Arizona College Chandler-Gilbert Community College Estrella Mountain Community College</p>	<p>GateWay Community College Glendale Community College Mesa Community College Paradise Valley Community College Phoenix College Rio Salado College Scottsdale Community College South Mountain Community College</p> <p>California California Community Colleges System Cerritos College Chaffey College Santa Rosa Junior College</p> <p>Colorado Aims Community College Colorado Community College System Arapahoe Community College Colorado Northwestern Community College</p>	<p>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</p> <p>Commonwealth of the Northern Mariana Islands Northern Marianas College</p> <p>Hawai'i University of Hawai'i 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</p>	<p>Idaho College of Southern Idaho North Idaho College</p> <p>Montana Montana University System (MSU) Bitterroot College City College at MSU Billings Dawson Community College Flathead Valley Community College Gallatin College Great Falls College, MSU Helena College Highlands College of Montana Tech Miles Community College Missoula College, University of Montana Montana State University Northern University of Montana, Western</p> <p>Nevada Great Basin College</p>
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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
Clover Park Technical College
Columbia Basin College
Edmonds Community College
Spokane Falls Community College

Washington State Board for Community and Technical Colleges

Wyoming

Eastern Wyoming College
Laramie County Community College
Western Wyoming Community College

Current participants in the development and testing of the Interstate PassportSM

California

College of the Canyons
Cerritos College

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)

Alaska

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

California

California Institute of Technology
University of South Los Angeles

Colorado

Metropolitan State University of Denver

North Dakota

Bismarck State College
Dakota College at Bottineau
Dickinson State University
Lake Region State College

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

Current members of the Master Property Program

Arizona

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

Colorado

Colorado College
University of Northern Colorado

Idaho

The College of Idaho

Nevada

Nevada System of Higher Education:
• Community College of Southern Nevada – Charleston Campus

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

Oregon

Lewis and Clark College
Reed College
Willamette University

Utah

Westminster College

Washington

Seattle Pacific University
Whitman College

Wyoming

University of Wyoming



Policy Analysis and Research Committee Meeting

Monday, May 22, 2017
11:00 a.m. – 12:30 p.m.
Bay 1A

Western Interstate
Commission
for Higher Education

www.wiche.edu

5 Monday 11:00 a.m. - 12:30 p.m.

Monday, May 22, 2017

11:00 a.m. - 12:30 p.m.

Bay 1A

Policy Analysis and Research Committee Meeting

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

Susan Anderson (AK)
 Chris Bustamante (AZ)
 Committee chair (CA)
 Kim Hunter Reed (CO)
 Colleen Sathre (HI)
 Tony Fernandez (ID)
 Franke Wilmer (MT)
 Mark Hagerott (ND)
 Barbara Damron (NM)
 Vic Redding (NV)
 Ryan Deckert (OR)
 Robert Burns (SD)
 Carmen Fernandez (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
 Patrick Lane, director of data initiatives, Policy Analysis and Research
 Christina Sedney, policy analyst, Policy Analysis and Research



Approval of the November 10, 2016, Policy Analysis and Research Committee meeting minutes 5-3



Approval of the Western Postsecondary Data Users Network 5-7



Discussion and approval of the FY 2018 workplan sections pertaining to the Policy Analysis and Research unit's activities 5-9

Information Items:

Staff updates

Legislative Advisory Committee Update
 Committee Composition
 Annual Meeting – September 19-20, 2017 (Salt Lake City, UT)

SCHEDULE
EXEC CTTE
WELCOME
Plenary 1 SAFER SPACES
PROGRAMS
POLICY
Plenary 2 CYBERSECURITY
Plenary 3 KNOCKING
BUSINESS
Plenary 4 COMMUNICATIONS
REFERENCE

Multistate Longitudinal Data Exchange

Policy Insights – Tuition and Fees in the West 2016-2017: Trends and Implications

Other business

Adjournment

ACTION ITEM

Issue Analysis and Research Committee Minutes

November 10, 2016

2:00 - 3:15 p.m.

Committee Members Present

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

Susan Anderson (AK)
Tony Fernandez (ID)
Franke Wilmer (MT)
Barbara Damron (NM)
Mark Hagerott (ND)
Ryan Deckert (OR)
Robert Burns (SD)
Karla Leach (WY)

Committee Members Absent

Chris Bustamante (AZ)
Vacancy (CO)
Colleen Sathre (HI)
Vic Redding (NV)
Jeanne Kohl-Welles (WA)
Vacancy (CNMI)

Staff Present

Demarée Michelau, vice president, policy analysis and research
Peace Bransberger, senior research analyst
Laura Ewing, administrative manager
Patrick Lane, director of data initiatives
Sarah Leibrandt, research analyst
Christina Sedney, policy analyst

Chair Cabaldon convened the Issue Analysis and Research Committee on November 10, 2016, at 2:12 pm. Demarée Michelau called roll, and a quorum was established.

ACTION ITEM

Approval of the Issue Analysis and Research Committee

Meeting Minutes of May 16, 2016

After Chair Cabaldon asked committee members to review the minutes from the May 16, 2016, meeting, Commissioner Burns moved approval, which was seconded by Commissioner Anderson. The minutes were approved.

INFORMATION ITEMS

Knocking at the College Door: Projections of High School Graduates

Michelau introduced the latest edition of the quadrennial *Knocking at the College Door* report, which will be formally released on December 6, 2016, at the National Press Club in Washington, D.C. Michelau reported that trends look similar to the last report and that the composition of high school graduating classes continues to diversify. Michelau also noted that along with the report, WICHE is preparing a new website for this version with an expanded data visualization tool.

Commissioner Burns and Hagerott asked questions about the level of granularity of data that will be available. Michelau reported that WICHE uses federal data to produce the report and that national, regional, and state-level data will be available, disaggregated by race/ethnicity and public/private high schools.

Chair Cabaldon suggested that the committee think about how WICHE could help commissioners and their public information officers take the information in *Knocking* and amplify it locally. He suggested that it might be helpful to have WICHE send an email to each state with the report and three bullets for each state, and then ask commissioners to send it out within their state. Michelau also noted that WICHE is planning regional webinars about the *Knocking* findings.

Commissioner Fernandez asked if WICHE had provided key highlights yet. Michelau said WICHE was working with a communications firm that was building out messaging and talking points. She noted that these materials would be available by the time of the release. Chair Cabaldon said that when WICHE is in the development cycle of *Knocking* (or other major publications) at the time of committee meetings, it would be a shame not to take advantage of on-the-ground state expertise and get feedback from commissioners. Peace Bransberger noted that the last time *Knocking* was released, Brian Prescott did present highlights of the initial data to the whole commission. Commissioner Fernandez agreed with Chair Cabaldon and said he thought it would be helpful to discuss highlights of findings when the group is together in the future.

One commissioner asked if WICHE had always distributed research publications free of charge. Michelau reported that had not always been the case. But in 2008, WICHE decided not to charge for *Knocking* particularly because College Board and ACT pay WICHE to conduct and distribute the report.

Multistate Longitudinal Data Exchange

Michelau began discussion of the Multistate Longitudinal Data Exchange by saying that the committee had a good conversation at the last committee meeting about the MLDE and that WICHE wanted to follow up on several items.

Michelau said that WICHE has been investigating acquiring cyber insurance and currently has several quotes that are lower in cost than what MLDE set aside. Michelau suggested that this was in part due to numerous positive IT changes at WICHE. Patrick Lane also noted that WICHE stores data for many reasons and that having cyber insurance will provide the organization protection. Chair Cabaldon noted that Commissioner Leach flagged this topic last session, and he thanked WICHE for following up.

Michelau also reported that additional states have signed the data-sharing agreement but that there is still room for states to join, and she encouraged commissioners to let staff know if they were interested.

Michelau said that the MLDE has submitted a proposal to USA Funds for \$500,000 to help states use the data when the project is up and running, and she asked the committee if they would prefer a separate action item for this funding project even though it is supplemental to MLDE. After a short discussion, Commissioner Anderson made, and Commissioner Hagerott seconded, a motion to allow staff to pursue the supplemental MLDE funding. The motion was approved.

Benchmarks: WICHE Region 2016

Michelau reported that WICHE is planning to release the 2016 edition of *Benchmarks* after the release of *Knocking*. Michelau also shared the idea that staff has had about putting resources like *Benchmarks*, *Tuition and Fees*, *Fact Book*, etc. into one place and asked the commission for their thoughts. Commissioner Leach supported this idea, and Michelau said she would get back to the commission with additional information.

Tuition and Fees in Public Higher Education in the West 2016-2017

Michelau mentioned that commissioners received a copy of the 2016-17 *Tuition and Fees* data report last week by email and noted that after the commission meeting the report will go live on the WICHE website and that commissioners would receive a hard copy.

Commissioner Burns asked who receives a hard copy and Michelau clarified that only commissioners get a hard copy of *Tuition and Fees*. Commissioner Leach suggested sending a postcard to key stakeholders with links to WICHE reports and publications.

DISCUSSION ITEM

Policy Insights – A Tale of Two Economies: 2016 Higher Education Legislative Activity in the West

Michelau reported on *A Tale of Two Economies*, a *Policy Insights* brief that summarizes activity in Western legislatures this past session.

Legislative Advisory Committee Annual Meeting

Michelau reported that Commissioner Damron hosted the LAC meeting. Commissioner Damron noted that people followed up with her after the meeting about dual-credit issues and the need for remediation for dual-credit participants. She noted that she hopes WICHE can work on that issue.

Upcoming Legislative Activity

Michelau told the committee that she would like to use the remaining time to discuss upcoming legislative activity. Commissioner Leach suggested that federal activity would increase state activity around accreditation and consumer protection in higher education. Michelau said that there was a 101 training on accreditation at LAC this year and thought that it might be a good idea for WICHE to think about how it can assist states in these areas.

Commissioner Burns suggested that workforce development and a role for technical institutes would be an issue to watch. He noted that a proposed constitutional amendment would create a new board for the technical institutes in South Dakota, which would result in K-12, the technical institutes, and the South Dakota Board of Regents competing for limited resources.

Commissioner Damron noted that New Mexico has established an attainment goal and is working on common course numbering in public institutions. She said that part of the strategic plan to reach the attainment goal is to consolidate, and pointed out that while some states are decentralizing, New Mexico is trying to centralize.

Commissioner Fernandez brought up outcomes-based funding, an issue on which his state's legislature is split. Technical/career education is getting a big boost this year, he said.

Chair Cabaldon urged the committee to not overlook the federal context, and suggested that WICHE look at its workplan in light of how the federal context will change during this administration; specifically, how will funders change their strategic directions, and how WICHE might keep pace. He said that the committee would know more by its meeting in May.

Commissioner Damron agreed that states need to be in Washington at least once a year for the next four years and to regularly interact with Senator Lamar Alexander. Chair Cabaldon agreed.

Commissioner Anderson said she also wanted to talk about student access and the transition team. She said it is all about access in the Western states and that 20 percent of students in Alaska are Alaskan Native. She said they have very diverse school districts in Alaska. Commissioner Deckert asked whether there is something on the advocacy front that commissioners can work together on. Chair Cabaldon suggested that commissioners could connect not just with one another but also with Congress and the Department of Education to talk about the experiences they have heard and seen among their students.

Commissioner Hagerott suggested that free community college could be an issue for commissioners to work together on. He noted that in North Dakota, which has a tight budget, affordable postsecondary education is a priority area. He noted that the issue looks different in the West from how it looks on the East Coast, and suggested that WICHE could add to the conversation by making apparent the Western context.

Commissioner Fernandez mentioned a key theme in the West: access and diversity from a demographic standpoint. He also suggested that WICHE talk more about undocumented and nontraditional students and the sense of racial anxiety (including undocumented students, minorities, transgender students). He suggested the need to move from discussion to

policies around these issues. One question he asked was: if DACA were to be dismantled, what have Western states done on their own to help undocumented students?

Commissioner Leach noted that the impact of Title IX on institutions is extremely costly to institutions in terms of sending staff to training sessions, and suggested broader access to Title IX training and implementation. She noted that when issues come up, it consumes a lot of time and resources to address them.

Commissioner Fernandez suggested several other issues: higher education reauthorization, sexual violence on campus, and legalization of marijuana. He suggested that it would be great if a Western organization could monitor how tax dollars from marijuana sales impact education. Commissioner Leach noted that this is a critical year in Wyoming for students in terms of sexual violence and drug use. Commissioner Hagerott agreed that drug use is a big issue.

Commissioner Anderson noted that President Johnsen of the University of Alaska Statewide System is working on consolidation of programs (i.e., one school will be an education hub and the other schools will work through that hub). She noted that he has had a tough time with the budget and that, after the election, a bipartisan group in the House will focus on a fiscal plan for the state. She said it is not a problem of having money in the budget but rather how the money is used.

As there was no other business, Chair Cabaldon adjourned the IAR Committee at 3:17 pm.

ACTION ITEM

Western Postsecondary Data Users Network

Summary

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

Prior to establishing the Western Postsecondary Data Users Network, WICHE staff will conduct a gap analysis and needs assessment to determine whether Western states would benefit from such a network that facilitates the use of high-quality data to inform policy and practice and the needed scope of such a network. Although numerous reports identify lack of state capacity as a barrier to effective use of state data systems, there is little concrete information about the specifics of such limitations and the best process for addressing them. Based on this analysis, WICHE staff may develop a self-supporting funding model to provide necessary supports to enhance state and institutional use of longitudinal data.

Relationship to WICHE Mission

This project will ultimately lead to more effective policies and programs that serve students of the West, which is directly related to WICHE's mission of expanding educational access and excellence for all students of the West.

Background

State postsecondary data systems have improved substantially since the launch of the State Longitudinal Data Systems grant program in 2007. The amount and quality of metrics they can provide has grown a great deal. As of 2016, 42 states can now link their data with Unemployment Insurance data systems to provide information about employment outcomes after participation in the postsecondary system.¹ The potential for these systems to improve outcomes for students – particularly underserved students – remains vast, yet substantial funding has focused on developing the infrastructure rather than building capacity to use these systems to affect policy and programs.² Analyses of capacity, however, do not provide sufficient information to address capacity issues in state agencies. It could be that state and/or institutional staff would benefit from technical assistance related to analytical techniques to improve evaluations, or it could be that there simply are not sufficient staff to address key evaluation needs in support of policy, and identifying efficiencies and potential economies of scale could reduce workloads and provide these agencies with additional bandwidth to pursue further evaluations.

Through stakeholder interviews and an online survey with education and workforce leaders and researchers, including both agency and postsecondary institutional staff, WICHE will analyze the need for additional support to improve the use of postsecondary data. Although available evidence suggests that there is such a need, further exploration is required to fully understand the need and devise the best, most efficient system of supports.

Project Description

The initial exploration into the need for a network of postsecondary data users from both the postsecondary and workforce sectors will aim to accomplish the following objectives:

- 1) Document current strengths and weaknesses in the use of longitudinal data at the state and institutional levels by Western states for policy and program improvement.
- 2) Identify opportunities through which WICHE (and potentially other partner organizations) can provide support to improve state capacity to consume and use longitudinal data for policy and program improvement.

To accomplish the objectives, WICHE proposes the following activities over six months.

- 1) Identify and interview key state (postsecondary and workforce) and postsecondary institutional research staff throughout Western states. Attempts will be made to interview lead postsecondary researchers in each WICHE member state and to interview a representative sample of chief institutional researchers. These interviews will focus on identifying challenges that researchers face in using data from state systems to inform policy and practice, and identify ways that WICHE can support their work.
- 2) Identify and interview a sample of key education and workforce leaders and policymakers throughout the West to gather their perspective on the role data plays in informing policy and practice and ways that WICHE can support their work.
- 3) Conduct an online survey of key state (postsecondary and workforce) and postsecondary institutional research staff through the Western states to assess the need for a network of postsecondary data users that include those from both the education and workforce sectors.
- 4) Identify existing resources that support state and institutional researchers in their work and gaps that could be addressed by WICHE and potential partner organizations.

The project will produce the following deliverables:

- 1) An assessment of current capacity of states and institutions to use longitudinal data to inform policy and practice.
- 2) An open-sourced curriculum that can develop researcher capacity that will be available when needed by state agencies.
- 3) An analysis of existing capacity of WICHE members to use their data systems to produce policy-relevant information. Although there are many existing analyses of State Longitudinal Data Systems, they tend to focus on capacity of the technical infrastructure and less on how the systems are being utilized.
- 4) If warranted, a detailed plan for how WICHE could develop a financially self-sustaining network to support state and institutional data use to improve policies and programs.

Action Requested

Approval to seek seed funding to carry out the identified analyses, and if warranted, develop a self-supporting funding model to provide necessary supports to enhance state and institutional use of longitudinal data.

Staff and Fiscal Impact

The project will take place over six months. The budget is expected to be \$50,000 and account for approximately .50 FTE.

¹ State Higher Education Executive Officers, "Strong Foundations," Boulder, CO: State Higher Education Executive Officers, 2016, accessed April 5, 2017 at http://www.sheeo.org/sites/default/files/publications/SHEEO_StrongFoundations2016_FINAL.pdf.

² John Armstrong and Katie Zaback, "Assessing and Improving State Data Systems," Washington, DC: Institute for Higher Education Policy, 2016, accessed April 5, 2017 at http://www.sheeo.org/sites/default/files/state_postsecondary_data_systems.pdf.

ACTION ITEM

Policy Analysis and Research FY 2018 Workplan

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

EXISTING ACTIVITIES ONGOING

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

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

Project	Focus	Geo Scope	Staffing	Partners
Western Policy Exchanges	Finance; access & success; workforce & society; technology & innovation; accountability	Western	.05 FTE	N/A
WICHE Policy Webinar Series *	Finance; access & success; workforce & society; technology & innovation; accountability	Western	.10 FTE	Variable

* New activities for FY 2018.

Note: During FY 2018, the Policy Analysis and Research unit is planning an update to its perennial products (including *Tuition and Fees*, the *State Higher Education Policy Database*, the *Policy Publications Clearinghouse*, *Benchmarks*, and the *Regional Fact Book*), that will include synthesizing these complementary resources and making them available online in more contemporary formats such as on-demand data downloads and visualization, and tying them more directly to written reports such as *Policy Insights*, the newly-launched *Data Insights*, *Western Policy Exchanges*, and webinars.

EXISTING ACTIVITIES PROJECTS & INITIATIVES

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

Multistate Longitudinal Data Exchange	Workforce & society; access & success; accountability	Western, expanding nationally	Gates Foundation, \$5,000,000	2.5 FTE in Years 3 and 4	8/2014 - 7/2018	Original states (HI, ID, OR, WA) Expansion states (ND, IN), SAS
<i>Knocking at the College Door: Projections of High School Graduates</i>	Access & success	National	ACT, College Board: \$350,000	1.5 FTE	1/2016 - 12/2018	ACT, College Board
University of Hawai'i: Analysis of University of Hawai'i Graduates	Accountability; workforce & society	Western	University of Hawai'i: \$30,000	.15 FTE	1/2016 - 12/2017	University of Hawai'i
Washington State Higher Education Needs Assessment	Access & success	Western	Washington Student Achievement Council \$171,379	.80 FTE	4/2017 - 12/2017	Washington

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

Knocking at the College Door: Projections of High School Graduates. The Policy Analysis and Research unit has produced state-by-state forecasts for high school graduates for almost 40 years. These projections have become the nation's most widely consulted resource of its kind for a diverse audience of policymakers, enrollment managers, college counselors, educators, researchers, and news media. The 9th edition of projections (through the Class of 2032) was released in December 2016. Webinars and presentations are scheduled on average twice monthly through the end of 2017 to communicate the findings. Staff is developing supplemental analysis for understanding policy and practice implications of the high school trends, such as

male/female high school progression differences, profiles of the high school population by urban/suburban/rural geographies, and additional data dashboards. The *Knocking* projections are serving as a springboard for other policy and analysis work; for example, how to respond to the changed youth/college population and the next generation of student exchanges (see *New Directions* section below).

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

Washington State Higher Education Needs Assessment. WICHE's Policy and Mental Health units are leveraging their deep expertise in qualitative research and education and workforce development policy to compile comprehensive regional perspectives on emerging economic trends, employer needs, and community and student demand. The project team is employing a mixed methods approach to solicit feedback from local stakeholders using in-person focus groups, supplemented by an online employer survey and key informant interviews, all informed by quantitative data about each of the regions.

NEW DIRECTIONS

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

- | | |
|---|--|
| <ul style="list-style-type: none"> ★ = Urgency (mission critical) ● = Opportunity (funding) ■ = Competence (staff/consultants) | <ul style="list-style-type: none"> ★ = low, ★★ = medium, ★★★ = high ● = low, ●● = medium, ●●● = high ■ = low, ■■ = medium, ■■■ = high |
|---|--|

Project Title	Focus	Priority	Geo Scope	Funding	Staffing	Timeline	Partners
WICHE Task Force on Closing Postsecondary Attainment Gaps	Access & success; workforce & society; accountability	★★★ ●● ■■	Western	\$750,000	1 FTE	2 years	TBD
Adult College Completion Network – Building Evidence for Scale	Access & success; workforce & society	★★★ ●●● ■■■	National	\$800,000	1.5 FTE	4 years	Lumina Foundation
Policy and Practice Solutions for Adult Learners	Access & success; workforce & society	★★★ ●●● ■■■	National	\$1.5-2 million	1.75 FTE	4 years	Lumina Foundation
Data with a Purpose	Accountability; workforce & society	★★★ ●●● ■■■	National	\$497,475	.50 FTE	2 years	Strada Education Network
Hitting the Ground Running: Leveraging Work-Based Learning to Improve Educational Outcomes and Meet Workforce Demands	Access & success; workforce & society	★★★ ●● ■■	Western	\$1 million	1.75 FTE	3 years	TBD

Project Title	Focus	Priority	Geo Scope	Funding	Staffing	Timeline	Partners
A Second Chance at Success: Reducing the Fiscal and Social Impact of Recidivism Through Inmate Education and Reentry Programs	Access & success; workforce & society	★★ ●● ■ ■	Western	\$2.5 million	2 FTE	3 years	TBD
Safer Spaces: Aligning Policy and Practice to Reduce Sexual Violence on College Campuses in the West	Access & success; accountability	★★ ●● ■ ■	Western	\$750,000	1.5 FTE	2 years	Washington State Council of Presidents and State Board for Community and Technical Colleges and two to three additional states
Serving Student Soldiers of the West	Access & success; workforce & society	★★ ● ■ ■	Western	\$1 million	1.35 FTE	3 years	Mental Health Program, U.S. Dept. of Defense, Service-members Opportunity Colleges, American Council on Education
<i>Note: The shaded initiatives are of lower priority for staff in the context of their current workload than the other seven initiatives.</i>							

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

Adult College Completion Network – Building Evidence for Scale. The goal of *Adult College Completion Network: Building Evidence for Scale* is to build upon the initial ACCN framework to develop an innovation network of stakeholders with an enhanced focus on building the evidence base for effectively serving adult learners, facilitating collaboration, scaling solutions, and promoting equity. The second phase of the ACCN will leverage its existing membership and activities and pursue new approaches to achieve the following four objectives: 1) build the evidence base for effectively serving adult learners; 2) facilitate collaboration among network members; 3) share scalable solutions across the field; and 4) link adult college completion work with the broader equity agenda. WICHE will achieve this through a combination of current, revised, and new ACCN offerings. These will include: dramatically expanded evaluation support in the form of direct technical assistance, evaluation resources, and consultation from outside experts; opportunities for member collaboration such as an annual workshop, targeted network learning trips, virtual discussions, direct peer-to-peer connections; and the dissemination of promising strategies with the potential for scale through a variety of mechanisms. Ultimately, WICHE seeks to capitalize on its existing knowledge of the adult credential completion field to drive the community’s efforts forward by sourcing and sharing innovation, better using data, and greater collaboration.

Policy and Practice Solutions for Adult Learners. Building on lessons learned from the *Nontraditional No More* project and the Adult College Completion Network, WICHE seeks to partner with states to increase the number of adults with a postsecondary credential of value. To accomplish that goal, the project will: identify high-impact supports for adult learners that correlate with increased credential completion; develop effective and aligned policy and practice for serving adult learners in concert with states, postsecondary systems, postsecondary institutions, employers, and local leaders; and measure the impact of the initiatives aimed at increased postsecondary credential completion for adults to drive continuous improvement. To achieve these objectives, WICHE will select state partners through a competitive RFP process; facilitate a guided planning process with selected states; and ultimately work with state partners to implement a data-driven approach to meeting their attainment goals by serving returning adult students. Project activities will include technical assistance, facilitated state and interstate meetings, routine communication of lessons learned through publications and presentations, and a rigorous evaluation component.

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

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

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

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

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

POTENTIAL FUTURE PROJECTS

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

The Impact of Dual and Concurrent Enrollment on Student Success in Postsecondary Education is a project that would assess the postsecondary success of students who enroll in (and successfully complete) dual and concurrent enrollment courses while still in high school.

Western Postsecondary Data Users Network is an effort that would convene key state, system, and institutional education and workforce researchers to address common questions, provide technical assistance, and assist in professional development with the aim of ensuring that Western policymakers have access to high quality evidence to develop, assess, and improve education and training policies and programs.

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

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

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

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

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

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

Council for Adult and Experiential Learning (CAEL) and WICHE Research Initiative (Fueling the Race 2.0). Five years ago, CAEL conducted the first national, multi-institutional study examining the academic outcomes of adult students who take advantage of prior learning assessment (PLA). In *Fueling the Race to Postsecondary Success: A 48-Institution Study of Prior Learning Assessment and Adult Student Outcomes*, CAEL found that adult students with PLA credit were two-and-a-half times more likely to complete their degrees than adult students without PLA credit. Much has changed in higher education since then, making another comprehensive study examining the impacts of PLA timely. Thus, CAEL seeks to engage WICHE as a partner on a proposal for a multi-part PLA research project addressing four main areas: impact on student outcomes, return on investment, academic integrity of PLA, and access to PLA nationally. Spanning three years, this effort would consist of three parts: the main institutional study of PLA and academic student outcomes; the return on investment for institutions, states, and systems; and the predictive validity of PLA. (Approved)

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

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

Informing Career and Technical Education and Economic Development Programs to Meet State Workforce Needs. This project explores how career and technical education and economic development programs can be best organized and informed with contemporary workforce data to meet states’ workforce needs.

Streamlining Implementation of Outcomes-Based Funding Models is a project that will assist states and postsecondary institutions in adopting outcomes-based funding policies in ways that best ensure policy goals are achieved.

COMPLETED PROJECTS

Work that staff finished in FY 2017.

Adult College Completion Network. WICHE completed the final year of the no-cost extension for the Adult College Completion Network grant from Lumina Foundation, which involved identifying and disseminating promising practices and new research with relevance for returning adult students with some college credit and no credential.

Colorado Department of Higher Education (CDHE) Contract. WICHE was hired to assist the department with state-level strategic planning and execution of work related to its Strategic Priority Initiatives, including closing the state’s attainment gap by at least half by 2025 and expanding the number of adults with a meaningful credential.

College Access Challenge Grant (CACG) Consortium. For seven years, states have participated in the CACG Consortium, where WICHE works closely with each state to administer its federally funded formula grant program, designed to increase the number of low-income students who are prepared to enroll and succeed in postsecondary education. This was the final year of federal funding for Alaska and Idaho, so work ended in August 2016.

Smarter Balanced Assessment Consortium. With funding from the Helmsley Charitable Trust and the University of California, WICHE worked with the Smarter Balanced Assessment Consortium to serve as a fiscal agent for the performance of the following services: strategic planning for the Smarter Balanced Assessment Consortium; examining how high school assessment can function as an early-warning system and as a tool for ensuring that students graduate ready for college or the workplace; exploring of new markets in adult and higher education; assisting in identifying options and opportunities for career readiness; and addressing technical and policy issues related to score reporting.

South Dakota Board of Regents (SDBOR) Contract. WICHE provided SDBOR consultation services to examine how the state might develop a strategy for redesigning state-funded financial aid programs. WICHE facilitated a series of meetings with the Financial Aid Task Force to develop a financial aid model that aligns with state goals for student success and affordability, and promotes both greater access and success for students and predictability for institutions. WICHE developed an interactive simulation tool that modeled recommendations for SDBOR using data from SDBOR, technical institutes and private colleges.

Washington Student Achievement Council – Higher Education Needs Assessment for Southeast King County. WICHE led a higher education needs assessment for the southeastern region of King County, Washington, collecting and analyzing quantitative and qualitative data and suggesting a plan for meeting identified needs. WICHE subcontracted with NCHEMS on the project and completed the assessment in December 2016.



Plenary Session II

Cybersecurity Training, Education, and Workforce Development in the Western Region

Monday, May 22, 2017
2:00 – 3:00 p.m.
Bay 4

Western Interstate
Commission
for Higher Education

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Monday, May 22, 2017

2:00 - 3:00 p.m.
Bay 4

**Plenary Session II:
Cybersecurity Training, Education, and Workforce
Development in the Western Region**

We are pleased to have Jim Alves-Foss and Karen Thurston from the University of Idaho join us to discuss their work within the Computer Science Program, Center for Secure and Dependable Systems (CSDS) – a multidisciplinary program within the School of Engineering – and the Cybersecurity Training and Operations Center (CTOC). Specifically, we’ll learn about jobs available to graduates in cybersecurity, the CTOC certification and apprenticeship programs for working professionals, a professional development program to serve C-level executives in critical infrastructure industry sectors in cyber hazard mitigation planning, and programs in other states geared at preparing a cybersecurity workforce. Finally, Mike Abbiatti, vice president for educational technologies and WCET executive director, will highlight a proposed pilot program that WICHE is developing in partnership with the federal Department of Homeland Security (DHS) and the Federal Emergency Management Agency (FEMA) titled “Senior Higher Education Leader Cyber-Exercise Pilot Program.”

Session Goals

- Provide commissioners and staff with the opportunity to learn about a higher education initiative within the meeting’s host state.
- Introduce the WICHE/DHS/FEMA partnership for the Senior Higher Education Leader Cyber-Exercise Pilot Program.
- Seek volunteer states to participate in the pilot program.

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

Speakers: Jim Alves-Foss, professor, Computer Science Department, College of Engineering, University of Idaho, and Karen Thurston, director of the Cybersecurity Training and Operations Center (CTOC), University of Idaho

Biographical Information on the Facilitator and Speakers

Mike Abbiatti is the executive director of WCET and WICHE vice president for educational technologies. Abbiatti assumed the WCET leadership position in January 2015. Previously he was the director of the Southern Regional Education Board (SREB) Educational Technology Cooperative. Abbiatti was formerly associate commissioner for information and learning technology for the Louisiana Board of Regents. He is the founding director of the successful Louisiana Board of Regents Electronic Campus, the Louisiana Optical Network Initiative, and former director of distance education for Louisiana State University. Abbiatti was also incident commander for Louisiana Higher Education during Hurricanes Katrina and Rita. While with the University of Arkansas, Abbiatti developed the AR Research and Education Optical Network (ARE-ON). He has chaired the National Emergency Management Standards Committee that involved cybersecurity procedures and protective measures.

SCHEDULE
EXEC CTTE
WELCOME
Plenary 1 SAFER SPACES
PROGRAMS
POLICY
Plenary 2 CYBERSECURITY
Plenary 3 KNOCKING
BUSINESS
Plenary 4 COMMUNICATIONS
REFERENCE

Abbiatti has been recognized by the Computerworld-Smithsonian Awards Program as a Laureate signifying leadership in the design, deployment, and utilization of information technology for the benefit of Louisiana's citizens, and is a past member of the EDNET Education Executive Advisory Board. Other national recognitions include the United States Distance Learning Association's Most Outstanding Achievement by an Individual in K-12 Award, and Electronic Learning Magazine's Distinguished Achievement Award through the Educator of the Year Program.

James "Jim" Alves-Foss received his bachelor's in mathematics and computer science and physics in 1987, his master's in computer science in 1989, and his doctorate in computer science with an emphasis in formal methods and computer security in 1991 – all from UC Davis. Alves-Foss is a founding member and now director of the UI Center for Secure and Dependable Systems. The center oversees UI's Scholarship for Service program, a National Science Foundation sponsored program to train the nation's next generation of cyber security professionals. He has published over 110 refereed conference and journal papers and has been a principal investigator on over 50 research awards. Recently he led a team that qualified as one of the seven finalists in the DARPA Cyber Grand Challenge, beating out over 100 other teams in this national competition.

Karen Thurston is the director of the Cybersecurity Training and Operations Center (CTOC) for the University of Idaho, Coeur d'Alene. This statewide workforce training program, partially funded by the Idaho Department of Labor, offers cybersecurity continuing education to technical, management, and executive audiences. Topics include standard frameworks for planning, management, user awareness, technical control implementation and monitoring, incident response, and recovery. Courses also include certification preparation for IT professionals. Thurston has been appointed to the Kootenai County Local Emergency Planning Committee and is working with local government agencies on cyber hazard risk mitigation and response strategies and tactics. She also leads a private consulting firm, Cybersecurity Partners, providing cybersecurity lifecycle services. She is a Certified Information Systems Security Professional (CISSP), a Project Management Professional (PMP), and a doctoral student in computer science at the University of Idaho, Coeur d'Alene. Thurston chairs the Kootenai Perspectives working committee of the Coeur d'Alene Economic Development Corporation (formerly JobsPlus), and actively promotes Idaho as an ideal place to live and work to her contacts in other states.

WICHE



Plenary Session III

Knocking at the College Door: Responding to Changing Demographics to Increase Postsecondary Attainment

Monday, May 22, 2017

3:15 – 4:30 p.m.

Bay 4

7 Monday 3:15 - 4:30 p.m.

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Monday, May 22, 2017

3:15 - 4:30 p.m.

Bay 4

**Plenary Session III:
Knocking at the College Door: Responding to Changing
Demographics to Increase Postsecondary Attainment**

For 40 years, WICHE has produced *Knocking at the College Door: Projections of High School Graduates*. The latest edition projects continued demographic change for the country and the Western region. Among the results: the overall flattening out of the number of high school graduates in the nation; steady decreases in the numbers of white, non-Hispanic high school graduates; and swift increases in the number of Hispanic high school graduates. This session will highlight recently released data about changing demographics in the West, include a discussion about trends in the region, and conclude with small-group discussions.

Session Goals:

- Provide commissioners with an overview of the projections of high school graduates from the 9th edition of *Knocking at the College Door*.
- Facilitate a group discussion on the implications for the Western region.
- Provide the opportunity for commissioners to examine their state data in depth and discuss implications within a small-group format.

Speakers: Joe Garcia, president, WICHE, and Demi Michelau, vice president, policy analysis and research, WICHE

Biographical Information on the Speakers

Joe Garcia was appointed president of WICHE in June 2016. He served as the lieutenant governor of Colorado and as the executive director of the Colorado Department of Higher Education, beginning in 2011. He had previously served on the WICHE Commission for nine years, including as its chair in 2011. During his time as lieutenant governor and as the SHEEO for Colorado, Garcia focused on increasing equity in outcomes for all students, particularly those from low-income backgrounds and communities of color. Prior to being elected lieutenant governor, Garcia served as president of Colorado State University-Pueblo, which was named the Outstanding Member Institution by the Hispanic Association of Colleges and Universities during his tenure. He also served as president of Colorado’s second-largest community college, Pikes Peak Community College, where he was twice named President of the Year by the State Student Advisory Council. His previous public service positions included serving as a member of the cabinet of Gov. Roy Romer and as a White House appointee under President Bill Clinton at the Department of Housing and Urban Development. He also was employed in the private practice of law for 10 years at the firm of Holme Roberts & Owen, where he became the first Hispanic partner in the 100-year history of the firm. Garcia earned his B.S. in business at the University of Colorado Boulder and his J.D. from Harvard Law School.

SCHEDULE
EXEC CTTE
WELCOME
Plenary 1 SAFER SPACES
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Plenary 2 CYBERSECURITY
Plenary 3 KNOCKING
BUSINESS
Plenary 4 COMMUNICATIONS
REFERENCE

Demarée K. Michelau is the vice president for policy analysis and research at WICHE. In this role, she manages WICHE's Policy Analysis and Research unit and oversees externally funded projects related to adult learners, projections of high school graduates, college access and success, and the development of a multistate longitudinal data exchange. The author of numerous reports and policy briefs, she also has experience on a variety of higher education policy issues, including articulation and transfer, equity and attainment, accelerated learning options, college affordability, common academic standards, and K-16 reform. Previously, she held positions with the National Conference of State Legislatures and with former Colorado Congressman David Skaggs. Michelau received her bachelor's degree in public law from Northern Illinois University and her master's degree and Ph.D. in political science from the University of Colorado Boulder.



Committee of the Whole Business Session

Tuesday, May 23, 2017
8:30 – 9:45 a.m.
Bay 4

8 Monday 8:30 - 9:45 a.m.

Western Interstate
Commission
for Higher Education

www.wiche.edu

Tuesday, May 23, 2017

8:30 - 9:45 a.m.

Bay 4

Committee of the Whole – Business Session

Agenda

Reconvene Committee of the Whole: Patricia Sullivan, WICHE chair

Report and recommended action of the Executive Committee:
Patricia Sullivan, WICHE chair

Report and recommended action of the Programs and Services Committee:
Eileen Klein, committee chair [Tab 4]



Approval of the FY 2018 workplan sections pertaining to the Programs and Services unit's activities [Tab 4]



Approval of Professional Student Exchange Program Support Fee Incentives for Participating Public Programs [Tab 4]

Report and recommended action of the Policy Analysis and Research Committee: Christopher Cabaldon, committee chair [Tab 5]



Approval of the Western Postsecondary Data Users Network [Tab 5]



Discussion and approval of the FY 2018 workplan sections pertaining to the Policy Analysis and Research unit's activities [Tab 5]

Committee of the Whole Action Items



Approval of the FY 2018 annual operating budget – general fund and non-general fund budgets 8-3



Approval of FY 2018 salary and benefit recommendations 8-12



Approval of the proposed Senior Higher Education Leader Cyber-Exercise Pilot Program 8-13



Approval of the proposed modifications to the WICHE Bylaws 8-14



Approval of the FY 2018 workplan 8-27

Information Item

Administrative Services/Operations Overview 8-47

SCHEDULE
EXEC CTTE
WELCOME
Plenary 1 SAFER SPACES
PROGRAMS
POLICY
Plenary 2 CYBERSECURITY
Plenary 3 KNOCKING
BUSINESS
Plenary 4 COMMUNICATIONS
REFERENCE

Review of the Commissioner Code of Ethics

8-50

Electronic meeting evaluation <https://surveyMonkey.com/r/CRGXDWL>

Other business

Adjourn Committee of the Whole Business Session

ACTION ITEM

FY 2018 Annual Operating Budget

(Including General Fund Budget and Non-General Fund Budgets)

Background

The general fund budget proposed by staff for FY 2018 (July 1, 2017 to June 30, 2018) is for a WICHE program that provides service to member states, as well as supporting a wide range of highly significant projects. General fund income not only supports basic WICHE program activities, such as the work of the Student Exchange Program and the Policy Analysis and Research unit; it also provides an organizational structure that allows WICHE to become involved in other regional resource-sharing activities in higher education, many of which are supported by nonstate dollars.

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

Action Requested

Approval of the FY 2018 general fund budget and the FY 2018 non-general fund budgets.

Western Interstate Commission for Higher Education

General Fund Budget

Comparing FY 2017 with FY 2018

Revenue and Expenditures

March 2017

	FY 2017				FY 2018				
	FY 2017 Budget	FY 2017 Projection	Projection Higher or (Lower) than Budget		FY 2018 Budget	FY 2018 Budget Higher or (Lower) than FY 2017 Budget		FY 2018 Budget Higher or (Lower) than FY 2017 Projection	
Revenue									
4102 Indirect Cost Reimbursements	\$600,000	\$751,530	\$151,530	25.3%	\$600,000	\$0	0.0%	(\$151,530)	-20.2%
4104 Indirect Cost Sharing-WICHE	(\$160,000)	(\$142,058)	\$17,942	-11.2%	(\$160,000)	\$0	0.0%	(\$17,942)	12.6%
4201 Members/Fees States/Institutions	\$2,320,000	\$2,237,800	(\$82,200)	-3.5%	\$2,384,000	\$64,000	2.8%	\$146,200	6.5%
4300 Interest	\$24,000	\$53,335	\$29,335	122.2%	\$50,000	\$26,000	108.3%	(\$3,335)	-6.3%
4400 Publication Sales & Refunds	\$52	\$13	(\$39)	-75.1%	\$52	\$0	0.0%	\$39	301.2%
4600 Other Income	\$60,000	\$7,963	(\$52,037)	-86.7%	\$60,000	\$0	0.0%	\$52,037	653.5%
4850 Credit Card Transaction Rev. / Units	\$500	\$125	(\$375)	-75.0%	\$500	\$0	0.0%	\$375	300.1%
4900 Interfund Transfers		\$6,090	\$6,090			\$0		(\$6,090)	-100.0%
Total Revenue	\$2,844,552	\$2,914,798	\$70,247	2.5%	\$2,934,552	\$90,000	3.2%	\$19,753	0.7%
Expenditures									
0102 Student Exchange Program	\$345,302	\$335,977	(\$9,326)	-2.7%	\$355,609	\$10,307	3.0%	\$19,632	5.8%
0104 Policy Analysis & Research	\$406,074	\$389,950	(\$16,125)	-4.0%	\$418,542	\$12,468	3.1%	\$28,592	7.3%
0105 Communications & Public Affairs	\$453,594	\$372,299	(\$81,295)	-17.9%	\$467,962	\$14,368	3.2%	\$95,663	25.7%
0110 President's Office	\$560,577	\$520,852	(\$39,725)	-7.1%	\$577,911	\$17,333	3.1%	\$57,058	11.0%
0111 Commission Meeting Expense	\$203,123	\$203,995	\$872	0.4%	\$209,263	\$6,140	3.0%	\$5,269	2.6%
0112 Administrative Services	\$627,749	\$622,350	(\$5,399)	-0.9%	\$646,398	\$18,649	3.0%	\$24,047	3.9%
0115 Miscellaneous Gen. Fund	\$179,863	\$182,715	\$2,852	1.6%	\$185,259	\$5,396	3.0%	\$2,544	1.4%
0116 Program Development	\$25,000	\$21,946	(\$3,054)	-12.2%	\$25,000	\$0	0.0%	\$3,054	13.9%
0131 LAC Meeting	\$41,200	\$38,265	(\$2,935)	-7.1%	\$42,436	\$1,236	3.0%	\$4,171	10.9%
Total Expenditures	\$2,842,483	\$2,688,348	(\$154,135)	-5.4%	\$2,928,379	\$85,896	3.0%	\$240,031	8.9%
Surplus (Deficit) for the Fiscal Year	\$2,069	\$226,450	\$224,381		\$6,173	\$4,104			
Reserves at Beginning of Year									
1 Minimum Reserve	\$341,098	\$341,098	\$0	0.0%	\$351,405	\$10,307	3.0%	\$10,307	3.0%
2 Reserve for Facility Payments	\$251,000	\$251,000	\$0	0.0%	\$251,000	\$0	0.0%	\$0	0.0%
3 Reserve for Unexpected Shortfall	\$284,248	\$284,248	\$0	0.0%	\$292,838	\$8,590	3.0%	\$8,590	3.0%
4 Reserve to Operate Accounts Receivable	\$850,000	\$850,000	\$0	0.0%	\$850,000	\$0	0.0%	\$0	0.0%
5 Reserve Available for Dedication	\$699,990	\$699,990	\$0	0.0%	\$907,543	\$207,553	29.7%	\$207,553	29.7%
Reserves at Beginning of Year	\$2,426,336	\$2,426,336	\$0	0.0%	\$2,652,786	\$226,450	35.7%	\$226,450	35.7%
Reserves Dedicated during Year									
6 Organizational Systems Review	\$100,000				\$0	\$100,000	100.0%		
7 Deficit (Surplus) for the Fiscal Year above	(\$2,069)	(\$226,450)	\$224,381		(\$6,173)	\$4,104		(\$220,278)	97.3%
Reserves Dedicated during the Fiscal Year	\$97,931	(\$226,450)	\$224,381		(\$6,173)	\$104,104	100.0%	(\$220,278)	97.3%
Reserves at End of Year	\$2,328,405	\$2,652,786	\$224,381		\$2,658,959	\$330,554			

- (a) At the May 2016 meeting the Commission set the FY 2018 dues to \$149K and the FY 2019 dues to \$153K. The FY17 Dues are \$145K.
- (b) Minimum reserve set by the commission is 12% of Budgeted Expenses. Set May 2000.
- (c) Facility Payments reserve set by commission at 6 months of cost. Set May 2007.
- (d) Unexpected Shortfall reserve set by commission at 10% of Budgeted Expenses. To be used only if anticipated funding does not materialize. Set May 2007.
- (e) Reserve amount needed float accounts receivable until payments are received for contracted work. Approved by Executive Committee February 2016.
- (f) Approved by Executive Committee February 2016.

Western Interstate Commission for Higher Education

Two Year Budget for FY 2017 and FY 2018

Programs and Services

March 2017

9 months elapsed 3 months remaining Object / Description	FY 2017 Total	FY 2017 Budget	FY 2018 Budget	Variance	%
Actual > 01-Jul-16 -- 31-Mar-17 Forecast > 01-Apr-17 -- 30-Jun-17	01-Jul-16	01-Jul-16	01-Jul-17	FY 2018 budget higher or (lower) than	FY 17
Actual > 01-Jul-16 -- 31-Mar-17 Forecast > 01-Apr-17 -- 30-Jun-17	30-Jun-17	30-Jun-17	30-Jun-18		
11-20 MHEC Master Property Program	\$20,097	\$20,000	\$20,000	\$0	0.0%
11-21 MHECtech	\$81,320	\$41,200	\$95,324	\$54,124	131.4%
11-22 MHECare	\$41,683	\$22,500	\$22,300	(\$200)	-0.9%
11-35 NANSLO	\$160			\$0	
11-42 Passport Phase II - Gates	\$813,960	\$812,680	\$595,497	(\$217,183)	-26.7%
11-43 Passport Phase II - Lumina	\$182,663	\$187,633		(\$187,633)	-100.0%
11-61 Passport Phase III - ED	\$2,374,546	\$2,542,582	\$752,529	(\$1,790,053)	-70.4%
13-01 ICE School	\$3,705			\$0	
15-01 Western Academic Leader Forum	\$98,894	\$93,850	\$104,450	\$10,600	11.3%
15-15 Internet Course Exchange	\$18,968	\$15,000	\$7,500	(\$7,500)	-50.0%
15-20 Western Alliance Comm Colleges	\$80,275	\$81,593	\$89,750	\$8,157	10.0%
15-30 Forum Academy	\$26,250	\$29,750	\$40,000	\$10,250	34.5%
Revenue	\$3,742,520	\$3,846,788	\$1,727,350	(\$2,119,438)	-55.1%
Total Revenue	\$3,742,520	\$3,846,788	\$1,727,350	(\$2,119,438)	-55.1%
11-01 General Student Services	\$0			\$0	
11-05 WICHE.edu Upgrade	\$0	\$6,000		(\$6,000)	-100.0%
11-20 MHEC Master Property Program	\$10,202	\$12,440	\$14,126	\$1,686	13.6%
11-21 MHECtech	\$3,261	\$175,537	\$95,324	(\$80,213)	-45.7%
11-22 MHECare	\$8,127	\$19,182	\$19,667	\$485	2.5%
11-42 Passport Phase II - Gates	\$264,664	\$523,092	\$333,654	(\$189,437)	-36.2%
11-43 Passport Phase II - Lumina	\$82,965	\$187,633		(\$187,633)	-100.0%
11-61 Passport Phase III - ED	\$1,388,048	\$1,722,592	\$331,609	(\$1,390,984)	-80.7%
13-01 ICE School	\$3,705			\$0	
15-01 Western Academic Leader Forum	\$75,661	\$80,203	\$102,403	\$22,201	27.7%
15-15 Internet Course Exchange	\$17,996	\$14,411	\$5,798	(\$8,613)	-59.8%
15-20 Western Alliance Comm Colleges	\$75,030	\$72,095	\$85,553	\$13,458	18.7%
15-30 Forum Academy	\$26,262	\$27,423	\$39,332	\$11,909	43.4%
Expense	\$1,955,921	\$2,840,608	\$1,027,467	(\$1,813,142)	-63.8%
Total Expense	\$1,955,921	\$2,840,608	\$1,027,467	(\$1,813,142)	-63.8%
Revenue over (under) Expense	\$1,786,599	\$1,006,180	\$699,883	(\$306,297)	

Western Interstate Commission for Higher Education

Two Year Budget for FY 2017 and FY 2018

Policy Analysis and Research

March 2017

	FY 2017	FY 2017	FY 2018		
9 months elapsed					
3 months remaining					
	Total	Budget	Budget	Variance	%
Object / Description	Actual > 01-Jul-16 -- 31-Mar-17 Forecast > 01-Apr-17 -- 30-Jun-17	01-Jul-16 30-Jun-17	01-Jul-17 30-Jun-18	FY 2018 budget higher or (lower) than	FY 17
08-26 South Dakota Financial Aid	\$8,632	\$30,000		(\$30,000)	-100.0%
50-01 Policy Transition Funding	\$2,830			\$0	
50-18 HSG Methods Review & Expansio	\$293,833	\$350,000		(\$350,000)	-100.0%
51-03 Completion Colleges	\$1,196			\$0	
51-17 WSAC Higher Ed Needs Assess	\$202,235	\$202,500		(\$202,500)	-100.0%
51-18 WSAC Regional HE Needs Asses	\$0	\$60,000	\$111,379	\$51,379	85.6%
51-30 Hawaii MLDE Contract	\$3,705	\$10,000	\$5,000	(\$5,000)	-50.0%
51-32 Multistate Data Exchange 2	\$2,250,161	\$1,500,000	\$2,000,000	\$500,000	33.3%
51-36 IHEP MLDE Paper	\$780			\$0	
52-04 Adult Degree Completion Y4	\$4,609	\$18,000		(\$18,000)	-100.0%
52-14 Smarter Balanced	\$113,944	\$140,000		(\$140,000)	-100.0%
52-15 UCLA Smarter Balanced	\$0	\$99,000		(\$99,000)	-100.0%
52-42 ECS Federalism in Post Sec Ed	\$15,000	\$15,000		(\$15,000)	-100.0%
53-01 CO Adult Learning Symposium	\$10,653	\$10,000	\$10,000	\$0	0.0%
53-13 CDHE Attainment Gap	\$9,263	\$10,000		(\$10,000)	-100.0%
54-51 College Access Challenge Grant ((\$4,083)			\$0	
Revenue	\$2,912,757	\$2,444,500	\$2,126,379	(\$318,121)	-13.0%
Total Revenue	\$2,912,757	\$2,444,500	\$2,126,379	(\$318,121)	-13.0%
08-26 South Dakota Financial Aid	\$0	\$30,000		(\$30,000)	-100.0%
50-18 HSG Methods Review & Expansio	\$294,085	\$350,326		(\$350,326)	-100.0%
51-17 WSAC Higher Ed Needs Assess	\$120,468	\$202,500		(\$202,500)	-100.0%
51-18 WSAC Regional HE Needs Asses	\$0	\$60,000	\$111,379	\$51,379	85.6%
51-30 Hawaii MLDE Contract	\$840	\$10,000	\$5,000	(\$5,000)	-50.0%
51-32 Multistate Data Exchange 2	\$1,305,979	\$1,500,000	\$1,663,745	\$163,746	10.9%
51-36 IHEP MLDE Paper	\$114			\$0	
52-04 Adult Degree Completion Y4	\$4,609	\$18,624		(\$18,624)	-100.0%
52-14 Smarter Balanced	\$114,042	\$140,000		(\$140,000)	-100.0%
52-15 UCLA Smarter Balanced	\$6,704	\$99,000		(\$99,000)	-100.0%
52-42 ECS Federalism in Post Sec Ed	\$3,192	\$15,000		(\$15,000)	-100.0%
53-01 CO Adult Learning Symposium	\$8,542	\$10,000	\$10,000	\$0	0.0%
53-13 CDHE Attainment Gap	\$9,638	\$10,000		(\$10,000)	-100.0%
54-51 College Access Challenge Grant (\$8,641			\$0	
Expense	\$1,876,851	\$2,445,449	\$1,790,124	(\$655,324)	-26.8%
Total Expense	\$1,876,851	\$2,445,449	\$1,790,124	(\$655,324)	-26.8%
Revenue over (under) Expense	\$1,035,906	(\$949)	\$336,255	\$337,203	

Western Interstate Commission for Higher Education

Two Year Budget for FY 2017 and FY 2018

Mental Health

March 2017

9 months elapsed 3 months remaining Object / Description	FY 2017 Total	FY 2017 Budget	FY 2018 Budget	Variance	%
<i>Actual ></i> 01-Jul-16 -- 31-Mar-17 <i>Forecast ></i> 01-Apr-17 -- 30-Jun-17	01-Jul-16	01-Jul-17	01-Jul-17	FY 2018 budget higher or (lower) than	FY 17
40-01 MH - State Affiliation Fees	\$294,255	\$305,000	\$285,000	(\$20,000)	-6.6%
40-10 MH - Decision Support Group	\$48,000	\$54,000	\$60,000	\$6,000	11.1%
40-21 MH - Suicide Prevention Toolkits	\$23,907	\$24,975	\$2,500	(\$22,475)	-90.0%
41-01 MH - Consulting Main Account	\$197,797	\$128,920	\$150,000	\$21,080	16.4%
41-20 AZ Evidence Based FY14--FY15	\$402,585	\$402,585	\$402,585	\$0	0.0%
41-30 AZ Mercy Maricopa EBP FY15-16	\$384,582	\$430,000	\$120,000	(\$310,000)	-72.1%
41-33 AZ Recruitment & TA	(\$20,159)		\$0	\$0	
41-38 AZ MMIC PSH Redesign	\$0			\$0	
41-39 AZ MMIC Training 2017	\$150,000	\$150,000	\$150,000	\$0	0.0%
41-45 SD DBH Annual Fidelity Review	\$41,006	\$49,500	\$49,500	\$0	0.0%
41-80 VA Rural Suici FY 15, 16 and 17	\$276,822	\$230,513	\$116,667	(\$113,846)	-49.4%
41-83 AZ MMIC MHBG EPB Grant Awar	\$47,901	\$50,000		(\$50,000)	-100.0%
42-02 UTEP FY 13 Intern Program	\$8,844	\$10,000	\$2,500	(\$7,500)	-75.0%
42-13 NV DPBH Organizational Study	(\$1,125)			\$0	
42-21 CO OSPB BH Funding Study	\$188,700	\$199,234		(\$199,234)	-100.0%
42-22 MH of Colorado School Based BH	\$18,182	\$18,182	\$31,818	\$13,636	75.0%
43-13 WY Technical Assistance 2016	\$17,222	\$88,000		(\$88,000)	-100.0%
43-30 CO OBH Circle Program Study	\$0			\$0	
44-28 AK Trust - Annapolis Coalition	\$639			\$0	
44-40 MH - AK API FY 15/16	\$73,970	\$75,000		(\$75,000)	-100.0%
45-01 MH - Anticipated New Funding	\$0		\$775,000	\$775,000	
45-17 AK-Child Alaska Screening Tool	\$0			\$0	
45-37 AK Natv Tribal Hlth Consortium	\$97,490	\$99,250	\$19,850	(\$79,400)	-80.0%
45-40 AK Trust PIC FY17	\$32,813	\$42,188	\$63,000	\$20,813	49.3%
45-41 AK PIC FY 15	\$1,665			\$0	
45-43 MH - AK PIC Interns FY11-FY16	\$91,666	\$100,000	\$100,000	\$0	0.0%
46-01 HI - DOH	\$18,846	\$17,250	\$17,250	\$0	0.0%
46-02 HI - DPS	(\$17,233)			\$0	
46-03 HI - DOE	(\$14,691)	(\$14,691)		\$14,691	-100.0%
46-06 HI - DOE Interns	\$307,770	\$300,087	\$262,488	(\$37,599)	-12.5%
46-07 HI - DPS Interns	\$186,144	\$150,000	\$150,000	\$0	0.0%
46-08 HI - DOH Interns	\$84,022	\$80,320	\$80,320	\$0	0.0%
46-15 HI DOE Recruitment	\$87,602	\$78,000	\$56,000	(\$22,000)	-28.2%
46-23 TX CAC Internship Consult	\$20,688	\$20,688		(\$20,688)	-100.0%
46-31 OR Psych Internship FY 15, 16	\$52,362	\$48,413	\$2,400	(\$46,013)	-95.0%
46-40 NV Intern Stipends FY 15-16-17	\$172,692	\$0	\$150,000	\$150,000	#Div/0!
46-51 NV Psych Internship FY 15	\$93,869	\$84,947	\$95,917	\$10,970	12.9%
Revenue	\$3,368,831	\$3,222,359	\$3,142,795	(\$79,564)	-2.5%
Total Revenue	\$3,368,831	\$3,222,359	\$3,142,795	(\$79,564)	-2.5%
40-01 MH - State Affiliation Fees	\$755,237	\$772,133	\$655,850	(\$116,283)	-15.1%
40-10 MH - Decision Support Group	\$27,484	\$30,825	\$30,825	\$0	0.0%
40-21 MH - Suicide Prevention Toolkits	\$598	\$538	\$1,500	\$963	179.1%
41-01 MH - Consulting Main Account	\$99,422	\$7,900	\$80,000	\$72,100	912.7%
41-20 AZ Evidence Based FY14--FY15	\$346,892	\$383,885	\$386,378	\$2,493	0.6%
41-30 AZ Mercy Maricopa EBP FY15-16	\$345,668	\$407,134	\$106,117	(\$301,017)	-73.9%

Western Interstate Commission for Higher Education

Two Year Budget for FY 2017 and FY 2018

Mental Health (continued)

March 2017

9 months elapsed 3 months remaining	FY 2017 <i>Total</i>	FY 2017 <i>Budget</i>	FY 2018 <i>Budget</i>	<i>Variance</i>	<i>%</i>
<i>Object / Description</i>	<i>Actual > 01-Jul-16 -- 31-Mar-17</i> <i>Forecast > 01-Apr-17 -- 30-Jun-17</i>	01-Jul-16 30-Jun-17	01-Jul-17 30-Jun-18	FY 2018 budget higher or (lower) than FY 17	
41-34 WY DOH Consulting and Training	\$660			\$0	
41-37 AZ MMIC Motivational Interview	\$4,029			\$0	
41-38 AZ MMIC PSH Redesign	(\$50,641)			\$0	
41-39 AZ MMIC Training 2017	\$150,000	\$150,000	\$198,460	\$48,460	32.3%
41-45 SD DBH Annual Fidelity Review	\$47,834	\$58,744	\$42,000	(\$16,744)	-28.5%
41-80 VA Rural Suici FY 15, 16 and 17	\$104,497	\$67,761	\$176,858	\$109,097	161.0%
41-83 AZ MMIC MHBG EPB Grant Awar	\$22,453	\$19,050		(\$19,050)	-100.0%
42-02 UTEP FY 13 Intern Program	\$3,891	\$5,720	\$2,037	(\$3,683)	-64.4%
42-13 NV DPBH Organizational Study	\$1			\$0	
42-21 CO OSPB BH Funding Study	\$219,258	\$204,834		(\$204,834)	-100.0%
42-22 MH of Colorado School Based BH	\$12,311	\$10,988	\$13,833	\$2,845	25.9%
42-30 AK DJJ FY 15/16	\$0			\$0	
43-13 WY Technical Assistance 2016	\$8,521	\$50,066		(\$50,066)	-100.0%
43-30 CO OBH Circle Program Study	\$699			\$0	
44-28 AK Trust - Annapolis Coalition	\$1			\$0	
44-39 Ak APU FY 14 FY 15	\$131			\$0	
44-40 MH - AK API FY 15/16	\$73,788	\$24,021	\$12,229	(\$11,792)	-49.1%
45-01 MH - Anticipated New Funding	\$0		\$637,500	\$637,500	
45-37 AK Natv Tribal Hlth Consortium	\$81,419	\$78,869	\$4,701	(\$74,169)	-94.0%
45-40 AK Trust PIC FY17	\$31,637	\$37,375	\$60,000	\$22,625	60.5%
45-43 MH - AK PIC Interns FY11-FY16	\$95,793	\$94,844	\$94,844	\$0	0.0%
46-01 HI - DOH	\$24,928	\$18,801	\$20,090	\$1,288	6.9%
46-02 HI - DPS	\$24,995	\$20,140	\$20,446	\$306	1.5%
46-03 HI - DOE	\$23,326	\$23,141	\$20,660	(\$2,482)	-10.7%
46-06 HI - DOE Interns	\$223,518	\$212,414	\$212,414	\$0	0.0%
46-07 HI - DPS Interns	\$93,179	\$78,857	\$78,857	\$0	0.0%
46-08 HI - DOH Interns	\$88,028	\$76,960	\$76,960	\$0	0.0%
46-15 HI DOE Recruitment	\$49,202	\$23,968	\$17,099	(\$6,869)	-28.7%
46-23 TX CAC Internship Consult	\$5,933	\$12,626		(\$12,626)	-100.0%
46-31 OR Psych Internship FY 15, 16	\$4,797	\$10,928		(\$10,928)	-100.0%
46-40 NV Intern Stipends FY 15-16-17	\$154,272	\$137,338		(\$137,338)	-100.0%
46-51 NV Psych Internship FY 15	\$84,702	\$94,774	\$88,814	(\$5,960)	-6.3%
Expense	\$3,158,463	\$3,114,635	\$3,038,471	(\$76,164)	-2.4%
Total Expense	\$3,158,463	\$3,114,635	\$3,038,471	(\$76,164)	-2.4%
Revenue over (under) Expense	\$210,368	\$107,724	\$104,324	(\$3,400)	

Western Interstate Commission for Higher Education

Two Year Budget for FY 2017 and FY 2018

WCET

March 2017

	FY 2017	FY 2017	FY 2018		
9 months elapsed					
3 months remaining					
<i>Object / Description</i>	<i>Total</i>	<i>Budget</i>	<i>Budget</i>	<i>Variance</i>	<i>%</i>
	<i>Actual > 01-Jul-16 -- 31-Mar-17</i>	<i>01-Jul-16</i>	<i>01-Jul-17</i>	<i>FY 2018 budget higher or (lower) than FY 17</i>	
	<i>Forecast > 01-Apr-17 -- 30-Jun-17</i>	<i>30-Jun-17</i>	<i>30-Jun-18</i>		
20-01 WCET Core Revenue	\$19,285	\$0	\$0	\$0	
20-02 WCET Indirect Cost Share	\$24,695	\$30,000	\$35,000	\$5,000	16.7%
20-03 WCET Membership Dues	\$784,072	\$772,500	\$825,000	\$52,500	6.8%
20-04 WCET Sponsorships	\$82,919	\$83,950	\$85,000	\$1,050	1.3%
21-16 WCET Annual Meeting 2016	\$196,390	\$225,000		(\$225,000)	-100.0%
21-17 WCET Annual Meeting 2017	\$25,717	\$19,483	\$220,000	\$200,517	1029.2%
21-18 WCET Annual Mtg Fall 2018	\$0		\$20,940	\$20,940	
21-38 State Authorization Net. Yr 6	\$338,673	\$359,326		(\$359,326)	-100.0%
21-41 State Auth Nwt. Wksp 4 Boulder	\$1			\$0	
21-42 State Auth Net Workshop Ohio	\$30,991	\$47,000		(\$47,000)	-100.0%
21-43 State Auth Net Work Boulder17	\$21,500			\$0	
21-44 WCET Summit June 2017	\$63,922			\$0	
21-45 State Authorization Net Yr 7	\$0		\$641,939	\$641,939	
22-41 WCET Hewlett Z Initiative	\$36,390		\$148,260	\$148,260	
22-70 WCET UWM-Subgrant	\$9,639	\$9,751		(\$9,751)	-100.0%
Revenue	\$1,634,193	\$1,547,010	\$1,976,139	\$429,129	27.7%
Total Revenue	\$1,634,193	\$1,547,010	\$1,976,139	\$429,129	27.7%
20-10 WCET - Administration	\$882,473	\$890,961	\$938,739	\$47,778	5.4%
21-16 WCET Annual Meeting 2016	\$210,109	\$214,484		(\$214,484)	-100.0%
21-17 WCET Annual Meeting 2017	\$25,717	\$19,484	\$214,210	\$194,726	999.4%
21-18 WCET Annual Mtg Fall 2018	\$0		\$20,940	\$20,940	
21-38 State Authorization Net. Yr 6	\$338,673	\$359,326		(\$359,326)	-100.0%
21-40 State Auth. Network Workshop 3	\$0			\$0	
21-41 State Auth Nwt. Wksp 4 Boulder	\$1			\$0	
21-42 State Auth Net Workshop Ohio	\$30,991	\$47,000		(\$47,000)	-100.0%
21-43 State Auth Net Work Boulder17	\$21,500			\$0	
21-44 WCET Summit June 2017	\$63,921			\$0	
21-45 State Authorization Net Yr 7	\$0		\$392,160	\$392,160	
22-41 WCET Hewlett Z Initiative	\$36,390		\$148,260	\$148,260	
22-70 WCET UWM-Subgrant	\$9,639	\$9,751		(\$9,751)	-100.0%
Expense	\$1,619,414	\$1,541,005	\$1,714,308	\$173,303	11.2%
Total Expense	\$1,619,414	\$1,541,005	\$1,714,308	\$173,303	11.2%
Revenue over (under) Expense	\$14,779	\$6,005	\$261,831	\$255,826	

Western Interstate Commission for Higher Education

Two Year Budget for FY 2017 and FY 2018

Administrative Services/Operations

March 2017

<i>Object / Description</i>	FY 2017		FY 2017	FY 2018	<i>Variance</i>	<i>%</i>
	<i>Total</i>		<i>Budget</i>	<i>Budget</i>		
	<i>Actual ></i>	<i>Forecast ></i>				
	01-Jul-16 -- 31-Mar-17	01-Apr-17 -- 30-Jun-17	01-Jul-16 30-Jun-17	01-Jul-17 30-Jun-18	FY 2018 budget higher or (lower) than	FY 17
17-05 Admin Services Ops	\$702,598		\$425,000	\$560,865	\$135,865	32.0%
Revenue	\$702,598		\$425,000	\$560,865	\$135,865	32.0%
Total Revenue	\$702,598		\$425,000	\$560,865	\$135,865	32.0%
17-05 Admin Services Ops	\$272,858		\$344,115	\$373,569	\$29,454	8.6%
Expense	\$272,858		\$344,115	\$373,569	\$29,454	8.6%
Total Expense	\$272,858		\$344,115	\$373,569	\$29,454	8.6%
Revenue over (under) Expense	\$429,740		\$80,885	\$187,295	\$106,411	

ACTION ITEM

Salary and Benefit Recommendations for FY 2018

Salary

All standard salary increases at WICHE are provided on the basis of performance; WICHE does not provide across-the-board raises, step increases, or cost-of-living adjustments. Occasional exceptions to the “merit only” policy are made if salary surveys indicate a position is out of alignment with other positions within the organization or, within reason, to retain a valued individual who has been offered a more lucrative position elsewhere.

As reflected in the proposed budget agenda item, President Garcia is pleased to recommend a 3 percent for performance-based increases to staff who have performed at exceptionally high levels over the past year.

Benefits

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

Major benefits to staff include the following:

- Participation in WICHE’s retirement plan, which provides two-to-one matching for contributions up to a combined 15 percent [5 from staff, 10 from WICHE], in TIAA/CREF-managed accounts.
- WICHE provides medical insurance through Anthem Blue Cross Blue Shield and dental insurance through Lincoln dental. Medical insurance includes participation in a health savings account (HSA). WICHE provides a set portion of the payment for the medical and dental insurance premiums, with the staff paying the remainder, which varies depending upon the plan and level of coverage elected. WICHE also contributes to each staff member’s health savings account each pay period.
- An optional flex spending account is available for qualified medical and dependent care expenses.
- Life, accidental death and dismemberment, short-term disability, and long-term disability insurance are provided to eligible staff members.
- Generous vacation, sick leave, paid holidays, and personal business leave time are provided for WICHE staff
- WICHE allows conversion of up to 300 hours of accumulated sick leave for most individuals retiring from WICHE (requires at least five years of service and combined age and tenure at WICHE of at least 70 years).
- WICHE provides an employee assistance program for all staff and immediate family members.
- Bus passes are made available to WICHE staff through the RTD Eco Pass program available in the Denver metro area.

Actions Requested

Approval of a 3 percent salary increase, which would cost the WICHE general fund approximately \$41,000 and is included in the proposed FY 2018 budget.

ACTION ITEM

Senior Higher Education Leader Cyber-Exercise Pilot Program

Background

The term "cybersecurity" has multiple meanings and associated connotations throughout the Higher Education community. To the technical community, visions of hardware, software and specific technical skills take center stage. To the faculty, cybersecurity means a specter that can be invoked by clicking on an unfamiliar (or seemingly familiar) link or attachment, or by intentional sabotage by an unhappy employee or student. There is certainly more interpretation of the term cybersecurity across our enterprise. In administration, cybersecurity means enormous risks and costs associated with internal and external threats that impact students, faculty, staff, and donors to include the relatively new investments in cyber insurance and trained staff. Senior decision-makers are faced with the reality that a failed cybersecurity strategy can be a serious threat to career goals. Therefore, more preparation and awareness on the part of the senior leaders is needed.

Program Description

Due to the reality of increasing cyberthreats to higher education institutions, the federal Department of Homeland Security (DHS) and the Federal Emergency Management Agency (FEMA) in coordination with the National Exercise Program (NEP) approached WICHE to partner in regionalizing the successful national cyber-exercise program (historically offered to CIO and Risk Management staff), and to assist in development and deployment of cyber-exercises specifically designed for higher education senior leaders.

The program will consist of a series of distributed cyberthreat exercises to be designed and structured for senior higher education leadership based upon appropriate time constraints and logistics that drive the busy schedules of senior institutional and system leaders. Based in the realities of both internal and external cyberthreat scenarios and the complexities that senior leaders face before, during, and after such events, the exercises will clearly demonstrate that responsibility for effective cybersecurity is no longer a task to be delegated to a CIO or other administrative team member. In every way, the buck for ensuring the privacy and security of institutional data stops at the senior leader's desk. The WICHE/DHS/FEMA Pilot is a course of action whose time has come. Cyber attacks are attempted daily in higher education. The issue of any individual institution being attacked via the Internet or through insider activities is not an "if " scenario, but a "when" reality. Failure to prepare, mitigate, respond, and recover successfully is more critical than ever.

Staff and Fiscal Impact

Mike Abbiatti, WICHE vice president for educational technologies and WCET executive director will be leading the pilot program. Funding for the pilot will be provided by DHS and FEMA.

Action Requested

Approval of the Senior Higher Education Leader Cyber-Exercise Pilot Program.

ACTION ITEM

Approval of the proposed modifications to the WICHE Bylaws

WESTERN INTERSTATE COMMISSION FOR HIGHER EDUCATION

BYLAWS

ARTICLE I

Description, Goals, Program Objectives,
Program Criteria, Operating Principles,
Affiliated States

Section 1. Description

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

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

- a. Academic, technical, and professional fields of study leading to associate, baccalaureate, and/or graduate degrees;
- b. Continuing education;
- c. Vocational-technical education; and
- d. Distance-delivered education.

Section 2. Mission

~~The fifteen 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.

Section 3. Objectives

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

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

Section 4. Program Criteria

The name of the agency implies certain criteria:

- a. Western. That the program has significant implications for people and institutions in the Western states, but may have implications for other states as well;
- b. Interstate. That the program has significant implications for more than one state, usually a group of states, with interstate and interinstitutional cooperation implied;

- c. Commission. That the program is sponsored or co-sponsored by the Commission and has its approval;
- d. Higher Education. That the program has a significant component related to higher education.

Section 5. Operating Principles

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

Section 6. Affiliated States

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

ARTICLE II

Membership

Section 1. Member States

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

Section 1.1 Member Territories

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

Section 2. Tenure

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

Section 3. Vacancies

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

Section 4. Powers of the Commission

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

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

Section 5. Duties and Functions of the Commission

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

- a. To select and appoint a president of WICHE who serves as ~~the~~ WICHE's chief executive officer (generally considered to be the most important task carried out by the Commissioners).
- b. To adopt bylaws, policies, rules, and regulations for the operation of ~~the~~ WICHE.
- c. To evaluate periodically the Mission, Goals, and Objectives of the Commission; the established procedures and policies of ~~the~~ WICHE; ~~and~~ the performance of the president of WICHE; ~~and consider~~ considering

proposals for same from the president or from ~~c~~Committees ~~within~~of WICHE with the president's recommendation.

- d. To delegate authority and responsibility deemed by the Commission to be appropriate and necessary for the most effective operation of ~~the~~ WICHE with the full understanding that such delegation implies the right of the Commission to withdraw or modify the delegation when it is considered wise to do so.
- e. To approve, or authorize others to approve, all grants and contracts between ~~the~~ WICHE and other parties, including but not limited to those contracts for: services rendered, programs offered, equipment and materials to be purchased, lease or rent of facilities, lease or rent or purchase of land, construction of buildings, and care and preservation of all WICHE property.
- f. To approve, by budgeting, the expenditures of all moneys.
- g. To approve policies which apply to the rights and responsibilities of those who are employed by WICHE.
- h. To receive benefits and donations directly from the federal government or from state governments or from private or corporate sources, to be used in ways recommended by the president and deemed by the Commissioners to be in the best interests of WICHE and consistent with its Mission.
- i. To give priority to requests for services, within the parameters of the ~~WICHE~~ Compact, Mission, and resources, originating with or endorsed by the governors or legislators of the compacting states.

ARTICLE III

Meetings

Section 1. Meetings of the Commission

The full Commission shall meet twice each year. Meetings of the Commission shall be held during the months of May or June and November or December on the day and at a time and place set at least one meeting in advance of the meeting to be held. All members shall be given written notice of the meetings ~~of the full Commission~~ at least sixty (60) days prior to the full Commission meetings.

Section 2. Special Meetings

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

Section 3. Attendance at Meetings

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

Section 4. Quorums

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

Section 5. Voting

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

Section 6. Agenda

Items of business requiring action at the meetings of the Commission shall be limited to those appearing on the agenda, which shall be mailed to the members not less than ten (10) days in advance of the scheduled meeting. Whenever possible, working papers and staff recommendations on these items shall accompany the agenda. Nothing in this bylaw shall prohibit the Commission from adding items to the agenda of any meeting if no action is requested thereon at that meeting.

Section 7. Executive Sessions

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

Section 8. Special Executive Sessions

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

ARTICLE IV

Officers, Terms, Duties

Section 1. Officers

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

Section 2. Election

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

Section 3. Duties

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

- a. **Chair.** The Chair of the Commission shall serve as Chair ex officio of the Executive Committee, shall call and preside at all meetings of the Commission and of the Executive Committee, shall prepare agendas for these meetings, shall appoint the appointive members of all committees, and shall be an ex officio member of all Commission committees, with power to vote. In the intervals between meetings of the Commission and of the Executive Committee, the Chair shall represent these bodies.

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

- b. **Vice Chair.** In the absence of the Chair or in the event the Chair is present but desires the Vice Chair to do so, it shall be the duty of the Vice Chair to perform all the duties of the _Chair. The Vice Chair shall be an ex officio member of all Commission committees, with power to vote, and shall assist the Chair and president in liaison with executive, legislative, and other public bodies. The Vice Chair shall be the Chair-Elect and shall succeed the Chair in office. In the event ~~that~~ there is a vacancy in the office of the Chair, the Vice Chair shall serve as Acting Chair until the full Commission, at its next regularly scheduled meeting, can take formal action to designate the Chair.
- c. **Past Chair.** Upon retirement from the office of Chair, the past Chair, if still a WICHE Commissioner, shall upon election by the Commission serve one year in the position of Past Chair and serve on the Executive Committee with vote. In the event that there is a vacancy in the office of the Vice Chair, the Past Chair shall serve as Acting Vice Chair until the full Commission, at its next regularly scheduled meeting, can take formal action to elect or designate a new Vice Chair.
- d. **Secretary-Treasurer.** The Executive Committee shall appoint the president to act as its Secretary-Treasurer to keep minutes of all meetings of the Commission and its committees, and it shall be the duty of the Secretary-Treasurer to send copies of the minutes of all Commission and Executive Committee meetings to the governors and transmit a record of attendance from their states. The Secretary-Treasurer shall file, index, and preserve carefully all minutes, papers, and documents pertaining to the business and proceedings of the Commission and its committees; shall act as custodian of all funds of

the Commission; and shall keep proper accounts concerning the disposition of all such funds. The Commission shall cause the books of account of the Commission to be audited annually.

Section 4. Annual Authorizations of Officers; Delegation of Authority

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

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

Section 5. Bond

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

Section 6. Delegation of Authority

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

ARTICLE V

Committees

Section 1. Executive Committee

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

Section 2. Powers of the Executive Committee

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

Section 3. Attendance at the Executive Committee Meetings

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

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

Section 4. Conduct of the Executive Committee Meetings

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

Section 4. Quorums

Section 5. Voting

Section 6. Agenda

Section 7. Executive Sessions

Section 8. Special Executive Sessions

Section 5. Audit Committee acumen

The Audit Committee of the Commission shall be composed of at least three and not more than five members, shall be composed only of current or former Commissioners, each of whom shall otherwise be independent of any fiduciary advantage from either WICHE or from the public accounting firm employed to audit WICHE. Each

member should be knowledgeable about non-profit financial management ~~principals~~principles and practices. The Chair of the Commission shall appoint the members of the Audit Committee, with the Past Chair of the Commission serving as the Chair of the Audit Committee. ~~In order to~~To preserve continuity, members of the Audit Committee shall be appointed to three or four-year, staggered terms. No member shall serve for more than five consecutive years. The Audit Committee shall:

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

Section 6. Special Committees

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

Section 7. Committees

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

ARTICLE VI

The president of the Commission

Section 1. Employment of the president by the Commission

The Commission employs the president of ~~the Commission~~WICHE.

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

The president of ~~the Commission~~WICHE is the chief executive officer of ~~the Commission~~WICHE to whom the Commission delegates the authority and responsibility for implementing the Commission's Mission, Objectives, Program Criteria, and Operating Principles and managing, supervising, and controlling ~~the Commission~~WICHE's staff, except for such matters as the Commission reserves to itself. The president and all other holders of ~~Commission~~WICHE's employee positions are subject to the rules, regulations, ~~and policies,~~ and operating budgets issued and approved ~~issued~~ by the Commission ~~and to operating budgets approved by the Commission.~~ The president or persons designated by the president are responsible for naming persons to fill positions at ~~the Commission~~WICHE. ~~The rules, regulations, and policies for managing, supervising and controlling the Commission activities include the Commission Policy and Procedure Manual, and such other rules, regulations, and policies as the Commission may adopt or approve.~~ The president may reorganize the structure of the

~~Commission Staff~~WICHE's staff, subject only to the right of the Commission to review the reorganization if the Commission deems it appropriate.

Section 3. Reporting by the president

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

Section 4. Duties and Powers of the president

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

- a. Discharging primary responsibility for all the factors that contribute to the quality of ~~Commission~~WICHE programs and services.
- b. Maintaining general supervision of all relationships between representatives of the member states and the various levels of ~~Commission~~WICHE staff.
- c. Directing financial management of ~~the Commission~~WICHE and its component parts in conformity with Commission management rules, regulations, policies, and procedures. This function includes but is not limited to the preparation of budgets, requests to member states, grant and contract requests, maintenance of financial records and accounts for ~~the Commission~~WICHE and its hosted programs, the receipt and expenditure of all ~~Commission~~WICHE funds, preparation of required financial reports, and signing of grants and contracts.
- d. Directing personnel, including employment and termination, individual wage determination within Commission ratified policy, assigning and reassigning administrative duties, and conditions of employment for administrators, staff, and other employees of ~~the Commissions~~WICHE's programs.

- e. Directing operation and maintenance of the physical plant, purchase of supplies and equipment, and the maintenance of appropriate inventories and records of real and personal property under the jurisdiction of the Commission. Ensuring that the ~~Commission~~ WICHE Office shall be established in one of the member States.
- f. Overseeing fund raising.
- g. Directing management of investments in accordance with the policies and procedures established by the Commission.
- h. Serving as the primary spokesperson for the Commission to news media, constituent groups, government agencies, etc.
- i. Redelegating the above authority as deemed necessary.

Section 5. Removal of the president of the Commission

The relationship between the president of the Commission and the Commission is governed by the letter of appointment between them; by the rules, regulations, and policies of the Commission. ~~Commission and the WICHE Policies and Procedures Manual~~. The president may be removed only as stated in the letter of appointment.

ARTICLE VII

Finance

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

ARTICLE VIII

Changing Bylaws

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

ARTICLE IX

Suspension of Rules

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

Adoption and revisions to the bylaws

Bylaws adopted August 11, 1952; revised August 14, 1961; December 5, 1964; March 27, 1965; August 9, 1971; August 14, 1975; August 13, 1977; February 3, 1979; December 5, 1980; June 15, 1984; June 17, 1989; December 2, 1989; June 13, 1992; December 6, 1997; May 22, 2000; November 9, 2004; ~~and~~ November 6, 2007; and xxxxxx 2017.

ACTION ITEM

Discussion and Approval of the FY 2018 Workplan

Draft WICHE Workplan FY 2018

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

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

WICHE's 16 members are Alaska, Arizona, California, Colorado, Hawai'i, Idaho, Montana, Nevada, New Mexico, North Dakota, Oregon, South Dakota, Utah, Washington, Wyoming, and the U.S. Pacific territories and freely associated states (the Commonwealth of the Northern Mariana Islands and Guam are the first to participate).

Focus Areas. In FY 2018, WICHE's four units – Programs and Services, Policy Analysis and Research, Mental Health Program, and WCET – will strive to assist our members' institutions and students, focusing on five areas:

- **Finance:** Examining appropriations, tuition, and financial-aid policy and practice at the institutional, state, and federal levels.
- **Access & Success:** Improving students' access to and success in higher education, especially those students who haven't been served well in the past.
- **Workforce & Society:** Helping to ensure that our institutions are meeting workforce and societal needs.
- **Technology & Innovation:** Developing innovations that improve higher education and reduce costs.
- **Accountability:** Working to ensure that students receive the education they've been promised, and that government is receiving a strong return on its investment.

Workplan Activities. Our work for FY 2018, our potential projects for the future, and our recently completed projects are organized according to the following categories:

- **Existing Activities:** Our current work, divided into two types:
 - **Ongoing Activities:** Continuing work that supports WICHE's mission, supported by the general fund or fees.
 - **Projects & Initiatives:** Continuing (or new) work supported by grants and contracts.
- **New Directions:** Commissioner-approved projects for which staff is seeking funding.
- **Potential Future Projects:** Work that staff is considering pursuing (and bringing to the commission for approval). Also listed are projects that staff previously considered pursuing but now proposes to remove from the workplan.
- **Completed Projects:** Work that staff finished in FY 2017.

Priority. In the FY 2018 workplan, as per commissioners' request, Existing Activities are not given a priority ranking since they are initiatives that WICHE staff is committed to accomplishing. New Directions are prioritized by mission relevance, opportunity, and staff capacity. Potential Future Projects are under consideration and have not been commissioner-approved; therefore, they are not prioritized.

Programs & Services

The primary goals of the Programs and Services unit are to improve student access and success and to foster higher education collaborations that increase institutional effectiveness. Programs and Services manages WICHE’s four-pronged Student Exchange Program and a number of other initiatives that help institutions and students – undergraduate, graduate, and professional – save money and make good use of available resources. The unit also oversees projects that bring together the West’s higher education leaders to work toward common goals, assists in smoothing the student transfer process, and links students with next-generation learning opportunities. In addition, it helps institutions to achieve cost savings through three purchasing programs in collaboration with the Midwestern Higher Education Compace (MHEC).

EXISTING ACTIVITIES ONGOING

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

Project	Focus	Geo Scope	Staffing	Partners
Western Undergraduate Exchange (WUE)	Access & success; workforce & society	Western	1.05 FTE	All WICHE member states; 160 institutions
Professional Student Exchange Program (PSEP)	Access & success; workforce & society	Western	1.05 FTE	All WICHE members, except CA, CNMI, ID, OR, SD, and WA; 132 programs at 62 institutions
Western Regional Graduate Program (WRGP)	Access & success; workforce & society	Western	1.05 FTE	All WICHE member states; more than 457 programs and 60 institutions
WICHE Internet Course Exchange	Access & success; technology & innovation	National	.05 FTE and consultants	2 consortia serving 36 institutions
Student Exchange Program database upgrades and enhancements	Access & success; workforce and society; technology	Western	.20 FTE	All WICHE member states
Western Academic Leadership Forum	Access & success; accountability	Western	.35 FTE	All WICHE member states except HI; 48 institutions, 9 systems
Western Alliance of Community College Academic Leaders	Access & success; accountability	Western	.30 FTE	All WICHE member states; 72 institutions
Academic Leaders Toolkit	Access & success	Western	(included in Forum and Alliance FTE)	Forum and Alliance members
Western Academic Leadership Academy	Workforce & society; accountability	Western	.12 FTE and consultants	Forum members
MHECare	Access & success; finance	WICHE/MHEC/NEBHE states	.10 FTE	MHEC/Mercer/United HealthCare Student Resources, 3 states: AK; CA; CO; 6 institutions

Project	Focus	Geo Scope	Staffing	Partners
Master Property Program	Finance	WICHE/MHEC/NEBHE/SREB states	.05 FTE	MHEC/Marsh/insurance carriers, 8 states: AZ; CO; ID; NV; OR; UT; WA; WY
MHECtech	Finance	WICHE/MHEC/SREB states	.10 FTE	All WICHE member states
WICHE website, print and electronic communications, media relations	All 5 focus areas	Western/U.S.	2.0 FTE + consultant	All WICHE member states
Conversion of WICHE's constituent relations database to Salesforce	All 5 focus areas	Western/U.S.	.20 FTE	All WICHE member states

EXISTING ACTIVITIES PROJECTS & INITIATIVES

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

Project	Focus	Geo Scope	Funding	Staffing	Timeline	Partners
Interstate Passport®	Access & success; innovation	National	Bill & Melinda Gates Foundation (\$1,647,733); Lumina Foundation (\$1,199,953); U.S. Department of Education First in the World (\$2,999,482)	3.08 - 3.19 FTE + consultants	10/6/2014 - 6/30/2017 for Lumina grants; 10/6/2014-9/30/2019 for Gates grant; 10/1/2015-9/30/2019 for First in the World grant	100+ institutions in 11 WICHE and 5 other states

Interstate Passport® is a program that facilitates block transfer of lower-division general education based on learning outcomes and proficiency criteria. It includes learning outcomes for nine knowledge and skill areas developed by faculty at institutions in multiple states as well as an academic progress tracking system for Passport transfer students designed by registrars and institutional researchers. The goal of the Interstate Passport is to eliminate transfer students' unnecessary repetition of learning previously achieved. WICHE staff provides overall direction and support for this multistate effort.

NEW DIRECTIONS

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

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

Project Title	Focus	Priority	Geo Scope	Funding	Staffing	Timeline	Partners
North American Network of Science Labs Online: ScienceLabReady	Access & success; innovation	★★★ ●●● ■■■	International	Currently seeking funding at \$1.8 million level	1.75 FTE	TBD	Great Falls College - MSU (MT), and North Island College, British Columbia

North American Network of Science Labs Online (NANSLO): ScienceLabReady is an international consortium enabling students to conduct lab activities in introductory biology, chemistry, and physics courses over the internet using software and robotics to control high-quality scientific equipment as they converse in real time with their lab partners across the nation. WICHE staff, in partnership with US Ignite, Internet2, and InCommon Federation, are exploring funding possibilities for a research project measuring the learning outcomes for students in virtual labs and to pilot the use of the NANSLO laboratories with K-12 students.

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

POTENTIAL FUTURE PROJECTS

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

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

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

Improving American Indian College Completion: Linking Policy and Practice (focus areas: access & success). Over three to five years, the initiative will focus on identifying and implementing high impact practices among Native American Serving Institutions (NASI) and develop common goals and strategies to impact state and federal higher education policy to help improve college completion rates among American Indian students.

COMPLETED PROJECTS

Work that staff finished in FY 2017.

Consortium for Healthcare Education Online (CHEO). Eight community colleges in five WICHE states created new (or transformed existing) allied health courses for delivery in an online or hybrid format, incorporating new, web-based experiments designed by North American Network of Science Labs Online (NANSLO). WICHE coordinated the NANSLO work and provided professional development for project partners.

Bridges to the Professoriate provided National Institute of General Medical Sciences (NIGMS)-Minority Access to Research and Careers' (MARC) predoctoral fellows with opportunities to participate in the annual Compact for Faculty Diversity's Institute on Teaching and Mentoring, helping them to gain the skills needed in doctoral programs and academic careers. Annual funding was provided to WICHE (a total of \$3,511,750 over the past 16 years) to support the attendance of NIGMS' MARC fellows at the Institute on Teaching and Mentoring and associated professional development activities.

Policy Analysis and Research

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

EXISTING ACTIVITIES ONGOING

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

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

Project	Focus	Geo Scope	Staffing	Partners
Western Policy Exchanges	Finance; access & success; workforce & society; technology & innovation; accountability	Western	.05 FTE	N/A
WICHE Policy Webinar Series *	Finance; access & success; workforce & society; technology & innovation; accountability	Western	.10 FTE	Variable

* New activities for FY 2018.

Note: During FY 2018, the Policy Analysis and Research unit is planning an update to its perennial products (including *Tuition and Fees*, the *State Higher Education Policy Database*, the *Policy Publications Clearinghouse*, *Benchmarks*, and the *Regional Fact Book*), that will include synthesizing these complementary resources and making them available online in more contemporary formats such as on-demand data downloads and visualization, and tying them more directly to written reports such as *Policy Insights*, the newly-launched *Data Insights*, *Western Policy Exchanges*, and webinars.

EXISTING ACTIVITIES PROJECTS & INITIATIVES

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

Multistate Longitudinal Data Exchange	Workforce & society; access & success; accountability	Western, expanding nationally	Gates Foundation, \$5,000,000	2.5 FTE in Years 3 and 4	8/2014 - 7/2018	Original states (HI, ID, OR, WA) Expansion states (ND, IN), SAS
<i>Knocking at the College Door: Projections of High School Graduates</i>	Access & success	National	ACT, College Board: \$350,000	1.5 FTE	1/2016 - 12/2018	ACT, College Board
University of Hawai'i: Analysis of University of Hawai'i Graduates	Accountability; workforce & society	Western	University of Hawai'i: \$30,000	.15 FTE	1/2016 - 12/2017	University of Hawai'i
Washington State Higher Education Needs Assessment	Access & success	Western	Washington Student Achievement Council \$171,379	.80 FTE	4/2017 - 12/2017	Washington

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

Knocking at the College Door: Projections of High School Graduates. The Policy Analysis and Research unit has produced state-by-state forecasts for high school graduates for almost 40 years. These projections have become the nation's most widely consulted resource of its kind for a diverse audience of policymakers, enrollment managers, college counselors, educators, researchers, and news media. The 9th edition of projections (through the Class of 2032) was released in December 2016. Webinars and presentations are scheduled on average twice monthly through the end of 2017 to communicate the findings. Staff is developing supplemental analysis for understanding policy and practice implications of the high school trends, such as male/female high school progression differences, profiles of the high school

population by urban/suburban/rural geographies, and additional data dashboards. The *Knocking* projections are serving as a springboard for other policy and analysis work; for example, how to respond to the changed youth/college population and the next generation of student exchanges (see *New Directions* section below).

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

Washington State Higher Education Needs Assessment. WICHE's Policy and Mental Health units are leveraging their deep expertise in qualitative research and education and workforce development policy to compile comprehensive regional perspectives on emerging economic trends, employer needs, and community and student demand. The project team is employing a mixed methods approach to solicit feedback from local stakeholders using in-person focus groups, supplemented by an online employer survey and key informant interviews, all informed by quantitative data about each of the regions.

NEW DIRECTIONS

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

- | | |
|---|--|
| <ul style="list-style-type: none"> ★ = Urgency (mission critical) ● = Opportunity (funding) ■ = Competence (staff/consultants) | <ul style="list-style-type: none"> ★ = low, ★★ = medium, ★★★ = high ● = low, ●● = medium, ●●● = high ■ = low, ■■ = medium, ■■■ = high |
|---|--|

Project Title	Focus	Priority	Geo Scope	Funding	Staffing	Timeline	Partners
WICHE Task Force on Closing Postsecondary Attainment Gaps	Access & success; workforce & society; accountability	★★★ ●● ■■	Western	\$750,000	1 FTE	2 years	TBD
Adult College Completion Network – Building Evidence for Scale	Access & success; workforce & society	★★★ ●●● ■■■	National	\$800,000	1.5 FTE	4 years	Lumina Foundation
Policy and Practice Solutions for Adult Learners	Access & success; workforce & society	★★★ ●●● ■■■	National	\$1.5-2 million	1.75 FTE	4 years	Lumina Foundation
Data with a Purpose	Accountability; workforce & society	★★★ ●●● ■■■	National	\$497,475	.50 FTE	2 years	Strada Education Network
Hitting the Ground Running: Leveraging Work-Based Learning to Improve Educational Outcomes and Meet Workforce Demands	Access & success; workforce & society	★★★ ●● ■■	Western	\$1 million	1.75 FTE	3 years	TBD
A Second Chance at Success: Reducing the Fiscal and Social Impact of Recidivism Through Inmate Education and Reentry Programs	Access & success; workforce & society	★★ ●● ■■	Western	\$2.5 million	2 FTE	3 years	TBD

Project Title	Focus	Priority	Geo Scope	Funding	Staffing	Timeline	Partners
Safer Spaces: Aligning Policy and Practice to Reduce Sexual Violence on College Campuses in the West	Access & success; accountability	★★ ●● ■ ■	Western	\$750,000	1.5 FTE	2 years	Washington State Council of Presidents and State Board for Community and Technical Colleges and two to three additional states
Serving Student Soldiers of the West	Access & success; workforce & society	★★ ● ■ ■	Western	\$1 million	1.35 FTE	3 years	Mental Health Program, U.S. Dept. of Defense, Service-members Opportunity Colleges, American Council on Education

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

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

Adult College Completion Network – Building Evidence for Scale. The goal of *Adult College Completion Network: Building Evidence for Scale* is to build upon the initial ACCN framework to develop an innovation network of stakeholders with an enhanced focus on building the evidence base for effectively serving adult learners, facilitating collaboration, scaling solutions, and promoting equity. The second phase of the ACCN will leverage its existing membership and activities and pursue new approaches to achieve the following four objectives: 1) build the evidence base for effectively serving adult learners; 2) facilitate collaboration among network members; 3) share scalable solutions across the field; and 4) link adult college completion work with the broader equity agenda. WICHE will achieve this through a combination of current, revised, and new ACCN offerings. These will include: dramatically expanded evaluation support in the form of direct technical assistance, evaluation resources, and consultation from outside experts; opportunities for member collaboration such as an annual workshop, targeted network learning trips, virtual discussions, direct peer-to-peer connections; and the dissemination of promising strategies with the potential for scale through a variety of mechanisms. Ultimately, WICHE seeks to capitalize on its existing knowledge of the adult credential completion field to drive the community’s efforts forward by sourcing and sharing innovation, better using data, and greater collaboration.

Policy and Practice Solutions for Adult Learners. Building on lessons learned from the Nontraditional No More project and the Adult College Completion Network, WICHE seeks to partner with states to increase the number of adults with a postsecondary credential of value. To accomplish that goal, the project will: identify high-impact supports for adult learners that correlate with increased credential completion; develop effective and aligned policy and practice for

servicing adult learners in concert with states, postsecondary systems, postsecondary institutions, employers, and local leaders; and measure the impact of the initiatives aimed at increased postsecondary credential completion for adults to drive continuous improvement. To achieve these objectives, WICHE will select state partners through a competitive RFP process; facilitate a guided planning process with selected states; and ultimately work with state partners to implement a data-driven approach to meeting their attainment goals by servicing returning adult students. Project activities will include technical assistance, facilitated state and interstate meetings, routine communication of lessons learned through publications and presentations, and a rigorous evaluation component.

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

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

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

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

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

POTENTIAL FUTURE PROJECTS

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

The Impact of Dual and Concurrent Enrollment on Student Success in Postsecondary Education is a project that would assess the postsecondary success of students who enroll in (and successfully complete) dual and concurrent enrollment courses while still in high school.

Western Postsecondary Data Users Network is an effort that would convene key state, system, and institutional education and workforce researchers to address common questions, provide technical assistance, and assist in professional development with the aim of ensuring that Western policymakers have access to high quality evidence to develop, assess, and improve education and training policies and programs.

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

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

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

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

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

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

Council for Adult and Experiential Learning (CAEL) and WICHE Research Initiative (Fueling the Race 2.0). Five years ago, CAEL conducted the first national, multi-institutional study examining the academic outcomes of adult students who take advantage of prior learning assessment (PLA). In *Fueling the Race to Postsecondary Success: A 48-Institution Study of Prior Learning Assessment and Adult Student Outcomes*, CAEL found that adult students with PLA credit were two-and-a-half times more likely to complete their degrees than adult students without PLA credit. Much has changed in higher education since then, making another comprehensive study examining the impacts of PLA timely. Thus, CAEL seeks to engage WICHE as a partner on a proposal for a multi-part PLA research project addressing four main areas: impact on student outcomes, return on investment, academic integrity of PLA, and access to PLA nationally. Spanning three years, this effort would consist of three parts: the main institutional study of PLA and academic student outcomes; the return on investment for institutions, states, and systems; and the predictive validity of PLA. (Approved)

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

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

Informing Career and Technical Education and Economic Development Programs to Meet State Workforce Needs. This project explores how career and technical education and economic development programs can be best organized and informed with contemporary workforce data to meet states’ workforce needs.

Streamlining Implementation of Outcomes-Based Funding Models is a project that will assist states and postsecondary institutions in adopting outcomes-based funding policies in ways that best ensure policy goals are achieved.

COMPLETED PROJECTS

Work that staff finished in FY 2017.

Adult College Completion Network. WICHE completed the final year of the no-cost extension for the Adult College Completion Network grant from Lumina Foundation, which involved identifying and disseminating promising practices and new research with relevance for returning adult students with some college credit and no credential.

Colorado Department of Higher Education (CDHE) Contract. WICHE was hired to assist the department with state-level strategic planning and execution of work related to its Strategic Priority Initiatives, including closing the state's attainment gap by at least half by 2025 and expanding the number of adults with a meaningful credential.

College Access Challenge Grant (CACG) Consortium. For seven years, states have participated in the CACG Consortium, where WICHE works closely with each state to administer its federally funded formula grant program, designed to increase the number of low-income students who are prepared to enroll and succeed in postsecondary education. This was the final year of federal funding for Alaska and Idaho, so work ended in August 2016.

Smarter Balanced Assessment Consortium. With funding from the Helmsley Charitable Trust and the University of California, WICHE worked with the Smarter Balanced Assessment Consortium to serve as a fiscal agent for the performance of the following services: strategic planning for the Smarter Balanced Assessment Consortium; examining how high school assessment can function as an early-warning system and as a tool for ensuring that students graduate ready for college or the workplace; exploring of new markets in adult and higher education; assisting in identifying options and opportunities for career readiness; and addressing technical and policy issues related to score reporting.

South Dakota Board of Regents (SDBOR) Contract. WICHE provided SDBOR consultation services to examine how the state might develop a strategy for redesigning state-funded financial aid programs. WICHE facilitated a series of meetings with the Financial Aid Task Force to develop a financial aid model that aligns with state goals for student success and affordability, and promotes both greater access and success for students and predictability for institutions. WICHE developed an interactive simulation tool that modeled recommendations for SDBOR using data from SDBOR, technical institutes and private colleges.

Washington Student Achievement Council – Higher Education Needs Assessment for Southeast King County. WICHE led a higher education needs assessment for the southeastern region of King County, Washington, collecting and analyzing quantitative and qualitative data and suggesting a plan for meeting identified needs. WICHE subcontracted with NCHEMS on the project and completed the assessment in December 2016.

Mental Health

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

EXISTING ACTIVITIES PROJECTS & INITIATIVES

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

Project	Focus	Geo Scope	Funding	Staffing	Timeline	Partners
Alaska Psychiatric Institute Technical Assistance	Workforce & society	Western	\$215,000	.15 FTE	9/14-12/17	Alaska
Alaska Psychology Internship Consortium - Interns *	Workforce & society	Western	\$500,000	.10 FTE	7/13-6/18	Alaska
Alaska Internship Consortium - Technical Assistance *	Workforce & society	Western	\$100,500	.05 FTE	10/16-6/18	Alaska Trust
Alaska Review of Behavioral Health Aide Curriculum and Competency Assessment	Workforce & society	Western	\$119,100	.40 FTE	8/16-7/17	Alaska Native Tribal Health Consortium (ANTHC)
Arizona – Evidence-Based Practices Fidelity Monitoring *	Workforce & society	Western	\$1,811,821	3.2 FTE	6/14-6/18	Arizona
Arizona Mercy Maricopa Evidence Based Practices *	Workforce & society	Western	\$186,452	1.0 FTE	7/14-6/18	Arizona
Arizona Mercy Maricopa Training 2017	Workforce & society	Western	\$300,000	0.0 FTE	1/17-12/17	Arizona
Colorado Rural Veterans Suicide Prevention	Workforce & society	Western	\$651,305	0.1 FTE	2/15-2/18	Veterans Administration Office of Rural Health & Office of Suicide Prevention
Colorado School-Based Behavioral Health Advocacy Toolkit	Workforce & society	Western	\$50,000	0.2 FTE	1/17-12/17	Mental Health Colorado
Hawai'i Internship Program *	Workforce & society	Western	\$2,138,026	.30 FTE	7/13-6/18	Hawai'i
Montana State Hospital Staffing Study	Workforce & society	Western	\$19,450	.06 FTE	3/17-6/17	Montana State Hospital
Nevada Psychology Internship Program *	Workforce & society	Western	\$811,341	.50 FTE	7/14-8/18	Nevada
Oregon Psychology Internship Program *	Workforce & society	Western	\$194,558	0.0 FTE	4/14-12/19	Oregon & APA

Project	Focus	Geo Scope	Funding	Staffing	Timeline	Partners
South Dakota Technical Assistance Systems of Care (SOC) Statewide Implementation	Workforce & society	Western	\$43,740	.14 FTE	2/17-6/17	South Dakota Division of Behavioral Health
South Dakota IMP(ACT) Fidelity Reviews	Workforce & society	Western	\$99,000	.15 FTE	6/15-5/17	South Dakota Division of Behavioral Health
Children's Assessment Center (CAC) Doctoral Internship Program	Workforce & society	Western	\$20,688	.08 FTE	6/16-6/17	Children's Assessment Center (CAC)
University of Texas, El Paso (UTEP) Internship Program	Workforce & society	Western	\$66,576	.15 FTE	9/12-8/17	U of Texas, El Paso
Utah State Hospital (USH) Technical Assistance and LEAN Process Improvement for Reducing Restoration Length of Stay	Workforce & society	Western	\$30,000	.04 FTE	3/17-6/17	Utah Division of Substance Abuse and Mental Health
Western States Decision Support Group (WSDSG) – Annual Membership Program	Workforce & society	Western	Varies annually	.15 FTE	Ongoing	WICHE member states and territories

* WICHE expects these projects will be renewed for FY 2017-18.

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

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

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

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

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

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

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

Colorado Rural Veterans Suicide Prevention. WICHE is collaborating with the Denver-based federal Veterans Administration VISN 19 Mental Illness Research, Education, and Clinical Center to develop and pilot test a veterans suicide-prevention program for rural communities. The current funding is for year two of the three-year initiative.

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

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

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

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

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

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

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

Children's Assessment Center (CAC) Doctoral Internship Program. WICHE provides consultation and technical assistance to the Children's Assessment Center (CAC) on achieving American Psychological Association (APA) accreditation for the CAC Doctoral Internship Program.

University of Texas, El Paso (UTEP) Internship Program. WICHE provides ongoing consultation and technical assistance to the El Paso Psychology Internship Consortium, which is funded through a grant from the Hogg Foundation for Mental Health.

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

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

NEW DIRECTIONS

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

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

Project Title	Focus	Priority	Geo Scope	Funding	Staffing	Timeline	Partners

POTENTIAL FUTURE PROJECTS

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

Idaho Psychology Internship Development. WICHE is working with Idaho to create and fund a psychology internship development program.

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

Campus Sexual Assault Prevention. WICHE is currently developing a program to support Institutes of Higher Education (IHEs) in the prevention of sexual assault. Following an exhaustive review of current best practices, WICHE is now engaging commissioners to determine the most useful approach to supporting WICHE Institutes of Higher Education in this endeavor.

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

COMPLETED PROJECTS

Work that staff finished in FY 2017.

Arizona Mercy Maricopa Integrated Care (MMIC) Permanent Supportive Housing Redesign. WICHE collaborated with MMIC to facilitate a housing redesign to restructure how Permanent Supportive Housing and accompanying services are provided to members.

Arizona Mercy Maricopa Integrated Care (MMIC) Mental Health Block Grant (MHBG) Evidence-Based Practices (EBPs) Grant Award. WICHE provided training, technical assistance and consultation to MMIC's partner "First Episode Clinics" to enhance and sustain their capacity to support client referrals to EBPs.

Colorado Office of State Planning and Budgeting Behavioral Health Funding Study. WICHE, the National Association of State Mental Health Program Directors Research Institute, and Milliman completed a study of behavioral health funding in Colorado.

Circle Program Study. The Colorado Office of Behavioral Health retained WICHE to examine the effectiveness of the Circle Program, a 20-bed inpatient program operated by the Colorado Mental Health Institute at Pueblo (CMHIP), as well as the operational, financial, and regulatory and licensure options for the program to be autonomous from CMHIP and the state.

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

Hawai'i Child and Adolescent Mental Health Medicaid Rate Study. The Hawai'i Department of Health retained WICHE to conduct a multi-state comparison study of child and adolescent behavioral health services and associated Medicaid rates. The study was used to determine the need for rate increases and adjustments, including requesting funds from the Hawai'i Legislature.

Wyoming Behavioral Health Division. WICHE provided assistance in the development of a dual diagnosis program to serve those diagnosed with an intellectual disability and mental illness, provided education and training on managing patients with complex behaviors and aggression, and provided an analysis of the discharge process at the state hospital.

WCET

The WICHE Cooperative for Educational Technologies (WCET) was established in 1989 to promote collaboration and information sharing about educational technologies in higher education. WCET’s mission is to accelerate the adoption of effective practices and policies, advancing excellence in technology-enhanced teaching and learning in higher education. Today, WCET supports over 375 colleges, universities, state higher education agencies, non-profits and for-profit companies across the U.S. and Canada, with over 3,800 active WCET users. WCET’s strategic action plan focuses on practice, policy, and advocacy, and fulfills these core functions by leveraging the expertise within the WCET community, supporting action agendas based on member priorities, facilitating information dissemination and professional networking, and delivering responsive excellence to its higher education members. WCET is the leader in the practice and policy of technology-enhanced learning in higher education.

EXISTING ACTIVITIES ONGOING

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

Project	Focus	Geo Scope	Staffing	Partners
WCET National Membership Cooperative	Technology & innovation; access & success	North America	9 FTE	375 member institutions, organizations, and companies
WCET Leadership Summit	Technology & innovation; access & success	North America	WCET staff	Corporate sponsors
WCET Webcast Series	Technology & innovation; access & success	North America	WCET staff	
e-Learning Policy & Advocacy	Technology & innovation; access & success	North America	WCET staff	Members, UPCEA, OLC, other organizations
WCET Research	Technology & innovation	North America	WCET staff	Members, other organizations

EXISTING ACTIVITIES PROJECTS & INITIATIVES

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

Project	Focus	Geo Scope	Funding	Staffing	Timeline	Partners
WCET Z Course and Z Degree Adoption Program	Technology & innovation; access & success	North America	William and Flora Hewlett Foundation	WCET staff	2017-2020	Organizations active in OER
Evolving Higher Education Policy Issues	Technology & innovation; access & success	North America	Existing membership dues	WCET staff	7/17-6/18	Members, other WICHE units
Deployment of Steering Committee Priorities to Advance WCET Focus Areas	Technology & innovation; access & success	North America	Existing membership dues	WCET staff	7/17-6/18	WCET Steering Committee, WCET members
State Authorization Network (SAN) - Year 7	Access & success	National	SAN member fees	2.25 FTE	7/17-6/18	NCHEMS & 93 member systems or organizations representing more than 600 institutions

Focus areas. WCET’s focus areas for 2017-2018 include emerging technologies, institutional success, policy and regulation, and student success. WCET works with its extensive and talented membership to produce a variety of deliverables related to each focus area, including guest blogs, interactive webinars, digital content, summits, member discussions, research, and its premier annual meeting.

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

Institutional success. WCET is well known for its leadership in the area of managing online learning. As technology extends beyond distance education and online units, WCET is updating this focus area to more broadly address institutional success. This is accomplished through WCET’s live and virtual events as well as interactive discussions among 3,800 subscribers. In FY 2017, WCET published *Price and Cost of Distance Education 2017*.

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

Student success. Although the term of WCET’s Adaptive Learning Fellow expired on November 1, 2016, WCET will continue to serve as a knowledge center on adaptive learning. Additional topics that are important to WCET’s membership include open educational resources (OER) and e-texts, developing a culture of accessibility and universal design for learning (UDL), academic integrity, and connecting credentials. WCET partnered with GlobalMindED to develop a new Digital Inclusion Award which recognizes an individual, organization, or program for having shown significant impact on first generation learner populations with regard to increasing involvement in global digital leadership.

WCET's State Authorization Network (SAN) is a membership service for those seeking to comply with state authorization regulations related to the provision of online and distance courses and programs. WCET provides training on state regulations, access to experts, strategies on meeting state requirements, and support to a community of practitioners sharing effective practices and latest developments. In its sixth successful year of operation, SAN serves more than 600 institutions from 93 members (a mix of individual institutions, partnerships, systems, and consortia).

NEW DIRECTIONS

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

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

Project Title	Focus	Priority	Geo Scope	Funding	Staffing	Timeline	Partners
Backbone Services to the Digital Learning Solution Hub	Technology & innovation; access & success	★★ ●●● ■■	North America	Bill & Melinda Gates Foundation	3.0 FTE	2017-2020	14 Gates Foundation grantees

POTENTIAL FUTURE PROJECTS

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

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

COMPLETED PROJECTS

Work that staff finished in FY 2017.

28th Annual Meeting, October 12-14, 2016, Minneapolis.

WCET Leadership Summit. "Essential Institutional Capacities to Lead Innovation," June 14-15, 2017, Salt Lake City.

WCET Frontiers has been recognized as a "must read higher education blog" by *Ed Tech Magazine* and *The Advocate* (13/40 on the must read list).

SAN Workshops and Conferences. In addition to many virtual events and communications SAN provides to its members, SAN convened four in-person workshops with an average attendance of 60.

Price vs. Cost of Distance Education. In winter 2016, WCET issued a national survey to find answers to these questions: Do you charge students a price that is more or less for distance learning courses? Why? Does it cost the institutions more or less to create those courses? Why? [The report](#) received national higher education media coverage and stimulated a lot of discourse among higher education practitioners.

INFORMATION ITEM

Administrative Services/Operations

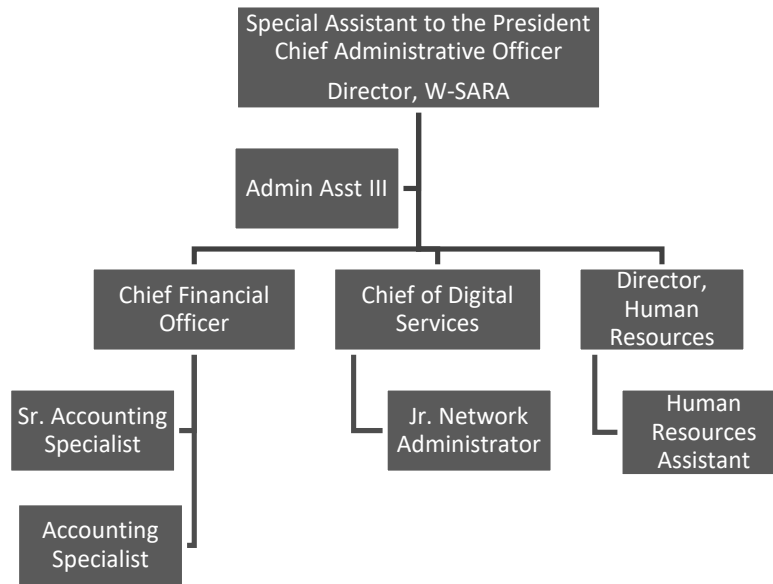
Unit Overview

Over the last several years WICHE has significantly expanded the scope of its activities, which has led to greater internal complexity and the need to establish or strengthen internal controls and support operations. Among the most relevant factors driving this need are an evolving workforce, the pace of technology, and policies and practices that influence organizational workflow.

Administrative Services/Operations was created as a unit in January 2017. It functions as a self-supporting entity, and consists of accounting, human resources, information technology, and W-SARA. This new unit highlights the importance of creating a structure that increases focus on internal operations, particularly among otherwise disparate units, and workflow interdependence that promotes a "One WICHE" philosophy.

The primary mission of Administrative Services/Operations is to provide outstanding support services to all units within WICHE. Unit goals include (1) establishing a secure, reliable, and quality infrastructure that allows all employees to maximize their skills and abilities; (2) implementing policies and practices that reduce costs and increase organizational efficiency; and (3) facilitating creation of an increasingly team-based, progressive unit and organizational culture.

Organizational Chart



EXISTING AND FORTHCOMING ACTIVITIES

Administrative Services consists of a broad range of organizational activities including but not limited to:

- Managing the Administrative Policy Advisory Council (APAC)
- Overseeing the Grants and Contracts Committee (GCC)
- Drafting required policy manuals (e.g., WICHE, accounting, IT)
- Continual collaboration with other tenants of SHEPC (learning center access points)
- Pursuit of a One WICHE solution via Salesforce for key contacts and payment system
- Evaluation of various topics related to consultant agreements
- Preparation of business continuity and disaster recovery plans.

In addition to routine tasks and responding to various organizational requests, Administrative Services has developed an initial list of activities and projects for the remainder of FY 2017 and the first half of FY 2018 (which appears below). At the November commission meeting, we intend to provide updates on emergent organizational priorities and noticeable adjustments to this initial list.

WICHE State Authorization Reciprocity Agreement (W-SARA)

The State Authorization Reciprocity Agreement (SARA) was launched in January 2014. In the Western region, Administrative Services collaborates and coordinates with NC-SARA and the other regional compacts to create a nationwide program, and oversees management of W-SARA for its 14 state members and approximately 200 participating institutions.

Accounting

Project	Estimated Completion
Outsourcing payroll to ADP	April 2017
Schematic of accounting processes	March 2017
Review of accounting processes	June 2017
Maximize use of AccuFund software system	Ongoing

Human Resources

Project	Estimated Completion
Establish HR Info System/applicant tracking system	May 2017
Employee handbook updates	July 2017
Hire and onboard Hawai'i interns	July 2017
Hire and onboard Nevada interns	August 2017
First online Open Enrollment with ADP	November 2017

Information Technology

Project	Estimated Completion
Phone system modernization	May 2017
PSEP 2.0 Website/Database	June 2017
WUE/WRGP 2.0 Website/Database	September 2017
Identify strategies to reduce shadow IT	Ongoing

COMPLETED PROJECTS

The following represent a few accomplishments since formation of the unit in January 2017.

Accounting

- Transitioned all payroll-related data and information into ADP
- Completed Affordable Care Act Reporting.

Human Resources

- Hired five new staff members and completed onboarding activities
- Conducted an All-Staff Harassment Prevention Training
- Staff Appreciation Luncheon
- Internal human resources reporting for calendar year 2016
- Discrimination testing for 2016 and 2017
- Completed upload of all benefits data and information into ADP.

Information Technology

- Transitioned e-mail and calendar services from an old onsite Exchange server to cloud-based Office 365
- Decommissioned unstable onsite server that provided vital "Domain Name Service" (DNS) for WICHE and WCET and migrated to zero-cost, redundant offsite DNS servers
- Ongoing laptop replacement while refreshing 10 laptops and eight monitors
- Completed a full IT asset inventory
- Drafted 14 systems/standard operating procedure documents and eight user guides.



COMMISSION CODE OF ETHICS

The Western Regional Education Compact calls upon commissioners appointed by each participating state to oversee the development of WICHE's programs in order to strengthen higher education's contribution to the social and economic life of the region. Ethical practices are essential to the creation, implementation, and continued operation of effective, equitable programs that benefit the citizens of the West.

It is essential that WICHE espouse its own standards of ethical conduct since codes differ by state and do not apply to an interstate agency such as WICHE. In this regard, each WICHE commissioner agrees individually to:

Fulfill his or her responsibilities in a professional manner, with honesty, integrity, dignity, fairness, and civility.

Act in an informed, competent, and responsible manner, and with due diligence to provisions of the Western Regional Education Compact, the WICHE bylaws, and the approved policies and procedures of the organization.

Avoid possible conflicts of interest between his or her responsibilities as a state-appointed official and the policies, procedures, and operations of the multistate organization. Should a potential conflict arise, a commissioner has the responsibility to disclose this to the commission and to recuse herself or himself for any discussion or actions with regard to the potential conflict of interest.

Foster high standards of professional and ethical conduct within WICHE and the commission.

Support the principles of due process and civil and human rights of all individuals while being vigilant to resolve circumstances of discrimination, inequity, inappropriate behavior, harassment, or abuse within WICHE.

Assure that allegations of ethics violations raised by any staff person or citizen served by WICHE concerning a member of the staff or commission are thoroughly investigated and resolved.

Refrain from accepting duties, incurring obligations, accepting gifts or favors of monetary value, or engaging in private business or professional activities where there is, or would appear to be, a conflict between the commissioner's personal interests and the interests of WICHE or its member or affiliated states.

Avoid exploiting his or her position for personal gain through the use of political, social, religious, economic, or other influence.

Obey local, state, and national laws and to pursue any changes in those laws, policies, and regulations only through legal, ethical, and otherwise appropriate means.

Support this WICHE Code of Ethics (Conduct) as a fundamental underpinning for the values, the decisions, and the actions of the commission and the organization.



Plenary Session IV

Development of WICHE's Strategic Communications Plan

Tuesday, May 23, 2017

9:45 – 10:30 a.m.

Bay 4

9 Tuesday 9:45 - 10:30 a.m.

Western Interstate
Commission
for Higher Education

www.wiche.edu

Monday, May 23, 2017

9:45 - 10:30 a.m.

Bay 4

**Plenary Session IV:
Development of WICHE’s Strategic Communications Plan**

The plenary session on WICHE’s strategic communications plan will be facilitated by Joe Garcia and Jennifer Lucas. As the new director of strategic communications at WICHE, Lucas will share her thoughts on planning and implementing a strategic communications program for WICHE in FY18 and also gather ideas from the commissioners on what they would like to see included in the communications strategy. Session attendees are encouraged to come prepared to share ideas on how WICHE’s communications team and program can help them be successful in their role as WICHE commissioners in their respective states.

Speakers: Joe Garcia, president, WICHE, and Jennifer Lucas, director of strategic communications, WICHE

Biographical Information on the Speakers

Joe Garcia was appointed president of WICHE in June 2016. He served as the lieutenant governor of Colorado and as the executive director of the Colorado Department of Higher Education, beginning in 2011. He had previously served on the WICHE Commission for nine years, including as its chair in 2011. During his time as lieutenant governor and as the SHEEO for Colorado, Garcia focused on increasing equity in outcomes for all students, particularly those from low-income backgrounds and communities of color. Prior to his election as lieutenant governor, Garcia served as president of Colorado State University-Pueblo, which was named Outstanding Member Institution by the Hispanic Association of Colleges and Universities during his tenure. He also served as president of Colorado’s second-largest community college, Pikes Peak Community College, where he was twice named President of the Year by the State Student Advisory Council. His previous public service positions included serving as a member of the cabinet of Gov. Roy Romer and as a White House appointee under President Bill Clinton at the Department of Housing and Urban Development. He also was employed in the private practice of law for 10 years at Holme Roberts & Owen, where he became the first Hispanic partner in the 100-year history of the firm. Garcia earned his B.S. in business at the University of Colorado Boulder and his J.D. from Harvard Law School.

Jennifer Lucas is the director of strategic communications at WICHE, with responsibility for managing WICHE’s brand, external communications, and media relations. Lucas brings to WICHE over a decade of internal and external communications experience from her career in Washington, D.C., where she worked with several organizations including consulting firm Booz Allen Hamilton. She holds a bachelor’s degree in speech communication from James Madison University in Harrisonburg, VA.

SCHEDULE
EXEC CTTE
WELCOME
Plenary 1 SAFER SPACES
PROGRAMS
POLICY
Plenary 2 CYBERSECURITY
Plenary 3 KNOCKING
BUSINESS
Plenary 4 COMMUNICATIONS
REFERENCE





Reference

WICHE Commission

Commission committees

Legislative Advisory Committee

WICHE staff

Future commission meeting dates

Higher education organizations
and acronyms

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

Western Interstate
Commission
for Higher Education

www.wiche.edu



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SCHEDULE	EXEC CTTE	WELCOME	Plenary 1 SAFER SPACES	PROGRAMS	POLICY	Plenary 2 CYBERSECURITY	Plenary 3 KNOCKING	BUSINESS	Plenary 4 COMMUNICATIONS	REFERENCE
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WICHE COMMISSION

WICHE's 48 commissioners are appointed by their governors from among state higher education executive officers, college and university presidents, legislators, and business leaders from 15 Western states and the U.S. Pacific territories and freely associated states, WICHE's newest member. This regional commission provides governance and guidance to WICHE's staff in Boulder, CO. Patricia Sullivan, associate dean of outreach in the College of Engineering at New Mexico State University, is the 2017 chair of the commission.

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Jeanne Kohl-Welles (WA), immediate past chair

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

Issue Analysis and Research Committee

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Dave Buhler (UT), vice chair

Susan Anderson (AK)
Chris Bustamante (AZ)
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Colleen Sathre (HI)
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Robert Burns (SD)
Carmen Fernandez (U.S. Pacific Territories and Freely
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Committee vice chair (UT)
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Karla Leach (WY)

Programs and Services Committee

Eileen Klein (AZ), chair
Wendy Horman (ID), vice chair

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Committee chair (AZ)
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Dene Thomas (CO)
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Frank Galey (WY)

Audit Committee

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WICHE chair
Tony Fernandez (ID)
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LEGISLATIVE ADVISORY COMMITTEE

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

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Future Commission Meeting Dates

2017

November 9-10, 2017 - Denver, CO

2018

May 7-8, 2018 - Montana

November 8-9, 2018 - Colorado

2019

May 20-21, 2019 - North Dakota

November 7-8, 2019 - Colorado

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
AACRAO	American Association of Collegiate Registrars and Admissions Officers	aacrao.org
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
ACCN	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
CLASP	Center for Law and Social Policy	clasphome.org
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-ESSA	Every Student Succeeds Act	ed.gov/essa
ED-FERPA	Family Educational Rights and Privacy Act	familypolicy.ed.gov
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-OCTAE	Office of Career, Technical, and Adult Education	ed.gov/octae
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-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	educase.edu
EPI	Educational Policy Institute	educationalpolicy.org
ETS	Educational Testing Service	ets.org
Excelencia	Excelencia in Education	edexcelencia.org
FERPA	Family Educational Rights and Privacy Act	
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
HEA	Higher Education Act	
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
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
MLDE	Multistate Longitudinal Data Exchange	wiche.edu/longitudinaldataexchange
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
NACAC	National Association of College Admissions Counselors	nacacnet.org
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
NALEO	National Association of Latino Elected and Appointed Officials	naleo.org
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 for 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
NCPPE	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
NPSAS	National Postsecondary Student Aid Survey	nces.ed.gov/surveys/npsas
NRHA	National Rural Health Association	nrharural.org
NSC	National Student Clearinghouse	studentclearinghouse.org
NSSE	National Survey on Student Engagement	nsse.indiana.edu
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	pesc.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
SACSCOC	Southern Association of Colleges and Schools Commission on Colleges	sacscoc.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
SLDS	State Longitudinal Data System	nces.ed.gov/programs/slids/
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	wascsenior.org/wasc
WCET	WICHE Cooperative for Educational Technologies	wcet.wiche.edu
WDQC	Workforce Data Quality Campaign	workforcedqc.org
WGA	Western Governors' Association	westgov.org
WICHE	Western Interstate Commission for Higher Education	wiche.edu
WIN	Western Institute of Nursing	ohsu.edu.son.win
WIOA	Workforce Innovation Opportunity Act	doleta.gov/wioa
YI	Young Invincibles	younginvincibles.org

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

U.S. PACIFIC TERRITORIES AND FREELY ASSOCIATED STATES



